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| **Project ID: 2021-1-CZ01-KA220-SCH-000034484**  Ein Bild, das Grafiken, Grafikdesign, Cartoon, Text enthält.  Automatisch generierte Beschreibung  **COURSE FOR ENVIRONMENTAL EDUCATION**  *e-Modules: Teaching Learning activities and their technology enhanced material set to develop*  Ein Bild, das Text, Schrift, Logo, Grafiken enthält.  Automatisch generierte Beschreibung  **Thematic Units for Week-Long Workshop Sessions:**  **Inquiry-Based Integrated Learning Workshop Series**  **on the Intersection of Arts, Science, and Policy"**  **M1: *LOVE in the context of sustainable development:***  ***#stayinlove, #planetarylove***  **COURSE AUTHOR:**  ***©Tatjana Christelbauer MA (TC)***  ACD Team, Austria   |  | | --- | |  |   ***DISCLAIMER***  *Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*  **COURSE SHARING LICENSE CC BY-NC-SA**=   **Canonical URL:** <https://creativecommons.org/licenses/by-nc-nd/4.0/>  **MODULE: 1**  **LESSON: Love in the context of sustainable development: #stayinlove, #planetarylove;**  **Art mediatiosn inspired by Hundertwasser´s artworks**  **SUBJECTS:** Psychology, Philosophy, English, Fine Arts, Environmental Ethics, … |

**Content:**

1. **Introductory insights: Love in the context of Sustainable Development**
   1. **Understanding love in the context of environmental awareness**
   2. **Key terms: #stayinlove, #planetarylove**
2. **Engaging in practices: Love & Relationships** 
   1. **Survey: Love & Relationships**
   2. **CLIL-based session: Languages of Love**
   3. **Workshop session: Policy regulations, activities for Promoting Positive Communication: WATCH & SpeakUp 4 love**
3. **Art Mediations inspired by Hundertwasser´s artworks**
   1. **Yellow Houses: Jalousie & Love. *A*rtwork mediation**
   2. **Hundertwasser´s Love Letter to Schiele. Artwork Mediation**

**Objective**

The workshop is composed as a bound of insights and tasks for activities aimed to promote the meaning of love in the context of sustainable development with two main key terms:

1. *#stayinlove,* which was coined with inspiring idea of the *fellowship love* (charity), a kind of *devotion to fellow (human, nature.),* foundin the concept for humanistic education of the Austrian reform pedagogue for early child education M. Margarete Schörl.[[1]](#footnote-1), ***[[2]](#footnote-2)***
2. *#planetarylove* as introduced in the concepts of the Belgian-French author and Philosopher Luce Irigaray.

Art mediation exercises inspired by artworks of the Austrian environmental artist and activist *Friedensreich Hundertwasser[[3]](#footnote-3)* are aimed to widen the scope with a multilingual approach to the meaning of love in relational cultures.

For brother understanding of how (love) relationships are regulated and protected, tasks for project activities and policy dialogues are provided. Relevant European Policy papers[[4]](#footnote-4) are briefly introduced.

**1: Introductory guide: Love in the context of Sustainable Development**

Love connects us to the world around us, and this connection is especially profound when we think about our relationship with nature. Imagine a kind of love that goes beyond romantic feelings and personal attachments—a love that binds us to the Earth itself.

This love roots in the sensation of being deeply connected to nature, breathing with it, and feeling its pulse in every moment.

This form of love means caring for the environment as we would for our closest friends or family.

It’s about respecting the trees that give us oxygen, the rivers that provide water, and the animals that share our planet. It involves seeing ourselves as part of a larger web of life, where every action we take can either harm or heal our natural world.

When we truly love nature, we commit to not causing harm, violence, or damage.

We understand that our well-being is intertwined with the health of the Earth. Just as we wouldn't hurt someone we love, we strive to protect and nurture our environment. This love encourages us to be mindful of our actions—reducing waste, conserving resources, and advocating for sustainable practices.

This deep connection inspires us to live gently and tread lightly, ensuring that future generations can experience the same wonders we do. Loving nature is about fostering a relationship built on respect and care. It’s a love that calls us to cherish its gifts and preserving its beauty. By embracing this love, we become part of a global effort to create a more sustainable and compassionate world, where humans and nature thrive together.

* 1. **Understanding love in the context of environmental awareness**

Love is often thought of in the context of personal relationships, but its principles extend far beyond human interactions. When we think about love in terms of environmental awareness, it encompasses a deep respect and care for the natural world and our social environment.

This form of love does not seek to possess or exploit but to nurture and protect, much like how nature provides for us selflessly. At its core, love is about creating and sustaining positive, respectful, and attentive relationships. This applies not only to how we treat other people but also to how we interact with the environment around us. True love, in this context, means recognizing the interconnectedness of all life and acting in ways that promote the well-being of the planet and its inhabitants.

Just as love in human relationships involves respect, loving the environment means understanding and respecting the intricate balance of ecosystems. This involves minimizing harm and avoiding activities that disrupt or destroy natural habitats.

Love for the environment manifests through sustainable living practices, such as reducing waste, recycling, conserving energy, and using resources wisely. These actions show a commitment to preserving the earth for future generations.

In a social context, love means fostering a sense of community and belonging. It involves supporting and uplifting others, creating inclusive spaces where everyone feels valued and respected.

Love also translates to social responsibility, where individuals and communities work together to address social and environmental issues. This can include volunteering, advocating for policy changes, and educating others about the importance of environmental stewardship.

* 1. **key terms: *#planetarylove, #stayinlove***

1. ***#planetarylove***

The concept of *planetary love* and its implications for understanding our place in the cosmos, our ethical responsibilities toward the environment, and the interconnectedness of all life forms is

promoted by feminist philosophers such as Luce Irigaray, emphasizing the interconnectedness of all beings within the cosmos and advocating for a responsible, ethical relationship with the natural environment and all species.

Planetary love is based on the understanding that all life forms and natural elements are interconnected within a larger cosmic unity. This perspective sees the Earth and its inhabitants as part of a dynamic, interdependent system.

Planetary love involves an ethical stance that respects the interdependence of all life forms. This includes recognizing the rights and intrinsic value of non-human entities and ecosystems through awareness of cosmic unity and environmental responsibility.

Luce Irigaray and other feminist philosophers stress the importance of recognizing the Earth as a living entity within a vast cosmic order. This recognition fosters a sense of belonging and responsibility towards the planet and all its inhabitants.

**Key Aspects of Planetary Love:** Awareness of and Respect for Interdependence, Relational Ethics.

***#Planetarylove* applied on 3 principles from the Robert Sternberg´s[[5]](#footnote-5) Triangular Model of Love:**

1. **Intimacy with Nature:** Developing a deep connection and understanding of the natural environment.
2. **Passion for Sustainability:** Feeling passionate about protecting and preserving the environment.
3. **Commitment to Sustainable Practices:** Making a conscious decision to engage in and advocate for sustainable practices.

**Philosophical Roots**:

**Luce Irigaray**: Irigaray’s work often explores the themes of relationality and interconnectedness. She argues for a new ethic of care that extends beyond human relationships to include the Earth and all forms of life, promoting an eco-centric or planet-centered view of existence through an understanding of humans as part of the natural world rather than separate or superior to it.

**Books by Luce Irigaray:**

**"The Way of Love"** (2002) This book by Luce Irigaray explores themes of love, interconnectedness, and the ethics of relationship, including the idea of a more profound connection with the world and its environment.

**"To Be Two"** (2001) In this work, Irigaray discusses the relationship between individuals and the cosmos, emphasizing the importance of relational ethics and the interconnectedness of all beings.

**Articles and Essays:**

**"Luce Irigaray and the Philosophy of Ecological Relations"** by Jennifer K. McMahon: An article examining Irigaray’s philosophical contributions to ecological thought and planetary love.

1. ***#stayinlove***

The term #*stayinlove***[[6]](#footnote-6)** was coined and Inspired by Austrian reform pedagogue for early childhood education Margarete Schörl’s note “Bleibe in Liebe” (from German: “Stay in Love) from her concept for Humanistic Education: Discussion on “Mitmenschlichkeit”(from German: **“**humanity”).

The prefix “mit” points out the “with”**,** therefore the focus on the “fellowship”.

The idea to “stay in love” as promoted by M. Schörl seeks to sustain rather than deplete.

Similarly, in our relationship with nature, this means not exploiting natural resources for immediate gain but using them responsibly and sustainably. It’s about finding a balance between our needs and the health of the planet.

Therefore, to “stay in love” means to keep relational bond without causing or leaving damages, while preventing them.

This approach for human relational cultures is applied in environmental ethics and is used as a guiding principle for practicing the #planetarylove.

Just as we avoid causing harm to those we love, we must strive not to harm the environment.

This involves reducing pollution, protecting endangered species, and addressing climate change. By making mindful choices, we can prevent damage to the earth and ensure it remains a vibrant, life-sustaining home for all creatures.

***#hashtag:***

the purpose of the hashtag is to accompany the terms *#stayinlove* and *#planetarylove* with the cross-reference of its content and to promote its contextual meaning-

***Cursive script****:*

*The use of the cursive script is situated in emotional implication of the terms*

**Conclusion**

Understanding love in the context of environmental awareness involves extending the principles of care, respect, and non-harm to our natural and social environments. By fostering a loving relationship with the earth, we can create a sustainable, healthy world where both people and nature can thrive. Just as nature provides for us with generosity and balance, we too can learn to give back and nurture our planet with love and respect. By embracing a love that protects, respects, and nurtures, we can help build a future where humanity lives in harmony with nature, ensuring the well-being of all living things.

Add your notes:

1. **Engaging in practices: Love &Relationships**
   1. **Survey “Love and Relationships”**

**Guide for teachers:**

Provide the survey to your students for engaging in the topic and in doc format for digital use, collect messages in audio formats, use other forms by your choice. Evaluate their responses by targeting priorities. This approach will not only make the topic of love more relatable but also highlight its importance in promoting sustainable development and ethical relationships.

**Survey Questions:**

*How do you define love? Share a thought, a quote, a poem, experience ,…*

*Can you describe a time when love motivated you to act sustainably or ethically?*

*How important is love in creating a peaceful and supportive social environment?*

*In what ways can love help resolve conflicts without causing harm?*

*How do you think practicing love to our next and compassion in daily life can contribute to sustainable development?*

*Have you experienced disappointment and/or violence in a love relationship?*

*If so, how have you went through that experience? Have you asked some friend, family member or some consultant for support?*

*How was your health and wellbeing affected by such experience?*

*How long it took you to come out of that experience and recover emotionally?*

*What consequences/if any have you taken from that experience in your further relationships?*

*Share more about by your interest …*

**Guide for Evaluating Student Responses and Preparing the Lesson**

To effectively prepare the lesson based on students' responses to the survey on love, the teacher should focus on the following three key points:

1. **Understanding Definitions and Perceptions of Love:**

**Focus Point:** Identify common themes in how students define love in their personal relationships.

**Instruction:** Pay attention to the variety of definitions and perceptions students have about love. Look for patterns in their descriptions, such as emotional closeness, support, care, or shared values. This will help in tailoring the lesson to address the students' inherent understanding and broaden their perspectives.

**Application:** Use these insights to introduce different aspects of love, including concepts introduced with key *terms #planetarylove* and *#stayinlove*, and show how these can relate to both personal relationships and broader societal contexts, including environmental love.

1. **Motivation and Ethical Actions:**

**Focus Point:** Analyze examples where love motivated students to act sustainably.

**Instruction:** Highlight instances where students' actions driven by love have led to sustainable outcomes. These examples can serve as powerful illustrations of the practical impact of love on behavior and decision-making.

**Application:** Use these real-life examples to connect the concept of environmental love with students' experiences, emphasizing the role of love in fostering sustainable development. Encourage students to share their stories and reflect on how love can be a motivating factor in ethical actions.

1. **Conflict Resolution and Compassion:**

**Focus Point:** Examine how students view the role of love in creating a peaceful environment and resolving conflicts without harm.

**Instruction:** Look for insights into how students believe love contributes to peace and conflict resolution. Understanding their views can help in designing activities that build on their existing knowledge and skills.

**Application:** Use these insights to design activities that emphasize compassionate communication and conflict resolution. This can include role-playing scenarios, group discussions, and other interactive exercises that reinforce the importance of love and empathy in maintaining peaceful relationships and solving conflicts.

**Review Survey Responses:**

Categorize responses to identify common themes and unique perspectives.

Note any recurring ideas or significant outliers that could enrich class discussions.

**Design Interactive Activities:**

Plan activities that build on students' experiences with love as a conflict resolution tool, such as role-playing or group discussions. Include exercises that emphasize compassionate and attentive communication, tying these skills to the broader theme of sustainability and ethical behavior.

Create a #LOVEproject at school, include all responses from students, extend activities with art project, organize exhibition, make poster with statements shared by students, collect emerging phone numbers and advisory offices for emerging case, encourage students to share their experiences and interests, create your *#loveletters to* …

Get inspired by ERASMUS+ project lemon teams, follow the weblink to find details about the virtual workshops **“Love Letters to Earth**”: <https://lemoonproject.org/le_moon-participants-celebrating-the-european-day-of-languages/>

and the **Heartbell2030…*#stayinlove: Conference gallery***: <https://www.acdvienna.org/aktuell/cd-2030-unesco-mondiacult-2022/heartbell2030-stayinlove-conference-galerie/>

Listen to the song composed by ACD-Agency for Cultural Diplomacy Ambassador for the platform *Heartbell 2030 … #stayinlove* ACD-Ambassador Marko Dimitrijevic - former member of the Vienna Boys Choir soloist:

<https://www.youtube.com/watch?v=0l8TIBlzZxQ&t=17s>

Heartbell2030…*#stayinlove* - Poster action: <https://www.acdvienna.org/aktuell/cd-2030-unesco-mondiacult-2022/heartbell2030-stayinlove-poster-action/>

**2.2. CLIL-based Exercise: Languages of Love**

**Explanation:** This exercise focuses on the importance of communication in relational cultures and how attentive communication skills can be considered green skills that contribute to sustainability. Students will explore kind, friendly, and attentive terms, and phrases, as well as understand the impact of negative communication such as cyberbullying and judgment.

**Instructions for teachers for the entry lesson activities:**

**Language and Content Integration:**

**Discuss** quotes about love from various cultural and linguistic backgrounds. Translate collected quotes including all language resources spoken by your students by all exercises, make a collection of language resources before starting this activity.

**Interpret** quotes while situating them in daily life and connecting them with student´s experiences and ideas about their meaning.

**Translate collected Key Terms**

**^ include** all language resources spoken by your students:

**Love:** Liebe (German), …

**Sustainability:** Nachhaltigkeit (German), …

**Compassion:** Mitgefühl (German), …

**add more key terms by your choice**

**+ Extended activities by 2-hours+Workshops:**

*°Collecting Terms and Phrases for attentive communication:*

Divide students into multilingual groups and provide each group with a set of terms and phrases that are kind, friendly, and attentive. Examples may include following terms: **Kindness:** Kind (English) ^ Nett (German), …; **Friendliness:** Friendly (English), Amical (French), Freundlich (German), …; **Attentiveness:** attentive (English), aufmerksam (German), …;

°*Collect terms and phrases that represent threatening (violent) communication such as:*

**Cyberbullying,** **Prejudice,** (English), Vorurteil (German), Hate speech (English), Hassrede (German) …

Situate collected terms and associate them with a case or existing campaign.

**Discussion and Presentation:**

* + Ask each group to discuss the positive and negative terms and phrases. How do these affect relationships and communication within a community?
  + Each group will present their findings and suggest ways to promote positive communication while reducing negative interactions.

Related lesson: MODULE 6 *Orange Feather Initiative*

* 1. ***Workshop session: Policy regulations, activities for Promoting Positive Communication: WATCH & SpeakUp 4 love***

In this workshop part, guiding insights are provided for engaging in research about and exploring how communication culture is regulated at the European level through Policy papers, at the national state level, and in schools. Furthermore, with insights provided for research and discussions about how communication in social media is experienced and regulated, learners will engage in extended research and analysis about how regulations regarding hate speech, cyberbullying, and other forms of violence are enforced, comparing, and analyzing their effectiveness.

Finally, the call for further engagement and proposed activities, such as engaging in WATCH-initiatives, reporting cases. and sharing evidence -based policy recommendations for the improvement of regulations with relevant authorities, including governmental entities and social media providers. Additionally, guidelines are provided for connecting with the EU Youth campaign to support its impact by promoting it within schools and via social media, by organizing related activities in local communities and at schools to further endorse positive communication.

**Engage:** **Policy papers and regulations:** ***How is communicational culture regulated and in what forms?***

Engage in research about Policy papers and regulations connected with communicational cultures and rules at the EU -level, at your national State level and at school.

Read about the youth campaign led by the Council of Europe Youth Department **“No Hate Speech Movement**“ seeking to mobilize young people to combat hate speech and promote human rights online. Launched in 2013, it was rolled out at the national and local levels through national campaigns in 45 countries. The movement will remain active beyond 2017 through the work of various [national campaigns](https://www.coe.int/web/no-hate-campaign/national-campaigns1), [online activists and partners](https://www.coe.int/web/no-hate-campaign/library).

Weblink: <https://www.coe.int/en/web/no-hate-campaign>

**Explore, explain*: How is your national state engaged in such campaigns?***

Research about and connect with related initiatives. Get inspired by the Austrian State Chancellery to engage, if not yet:

<https://www.bundeskanzleramt.gv.at/agenda/jugend/lebensqualitaet-und-miteinander/no-hate-speech.html#:~:text=Hassrede%20bezeichnet%20%C3%84u%C3%9Ferungen%2C%20die%20zu,Opfer%20k%C3%B6nnen%20Beratung%20suchen>.

***How is communicational culture regulated in your school?***

***How is communicational culture regulated in social media?***

°Engage in research, compare, and explore individually and/or within a small group together with students at your school with a critical eye, if regulations related to hate speech, cyberbullying and similar forms of violence in media are respected. Collect and connect your findings, situate them, and present.

**Guidance for your research:**

**1st phase**

**Conduct Comprehensive Research:** Begin by gathering information on regulations pertaining to hate speech, cyberbullying, and other forms of violence in social media platforms. Read the European and your national Policy regulations. Use reputable sources such as government websites, academic articles, and reports from reputable organizations.

**Compare and Analyze:** Compare the regulations across different social media platforms and regions. Analyze how effectively these regulations are enforced and whether they adequately address issues of hate speech and cyberbullying. Consider factors such as reporting mechanisms, moderation policies, and transparency in enforcement.

**Engage Critically and Collaboratively:** Engage in discussions individually or within small groups with fellow students at your school. Approach the topic with a critical eye, questioning assumptions and biases. Share insights, perspectives, and findings to deepen understanding and foster collaborative learning.

**2nd phase: Present your findings**

**Presentation Guidance**

**Summarize Research Findings:** Start by summarizing your research findings, highlighting key regulations and their enforcement mechanisms. Provide an overview of the current landscape of communicational culture regulation in social media.

**Identify Gaps and Challenges:** Identify any gaps or challenges in the existing regulations, particularly concerning the prevention of hate speech, cyberbullying, and similar forms of violence. Discuss limitations in enforcement, loopholes in policies, or emerging issues that may not be adequately addressed.

**Propose Recommendations for Improvement:**

Based on your research and analysis, propose recommendations for improving communicational culture regulation in social media. Consider practical solutions such as enhancing reporting systems, implementing stricter moderation policies, or increasing transparency in content moderation decisions. Support your recommendations with evidence and examples from your research.

Propose improvement, share your recommendations for the policy improvement with responsible governmental entities, social media provider and further relevant entities, connect with the EU Youth campaign and support its impact by sharing the info and presenting the campaign in your school and via social media; organize supporting activity at your school and local community; WATCH media and look for cases which may not be in accordance with the EU regulations, report, avoid participating in compromising dialogues on social media, *#stayinlove* by your response while being aware of details shared, the context and backdrop connected, approve the information if it is a “fake news” and check the provider, understand the purpose of the information and read comments if available to get bigger picture, report and share when detecting fake, fraud, hate speech or whatever matters for you.

**3. Art Mediations inspired by Hundertwasser´s artworks**

**3.1. Art Mediation inspired by *Hundertwasser´s* artwork *630 Yellow Houses*. *It hurts to wait with love if love is somewhere else.[[7]](#footnote-7)* and his comment on it:**

*"When you mix architecture with love, you get box houses-of-cards with yellow hot-water-bottle windows. In every window a blue tear. The red tower is located at Vienna's West Train Station. Near it is where she lived. Plattensteiner, my astrologer, said I should paint a lot when I am unhappily in love, especially then. Later I would not get around to it."*

From: Hundertwasser 1928-2000, Catalogue Raisonné, Vol. 2, Taschen, Cologne, 2002, p. 507

**Engage, explore, explain:** What role plays jealousy in love relationships? Engage in discussions, learn from experience of *Hundertwasser,* find your form for expression, describe motives as for the blind person. *Whit what feeling would you associate the yellow color? What nuance would be the best suitable? How many nuances of yellow are on the artwork and on what motives?*

Apply Hundertwasser´s idea of “mixing architecture with love” in your practices. Construct an artwork, use materials by your choice to build your houses, or some other objects. Write a story or a note about. Include your comment into artwork and present it. Organize an exhibition at school dedicated to love & jealousy to raise awareness about its implications on relational cultures and relationships. Prevent damages. *#stayinlove,* let go and be, …

Ein Bild, das Zeichnung, Kinderkunst, Kunst, Bild enthält.

Automatisch generierte Beschreibung

630

GELBE HÄUSER - MIT DER LIEBE WARTEN TUT WEH, WENN DIE LIEBE WOANDERS IST - EIFERSUCHT

YELLOW HOUSES - IT HURTS TO WAIT WITH LOVE IF LOVE IS SOMEWHERE ELSE

MAISONS JAUNES – JALOUSIE

Hundertwasser, Venice 1966

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**3.2. Art mediation: „I Love Schiele“.** **Love Letter by Hundertwasser**

This exercise is aimed to support multilingual skills and competencies for the improvement of communicational cultures through ability to “find the best suitable” term and form for expressing opinion, responding, corresponding, complaining, …

ENGAGE: **Read the excerpt from “I Love Schiele”:**

*“I love Schiele, Picasso and Klee and their ilk, and Giotto, the old masters and the like.*

*But in-between and besides them there is a yawning emptiness. The simple is still broad.  
  
I often dream like Schiele, my father, about flowers that are red, and birds and flying fish and gardens in velvet and emerald green and human beings who walk, weeping, in red-yellow and ocean-blue.  
Yet I am barred from paradise. “ (*From “The Diaries” 1950/1951.)

**EXPERIENCE, EXPLORE,EXPLAIN, EXTEND:** Read the text laud, close your eyes, imagine the colors, and plants, birds, and fishes …

Read the whole Love Letter

<https://hundertwasser.com/en/texts/ich_liebe_schiele>

find out, what is it all about and how saying something in French differs from the same in German …

Try, and reflect on your experience. Keep aware of possibilities to improve your communicational cultures with multilingual skills, knowing about in what language can something be “better said”, or “sound more nicely” even when the content is not really nice one.

prevent damages, *#stayinlove*

1. Weblink to info page: <https://www.acdvienna.org/futures-of-education/intalk-sessions-unesco-futures-of-education/> [↑](#footnote-ref-1)
2. Read more about M.Schörl <https://www.acdvienna.org/futures-of-education/m-sch%C3%B6rl-envisioning-space/> , <https://www.socialnet.de/lexikon/Schoerl-Margarete> ,

   <https://www.acdvienna.org/futures-of-education/m-sch%C3%B6rl-envisioning-space/>

   and about the *#stayinlove* motto in the Lesson LOVE2030 … MODULE 1 [↑](#footnote-ref-2)
3. Hundertwasser webpage to artworks: <https://www.hundertwasser-kalender.de/poster-and-art-prints/Mini-Art-Prints-with-Passe-partout/YELLOW-HOUSES>,

   <https://www.hundertwasser.com/en/paintings/630_gelbe_haeuser_-_mit_der_liebe_warten_tut_weh_wenn_die_liebe_woanders_ist_-_eifersucht_559> [↑](#footnote-ref-3)
4. EU policy Youth in External Action: <https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/new-push-european-democracy/equality-and-inclusion_en> , <https://ec.europa.eu/commission/presscorner/detail/en/ip_22_5884> , Ending gender-based violence: <https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-based-violence/ending-gender-based-violence_en#:~:text=The%20Commission%20proposed%20new%20legislation,against%20women%20and%20domestic%20violence> , EU gender equality strategy: <https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en> [↑](#footnote-ref-4)
5. Download paper, 3 pages introduction to Robert Sternberg´s Triangular Model of Love. Weblink: <https://www.hofstra.edu/pdf/community/slzctr/stdcsl/stdcsl_triangular.pdf> [↑](#footnote-ref-5)
6. Poster action #stayinlovewebpage info: <https://www.acdvienna.org/aktuell/cd-2030-unesco-mondiacult-2022/heartbell2030-stayinlove-poster-action/> [↑](#footnote-ref-6)
7. Source:

   <https://www.hundertwasser-kalender.de/poster-and-art-prints/Mini-Art-Prints-with-Passe-partout/YELLOW-HOUSES>, <https://www.hundertwasser.com/en/paintings/630_gelbe_haeuser_-_mit_der_liebe_warten_tut_weh_wenn_die_liebe_woanders_ist_-_eifersucht_559> [↑](#footnote-ref-7)