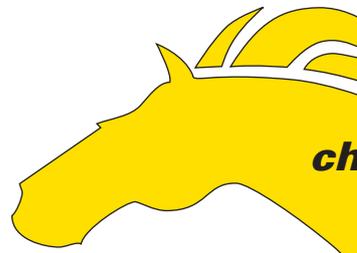


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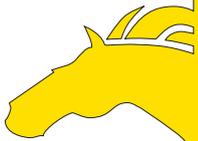
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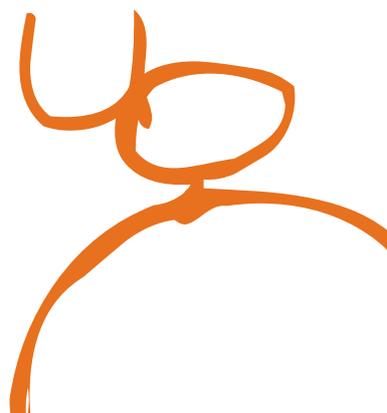
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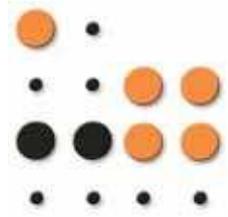
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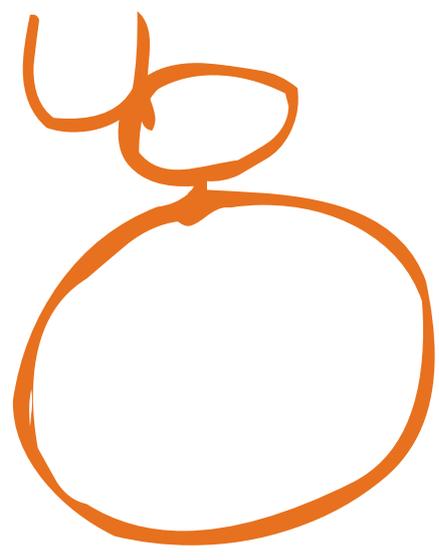
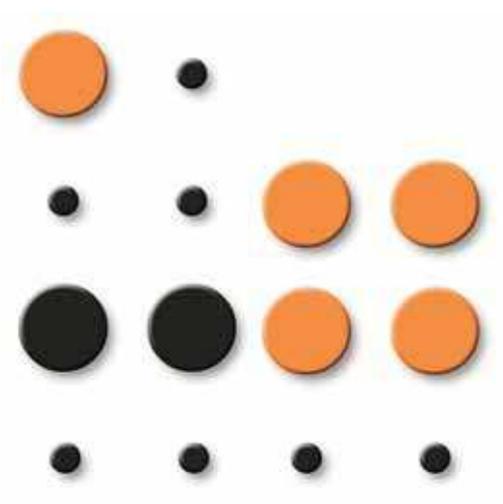
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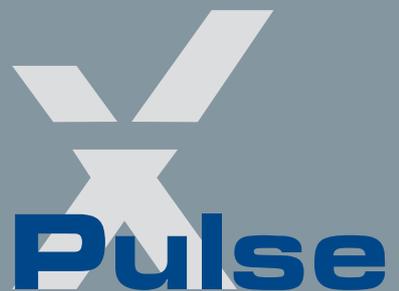
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Agentur für Bewegtbild

ak

Hinter der **ak Medien** steckt der Regisseur und Produzent Alexander Kern.

Seit Anfang der 80er Jahre produziert und dreht Alexander Kern Filme und Serien.

Als Regisseur zeichnet er sich verantwortlich für die ARD Serien „Die Oase“ oder „Hart an der Grenze“. Für seine Image und Industriefilme wurde er mehrfach ausgezeichnet.

Seit 10 Jahren ist Alexander Kern auch für Kameraarbeit verantwortlich und arbeitet unter anderem für das Wissenschaftsmagazin „Planetopia“ oder „ARD Reise“.



Je nach Anforderungen der Kunden greift die ak Medien auf einen Pool erfahrener Medienmacher zurück. So sind für jede Aufgabe jeweils die besten Freelancer am Werk.

Mit dem Kommunikationsdesigner Claude Werth und dem Cutter Marc Hene sind seit Jahren zwei kreativ Profis mit im Boot.

HD-Produktion, 3D Animation, Spezialeffects, Grafik und Compositing: alles aus einer Hand.



- 1997** Jubiläumsfilm 250 Jahre V&B mit Sir Peter Ustinov
- 1998** EBU Film "Alexander der Zauberlehrling"
- 1999** EBU Film "Opas heimlicher Wunsch"
- 2000** Ford Image Film für die Ford Werke
- 2000** Saarland Image Film
- 2000** EBU Film "Schwein gehabt" Werbespot Radio Salü
- 2001** Kultur und Sehenswertes im Saarland
- 2002** Saarlandradwege – Film Werbespot Müttergenesungswerk
- 2002** EBU Film „Tom in der Kiste“ Imagefilm IDS Scheer Fernsehspot IDS Scheer
- 2003** „Amundsen der Pinguin“ 90 Minütiger Spielfilm Drehbuch und Dokumentation

- 2004** Spielfilm „Miras Geheimnis“ Regie und Drehbuch
- 2005** Imagefilme VSE und Olympiastützpunkt Saarland Produktion des WebTV für die Region Rhone Alpes in Frankreich
- 2006** Bosch Qualitätsmanagement / DEKRA Fahrsicherheitstraining für SAT1 China Dokumentation
- 2007** Saarlandimagefilm Bosch Imagefilm VSE Imagefilm Trailer Kulturhauptstadt Europas SAT1 USA Diamanten Dokumentation

Ford Image Film gewinnt den ITVA Bronze Award 2000 auf der photokina in Köln, den Finalist-Award beim New York Film- and Videofestival 2000 sowie einen Ottocar der Automobil Industrie 2001.



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Saarbrücken 2008

IMAGEFILM

The Saarland

One of 16 German federal states. One million inhabitants in the heart of what's known as the European region of SaarLorLux, that is, Saarland, Lorraine, Luxembourg. Once a laggard, it's become the German state with the most dynamic economy.

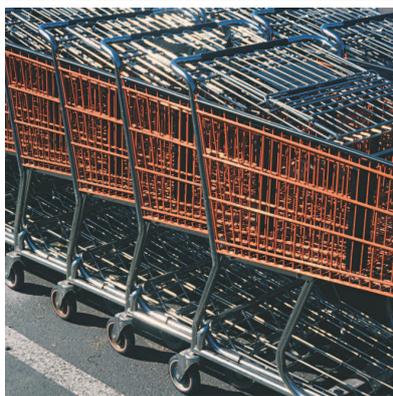
Innovation is written large here. Saarland is a diverse place. Colourful landscapes and high-tech business, an interplay of haute cuisine, the automotive and steel industries.

As well as its clear advantages as a place to do business, it's diverse thanks to its vast expanses of mixed forests, an excellent network of bicycle- and hiking- trails, and the greatest density of top-flight cooks in Germany.



The Sustainability Project

Christa Liedtke, Maria J. Welfens et al.



PUTTING KNOWLEDGE INTO ACTION
Education modules

CONSUMPTION (CON)



ASKO EUROPA-STIFTUNG

Europäische Akademie



Wuppertal Institute
for Climate, Environment
and Energy

Credits

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Dust jacket

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The initiative “Mut zur Nachhaltigkeit - Zukunft der Erde” (The Sustainability Project-The Future of the Earth) was declared an official project of the UN Decade of Education for Sustainable Development in 2007/2008.

For more information, please visit:
www.encouraging-sustainability.com

The Sustainability Project

Information on the use of the didactical modules

These modules address teaching staff and disseminators of information in order to convey knowledge to participants, principally through seminars and workshops, as part of a variety of initial and continuous training situations. They focus on:

the interrelations and functioning of the Earth system
the dramatic impact of human action with a view to overexploiting resources and overburdening ecosystems
and in particular the individual's options for action in order to make a contribution to the urgently needed change of course towards sustainable development

The teaching materials are based on twelve books on the Future of the Earth, which were published in the book series Forum für Verantwortung by Haus Publishing London 2009.

The first part of each module assembles background information (facts, trends, scenarios) for lecturers. The second part consists of working papers and relevant task formulations for participants in educational events.

The tasks convey methods of information procurement and evaluation, promote anticipatory and networked thinking and stimulate interdisciplinary working. This enables the participants to make an informed judgement regarding sustainability issues, to participate actively and competently in discussions and to shape their own living environment in a future-oriented way. The use of the teaching material is closely related to the work, in terms of content, on the themes Earth system, ways of life, resources, energies, water, food supply, demographic development, climate, the oceans, the economy and political world order.

The modules are designed as „open, developmental scenarios“. This means that use of the materials does not have a predefined, inflexible format, but can be adapted to the duration, form, target group and thematic focus of an educational event. It is therefore up to the teaching staff to compile a selection of materials (combining some of the modules is also possible) and to adapt the given tasks in order to include them in a methodological format. Some materials contain longer working papers, for which more time should be allowed. When dealing with working groups, a combination of materials from the modules and supporting material, such as topical newspaper or internet articles, has proven worthwhile, in practice, for the development of complex themes. This method has been able to provide an interesting approach to outlining problems and developing solutions with a view to sustainable development. It has also facilitated the asking of open questions, which can be discussed in the plenary following the presentation of results.

Thanks to the ring binder, the materials can be flexibly combined and individually expanded.

The sponsors and organisers of The Sustainability Project offer seminars on sustainable development, also in the form of training courses for disseminators of information, who wish to work with the modules, at the European Academy of Otzenhausen (www.eao-otzenhausen.de). You will find more information and contacts on the web (www.encouraging-sustainability.com).

The organisers of The Sustainability Project wish you every success in your educational work!

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		CON 6 Sustainable product labeling	
		CON 7 The ecological rucksack	
		CON 8 Our ecological footprint	
		CON 9 Club of Wuppertal - Insights and attitudes	
		CON 10 Household audit	
		CON 11 How can you save energy at home?	
		CON 12 Electricity with a small footprint	
		CON 13 Investing with a conscience: Sustainable investments and green banks	
		CON 14 Where does my breakfast come from?	

II. Education modules: Putting knowledge into action

Dear reader,

We are pleased about your interest in our educational program. This introductory section provides you with an overview of the learning module's concept and structure. The initiative "Mut zur Nachhaltigkeit" (The Sustainability Project) - organized by the three institutions "Stiftung Forum für Verantwortung," "ASKO EUROPA-STIFTUNG," and the "Europäische Akademie Otzenhausen" - promotes widespread debate which seeks to encourage people to assume responsibility for shaping the future.

The initiative has the following objectives:

- Getting the word out: provide easily understandable, topic-based information which helps improve public awareness on the most important sustainable development issues,
- Orientation and guidance: educate people so they understand the overall context and have the knowledge to act
- Public debate: promote a continuing discourse on sustainability

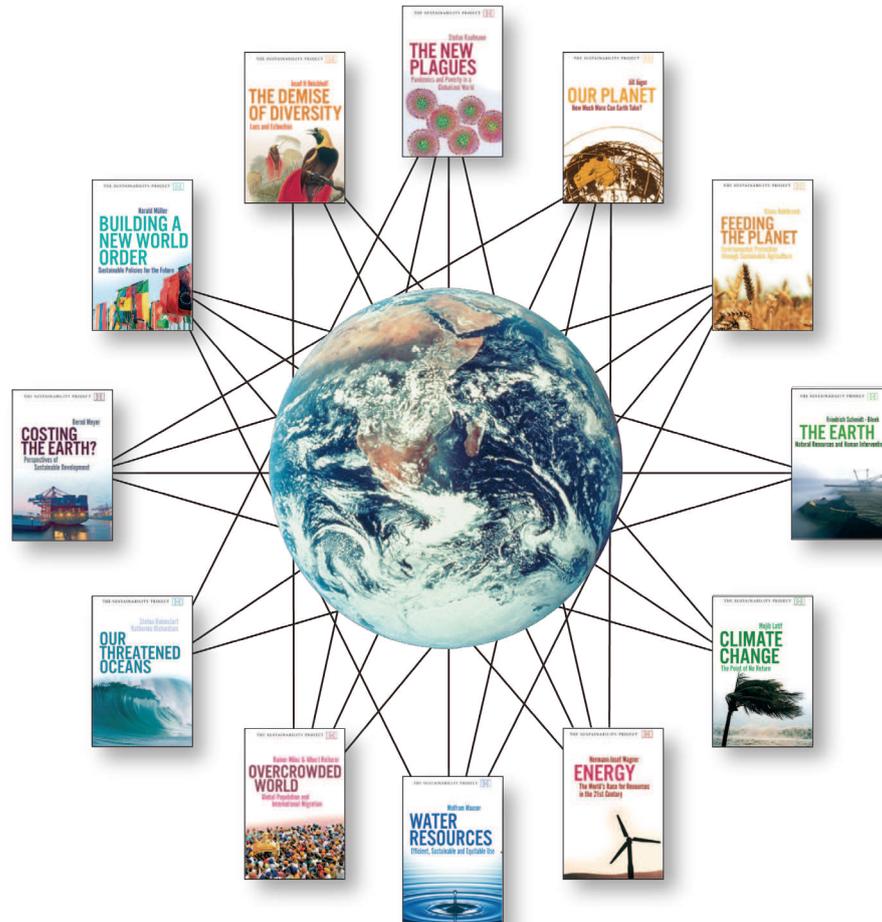


Fig. 1a: Twelve books on the future of the Earth. Chart: VisLab, Wuppertal Institute 2008

- Being proactive: to encourage civil societies and individual players to take the initiative and put knowledge into action.

“The Sustainability Project” initiative is founded on two pillars:

1. “Twelve books on the future of the Earth” (see Fig. 1a)
2. The “Putting knowledge into action” education modules (see Fig. 1b)

The first pillar consists of the German-language book series published by the Forum für Verantwortung’s Zwölf Bücher zur Zukunft der Erde (Fischer Taschenbuch Verlag 2007–2008), now also available in English from Haus Publishing as “The Sustainability Project” (2009). Each of the books focuses on a key thematic area, and as a whole the book series describes the Earth system from various perspectives.

The second pillar comprises education modules supplementing the book series with background information and educational materials. A total of six education modules have been developed at the Wuppertal Institute by its research group “Sustainable Production and Consumption.”



Fig. 1b: The “Putting knowledge into action” education modules. Chart: VisLab, Wuppertal Institute 2008

The Sustainability Project lays out a viable blueprint for shaping the future of society and the business sector. Each individual plays an important role in this regard. Many examples from European history confirm this thesis: the collapse of the Berlin Wall, the transformation of the political and economic systems in Central and Eastern Europe, or the ongoing enlargement of the European Union. Who would have thought just one or two generations ago that Europe would one day be largely at peace and the European Union have a common parliament!

This development also means assuming responsibility for peaceful and sustainable development of our societies and economies in the world. The Sustainability Project would like to make a contribution to such a development and demonstrate practical

options which can be pursued in how people live their daily lives both now and in the future. The description of a small experiment should help clarify what this is about (see “The Toffler Experiment” inset below).

The experiment shows how difficult it is to think about, develop, and shape the future. However, it is possible to learn how to do this. The abilities required for this are complex (e.g. systemic thinking, an interdisciplinary approach). We must therefore learn to develop plans for a successful future, and the “Putting Knowledge into Action” module should promote this competency.

Because as adults we are making decisions about tomorrow, we should develop instruments and approaches for acquiring these competencies and refining them.

The Toffler experiment on awareness about the future (A. Toffler, 1970)

“I would like to present you with an experiment by Alvin Toffler from 1970 (A. Toffler: Future Shock, 1970). What did Alvin Toffler do? At Cornell University and UCLA, he asked students to continue telling the story after reading its opening paragraph. This paragraph described a fictional “Professor Hoffman,” his wife, and their adopted eight-year-old Korean daughter. The situation which the students were presented with in the experiment was very simple: The daughter is found crying. She is surrounded by other children. Her clothing is dirty and also a little bit torn. The other children are staring meanly at the girl. That is the initial situation. The next step was for the students to complete the story based on a number of questions. What the students did not know is that they had previously been divided into two groups. The one group had the story set in the past. The children heard something, saw something, ran. The questions were: What did Mr. Hoffmann do? What did Mrs. Hoffmann do? What did the children say? For the second group the paragraph was set entirely in the future tense. In the case of the second group, they were supposed to say what Mr. And Mrs. Hoffmann will do. What the children will say. Otherwise the text and instructions were identical. The result: The first group, which was given the text and instructions in the past tense, wrote very richly detailed and interesting story-endings. Their accounts had many characters and creatively introduced new situations and dialogs. The second group, which was given a paragraph in the future tense, produced extremely sketchy endings which were thin, unreal, and forced. The stories in the past tense were full of vivid detail - by contrast those using the future tense were bland” (Gerhard de Haan, kick-off event for the UN Decade in the German state of North-Rhine Westphalia, Düsseldorf, March 8, 2005).

THE EDUCATIONAL FOUNDATION

The didactic foundation used is the concept of “key problems typical for an epoch” by Wolfgang Klafki, the founder of German bildungstheoretische Didaktik or “theoretical principles of education.” This approach is aimed at the core problems of the present and, going beyond imparting information and facts, is designed to illustrate the connections between systems in order to subsequently derive strategies for one’s own actions and day-to-day decisions (see Figures II and III). This forms the basis for future innovation within society, the business sector, and technology as we move toward sustainable development.

Initially, information and facts were compiled and organized into related sustainability issues and then, as a final step, strategies were derived from these issues for people’s day-to-day activities. Designing the educational material involved condensing the publications into key statements as well as adapting the key statements and contexts to the target audience both visually and in terms of the language used (see Figures II and III).

Each module consists of two parts. The first part consists of theoretical **background information** for instructors about various aspects covered in each module topic. This background “briefing” is supplemented by documentary evidence, the causes of developments are revealed, future scenarios are presented, and important cross-references to the subject matter in other modules are provided. Finally, options are presented which show how people can lead their lives in a more sustainable manner every day. Those who participate in the seminar are made more aware of the problem and learn about how their own behavior factors in and what options they can choose from. In the second part of the education modules, participants are invited to take part in practical exercises.

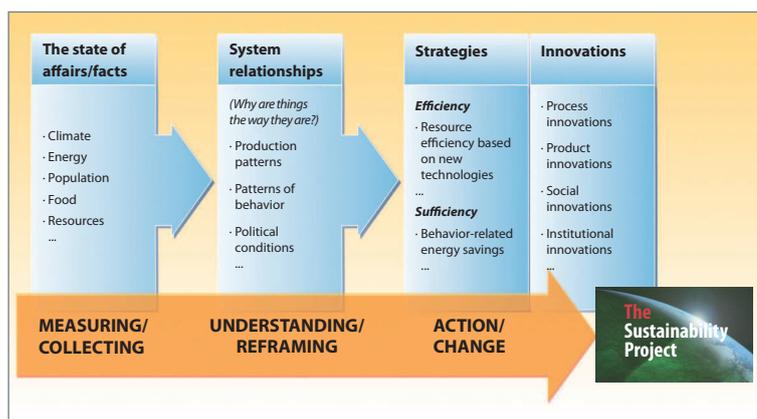


Fig. II: Adapting the book series for educational purposes. Chart: VisLab, Wuppertal Institute 2008

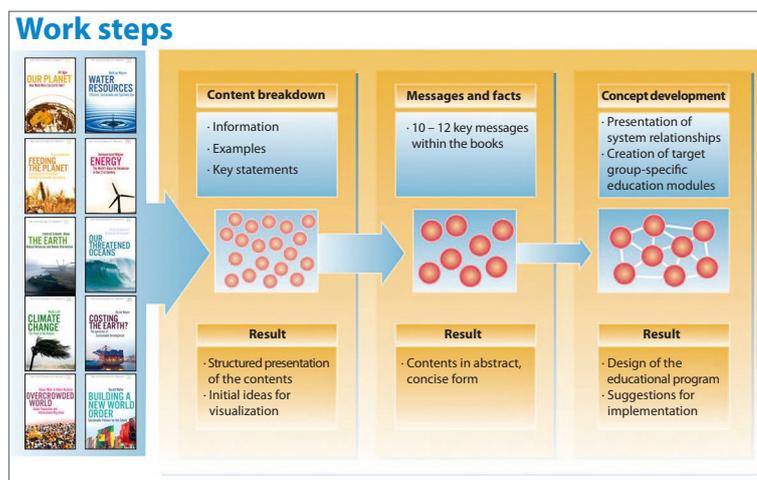


Fig. III: Work steps for instructional adaptation. Chart: VisLab, Wuppertal Institute 2008

The **learning materials** were developed for this purpose. Whereas previously the main emphasis was on gaining knowledge, the learning material focuses on behavior.

The education modules were developed as “open-ended discovery scenarios.” Instructors can employ them as complete learning units or only in parts, and can flexibly combine them with a wide range of everyday situations and settings including seminars, presentations, conferences, interviews, workshops, and courses.

Depending on the topical area covered and the level of expertise and experience, the individual units can be used completely or only in part. The learning materials were developed for continuing education in the area of sustainable development.

THE LEARNING MODULES

The program consists of six education modules which are briefly described here:

SUSTAINABLE DEVELOPMENT (SD)

Earth is described as a complex system in which subsystems such as ecological system(s) and society interact with each other: The use of natural resources by humankind has consequences that in some cases are reversible. In other cases, they are irreversible, and it is not always possible to estimate the impact they have on one another. How do people deal with these problematic areas and related uncertainties? How can the full breadth of what nature has to offer be preserved? What does “sustainable development” mean and how is it being implemented nationally and internationally? What role does education play in this? Information and coursework material is provided in the “Sustainable Development” module.



CONSUMPTION (CON)

Our consumption uses up resources as well as energy and relies more and more heavily on the bounty of nature. What does our consumption have to do with climate and resource protection? What worldwide trends can be seen in this area, and what strategies can help preserve or create prosperity without imposing too great a burden on our planet’s ecosystem? Political conditions and developments are introduced both in the German context and internationally, and central strategies, instruments, and measurement and evaluation systems are described for more sustainable consumption (with a focus on two highly relevant areas of life: “sustainable investments” and “housing”). The strategies for taking action focus on eco-intelligence (to identify a course of action allowing quality of life to be maintained while saving resources).

