

Ein Bild, das Text enthält.

Automatisch generierte Beschreibung

**Climate Challenge**

For more climate protection in everyday life

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Automatisch generierte Beschreibung

Guidelines for the **moderator**

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# **1. Welcome**

## **1.1 Introductory words**

Dear moderator,

welcome to the Climate Challenge! The Climate Challenge thrives on the fact that it is realised and carried on by numerous people. We are therefore pleased that you have decided to take part in the Climate Challenge with your participants. You are making an important contribution to climate protection. Moreover, it will be a lot of fun. So let's go!

This guide is designed to make facilitating the Climate Challenge as easy as possible for you. In the following pages you will get a detailed overview of the entire Climate Challenge and an overview of the required teaching materials.

## **1.2 Aims and background**

The primary goal of the challenge is to show the participants their own impact on our climate through their daily actions and to support them in making changes to make their own lives more environmentally sustainable. By playing along, everyday action steps are questioned and new action alternatives are offered. It is important to us to show the players the important role they play in the necessary change for climate protection and sustainability. The challenge strengthens the team spirit of the players and aims to motivate as many participants as possible for more climate protection until the end of the climate challenge and beyond.

To ensure an insight into as many areas of life as possible, the challenge is divided into individual theme weeks. The exact contents of the individual weeks can be found in chapter three "Script" of the guide.

## **1.3 There are no losers!**

First of all, a challenge means overcoming one's inner pig. Nothing comes from nothing! Every individual achievement counts in order to reach common climate goals. It is about mobilising as many participants as possible and convincing them of a climate-conscious lifestyle. Moreover, there can only be winners, because through the Climate Challenge you not only contribute to sustainable development, but also learn a lot about yourself and your habits.

Show enthusiasm, especially among those who may not yet be familiar with the topic of climate protection. The implementation of the climate challenges will be a lot of fun for everyone thanks to the sense of achievement and exciting challenges, and that is often half the battle for a successful implementation. Convey this fire to the participants and you will see how the commitment and enthusiasm will spread among them.

# **2. Organisation**

## **2.1 Tasks of the moderator**

The moderator is responsible for supervising the Climate Challenge and is the contact person for all open questions about the Climate Game. He/she accompanies and supports the project group in the implementation of the challenges and moderates the scheduled weekly meetings. In addition, he/she is required to recruit potential players for the Climate Challenge. For example, through social media appeals, recommendations to colleagues, or personal appeals to acquaintances, friends or family. The regular meetings can also be held via online platforms, for example via Microsoft Teams. This way, everyone has the opportunity to participate. The players are the actors of the Climate Challenge, who are responsible for the implementation and the securing of results in the form of experience reports. Therefore, the feedback round is also led by the moderator.

## **2.2 Scheduling**

The Climate Challenge is scheduled for a period of three weeks, during which a different overarching theme from everyday life will determine the challenges each week. A total of four regular meetings are planned for the participants. The first and the last meeting will take about 45 minutes. The second and third meetings will each take about 20 minutes. In addition to specific background information on the individual theme weeks, we will also look back on the past challenges. For a rough overview of the contents of the individual weeks, a schedule for the Climate Challenges is attached.

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Illustration: 1 Schedule planner ‘own representation’

## 

## **2.3 Teaching materials**

All teaching materials for the Climate Challenge are freely available for download on the official info page of Prof. Dr. Marc Ringel on the HfWU website: <https://www.hfwu.de/marc-ringel/hfwu-klima-challenge/>  
  
The teaching materials provided to you are divided into one document for the moderator ("Guidelines for the Moderator") and one document for the participants ("Climate Challenges") as well as four individual PowerPoint files for conducting the meetings with the participants.

**Guidelines for the moderator**

The "Guidelines for the Moderator", in which you are currently located, serves as support for the moderation of the Climate Challenge. Here you will find an organisational guideline for the project design as well as all necessary background information for a smooth running of the challenges. In addition, the so-called "script", which can be found in the third chapter, provides you with a detailed overview of the individual theme weeks.

**Climate Challenges**

The document "Climate Challenges" is the game template for all players. It is essential for the realization of the challenges. The individual challenges of the theme week are described here in detail. If necessary, the materials needed to carry out the challenges are also listed.

In addition, the slides contain helpful tips to make the challenges easier and motivate people to do even more climate protection in their everyday lives. Interesting background information adds variety to the climate challenge. The combination of information sources and further suggestions offers the participants a lot of fun in carrying out the challenge. The participants have the opportunity to digitally document their experiences in the document "Climate Challenges". If necessary, the document can also be printed out.

**Presentation documents**  
For the implementation of the events, you will find a separate PowerPoint file for each date. Here (apart from the kick-off event) further information on the completed challenges is discussed retrospectively and preparations are made for the upcoming challenges.

**2.4 The point-system**

What would a Challenge be without a common success? In order to maintain the motivation of the participants throughout the entire period of the Climate Challenge, a reward system is planned. However, this does not correspond to the classic reward in the form of material goods, but rather a clear, collective result at the end of the climate challenge. The whole thing looks like this: Certain points are awarded for successfully completing the respective challenge. Depending on the level of difficulty of the challenge, these can vary in amount. Special points, so-called patches, are awarded for above-average performance at the end of the week. At the end of the challenges, all the points collected over the last three weeks are added up and totaled together with the other players. The aim is not only to strengthen the team spirit and group cohesion, but also to provide a personal sense of achievement and motivate for further challenges.

For an evaluation of the actual performance, trust and honesty of the participants is relied upon. Participation in the reward system is optional. No one should be forced to do so, but only to increase motivation. The document "Climate Challenges" offers the possibility to document the collected points in a simple and clear way in order to exchange information with the team members.

## **2.5 Social media use & handling of feedback, tips and experience reports**

In order to support the Climate Challenge of the HfWU Nürtingen-Geislingen via social networks, "Instagram" would preferably be the medium of choice. Here, players and moderator can communicate with each other, and the Climate Challenge can be carried to the outside world. A brief instruction with the essential steps for creating a profile follows.

To set up an Instagram page, the app should first be downloaded onto a smartphone. Next, create the profile. The name of the page and a profile picture can be defined in the next step. In this case, preferably choose a logo with recognition value. There are no limits to creativity. Furthermore, there are numerous free offers on the internet to help you create your own logo. "Canva.com" would be an option, for example. It should be noted that the page should be marked as HfWU property.

In the next step, profile information can be entered. There is space for a short description of the page in a character-limited space. In this case, information on the university, the game format and participation would be useful. In addition, the link to the files can be inserted directly.

Next, there is the option to convert the freshly created page to a company profile. This gives a more detailed overview of key figures of the stories created or of the subscribers’ contributions. This allows for better monitoring of the page and makes it more transparent to deal with. To tackle this change, the settings must first be opened. The menu item "Account" can be used to switch to a professional account. Then the conversion starts.

Now the site is ready for occupation. At this point, it should be decided who will manage the site in the future. Ideally, a person or a team of people should be identified who are happy to make creative contributions and stories. It is important that any contributions are uploaded in a politically neutral manner and in keeping with the university's image.

In order to include testimonials, tips or feedback in the profile, "Google Forms" can be used for support. Fixed templates can be created to simplify the filling out of reports. The following screenshot shows an example of a form created using "Google Forms".

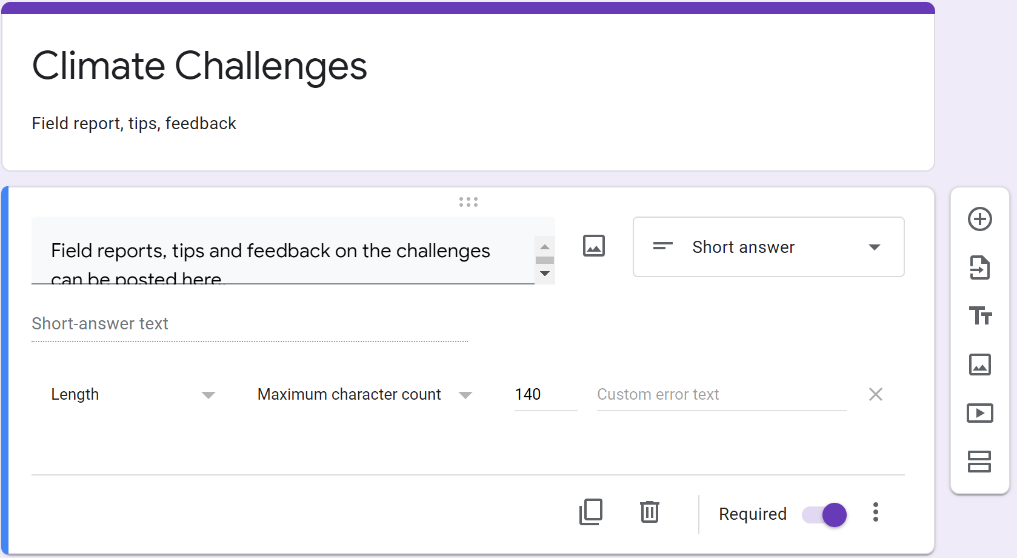


Illustration: 2 Overview ‘Google Forms’

Source: Google Forms. https://www.google.de/intl/de/forms/about/ (retrieved on: 23.01.2022)

Here, the type of answer, length, maximum number of characters and other settings can be defined. This makes it easier to handle for both the players and the person(s) administering the document. Once a document template has been created, a link can be created to distribute it. Via the "Send" button (following illustration)



Illustration: 3 Sending function of forms via ’Google Forms’

Source: Google Forms. https://www.google.de/intl/de/forms/about/ (retrieved on: 23.01.2022)

the link can then be copied by selecting the appropriate icon at "Send via". This link can either be made available on the "Instagram page" by the team assembled to manage the social media site or disseminated via another medium. When receiving the reports from the participants, it can be decided whether the reports will be uploaded to the social media page or used for further development/improvement of the challenges/concept. To use the form function of "Google", a "Google account" is necessary. If this function is to be used, a "Google account" must be created in advance specifically for this project. Here, too, an account is created quickly and easily. All testimonials, tips or feedback forms can also be viewed via "Google Forms" in the "Answers" tab. All responses are anonymous. The following illustration shows this tab.

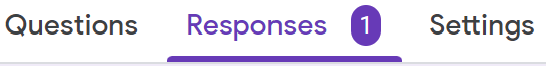


Illustration: 4 Viewing responses via ‘Google Forms’

Source: Google Forms. https://www.google.de/intl/de/forms/about/ (retrieved on: 23.01.2022)

The content described in this chapter helps to communicate the project to the outside world on the one hand and to facilitate the handling of experiences etc. on the other hand. However, the approach described here does not have to be implemented in this way; other social media channels can also be used for implementation.

# **3. Script**

In this chapter we want to give you the Climate Challenge in the form of a script. Here you will find the materials you need to facilitate the individual meetings. Furthermore, in the enclosure you will find first reports on experiences and difficulties experienced for the respective challenges.

In this chapter you will get a detailed insight into the four upcoming meetings. For this purpose, further information and approaches are described for important slides, which you can include in the individual meetings.

In the following, you will find tips on recurring tasks to be observed at several meetings.

* Remind participants of the challenges, which take place over several days, and ask for initial progress reports to keep motivation high.
* The events of the respective theme weeks are structured recurrently as follows:
  1. Exchange of experience
  2. Fact check of the previous theme week using the attached documents
  3. Outlook in preparation for the upcoming theme week
* A central challenge is the Footprint Challenge, which is carried out on day one of the first theme week and on day seven of the third theme week. When determining the Footprint again, take up both results to address the effectiveness of the measures taken and the Climate Challenge as a whole**.**

When facilitating the individual meetings, please use the event documents provided to you as a guide. The notes listed below are supplementary information which is particularly relevant.

## **3.1 First meeting**

For the first meeting, the kick-off document is used to explain the process of the Climate Challenge to the participants.

For the kick-off event, you will need the Power Point file "Event 1", which you can find on the official info page of Prof. Dr. Marc Ringel via the HfWU website. Under "Projects" or the link <https://www.hfwu.de/marc-ringel/hfwu-klima-challenge/> you can find all the files for the project.

**Please focus more on the following points when presenting the kick-off presentation:**

**Slide 4 and 5 - Footprint**

The first challenge requires the calculation of the carbon footprint of the participants. Therefore, it is highly relevant to explain the importance of the carbon footprint to the participants already in the kick-off meeting. It is a measurable indicator of the impact of our everyday actions on the climate and the environment.

**Slide 7 and 8 - Handprint**

The handprint, which unlike the footprint should not become smaller but larger, is symbolic of sustainable action. Each of us has the opportunity to increase our carbon handprint. It illustrates what we can be proud of and grows steadily through the successful completion of the challenges. The handprint is particularly important for the motivation of the participants, as it makes clear that even if one's own footprint is still discouragingly large, one can still contribute a lot to climate protection.

**Slide 9 - Impact levels**

Discuss the levels of impact and related interpretation. Use the diagram of the impact levels as an impetus for discussion. The following slides contain questions to stimulate personal development.

**Slide 17 – Big Points**

Explanation of terms and further ideas for more climate protection.

**Slide 19 - Presentation of the Climate Challenge**

There are three theme weeks (household, nutrition/consumption and mobility). Points are awarded for each challenge. Each participant evaluates him/herself. Please note that the points will be added up collectively at the end.

**Slide 21 - Theme weeks**  
Introduce the individual weeks concisely and note that the first thematic week (household) begins after the kick-off event and that the participants can take the challenges from the document "Climate Challenges".

**Slide 22 and 23 - Organisational matters**

* In the thematic weeks, points are awarded for the individual challenges depending on the level of difficulty. The participants can see these points in the document "Climate Challenges" on the respective slides using the turtle. There is a minimum of one and a maximum of eight points per challenge.
* If you complete a challenge beyond the required time period, you can receive patches in addition to the points. One patch is equal to ten points.
* In addition, please refer to how field reports are handled. “Google Forms" can be used as described in chapter 2.5. Participants should be made aware that testimonials, tips and feedback can be uploaded at any time via the link to "Google Forms" on Instagram (if used). All responses are anonymous.

**Slide 24 – Motivation**  
It´s important to emphasize that there will be no losers and that every contribution to climate protection is of high relevance.

**Slide 25 – Outlook**Please note that before the first thematic week starts, the participants should have a look at the individual challenges of the coming week.

**Slide 26 - Warm-up for Week 1**Finally, there will be a discussion session with questions related to the upcoming challenges to get familiar with the material in advance.

## **3.2 Second meeting**

For the second meeting you need the Power Point file "Event 2", which you can find under the following link: <https://www.hfwu.de/marc-ringel/hfwu-klima-challenge/>.

**Please focus more on the following points during the presentation:**

**Slide 5 - What consumes the most energy in our household?**

In order to clarify the relevance and the potential in terms of climate protection of the challenges of the past week, please go through the respective slides with the participants. On the next slides you will find facts about the factors that influence the climate through energy consumption in our household.

**Slide 7 - Fridge facts**

Ask participants if they have a system for putting things away in the fridge. Then explain that refrigerators have different temperature zones and that the shelf above the vegetable drawer is the coldest (suitable for perishable food) and the shelf at the top is the warmest (suitable for cooked food).

**Slide 8 - Fridge facts**  
Ask the participants how often they defrost their own fridge and point out that a 5mm thick layer of ice increases electricity consumption by almost a third. Then ask the participants if they know how cold their fridge is set and name the correct temperatures (fridge seven degrees and freezer -18 degrees is sufficient).

**Slide 9 – Shower facts**

Ask if any participant already uses a low-flow showerhead and what their experience is. Most of the time, the reason given for not using a low-flow showerhead is the lack of water pressure.

**Slide 10 - Laundry facts**

Participants ask whether they use the washing machine to its full capacity or whether it is only turned on for a few favorite clothes.

**Slide 13 – Outlook**

The new theme week will be introduced: Climate challenges around nutrition and consumption will be coming up for the participants. Now the participants are to deal with the new challenges of week two "nutrition/consumption", for which they need "Event 2".

**Slide 14 - Warm-up for week 2 (nutrition/consumption)**

Before the participants start with the new challenges, it is a good idea to have an exchange about the theme week 2 "nutrition/consumption". Slide 14 contains questions on this category to explain terms and delve deeper into the topic.

## **3.3 Third meeting**

For the event you need the Power Point file "Event 3", which you can find under the following link: <https://www.hfwu.de/marc-ringel/hfwu-klima-challenge/>.

**Please focus more on the following points during the presentation:**

**Slide 4 - Exchange**

In this slide you will find a template to look back at the past week with your students and share information about each challenge.

It is important to start an exchange of experiences between the participants based on the notes they have made.

In order to record the experiences together, the "Google Forms" are suitable, which have already been mentioned in chapter 2.5 "Social-Media Use & Dealing with Feedback, Tips and Experience Reports".

**Slide 5 and 6**

To begin, ask the two questions from slide five. After giving the possible answers, open slide six with the sample solutions.

**Slide 7 to 11 - Facts about nutrition/consumption**

On these slides, to underline the importance of the previous theme week, there are various facts around the topic of nutrition/consumption.

**Slide 12 - Additional tips**

On this slide, the dietary forms are compared with car kilometers. Here the participants are to estimate the kilometers of the different forms and divide them into organic and conventional.

**Slide 13 - Our tips for your commitment**

Here you can find more tips for your engagement around nutrition/consumption.

**Slide 14 - Outlook**

To prepare the participants for the coming week, briefly give the two warm-up questions on the slide to the participants as insight facts.

**Slide 15 - Warm-up for week 4**

Before the participants start with the new challenges, it is a good idea to have an exchange about the theme week 3 "Mobility".

## **3.4 Fourth meeting**

For the event you need the Power Point file "Event 4" which you can find under the following link: <https://www.hfwu.de/marc-ringel/hfwu-klima-challenge/>.

**Please focus more on the following points during the presentation:**

**Slide 4 - Exchange**

In this slide you will find a template to look back at the past week with your students and share information about each challenge.

It is important to start an exchange of experiences between the participants based on the notes they have made.

**Slide 5**

Ask the participants the questions on the slide.

**Slide 6**

Here are the solutions to slide five.

**Slide 7 – Traffic facts**

Ask the participants if they know the difference and can name it. When the explanations have been given, let the individual descriptions fly in.

**Slide 8**

Ask the participants the two questions on the slide.

**Slide 9**

Proposed solution to slide eight.

**Slide 10 - Warm-up for week 4**

Ask the participants if they have any other ideas to save additional CO2 in everyday life.

**Slide 11 - CO2 avoidance and compensation**

Explain the general approach to CO2 avoidance. Avoidance before compensation. As a further compensation option, please discuss compensation payments.

**Slide 12 - Our tips for your commitment**    
For participants who want to make a difference beyond the Challenge, there are some tips for further engagement.

**Slide 13 - Group reflection**   
In order to record the final feedback of the whole group, please ask the participants the questions about the experiences that you find on the slide.   
Remind the participants that they should use the link to the Google form on the Instagram page (optional) to collect their experiences, feedback or tips.

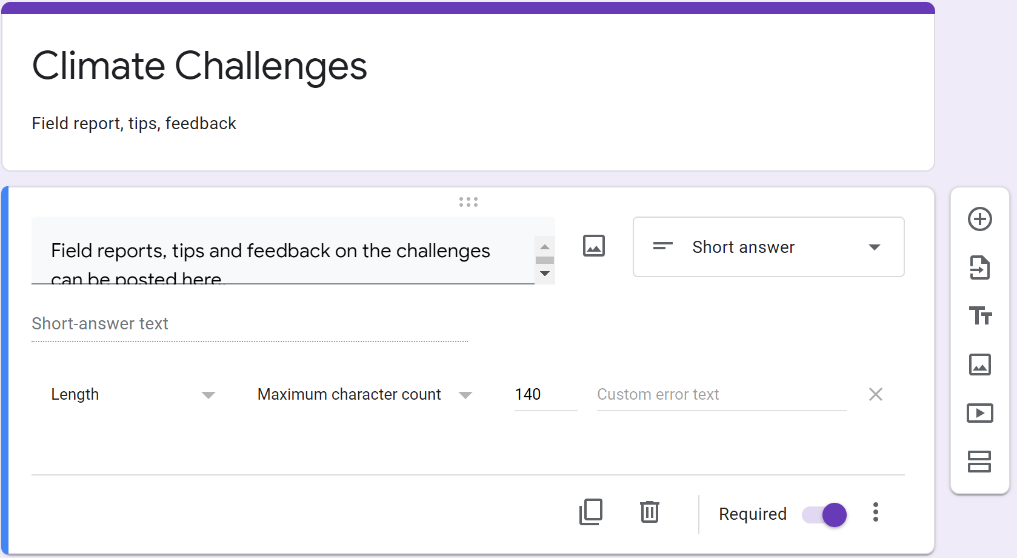


Illustration: 5 Overview "Google Forms”

Source: Google Forms. https://www.google.de/intl/de/forms/about/ (retrieved on: 23.01.2022)

**Slide 14 - CO2 savings**   
In order to illustrate the potential CO2 savings by continuing the Challenges in your everyday life, please give the participants the time to do a CO2 calculation.   
The collective thinking applies again - please have the participants share their results and add them up. Afterwards, please subtract the sum with the collective CO2 sum at the beginning of the challenges.

**Slide 16**

On this slide you can illustrate the CO2 savings, as well as display the points for all to see.

**Slide 17 - Reflection**   
Please encourage a discussion on CO2 savings using the questions recorded on this slide.

**Slide** **18 - Farewell to the participants**   
Thank the participants for their commitment and emphasize once again the importance of the individual contributions to more climate protection.

# **4****. Outlook**

Three weeks of intensive Climate Challenge are over and now some questions arise: What will happen to the project in the future? How successful were the participants? Which content-related topics need to be fundamentally changed or even cancelled altogether? Can the habits be maintained in the long term? How can new participants be recruited in the long term?

Basically, everyone should decide for themselves how to deal with the newly acquired knowledge. Nevertheless, as the initiators of the Climate Challenge, we would like to state some possible ideas and pointers for future potential forms of implementation.

Through cooperation with other colleges and universities, new participants can be recruited. One possibility for cooperation and funding would be the DAAD (Deutscher Akademischer Austauschdienst), which supports innovative projects of many students and offers an exchange of ideas and initiatives among each other. In addition, students can start their own initiatives, such as a "Green Office" at the university. In this way, sustainable decisions can be lived and made on a joint level.

Cross-university discussion rounds are also an opportunity to use the existing networks of HfWU Nürtingen-Geislingen in various social areas to attract new people interested in the Climate Challenge.

In the end, it is the collective effort that counts in order to develop socially recognized standards of action from small, individual climate protection measures for everyday life, from which everyone can benefit equally. We are convinced that you can make a significant contribution with this project.

# **Enclosure**

**Field reports**

**Theme Week 1 - Budget**

**Day 1**

|  |  |
| --- | --- |
| **Calculate CO2 footprint** | |
| **Description** | Calculation of the own CO2 footprint. |
| **Experience** | Uncomplicated and simple calculation. The questions are described in an understandable way. |
| **Tips** | You should take enough time to fill in the questions. |

|  |  |
| --- | --- |
| **Stop using plastic bags when shopping (fruit and vegetables)** | |
| **Description** | Stop using plastic bags when shopping. |
| **Experience** | Very difficult in discount stores, as most fruit and vegetables are already packaged in plastic. In larger supermarkets it is easier because there is often an unpackaged alternative to packaged products. |
| **Tips** | To avoid an extra large bag at the end of the shopping trip, take your own bag with you each time you shop. |

|  |  |
| --- | --- |
| **Shorten the shower time** | |
| **Description** | Instead of ten minutes, shorten the shower time to five minutes. |
| **Experience** | With a timer, this works quite well. Exposure to hair treatments will cause the time to be exceeded (meanwhile, turn off the water). |
| **Tips** | A lower temperature saves energy, as does turning off the water while shampooing. |

**Day 2**

|  |  |
| --- | --- |
| **Fridge temperature** | |
| **Description** | Set the refrigerator temperature to seven degrees Celsius. |
| **Experience** | No disadvantages found with regard to the shelf life of the food. Food still appeared fresh and cool. Simple implementation. |
| **Tips** | Place fruit and vegetables in the vegetable compartment. Place a thermometer in the refrigerator to check the exact temperature. |

|  |  |
| --- | --- |
| **Winter: Lowering the heating temperature at home** | |
| **Description** | Lower the heating temperature in the flat by one to two degrees Celsius. |
| **Experience** | Lowering the heating temperature by one degree Celsius is hardly noticeable. From three degrees less, it starts getting uncomfortable (Depending on how high the initial temperature is). |
| **Tips** | Hot drinks, put on several layers of clothing, wear warm socks. |

**Day 3**

|  |  |
| --- | --- |
| **Washing coloureds** | |
| **Description** | Wash coloureds at 30 degrees Celsius instead of 40 degrees Celsius. |
| **Experience** | No perceptible disadvantages when wearing including the quality of the laundry. |
| **Tips** | Stick Post-it on the washing machine as a reminder for the next times. |

|  |  |
| --- | --- |
| **Oven with top/bottom heat instead of convection heat** | |
| **Description** | When baking, switch to 'top/bottom heat' instead of 'convection'. |
| **Experience** | Is an energy-saving alternative and saves on average 30% of energy costs. No differences in terms of taste. |
| **Tips** | Stick a note on the stove as a reminder. |

**Day 4**

|  |  |
| --- | --- |
| **Avoid stand-by mode** | |
| **Description** | Avoid stand-by mode on your devices. |
| **Experience** | It is easy to fall into the habit of switching the devices into stand-by mode. It takes time to develop a routine. |
| **Tips** | Write reminders so that you don't forget. Buy multiple plug-ins, in order to switch off several devices completely. |

**Day 5**

|  |  |
| --- | --- |
| **Inform yourself about waste separation / Pay attention to waste consumption** | |
| **Description** | Household waste should be separated properly: Organic waste, yellow bin, blue bin, residual waste, ... |
| **Experience** | Once you've learned about proper separation, it's not a hustle anymore and can be fun too. Collect batteries. |
| **Tips** | Inform yourself about the correct separation beforehand. |

**Day 6**

|  |  |
| --- | --- |
| **Reduce waste** | |
| **Description** | Reduce the amount of waste generated in your own household. |
| **Experience** | It is strongly linked to one's own shopping behaviour (more plastic waste is produced at discounters). If you consciously pay attention the challenge should be easy. |
| **Tips** | First of all, create an overview of the waste you produce yourself and find out at what point you can actually start reducing waste. The result is amazing. |

### 

**5.1.2 Theme Week 2 - Nutrition/Consumption**

**Day 1**

|  |  |
| --- | --- |
| **Refrain from meat products** | |
| **Description** | No meat or fish may be consumed within a given time. |
| **Experience** | A vegetarian diet is very easy to implement at home. Unfortunately, there are few good alternatives in restaurants and a rather meagre selection. This makes it more difficult for meat eaters. |
| **Tips** | Try meat substitutes, they are really tasty now. |

**Day 2**

|  |  |
| --- | --- |
| **Do it yourself** | |
| **Description** | Repairing objects or 'upcycling'. |
| **Experience** | During the Challenge, there must be something to repair or an item available for an upcycling project. |
| **Tips** | For an upcycling project, examples are useful for the participants. |

**Day 3**

|  |  |
| --- | --- |
| **No animal products (vegan)** | |
| **Description** | Try giving up animal products for three days. |
| **Experience** | Having eaten a conventional diet so far, it was very difficult to keep the task in mind at all times. Especially getting out of previous eating habits and paying attention to vegan products when shopping proved to be difficult. |
| **Tips** | Daily reminder, for example on your mobile phone or on the fridge, to keep the challenge in mind. |

**Day 4**

|  |  |
| --- | --- |
| **Buy sustainable clothing** | |
| **Description** | Buy second hand goods. |
| **Experience** | There is only a limited product selection. Items are usually only available in one specific size. |
| **Tips** | Before shopping, make a detailed list of items you need. Check that they are intact. |

**Day 5**

|  |  |
| --- | --- |
| **Buy seasonal and local** | |
| **Description** | Next time you go shopping, check whether the food is in season and which country or region it comes from. |
| **Experience** | Buying locally is definitely more difficult. You can go to the market or to the farm, but it will be more expensive and very time-consuming if you live in the city, for example.  At least you can make sure to buy products from Germany in the supermarket. |
| **Tips** | Find out beforehand what fruit and vegetables are available in Germany in the current season.  Find out when the market is in your region. Make a plan for the week of what you want to cook/eat and shop specifically so that it doesn't get too expensive. |

**Day 6:**

|  |  |
| --- | --- |
| **Swap clothes with each other** | |
| **Description** | Swapping clothes with acquaintances. |
| **Experience** | Very limited choice. Different taste in clothing. |
| **Tips** | This is an option if you do not find what you are looking for at the swap meet. If a suitable product is of interest to you, you should also generously offer your own clothes. |

**5.1.3 Theme Week 3 - Mobility**

**Day 1**

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| **Try to avoid unnecessary car journeys** | |
| **Description** | “Unnecessary car journeys" refers to routes that can be reached on foot in about 20 minutes or that can be reached comparably quickly and easily by public transport. |
| **Experience** | Through better time management and general motivation through the Challenge to find out about public transport connections, some unnecessary car journeys could be avoided. |
| **Tips** | Often the car is used due to time pressure. One's time management can be optimised through more structured planning and organising early on. To overcome convenience, one can, for example, consider the total cost of driving or look forward to exercise through everyday sitting while studying. |

**Day 2**

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| --- | --- |
| **Carpool** | |
| **Description** | For different journeys of your choice, whether it is to college/university, to your friend's house for the weekend or to go shopping, you can ask people in the neighbourhood if they want to carpool instead of driving individually. |
| **Experience** | Within the course it was very easy to find someone to go with. There were also offers on the notice board, but unfortunately these were not suitable in my case.  Due to the new courses, however, there were many opportunities to ask new fellow students if they knew anyone. That also worked. |
| **Tips** | If you don't know anyone coming from the same direction yet, you can find out if there are already offers on the notice board of the college/university or an online forum for carpooling. If this is not the case, you can take the initiative and ask for a forum.  Otherwise, you can ask friends if they know someone or simply approach someone at the university. |

**Day 3**

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| --- | --- |
| **Avoiding car journeys** | |
| **Description** | Avoid car journeys as far as possible. |
| **Experience** | Often difficult in rural areas, as public transport is not always available in sufficient amount and is very often more expensive. For shorter distances, cycling is an alternative, but not always feasible in winter. Without student tickets, longer journeys by train, for example, are very expensive. Nevertheless, it is possible and often makes a car superfluous. |
| **Tips** | Plan well in advance your public transport and buy a student ticket if possible. |

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| --- | --- |
| **Waiver food delivery** | |
| **Description** | If food is ordered regularly, try to cook for yourself. |
| **Experience** | Preparing the weekly groceries and cooking your own meals offers alternatives to conventional meal delivery. In the long run, this can not only save money, but also contributes to a healthier lifestyle. |
| **Tips** | Switch off notifications on delivery apps. Delete apps if necessary. |

**Day 4: No new challenge.**

**Day 5: No new challenge.**

**Day 6**

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| **Calculate CO2 footprint** | |
| **Description** | Calculate one's own CO2 emissions, which are emitted and caused by one's own consumption. |
| **Experience** | Often, the participants are only barely aware of the effects of their own actions. Experience shows that the value decreases over the course of the Climate Challenge. |
| **Tips** | Calculate once at the beginning and once at the end of the Challenge to show the savings potential through own climate protection measures. |

**Day 7: No new challenge.**

# **Sources**

Create Google Forms. (n. D.). Retrieved on January 22nd 2022, URL: https://www.google.com/intl/en/forms/about/.