

MODUL:

# SUSTAINABLE CONSUMER BEHAVIOUR

SustainComp



University of Ljubljana



# MODUL CONTENT

Provides an introduction to **sustainable consumer behaviour**.

Demonstrates how **individuals` choices can influence** the achievement of sustainable development goals locally and globally.



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# KNOWLEDGE

Students have basic knowledge about the environmental impacts of energy consumption.

Students know how to define renewable and non-renewable energy sources.

Students develop skills to reduce energy consumption.



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# SKILLS

The ability to **discuss and cooperatively solve problems** on unsustainable consumption.

The ability to **discuss and share knowledge** about sustainable consumer behaviour.



# GENERAL COMPETENCIES

The ability to reflect and discuss **ethical issues related to consumer behaviour and sustainability**.

The ability to **critically evaluate** their own and others' consumer topics in perspective of sustainable development.

The ability to **describe and evaluate critical problems** based on written text.



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# WHAT TYPES OF ENERGY DO WE USE TODAY?

- ▶ 1. Look at the **pictures on the floor**.
- ▶ 2. Each student chooses **one picture**.
- ▶ 3. Students find their colleagues who have a picture showing the **same energy source**. Students with pictures showing the same energy source form one group and we get **10 groups**.
- ▶ 4. The groups with pictures of **renewable energy sources** go to one side of the classroom and the groups with pictures of **non-renewable energy sources** go to the other side. The groups of students present the energy source and justify why it is renewable or non-renewable.
- ▶ 5. Students sit down around the tables in groups.



Renewable energy sources (6 groups)



Non-renewable energy sources (4 groups)

# Images of renewable and non-renewable energy sources

## Renewable Energy Sources:

- ▶ **Solar Energy:** Solar panels capture energy from the sun to produce electricity.
- ▶ **Wind Energy:** Wind turbines harness the power of the wind to generate electricity.
- ▶ **Hydropower:** Hydropower plants use the energy of flowing water to produce electricity.
- ▶ **Biomass:** Organic matter like wood, food waste, and plant residues is converted into energy.
- ▶ **Geothermal Energy:** Heat from the Earth's interior is used for heating and electricity production.
- ▶ **Hydrogen Energy:** Hydrogen fuel cells produce electricity by combining hydrogen and oxygen atoms. Is green source of energy or not?

## Non-renewable Energy Sources:

- ▶ **Oil:** Crude oil is a finite energy source used for the production of fuels and plastics.
- ▶ **Coal:** Coal is used for electricity generation and is a non-renewable energy source.
- ▶ **Natural Gas:** Natural gas is used for heating, cooking, and electricity generation but is a finite resource.
- ▶ **Uranium - Nuclear power:** Uranium is used for nuclear energy production but is also limited in supply.

Source of photography: <https://pixabay.com/>

# Group work 1: Informations about energy sources

- ▶ Students search for **additional information** about their energy source on the Internet.
- ▶ Students **write what are the pluses and minuses** of their energy source:
  - you focus on the **production/acquisition** of the source in Denmark,
  - what is the situation with the **waste generated** in connection with the energy source,
  - what is the **environmental impact** of the energy source,
  - what is **Denmark's attitude** towards this energy source?
- In a group, students **discuss the information** they found about the selected energy source and **take a critical position**.

# Group work1 (continued):

More informations about energy sources:

[https://energy.ec.europa.eu/news/european-hydrogen-week-2023-kicks-brussels-2023-11-20\\_en](https://energy.ec.europa.eu/news/european-hydrogen-week-2023-kicks-brussels-2023-11-20_en)

[https://energy.ec.europa.eu/index\\_en](https://energy.ec.europa.eu/index_en)

[https://www.bmwk.de/Redaktion/EN/Publikationen/Energie/renewable-energy-sources-in-figures-2020.pdf?\\_\\_blob=publicationFile&v=1](https://www.bmwk.de/Redaktion/EN/Publikationen/Energie/renewable-energy-sources-in-figures-2020.pdf?__blob=publicationFile&v=1)

<https://education.nationalgeographic.org/resource/nonrenewable-resources/>

<https://education.nationalgeographic.org/resource/non-renewable-energy/>

<https://www.investopedia.com/terms/n/nonrenewableresource.asp>

<https://ourworldindata.org/safest-sources-of-energy>

<https://iopscience.iop.org/article/10.1088/1757-899X/1078/1/012011>

Prepare a 3-minute presentation and present your findings to the other groups.

Group discussion and critical evaluation.

Padlet <https://padlet.com/dibtgl85jn/consumer-education-energy-8yzofe41qpjxft2z>

# Group work 2: Is UCL sustainable?

- Students work in the same group as Group work 1. Search informations via computers and collaborat in the group.
- Use next source of information:
- Strategy for UCL, including sustainability. (Click on link)
- UCL Homepage: 'Sustainable UCL' (Click on link)
- <https://connect.ucl.dk/Baeredygtigt-UCL>

# Group work 2: Is UCL sustainable?

## ► Each group to works on the following information about:

- CAMPUS policy:

What does UCL do to become more sustainable?

Are there at UCL, sustainability initiatives related to energy and water management ?

What are the goals for coming years ?

Are there at UCL sustainability initiatives related to ventilation ?

**For information on the situation at UCL: See the PPT presentation.**

- Is it possible for UCL to become an eco-school? How? What actions do you suggest?  
(<https://www.ecoschools.global/>; example: <https://fov.um.si/en/about-us/eco-faculty-organizational-sciences>)

# Research news

- UNIVERSITY NEWS
- UNIVERSITY OF LJUBLJANA WEEK
- STUDY
- EXTRACURRICULAR ACTIVITIES
- STUDENT OMBUDSMAN'S OFFICE
- RESEARCH AND DEVELOPMENT
  - Research news
  - Best research achievements
  - Research, development and art activities
  - Cooperation in national programmes and projects
  - Cooperation in EU programmes
  - European structural funds
  - Research infrastructure
  - Research and Development Center
  - Ethics and integrity in research
  - Open science
  - Intellectual property
  - International mobility of researches
  - Career development and training
  - Bibliography and quotations of researchers
  - Useful Links
- DOCTORAL SCHOOL
- INTERNATIONAL COOPERATION AND EXCHANGE
- EUTOPIA
- COOPERATION WITH ECONOMY AND SOCIETY
- ACADEMIES AND FACULTIES



## COOLING BUILDINGS DURING THE DAY WITH THE COLD OF NIGHT

Newadays, lightweight prefabricated buildings (frame structure and low-density thermal insulation as the predominant...



## The negative effects of the corona period still burden the development and health of children

They were less physically active, spent even more time in front of screens and slept longer. We all still remember the...



SHOW ALL	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY
6 CLEAN WATER AND SANITATION	7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES
12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS

- Research news
- Researchers in focus
- ERC & MSCA
- Outstanding research achievements
- Interdisciplinary research



First ECO Faculty in Slovenia

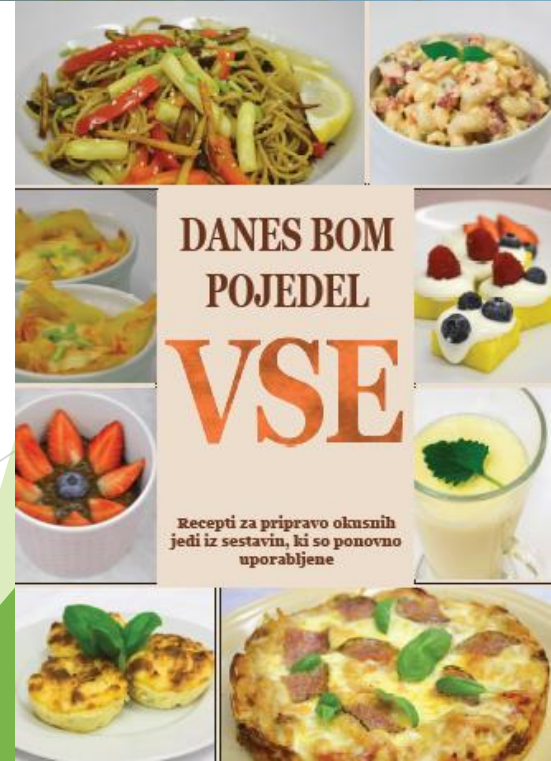
Is Faculty of Education UL sustainable?







# PROJECT: FOOD WASTE IN A STUDENT RESTAURANT



- ▶ Students discuss the collected information, take a critical position and make suggestions.
- ▶ **Students prepare questions and comments for Head of Facility at UCL.**
- ▶ Suggestions and comments are published in Padlet.
- ▶ Link: <https://kortlink.dk/2nndd>

Sustainable Competences  
in Higher Education.

‘SustainComp Curriculum’



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