



## TO HAVE OR TO BE?

### *Sustainable and effective lifestyle and life-quality*

To have or to be? - this question formulated by Erich Fromm is optimally suited to show the problems which are related to the objectives of a sustainable and effective lifestyle. To have or to be focuses on the controversy of human desires and needs and the limited capacities of our earth. This key-question also addresses the need of a change of paradigms in the field of consumer education from the perspective of political education:

- ◆ from linear to combining thought
- ◆ from short-term to long-term thinking and planning

## 1. Subject-specific information

### 1.1 Sustainability

#### What is sustainability?

Sustainability means that my purchase of a certain product secures that the people who produce it get fairly paid for their work and do not risk their health, and that the natural living conditions of our planet, - its flora and fauna, and its atmosphere, soil, and water - , are not endangered, but protected and conserved.

Although the world-environment-summit in Johannesburg in the year 2002 has not led to as far-reaching agreements as many environmental organizations and other NGO's had hoped for, one objective was fulfilled: It has led to the discussion of the term sustainability and aroused respective awareness.

An extract of agenda 21, which contains the results of the Rio conference, further explains the term. The agenda is a plan of action for the realization of sustainable future developments for the 21st century. Agenda 21 is not a law, but an instruction-guide for governments, and calls upon governments to develop national strategies. It describes education towards sustainability and effectiveness as one of the recommended strategies [6]. The UN-conference of 1992 on the subject of environment and development in Rio de Janeiro has defined a common definition of the term "sustainable and effective development", and has made it the leading idea of the 21st century [7].

#### *Preamble of agenda 21/ 1.1*

*"Mankind has reached a decisive point in history. We experience an increasing inequality between nations and within nations, more and more poverty, hunger, illness, and illiteracy, as well as a progressing damage of the eco-systems on which our well-being depends. By joining interests of environment and development and devoting more attention to them we may succeed in covering basic needs, and securing higher living standards for all, as well as guaranteeing more protection and a better management of existing eco-systems, and in this way secure a safe and thriving future. No nation can reach this goal on its own, but together we can succeed, in a global partnership which is oriented on sustainable development."*

In order to understand sustainability in a more encompassing way, we may also fall back upon chapter 4 of the agenda. This chapter concentrates on the following areas of the program:

- ◆ habits of consumption and production which do not aim at sustainable development;
- ◆ development of a national policy and national strategies which can bring about a modification of not sustainable habits of consumption;
- ◆ chapter 4.3 is important because it makes us understand the necessity of a sustainable attitude of consumption: "There is a strong interrelation of poverty and the destruction of the environment. Although poverty originates some kinds of ecologically harmful effects, the principal cause of the gradual destruction of our global environment is found in the not sustainable patterns of consumption and production of the industrial countries, which give rise to serious preoccupation and which are the cause of increasing poverty and inequalities".

## 1.2 Aspects and topics of sustainable forms of development

Sustainable forms of development stand for a combination of

- ◆ economic stability
- ◆ conservation of the ecologic functioning of nature, and
- ◆ social justice.

These three aspects cannot be separated or played off against each other [8]. It is necessary to develop new, modern scenarios which take into account the interrelation of social, ecological, and economic aspects.

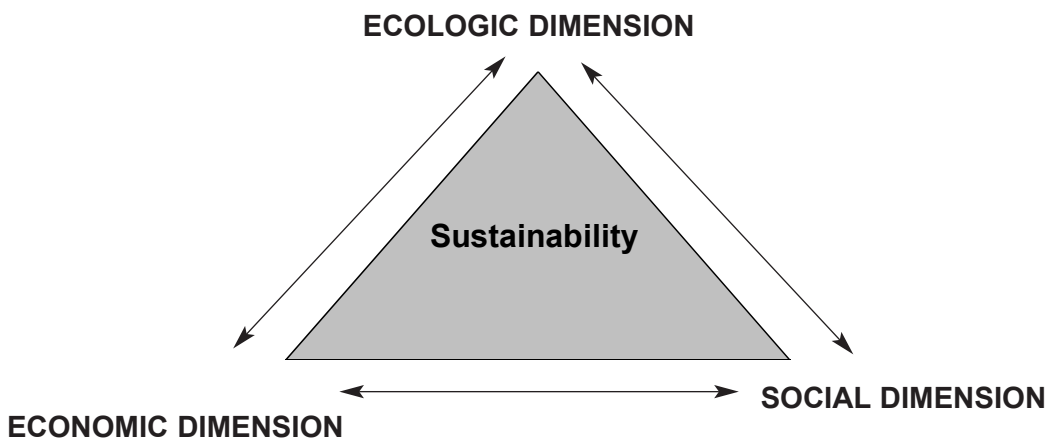
**Economy** must face the pressure of globalisation and international competition by the development and use of new technologies and efficient ways of production, and develop alternatives which are ecologically and socially acceptable [9].

In the field of **ecology** pollutants and the use of resources must be reduced in such a proportion that on the one hand economic action does not suffer, but on the other hand no social hardships - such as increasing unemployment - result.

A central preoccupation of the **social aspect** is to translate global justice into action in a way which reduces environmental pollution and safeguards stable national economies in spite of a growing world-population and increasing urbanization.

### topics for consumers

use of resources  
innovations regarding products and services;  
use of energy;  
product-development;  
effects of the present use of resources



### Topics for consumers

over-production;  
not sustainable patterns of indebtedness;  
problems of mobility;  
health-risks caused by technical progress;  
quality and growth of economy

### Topics for consumers

poverty;  
conflicts regarding consumption;  
general aging of society;  
generation-contracts;  
economic crises and their social consequences;  
complexity of consumer-decisions;  
social quality of a product



The three pillars of sustainability are of tremendous importance for political economy, because they secure the conservation of the foundations of production and consumption. They provide for social stabilization, e.g. by just wages, humane work-places, justice between generations, and between industrialized and developing countries.

But the three pillars of sustainability also stimulate innovations with regard to product-development and can in this way help producers to reach top positions in the field of international competition; they constitute a base of future development, because they conserve the environment and natural resources.

### 1.3 Principles of sustainable development

- ◆ The **integration of ecologic aspects** with economic and social aspects into a uniform system is a basic requirement. The practical situation which calls for integration as a basic principle of consumer-decision turns around the fact that eco-systems can be burdened only to a limited extent.
- ◆ The **context of areas** is one more dimension of sustainable ways of development which needs to be accounted for. Activities on a local level affect national and global developments (example: buying from the eco-farmer ensures not only the future of farming on a regional level, but also sets priorities which influence political decisions on a national, and even global level). Developments in a particular area can also happen in totally different parts of the world and produce similar results (e.g. local contamination, excessive exploitation of soil).
- ◆ Sustainable development also has a **dimension of time**, - looking to the future, as well as at the past, is very important (former situation, why are things as they are at present?) What developments will the future bring?

Politics and economy should not be given the full responsibility of supporting and shaping sustainable development. It is rather an ideal which can be achieved only by the creative participation of all members of society. It is the consumers who need to orient their attitudes of consumption on criteria of sustainability, and realise that consumption is not limited to the individual satisfaction of needs, but entails multifarious ecological and social consequences.

As consumers we fulfil a central role with regard to sustainable ways of development. The necessary changes are rendered possible only by an effective and sustainable orientation of consumer-attitudes on a conscientious lifestyle. The population of the industrialised countries carries a special responsibility because on the one hand people live far beyond their means, and on the other hand the societies of purer countries orientate themselves on the lifestyles of richer nations.

The levels of sustainable development: see annex - OH-transparency.

### 1.4 Conflictive objectives of sustainable development

- ◆ One of the frame-conditions of our present way of life is unlimited growth. But at the same time it is obvious that in a limited world unlimited growth is impossible.
- ◆ Not-linear growth is a principle which is difficult to grasp and cannot be visualised intellectually. Example: on a global level the number of computers sold increases annually by 25 %. Although it is easy to calculate how much time it will take to sell the double quantity, it is hard to understand. The time it takes to sell the double quantity can be calculated by dividing the number 70 through the percentage of the increase of sales ( $70:25=2,8$ ); this means that at the latest in 3 years the number of computers existing worldwide will have doubled. Even if production itself will be more efficient, the use resources is high [10].
- ◆ Systems need some kind of regulation, in order not to end catastrophically (self-regulation is the best option). Nature also permits exponential growth only for a short time. A good example of such regulative mechanisms is traffic; the use of private cars does not make sense anymore when the density of traffic is so high that traffic is permanently congested. Congestion has thus repercussion on the number of vehicles on the street.



- ◆ Although it should be clear to all of us that the interrelationship of present, past, and future is not limited to our personal life-story, this interdependence is often ignored with regard to consumption. Fears of the future often determine our present decisions. But fears often make us dodge instead of motivating us to search for solutions of pending problems.
- ◆ Sustainable, effective development needs people who are ready to participate actively in social processes, who are open for dialogue, and make decisions based on information. Often such attitudes are contrary to the ideas of many consumers, who rather follow the motto of "not seeing, not hearing, and not knowing".
- ◆ It is also obvious that up to this day the effective, sustainable product does not exist. We can only search for "better" products, which on comparison with others show an ecological or social advantage. Individual preferences and values lead to a decision which agrees with our personal convictions.

The following example illustrates the importance of examining life- and consumption-habits:

*"If the world-population, which in the year 2050 will have reached the number of 10 billion people, will adopt to the lifestyle common in the USA, 9 billion tons of cereal for raising animals for food would need to be produced. Measured on the present yield this corresponds to the yield of four planets of the size of our earth" [11].*

Similar frightening scenarios have been depicted regarding the use of not renewable energies, and the worldwide increase of automobiles.

### 1.5 Learning sustainable everyday-attitudes of consumption

...our ecological footprint is much too big - we would need several planets earth to maintain this lifestyle [12].

We know of three strategies which offer help for carrying through sustainable developments regarding everyday consumption. They take into account different aspects, which can be divided into three groups: efficiency, consistency, and sufficiency.

- ◆ **Efficiency** generally aims at the reduction of negative ecologic, social, and economic effects by optimising products and services. An essential goal of sustainable future development is to not do away with occurring damage, but deliberately avoid ecologic strain. On a practical level this means a reduced use of energy and raw materials, and an increase of efficiency and longer durability of products.
- ◆ **Sufficiency** aims at a slow-down of economic growth, by limiting the exploit of resources and the input of energy. This can only be attained by changing commonly accepted values and consumption-habits, in the sense of voluntary limitation. Some practical examples are: car-sharing, sharing of not constantly used everyday-objects - e.g. lawn-mowers, and conscientious decisions, like wearing a piece of clothing for yet another season. Even very simple measures, such as warm colours on the walls which permit to reduce room-temperature by one or two degrees, are methods of sufficiency which help to save resources.
- ◆ **Consistency** aims at organising economic processes in a way which is better adjusted to natural circuits (e.g. economy of succession in biologic agriculture).

**On choosing a product consumers should attach equal importance to all three dimensions of sustainability.**

#### *Economic dimension*

Products and services must offer optimal utility at a justifiable price and justifiable long-term costs. A product and the way it is used must not constitute a risk to our health and safety. In this context, durability and easy repair should be taken into account. And consumers must also learn that ecologically oriented products have their price.



### Valid principles regarding the economic dimension

- ♦ *Principle of cause*: the price of products and services must cover all produced expenses - of production, use, and disposal. The expenses need to be covered by those who cause them (producers, consumers).
- ♦ *Integration of ecologic principles and economic development*: producers and consumers both carry the responsibility for an ecologically oriented economy.
- ♦ *Participation*: Active consumers who know their rights and are ready to accept their responsibilities can insist on economic strategies which are better adjusted to environmental needs. They can exert a positive influence on economy by stimulating competition for solutions which are oriented on sustainable principles.

### Ecological dimension

Products and services should present an ecologic advantage when compared to others of the same kind. This ecologic advantage can for example mean that less resources are needed for production and maintenance, - less pollution, possibilities of recycling, etc. Sustainable consumption takes into account production, use, and disposal of a desired article.

### Valid principles regarding the ecologic dimension

- ♦ *Principle of cause*: see economic dimension
- ♦ Long-term consequences: ecologic processes must not be based on short-term trends and should not be limited to temporary government-periods. They require planning which encompasses various generations and takes into account long-term consequences of our present consumer-attitudes.
- ♦ *Principle of prevention*: It is better to prevent a problem than to cure it! On a practical level this means that it makes more sense to introduce and offer for sale new products only after scientific research has beyond doubt confirmed their harmlessness for man and environment.
- ♦ *The environment cannot be indefinitely burdened*: Nature itself sets clear limits to its exploitation. Environmental damage has interfered with natural processes, and entailed serious consequences: excessive fish in the oceans, progressive soil-erosion, changes of climate are but some examples which endanger the production of food.

### Social dimension

Products and services should present a social advantage when compared to others of the same kind. This social advantage may consist in comparatively better working conditions, acceptable salaries, or fair prices for products which are - for example - produced in third-world countries[13].

### Valid principles regarding the social dimension

- ♦ *Intra-generative justice*: resources and capital must be justly distributed among all people and all cultures. This is one of the most important basic themes when discussing poverty, indebtedness, and conflicts.
- ♦ *Inter-generative justice*: it refers to the just repartition of resources between generations. Present consumption-habits present a serious disadvantage for the elderly and for children.
- ♦ *Cultural and biologic diversity*: the conservation of cultural diversity, as well as of biologic diversity are ethically important claims.
- ♦ *Participation and transparency*: The development of a lifestyle which is oriented on sustainable principles and consumer-habits calls consumers to participate actively in social and political life and influence their development. For this purpose a safe access to information is needed. Informed citizens accept personal responsibility and insist on transparency when political decisions which affect them are taken. They thus force political decision-makers to accept their responsibilities [14].

## 1.6 Sustainable attitudes from a gender-specific perspective

Sustainable lifestyles can reconcile, - society with nature, poor and rich, generations among one another, and generally all with all. As this sounds too euphoric, initiatives of development prefer to concentrate on the main contradiction, namely economy versus ecology.

Article 24 of agenda 21 describes a "global women's action-plan" for a successful and just future development. It states that women must have an equal share in processes of economic and political decision-making. But for the fulfilment of this claim the revalorisation of household-work as compared to wage-earning work is a necessary prerequisite. Generally the claim for ecologically directed action involves more work for women, because they do most of the housework. Additionally, social security measures regarding house- and family-work must be discussed, in order to grant women more independence.

It is obvious that it is not easy to convince the general public of the need of such measures. We know that consumer-decisions are often not based on rational decisions or careful investigation, but have a psychic or social origin, and often they are just the result of dear, old habits. Consumer education is thus confronted with the task of setting up the ideal of what is a "sustainable consumer".

## 1.7 Lifestyles, consumption, and sustainability

*Look how they run, run, run!  
As if tomorrow all was over and gone!  
Look how thy buy, buy, buy!  
Useless frenzy, consumption-lie.*

*Look how they stare, stare, stare!  
Vanity shows its glare.  
Look how they snatch, how they snatch!  
They'd kill their brother to win the match.*

*Look how they chase, how they chase!  
After piece of mind, happiness, in the wrong place...  
Look how they mourn, how they fall, how they mourn and mourn!  
When they seem to have it, it is again forlorn [16].*

*Lifestyle, consumption, and sustainability are rather unpopular topics for instructors of adult education as well as for the target-groups. It is difficult to clarify what is to blame: is it the complex context, or the dependences on market and economy - which can be very frustrating for consumers -, painful personal perplexity, or the frequent moralising appeals to renunciation lanced by certain instructors? The course-activities aim at tracking down these ambivalences. Only when we gain conscious awareness of present realities can we suggest new ways, and new, innovative lifestyles.*

When dealing with lifestyles we must also deal with identities, because they represent the basis from whence individual lifestyles can develop. The adopted lifestyle (reflected by the corresponding environment), and his individual character are what makes a person unique.

Identity consists of at least 2 components: the person one believes to be, and the person others think one is [17]. The modern term "**partial identity**" was created to give a name to "groups of aspects" of human identity, of which those which are fitting in a given situation are activated.



Our society has become quite complex. A multitude of varying lifestyles and corresponding value-patterns reflect this complexity. There is no scientific agreement on a classification of lifestyles. Commonly the term lifestyle relates to the private realm of a person. More than any other human characteristic features lifestyles are shaped by attitudes of consumption. Yet we need to emphasize that consumption alone does not sufficiently explain the lifestyles of our co-citizens. Objective criteria like education, income, or profession are just as important, but harder to change. Consumer education concentrates its attention on those areas which primarily affect and shape our private life.

Since the middle of the eighties of the past century the search for self-realization and finding one's identity was expressed principally by consumption and not, as before, by political participation [18]. A mingling of materialistic and "post-materialistic" values can be noticed. One effect of this development is that ecologic principles are appreciated and integrated into the social code of conduct, and have become a main "ingredient" of different concepts of lifestyle.

A respective study shows that compared to the status of 1996 the interest in ecologic topics and the fear of irreparable damage done to our environment, which preoccupied young Europeans and also their parents, has strongly decreased during the past five years [19].

Consumers of the 21st century orient themselves on an individual lifestyle, and as a consequence develop an increasingly split personality. Preferences are often short-lived and contradictory. Today's consumers want "everything" at the same time: healthy, low-priced, hygienic, enjoyable, fresh, comfortable/ "convenient", high-class, durable, beautiful, easy to operate, non-polluting, etc.

Shopping is turned into an event, shopping malls become action parks. Consumption becomes an adventure, which is real or virtual, and takes place either amidst a crowd or in solitude. Ambivalent actions, like a quick lunch at the hot-dog place or Mc Donald's, and in the evening an elegant dinner in an expensive (vegetarian) restaurant, are quite common. Even small children can show such "patchwork-identities". The search or finding our identity is tightly and increasingly linked directed by consumption. In this context children as well as adolescents often play a double role: they are on the one hand decision-makers, whilst on the other hand they depend on their parents, who are the "providers".

Due to their technical understanding, their orientation on trends, their awareness of what is fashionable, and the social pressure exerted by peer-groups, children often have the say on what is bought. Adolescents thus shape future trends, and become a significant economic factor. Frequently they develop a loyalty to specific brands which is carried on into adult life. But consumer-needs of adolescents frequently surpass their own financial possibilities, and as a consequence stimulate the search for new sources of income ("SKIPPIS - School Kids with Income and Purchasing Power), which further strengthen their economic potency.

For parents this represents an additional challenge - it is not sufficient that they focus on their own needs, - they must confront the seductive effects of publicity and marketing on the personal development of their children, and stand up against its creative potential. The creative know-how of publicity-agents represents also a challenge for instructors of consumer education. Consumer education does not lead to a balanced distribution of resources, but it can help us understand the dynamics and codes of modern marketing, and motivate us to reflect our own needs. It can help us define what we expect of a "good life", and be a switchboard which connects us to new possibilities of the development of sustainable lifestyles. In the beginning we should set ourselves easy to reach goals, because radical changes are often not held out and produce insecurity. It is only natural that people stop their efforts when what they do is no fun at all.

### *1.7.1 Living the "good" life? - the area of quality of life*

#### **How can we shape our life in an enjoyable way instead of renouncing what we like?**

The psychologist Michael Argyl sees no direct relation of material income and contentedness. In his book "sustainable consumption" Gerhard Sacherdorn points out that an intense satisfaction of human needs is primarily achieved by own, self-chosen activities, which he calls "active consumption" [20]. Constant passive consuming does not guarantee well-being, and even if it can sometimes generate it, the results are short-lived.

We should also be aware of the fact that we change money and consumption for life-energy [21]. In order to make money we must use life-time and life-energy, and for purchasing the goods we desire we need to pay

money (see annex, transparency: undesired side-effects of consumption).

But consumers are given the option to decide what they consume and base their decisions on sustainable criteria. Critical consumption which aims at improving the quality of life places personal well-being into the foreground. It requests that purchased products and services are non-pollutant and socially acceptable, and do not jeopardize health. Economy measures, such as lowering the room-temperature on leaving the apartment, can make us feel good because they help us to save money, and thus increase our general well-being.

### Essential aspects of quality of life

- ◆ Food-supply, - local commerce: shops in town are centres of communication and permit personal freedom. Collapse of such structures affects seriously the weakest members of society, - those who have no car, those who are old, sick, or handicapped. We should not forget that some stroke of fate which makes us belong to one of the mentioned groups can happen abruptly, and that the furtherance of local commerce is thus an essential component of the general quality of life.
- ◆ Safety of food: safe food which does not pose a threat to our health constitutes a fundamental human need. Food which is typical for a person's culture is part of his identity and thus an important component of life-quality. The way in which we choose and combine food has a meaning and carries a message. Food can become a means of communication [23].
- ◆ Possibility to live according to one's culture/personal lifestyle: to live according to the traditions of one's own culture constitutes not only a basic human right, but is also an important component of life-quality.
- ◆ Clothing/fashion: clothing is a primary need, like housing, and eating. This area definitely offers the option to choose quality rather than quantity.
- ◆ Oases of well-being: to dispose of free access to undisturbed nature is one of the basic longings of man. Not only nature, but also a place where we can retire and relax are important. But this requires active participation - a cosy place in the apartment can boost us just like a wellness-hotel which we visit after a stressful week.
- ◆ Living area: The social image rises with the property of a home or at least an apartment. Yet the quality of life does not depend on ownership, but on how we manage to live in a place, - which health-effects the chosen construction-materials have, to what degree the inhabitants are exposed to environmental pollutants, how well the social network functions.
- ◆ Leisure time and work: In our culture work constitutes a basic human need (this is not true for all cultures, and was also not always true in our countries). The development of the idea of work into performance and effectiveness began in the middle-ages, as a result of reformation. This development entailed that unpaid work lost its significance more and more. It is time to rethink and change our views. - work during leisure time can lead to social improvements and contribute to a new cultural lifestyle. (NGO's, unions, clubs, charitable organizations). Equal rights of access to leisure time resources can also greatly improve life-quality.
- ◆ Aesthetics/beauty: Beauty is something different for every one of us. What we all have in common is that we like to look at "our beauty", - at things which, for us, are beautiful. For one person this may be an immaculate landscape, for another the design of a piece of furniture or somebody's face. Beauty is a good example of how paying attention to and orienting conduct on elements which can be assembled into a sustainable lifestyle-elements can create a situation where all - man, environment, and economy - are winners (eco-design, maximization of products, landscape-protection, nature-parks,...)
- ◆ Just access to information and education: Information is an important prerequisite of individual safety. In many areas of everyday life we depend on access to information (timetables, user-manuals or user-directives)! This information is not always sufficient (especially for people who do not master the language, have a vision-impediment, or do not know how to read). A further problem is that increasingly information can be accessed only by new technologies. In order to make up for respective deficiencies it is necessary to offer opportunities of life-long learning which at least make possible an adequate handling of everyday-life.



## 2. Didactic processing

	<b>Introduction/ orientation</b>	<b>To have or to be? Sustainable lifestyles</b> Participants are asked to form 5 groups.
1	Methods	<b>Presentation of a song, or only the words: "Vertrauen"</b> , words: B. Stromberger, music: Frans Smulders  <b>Game:</b> groups compose a poster which illustrates the present situation of how we live in our society.  <b>Discussion:</b> The effects of not-sustainable attitudes of consumption are discussed by the different groups and presented in a list.  <b>Presentation:</b> The different groups present their work.
2	Objectives	<ul style="list-style-type: none"> <li>• understanding the term sustainable development by opposing it to what is not sustainable</li> </ul>
3	Contents	- problem-areas originated by not-sustainable action (regarding environment and people)
4	Duration	30 - 40 minutes
5	Material	<ul style="list-style-type: none"> <li>✓ poster-paper, pens</li> <li>✓ song or words of song</li> </ul>

\* German for "confidence, trust (translator's note)

	<b>Planning</b>	<b>To have or to be? Sustainable lifestyles</b> the same groups
1	Methods	<b>Short report addressed to all participants</b> Definition of the term, foundations of sustainable conduct, aspects of sustainable development; foundations of sustainable development  <b>Group-work</b> Each group reflects in a discussion which possible conflicts regarding the objectives may arise when working on the subject "sustainable lifestyles". The results are summarized (OH-transparency).  <b>Group-work 1:</b> As an impulse the groups are given 5 different pictures to look at. The negative developments which can be associated with these pictures are written down on individual cards. The discovered problem-areas are discussed and analysed and searched for possible correlations. Correlations are emphasized by different colours.

		<p><b>Presentation</b> of problem-areas and correlations:          Example: lies about the actual costs of a product may lead to (imprudent) financial involvement of tax-payers; Increasing exploitation of the oceans entails social consequences for fishermen; environmental disasters like the Galician oil-catastrophe entail far-reaching consequences which affect tourism and deprive the inhabitants of the area of their sources of income.</p> <p><b>Explanation:</b> we try to show how apparently isolated problems are interrelated, - although they may occur at different times and in different places.</p> <p><b>Group-work 2:</b> Undesired side-effects of a product/object are analysed in groups and subsequently illustrated by a OH-transparency.</p> <p><b>Feed-back:</b> Are the answers to the questions of inter-dependencies and correlations, which were previously discussed, intelligible for all participants?</p>
3	Contents	<ul style="list-style-type: none"> <li>- which topics related to sustainable development are important for consumer-education?</li> <li>- possible conflicting objectives regarding sustainable development.</li> <li>- how do lifestyles develop?</li> <li>- on which principles is sustainable development based?</li> <li>- possible side-effects of the purchase of a product?</li> </ul>
4	Duration	60 minutes
5	Material	<ul style="list-style-type: none"> <li>✓ coloured pens</li> <li>✓ OH-transparency: possible conflicting objectives regarding sustainable development</li> <li>✓ OH-transparency: possible side-effects of the purchase of a product</li> <li>✓ impulse-pictures for 5 areas, for a discussion of possible negative developments</li> <li>✓ small cards</li> </ul>

	<b>Translation into action</b>	<p><b>To have or to be?</b>  <b>Sustainable lifestyles</b></p> <p>Groups are re-arranged: each member of any one group is given a letter of the alphabet. Groups mix. A joins with A, B with B, ...</p>
1	Methods	<ul style="list-style-type: none"> <li>- <b>Discussion of the following questions (using impulse-texts and information regarding sustainable ways of consumption)</b></li> <li>- which strengths and which weak points do the existing concepts of sustainable development show?</li> </ul>



		<ul style="list-style-type: none"> <li>- How can I integrate sustainable development into my life?</li> <li>- What can I change immediately in order to improve life-quality and promote sustainable development?</li> </ul> <p><b>Sustainable life-quality, game:</b> The participants are given the instructions and the sheets they need for the game. They walk around and question others, following their instructions. The name of the same person should not appear more than twice. The objective is to fill in as many fields as possible [24].</p> <p><b>Reflection:</b>          Have you answered many questions?          Is a person's lifestyle sustainable only because she has many answers?          How can a certain lifestyle be changed in order to live in a way which is sustainable (important: think of the three levels of sustainable ways of consumption)?</p> <p><b>Explanation:</b> the connection between sustainable life-quality and sustainable lifestyle is shown.</p> <p><b>Reflection and analysis:</b></p> <ul style="list-style-type: none"> <li>- During the planning phase each participant has identified factors of life-quality which he considers important.</li> <li>- It shall now be analysed why these areas are important with regard to life-quality, - reasons are written down.</li> <li>- It shall be judged whether these areas can stimulate sustainable development.</li> <li>- Three areas, where changes of conduct which promote a sustainable lifestyle can first be implemented, are chosen.</li> <li>- Comments regarding these three areas are written on the back of the sheets.</li> </ul>
2	Objectives	Understand in which ways life-quality depends on the chosen lifestyle; examine for oneself possibilities of change, and develop respective strategies.
3	Contents	- sustainable life-quality and sustainable lifestyles
4	Duration	40 minutes
5	Material	<ul style="list-style-type: none"> <li>✓ OH-transparency with questions to be discussed in the group</li> <li>✓ instructions and sheets for the life-quality game</li> <li>✓ OH-transparency: interrelation of sustainable life-quality and sustainable lifestyle</li> </ul>

	Testing/ evaluating	<b>To have or to be? Sustainable lifestyles</b>
1	Methods	<p>Which difficulties might my plans create? What can I avoid in the future? How could my first step with regard to implementing a sustainable lifestyle be successful?</p> <p><b>Reflection:</b> Why and in which problems may I meet when translating my intentions into practice (social surroundings, lack of courage, habits which are difficult to change,...)? What can I easily avoid in the future? The participants write these affirmations into their timer/calendar.</p> <p><b>Supplement: Areas in which consumers have produced changes</b></p> <ul style="list-style-type: none"> <li>- campaigns of animal-protection: wearing fur became a moral issue.</li> <li>- supermarkets reacted fast to consumer-protest and most started to sell eggs from chicken who are raised on a patch of ground rather than in cages.</li> <li>- in 1996 the boycott of Shell petrol stations was a success for consumers - the platform in the Atlantic (Brent Spar) was not sunk.</li> <li>- The company Nike suffered strong financial losses when consumers worldwide refused to purchase Nike-products because they involved child-labor [24].</li> <li>- Child-labor in the production of orange juice was exposed. Some Austrian companies (e.g. Rauch) have since strictly controlled the provenance of their juice and guarantee that the juice which they import was produced without child-labor.</li> </ul> <p><b>Discussion:</b> How do we deal with conflicting objectives? Are appeals to renunciation a suitable strategy?</p>
2	Objectives	<ul style="list-style-type: none"> <li>• develop strategies to deal with conflicting objectives</li> <li>• develop individual strategies for sustainable lifestyles define first steps</li> </ul>
3	Contents	- Consumers are powerful
4	Duration	✓ 330 minutes
5	Material	✓ calendar, notebook