SustainComp

Teachers guide for learning activity

Module: Sustainable Consumer Behaviour, 2,5 ECTS

Title	**Saving Water at Households**		
Relevant SustainComp modules	**Module SUSTAINABLE CONSUMER BEHAVIOUR**		
Pre-requisites	Saving Water at Households		
Introduction	In this learning activity, the students will be introduced to saving resources (water) at home from the point of view of the informed consumer. Water is a precious resource, and by making conscious choices, we can contribute to its conservation, aligning with sustainable practices that benefit both our households and the environment.		
Learning goals	Following this learning activity, students will acquire knowledge about water usage and consumption. They will be able to identify sustainable consumption issues connected with water consumption at home and prepare recommendations for for saving water at home in the context of informed consumer.		
Pedagogical principle for the activity	Problem-solving Discussion in groups Group work Critical thinking PBL - Project based learning		
Digital facilitation	COIL Computer and internet		
Subject specific terms	Consumer Social Responsibility (CnSR): The earliest definitions emphasise that CnSR is moral principles, standards of consumers' behaviours. It is also called consumer ethics and responsibility towards society in the area of obtaining, using and disposing goods and services (Asante, 2019; Hoffmann-Burdzińska, Stolecka-Makowska, Flak, Lipowski, & Łapczyński, 2022).		
Use of time (total)	2 hours (2x45 min)		
Preparation and equipment	Computer		
Implementation	Schedule	Time	How
	Part 1 Introduction and group work	(15 min)	Teacher introduces on the activity and the learning goals. Identify sustainable consumption issues at home or at faculty. Focus on issues related to water consumption. Walk around the faculty/home and in 5 minutes take

			photos of as many objects as possible that could be controversial in terms of sustainable consumption. 1st option: independent work (in case of perceived problems at home). 2nd option: group work (in case of perceived problems at the faculty). On the basis of the identified problem, a discussion takes place within the groups. Essential problems are defined and potential solutions and directions for more sustainable behavior.

	Part 2 Project based learning (PBL), Group Work	(65 min)	Students are divided into groups (students from the same country are together).
			
			Part 1: Students search in scientific articles via GoogleScholar about water consumption at home and define factors that influence water consumption. On the basis of the newly acquired knowledge, students prepare recommendations for saving water at home in the context of informed consumer.
			
			Part 2: Students in groups prepare videos (awareness or educational video) about ways to save water in the household in the context of informed consumer.
			
			- The length of the video is max. 3 minutes.
			- The video must be in English.
			- Video can be animation, students can also act/speak.
			- Students can prepare a video using some of the following tools:
			  - VideoScribe Sparkol (https://www.videoscribe.co/en/free-trial/)
			  - Canva (https://www.canva.cn/en/)
			
			Remember to keep the video visually appealing, with clear narration.
			
			This is a part of PBL (A student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem.).

	Part 3 Discussion and wrap up	(10 min)	---
Evaluation of the activity	Formative		Discuss with the students along the way.
	Summative		PBL, Group Work (videos, ppt presentation).

Literature	Shan, Y., Yang, L., Perren, K., & Zhang, Y. (2015). Household water consumption: insight from a survey in Greece and Poland. *Procedia Engineering, 119*, 1409-1418. https://www.sciencedirect.com/science/article/pii/S1877705815026715 Grespan, A., Garcia, J., Brikalski, M. P., Henning, E., & Kalbusch, A. (2022). Assessment of water consumption in households using statistical analysis and regression trees. *Sustainable Cities and Society, 87,* 104186. https://www.sciencedirect.com/science/article/abs/pii/S2210670722004991 Abu-Bakar, H., Williams, L., & Hallett, S. H. (2021). Quantifying the impact of the COVID-19 lockdown on household water consumption patterns in England. *NPJ Clean Water, 4*(1), 1-9. https://www.nature.com/articles/s41545-021-00103-8