



# Pedagogical kit for The Migration of the Ibanes comic book



Introduction to Sustainable Development



## Students

Ages 9 to 13

In partnership with:



EDUCAZIUN E SVILUP  
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# 1. The three dimensions of sustainable development



Look at this picture and read the text

Module 1



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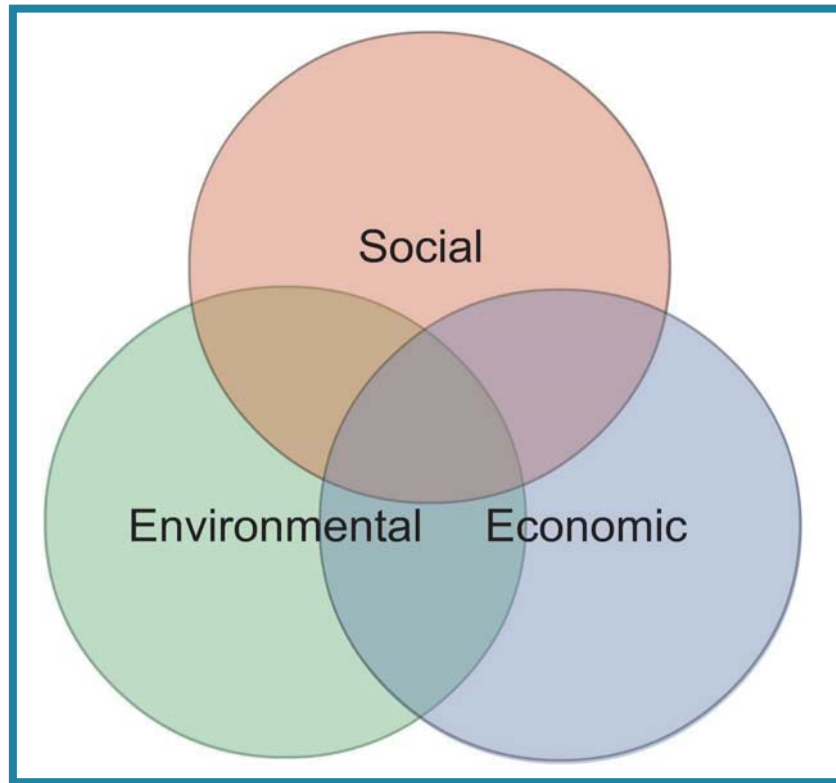
1. What a job! Waking up early every morning to sort fruits and vegetables!
2. Strawberries from Spain cost less than the ones from here.
3. I only sell bio products, ones that respect the environment!
4. My farmers are well paid!
5. I don't use pesticides or fertilisers on my crops.
6. In order to have tomatoes in the spring, I had to build an enormous greenhouse and install an automatic sprinkler system.
7. My farmers live next to the greenhouses in small log cabins.
8. Consumers prefer low priced products.





# 1. The three dimensions of sustainable development

Put the preceding 8 sentences in one of the circles of the following diagram:

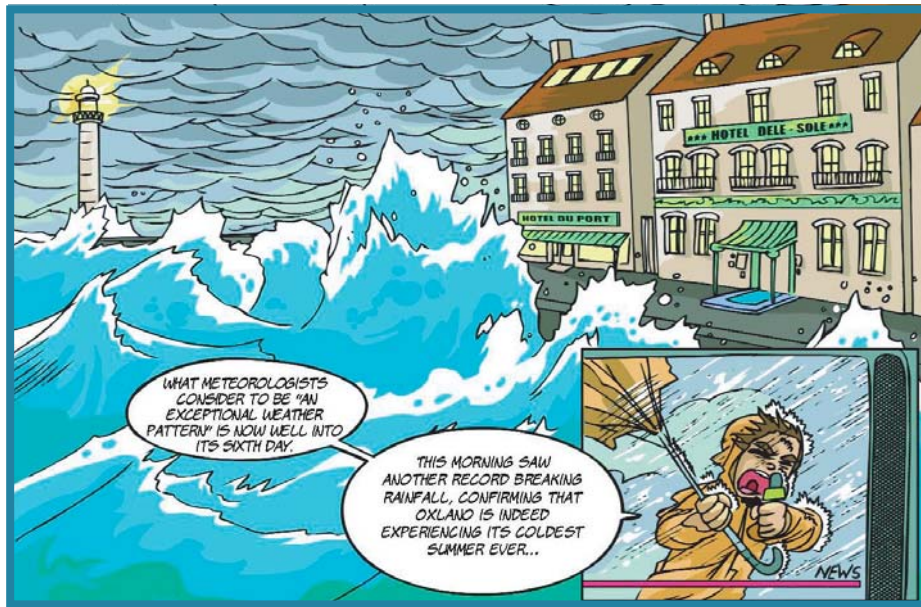




# 1. The three dimensions of sustainable development



Look at this picture and read the texts



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- Ask your teacher to photocopy the picture
- Cut it out and glue it in the middle of another sheet of paper.
- Imagine that you live in this area.
- What are the consequences of the situation that is described? Write each consequence in a bubble around the picture.

In groups of three, compare your work.

On a new sheet of paper, write down all the consequences using three different colours:

Green: environmental consequences

Red: social consequences

Black: economic consequences

You might need to use more than one colour at a time.





# 1. The three dimensions of sustainable development

## Ecologic Footprint

### Calculate your ecologic footprint

Whether it is to eat, to move, for shelter or to manage waste, we all consume natural resources.

Everything works well as long as we do not use more resources than what our planet can offer. How can we know if we are consuming too much? By calculating your ecologic footprint! With respect to your lifestyle, this tool determines how many Earths it would take to provide for everyone's needs.

On average, if the entire population lived like a child in a western country, it would take two and a half planets to provide for everyone.

To calculate your personal ecologic footprint, ask your teacher to show you some Internet sites on the subject.

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## SUSTAINABLE DEVELOPMENT INVOLVES :

Trying to understand a situation through three dimensions:

- The environmental dimension
- The social dimension
- The economic dimension



## 2. Different Actors.



Module 2

1. Leaf through the comic book, write down on a piece of paper at least 6 characters. You can also draw them.

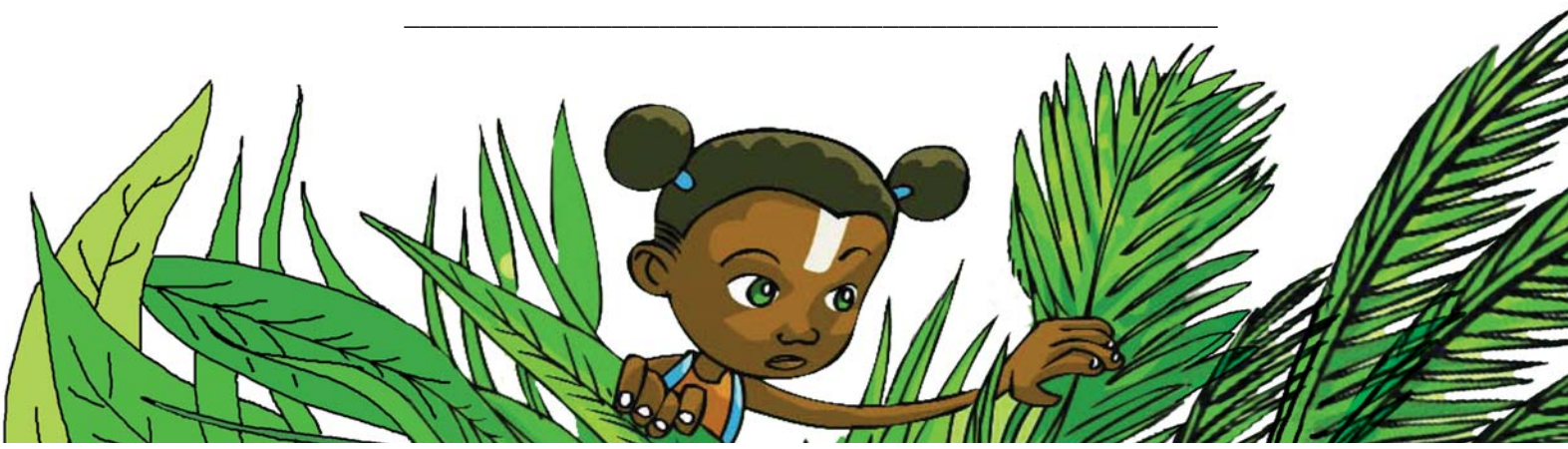
Look at each character, list adjectives that describe them regarding:

- Their physique;
- Their personality;
- Their qualities and faults;
- Their way of seeing life and the world.

Character names

Descriptions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____







## 2. Different Actors

### 2. Observe the squares



Vignette 7 - Page 35



Vignettes 3 and 4 - Page 21



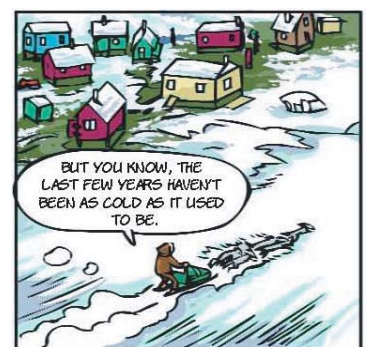
Vignette 4 - Page 20



Vignette 7 - Page 24



Vignette 5 - Page 23



Vignette 7 - Page 6

For each vignette determine:

- Who is involved?
- What are the concerns of the different characters?
- Who could change the situation?
- Is it easy or difficult to change a situation? Why?

Under each vignette, come up with a title and write it down. In groups of 3, discuss your comments and observations.

## SUSTAINABLE DEVELOPMENT INVOLVES:

Figuring out who the actors involved are, and what they can do



### 3. Individual and collective responsibility



Module 3

#### Situation

In your neighbourhood, an old residential building was demolished along with an abandoned field to build a shopping centre with offices on the 2nd and 3rd floors and luxury apartments above.

We have listed several actors below. You can add some on the empty lines. Regarding each actor, mark a + or a – if he will benefit from the new construction. For some you may need to use both the + and the –.

- In groups, compare your results. Discuss the points where you didn't agree. Debate the issues.
- In the end, what do you think about the construction? In your opinion, was the decision taken a positive or negative one? Discuss.

In reality, who participated in the decision process? With your highlighter, mark the actors who were involved in the decision process.

Define each actor's power of decision by giving them a grade from 1 to 6: (6 = a lot; 1 = very little).

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Actors	+ / -	Power
Children playing in the abandoned field		
People doing their purchases		
The company building an office block		
People living in the old building		
The real-estate agent		
Residents of the neighbourhood		
The baker from the corner store		

#### SUSTAINABLE DEVELOPMENT INVOLVES :

Encouraging everyone's participation in decision making







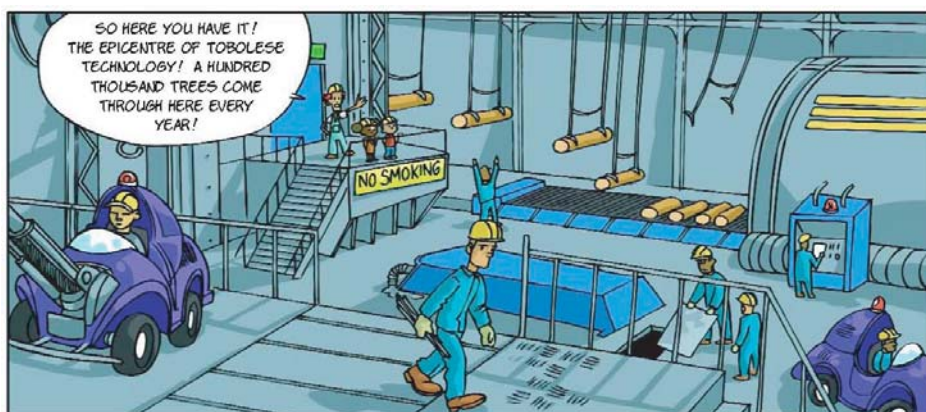
## 4. Deforestation

### Module 4

#### 1. Making furniture

Page 28, vignette 3, the guide says: "So here you have it! The epicentre of Tobolese technology, 100 000 trees come through here every year".

- Reread pages 26 to 29. In groups of 2, use the space below to fill in at least 6 steps involved in transforming a tree into furniture. For example: the trees are cut down, they are transported, etc...



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- Now that you know how to analyse a situation using sustainable development tools, in groups of 2 write down some of the environmental, social and economic consequences of these different steps.

#### 2. To each his naturoscope

- Draw or build your own naturoscope.
- Add a few explanations in your drawing explaining its characteristics. What is it used for? How will it help contribute to sustainable development?



## 4. Deforestation



Module 4

### 3. Survey

- Go to your local shopping centre. Do a survey on the origins of the wood used for making furniture, toys, etc...
- Find out about
  - the variations of wood sold ;
  - their origin ;
  - do they have a label (FSC or other)?
- On a map of the world, mark the origins of the wood you identified.
- What are the uses of wood in our region? What kind of wood comes from the south?
- Do you know of any food products that can also survive long journeys?

What are the consequences of a market of wood or food products on:

- climactic change ;
- local population ;
- the ecosystem of countries in the south ;
- the economy of countries in the south?

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## SUSTAINABLE DEVELOPMENT INVOLVES:

Making choices that take values (individual and collective) into consideration

