Part One (I) (approx. 3 hours)

	Theme	Keywords	Method / Interaction formats / Materials used	Notes / Options / Cautions
15 minutes	Module 1: Estimate consumption Explore the question of need	Opening	Which energy-intensive everyday object could I not do without? Which low-energy object do I use every day?	Go around the group to reveal possible differences in perceptions and introduce indirect energy consumption through services and infrastructure use.
40 minutes	Module 2: Compare consumption	Energy quiz	Energy / Energy consumption / Energy slave / Revolt game Count each group's correct answers. The first group to reach X points wins.	Energy is expressed in "energy slaves", a concept to explain at the start of the session. A variation uses several small groups, which discuss before submitting one collective answer.
40 minutes	Module 3: Small-group work Compare perceptions	Oil	Form groups of four participants. Each group lists ten objects or services "that have revolutionised our ways of life since the Industrial Revolution". Then ask the groups to rank the objects in order of importance. Share results with everyone	Ensure there are enough tables, A3 sheets and marker pens. Prepare cards showing objects or services from participants' everyday lives. Ask participants to describe how they decided on the order. Was it easy?

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	**Theme**	**Keywords**	**Method / Interaction formats / Materials used**	**Notes / Options / Cautions**
			Cards to prepare: Food — Tractor; Modern medicine — Pills; Lighting — Light bulb; Heating — Heater; Clothing — T-shirt, polyester; Road transport — Lorry / Ship; Car — Individual mobility (oil + asphalt); Aircraft — Holidays; Gas — LPG, transportable energy; Ship — Supporting the globalisation of production.	
15 minutes	Module 4: Energy production and consumption	Discussion of electricity consumption around the world	Each group ranks countries according to the number of energy slaves per person needed to maintain their current consumption. Each group presents its ranking, and differences are discussed.	Luxembourg ranks third in this comparison.

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Part Two (II) (approx. 3 hours)

	Theme (see module reference)	**Keywords**	**Method / Interaction formats / Materials used**	**Notes / Options / Cautions**
55 minutes	Module 5: Footprint	Planetary boundaries: Luxembourg's position, better or worse than others?	Divide participants into groups. The facilitator explains the footprint concept and gives each group an envelope containing 45 possible solutions. First, each group sorts them into three categories: 1) easy to implement; 2) difficult to implement; 3) impossible or undesirable. Debrief / comparison The facilitator then asks the groups to rank the solutions collectively by numbering them. Number 1 goes to the preferred option. Debrief	In this module, participants experience both the combination of responses needed to address the climate crisis and the complexity of the challenge. Expertise is questioned. They are then asked about the process that led to their result and the importance of governance.
15 minutes	Module 6: Imagine indirect consumption	Discussion: Which jobs require which energy?	Participants jointly propose a list of occupations that are possible without electricity. Once ten proposals have been collected, each participant chooses the one they prefer.	Variation: prepare a list in advance. Participants choose an occupation and identify the infrastructure it needs, such as transport, storage, distribution

	Theme (see module reference)	Keywords	Method / Interaction formats / Materials used	Notes / Options / Cautions
				and materials.
30 minutes	Module 8: Closing	Closing	Closing mood check	

Resources:

Module 1:
https://www.lelynx.fr/energie/comparateur-electricite/consommation-electrique/appareils/#:~:text=Le%20r%C3%A9frig%C3%A9rateur%20%3A%20entre%20200%20et,130%20et%20200%20kWh%2Fan.

Module 4:
https://fr.statista.com/statistiques/1336454/quantite-energie-consommee-par-personne-selon-le-pays/

Module 5:
https://paperjam.lu/article/empreinte-carbone-bilan2021-au
https://csdd.public.lu/fr/myfootprint.html
https://donnees.banquemondiale.org/indicateur/en.atm.co2e.pc?locations=LU
https://actu.fr/societe/environnement-le-luxembourg-fait-presque-aussi-pire-que-le-qatar-dans-ce-domaine-on-vous-explique_48703979.html

Module 6:
https://goodlife.leeds.ac.uk/national-trends/country-trends/#CRI
https://photo.geo.fr/le-costa-rica-un-modele-pour-la-planete-14246
https://fr.wikipedia.org/wiki/Costa_Rica

Module 7:
https://lowtechnation.com/orientation/metiers-avenir/
https://egao.fr/quel-sont-les-jobs-de-demain-compatible-avec-un-effondrement/