

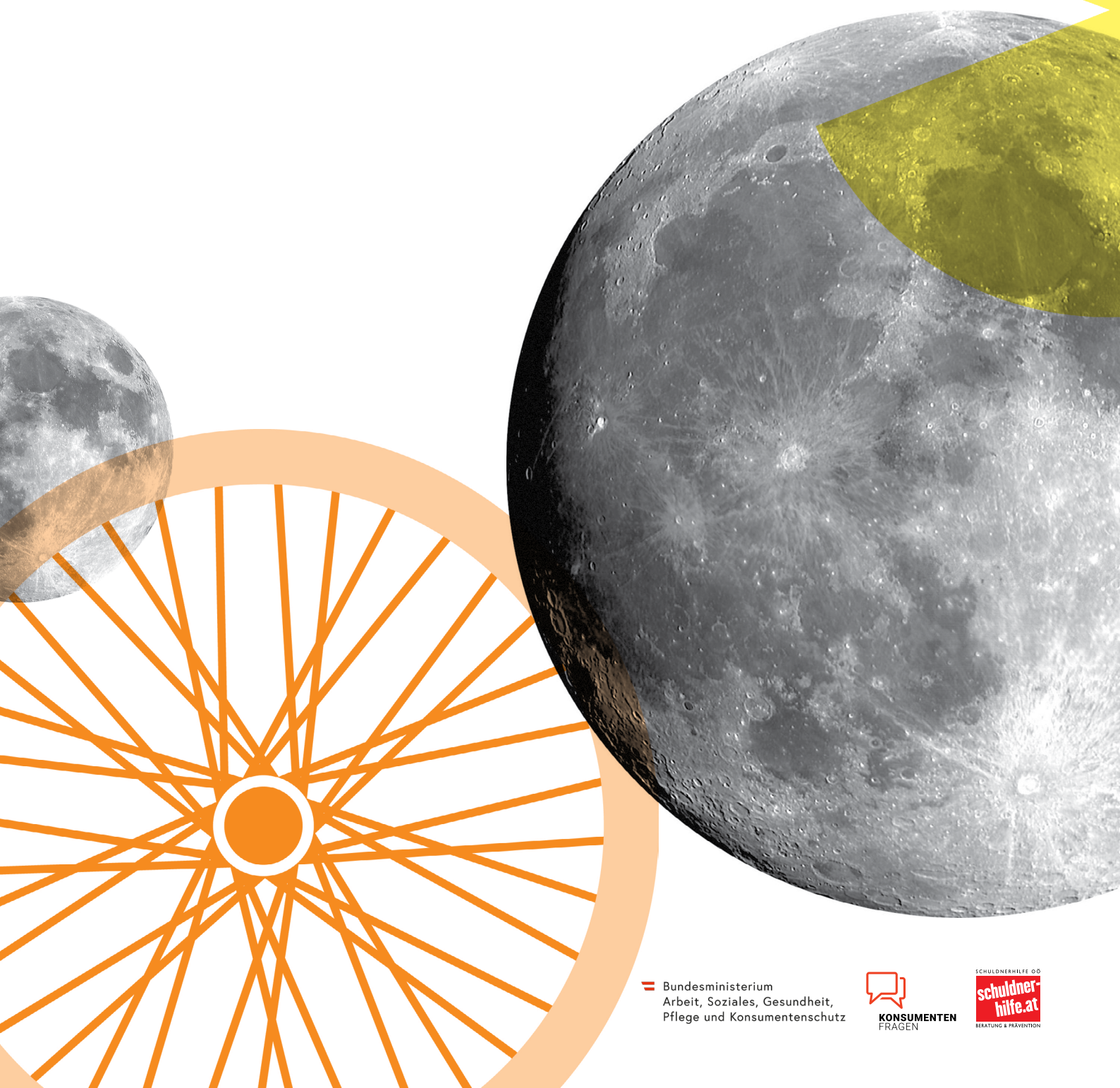
TRAVEL

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Consumer education

10th/11th grade



Introduction

Brief introduction to the subject area, clearly presenting the objectives, skills, sources, and further links.

Information for teachers and students

Travel

Sustainable travel

Pool of methods

Introduction

“I’m packing my suitcase”

Statements on the given question are named and repeated by the students.

“My Dream Trip”

The students describe their future dream trip and present their results as instructed by the teacher.

Elaboration

“My Travel Plan”

Based on an internet search, the details of the trip are researched, analysed in more detail, and critically assessed.

Securing results

“My Travel Report”:

The planned travel documents from the preparation phase are reflected on and evaluated in terms of sustainability.

Lesson plan

An exemplary lesson plan for approximately two lessons is provided, too.

Imprint

Duration	Complexity	Page
		3
		6
		6
		17
		8
10' to 20'	Simple	8
15' to 25'	Intermediate	9
60' to 180'	Complex	12
20' to 40'	Intermediate	15
		19
		22

Travel 10th/11th grade

Introduction to the teaching material

Travelling the world is at the top of many young people's wish lists. They associate travelling with fun, adventure, discoveries, and memories. No matter if the trip is big or small: Good planning, knowledge of the respective country specifications, and thoughts on the effects of a trip can sharpen the view of the journey and provide a comprehensive picture. This lesson plan will use the example of a journey to explore ecological, social, societal, and economic aspects.

The following teaching material is designed to support students in developing their consumer awareness with a special focus on travel, while also improving their English language skills. It is intended for students in the 10th and 11th grade and can be used flexibly across subjects such as English, Geography and Economics, or in interdisciplinary settings.

Please be aware that the materials have been carefully translated and adapted to a language level that is appropriate, yet not overly challenging. While the texts are generally accessible, students may still encounter unfamiliar vocabulary or more abstract concepts – particularly in sections that address topics such as sustainable travel. For this reason, vocabulary lists are provided to support comprehension and language acquisition. The overall structure, tenses, and vocabulary are aligned with levels B1 and B2 of the Common European Framework of Reference (CEFR), ensuring that the materials meet the language needs of students at this grade level.

Although the language level is appropriate for intermediate learners, some topics (such as travel-related sustainability) may require additional guidance or explanation. We therefore encourage you to actively support your students in navigating the content, helping them engage

with the material effectively, and creating space for reflection and discussion, depending on the needs of your class.

This resource is available in both English and German, making it adaptable to different teaching environments and supporting learners with varying language backgrounds. This bilingual format allows for differentiated instruction, enabling you to use the materials with students who feel more comfortable in one language or benefit from comparing both versions for better understanding. Selected materials are also available in plain language (German), making them more accessible for learners who benefit from reduced linguistic complexity.

You are welcome to use the materials in whatever way best fits your teaching style and curriculum goals. Whether you are aiming to teach financial literacy, consumer rights, or raise awareness about sustainable travelling, these resources provide an engaging and interactive way to cover important issues in an informative and accessible manner.

For more information and related resources, please visit: www.konsumentenfragen.at

Reference to subjects	Biology and environmental education, geography and economic education, history and political education, economics, religious education/ethics, ecology, English
School level	Recommended for 10 th /11 th grade
Competencies see Grundsatzterlass Wirtschafts- und Verbraucher:innenbildung BMBF, June 2015	- The students can apply basic and key competences to orient themselves in and participate in economic life and can demonstrate age-appropriate social skills relevant to their living environment. - The students can reflect on their personal needs, economic opportunities, and values. - The students can consider the consequences of their consumer and economic behaviour and can act responsibly, with political awareness, and sustainably in ways appropriate to their developmental stage. - The students can evaluate national, international, and global economic phenomena and their contexts from an economic and business ethics perspective in an age appropriate way.
Objectives	- Demonstrating and addressing different approaches to travel. - Raising awareness of the varied reasons why people travel. - Researching, applying, and reflecting on knowledge about travel. - Researching independently and preparing materials. - Developing and deriving strategies to make travel more sustainable.
Information for teachers and students	- Travel - Sustainable travel
Potential follow-up topics	- Fairness, Suchen und Kaufen im Internet, Was kostet die Welt? Sharing Economy, Mobilitätskosten – Auto & Co, Medienkonsum - Translations into English are already available for selected topics. You can access them at www.konsumentenfragen.at

Sources & links

Internet sources and media reports:**Broschüre der Arbeiterkammer Österreich:**

Gute Reise! Tipps für die schönste Zeit des Jahres. (2024),
online unter https://wien.arbeiterkammer.at/service/broschueren/konsument/Gute_Reise_rg_bf.pdf

Nachhaltiger Konsum:

www.arbeiterkammer.at/service/studien/konsument/Nachhaltiger_Konsum.html

**Konsumentenportal des Sozialministeriums,
Thema Mobilität und Travel:**

www.konsumentenfragen.at/konsumentenfragen/Mobilitaet_und_Travel/Mobilitaet_und_Travel.html

Informationsportal des WDR, Planet Wissen**Thema Nachhaltiges Travel:**

www.planet-wissen.de/gesellschaft/tourismus/nachhaltiges_Reisen/index.html

Ratgeber Klimafreundlich Travel: 11 Tipps für einen nachhaltigen Urlaub:

www.bewusstkaufen.at/ratgeber/11-tipps-fuer-einen-nachhaltigen-urlaub

“Once a year, go someplace you’ve never been before.” (Dalai Lama)

Longing for distant places, new impressions, adventures, and relaxation motivates millions of people to travel every year. According to the UNWTO, around 1.3 billion international travel arrivals were counted in 2023.

Source: <https://de.statista.com/themen/702/tourismus-welt-weit/#topicOverview>

Reasons for travelling the world – examples of different travel motives:

- Taking a break from daily life and familiar surroundings.
- Meeting new people, gaining new perspectives, and experiencing distinct cultures.
- Exploring the beauty of the world.
- Seeking adventure and enjoyment, whether alone or with travel companions.
- Challenging oneself, facing fears with courage, and testing one’s limits.
- Relaxing, unwinding, and finding peace of mind.
- Stepping into new roles and developing oneself further.
- Becoming more mindful and appreciating things at home (again).
- Collecting memories and sharing experiences upon returning.
- And many more ...

As the details of the trip and its reasons become clearer, the preparations begin. To properly do so, some questions arise:

- When and for how long do I want to travel? Is it a weekend trip or a longer journey lasting several weeks?
- How will I get to my destination? Will I travel by car, train, plane, or other means of transportation?
- How would I like to stay at my destination?

Do I enjoy meeting people my age in a youth hostel? Do I like sleeping in a tent? Or do I prefer the comfort of a hotel?

- Who is organizing the trip, and to what extent? Do I value the convenience of a travel agency? Or do I prefer planning and organizing everything by myself?

In the next steps of planning, different areas can also influence your decisions, such as:

- **Finances and consumer rights**
- **Health**
- **Media and information**
- **Ecology and sustainability**

It is important to keep in mind that every country has its own laws and regulations if you intend to travel overseas. That is why it is strongly recommended to inform yourself in advance.

A reliable source for current travel regulations, country information, and travel warnings is the website of the Austrian Federal Ministry for European and International Affairs:

www.bmeia.gv.at/reise-services

If you need information about passenger rights, for example, when flying or booking a package holiday, the consumer protection website of the Austrian Ministry of Social Affairs can be helpful: www.konsumentenfragen.at/konsumentenfragen/Mobilitaet_und_Travel/Fluggastrechte/Uebersicht_Fluggastrechte.html

You can also use the Austrian Chamber of Labor brochure “Gute Reise! Tipps für die schönste Zeit des Jahres” for more helpful advice: https://wien.arbeiterkammer.at/service/broschueren/konsument/Gute_Reise_rg_bf.pdf

If an emergency occurs while you are abroad, you can contact an Austrian representative authority, such as an embassy or consulate,



anywhere in the world. You can find a full list here: www.bmeia.gv.at/fileadmin/user_upload/oracle/oe_vertretungen_de.pdf

The websites and contact points listed here are from Austria. You may also consult your own national authorities if you are a citizen of another country. In case of emergencies while travelling abroad, your country's embassy or consulate can usually assist you.

Notes

[illegible]

School level

- Recommended for 10th/11th grade

Reference to subjects

- Biology and environmental education, geography and economics, political education, economics, religious education/ethics, ecology, English

Lesson phase

- Introduction

Level of complexity

- Intermediate

Objectives

- Engaging in reflection on personal travel plans and underlying motivations.

Knowledge and skills

- The students can describe a personal travel destination in sufficient detail.

Duration

- 15 to 25 minutes

Resources

- Each student or team will need A4 paper or an empty notebook.
- If necessary, print out the material *My Dream Trip* [1] for the students.
- If necessary, organize a PC room (e.g., for the digital version of a photobook)

Preparation

- Prepare the material *My Dream Trip* [1] for presentation (using a projector) or print it out.

Procedure

- In this introductory activity, the students should think about their personal future travel plans and dreams.
- Creative guidelines can be incorporated into the task, such as:
 - ⇒ Using a symbol or object to represent their personal dream trip.
 - ⇒ Marking all destinations on a map on the board.
 - ⇒ “Advertising” the trip: The students should present their trip in an appealing way to encourage others to “want” to go there.
- If needed, the students can be given guiding questions to help them plan their trip from the *My Dream Trip* resource.
- Further, the students can take written notes if necessary.
- To conclude, students share or present their dream trips, based on the chosen guidelines.

Option: Photobook

- Illustrate the travel theme through a photobook, for example, by attaching photos to blank sheets of paper that are collected in a folder. Photos can be cut out from (travel) brochures. Alternatively, a digital version can be created using a design program, suitable for screen viewing or self-printing. Please note that ordering photobooks may involve additional costs.
- This introductory method could already be the first page of the photobook:
 - ⇒ The students draw/glue a picture of their chosen destination in the centre of a blank page.
 - ⇒ Around the picture, they write down their answers based on the material *My Dream Trip* (like a mind map).



⇒ Note: The other activities in this lesson can also be done in the form of a photo-book. This lets the journey be planned in creative ways and studied in more depth.

Notes

Consider:

- Is travelling important to me?
- What is my definition of 'travelling'?
- Do I like travelling? If so, why?
- What are my reasons for travelling?
- Where would I like to travel in the future?
- When would I like to travel?
- Who would I like to travel with?
- For how long would I like to travel?
- What do I already know about my destination?
- How do I know about this destination? (e.g., from social media, friends' stories, the internet etc.)
- How would I get there?
- What would be the total cost of such a trip?
- What is my travel budget? What about the total costs? Can I afford it? Do I have enough savings?
- What challenges might come up?
- Is there anything else I need to consider?



Image: pixabay.com

School level

- Recommended for 10th/11th grade

Reference to subjects

- Biology and environmental education, geography and economics, political education, economics, religious education/ethics, ecology, English

Lesson phase

- Elaboration

Level of complexity

- Complex

Objectives

- Exploring a selected trip in depth by examining it from different perspectives.

Knowledge and skills

- The students can plan a selected trip.
- The students can critically examine their plans, especially regarding affordability and sustainability.
- The students can organize and complete the tasks independently.

Duration

- 60 to 180 minutes

Resources

- Hand out the worksheet *My Travel Plan [1]* either digitally or as a printout.
- Consider providing the students with a copy of the information *Travel [1]* to help them prepare.
- Have A4 paper or a blank notebook ready for each student or team, if needed.
- Make sure that the students have internet access via smartphone, tablet, or PC — or
- allow them to use the library.

Preparation

- Prepare the worksheet *My Travel Plan [1]* for presentation (projector) or print it out.

Procedure

- Building on the method *My Dream Trip*, the students will now take a closer look at the trips they find interesting. The purpose and reason for the trip should already have been discussed during the initial method and only need to be briefly repeated if necessary.
- Each student can continue working on the trip they planned during the method *My Dream Trip*. Alternatively, groups of 2-4 students can be formed to plan a trip together.
- If the method *My Dream Trip* has not been conducted, the students can spontaneously choose a destination. In that case, the first category on the worksheet – purpose/reason for the trip – is a good starting point.
- The next step is to develop the trip further and analyze it from various perspectives. The worksheet *My Travel Plan* provides guidance for this.
- Depending on the available time and/or the teacher's decision, the students can either research all areas or only selected ones. In group work, the areas can also be divided. For example, the group first agrees on the basic details like the destination, how they will travel, and how long the trip will last. Then, each student researches a specific topic – for instance, student A investigates health, student B researches media and information, and so on.

Option: Photobook

- Illustrate the travel theme through a photobook, either on blank sheets of paper collected in a folder or digitally by using a design program for online viewing or self printing.



- This approach could add more pages to the photobook:
 - ⇒ The students note down their research findings for each area in the photobook and design the pages creatively or according to their individual preferences.
 - ⇒ Note: The other activities in this lesson can also be done in the form of a photobook. This way, the journey can be creatively designed and explored in greater detail.

Notes

Analysis:**⇒ Purpose/reason for the trip:**

- Why am I travelling there?
- What do I want to experience there?
- What language is spoken there?
- What do I expect from the trip? (e.g., adventure, fun, getting to know cultures, variety, relaxation ...)
- How would I like to organize the trip? (e.g., travel agency, individual, package tour)

⇒ Finances and consumer law:

- What legal requirements must be observed when booking?
- How is/are the contract/contracts concluded?
- Is it a package tour?
- Do I have to pay a deposit?
- Is there a withdrawal option? What cancellation conditions apply?
- What is my travel budget? How much money do I have available for this trip?
- What are the costs for this trip? What changes or savings are possible?
- What should I bear in mind during preparation and on site? (e.g., different currency, visa).

⇒ Health

- What is the health care like at the destination?
- What do I need to bear in mind when entering the country?
- Are there any vaccination requirements, for example?

⇒ Media and information

- Where can I find information about the country, travel destinations, the political situation, the security situation, society?
- How do I assess various online reviews from guests? Do these help me decide?
- How can I use the media locally? What providers/sources are there?
- What is the technical equipment like on site?

⇒ Ecology and sustainability

- How do I travel?
- What impact will the trip have on the climate?
- How sustainable would I rate this trip?
- How do I assess the impact on the local people?

School level

- Recommended for 10th/11th grade

Reference to subjects

- Biology and environmental education, geography and economics, political education, economics, religious education/ethics, ecology, English

Lesson phase

- Securing results

Level of complexity

- Intermediate

Objectives

- Raising awareness by highlighting various aspects of travel.
- Critically reflecting on personal consumer choices related to travel.

Knowledge and skills

- The students can select and identify key aspects of the research results.
- The students can express and justify their opinion regarding travel and sustainability.

Duration

- 20 to 40 minutes

Resources

- If required, provide information about *Sustainable travel* [1–2]
- If required, A4 paper or one blank booklet per student or team

Preparation

- None

Procedure

- Finally, the students reflect on their travel

documents (e.g., notebook or photobook) and come up with five words that best describe their trip. If needed, the teacher can guide this reflection with specific questions, such as:

⇒ What stands out from the trip? What was good, what was less good?

⇒ What was the purpose of the trip? Was it achieved?

⇒ How would we rate the recreational value?

⇒ What learning experiences or broadening of horizons would we take away from this trip?

- If necessary, current travel-related topics can be included, such as strikes in the transportation sector, rising costs, climatic conditions, and so on.

- The students then share their reflections within their teams, or in the case of individual work, with other groups.

- The class then discusses and compares all trips, focusing on their sustainability aspects. Possible methods include:

⇒ Class vote: How do the students rate the sustainability of each trip? A rating system (e.g., +/o/- or 1, 2, or 3 points) can be used to rank the trips.

⇒ Each team prepares a basic sustainability report that evaluates the ecological, social, and economic aspects of another team's journey. They justify their assessment with a brief report.

⇒ The teacher may provide additional criteria for sustainability assessment.

Option: Photobook

- The topic of travel can be presented in a photobook, using blank sheets in a folder or digitally with a design program.

- This approach can also contribute to the photobook: The students write their reflections (e.g., three words to answer the question



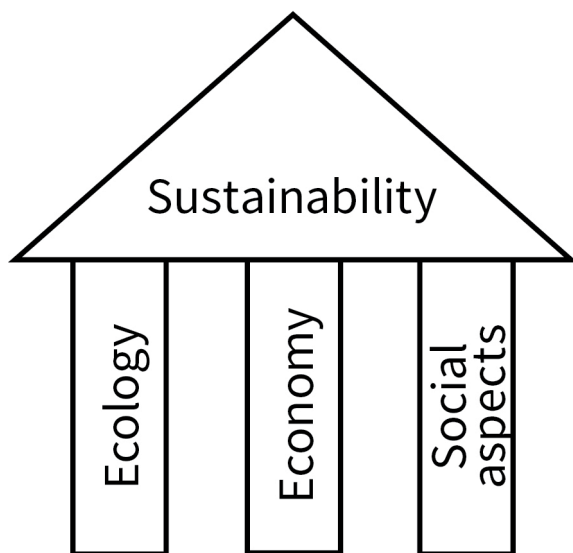
on “What stands out from the trip?”) on the last page of the photobook.

- Note: The already-described methods can also be presented in the form of a photobook before the reflection phase, allowing the trip to be thoroughly worked on and analysed within this format.
- Conclusion: All photobooks can be displayed in the classroom for some time, allowing the students to read each other's results and discuss their experiences.

Notes

Every journey, regardless of its type, has an impact. In recent years, the negative effects of travel, such as mass tourism, increased CO₂ emissions, and the destruction of natural habitats, have become more apparent.

So, how can we combine travel and sustainability to minimize the negative impacts while enhancing the positive aspects of travel? The three-pillar model of sustainability is an effective way to explore the key components of sustainability.



The foundation of this model is the notion that environmental, economic, and social objectives must all be implemented equally and concurrently in order to achieve sustainable development.

The three aspects are mutually dependent. These three dimensions of sustainability are:

- **Environmental sustainability:** This is closely related to the original idea of not overusing nature. An environmentally sustainable way of life uses natural resources only to the extent that they can regenerate. It is about ensuring that we do not exhaust the earth's resources, so they remain available for future generations.
- **Economic sustainability:** This means that

society should live within its economic means, avoiding overspending or exploiting resources in a way that leads to long-term harm. An economic system is sustainable when it can continue to function effectively in the long term without causing irreversible damage. For example, this includes maintaining economic prosperity in the country of production, ensuring businesses follow long-term strategies instead of focusing solely on short-term profits.

- **Social sustainability:** A society should be organized in a way that minimizes social tensions and avoids conflicts escalating. Social sustainability ensures that conflicts are resolved in a peaceful and civil manner, allowing for a fair and just society where everyone's needs are met.

Sustainable management, therefore, is about making sure that we leave future generations an intact ecological, economic, and social structure that will allow them to thrive just as we do.

Give up travelling, limit it, or rethink?

Tourism is not just an enjoyable pastime and an important part of the economy, but it also has an impact on the environment and climate. People who care about living sustainably take this into account when planning their travels. Factors such as travel distance, the type of transport, and the choice of accommodation all significantly determine the 'travel-related carbon footprint'.

The WWF offers more information on the topic of travel-related carbon footprint at the following link: www.wwf.at/artikel/reise-klima-fussabdruck

Many ideas, projects, and models aim to promote conscious and responsible travel. However, as Hernán J. Martin states in his online report: "The

concepts of travel and sustainability will always conflict and can't be fully balanced."

He also believes that all travellers have the power to influence the direction of their travel choices. After all, supply and demand reflect the market. The greater the demand for socially and environmentally responsible travel, the more likely it is that providers will respond.

But what can you do to make your own travel more sustainable? Here are some ideas and tips:

- Consciously and critically choose your destination.
 - ⇒ For example, prefer destinations that are closer.
- Make a conscious decision about your means of transportation to get there.
 - ⇒ Try to avoid or reduce air travel and instead opt for eco-friendly alternatives or carpooling.
- Choose local transport carefully – once at your destination, use environmentally friendly transport options.
- Be mindful when selecting accommodation – choose places with low water consumption, those with environmental certifications, or ones that are easily accessible by public transport.
- Adapt your behaviour at your destination and respect locals and nature.
 - ⇒ For example, instead of buying single-use bottles, bring a reusable water bottle to avoid contributing to the waste problem.
 - ⇒ Choose small local restaurants with limited menus instead of large buffets, where food waste is more likely.
- Pay a fair price – if something seems too cheap, it could be a red flag. Often, the workers, the environment, or the local population pay the price.

Sources and further information

- What is meant by sustainable travel: <https://instituteofsustainabilitystudies.com/insights/lexicon/what-is-meant-by-sustainable-travel>
- Eco-Friendly Travel: <https://earth.org/eco-friendly-travel-exploring-sustainable-tourism>
- Travel Tips: www.worldwildlife.org/pages/responsible-travel-tips
www.bbc.com/storyworks/travel/fit-for-purpose/sustainable-travel
- Thoughtful Travel is a series on the ways people behave while away, from ethics to etiquette and more: www.bbc.com/travel/tags/thoughtful-travel e.g. www.bbc.com/travel/article/20250509-8-ways-to-travel-more-sustainably-in-2025
www.bbc.com/travel/article/20250217-is-it-time-to-change-how-we-buy-travel-souvenirs
- The Wanderlust magazine shares tips and ideas on how to travel more responsibly: www.wanderlustmagazine.com/inspiration/sustainable-travel

Notes

Duration	Procedure/Method	Resources
10' to 20'	1. I'm packing my suitcase ... To get into the mood for the topic, the word memory game is played in class. ☺ The students repeat and continue the series of words according to the teacher's instructions.	Method: ⇒ <i>I'm packing my suitcase ... [1]</i>
60' to 180'	2. My travel plan Students independently choose a trip, which they then plan in detail and explore from different angles. ☺ They describe their desired trip according to various aspects. For example, legal, health or ecological issues could play a role. The results are carefully kept and later presented according to the teacher's instructions.	Method: ⇒ <i>My travel plan [1-2]</i> Worksheet: ⇒ <i>My travel plan [1]</i> Information: ⇒ <i>Travel [1]</i>
20' to 40'	3. My travel report At the end, the completed trips are reviewed and deeply reflected on. ☺ The students reflect on the trip they have completed. Sustainability is a key criterion when assessing the trip. In this process, the three pillars of sustainability are addressed, too.	Method: ⇒ <i>My travel report [1]</i> Information: ⇒ <i>Sustainable Travel [1-2]</i>



English	Deutsch
accessible	zugänglich
accommodation	Unterkunft
awareness	Bewusstsein
cancellation conditions	Stornobedingungen
CO2 emission	CO2-Ausstoß
comprehensive	umfassend
consumption	Verbrauch
convenience	Bequemlichkeit, Komfort
country specification	länderspezifische Vorgabe/Anforderung
currency	Währung
deposit	Anzahlung, Kaution
distinct	unterschiedlich
ecological	ökologisch
embassy	Botschaft
emergency situation	Notfallsituation
environmentally friendly/eco-friendly	umweltfreundlich
familiar surrounding	vertraute Umgebung
footprint	Fußabdruck
impact	Auswirkung
irreversible	unumkehrbar
longing	Sehnsucht
mindful	achtsam
mutually dependent	voneinander abhängig
natural habitat	natürlicher Lebensraum
package tour	Pauschalreise
pastime	Zeitvertreib
reliable	zuverlässig
responsible	verantwortlich
societal	gesellschaftlich
sustainable	nachhaltig



English	Deutsch
tension	Spannung
to assess	bewerten, einschätzen
to bear in mind	im Hinterkopf behalten/bedenken
to become apparent	sichtbar/offensichtlich werden
to broaden the horizon	den Horizont erweitern
to exhaust	ausschöpfen/aufbrauchen
to last	dauern
to regenerate	wiederherstellen, regenerieren
to unwind	sich entspannen, erholen
travel agency	Reisebüro
travel budget	Reisebudget
travel companion	Reisebegleiter:in
travel-related carbon footprint	Reise-Klima-Fußabdruck
withdrawal option	Rücktrittsmöglichkeit

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