

## Sustainability in everyday life

**Media product**

Text

**Topic**

Environment/Sustainability

**1 apt keyword**

Sustainability

**Level**

Starter

**Age**

10-14

**Type of school**

- Secondary school
- High school

**Duration of the entire unit**

45 minutes

**Duration of the media product**

10 minutes

**Subjects**

Biology, Natural Sciences

**Material needed**

Digital end device (e.g. laptop, tablet)  
Internet connection and browser

**Knowledge and educational content**

Human environmental impact  
Packaging waste  
CO2 emissions

**Short description of the content**

The pupils go shopping in the supermarket. They have to make decisions about different products in terms of packaging waste and sustainability. For each decision, good, medium and bad points are given in the form of colours. The aim is to shop in the most environmentally friendly way possible.

**Competences/skills based on the curricula**

Subject reference: In which subject can the pupils acquire which skills?

The story can be integrated into biology lessons. In Grade 8, Topic 5: "Ecosystems in Transition" is usually dealt with, in which human environmental influences are considered in the context of "Environment and Responsibility". In the subject of natural sciences, it can be dealt with in topic area 3 (movements on land, at sea and in the air) with a focus on CO<sub>2</sub>. air) with a focus on CO<sub>2</sub> emissions, or in Topic 4 (Plants - Animals - Habitats), when environmental protection is a topic. habitats), when the focus is on environmental protection in general.

**Impulse questions/ method for introducing the topic/media product**

How can pupils be introduced to the topic/prepared for the media product in terms of content?

The topic can be introduced through the choice of means of transport in everyday life or through a general survey. survey on the extent to which one's own or family purchases are considered environmentally friendly and how much waste is produced in the household. how much waste is produced in the household. Possible questions could be: Do you come to school by car, bicycle, bus or on foot? bus or on foot to school? How much waste do you produce in your household per week?

**Possible connection methods**

Wie kann das Medienprodukt nach Bearbeitung aktiv/kreativ/kritisch reflektiert werden?

This can be followed by a discussion of the results in plenary. A comparison can be made, who made the most environmentally friendly purchases. Afterwards, the answers of the story can be discussed in terms of the answers to the story can then be discussed in terms of sustainability and a guideline drawn up on how to make purchases as environmentally friendly as possible.

## DATENBLATT

**Version number**

1

**Language**

English

**License****Tips/conclusion**

Further information and suggestions

Introduction to the topic of environmental protection and sustainability can be done with the story

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