


We are in a sixth grade class (11- and 12-year-old students) that is currently working on the topic of Northern Europe. In the previous lesson, they have already learnt about the concept of sustainability in a video. Now it is to be defined. In addition, the learners should apply it directly to the evaluation of various economic sectors in Northern Europe.

→ [...] For example, there are many responses from students to the teacher's question about what the term sustainability means. 'We have to reuse things.' – 'Exactly, we shouldn't throw them away straight away, we should try to repair them first,' adds the teacher. One pupil also mentions the components of the sustainability triangle. This statement is taken up by the teacher with reference to Finland: "It's not just about the environment. People also live there and they want to earn money."

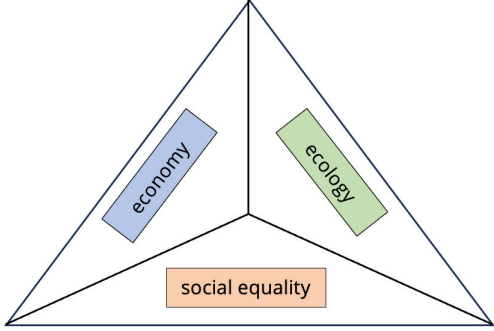
The students are then given the task of comparing two satellite images that show a section of forest at different times. It can be seen that the conifers are no longer present in the second image. Without waiting for the student's answers, she answers the question: "On the left-hand image, you can see the forest 50 years ago with lots of trees. In the other picture from today, there are none left. Is this the Finns' behaviour sustainable?" The learners, somewhat unsettled, answer in the negative. 'But why do we have to focus on environmental interests?' is the teacher's next question. She continues: "The more forest is cut down and not replanted, the less sustainable we are. So it's important for us to prioritise environmental interests. How can we help the Finns to behave more sustainably?" [...]

 → <b>ANSWERS FROM THE STUDENTS</b>		
<b>Assessment of sustainability – forestry</b>		
<i>it wouldn't be so bad if people didn't waste so much paper, but I don't think it's tragic</i>	<i>I think it's currently not sustainable because future generations (because of deforestation) will no longer be able to act in the same way as we do now</i>	<i>no, because too many exhaust fumes and chemicals pollute flora and fauna. but it's good that wood can grow</i> ★★☆☆☆
<b>Assessment of sustainability – oil</b>		
<i>no, because it renews itself very slowly and today, we refine too much so there will be nothing left sometime</i> ★☆☆☆☆	<i>it's not sustainable cause gas/oil will run out someday</i>	<i>it's completely unsustainable to pump the oil and co from the sea. gas and oil take a very long time to regenerate</i>
<b>Assessment of sustainability – fishing</b>		
<i>I think it's more sustainable than the oil and gas industry, but it could lead to the extinction of fish species</i>	<i>if people didn't eat so many fish, it wouldn't be so bad, fishermen must comply with the measures fishes are living creatures!</i>	<i>it's not sustainable cause fishing is uncontrolled (by tourists)</i>


**DEFINITION OF SUSTAINABILITY**

**Sustainability becomes increasingly important**

**Three pillars of Sustainability:**




**Definition:** Sustainability is a way of practising economics that enables future generations to survive.

 **LEARNERS' VOICES AFTER THE LESSON**

**Question:** You talked about the concept of sustainability during the lesson. What does sustainability mean to you?

**Answers of the learners:**

- 'We have to use materials sparingly.'
- 'We should use less paper.'
- 'We need to use things for longer and repair them first before throwing them away.'

 **TEACHER'S → STATEMENT – WHAT IS IMPORTANT TO YOU?**

So, the learners should first gain an understanding of sustainability and what they themselves can do for it. They should also evaluate the different economic sectors of forestry, oil manufacturing and fishing. I've already prepared a work sheet for this, which they can use to weigh up individual points. At the end, it's very important to me that I don't give an opinion or assessment here. The learners should form their own opinions.