

Concept Cartoons®

Environmental Issues

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Produced by Millgate House Education in partnership with Practical Action

Concept Cartoons® Environmental Issues

Concept Cartoons® are cartoon-style drawings that put forward a range of viewpoints about a particular situation. They are designed to intrigue, provoke discussion and stimulate thinking. Concept Cartoons make concepts problematic and provide a stimulus for developing ideas further.

Each Concept Cartoon can be used to stimulate a free standing discussion and enquiry. Alternatively, the Concept Cartoons can be linked together to form a larger topic or to create a project related to environmental issues.

Some Concept Cartoons may look as if they are too easy for some learners, but their deceptive simplicity can stimulate discussion about more challenging concepts and can often reveal some basic misunderstandings. Learners can create their own Concept Cartoons as a way of assessing and reviewing their current understanding.

Concept Cartoons do not always have a single right answer.

Each Concept Cartoon has support material, including ideas for follow up and some possible answers.

- * Concept Cartoons are normally used to promote a group discussion.
- * Ask learners to discuss why each character in the Concept Cartoon might hold their particular idea. Do they have any other ideas that might go in the blank speech bubble?
- * Avoid being judgemental when learners are sharing their ideas. The uncertainty created by Concept Cartoons is productive.
- * Provide an opportunity for learners to explore, challenge or consolidate the ideas raised through the Concept Cartoon(s).
- * Provide time for learners to share their ideas.
- * Have they changed their minds and why?

To learn more about Concept Cartoons and how they are used, visit:



www.millgatehouse.co.uk



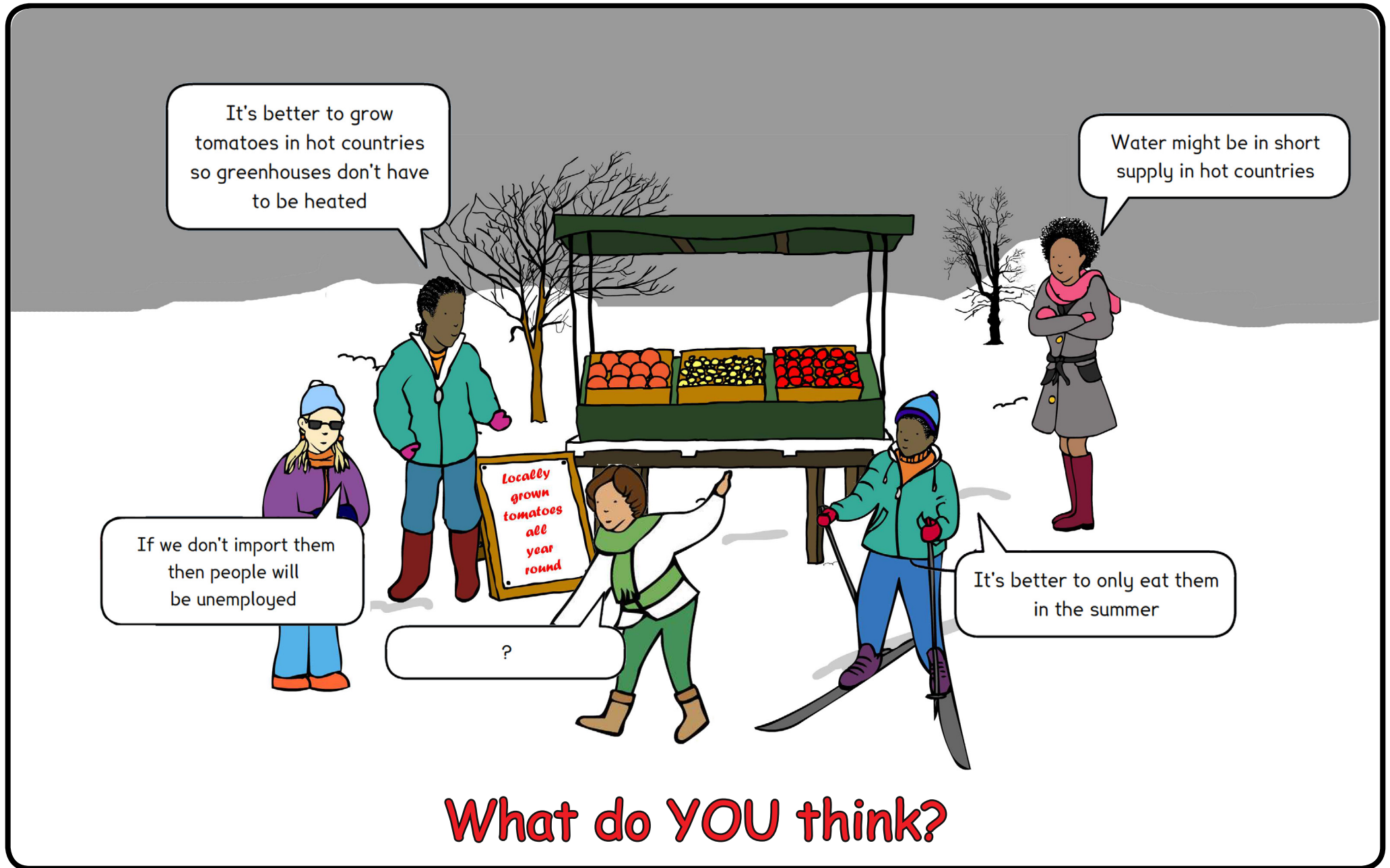
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4. Growing Food



Follow up

Use the internet to find out about the growing season for tomatoes in this country. Make a chart to show in which months can they be grown here. Find out where they come from in the other months. What about the other fruits and vegetables that you eat? Where do they come from? Use the Food Connections activity from Practical Action to help you work out what difference it makes if we grow foods locally or import them <http://practicalaction.org/europafrika-foodconnections>

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Ideas



4. Growing Food

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Ideas

In many countries fruit and vegetables can only be grown outside at certain times of year. If we want them all year round they must be grown in greenhouses or imported from other countries. Heating greenhouses and transporting food requires energy. If the energy comes from fossil fuels this adds to the CO₂ going into the atmosphere. Greenhouses can be heated using renewable energy, but transport using renewable energy is more difficult. Eating foods that grow well in our climate minimises the energy needed to produce and transport it. It's complicated, because in some countries growing food for export is important for creating jobs. Recently large corporations have been buying land from small farmers in Africa and Asia, so those farmers lose their livelihood. You can find out more about threats to small farmers at <http://practicalaction.org/europafrika>. Some imported foods are labelled as Fairtrade. What can you find out about the Fairtrade organisation? In what ways can you and your town support Fairtrade? Make a Fairtrade leaflet to share your ideas.

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