

The way of waste

– a problem based lesson plan in social studies (Denmark)

During the lesson plan the pupils will be faced with questions such as: What is climate change? How does climate change affect global society? How does our consumption affect climate change? How do we deal with the increasing amount of waste at global, European, national and municipal level? How can we minimize waste and how can we convince politicians to take action with regards to the growing waste problem?

Learning objectives:

Overall: Problem-Based Learning (PBL) is generally applied in this lesson plan PBL is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning.

Furthermore, the learning objectives are:

- A) apply and combine knowledge of sociology, economics and politics to explain current challenges in society and solutions to them
- B) distinguish between different types of arguments and statements, including description and assessment
- C) examine current political decisions, including the importance of the EU.
- D) analyzing problems and selecting priority issues with regards to pollution, garbage, waste management. Choosing priorities involves looking at the causes and impact of problems as well as analyzing solutions.
- E) investigate and assess the interaction between technological development and the development in society in general
- F) use knowledge, concepts and academic contexts from the core subject as well as simple theories to explain and discuss societal issues
- G) demonstrate knowledge of the subject's identity and methods
- H) formulate professional issues and collect, critically evaluate and process Danish and foreign language material, including statistical material, to investigate and discuss issues and draw conclusions
- I) examine and document a policy area, including the importance of the EU and global conditions

The purpose of the lesson plan is to achieve an in-depth understanding of human climate behaviour. The ambition is for students to gain an understanding of why some individuals have climate-friendly attitudes, others not, and why some individuals are willing and able to translate their attitudes into climate-friendly actions. This will take place through a wide range of theoretical perspectives on climate behaviour, as well as analyzes of links between consumption and identity in a time of climate change. The lesson plan is structured around the general questions below, which give the thematic teaching a problem based learning approach which is related to the students' own life.

- The climate is changing - how do we react to climate change?
- Why do we (not) change our climate behaviour?
- Which roles do consumption and lifestyle play in a time of climate change?
- I consume therefore I am – is our identity linked to our consumption?
- Black Friday and/or sustainable consumption?
- Do we have the freedom to consume or the obligation to restrain our consumption?
- Our consumption creates challenges with waste management – how can this be solved at global, European, national and municipal level?
- How did we get here - living in a risk society?

The background for the lesson plan is the enormous attention paid to climate change in recent years and the adjustment required to ensure a more climate-friendly and sustainable world. The attention is directed towards all parts of society. This has called for broader perspectives on the problem, partly to identify sociological reasons for the climate challenges, but also to identify and analyze possible solutions.

The special focal point of the lesson plan is to understand why some individuals are willing and able to change climate behaviour, while others are not. The course uses a number of well-known theories in social science but uses many of them in a new way and in a new academic context. The lesson plan also deals in depth with consumption and consumption culture, and how this is linked to identity. Consumption and consumption culture are included as it seems to be part of the explanation for the increasing CO₂ footprint, but with increasing attention to sustainability in consumption habits, also seems to be part of the solution. These micro-sociological topics are close to the students' everyday life and are also the main focus of the lesson plan. The lesson plan ends with a macrosociological perspective on the societal changes we have witnessed in the last 40-50 years. This aims, with a sociological theory apparatus, to frame the micro sociological and macro sociological trends we see. The course is designed in such a way that the students both learn and apply the many theories, but are also trained to read and use a lot of statistical material on e.g. people's attitudes towards various climate measures. It is ensured that the students use a number of well-known social studies models, as well as that throughout the lesson plan in almost all modules, discussion is planned in order to empower the students. There are many questions that concern the students themselves. About their own climate behavior and whether their own consumption is in line with what is required in the fight against climate change. About how much of the responsibility is theirs, or whether it is their responsibility at all. These questions and more call for disagreements and are a good starting point for fruitful sociological and democratic discussions.

As an extension of this, the lesson plan is constructed with respect towards the Danish upper secondary school's purpose paragraph para. 3 and 4, which states that "the programs must have an educational perspective with an emphasis on the students' development of personal authority. The pupils must therefore learn to relate reflectively and responsibly to their surroundings: fellow human beings, nature and society as well as to their development. The courses must also develop the students' creative and innovative abilities and critical sense". As well as para. 4: "The education and the institutional culture as a whole must prepare students for co-determination, co-responsibility, rights and duties in a society with freedom and popular government". The students must thereby achieve prerequisites for active participation in a democratic society and an understanding of the possibilities of individually and collectively contributing to development and change, as well as an understanding of both the immediate as well as the European and global perspective. By asking questions at the beginning of the individual lesson, it is the idea that the students will experience academic teaching in which they have an idea of what the individual lesson should be about (academic goals

that are at stake in the actual lesson), but at the same time, there is plenty of room for varying ways of working, for innovative and quirky interpretations, room for exploring the social studies material, all of which hopefully contributes to the students being able to fulfill the academic goals for social studies, at the same time as it contributes for the students to become generally educated, reflective and competent citizens who can contribute to the development of a democratic society.

Lessons of 90 minutes	Homework	Activities during the actual lesson
1		<p>Start by explaining that the lesson plan is part of an Erasmus+ project and based on the problem based learning approach.</p> <p>Start working with the PBL approach. Use the PP about PBL as part of the presentation – the PBL lesson can also be introduced later.</p>
2	<p>Read pp. 1-5 in the document Climate and sustainability Chapter 2 - Climate change in a sociological perspective. Stop at section 2.1.3: Why do we (not) change climate behaviour? (Danish book)</p> <p>English: The section on Adaptive Reactions beginning at page 134 and to the end of the book. The Consequences of Modernity Anthony Giddens: https://voidnetwork.gr/wp-content/uploads/2016/10/The-Consequences-of-Modernity-by-Anthony-Giddens.pdf</p>	<p>Start the lesson with a question: How many among you (the students) think climate is one of the most important political issues today? Write the number on the board and calculate the percentage.</p> <p>Ask the class to take the climate test: https://nyheder.tv2.dk/samfund/2019-05-31-test-dig-selv-hvor-meget-klimasviner-du English version: https://www.joe.ie/quiz/personality-test-are-you-doing-your-bit-for-the-environment-685803</p> <p>Is there a correlation between the number on the board and the number after of climate angels (the expression in the test) the test? Short talk about the test.</p> <p>Task to the homework: Giddens's and the individuals' reaction patterns to climate change</p> <ol style="list-style-type: none"> 1. Explain Anthony Giddens's concept of 'pragmatic acceptance' and include the concepts of 'future discounting' and 'Giddens's paradox'. 2. Explain Anthony Giddens's concept of 'cynical pessimism' and explain how this reaction can lead to dissonance. 3. Watch the TED Talk "How to transform apocalypse fatigue into action on global warming" (15 min.) from 2017 by psychologist and economist Per Espen Stoknes. Source: https://www.youtube.com/watch?v=nzj7Wg4DAb&ab_channel=TED <ol style="list-style-type: none"> a. Explain the five responses to climate change and the news surrounding them b. Explain how Per Stoknes believes they can be turned into something positive and create hope
3	<p>Read section 2.1.3: Why do we (not) change climate behaviour? + 2.1.5: Usual explanations.</p>	<p>Power Point about Pierre Bourdieu theories about field, habitus and capital. Focus is on habitual explanations - is our climate behavior determined by socialization?</p> <p>We start by seeing at: - Bourdieu - the concept of capital https://www.youtube.com/watch?v=GJBL6RDu3k4</p>

	<p>in Climate and sustainability chapter 2</p>	<p>Task based on the report "Dans and the climate" https://epinionglobal.com/rapport-danskerne-og-klimaet/ (English):</p> <p>Based on the data in the rapport, what can be concluded about the climate behavior and attitude of the Danes. Use knowledge of habitual explanations and incorporate methodological considerations.</p> <p>Note: One of the main conclusions is that despite the fact that 62% are concerned about climate change, only 55% are willing to change their lifestyle. Even fewer (21%) have a lifestyle that can be described as sustainable.</p>
5	<p>Prior to the lesson, the students are divided into different groups with different responsibilities with regards to homework. The climate is about climate behavior theories and is from the book Climate and sustainability chapter 2:</p> <p>2.1.4 Rational explanations</p> <p>2.1.6: Value explanations</p> <p>2.1.7: Structural explanations</p> <p>2.1.8: Interpersonal explanations</p> <p>3 out of 4 of these sections are very short. In the module the pupils get 15 minutes to make a power point that will form the framework for a presentation about the material read.</p>	<p>The students will be given 15 minutes to make a power point and prepare presentation - then presentations</p> <p>Then the teacher presentation about: Pairing of climate behavior theory/concepts and climate actions</p> <p>The task is as follows:</p> <p>Based on figures 2.5 and 2.6 and the explanations of the individual's climate behavior, the following procedure is followed:</p> <p>a. Everyone writes one climate action from everyday life on a green A5 card. Approx. 4-6 lines per action is to be written. The description may not include the name of climate behavior theories. A climate action could, for example, be a choice not to fly.</p> <p>b. Everyone writes correspondingly one red A5 card with the theory (and any associated concepts) that is part of the described climate action. Theory (and any concepts) must be briefly explained on this map. It must be explained what the theory is about without referring to climate action.</p> <p>c. The class is divided into approx. 3-4 groups. The members from each group put their theory cards and their climate action cards in a pile and shuffle around. They are placed so that you can't see the writing. You take turns drawing a climate story (the green card) and, after they have read the story, have the task of finding the theory that fits best (note that a climate action can have several causal explanations). The person who made the climate action card confirms whether it is the right theory, and the explanatory power of the theory is discussed together.</p>
5	<p>Read section 2.2: What role do consumption and lifestyle play in a</p>	<p>Teacher presentation about the development in consumption – from survival to experience</p>

	<p>time of climate change? + 2.2.1: How has our consumption culture changed? in Climate and sustainability chapter 2</p>	<p>The tasks:</p> <p>Using Zygmunt Bauman, explain why we consume beyond our real needs.</p> <p>In groups. With the help of this report https://www.danskerhverv.dk/contentassets/c9177ce791854aac95f4307bb8206539/udviklingen-i-forbruget--fra-overlivese-til-oplesje (focus on the figures) how the Danes' consumption habits have changed over time (in Danish).</p> <p>a. The students' approach will be: in groups of 3 they are assigned to certain figures for which you are responsible. The figures are distributed as follows:</p> <ul style="list-style-type: none"> • Person 1: Figure 1+2 • Person 2: Figure 3+4 • Person 3: Figure 5 <p>b. Present in the group what you have come up with and use your knowledge to understand figure 2.25.</p> <p>Then: Explain Maslow's pyramid of needs and explain how consumer culture has changed over time.</p> <p>In the end we watch part of https://www.dr.dk/drtv/episode/shop-amok_-de-unge-modebaester_136444 episode 1: The young fashion beasts (in Danish)</p>
	<p>From the general focus of climate focus will be given to the waste problem</p>	
<p>6</p>	<p>Read the word document: Sustainability and the UN's global goals Chapter 1 in: Sustainability – a social science themed book on the global goals. Authors: Liv Andersson Kihl and Liv la Cour Publication date: 12-05-2021, Publisher Systime.</p>	<p>Teacher presentation about UN global goals</p> <p>Visualization of garbage and the problems surrounding it: The world's 10 largest landfills (in English): https://www.youtube.com/watch?v=TJ9I3d0JX5c&ab_channel=JUSTAMAZING</p> <p>Plastic soup (Danish) – how is it made?: https://www.youtube.com/watch?v=I0BZMCnKyEo&ab_channel=PlasticChange</p> <p>The students are asked to reflect on how they sort waste themselves and how they see waste and waste management in their every day lives.</p> <p>Specifying the goals that we will work with: Global goal 4 sub-goal 7: Sustainable development and global citizenship are taught</p>

<https://baeredychtig.de.systime.dk/?id=150>

World Goal 12 (Danish):

[https://www.youtube.com/watch?v=2ojNg2RZmWw&ab_channel=Verden sm%C3%A5leneforb%C3%A6redygtigudvikling](https://www.youtube.com/watch?v=2ojNg2RZmWw&ab_channel=Verden%20sm%C3%A5leneforb%C3%A6redygtigudvikling)

In English, sustainable Development Goal 12 - Responsible Consumption and Production:

https://www.youtube.com/watch?v=RX2elsVjY-c&ab_channel=UNSWeLearning

Assignment:

Word document: The 17 world goals.

The 17 global goals can generally be divided into four different but connected categories (the 4 Ps): People (people/social), Planet (the planet/environment), Prosperity (development/economy) and Peace (peace/cooperation) .

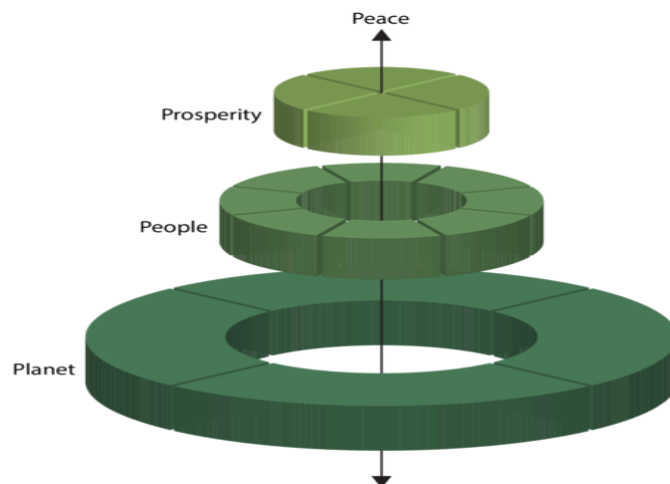
The 4 P's: People, Planet, Prosperity and Peace are in the figure made like a wedding cake to illustrate that the different dimensions are connected.

The individual global goals may well cover several dimensions.

1. Discuss in groups how world goals 4 (quality education), 5 (gender equality), 12 (Responsible consumption and production) and 13 (climate action) can be placed in the figure.

Note to teacher: For example, world goal 12, which deals with responsible consumption and production, can be placed under both economy and environment.

2. Discuss whether the global goals are the best solution to the global sustainable challenges the world is facing? So, on the one hand, it's good because... But on the other hand, it is problematic because.....



7	<p>We have looked at the UN, but must now try to look at the EU's possibilities to act of the huge amounts of waste, then the national parliament and finally the municipalities.</p> <p>We start with the EU, but we have to get a handle on what the EU is and what values this institution is based on. Therefore, you must read the document: The EU's purpose, values and the four freedoms</p>	<p>Start by asking the students what to you know about the EU and what do you associate with the EU?</p> <p>Watch the video: https://www.europarl.europa.eu/news/da/headlines/eu-affairs/20210325STO00802/video-eu-s-vaerdier-forklaret-pa-et-minute (in Danish, about the values of the EU explained in one minute)</p> <p>Then game time:</p> <p>The EU in everyday life: Game No. 5 and the EU's values: https://youth.europarl.europa.eu/more-information/ambassador-school/active-lessons.html</p>
8	<p>The homework can be found in the document: The EU's challenges By Lars Frederiksen, Columbus 2020, chapter 1. Everyone must read section 1.2: Where does power lie in the EU? (pages 1-2) and must be able to answer the following questions: What does it mean that the EU's institutions can be seen both as actors and arenas?</p> <p>The rest of the lesson is divided into sections that different groups are responsible for reading. In the module the students have to answer a number of questions</p>	<p>Purpose: To be able to explain key characteristics of the EU's important institutions and to be able to explain these characteristics to others. In addition, the threefold division of power under the auspices of the EU.</p> <p>Time consumption: 50 minutes</p> <p>A common document is created for the class (e.g. Google Doc) where the groups can insert their answers.</p> <p>The class is divided into five groups that work with one of the five institutions. Each group has 30 min. to answer the exercise's questions about their institution.</p> <p>New groups are then formed so that each group contains at least one representative for the work with each institution. The students now have a total of 20 min. for each student to present the answers to their questions to the others. Each student has 4 min. to present and the groups keep an eye on the time themselves.</p> <p>The students have numbers and can therefore be gathered in groups of the same numbers.</p> <p>It will be rounded off in class and can be combined with a presentation of the division of power among the EU institutions (The European Commission, The European Parliament, The European Council, The court of justice of the European Union).</p>

	<p>linked to the EU institution that they have read.</p> <p>The Commission (pp. 2-4)</p> <p>Council of Ministers (pp. 5-8)</p> <p>The EU Parliament (pp. 9-11)</p> <p>The European Court of Justice (p. 11)</p> <p>The European Council (pp. 12-13)</p>	
9	<p>Different types of waste – what can we do at local, national and international level?</p> <p>Danish homework: https://danwatch.dk/europaeiske-lande-dumper-stadig-elektronikaffald-i-udviklingslande/ + https://www.dn.dk/nyheder/danskere-laver-langt-more-affald-end-andre-europaeere/</p> <p>https://plasticchange.dk/videnscenter/stifter-af-plastic-change-klimapolitik-skal-fokusere-paa-genbrug/</p> <p>Students must prepare at least 3 questions for our guests from Plastic Change</p> <p>English:</p>	<p>Plastic change a Danish NGO and stakeholder will visit.</p> <p>Among other things they will talk about: Some reports say that the Danes produce the most waste in the European Union – why? What can we do to minimize waste? EU Green deal: https://www.consilium.europa.eu/da/policies/green-deal/</p> <p>English: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en</p>

	<p>https://www.utoronto.ca/news/more-developed-countries-dumping-toxic-e-waste-global-south-ut-researchers-find</p> <p>+</p> <p>https://www.swissinfo.ch/eng/society/the-battle-against-global-e-waste-dumping-reaches-tipping-point/47445264</p>	
10	<p>Read pp. 14-22 in the document: The EU's challenges By Lars Frederiksen, Columbus 2020, chapter 1</p> <p>Check questions to see if you understand what you have read: What does it mean that the EU is both supranational and intergovernmental? What characterizes the general legislative procedure in the EU and what roles do the EU institutions play in the various phases? What is the difference between a directive and a regulation? How does the Council of Ministers make decisions? What are trilogue meetings and why are they used?</p>	<p>Teacher presentation about the EU's decision-making process - a case for banning single-use plastics</p> <p>Must show the way from EU to national legislation</p> <p>During the lesson plan a case is to be introduced to show the relevance of the theme and the level of competences. This case is plastic bags. See https://www.loc.gov/item/global-legal-monitor/2021-07-18/european-union-ban-on-single-use-plastics-takes-effect/ to read more. About single-use plastic: https://environment.ec.europa.eu/topics/plastics/single-use-plastics_en</p> <p>https://www.loc.gov/item/global-legal-monitor/2021-07-18/european-union-ban-on-single-use-plastics-takes-effect/</p> <p>During this, parallels can be drawn to the national legislative process in the respective countries. Differences and similarities can be pointed out.</p> <p>--</p> <p>A Danish angel is added:</p> <p>The discussion about a climate flight tax: https://www.berlingske.dk/politik/venstre-foretraekker-eu-loesning-frem-for-dansk-forbrugerafvig https://www.dr.dk/nyheder/politik/13-kroner-pr-flytur-skal-bidrage-til-groenne-flyrejser-i-2030</p>
11	<p>Watch the video (about the EU in our everyday lives): https://www.dr.dk/nyheder/udland/video-engangsplast-og-oe</p>	<p>Then the students must read the pdf file: da-presentation-daily-life</p> <p>Then we play....</p> <p>The EU in everyday life: Game No. 4</p>

	remaerket-barsel-saa-meget-betyder-eui-din-hverdag	https://youth.europarl.europa.eu/more-information/ambassador-school/active-lessons.html Finally, we play another game: https://www.the12differences.eu/en/home/1
12	<p>Climate and sustainability Chapter 3 - Climate policy - from the global to the local</p> <p>Read the link and click on Mariagerfjord Municipality to see what our municipality is doing to reduce the amount of waste: https://www.dn.dk/vi-arbejder-for/baeredygtigde/circulaer-ekonomi/hvad-gor-din-kommune-for-at-mindske-affaldsmængderne/</p>	<p>Visit from the municipality - presentation on Mariagerfjord Municipality's waste management by Kirsten Bjørnbak Kjær</p> <p>Wrote the following in an email: The course has a sociological basis and has the overall question: Why do we (not) change climate behaviour? Initially, we look a bit at what role consumption and lifestyle play in a time of climate change and also look at how our consumption culture has changed. From this individual level, we now jump to a more global political angle. We look at the UN's world goals and have a particular focus on GOAL 12: RESPONSIBLE CONSUMPTION AND PRODUCTION, but also World Goal 4 sub-goal 7: Teaching sustainable development and world citizenship. The intention is to look at the UN's ambitions in the area (goal 12). From this overall level, we become more concrete and now tackle the waste problem. The waste problem is visualized by showing certain short clips from landfills around the world and so-called plastic soups in the world's oceans. Next, we take a closer look at what role the EU plays in relation to responsible consumption and production, but in particular in relation to waste - including attempts to reduce waste from a sustainability perspective, but also how the EU legislates in relation to the countries' handling of waste. Next, we look at the Danish Parliament and the government's ambitions in the area, and then the municipalities. In this process, we look at how EU legislation is implemented in national legislation and further at municipal level (minimum standards, directives, regulations), and thus the concrete effect it has on the citizens of Mariagerfjord Municipality. So what does the municipality do to reduce waste volumes? How do you handle waste? Here it could be interesting to take a case, perhaps it could be the 10 waste fractions. In conclusion, it could be interesting to take a closer look at what the students themselves can do to remedy municipal but also global waste problems. So a form of empowerment of the students. The above are, in short, the thoughts that form the framework for the teaching process. My hope is that you can see yourself giving a presentation that sheds light on some of these elements, including the interaction between the various political levels (perhaps from the UN, via the EU to the Danish Parliament and the municipalities), your concrete work with waste management (also the more preventive work) and the ambitions in the area.</p>

13	<p>The document: The risk society - climate and technology as risks from the book Technology and Society, Columbus 2021.</p> <p>English: Risk Society: Towards a New Modernity (1992) http://www.riversimulator.org/Resources/Anthropology/RiskSociety/RiskSocietyTowardsANewModernity1992Beck.pdf</p>	<p>The risk society</p> <p>We watch https://www.dr.dk/drtv/episode/shop-amok_-de-unge-modebaester_136444 episode 2: The green climate warriors</p> <p>Work with the article:</p> <p>Modern society is a risk society, 2 May 2021 Jyllands-Posten Section with questions</p> <p>Explain the theory of the risk society.</p> <p>What is a risk community and can one arise in the issue of climate change?</p> <p>Why hasn't climate change led to widespread political intervention?</p> <p>What does the term emancipatory catastrophism mean and how can we use it in sociological work with climate?</p>
14	<p>Do we have the freedom to consume or the duty to restrain? in Climate and sustainability chapter 2</p>	<p>Is less consumption part of the solution to climate change?</p> <p>1. In the light of climate change, discuss whether we have the right to consume beyond our real needs or have a duty to moderation? Bauman, Nozick and Rawls' understanding of freedom should be included in the discussion (section 2.2.3).</p> <p>Work with the PBL approach. Use the PP about PBL as part of the presentation. The students must create an innovative product that addresses the following question:</p> <p>How can we minimize waste and how can we convince politicians to take action with regards to the growing waste problem?</p> <p>The target group is Europeans of the same age, so the product must be in English. It can be a poster, video informercial, a rap, a brochure, etc. You decide, it just has to be able to catch the attention of your peers.</p>
16		Presentations
17-19		<p>General preparation of the dialogue and the actual dialogue between students from Slovakia, Italy, Spain, Romania and Denmark.</p> <p>The dialogue will be carried out in the last stage of the lesson plan. The date is set for the 16th of May. Prior to the dialogue the PBL-methodology will be introduced to the students, and they will work with it firsthand.</p> <p>Prior to the dialogue every partner school will be responsible for creating a short video presentation of their country or city/town. This is to be made by the students participating in the Intercultural Dialogue.</p>

		The agenda for the digital dialogue will be agree between the Erasmus+ partner however the challenges of waste (nationally and globally) can be discussed and talk about the different countries approach to waste management is obvious possibilities.
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Primary literature (in Danish):

Klima og bæredygtighed - i samfundsfagligt perspektiv, Af Michael Helt Knudsen og Morten Hasselbalch, Forlaget Columbus 2020, kapitel 2

EU's udfordringer Af Lars Frederiksen, Columbus 2020, kapitel 1 og 2

Bæredygtighed – en samfundsfaglig temabog om verdensmålene, af Liv Andersson Kihl og Liv la Cour, Forlaget Systime 2021, kapitel 1

Afsnittet: Risikosamfundet - klima og teknologi som risici i bogen Teknologi og Samfund, Columbus 2021.

Secondary literature and video (in Danish):

1) Verdensmål og klimakamp fylder mere i skolen. Men er det undervisning eller indoktrinering? 5. april 2022 Kristeligt Dagblad

2) Test dig selv: Hvor meget klimasviner du? TV2 31. maj 2019,
<https://nyheder.tv2.dk/samfund/2019-05-31-test-dig-selv-hvor-meget-klimasviner-du>

3) Europæiske lande dumper stadig elektronikaffald i udviklingslande, Danwatch 7. marts 2019
<https://danwatch.dk/europaeiske-lande-dumper-stadig-elektronikaffald-i-udviklingslande/>

4) Danskerne laver langt mere affald end andre europæere, Danmarks Naturfredningsforening 17. februar 2022 <https://www.dn.dk/nyheder/danskere-laver-langt-mere-affald-end-andre-europaeere/>

4) Stifter af Plastic Change: Klimapolitik skal fokusere på genbrug, 5. marts 2021.
<https://plasticchange.dk/videnscenter/stifter-af-plastic-change-klimapolitik-skal-fokusere-paa-genbrug/>

5) EU'S UDENRIGSCHEF BLIVER BESKYLDT FOR RACISME, EFTER HAN HAR SAMMENLIGNET VERDEN UDENFOR EU MED 'EN JUNGLE', DR.DK 18. OKT 2022
[HTTPS://WWW.DR.DK/NYHEDER/UDLAND/EUS-UDENRIGSCHEF-BLIVER-BESKYLDT-RACISME-EFTER-HAN-HAR-SAMMENLIGNET-VERDEN-UDENFOR-EU](https://www.dr.dk/nyheder/udland/eus-udenrigschef-bliver-beskyldt-racisme-efter-han-har-sammenlignet-verden-udenfor-eu)

6)
<https://www.berlingske.dk/politik/venstre-foretraekker-eu-loesning-frem-for-dansk-forbrugeravgift>

7) <https://www.dr.dk/nyheder/politik/13-kroner-pr-flytur-skal-bidrage-til-groenne-flyrejser-i-2030>

8) Uddrag fra rapporten ”Danskerne og klimaet”
<https://epinionglobal.com/rapport-danskerne-og-klimaet/>

9) FN's verdensmål: <https://www.verdensmaalene.dk/>

- 10) <https://www.experimentarium.dk/klima/klimavenligt-forbrug/>
- 11) DR Explainer – har klimaet det bedre nu?
https://www.dr.dk/drtv/se/explainer_-har-klimaet-det-bedre-nu_179126
- 12) Plastiksuppe – hvordan bliver den til?:
https://www.youtube.com/watch?v=I0BZMCnKyEo&ab_channel=PlasticChange
- 13) FN's verdensmål 12 – ansvarligt forbrug og produktion:
https://www.youtube.com/watch?v=2ojNg2RZmWw&t=4s&ab_channel=Verdensm%C3%A5leneforudvikling
- 14) De unge modebæster, dr.dk
https://www.dr.dk/drtv/episode/shop-amok_-de-unge-modebaester_136444
- 15) Bourdieu - kapitalbegrebet <https://www.youtube.com/watch?v=GJBL6RDu3k4>
- 16) https://www.dr.dk/drtv/se/shop-amok_-de-unge-modebaester_136444 - afsnit 2.

Secondary literature and video in English:

- 1) ACTIVE LESSONS ABOUT THE EUROPEAN UNION, nr. 4 og 5:
<https://youth.europarl.europa.eu/more-information/ambassador-school/active-lessons.html>
- 2) TED Talken "How to transform apocalypse fatigue into action on global warming"
https://www.ted.com/talks/per_espen_stoknes_how_to_transform_apocalypse_fatigue_into_action_on_global_warming
- 3) The world's 10 largest waste sites:
https://www.youtube.com/watch?v=TJ9I3d0JX5c&ab_channel=JUSTAMAZING
- 4) Toxic E-Waste Dumped in Poor Nations, Says United Nations, John Vidal The Guardian
<https://ourworld.unu.edu/en/toxic-e-waste-dumped-in-poor-nations-says-united-nations>
- 5) The-Consequences-of-Modernity-by-Anthony-Giddens
<https://voidnetwork.gr/wp-content/uploads/2016/10/The-Consequences-of-Modernity-by-Anthony-Giddens.pdf>
- 6) PERSONALITY TEST: Are you doing your bit for the environment and climate?
<https://www.joe.ie/quiz/personality-test-are-you-doing-your-bit-for-the-environment-685803>
- 7) Rapport: The Danes and the Climate <https://epinionglobal.com/rapport-danskerne-og-klimaet/>:
- 8) Sustainable Development Goal 12 - Responsible Consumption and Production
https://www.youtube.com/watch?v=RX2elsVjY-c&ab_channel=UNSWeLearning
- 9) Risk Society: Towards a New Modernity (1992)
<http://www.riversimulator.org/Resources/Anthropology/RiskSociety/RiskSocietyTowardsANewModernity1992Beck.pdf>

Theories used during the lesson plan (social studies)

Reaction patterns to climate change according to Giddens

- pragmatic acceptance
- cynical pessimism
- persistent optimism

Explanations of people's climate behaviour:

- Rational explanations (including charges)
- Habitual explanations (including habitus, socialization, social inheritance, Bourdieu's forms of capital and lifestyle groups)
- Structural explanations

Anthony Giddens's analysis of the development from the traditional over the modern to the late modern society

Maslow's pyramid of needs

Value orientation in relation to creating sustainable well-being (intrinsic value orientation and extrinsic value orientation)

Bauman (freedom understood as security and safety)

Nozick (liberal understanding of the concept of freedom - negative concept of freedom)

Rawls (social liberal - positive concept of freedom)

Sandel (communitarianism - community philosophy - value-based social communities)

Bourdieu: Capital, field and habitus

Risk society, by extension, danger communities and zombie thinking

The threefold division of power in the EU

The EU's institutions: the Commission, the European Parliament, the Council of Ministers, the European Council and the EU Court of Justice

EU legislation: Directives and regulations