

FAIRNESS

mat

CO
OO

Consumer education

10th/11th grade



 Bundesministerium
Arbeit, Soziales, Gesundheit,
Pflege und Konsumentenschutz


KONSUMENTEN
FRAGEN

SCHULDNERHILFE.ÖÖ
**schuldner-
hilfe.at**
BERATUNG & PRÄVENTION



Introduction

Brief introduction to the subject area, clearly presenting the objectives, skills, sources, and further links.

Background information for teachers

Background information on the topic area that briefly summarizes the current state of knowledge on the subject.

Pool of methods

Elaboration

Method “Fair or unfair?”

The term ‘fairness’ is defined and explained in class using different perspectives, such as personal experiences and/or consequences of (un)fair behaviour.

Elaboration

Method “Freeze frame“

Working in small groups, students create situations that depict fair/unfair behaviour. These points are addressed jointly, with selected aspects of fairness examined in more detail.

Method “Acting out Fair Play“

Selected scenes from everyday life are acted out in role plays and then reflected upon.

Method “Microplastics“

Students work in small groups to independently explore the topic of plastics and microplastics using different guiding questions. They prepare the content and present their findings to the class.

Securing results

Method “Student exhibition“

(based on the method “Microplastics“)

Students apply the knowledge they have acquired to present their research findings to other classes and grades through a guided exhibition. The necessary materials are developed collaboratively in small groups.

Method “Norms, values, morals“

Using a case study, norms, and values are first defined and ranked in pairs, then individually, assessed.

Method “Fair rules in everyday life“

Selected topics relevant to young people’s lives are explored in small groups through independent research, with students developing appropriate rules based on their findings.

Duration	Complexity	Page
		4
		7
		8
10' to 20'	Simple	8
30' to 40'	Intermediate	10
40' to 50'	Complex	12
Starting from the 120'	Complex	15
Starting from the 180'	Complex	24
20' to 30'	Intermediate	26
50' to 65' + HW	Complex	29



Lesson plan

An exemplary lesson plan for approximately two to three lessons is provided, too.

Imprint

Duration	Complexity	Page
		33
		36



Introduction to the teaching material

In all aspects of life, the concept of fairness is ubiquitous and is present, whether it is in the rules of sports (fair play rules) or when purchasing fair trade products. The topic of fairness spans all consumer issues and is therefore an ideal introduction to other topics in consumer education.

The following teaching material is designed to support students in developing their consumer awareness with a special focus on fairness, while also improving their English language skills. It is intended for students in the 10th and 11th grade and can be used flexibly across subjects such as English, Geography and Economics, or in interdisciplinary settings.

Please be aware that the materials have been carefully translated and adapted to a language level that is appropriate, yet not overly challenging. While the texts are generally accessible, students may still encounter unfamiliar vocabulary or more abstract concepts – particularly in sections that address topics such as micro-plastics. For this reason, vocabulary lists are provided to support comprehension and language acquisition. The overall structure, tenses, and vocabulary are aligned with levels B1 and B2 of the Common European Framework of Reference (CEFR), ensuring that the materials meet the language needs of students at this grade level.

Although the language level is appropriate for intermediate learners, some topics (such as norms, values, and morals) may require additional guidance or explanation. We therefore encourage you to actively support your students in navigating the content, helping them engage with the material effectively, and creating space for reflection and discussion, depending on the needs of your class.

This resource is available in both English and German, making it adaptable to different teaching environments and supporting learners with varying language backgrounds. This bilingual format allows for differentiated instruction, enabling you to use the materials with students who feel more comfortable in one language or benefit from comparing both versions for better understanding. Selected materials are also available in plain language (German), making them more accessible for learners who benefit from reduced linguistic complexity.

You are welcome to use the materials in whatever way best fits your teaching style and curriculum goals. Whether you are aiming to teach financial literacy, consumer rights, or explore topics such as fairness, values, and ethical decision-making, these resources provide an engaging and interactive way to cover important issues in an informative and accessible manner.

For more information and related resources, please visit: www.konsumentenfragen.at



Reference to subjects	Geography and economics, law, economics, history and social studies/political education, religious education/ethics, biology and environmental education, communication/project work/social learning, ecology, English
School level	Recommended for 10 th /11 th grade
Competencies see Grundsatzlerlass Wirtschafts- und Verbraucher:innenbildung BMBF, June 2015	<ul style="list-style-type: none"> • The students demonstrate basic and essential competencies that help them navigate and participate in economic life. They apply age-appropriate social skills relevant to their everyday environment. • The students can reflect on the consequences of their consumption and economic behaviour and act responsibly, with political awareness and a sense of sustainability suited to their stage of development. • The students can reflect on their personal needs, financial means, and values
Objectives	<ul style="list-style-type: none"> • Identifying and discussing various concepts and perspectives on fairness • Integrating the concept of fairness into everyday life by recognizing and addressing fair and unfair situations • Exploring selected aspects of young people's lives to examine fairness in greater depth • Applying and reflecting on knowledge related to fairness in different contexts • Independently researching and preparing materials on fairness-related topics • Developing and defining fair rules for specific, real-life situations
Objectives	<ul style="list-style-type: none"> • Raising awareness of fairness and its relevance in daily interactions • Demonstrating fairness towards the environment, using microplastics as a practical example • Critically reflecting on one's own consumption choices regarding plastic and fair shopping practices
Background information for teachers	<ul style="list-style-type: none"> • Fairness • Microplastics



Potential follow-up topics

- Sharing Economy, Mobilitätskosten – Auto & Co, Finanzmarkt und Vermögensanlage, Was kostet die Welt?, Erstes Wohnen, Medienkonsum, Reisen, Verbraucherorganisationen, Fleischkonsum
- Translations into English are already available for selected topics. You can access them at www.konsumentenfragen.at

Sources & links

Fair trade:

www.fairtrade.net/uk-en.html

www.greenpeace.org

www.fairphone.com/de

www.fairytale-fashion.at

<https://cleanclothes.org>

Plastic and microplastics:

www.zeit.de/thema/plastik

www.global2000.at/plastik

www.umweltbundesamt.at/umweltthemen/stoffradar/was-ist-mikroplastik

www.die-debatte.org/thema/plastikmuell

www.bmluk.gv.at/service/publikationen/landwirtschaft/kunststoffe-mikroplastik-und-deren-inhaltsstoffe-im-boden.html

www.greenpeace.de/engagieren/nachhaltiger-leben/plastikmuell

www.zeit.de/wissen/umwelt/2018-10/mikroplastik-kunststoff-meer-gesundheit-ernaehrung-tiere-gefahren

Federal Ministry of Agriculture and Forestry, Climate and Environmental Protection, Regions and Water Management

www.bmluk.gv.at/en/topics/climate-environment/sustainable-development.html



What is fairness?

Fairness means behaving decently and treating others, often people who are not equal, in a just and honest manner.

www.duden.de/rechtschreibung/Fairness#bedeutungen

Fair behaviour is important in almost every part of life. In sports, for example, following the rules (fair play) is very important. Fairness can be seen in sports competitions, where athletes always follow the rules and respect their opponents as partners. This shows the true spirit of fair play. However, unfair behaviour in sports – like doping, violent fouls, and insulting others – often appears in the media. In society, legal certainty, fairness, and a fair trial are essential and form an important part of democracy. Fairness is important in the workplace as well, particularly when weighing the interests of employers and employees. One worrying development in this context is, for example, wage dumping.

Rules can help to ensure fairness, but this is not always the case. That is why fair behaviour requires not only the ability to follow rules but also the ability to discuss and critically evaluate them. Whether the (game) rules are fair can, for example, be judged using a formal principle developed by the philosopher John Rawls for just solutions:

“A solution is just if all parties involved can agree to it, provided that no one knows which role they will assume in the negotiation process.”

C. Schmid, Fairness und Fairplay aus pädagogischer Sicht. [...], in: M. Dimitriou/G. Schweiger (Hg.), Fairness und Fairplay [...], Springer: Wiesbaden 2015, S. 167ff.

Fairtrade, Fairfood, Fairclothes

Fairness is put into practice through numerous initiatives and organizations. For example, in Austria, fairtrade towns have been established that support fair trade and actively contribute to the global fight against poverty (www.fairtrade.net).

[net/at-de/mach-mit/fairtradecommunity/aktiv-in-der-gemeinde.html](http://www.fairtrade.net/at-de/mach-mit/fairtradecommunity/aktiv-in-der-gemeinde.html)). Likewise, large-scale events are sometimes promoted as ‘green events’, highlighting their commitment to sustainability (e.g., www.bmluk.gv.at/themen/klima-und-umwelt/nachhaltigkeit/green-economy-und-green-finance/green_events.html). Citizens also form cooperatives to promote the consumption of regional food and bring it back to local tables (<https://foodcoops.at>).

Fairness plays a role in reducing food waste as well. For example, food that is no longer needed is often donated to social institutions (www.wien.gv.at/umweltschutz/abfall/lebensmittel/fakten.html). Raising awareness about the production conditions of goods from countries such as those in Asia – where workers frequently receive very low wages and work under poor conditions – is an important part of campaigns promoting eco-friendly clothing. <https://greenpeace.at/news/5-tipps-fuer-einen-nachhaltigen-modekonsum>

No social peace without fairness?

Conflicts often arise in everyday life and in human interactions. Appreciative communication, respect for the person you are talking to, and tolerance of differing opinions can help creating more fairness and a fairer coexistence. Living fairness in social, economic, and legal spheres could change the world for better. It is founded on humanism and mutual respect.



School level

- Recommended for 10th/11th grade

Reference to subjects

- Geography and economics, law, economics, history and social studies/political education, religious education/ethics, biology and environmental education, communication/project work/social learning, ecology, English

Lesson phase

- Introduction

Level of complexity

- Simple

Objectives

- Introducing the topic of fairness
- Highlighting and discussing various approaches to fairness

Knowledge and skills

- The students can identify different perspectives and approaches to the concept of fairness.

Duration

- 10 to 20 minutes

Resources

- Blackboard and/or flipchart

Preparation

- No preparation necessary

Procedure

- The teacher introduces the topic by writing the word 'unfair' on the board or a flipchart and asking: "What does unfair mean to you?"
- Next, the teacher crosses out the prefix 'un'

and asks the students which words they would use to express the meaning of 'fair' (e.g., just, correct, honest, sincere, decent, equal, trustworthy, legitimate, loyal, reliable, truthful ...).

- Following this, the teacher addresses various aspects of the topic fairness to highlight different facets and possible points of reference.
- Helpful questions might include:
 - ⇒ Which professions do you know relate to fairness? For example: lawyer, police officer, teacher ...
 - ⇒ What positive outcomes can result from fair behaviour? For example: social peace, mutual appreciation, voluntary consideration, well-being, joy in social gatherings, equal opportunities, solidarity, interacting on an equal footing, tolerance, respect ...
 - ⇒ Are there negative aspects connected to fairness? For example: social condemnation for unfair behaviour, exclusion from groups ...
 - ⇒ What does fair or unfair behaviour mean in different areas such as work, partnerships, the environment, tourism (e.g., slum tourism), sports, communication, journalism, advertising (manipulation) ...?
 - ⇒ Have you ever experienced unfair situations? For example: cyberbullying, exclusion, unfair game rules, unfair prices ...
 - ⇒ How is fairness connected to satisfaction? For example: trust in others, willingness to help, voluntary actions, social justice, feeling comfortable in a social group ...
 - ⇒ Which well-known personalities do you know (e.g., from history class or sports) who have acted particularly fair or unfair? For example: Malala Yousafzai (female education activist), Mahatma Gandhi (peace activist), Martin Luther King (civil rights leader), Nelson Mandela (Nobel



Peace Prize winner), Luis Suárez (a Uruguayan footballer known for unfair behaviour) ...

⇒ Who in your own environment has ever behaved fairly or unfairly towards you or others? For example: revealing a secret, laughing at someone ...

⇒ What can you do if you have behaved unfairly? For example: apologize, offer a handshake and help someone up, offer help, talk to the person personally ...

Horizontal lines for writing answers to the questions.

Notes

Large area with horizontal lines for taking notes.



School level

- Recommended for 10th/11th grade

Reference to subjects

- History and social studies/political education, religious education/ethics, communication/project work/social learning, English

Lesson phase

- Elaboration

Level of complexity

- Intermediate

Objectives

- Highlighting and exploring different approaches to fairness

Knowledge and skills

- The students can describe and classify fair or unfair situations.

Duration

- 30 to 40 minutes

Resources

- Projector, screen
- Blackboard and/or flipchart

Preparation

- Organize computers, projectors, and screens.
- Each group needs at least one smartphone.
- Ensure that photos can be sent via smartphone (e.g., that students have an email account or that images can be transferred to the school computer via other means, e.g., Bluetooth, WhatsApp; or set up an email address, e.g., fair@gmx.at).
- A second room, if necessary.

Procedure

- Small groups should be formed. The method of forming these groups can be discussed: Is it fair if the teacher assigns the groups, or if, for example, the grouping is done alphabetically or by counting off?
- If there are multiple groups, dividing them between two rooms is advantageous.
- In these groups, students portray situations that depict fair or unfair scenes from the everyday lives of young people (e.g., a handshake, excluding someone, a hug).



Image: SCHULDNERHILFE.ÖÖ

- It is important to set a specific time limit for this task (maximum 10 minutes).
- Each group should also come up with a fitting title (headline) for their scene.
- These staged ideas (tableaux) are photographed with a smartphone and then shown to the whole class using a school computer and projector.
- The groups present their images along with the titles and briefly explain the message they want to convey.
- For the subsequent class discussion about each image, the following questions can serve as prompts:
 - ⇒ What do you see in the picture?
 - ⇒ What situation are the people depicted in?
 - ⇒ How do you assess the behaviour of the people (fair/unfair)? Why?

School level

- Recommended for 10th/11th grade

Reference to subjects

- Religious education/ethics, communication/ project work/social learning, English

Lesson phase

- Elaboration

Level of complexity

- Complex

Objectives

- Designing and creating role plays based on everyday situations
- Performing or presenting these role plays together in front of the class
- Integrating the topic of fairness into everyday life

Knowledge and skills

- The students can plan and perform a role play based on selected everyday scenes.
- The students can identify and explain fair and unfair behaviour.

Duration

- 40 to 50 minutes

Resources

- Worksheet *Acting out Fair Play* [1]

Preparation

- Print out the worksheet *Acting out Fair Play* [1] as a reference for the teacher (option 1) or cut out each scene for the groups (option 2).
- Set up space for the stage and arrange the chairs in a semicircle.
- You may need a second room (option 2).

Procedure**Option 1**

- The teacher briefly explains the nature of role play.
- Then, the teacher presents the students with a scene from everyday life, which can be taken from the worksheet *Acting out Fair Play* [1], a fictional scenario, or a relevant current situation.
- Together with the class, this scene is described in more detail by considering the following questions:
 - ⇒ Which roles are involved in the scene? (3-4 actors/actresses are recommended)
 - ⇒ What is the setting?
 - ⇒ What could possibly happen in this situation?
 - ⇒ What arguments might the actors/actresses present?
 - ⇒ What solutions could lead to a good ending?
 - ⇒ What title could this scene have?
- Once the scene is ready to be acted out, students may volunteer to perform the it in front of the class (duration: about 3-5 minutes).
- Afterwards, the actors/actresses first share how they experienced the role play and whether they believe they acted fairly or unfairly.
- Then, the observers (the rest of the class) are invited to share their opinions.
- The teacher asks the students which behaviours or actors/actresses were fair or unfair and why.
- The scene can be performed again if desired, to try to find a more just solution. The philosopher John Rawls' definition could serve as guidance: **“A solution is considered just if all parties involved can agree to it, on the**



Scenes from everyday life

These situations can serve as a basis for writing a script:

- **Classroom litter**
There's an empty plastic bottle on the floor in the classroom. A student who didn't drop it is expected to pick it up.
- **Confiding in a friend**
A shared secret is revealed to others.
- **You're so uncool!**
A classmate is mocked for not having access to streaming platforms, e.g., Netflix or Spotify.
- **It's not even mine!**
A teenager borrows something from a friend. Due to carelessness, it gets broken.
- **No chance for the less experienced!**
A football team has players with less skill. Should they also get a chance to play in a match?
- **The stronger one always decides!**
In a group of friends, the same people always decide what the group will do.
- **Sharing a private photo**
A friend sends me a very personal photo. After a disagreement, I forward it to several other people.
- **Children and teens need boundaries!**
Parents cut off pocket money because the mobile phone bill was too high.
- **Can't you go any faster?**
At the checkout line, the person in front has a cast and struggles to pack their shopping.
- **Not my problem!**
I observe a group of teenagers mocking and intimidating someone else.

Example scene: Help or look away?

An elderly person falls in the middle of a crosswalk, and the contents of her bag spill onto the street.

Roles: Elderly woman who falls, a teenager, an impatient (honking) driver

Setting: Pedestrian crossing

What might happen?

- The teenager helps the woman
- The teenager walks past
- The teenager is distracted on their phone and doesn't notice
- The driver honks impatiently
- The driver gets out and helps
- The driver scolds the teenager for not helping

Possible solutions: Be attentive, offer help, show consideration, act the way you would hope others would act towards you.

School level

- Recommended for 10th/11th grade

Reference to subjects

- Geography and economics, law, economics, religious education/ethics, biology and environmental education, communication/project work/social learning, ecology, English

Lesson phase

- Elaboration

Level of complexity

- Complex

Objectives

- Raising awareness of environmental fairness using the example of microplastics
- Critically reflecting on one's own consumer choices regarding plastic

Knowledge and skills

- The students can identify and explain the advantages and disadvantages of plastic.
- The students can define the term microplastics and explain their impact on ecosystems and the food chain.
- The students can independently coordinate group work tasks within small groups.
- The students can extract relevant information from both provided and independently researched sources to address the given question.
- The students can critically evaluate the gathered information and derive possible solutions and actions.

Duration

- 1-3 lessons to work through topics
- Time for presentation/discussion: approx. 1 lesson

- Conclusion by teacher: approx. 20 minutes

Resources

- Background information *Microplastics* [1]
- Material *Microplastics* [1-5]

Preparation

- If necessary, use the background information *Microplastics* [1] to prepare.
- Print out the material *Microplastics* [1-5] (one topic per group).

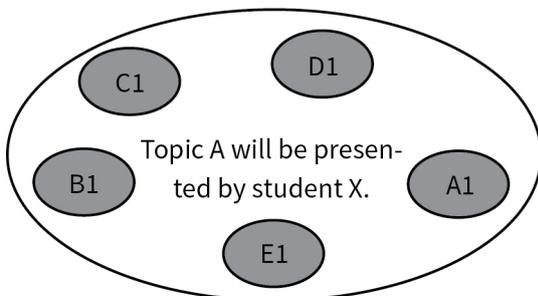
Procedure

- In an initial discussion between teachers and students, the topic of plastic is introduced briefly. Together, the class gathers different forms and examples of plastic:
 - ⇒ Where do we encounter plastic? For example, on ourselves? In visible products? In everyday items?
 - ⇒ Where in stores do we find plastic?
 - ⇒ In which situations could plastic use be avoided – and where might it be necessary? (e.g., packaging, processed materials, essential product components, raw materials)
- The class is then encouraged to reflect on fairness:
 - ⇒ To what extent is plastic fair or unfair?
 - ⇒ How does it relate to the broader theme of fairness?
- In the next step, the focus shifts to microplastics. The term is briefly introduced with
- guiding questions:
 - ⇒ Have you heard, read, or seen anything about microplastics before?
 - ⇒ Where do you think microplastics are found? (e.g., intentional use in cosmetics)
 - ⇒ Where have microplastics already been detected? (e.g., sea salt, mountaintops, animals, humans)

- To explore the topic more thoroughly, students engage in a group jigsaw activity.
- They are divided into five (roughly equal) groups, each working on a different aspect of the topic:
 - ⇒ Topic A – Plastic in general
 - ⇒ Topic B – Microplastics in rivers and oceans
 - ⇒ Topic C – Microplastics in animals and humans
 - ⇒ Topic D – Strategies for reduction/avoidance
 - ⇒ Topic E – Economic regulations and legal frameworks
- Students independently research the information, materials, and answers related to their assigned topic. Each group receives a worksheet with guiding prompts and resources such as video links, newspaper articles, images, expert information etc. (see material *Microplastics [1]* for reference).
- Each group prepares a presentation lasting approximately 15-20 minutes.
- Once the research and preparation phase are complete, the original group composition is dissolved.

Presentations:

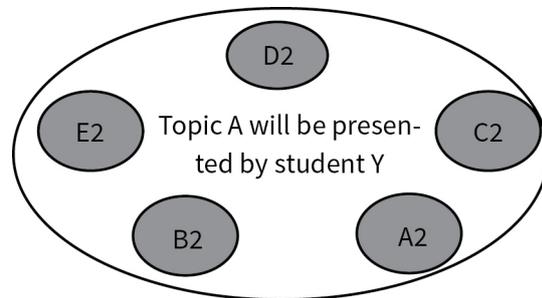
- One student from each topic group presents their results (e.g., student X presents their own topic A).



- All other students who are not presenting now take on the role of listeners. Each of

them may choose one of the five topics and attend the corresponding presentation (e.g., student X presents topic A to students B1, C1, D1, and A1).

- In the second round, the process is repeated with different presenters and new listeners selecting a different topic (e.g., student Y now presents their own topic A to students E2, B2, A2, and C2).
- This structure ensures that every student can attend at least one presentation.



- This rotation system ensures that each student can attend at least one presentation, even if they have been selected as a presenter themselves. Group assignments can either be organized by the teacher or managed independently by the students.

Conclusion:

- The teacher summarizes the key insights and outcomes in a final discussion involving the whole class.
- Alternative option: Instead of only presenting, students also create a handout to be shared with their peers afterwards.
- Alternative option: A concluding class debate on the topic, with special focus on Topic E: Economic regulations and legal frameworks.

Alternative without presentations:

- Students do not prepare a presentation but design an informational poster and an appropriate matching quiz (e.g., gap-filling,



Topic A: Plastic and microplastics

Plastic, in all its different forms, is an integral part of our daily lives.

Research the following questions and create a presentation of approx. 15-20 minutes.

- What exactly is plastic?
- What is it made of – what is the raw material?
- Where is this raw material found? How sustainable are these resources?
- Where and how is plastic produced?
- What are the advantages and disadvantages of plastic?
- What exactly are microplastics?

It would be helpful to support your presentation with visual materials, for example:

- Different plastic items (collect, bring along ...)
- Materials that show how plastic works, its advantages and disadvantages
- Pictures or videos
- Cartoons, quotes/opinions, newspaper articles ...

Recommended sources and links:

- www.unep.org/plastic-pollution
- www.plymouth.ac.uk/discover/are-microplastics-a-big-problem
- <https://oceanservice.noaa.gov/facts/microplastics.html>

Videos:

- www.youtube.com/watch?v=7evsA-sl2Xo
- www.youtube.com/watch?v=rIGHbIZs-NY

Please note down all the sources you use and make sure they are reliable and up to date.

Have fun!

Notes



Topic B: Microplastics in rivers and oceans

Plastic and microplastics in the ocean have been the subject of numerous reports in recent years.

Research the following questions and create a presentation of approx. 15-20 minutes.

- How does plastic end up in rivers and oceans?
- How large is the share of microplastics? How do they get into the sea or form there?
- Why are microplastics considered so harmful or dangerous?
- What consequences and impacts can be expected?
- Are there already ideas or specific actions being taken to tackle microplastic pollution in the oceans?

It would be helpful to support your presentation with visual materials, for example:

- Different plastic items (collect, bring along ...)
- Materials that show how plastic works, its advantages and disadvantages
- Pictures or videos
- Cartoons, quotes/opinions, newspaper articles ...

Recommended sources and links:

- www.unep.org/plastic-pollution
- <https://oceanconservancy.org>
- <https://oceanservice.noaa.gov/facts/microplastics.html>
- www.plymouth.ac.uk/discover/are-microplastics-a-big-problem
- www.worldwildlife.org/news/magazine/summer-2025/the-pollution-solution
- www.nature.com/articles/s41467-023-40501-9
- www.worldwildlife.org/news/magazine
- <https://oceanconservancy.org/work/plastics>
- www.greenpeace.org/international/story/11871/the-ocean-plastic-crisis

Videos:

- www.youtube.com/watch?v=muSxuDwFeus min 4:44 – 6:00

Please note down all the sources you use and make sure they are reliable and up to date.

Have fun!

Notes



Topic C: Microplastics in animals and humans

Recent studies have shown that tiny plastic particles can now be found almost everywhere in the environment – even inside animals and the human body.

Research the following questions and create a presentation of approx. 15-20 minutes.

- What exactly are microplastics?
- Where have microplastics already been detected?
- How does it get there? How does it enter the food chain?
- What are the dangers or health risks associated with it?
- What consequences and long-term effects can be expected?
- Are there already ideas or specific measures to stop or reduce the spread of microplastics in animals and humans?

It would be helpful to support your presentation with visual materials, for example:

- Different plastic items (collect, bring along ...)
- Materials that show how plastic works, its advantages and disadvantages
- Pictures or videos
- Cartoons, quotes/opinions, newspaper articles ...

Recommended sources and links:

- www.plymouth.ac.uk/discover/are-microplastics-a-big-problem
- www.unep.org/plastic-pollution
- www.britannica.com/video/microplastics-pollution-explained/-331500
- www.plasticsoupfoundation.org/en
- www.bbc.com/future/article/20230103-how-plastic-is-getting-into-our-food

Videos:

- www.youtube.com/watch?v=-dgDb7H2FLY
- www.youtube.com/watch?v=lw3Ntg-PpNo
- www.youtube.com/watch?v=aiEBEGKQp_I

Please note down all the sources you use and make sure they are reliable and up to date.
Have fun!

Notes



Topic D: Strategies for reducing and avoiding plastic and microplastics

How can we tackle the growing problem of plastic and microplastic pollution? Is it even possible to make a real difference?

Research the following questions and create a presentation of approx. 15-20 minutes.

- How much plastic and microplastics waste is generated – locally and worldwide? Look for facts and figures.
- What could our future look like if current trends continue?
- What ideas, projects, or measures already exist to reduce or avoid plastic and microplastics?
- What actions can you take as a consumer and individual?
- Which suggestions or tips do you find useful or easy to implement?
- Which of these ideas do you think are easy to implement in your everyday life? What initiatives, services, or alternatives are already available in your local area or region?

It would be helpful to support your presentation with visual materials, for example:

- Different plastic items (collect, bring along ...)
- Materials that show how plastic works, its advantages and disadvantages
- Pictures or videos
- Cartoons, quotes/opinions, newspaper articles ...

Recommended sources and links:

- www.europarl.europa.eu/topics/en/article/20181212STO21610/plastic-waste-and-recycling-in-the-eu-facts-and-figures
- www.nrdc.org/stories/10-ways-reduce-plastic-pollution
- www.bbc.com/future/article/20250919-how-to-eat-less-plastic

Video:

- https://multimedia.europarl.europa.eu/de/video/infoclip-alternatives-to-single-use-plastics_1208804

Please note down all the sources you use and make sure they are reliable and up to date.

Have fun!

Notes



Topic E: Economic Regulations and Legal Frameworks

How can we counteract the problem of plastic and microplastics? What role should businesses play, and are strict laws necessary?

Research the following questions and create a presentation of approx. 15-20 minutes.

- How is the plastic problem currently being addressed?
- Are there any rules or laws?
- Is recycling taking place? If yes, how much is recycled, and what happens to the waste products?
- What proposals and ideas are currently being developed?
- What has already been achieved?
- Which rights do you think are necessary or meaningful?

It would be helpful to support your presentation with visual materials, for example:

- Different plastic items (collect, bring along ...)
- Materials that show how plastic works, its advantages and disadvantages
- Pictures or videos
- Cartoons, quotes/opinions, newspaper articles ...

Recommended sources and links:

- https://environment.ec.europa.eu/topics/plastics/single-use-plastics_en
- www.oecd.org/content/dam/oecd/en/publications/support-materials/2021/10/policies-to-reduce-microplastics-pollution-in-water_3337bc78/policy-highlights-policies-to-reduce-microplastics-pollution-in-water-focus-textiles-and-tyres.pdf
- www.europarl.europa.eu/topics/en/article/20231109STO09917/how-to-reduce-packaging-waste-in-the-eu-infographics
- <https://pollution.sustainability-directory.com/question/what-legislation-addresses-microplastic-pollution>
- https://multimedia.europarl.europa.eu/de/topic/eu-strategy-for-plastics-and-packaging_15208

Videos:

- www.youtube.com/watch?v=muSxuDwFeus, starting at 6:00

Please note down all the sources you use and make sure they are reliable and up to date.

Have fun!

Notes

School level

- Recommended for 10th/11th grade

Reference to subjects

- Geography and economics, law, economics, history and social studies/political education, religious education/ethics, biology and environmental education, communication/project work/social learning, ecology, English

Lesson phase

- Securing results

Level of complexity

- Complex

Objectives

- Sharing acquired and researched knowledge with students from other classes and age groups
- Promoting ideas about environmental fairness
- Designing engaging and creative formats for exhibitions and presentations

Knowledge and skills

- The students can select key aspects from the extensive research material.
- The students can create creative and age-appropriate exhibition materials and independently carry out the presentations using them.

Duration

- Starting from the 180th minute

Resources

- Research results from the method *Microplastics* [1-2]
- 5 posters, poster pens, adhesive dots



- Presentation materials required for the exhibition (PC, projector, paper, picture frames, pens, craft materials, plastic etc.)

Preparation

- The teacher sets the time frame for the preparatory work and provides the necessary lessons.
- Clarify organizational details such as:
 - ⇒ Which classes can visit the exhibition (e.g., school grades, age etc.)?
 - ⇒ How much time is available for each visit?
 - ⇒ When will the exhibition open?
 - ⇒ How will the launch and opening take place? Will there be an official welcome by the school administration or similar?
 - ⇒ Are there other subjects that can be used to plan or carry out this exhibition (e.g., English for writing texts, creative subjects for materials etc.)?

Procedure

- The teacher informs the students about the time frame and organizational structure.
- The posters are labelled with the topics from the method Microplastics.
- For an agreed period, the students move from poster to poster and write down ideas on how to present each topic clearly, creatively, and interestingly.
- Afterwards, the teacher reads the ideas aloud and briefly explains them if necessary.
- The students then mark their favourite idea – the one they like best – with a sticky dot.
- The three ideas with the most dots are shortlisted.
- The teacher and the students together reconsider which idea should be implemented, taking different aspects into account, such as:
 - ⇒ Ensuring variety among the ideas.

School level

- Recommended for 10th/11th grade

Reference to subjects

- Religious education/ethics, communication/project work/social learning, English

Lesson phase

- Securing results

Level of complexity

- Intermediate

Objectives

- Highlighting and discussing different approaches to fairness as well as related norms and values
- Consciously reflecting on one's own values based on a given case study

Knowledge and skills

- The students can work together with their classmates to assess and rank the given norms.
- The students can express and justify their opinion on values.

Duration

- 20 to 30 minutes

Resources

- Worksheet *Norms, values, morals* [1–2]

Preparation

- Copy the *worksheet Norms, values, morals* [1–2] according to the number of students and cut out the second page of the worksheet.

Procedure

- The students receive the first page of the *worksheet Norms, values, morals*, and work on the story and the list of norms with the partner sitting next to them (approx. 10 minutes).
- Afterwards, a class discussion takes place, during which different perspectives from the pairs are shared and discussed (approx. 10 minutes). The class also reflects on how Niki's story could continue if she followed the 'golden rule': "Treat others as you would like to be treated."
- As a conclusion, each student ranks their own core values on the second page of the worksheet, which is titled *Norms, values, morals*.

Follow-up suggestion

- One way to continue working on this or explore it in greater depth would be to compile the results in the form of a set of rules and display them in the classroom. For example:
 - ⇒ Behave fairly and justly.
 - ⇒ Respect the opinions of others.
 - ⇒ Be helpful.
 - ⇒ Etc.

Notes



What is the “right” thing to do?

Niki overslept – and today is the day of an important test! She hastily rushes to the bus stop and forces her way through the crowd. Because she’s not careful, she bumps into another student. That student’s schoolbag falls, and everything spills onto the ground. Now Niki must decide: Should she pretend nothing happened and quickly get on the bus so she won’t miss the test, or should she help the student – even if that means missing the bus and the test?

How could the story continue? Together with the partner sitting next to you, write down one possible decision Niki could make:

Norms and values are ideas that are generally seen as desirable in society and provide people with guidance. They influence human behaviour and help shape how individuals act in different situations.

Which norms might be important for Niki? Tick what you think matters:

- You should help others.
- You should think about other people.
- You shouldn’t be late.
- You put the needs of others before your own.
- You should fix something if you caused a problem.
- You should help someone who’s hurt.
- You should not lie.
- You should say sorry.
- You should not leave things on the ground.
- You should take care of your own happiness.

So, what is the right thing to do now?

Discuss your ideas and solutions with the whole class.



So, what is the right thing to do?

Which values are most important to you? You can add your own in the blank lines. Rank your most important points:

- Helpfulness
- Selfishness
- Punctuality
- Courage
- Selflessness
- Appreciation
- Honesty
- Determination
- Personal responsibility
- Decency
- Reliability
- Self-realization
- Non-violence
- Mindfulness
- _____
- _____



So, what is the right thing to do?

Which values are most important to you? You can add your own in the blank lines. Rank your most important points:

- Helpfulness
- Selfishness
- Punctuality
- Courage
- Selflessness
- Appreciation
- Honesty
- Determination
- Personal responsibility
- Decency
- Reliability
- Self-realization
- Non-violence
- Mindfulness
- _____
- _____



School level

- Recommended for 10th/11th grade

Reference to subjects

- Geography and economics, law, economics, history and social studies/political education, religious education/ethics, biology and environmental education, communication/project work/social learning, ecology, English

Lesson phase

- Securing results

Level of complexity

- Complex

Objectives

- Demonstrating and exploring the concept of fairness through selected real-life topics
- Applying and reflecting on knowledge related to fairness
- Researching independently and preparing suitable materials
- Strengthening group dynamics and developing teamwork skills

Knowledge and skills

- The students can research the topic of fairness in selected areas of their daily lives.
- The students can formulate fair rules for a specific area of life.

Duration

- 10-15 minutes for handing out and discussing the worksheets
- Approx. 3 hours of homework for research and preparation for the presentation
- 40-50 minutes for the presentations and debriefing

Resources

- Worksheet *Pocket money & fair family money sharing* [1]
- Worksheet *Fair school snacks* [1]
- Worksheet *Fair phones/clothing/toys* [1]

Preparation

- Make enough copies of each worksheet for all group members.
- The teacher reads through the worksheets in advance. The given tasks are meant as thought-provoking prompts and can be expanded or adapted in focus as needed.

Procedure

- Students form groups of about 4-5 people. Depending on the number of students, a worksheet may be used by more than one group.
- Each group receives one worksheet and reads through it together.
- The teacher engages in a dialogue with the groups regarding the worksheets, addresses any recurring inquiries, and offers supplementary information as required.
- The format and scope of the presentation (e.g., PowerPoint, posters etc.) are specified by the teacher.

Follow-up suggestion

- One way to continue working on or deepen the topic could be to share the results publicly in a suitable place at school or to present them at a school event.
- The knowledge gained could also be put into practice through a concrete initiative, for example, promoting a fair school snack – such as requesting the school administration to remove sugary drinks from vending machines, offering fresh and healthy snacks in the school cafeteria, or sourcing food from regional producers.



Task 1: Researching and preparing a presentation

Having money (pocket money or allowance) means a certain degree of freedom.

Research:

- ⇒ The advantages and disadvantages of pocket money or allowance
- ⇒ How much money is common for different age groups
- ⇒ Whether the money should depend on certain tasks or achievements by young people
- ⇒ If bills like a phone bill should already be paid from it
- ⇒ Psychological reasons how it affects your feelings or behaviour
- ⇒ How to manage and save money
- ⇒ Anything else you think is important about this topic

Also think about how money is shared in the family:

- ⇒ Who should decide about spending money? Only those who earn it or everyone?
- ⇒ Who should cover which costs?
- ⇒ Should everyone be free to use their own money?
- ⇒ Find different ways families handle money. For example, one person earns and decides, or both earn and decide together.
- ⇒ What problems can occur and how could they be solved?

Useful information and links:

- <https://raisingchildren.net.au/preschoolers/family-life/pocket-money/pocket-money#how-much-pocket-money-nav-title>
- <https://world.edu/in-adolescence-a-pedagogy-of-pocket-money>
- <https://gemma.gov.mt/how-pocket-money-can-help-your-kids-better-understand-money-management>
- Interview your parents about this topic

Task 2: Creating fair rules

Write up to 3 statements about: “What does fairness mean when it comes to pocket money or household money?” For example: “It is fair if I can decide how to spend my pocket money by myself.”



Task 1: Researching and preparing a presentation

Fresh food and well-prepared meals are important in our society.

Research at your school:

- ⇒ Who is responsible for the school snack or school buffet
- ⇒ How buying and selling are organized
- ⇒ Which foods are used (producers, transport routes, production conditions etc.)
- ⇒ Think about what belongs to a healthy diet (e.g., the food pyramid)
- ⇒ What young people your age like to eat
- ⇒ How you could encourage people who don't eat so healthily, and anything else you can think of related to this topic

Furthermore, work on the topic of food waste and compare Austria/Europe with developing countries:

- ⇒ How much food is thrown away in an Austrian household, restaurant, or supermarket?
- ⇒ What role do consumers play in this problem (for example, expecting perfect quality and shelves that are full until the shop closes)?
- ⇒ Collect ideas to use food carefully and avoid waste (e.g., donating unsold food to social institutions, shopping more carefully, planning meals better, saving packaging).
- ⇒ Gather further information about fairly produced food (e.g., working conditions, wages, child labor etc.) and how to recognize it. Reflect on regionality, local supply, transportation routes, and sustainability.

Helpful links and information:

- www.fairtrade.net/at-de.html
- www.greenpeace.org
- Interview your parents about this topic.

Task 2: Creating fair rules

Write up to 3 statements about what fairness means in connection with school snacks. For example: "It is fair when workers who produce my cocoa are paid fairly."



Task 1: Researching and preparing a presentation

The newest smartphone, clothes from renowned brands, the latest computer game, or the newest version of a certain toy can make children's and teenagers' eyes shine.

Research one specific example, for example: smartphone, clothing (jeans), or toy.

- ⇒ Under what conditions do workers make these products?
- ⇒ How are they paid?
- ⇒ Where do the raw materials for these products come from?
- ⇒ Who earns the most money from the product?
- ⇒ Think about how long the product lasts and if it can or should be repaired.
- ⇒ Are there products that can be harmful to consumers?
- ⇒ What happens when you no longer need these products (recycling, disposal methods, harmful substances)?

Furthermore, think about what you and your family can do to help fair consumption (for example, think carefully before buying, visit flea markets, organize swap meets etc.).

Develop creative ideas for companies to make fair production more attractive (for example: quality means longer life, creating jobs in Austria).

Useful links and information:

- www.fairphone.com
- <https://cleanclothes.org>
- Interview your parents about this topic

Task 2: Creating fair rules

Write up to 3 statements about what fairness means in connection with products. For example: "It is fair when nobody is harmed during the disposal of my old smartphone."



Duration	Procedure/Method	Resources
10' to 20'	<p>1. Fair or unfair?</p> <p>Students are introduced to the topic of 'fairness' through various creative approaches. Different aspects of fairness are discussed and explored in depth within the class.</p> <p>☺ Learners question the meaning of the word 'fairness' and find synonyms for it. Questions about fair and unfair behaviour – for example, in relation to work, ecology, communication, well-known personalities, and more – highlight the many different aspects of the topic and also encourage personal reflection.</p>	<p>Method:</p> <p>⇒ <i>Fair or unfair?</i> [1-2]</p>
Starting from the 120 th minute	<p>2. Microplastics</p> <p>Assignments on various aspects of the topic 'plastics' are designed to highlight the fairness aspect toward the environment. Students work in small groups on tasks such as microplastics in animals and humans, or rules for the economy and laws.</p> <p>☺ The lesson begins with a brief teacher-student discussion, during which general terms related to plastics and microplastics are explained. Afterwards, students work in teams to research five assigned tasks. Following a presentation of the findings, classmates participate in a jigsaw group activity to share the knowledge.</p>	<p>Method:</p> <p>⇒ <i>Microplastics</i> [1-3]</p> <p>Background information:</p> <p>⇒ <i>Microplastics</i> [1]</p> <p>Material:</p> <p>⇒ <i>Microplastics</i> [1-5]</p>
Starting from the 180 th minute	<p>3. Student exhibition</p> <p>The content and research findings from the method <i>Microplastics</i> [1-2] are reviewed and prepared as a guided exhibition for students from other classes and year groups.</p> <p>☺ As a class, students begin with a brainstorming session to generate ideas for visual and presentation materials. Then, in small groups, they create these materials and develop and carry out the guided exhibition in detail.</p>	<p>Method:</p> <p>⇒ <i>Student exhibition</i> [1-2]</p>



English	Deutsch
allowance	Taschengeld/Haushaltsgeld
appreciation	Wertschätzung
cast	Gipsverband
child labour	Kinderarbeit
consideration	Rücksichtnahme
decency	Anstand
detergent	Reinigungsmittel, Waschmittel
determination	Entschlossenheit
disagreement	Meinungsverschiedenheit
disposal	Entsorgung
disposal method	Entsorgungsmethode
extensive	umfangreich
food chain	Nahrungskette
harmful	schädlich
impatient	ungeduldig
insoluble	unlöslich
integral	wesentlich
intimidating	einschüchternd
media coverage	Medienberichterstattung
mindfulness	Achtsamkeit
personal responsibility	Eigenverantwortung
production conditions	Produktionsbedingungen
raw material	Rohstoff
reliable	zuverlässig
selflessness	Selbstlosigkeit
self-realization	Selbstverwirklichung
share	Anteil
sustainable	nachhaltig
swap meet	Tauschbörse, Flohmarkt
to assess	einschätzen



English	Deutsch
to depict	darstellen
to encourage	ermutigen/fördern
to ensure	sicherstellen
to evaluate	evaluieren
to honk	hupen
to implement	einführen
to mock	verspotten
to relate	betreffen
to scold	schimpfen
to trigger	auslösen
voluntary	freiwillig
wage	Lohn
wastewater treatment plant	Kläranlage
working conditions	Arbeitsbedingungen

Medieninhaber und Herausgeber:

Offenlegung gemäß § 25 Mediengesetz
 Bundesministerium für Arbeit, Soziales, Gesundheit, Pflege und Konsumentenschutz
 Stubenring 1
 1010 Wien
 Telefon: +43 1 7 11 00 – 862501

Für den Inhalt verantwortlich:

Bundesministerium für Arbeit, Soziales, Gesundheit, Pflege und Konsumentenschutz
 Sektion Konsumentenpolitik und Verbrauchergesundheit
 Stubenring 1
 1010 Wien
 E-Mail: verbraucherbildung@sozialministerium.at

Erstellt von:**SCHULDNERHILFE OÖ**

Stockhofstraße 9
 4020 Linz
 Telefon: +43 732 77 77 34
 E-Mail: linz@schuldner-hilfe.at
 Web: www.schuldner-hilfe.at

Übersetzungen Deutsch-Englisch:

Peter Kugelgruber, BEd MEd, BG/BRG Linz, Ramsauerstraße

Herstellungsort: Wien.

Alle Rechte bleiben vorbehalten.

Ein Nachdruck ist ausschließlich zu nichtkommerziellen Zwecken und nur unter Quellenangabe gestattet.

Bildnachweis: Wie jeweils angeführt. Alle Rechte vorbehalten. (Auch Titelbild.)

Haftungsausschluss:

Die Informationen der Unterlagen wurden sorgfältig geprüft und recherchiert. Es wird jedoch keine Gewährleistung für die Richtigkeit, Vollständigkeit und Aktualität der Inhalte übernommen.

Haftung für Links:

Es wird darauf hingewiesen, dass wir auf Inhalte angeführter Links keinen Einfluss haben und daher auch keine Haftung dafür übernehmen können. Diese Links wurden sorgfältig geprüft und werden regelmäßig aktualisiert. Jedoch kann keine Gewährleistung dafür übernommen werden, dass alle Angaben zu jeder Zeit vollständig, richtig und in letzter Aktualität dargestellt sind. Dies gilt insbesondere für alle Verbindungen (Links) zu anderen Websites, auf die direkt oder indirekt verwiesen wird.