church of ireland youth department

CIYD

CLIMATE JUSTICE TOOLKIT

Contents

Introduction

The overarching question relating to climate justice is: IS THIS FAIR?
"Is the way I live just and fair in relation to people around the world"

'Bear one another's burdens and so fulfil the law of Christ' Galatians 6:2

Welcome to this CIYD Climate Justice Toolkit. It has been adapted from materials produced in association with the Girls Friendly Society (GFS). This pack explores climate change from a global justice perspective.

Climate Change presents the single biggest threat to sustainable development everywhere. Its widespread and unprecedented effects disproportionately impact the poorest and most vulnerable in our world.

> *"'Climate justice links human rights and development to achieve a human-centred approach, safeguarding the rights of the most vulnerable people and sharing the burdens and benefits of climate change and its impacts equitably and fairly. Climate justice is informed by science, responds to science and acknowledges the need for equitable stewardship of the world's resources.'* [1]

The aim of this toolkit is to build the knowledge, skills and attitudes of young people as they explore the impact of climate change on our planet, the inequality of its consequences on people, and why this is unjust.

This toolkit uses a Development Education approach. Development Education is an interactive and creative learning process that seeks to increase awareness and understanding of the world we live in. It challenges perceptions and stereotypes by encouraging optimism, participation and action for a just world.

Through a process of exploration, reflection and action, the badge activities and requirements seek to support candidates to make connections between their own lives and climate justice issues, and to empower them to make a positive difference in our world.

1 The Mary Robinson Foundation https://www.mrfcj.org/principles-of-climate-justice/

How to use this pack

This resource explores the issue of climate justice - climate change from a global perspective.

- Each activity has a recommended age range. However, we recommend you read each activity and decide if it is appropriate to your group.

- Each activity has some suggested questions for a final debrief with the group, but you may find it useful to check in with your groups more frequently during the activities depending on your participants.

- Some issues may be sensitive among members of your group. Check through the full activity before choosing it, and be aware of participants' reactions.

- We recommend that you use Activity One from each Section and watch one of the featured videos; after which you can choose any of the subsequent activities, depending on the interests of the group, and the time and resources available to you.

- Know your group: we have done our best to make this pack as accessible as possible, but leaders and facilitators will have to adapt where appropriate depending on your group or context. We recommend giving yourself some preparation time before delivering a workshop. Knowing your own group and the context of your space will give you the scope to adapt or organise the workshop to best support positive engagement and learning. The important thing is to have everyone discussing and questioning what we in Ireland can do about the injustices of climate change around the world.

- At the top of each activity there is a section that lists some of the Sustainable Development Goals (SDGs) that are relevant to the issue being addressed.

- You will find further resources at the end of the pack, which you may find helpful for your own learning about this topic, and to inform the work you do with participants.

We wish you all the best as you use this Climate Justice Toolkit.

We welcome any comments you wish to make on the activities in the pack, or the outcomes from actions undertaken as part of badge work. We would be delighted to hear from you:

emma.lynch@tearfund.ie

Learning Outcomes

When fully completed, participants will have achieved the following:

- An understanding of Climate Justice and how it differs from Climate Change.
- An understanding of the causes and symptoms of Climate Change.
- An understanding of who is most impacted by Climate Change globally, and why Climate Justice efforts are vital.
- An increased sense of empathy and solidarity with those most affected by Climate Change.
- Action Project to seek Climate Justice solutions to the inequalities of Climate Change.

Photo by Markus Spiske on Unsplash

SECTION 1
OPENING THE BOX

Start each session with one of the following prayers:

Father God[2]
You have given us
a world of beauty, and we have spoilt it.
A world to feed us, and so many go hungry.
A world of riches, and we are unwilling to share.
A world to care for, and we think only of ourselves.
Forgive us, gracious God,
every time your heart is saddened by our selfishness,
every time we have no thought for others, no cares but ours.
Enable us to see this world as a gift from you
that can be shared, and those who live on it as our neighbours.
We ask this that your name
may be glorified
through the beauty of this world
and the service of our lives. Amen

Close your eyes and picture the words of this prayer

Creation flourishing
Rivers flowing
Earth blossoming
Air breezing
Trees swaying
Iguanas lazing
Oceans lapping
Nightingales serenading

Frogs croaking
Lions roaring
Octopuses grappling
Urchins slinking
Ravens croaking
Insects buzzing
Sun shining
Humans loving
Icicles sparkling
Night glistening
God smiling

2 Source: Tearfund Ireland Harvest Service Pack 2020

Video

Watch at least one video from each of the following two sections:

What is Climate Change?

- 'Climate Change 101 with Bill Nye' https://www.youtube.com/watch?v=EtW2rrLHs08&feature%20=youtu.be (This video is also part of the Climate Quiz in Activity 1)
- 'Climate Change Explained' https://www.youtube.com/watch?v=Eowlsxo4HnE&list=PLcu5nblZPjWsw30n1ugvy3vtTcPx92I-0
- 'A Time to Change' https://www.youtube.com/watch?v=8kTgcUacdj4

What is Climate Justice?

- 'An Introduction to Climate Justice' https://www.youtube.com/watch?v=NEnpPC8pIkE
  - Question for reflection: what do we mean when we say "climate action is not enough"?
- 'Climate Change and Climate Justice' https://www.youtube.com/watch?v=sBIinaJjZFY –
- 'Climate Justice Now' https://www.youtube.com/watch?v=v0VrtY4KWOw
- 'The Story of Climate Justice' https://www.youtube.com/watch?v=0KYSXhiEgSI&ab_channel=GreenpeaceInternational
- 'Renew Our World' https://www.youtube.com/watch?v=tdh4D_QyJi4&t=14s

Discuss as a group: what did you learn?

How would you describe the difference between Climate Change and Climate Justice?

SECTION 1 **Activity 1:** Introduction to Climate Change			
Aim of Activity:	**Time needed:**	**Materials:**	**Age group:**
To gently introduce the topics of climate change, poverty and injustice. To gauge the level of prior knowledge among the group.	45 minutes	**Part One** Internet access Projector and screen Participants need to have access to a smartphone **Part Two** Pens and paper Quiz questions and answers **Part Three:** Agree and Disagree signs Blu Tack Statements for moving debate	8 years +

Note to leader: *You can do all three parts of this activity, or you can choose to do one or two at a time.*

PART ONE: Word Cloud

Note to leader: Due to the age profile of participants in the workshops it may be better not to ask participants to self-identify which words they submitted.

Step 1: In advance, the facilitator should set up a **word cloud question** for participants to answer on www.mentimeter.com.

Watch this video to help you get started with Mentimeter

Tip: *The question should be open ended - for example:* "In 3 words or fewer name an impact or consequence of climate change".

Step 2: In the session the facilitator should have Mentimeter open on their computer.

Step 3: Mentimeter will provide a code that participants should enter on www.menti.com via their smart phones. The participants should use their smartphones to input their chosen words.

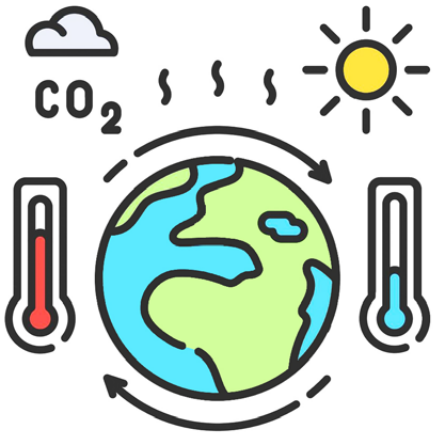
Step 5: Words will appear on the facilitator's screen. The facilitator should wait until everyone has finished entering their words before displaying on the projector.

Step 6: Give participants a few minutes to look at the words on the screen. Observe patterns.

Discussion Questions

- Are any of the words a surprise?
- Do all parts of the world experience the same impact? Are some places impacted more than others?
- Are some people impacted positively? Are some people impacted negatively? Who?

PART TWO: The Climate Quiz



Step 1: As a group, watch the following video: 'Climate Change 101 with Bill Nye'

Step 2: Divide participants into smaller groups. Give each group a pen and paper and ask them to write down their answers as you read out the questions (find questions and answers below).

Step 3: Have a group discussion about what everyone learned from the quiz - what did they know already, did anything surprise them?

The Climate Quiz

Questions	Answers
True or false: the climate has always been changing.	True
What colour was Bill Nye the Science Guy's bow tie?	Blue and orange
What are we burning that increases the amount of greenhouse gases?	Fossil fuels
What provides 50% of the Earth's oxygen?	Oceans
What were three of the things mentioned you can do to help stop climate change?	Recycle & reuse, walk or use public transport, turn off electronics when you're not using them, eat less meat, eat more locally grown fruit & veg, spread the word.
Out of the last 13 years, how many have been the hottest on record?	10
What do 97% of scientists say has caused the increase in the Earth's temperature?	Human activity
What do greenhouse gases trap?	Heat from the sun

How much has the ocean increased in its acidity: 10%, 30% or 50%?	30%
What vegetable was the icon when talking about eating more local veg?	Carrot

PART THREE: Moving Debate

Step 1: Use the statements below to do a Moving Debate. Put an "Agree" sign at one end of the room and a "Disagree" sign at the other end. Explain to participants that they should move to a side of the room, depending on whether they agree or disagree with the statement. Explain that the room is a spectrum of complete agreement to complete disagreement and they should consider how much they agree or disagree with each statement. They can stand anywhere except directly in the middle - they must choose a side even if they're almost on the line!

Step 2: Encourage participants to explain their reason for choosing where to stand. During the discussion they may move if someone makes a point that influences their view on the topic. Make sure to hear from every participant at least once if you can.

Step 3: Give participants the space to explain their point of view and tease out nuances in the discussion. If the entire group is in agreement, you could play 'devil's advocate' to draw out the discussion.

Note: *This is a moving debate - participants are expected to physically move around the room so there are people in the group who have less mobility, make the necessary adjustments.*

Note: *shorten the activity by choosing a few of the statements instead of reading them all.*

Moving Debate Statements

- Climate change is the result of human behaviour.
- Fundraising and charity are the best ways that I can help people in developing countries.
- We are all equally responsible for the causes of climate change.
- We are all equally affected by climate change.
- Our governments should fix climate change.
- Our actions make a difference to people living in other countries.
- Politicians don't listen to people like me.

SECTION 1
Activity 2: The Potato Game

Aim of Activity:	Time needed:	Materials:	Age group:
To enable participants to recognise and appreciate that as human beings we can be similar and different in many ways.	20 - 45 minutes	A potato for each child. We recommend that you use different types, colours, and shapes of potatoes to make this activity more interesting.	6 years +

Step by Step

Step 1: Distribute a potato to each member of the group. Ask the group to examine their potato. They should touch it, smell it, and look at its shape and size - look at any bumps or lumps that might be on it.

Step 2: Gather all the potatoes and place them in a bag. Mix them up and pour them onto the floor/desk. Invite participants to try and find their own potato and then return to their seats with their potato.

Step 3: Ask participants how they were able to identify their own potato. Using flipchart/the board, write down participants answers to the following questions:

- Was it difficult to identify their own potato?
- Were all of the potatoes different? How were they different?
- Were they the same in any way? How?

You should point out at the end of the exercise that although each potato is very different in its own way, it still remained a potato inside.

Step 4: Ask participants to discuss the following in small groups:

- Do all people in your local area and in Ireland look the same, dress the same etc.? If not, why is this the case? (Men/Women; different countries; hot and cold, small and tall, favourite colours, etc.)
- In what way are we different on the outside?
- In what way are we the same on the inside?
- Are we like potatoes?

Step 5: Draw a picture/make a poster of what you have learned today and share publically (optional).

SECTION 1

Activity 3: A Twisted Game of Climate Change

Aim of Activity:	Time needed:	Materials:	Age group:
To assess participants' knowledge of environmental concepts.	1 hr	Materials to make the mat, which can include a duvet sheet, cardboard, paint, coloured paper, floor stickers. Materials to make the spinner, which can include die, a fidget spinner, paper plates, a wheel, a clock.	10 years +

Step by Step

Step 1: Build a Twister mat with some of the materials mentioned above - for example, a white sheet and paint.

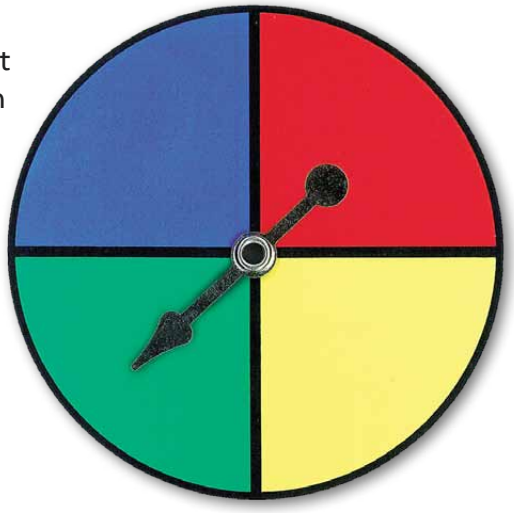
Step 2: Make a spinner, ensuring it includes 4 colours and 4 limbs (left hand, left foot, right hand, right foot).

Step 3: Designate two teams of three or four players.

Step 4: A member of one team spins the spinner to determine colour and limb, then assumes that position; for example: *right hand, blue.*

Step 5: Another member of the same team reads a question card of corresponding colour; for example: *blue question card.*

Step 6: If the player answers correctly, move onto the next team. If the player answers incorrectly, the opposing team is given a chance to answer.



Step 7: Teams take turns until a player falls and only then will the opposing team win the game.

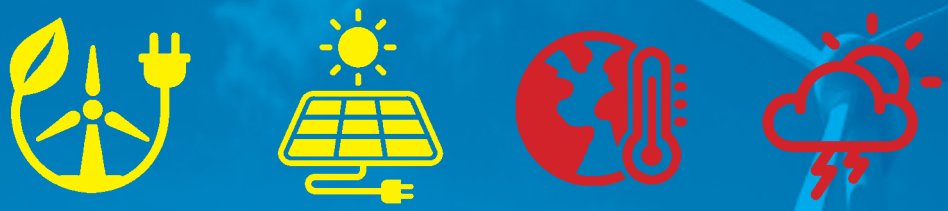
Step 8: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- What was challenging about the activity?
- What did you learn?

Question Cards

BLUE: Water	
QUESTIONS	**ANSWERS**
What percentage of the Earth's water is available for our consumption? **a.** 80% **b.** 25% c. 10% **d.** less than 1%	d. less than 1%
How many people do not have access to clean water? a. 500 million b. 1.2 billion c. 2.4 billion	b. 1.2 billion
How many litres of water does it take to produce a fast food meal of hamburger, chips and fizzy drink? a. 2000 litres b. 6000 litres c. 12,000 litres	b. 6000 litres
Name three ways you can save water.	Turn off taps, shower instead of bath, fix leaking taps.
How much water is used in the average dishwasher cycle? a. 20 litres b. 30 litres c. 80 litres	c. 80 litres



YELLOW: Renewable Energy

QUESTIONS	ANSWERS
What is renewable energy?	Renewable energy is made from resources that nature will replace, like wind, water and sunshine.
Why is renewable energy also called "clean energy" or "green power"?	Because it doesn't pollute the air or the water.
Why don't we use renewable energy all the time?	We can't store up wind and sunshine to use when we need to make more electricity. If the wind doesn't blow or the sun hides behind clouds, there sometimes isn't enough power for everyone.
Name 3 types of renewable energy	Wind energy, solar energy, hydro energy, biomass energy, geothermal energy
What percentage of the world's energy currently comes from traditional sources, oil, gas and coal?	Approximately 80%

RED: Climate Change

QUESTIONS	ANSWERS
What is the difference between weather and climate?	Weather is local, temporary conditions. Climate is the long-term conditions over a large area.
Each year we are using and consuming more of the earth's resources than nature can replenish. In 2017 we consumed the equivalent of how many planet earths? a. 1.2 earths b. 2 earths c. *1.7 earths*	c. *1.7 earths*
Can you guess how much greater the average American's carbon emissions are compared with the average citizen of a least developed country?	More than 50 times as much

GREEN: Waste [1]	
QUESTIONS	**ANSWERS**
Can milk cartons be recycled?	Yes
Do we need to clean things before we recycle them?	Yes
What percentage of our recycling is sent outside of Ireland to be processed?	81%
How much non-recyclable materials (for example from items that aren't rinsed out and dried) end up in recycling bins every year, contaminating recycling bins?	Approximately 87,000 tonnes of materials - as much as 36% of recycling bins.
How much waste does Ireland generate?	Ireland generated 2.9 million tonnes of municipal waste in 2018.
What is upcycling?	Upcycling is when someone re-uses waste materials, objects, fabrics and furniture to create something new. Anything reusable such as bottles, plastic cartons, wooden pallets and carpets are transformed into new objects.
Are there any negative effects from the recycling process?	Yes - the sorting, processing and recycling process still produces emissions because it requires fossil fuels.

SECTION 1
Activity 4: The Shark Game

Aim of Activity:	Time needed:	Materials:	Age group:
To examine the effects of climate change	30 minutes	One sheet of old newspaper per participant	6 years +

Step by Step

Step 1: Place sheets of newspaper randomly on the floor so that there is just enough room for everyone to stand on one. Explain that the newspapers are islands and the floor is the sea.

Step 2: Everyone begins by moving around the sea. When the Leader calls 'shark!' everyone has to stand on an island. Anyone touching the water is gobbled up by the shark and is out of the game.

Step 3: After the first round announce there is a hurricane and remove some sheets.

Step 4: After the second round announce there are floods and remove more sheets.

Step 5: After the third round announce the water is rising because the icecaps are melting and remove more sheets.

Step 6: At the end of the game there may be one or more winners.

Encourage participants to use teamwork to help each other stay on the islands.

Discussion Questions

- Does global warming affect us, how?
- Has anyone been in a storm - how did they feel?

SECTION 1

Activity 5: Climate Change: Who is Responsible

Aim of Activity:	Time needed:	Materials:	Age group:
To explore the relationship between countries' wealth and their contribution to climate change.	1 hr	Continent Labels A "Greenhouse Gas cloud" per participant. A sharing pack of chocolate bars or sweets	8+

Use the table below to figure out how many of each size cloud you need - draw these in advance and have them ready to hand out.

For example, if you have a group of 20, you will need 13 A5 sheets, 2 A3 sheets and 2 A4 sheets, plus 3 small clouds to represent Africa's emissions.

Step by Step

PART ONE

Step 1: The Continent Labels are placed at different locations around the room (either on the floor or on the wall).

Step 2: Participants form a standing circle. The group is told that they represent the 7 billion people of the world.

Step 3: Using the table below, divide participants into groups to represent each continent's population. Each participant will stay in this continent for the remainder of the activity.

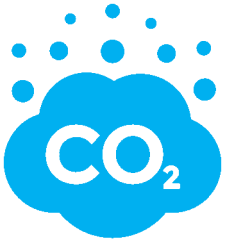
Step 4: Every participant is handed a chocolate bar, and the group is told the chocolate bars represent the world's wealth. In their groups, they discuss how they think the chocolate (wealth) is divided amongst all the people of the world in each continent. Each group feeds back their thoughts to the rest of the group.

Step 5: The group decide together if some chocolate should be moved to a different continent. The chocolate is divided as the group thinks is appropriate. Remember, the participant does not move with the chocolate but stays with their continent.

Step 6: Use the table below to explain the true distribution of wealth, and divide the chocolate bars according to the wealth levels of each continent.

Step 7: The group discusses how this feels and what is demonstrated, including ideas connected to conflict, migration, justice, inequality and waste.

PART TWO



Step 1: Ask participants to discuss the following question in their groups:

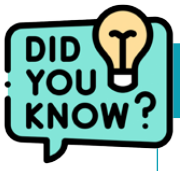
Does every person in the world emit the same amount of carbon?
If not, which continents do you think emit more carbon and which continents emit less?

Step 2: The Greenhouse Gas Clouds represent the average carbon emitted by each person in the world in a year.

- The leader gives each member of Europe an A4 size cloud and explains that it represents the average carbon emission by each person in Europe.
- Participants in North America are each given an A3 cloud. On average each person in North America emits nearly twice that of each person in Europe.
- Participants in both Asia and South America are handed an A4 cloud. The leader asks each of the members of these continents to fold their clouds in half. On average, people in Asia and South America emit half the amount of carbon as people in Europe.
- Each participant in Africa is given an African cloud. On average each person in Africa emits under a ninth of that compared to each person in Europe.

Step 3: The group discusses these emissions with reference to the population of their continent and the wealth of their continent.

Step 4: Using the "Did You Know" box and the Discussion Questions below, wrap up the activity with a whole-group discussion: what did they learn? What surprised them about what they learned?



Did You Know?

- Greenhouse gas emissions are caused by activities like generating electricity and running factories, transport, and farms. All of these actions cause carbon dioxide, methane and other gases to be emitted.
- The people in Europe and North America are responsible for more of these emissions than the people in Africa, Asia and South America.
- Within continents some countries emit more greenhouse gases than others.
- The world's poorest people are the least responsible for climate change.
- The majority of the world's people live in rapidly developing countries; this may have an impact on future greenhouse gas emissions.

Discussion Questions

- Who in the world is most responsible for climate change?
- Does everyone in the same continent emit the same amount of greenhouse gases?
- Is this situation fair?
- What will happen if people around the world live more like those in Europe and America?
- How do you feel after this activity?

Table showing relative population and wealth, and average CO2 emissions per person by continent if you had 100 participants:

Continent	Number of Participants (total: 100)	Number of chocolate bars (total: 100)	Size of CO2 cloud per participant
Asia	60	26	A5
Africa	16	4	1/9 of an A4 page
South America	6	6	A5
North America	8	29	A3
Europe	10	35	A4

Which means if you had 20 participants it would be the following:

Continent	Number of Participants (total: 20)	Number of chocolate bars (total: 20)	Size of CO2 cloud per participant
Asia	12	5	A5
Africa	3	1	1/9 of an A4 page
South America	1	1	A5
North America	2	6	A3
Europe	2	7	A4

Print and cut out the continent labels here:

Asia

Africa

Europe

South America

North America

SECTION 1
Activity 6: World Wide Web

10 REDUCED INEQUALITIES | 4 QUALITY EDUCATION | 5 GENDER EQUALITY

Aim of Activity:	Time needed:	Materials:	Age group:
To learn how we are connected in many ways to each other and to people all over the world	30 minutes	Ball of wool or string	6 years +

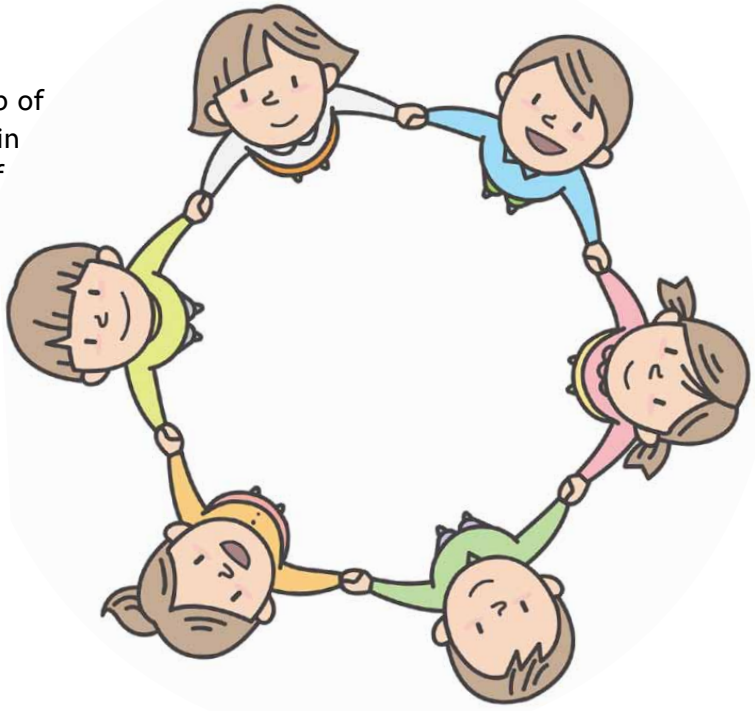
Step by Step

Step 1: Begin by asking the participants how they are connected to each other. Maybe some of them attend the same school, are the same age, come from the same area, have the same likes or dislikes.

Step 2: Arrange the group in a circle (or circles) of 8-10 young people.

Step 3: Ask one participant to start by throwing the ball of string to another participant in the circle and to say why they are connected to them. Participant must keep hold of one end of the string.

Step 4: Whoever catches the string keeps hold of it also and throws the ball to another participant saying how they are connected. e.g. 'I am connected to Claire because we live on the same street.'



Step 5: Eventually you will end up with a web of connections. What does it look like? Explain how we are connected to many countries of the world through our daily life. Ask the group how they think they are connected to the wider world.

Step 6: As a group, see if you can fill in all the boxes below.

Find Someone Who...	Name	Name of Country
Has a relative in another country		
Speaks a foreign language		
Can name a famous person from an African country		
Has heard something on the news about another country recently		
Is wearing something made in another country		
Enjoys eating food from another country		
Can name a country where bananas are grown		
Has been to another country		
Has a pen pal in another country		

SECTION 1
Activity 7: Breakfast Around the World

Aim of Activity:	Time needed:	Materials:	Age group:
To introduce the idea of being interconnected around the world.	30 minutes	Map of the world/ globe Pins/ stickers	6 years +

Step by Step

Step 1: Begin by asking the participants what they had for breakfast this morning.

Step 2: Using a map of the world, get everyone to guess where their breakfast comes from. They can stick a pin or sticker on the map / globe.

Step 3: Explain that food comes from all over the world before it arrives on our plates. Use a plate of common food to demonstrate.

Step 4: Ask the young people where they think each item comes from and then put a pin or sticker in the map to show where it actually comes from.

Step 5: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

You could use some of the following foods to demonstrate:

FOOD	COUNTRY		FOOD	COUNTRY
Oranges	Spain		Tuna	The Seychelles
Onions	Australia		Coffee	Brazil
Apples	France		Chocolate	South America
Carrots	South Africa		Pasta	Italy
Beans	Kenya		Rice	India
Potatoes	Holland		Milk	Ireland

Discussion Questions

- Were you surprised by anything?
- Will you see your breakfast differently from now on?

SECTION 1

Activity 8: Who gets a fair share of waste

Aim of Activity:	Time needed:	Materials:	Age group:
To explore the impact of waste on our planet and on people living in poverty and to display the length of time regular products take to breakdown.	45 minutes	An assortment of rubbish items (plastic bags, apple cores, etc. - see list in *answers* section below) Seven pieces of paper / card, each with one of these titles: 1 month + 2 years + 10 years + 20 years + 80-100 years 450 years Never	6 years +

Step by Step

Step 1: Start this activity by watching this video: https://www.tearfund.org/~/media/files/action_resources/rubbish_campaign_resources/tearfund_rubbish_campaign_film_action.mp4

- Before you watch the video, ask participants to choose a statistic to remember and discuss with the group afterwards.

  What did you find most shocking? What can we do about this problem?

Step 2: Ask your group to collect a number of rubbish items from the assortment you have brought. Alternatively, you could ask your group the previous week to bring some items, or even do a 15 minute waste walk in the surrounding area.

Step 3: Lay out the cards, and ask people to put the waste items they have collected next to the sign that says how long they think it will take for that item to break down.

Step 4: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- Which item surprised you most?
- Are you going to make any changes now that you know how long these regular items take to breakdown?
- (offer suggestions such as: recycling glass bottles, or cooking more at home rather than getting takeaway, or bringing a reusable water bottle or coffee cup out with you).

Answers

These are conservative estimates of how long each item takes to break down in the open air. It could be much longer, particularly if they are in landfill. Many plastic items will break down into smaller microplastics, so although they are not recognisable as a bag or straw, they still haven't really disappeared.

1 month +	paper bag, apple core
2 years +	banana skin
10 years +	rolled-up newspaper, cigarette butts
20 years +	plastic straws, plastic bag (this category includes things that could take much longer than 20 years, such as a fizzy drink can, which can take up to 50 years)
80 – 200 years	disposable coffee cup, crisp packet (80 years) nappies (200+ years)
450 years	plastic bottle, plastic six-pack holder, sanitary pads, tampons
Never	glass bottle, styrofoam cup, tinfoil

SECTION 2
GOING A BIT DEEPER

Start each session with one of the following prayers:

Lord, your word is a lamp to our feet and a light to our path. Thank you that we can live in your Light and walk in your truth. May the things that we explore and the thoughts we share as we consider changing climate and the impact on people's lives dwell in our hearts and stir us to action. We ask all this in the precious name of Jesus. Amen.[3]

Our God, you hold our lives in your hands.
You have promised to give us a new heart, and to put a new spirit in us.

We pray: renew us every day.

Forgive us where we have failed
to be good stewards and to be good neighbours.

Give us the courage to think beyond our own lives;
to live and consume responsibly
so that our near and far neighbours can experience their full dignity,
and that we can help restore and admire
the beauty of our communities and of this earth.

Our God, you hold our world in your hands.
You hear your creation groaning
but you have promised to liberate it from its pain.

We pray: renew our world.

Forgive those of us
who haven't used their power wisely.
Give us and our leaders the courage
to think beyond our own economies;
to seek genuine partnerships
so that all people can experience the fullness of life,
and that our planet is known to be the common home
for all creation and future generations.
Amen.[4]

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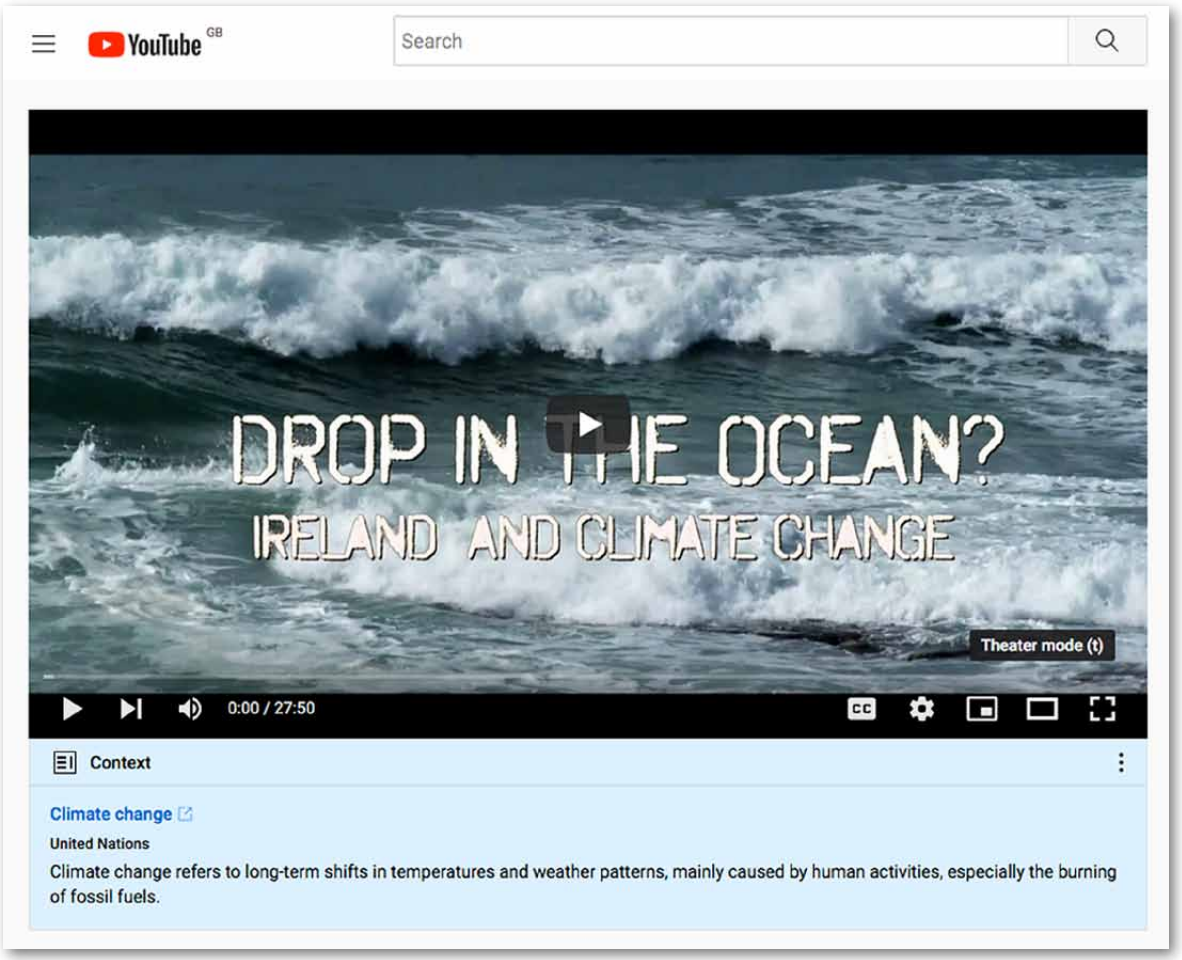
3 Source: Tearfund Ireland Harvest Service Pack 2020
4 Credit: EU-Cord

Video

Watch the following video:

Drop in the Ocean: Ireland & Climate Change https://www.youtube.com/watch?v=xTz8xjL6g3E



Use a clip of the video and ask a couple of debrief questions for discussion:

- Start the video at 11mins, and watch to 13mins: what do you think of the opinion of those feeling the effects of climate change on their everyday livelihoods that we in Ireland are responsible?
- Continue to 15.40 - What do you think of the comment 'the biggest barrier is denial in you and me'?

SECTION 2

Activity 1: SDG Web of Connection

Aim of Activity:	Time needed:	Materials:	Age group:
To convey how interconnected all global issues are.	45 minutes	SDG tile cards printed from the CIYD memory stick or downloaded here Ball of string Flip chart paper and markers	10 years +

Step by Step

1 2 3

Step 1: Lay the SDG cards out on the floor. Ensure you have at least two packs - two of each SDG.

Step 2: Ask participants to pick up an SDG card they are passionate about.

Step 3: Standing in a circle, hand the ball of string to one of the participants. Ask them to show the group which SDG they chose, what they think it means, and why it's important.

Step 4: Then ask them to choose another SDG in the circle that is connected to their SDG. Ask them to explain what the connection is, and then throw the ball of string to the person

holding that SDG, making sure to hold onto one end of the string.
Step 5: Continue this until there is a "web of connection" in the middle of the circle. Explain that the SDGs are each as important as the others, and we need people to be working on every SDG if we are to make global progress.

Step 6: Split into four groups, and hand each group one of the SDGs related to climate (SDG 6 Clean Water and Sanitation, SDG 13 Climate Action, SDG 14 Life Below Water, and SDG 15 Life on Land).

Step 7: Ask the groups to make a poster explaining how their SDG is connected to the other 16 goals. The outcome should be one line describing the connection between their goal and each of the others.

Step 8: Each group can then present their ideas to the rest of the group.

Step 9: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- What did you learn from this activity?
- Do you think one issue is more important than any others?
- Is there one issue we should work on first, before we work on any of the others?

SECTION 2

Activity 2: Ireland and the Flood 2100[2]

Aim of Activity:	Time needed:	Materials:	Age group:
To examine an exaggerated map of Ireland in 2100 and the impacts that may result from climate change and the resulting extreme sea rising. This map may be used to explore and examine the realities of living in an Ireland that has drastically been affected by climate change.	40 minutes	Printout of the map A3 / A4 paper Markers	10 years +

Step by Step

Step 1: Present the map to the participants. This can be done in groups or as a whole group. Give the participants time to explore and examine the map.

Step 2: Providing the participants with work sheets and markers/pens, ask them to explore the questions provided. This can be done as a whole group or in working groups.

Step 3: Feedback to the whole group can be done throughout the activity or at the end once all the questions have been explored.

Discussion Questions

- How do you feel looking at this map of Ireland?
- How different would the lives of young people living in this Ireland in 2100 be?
- How would your life be affected living in this Ireland?
- Is your hometown/youth centre/school/ sports club still visible on this map?
- Where on the map would you like to live?
- Miracle question - what is your vision for Ireland 2100?
- What are some of the realities for people living in this Ireland in 2100?


Malin
Coleraine
Letterkenny
New Derry
Larne
Omagh
Dungannon
Moira
Lisburn
Ballyshannon
Armagh
Ballycastle
Strandhill
Dromahair
Swanlinbar
Monaghan
Newry
Crossmolina
Ballymote
Keel
Cavan
Drumcrow
Ardee
Westport
Monknewtown
Longford
Mullingar
Moate
Maynooth
Tallaght
Kilreekil
Portarlington
Naas
Kildare
Braystones
Ballyvaughan
Birr
Gortin
Portlaoise
Athy
Rascrea
Ennis
Tulla
Carlow
Myshall
Thurles
Kilkenny
Bunclody
Graiguenamanagh
Newcastle West
Tipperary
Clonmel
Carrick-on-Suir
Castlecamp
Dingle
Mallow
Killarney
Derrinedin
Cork
Bantry
Carrigline
Drimoleague
CONNACHT SEA
WESTUSTER
LEINSTER STRAND
GRAND MUNSTER
IRELAND
UNION OF IRISH TOWNSHIPS
c. 2100
Capital
Capital Township of Island
Township

SECTION 2

Activity 3: Global Island Partnership

Aim of Activity:	Time needed:	Materials:	Age group:
To imagine the challenges facing nations when making global agreements for positive changes.	1 hr	Culture Cards, printed out.	12 years +

This is an experiential learning activity that explores the connection between the effects of climate change and the need for global climate targets and climate action through mechanisms such as the SDGs.

Step by Step

Explain to the group that they are from a range of countries in South East Asia that have been hit with a massive earthquake, resulting in a tsunami that devastated their homes. The frequency and strength of storms has been increasing in recent years due to rising global temperatures, an effect of climate change.

Everyone in the group is now forced to flee as climate refugees because they were living on low-lying land and their homes are now destroyed. They were already in a precarious situation because they earned less than $2 a day and have little or no savings.

The Island of Troland

Luckily, there is an uninhabited island called Troland that can be reached by boat where they can create a new home. The island has an ancient rainforest, an abundance of fruit, rare flora and fauna and a river that runs through its centre. A large oil reserve has recently been identified off the coast and there is also coal that could be mined underground, but so far fossil fuels have not been extracted or used on the island.

The Island Meeting

Divide the young people into three groups and give each group a culture card from the worksheet. Explain that they all come from different cultures and have different ideas on how the island should be developed. Each group must become familiar with their culture and traditions. They must give themselves a name and pick a spokesperson to represent their

culture at an island meeting. When they are communicating with other cultures they must follow their own culture's traditions and values.

Each culture group must come up with two goals, connected to the SDGs, for the future development of the island. Each group is given three SDGs to consider within their culture and should select the two most important that they will argue for at the island meeting.

Discussion Questions

- How did you feel trying to communicate with the other cultures?
- What is good/difficult about having different cultures in the world?
- What are the challenges to agreeing global goals such as the SDGs?
- Are some more important than others?
- How can the global community work together and respect each other's differences?

YELLOW CULTURE

This is a very social culture. You have many festivals and community gatherings that are connected to your religion. You live in individual houses and use money, but you try to work together to grow food and provide for the community. Not everyone has access to electricity and this is a challenge the community hopes to overcome together.
Your greetings: you touch someone's shoulder when you meet them and you make direct eye contact. When people get angry you say 'enjoy life brother / sister.'
Men generally speak at group gatherings.

GREEN CULTURE

This culture has a deep connection with nature and wants to live in harmony with the natural environment. You live communally and share all your resources. Nobody has private land and you barter rather than use money. You grow your own food and rotate the land you use to ensure you are not destroying local habitats.
Your greetings: you bow when you first meet someone. You speak quietly at all times. You like to sit close with other people. You look to women to make decisions and represent your culture.

RED CULTURE

This culture is very skilled in the use of technology. Economic development through increasing food production, producing goods for export and developing tourism are central to what your culture sees as successful development. You live in individual homes, use money and prefer to spend your free time with your families or alone.
Your greetings: you give someone a firm handshake when you meet them. You don't like to sit close to other people and you raise your voice when you want to be heard. Men and women have equal status.

SECTION 2

Activity 4: Space Ship Earth

Aim of Activity:	Time needed:	Materials:	Age group:
To support the group in a creative way to consider Climate change as a 'whole world' issue and furthermore to consider how it impacts on different people depending on their circumstances.	1 hr	Visualisation: This is a visualisation exercise. To maximise the potential of the workshop you should try to organise the room in a way that differentiates between First Class, Second Class and Third.	12 years +

The visualisation requires a certain commitment to giving attention, listening and tapping into the imagination so think about this before you plan to deliver this workshop.

Step by Step

Step 1: Invite participants to choose a seat anywhere and settle down before we begin. (Students will not be aware that the seating arrangements relate to Class)

Step 2: Explain that the workshop requires everyone's positive attention and is best experienced if the eyes are closed.

Tell the group that you will be reading a piece and they will be invited to listen and to use their imagination as much as possible.

(Optional: If you want to reinforce the Class element. Just before you ask people to close their eyes or look down at the floor, perhaps give some special treatment to those who are First Class. A cushion for the chair, a blanket for their legs, a snack, or some positive attention at least.)

Step 3: Invite participants to close their eyes or look down at the floor, settle into their chairs and to listen. Read the following:

We are about to go on a journey on a big spaceship. It is the biggest spaceship that you can imagine. It is called 'Spaceship Earth' and it is beautifully adorned with colours of blues and greens. It was launched a long time ago. It has no launch-pad to return to for refuelling and repair, BUT it is capable of continually renewing itself and sustaining life on board way into the distant future - but WARNING - only if it is taken care of.

Questions to ask to support the visualisation....

- Can you see it?
- Imagine: what does your spaceship look like?
- Does it have different layers or sections?
- What noises does it make?
- What does it smell like?
- What noises can you hear inside the spaceship?
- Are you sitting comfortably? What does your section of the spaceship look like?
- Who else is seated around you? What do they look like?

The Spaceship is divided into 3 sections: First-class at the front, Second-class in the middle- and Third class seats right at the back.

Now there is something very important I must tell you about this spaceship. This spaceship is not fair for everyone. Some people are getting much better treatment than others. Some people are also very greedy, wanting more and more of the spaceship's resources for themselves. They want most of the heat. They want most of the food. They want most of the electricity. They also want some people on the spaceship to make them lots of new stuff.

Basically, they want and want and want. If they keep wanting more and more, and keep demanding new stuff, then the spaceship will explode. Basically, this is because they are creating lots of waste and causing pollution to happen on the spaceship. In fact, there is a hole that you could fit an elephant through on the side of the spaceship, and if the people don't slow down and stop demanding lots of stuff, then the spaceship will explode.

Now let me tell you a little more about where you are sitting on the spaceship. If you are one of the first and second-class passengers, you are one of the 20% of privileged passengers on this spaceship. These are the passengers that have access to almost all the food, drink, heat, and light. These are the people who keep wanting more stuff. Most of these people were born into First and Second-class. So, imagine how you think the journey will be for you on this part of the spaceship? Will your journey be comfortable and enjoyable? Do you think you are lucky?

If you are one of the 80% of third-class passengers, you have to survive on the leftovers and scraps from the first- and second-class passengers. The heating and electricity are also limited on this part of the ship. You also work the hardest on the spaceship as you are the people who keep producing the resources for the first- and second class passengers. You see, they depend on your ability to supply them with stuff so they can maintain a nice comfortable journey. You really wouldn't mind this at all if they gave you a fair share of the stuff you produce. They do not share though. Instead they give you very little in return, and sometimes they give you a little charity every now and again.

So, what is it like on this part of the spaceship? How will the journey be for you? How do you feel?

I have something very important to tell you about the unfair way that the spaceship travels. You see it isn't really the fault of each and every one of the first- and second-class passengers that things have become so unfair. They have been fooled by fellow passengers into believing that having lots of stuff is the best way to travel.

These passengers own businesses that sell stuff and make a profit on each thing that is sold. Mr Banks has established himself as the richest and most comfortable passenger on the spaceship, and he knows that the only way to stay rich is to keep fooling the passengers into believing that

they need all the stuff on the spaceship. He also knows that he relies heavily on the third-class passengers working the hardest and getting treated unfairly. This is the only way he can maintain his comfortable place on the spaceship. He would prefer it if everyone on the spaceship just accepts the way things are. He would prefer it if they didn't start to demand that things become equal for everyone.

So, he continues to lure them into the belief that they need lots of stuff to be content on the spaceship. He gets the third-class passengers to make lots of nice spaceship products for his first- and second-class passengers. He gets them to make spaceship tech, clothes, and chocolate and nice aromatic coffee. But he never ever rewards the third-class passengers in a fair and equal way. He doesn't even care that much about the hole on the side of the ship that you could fit an elephant through or the rising temperature. He just wants everyone on the spaceship to accept their place and keep quiet.

The spaceship doesn't have to be like this though. There might be some people on it who will try to make things more equal for everyone. I am not sure if this will happen though. What would it take for things to change? What would YOU be willing to do? I wonder if you could do anything to help change things for the better on this spaceship? Maybe this is something you might like to think about.

Visualise yourself standing up and speaking out to all of the passengers. What are you saying? Picture a few other passengers standing up to agree with you. What are you all saying together?

Give participants a few moments with their thoughts.

We are now going to come out of the visualisation slowly. I want you to wiggle your toes and your fingers and then slowly sit up and open your eyes

Step 4: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- Where were you sitting* on the spaceship?
- How did you feel? Did anything shock/surprise you?
- Do you think a conflict could have broken out on the spaceship? Why?
- What did you visualise yourself saying when you stood up? What did the people who agreed with you all say?
- How does the spaceship relate to real life and in particular Climate change?
- If you think of the spaceship as real life, does everyone on it look the same/do they speak the same language?
- If you were in charge of the spaceship, what would you do?
- What issues on the spaceship would you like to learn more about?

* ***Something to highlight:*** *the randomness of their seat choice, they can't be held to blame for randomness in the same way they can't be blamed for being born in a wealthy society. However, we can be blamed for our actions upon discovering our privileged position in an unjust world.*

SECTION 2
Activity 5: Climate Justice Tree

Aim of Activity:	Time needed:	Materials:	Age group:
To generate ideas - what causes climate change and what can we do about it?	45 minutes	Large sheets of paper Leaves cut out from paper (three per participant)	12 years +

With younger participants this activity should be done with the whole group. Older participants can do it in small groups or individually by giving them a photocopy of the trees.

Step by Step

Step 1: Draw a problem tree on a large sheet of paper
- Trunk: What is the problem?
- Roots: What human actions are causing this problem?
- Branches: What impact are these problems having on the world?

Step 2: A solution tree is the flip side of a problem tree
- Trunk: What is the solution?
- Roots: What actions must we take to come to the solution?
- Branches: What impacts will these actions have on the world?

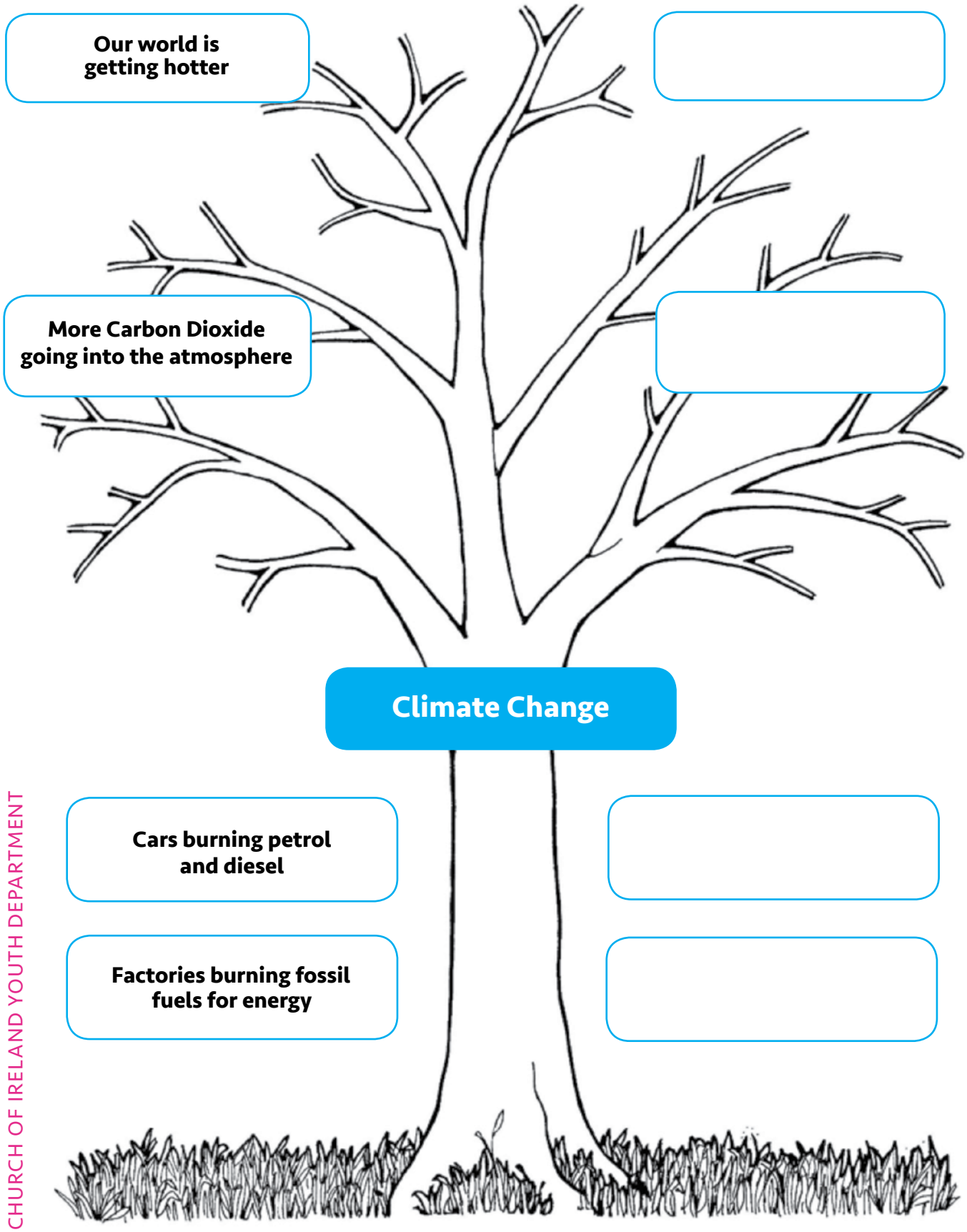
Step 3: Encourage participants to add more roots and branches.

Step 4: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

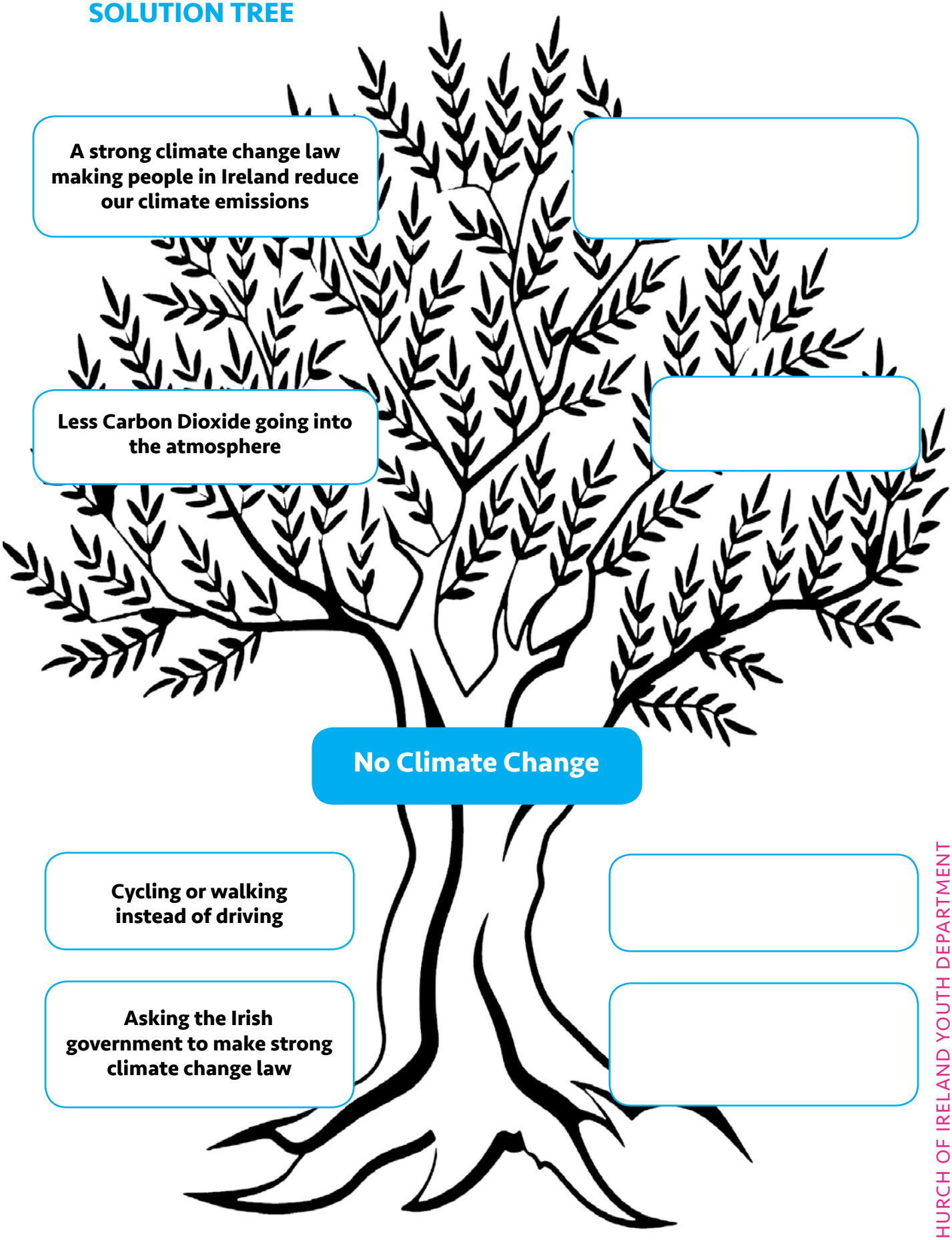
Discussion Questions

- Was it easier to come up with problems or solutions?
- Is there anything we can do in our own lives?

PROBLEM TREE



SOLUTION TREE



A strong climate change law making people in Ireland reduce our climate emissions

Less Carbon Dioxide going into the atmosphere

No Climate Change

Cycling or walking instead of driving

Asking the Irish government to make strong climate change law

SECTION 2

Activity 6: Walking in their Shoes

10 REDUCED INEQUALITIES

Aim of Activity:	Time needed:	Materials:	Age group:
To explore who is most vulnerable to the effects of climate change around the world.	45 minutes	Role-Play Cards, one set per group of five, with one role per person. Whose Problem Sheet, one per group of five. Forwards and Backwards with Climate Change Sheet, one per group.	8 years +

Step by Step

1 2 3

Step 1: Working in groups of five, each group member is given a different role-play card.

Step 2: Participants read aloud their roles to their group.

Step 3: Using the Whose Problem Sheet, participants decide to which role each sentence most applies.

Step 4: Participants stand in a line across the middle of the room holding their role-play card.

Step 5: Participants listen to the leader read the statements on the Forwards and Backwards with Climate Change Sheet.

Step 6: For each of the first set of statements, participants step forward if it applies to their role; for each of the second set of statements participants step backward if it applies to their role.

Step 7: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- How did you feel walking in someone else's shoes?
- What do you know now that you didn't know before?
- Is it fair that some people are more responsible for climate change? Is it fair that the people who aren't responsible tend to be worst affected?
- Are you going to do anything differently now that you've done this activity?

Whose Problem?

Of the five people, who relates most to each of the statements?
You can only put one name for each statement

Statement	Person
I am most affected by floods	
I am most affected by drought	
I am most affected if the price of food goes up	
Things I do every day add to climate change	
I would like to help stop climate change	

Cows who survived Hurricane Florence, stranded on a porch, surrounded by flood waters. North Carolina, USA.
Photo by Jo-Anne McArthur on Unsplash

Forwards and Backwards with Climate Change

Some people contribute more to climate change than others, while some people are more vulnerable to climate change than others.

Thinking about your role...

Take a step *forward* if your person ...

- Travels in a car.
- Flies abroad for a holiday.
- Has money to buy enough food for your whole family.
- Has adapted your house because of climate change.
- Has adapted your farm because of climate change.
- Has a government that could help you adapt to climate change.

Take a step *backward* if the following relates to your person ...

- You rely on the food you grow to survive.
- As sea levels rise, flooding could affect your home.
- As sea levels rise, flooding could affect your ability to grow the food you eat.
- As sea levels rise, flooding could affect your family's ability to earn money.
- As the temperature rises, you suffer from drought.
- If there is a drought, you might go hungry.

Moses Ogongora, Uganda

My name is Moses. I live in a one room thatch house that my father built in our village. We have a small patch of land where we farm vegetables. I love playing football with my friends. We make our own footballs out of dried banana leaves and string. My favourite football team is Manchester United.

I go to school in the next village. It takes half an hour to walk there. After school my sisters and I help on the farm, digging and weeding. We mainly grow maize which we eat twice a day. If we get a good harvest we sell the extra vegetables in the market to earn some extra money.

Because of climate change, the weather has changed, there is less rain and it is more difficult to grow our vegetables. We can't grow enough food even to feed the family. My dad has had to move to a town far away to find work to earn money. I miss my dad very much when he is away. I would like to be a doctor when I grow up.

Genet, Wolyata, Ethiopia

My name is Genet. I am 12 years old. My family live in a small village in Wolyata Ethiopia. My brother's name is Matteos. I enjoy school. My favourite subject is English. I want to be a teacher when I grow up.

My family grow vegetables on our land as well as maize and teff grain. My favourite food is injera which is a large pancake made from teff grain. We eat the vegetables we grow and sell some at the market to earn money if the harvest is good. We use this money to buy food and to pay for school.

My father says that when he was a young boy there was more rain for the vegetables to grow. Now, because of climate change, there is not always enough and the ground is too dry for the crops to grow. Sometimes we go for seven months with only one meal a day. We have been learning new farming methods called Conservation Farming which is giving us a better harvest. My father is teaching other farmers how to use this method and shares seeds with others in the community.

Seng, Tonle Bate, Cambodia

My name is Seng, I am 13 years old. I live with my mother and younger siblings. I like to play with my friends. We make our jump ropes out of rubber bands linked together. In the rainy season my mother collects crabs which she sells to tourists.

Recently a flood hit my village. The only road to our village was destroyed, making it difficult to get to school. It also means my mother can't get to the market to sell the she collects. She had to ask for food from our neighbours and the local church. My mother has joined a chicken raising group at our church and is also part of the vegetable growing group. I hope that it will work.

The people in my village worked together to fix the road. I am too young to work fixing the road, but I wanted to help. I started bringing drinking water to the men working on the road.

Cristina, Eastern Samar, the Philippines

My name is Cristina. I live in a house made of wood and bamboo with my parents and younger sister. On the 8th of November 2013, Typhoon Haiyan hit our island. This was the strongest storm that ever hit the Philippines.

Before the wave hit we lived near the beach in a simple wood house. We were told to try and get to higher ground as quickly as possible. I remember hearing a loud noise and then a huge wave crashed down and destroyed many of the houses in my village. My home was destroyed. The street was piled high with broken wood, furniture and mud. We were given some tarpaulin for shelter and an emergency food parcel. We got sick from drinking dirty water.

We live in a new house now, made of wood and bamboo. It is not near the beach and has stronger walls to withstand strong winds. We feel much safer here but climate change is causing storms to get much worse and to happen much more often here.

Sarah, Co. Antrim, Northern Ireland

My name is Sarah, I live near Carrickfergus, one of the oldest towns on the island of Ireland. I live in a detached house out in the countryside and we have a big garden. Each day we drive to school and to different after-school activities.

I like school and enjoy PE and playing hockey. Because it rains a lot in Ireland we often have to cancel training as it's too wet to play! Last spring the lane to our house got flooded as the river overflowed so we couldn't get in or out.

In the winter, if it snows it can be difficult to get to school. Our country roads don't get gritted which means that they're often too dangerous to drive on in the snow. I don't mind though as I get off school and we can go sledding down the hill beside our house. It's great fun. We always build a snowman in the garden too. Last summer we went to Portugal on our holidays as it's sunny and hot there. Sometimes I wish we had nicer weather here but my Mum says Ireland wouldn't be known as the Emerald Isle then.

SECTION 2
Activity 7: Chain Reactions

Aim of Activity:	Time needed:	Materials:	Age group:
To highlight the causes and effects of climate change around the world.	45 minutes	Set of cards (see below) Large space	8 years +

Step by Step

Step 1: Start this activity by watching this video:
Managing the impacts of climate change on poverty: https://www.youtube.com/watch?time_continue=4&v=qgi1kemIm9g

Step 2: Break into three groups. Give each group a full set of cards from one of the chains, in a random order.

Step 3: Explain that they have to form a chain so that each card follows from the last one. When the chain is completed, it should link their lives to the lives of young people in other parts of the world. The first group to complete their chain is the winner. When the chains have been completed, check to see if they are in the correct order and rearrange if necessary.

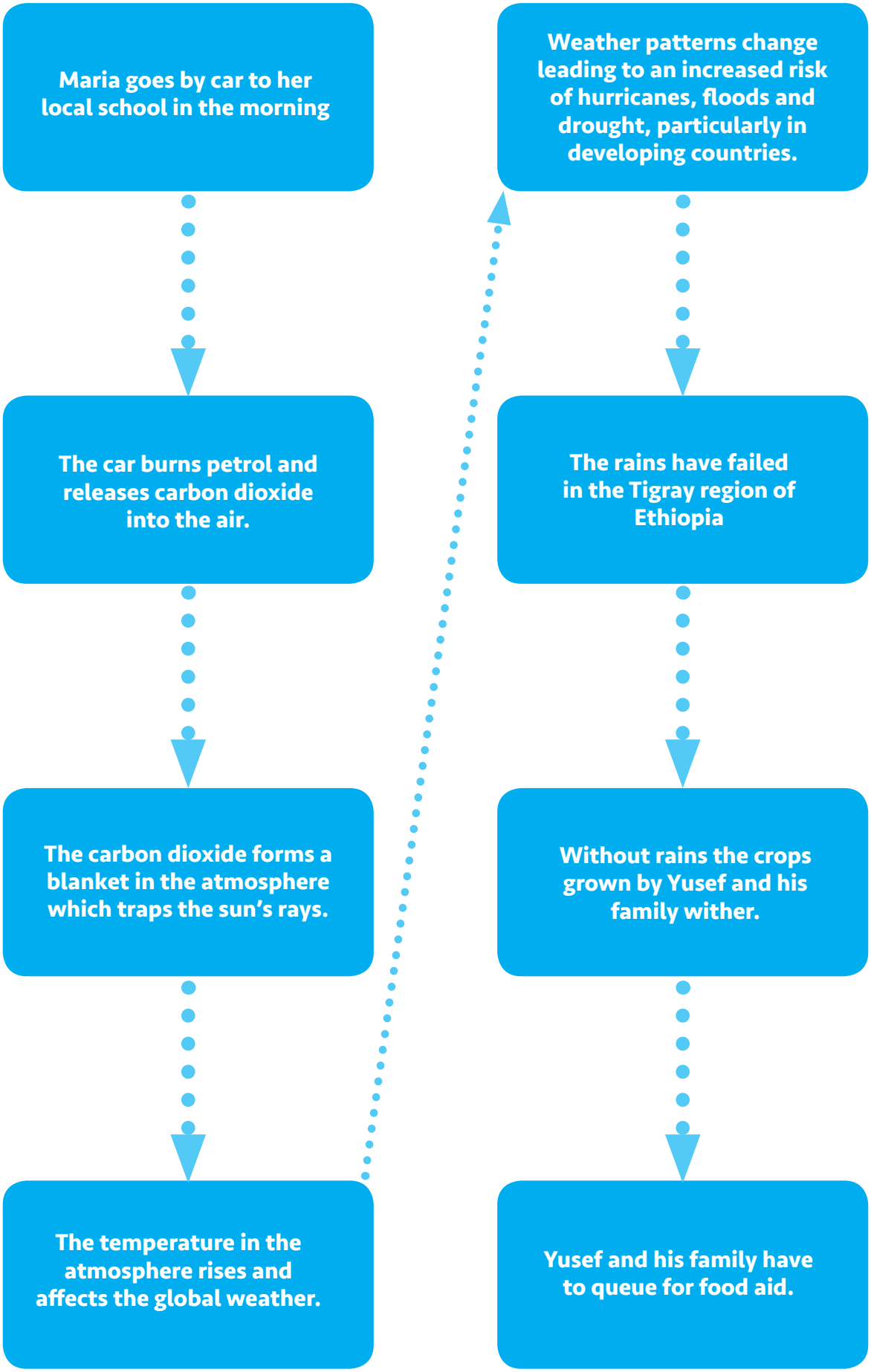
Step 4: In the large group, explain that the chain describes some causes and effects of climate change.

Step 5: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- Was it easy or difficult to get the correct order? Why was that?
- Was anything about the game surprising? What?
- If the group wanted to take action to make a positive contribution to tackling poverty, which end of the chain would they begin at? What actions could they take?

CHAIN ONE


Maria goes by car to her local school in the morning
The car burns petrol and releases carbon dioxide into the air.
The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays.
The temperature in the atmosphere rises and affects the global weather.
Weather patterns change leading to an increased risk of hurricanes, floods and drought, particularly in developing countries.
The rains have failed in the Tigray region of Ethiopia
Without rains the crops grown by Yusef and his family wither.
Yusef and his family have to queue for food aid.

CHAIN TWO

Kevin leaves the immersion on when he goes out.

The power plant burns more coal to produce the extra electricity, releasing more carbon dioxide into the air.

The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays.

The temperature in the atmosphere rises and affects the global weather.

The rainfall is heavier and lasts longer over Bangladesh, leading to increased flooding.

The rising water forces Azra to seek refuge on the roof of her house

The water becomes badly polluted.

Azra feels unwell because she has to drink the water and she cannot get to medicine or food.

CHAIN THREE

Carol thinks re-using stuff and recycling is for idiots.

She gets loads of plastic bags when she goes shopping and buys products with lots of packaging.

The manufacture of plastic for bags and packaging releases carbon dioxide into the air.

The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays.

The planet heats up and ocean temperatures rise which increase the risk of hurricanes.

In Florida, Emilio and his family have heard on the radio that another hurricane is on the way.

They gather up some possessions and flee inland before the hurricane destroys their home.

Emilio knows there will be more hurricanes in the future but his family can't afford to live elsewhere.

SECTION 2

Activity 8: Building a Home by the Sea

Aim of Activity:	Time needed:	Materials:	Age group:
To experience the challenges faced by communities affected by storms and sea level rise.	45 minutes	Rope (3 m) Spaghetti Marshmallows Newspapers Two hairdryers or soft balls	6 years +

Groups must construct a house which can provide shelter and safety for their family. As the activity progresses, the village will be hit by storms (i.e. hairdryers) which might interrupt the building process.

Step by Step

Step 1: One end of the room is the sea. Place a string of rope approximately 1 m from the wall to signify this. What lies beyond this rope represents a beautiful seaside location, where the groups will construct new homes for their families.

Step 2: Divide into small groups and ask each group to select a location to build their home. Their homes must be sturdy and able to withstand strong gusts of wind from the rough seas.

Step 3: Once the groups have selected a space, give them the materials and give them 15 minutes to construct their homes. Give groups 5 minutes of prep time before using the materials.

Step 4: As the groups begin to make progress with the structure, announce that there is a sea storm and all families must go to the back of the room where there is an emergency shelter. The facilitator should stand at the sea line and point the hairdryer (or throw the soft balls) at the various structures; some may be damaged/or materials scattered.

Step 5: When the groups return, announce that sea levels have risen and this has caused the beach to reduce by 100 m. Move the rope 1 m further from the wall to indicate this change.

Step 6: Ask the groups to resume building. They may have to make difficult decisions, i.e. relocate their homes or consider flood defences as part of the construction process. You may wish to repeat the storm surge again before the end of the construction phase.

Step 7: Once time is up, check that all structures are standing and have one final storm surge.

Step 8: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- What was challenging about the activity?
- How did they adapt their plans when they faced the effects of climate change?
- How does this experience relate to real life stories?

SECTION 2
Activity 8: Causes and Effects

Aim of Activity:	Time needed:	Materials:	Age group:
To explore the causes and effects of climate change.	45 minutes	Climate related photos (see below)	10 years +

You will find a "photo pack" CIYD/Tearfund Ireland memory stick. You will need to print these photos for the activity. Alternatively, you can find images to use for free at one of these sites: https://unsplash.com/ https://www.pexels.com/ or https://pixabay.com/

Step by Step

Step 1: Divide into three groups, and give each group a set of six photos to examine.

Step 2: Ask the groups to arrange the photos into two piles: those related to climate change in some way, and those not related to climate change.

Note: all photos are related to climate change.

Step 3: Once they know that all photos are related to climate change, ask the groups to arrange the photos into "causes", "effects" and "solutions."

Step 4: Ask each group to describe the photos they were given and how they designated each of the photos.

Step 5: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Photo by Mika Baumeister on Unsplash

Photo by Chris Gallagher on Unsplash

Photo by Jo-Anne McArthur on Unsplash

Discussion Questions

- Was it easy or difficult to distinguish between the causes and effects of climate change?
- Did you notice anything about who is most at risk of climate change around the world?
- Are we part of the causes of climate change or do we see the effects? Or both?

SECTION 3
MOVING TO ACTION

The focus of this section is the action project, but choose one of these activities to do before you start to come up with project ideas.

The list of ideas is not an exhaustive list. These are just ideas to get you thinking.

Start each session with one of the following prayers:

Father God, we remember those who live in places prone to droughts, floods and storms. We recognise how climate change and the misuse of the world's resources are adversely affecting many people in the poorest parts of the world. We pray that you would give them strength as they adapt to the changing climate and inspire us with ideas of how to take action to make a difference.

Creator of our common home,
You fill the earth and sea and sky with life
Forgive us our neglect of your creation
The choking waste of our pollution
The damage done by careless habits
And our indifference to future generations.
Help us to amend our lives
To refuse more plastic if we can't reuse it
To lift our voice for lasting change
And to live well and gently on the earth
To the glory of your Son, the Living Word
Through whom you made this fragile world. Amen.[5]

Lord, forgive me for actions I have taken that harm your creation. Please guide me to be more aware of protecting the world you have made. Help me see how the actions I take affect your creation and my brothers and sisters around the world. Guide my decisions to live in shalom with all of creation.[6]

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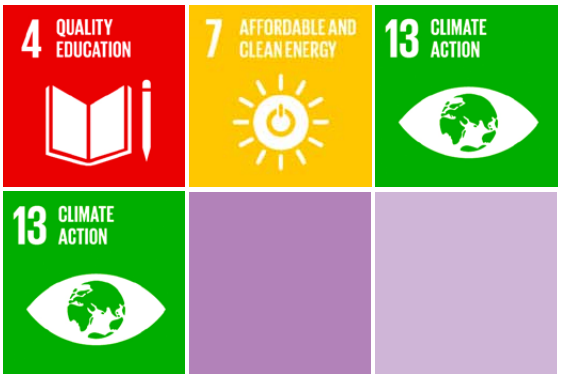
5 Rt Revd Steven Croft, Bishop of Oxford https://www.churchofengland.org/prayer-and-worship/topical-prayers/prayers-world-environment-day

6 Churches Together Britain and Ireland

SECTION 3

Activity 1: Activist Bingo



Aim of Activity:	Time needed:	Materials:	Age group:
To get to know the group and their experience of activism.	20 minutes	Photocopy of activist bingo sheets	12 years +

Step by Step

Step 1: Give a bingo sheet to each participant.

Step 2: Ask participants to move around the room and fill in a name for each of the actions on the sheet. They can only use any name once. The activity finishes when the first to have a full sheet shouts "bingo!"

Step 3: Get a group conversation going about the various forms of activism participants have been involved in. Make sure they know it's ok if they haven't tried many of the actions – we all have different skillsets and experiences.

Activist Bingo

... has volunteered	... has supported a local business	... has shared an inspiring song
... has watched a documentary about climate change	... has played with a pet	... has shared an inspiring quote
... has ensured an event was accessible for all	... has been to an organising meeting	... has made art
... has learned about the SDGs in Ireland	... has told someone they care about them	... has stopped an act of hate or prejudice
... has signed an online petition	... has written a letter to their MLA / TD / a newspaper	... has had a conversation with a parent / leader about climate change

SECTION 3

Activity 2: Leadership and Climate Change

Aim of Activity:	Time needed:	Materials:	Age group:
To examine the role of leaders in the climate movement.	1 hr	Leadership Action Cards - cut up Agree & Disagree signs Leader profile cards - cut up Map of the world / globe	10 years +

Step by Step

Step 1: Have a group discussion about what the word 'leadership' means.

Step 2: Working in pairs, participants look at the Leadership Action Cards and rank them in order, from those actions which most represent leadership to them, to those actions which least represent leadership to them. Which actions have they done themselves?

Step 3: In groups, participants study the life of a historic leader, using the profiles of four leaders below.

Step 4: Participants order the events into a timeline. Using the Thinking About Our Leader Sheet, participants think about the changes that their group's historic leader has brought about. They discuss the following: What good changes did the leader bring about? Were there any bad changes?

Step 5: Participants think again about leadership using a walking debate. One side of the room is labelled Agree and the other is labelled Disagree. Participants position themselves between Agree and Disagree depending on how they feel about each of the Leadership Statements. Participants discuss their reasoning.

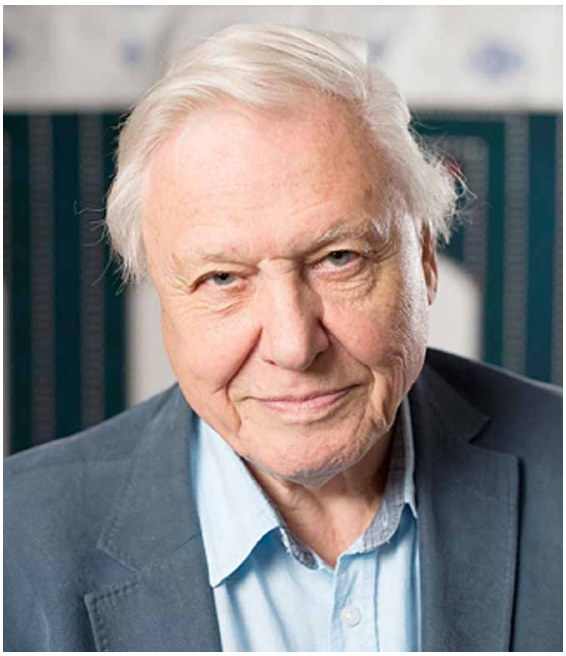
Step 6: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Leadership Statements

- Leaders never fail at anything
- Leaders are always liked by everyone
- Leaders are always famous
- Leaders need support
- Looking after the environment needs good leaders
- Leaders can change things on their own
- I have the power to be a leader on climate change every day

Discussion Questions

- What did you learn about leadership?
- What parts of your life can you be a leader in?



Leadership Action Cards

Stood up for someone else	Helped my school / church to become more environmentally friendly
Looked after younger children	Asked a difficult question
Helped other people	Made something new and different
Given something up because I felt I should	Stopped someone behaving unfairly
Persuaded other people of my point of view	Had an idea that others have followed

Wangari Maathai

Wangari Maathai was born in 1940 in the village of Ihithe, located in the central highlands of Kenya.

In 1959 Wangari Maathai graduated from Loreto Girls High School. At this time many Kenyan girls did not go to school. Her brother supported her going to school. She was taught by Catholic nuns.

Wangari Maathai went to study science in the USA in 1960 and then returned to Kenya six years later.

In the 1970s Wangari Maathai spoke to many women in Kenya. They told her that people were not listening to them because they were women and that their lives were difficult because the environment was being damaged. They said they did not have enough wood to make fires to cook, that there was not enough clean water and that they did not have enough food.

For every 100 trees that were cut down in Africa, only nine new trees were being replanted. This was causing real problems. It made the soil bad and the water dirty, and it meant that there wasn't enough wood for fires or for animal food.

In 1977 Wangari Maathai set up the Green Belt Movement in Kenya. The movement worked with women and men, encouraging them to plant trees and teaching them how to make their voices heard by people in power. The trees provided wood for cooking, food for animals and helped the soil which helped people grow more food. Many women in the villages of Kenya worked for the government, planting trees and being paid some money for their work. So far, 47 million trees have been planted by the Green Belt Movement.

In 1989, the President of Kenya wanted to take over Uhuru Park, the only park left in Nairobi. He was going to build a 62-storey building, making it the highest building in Africa. Next to the skyscraper he was going to put a four storey statue of himself ('so you could pat his head from the fourth floor'). All of downtown Nairobi would have had to be rebuilt. Wangari Maathai organised a protest against building a skyscraper in Uhuru Park. She said: 'we raised objections, and said this was the only park that we had in the city where people who have no money could come. Not even a policeman could ask you to move; it was an open space. A lot of people joined in and agreed, even those people who were going to invest, who then decided that it was probably not a very good idea'.

Wangari Maathai was arrested in 1991 and imprisoned because of the protests at Uhuru Park in Nairobi. The organisation Amnesty International asked people from all around the world to write letters to the Kenyan government asking for them to free her. Eventually she was freed.

Wangari Maathai was elected as a Member of Parliament in Kenya in 2002. In Ireland members of parliament are called TDs.

The Nobel Peace Prize is an award given to people who have done the most in the world to promote peace. The prize is presented in Norway. In 2004 Wangari Maathai was awarded the Nobel Peace Prize for her work with women, the environment and the Green Belt Movement. She was the first African woman to get this.

A constitution is a book which sets out how a country works. It says how the government is chosen and what rights all the people in the country have. It can only be changed by all the people in the country voting. The Kenyan constitution was written in 2010. Wangari Maathai made sure that the new Kenyan constitution included the rights of all Kenyans to a clean and healthy environment. The Irish constitution was written in 1937. It does not say that everyone has a right to a healthy and clean environment.

Mary Robinson

Mary Robinson was born in 1944 in Ballina, County Mayo. Her father and mother were both doctors.

After she completed school, she studied law in Ireland and then in the USA.

Mary Robinson became a lawyer in Ireland in 1967.

The Senate (or Seanad Éireann in Irish) advises the government on new laws. Mary Robinson became a senator in 1969 and campaigned for equal rights for women. At that time, many women had to leave their jobs when they got married. She worked to change this law.

Mary Robinson was elected to Dublin City Council in 1979. Dublin City Council is the local government for Dublin City. There are local governments all around Ireland. The local governments make decisions such as whether or not a new building can be built, and organise things like parking permits and housing.

The president is voted for by the people of Ireland. She or he has many roles, including representing Ireland when meeting presidents, kings or queens from other countries. She or he also meets a lot of people in Ireland who work to help their local community. The president also has to make sure that the laws in Ireland respect people's rights. Mary Robinson was voted president of Ireland in 1990. She was the first woman Irish president. As president, she visited many countries around the world. She also drew attention to Irish people who lived in other countries.

The United Nations is an organisation which includes nearly all the countries in the world. It was set up in 1945. Its aim is to help countries work in peace together. Part of the work of the United Nations is to protect people's human rights. In 1997 Mary Robinson became the United Nations Commissioner for Human Rights. In this job she tried to make the world a more equal place and help those who were discriminated against.

Mary Robinson started an organisation called the Mary Robinson Foundation - Climate Justice in 2011. This organisation asks people to work together to stop climate change. It says that the people who are most hurt by climate change are women and people who are poor. The organisation believes that we should help poorer people who are hurt most by climate change.

Greta Thunberg

Greta Thunberg was born on 3 January 2003 in Stockholm, Sweden.

She first heard about climate change when she was eight, and could not understand why so little was being done about it. The situation made her depressed.

When she was 13, Thunberg challenged her parents to lower the family's carbon footprint and overall impact on the environment by becoming vegan, upcycling, and giving up flying. She has said she tried showing them graphs and data, but when that did not work, she warned her family that they were stealing her future. Thunberg credits her parents' eventual response and lifestyle changes with giving her hope and belief that she could make a difference.

In August 2018, at age 15, she started spending her school days outside the Swedish parliament to call for stronger action on climate change by holding up a sign reading *Skolstrejk för klimatet* (School strike for climate). Soon, other students engaged in similar protests in their own communities. Together, they organised a school climate strike movement under the name *Fridays for Future*.

After Thunberg addressed the 2018 United Nations Climate Change Conference, student strikes took place every week somewhere in the world. In 2019, there were multiple coordinated multi-city protests involving over a million students each.

No One Is Too Small to Make a Difference, a collection of Greta's climate action speeches, was published in May 2019, with the earnings being donated to charity.

Thunberg sailed to North America for the 2019 UN Climate Action Summit. In her speech, she said: "People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. *How dare you!*"

On 21 January 2020, Thunberg went to the World Economic Forum in Davos, Switzerland, where she delivered a speech, in which she said "our house is still on fire."

On 13 March 2020, during the global pandemic, Thunberg stated that "In a crisis we change our behaviour and adapt to the new circumstances for the greater good of society." Thunberg and School strike for climate subsequently moved their activism and protests online.

David Attenborough

"the excesses the capitalist system has brought us, have got to be curbed somehow"

David Attenborough was born on 8 May 1926 in Isleworth, Middlesex.

Attenborough spent his childhood collecting fossils, stones, and natural specimens.

Attenborough won a scholarship to Cambridge in 1945, where he studied geology and zoology and obtained a degree in natural sciences.

Sir David Attenborough joined the BBC as a trainee in 1952, having only ever watched one television programme.

One of his first TV programmes was 'Zoo Quest,' which combined live studio presentation with footage shot on location for the first time. It brought rare animals - including chimpanzees, pythons and birds of paradise - into viewers' living rooms and proved wildlife programmes could attract big audiences.

In the late 1970s, he filmed Life on Earth, travelling the globe to deliver his definitive take on the wonders of the natural world, showing animals in their natural habitats. It's estimated that 500 million people watched the series worldwide.

Many plants and animals have been named after Sir David. They include a flightless beetle, a species of hawkweed found only in the Brecon Beacons and a long-necked dinosaur called the Attenborosaurus.

With the Blue Planet, which aired in 2001, we were given an insight into the wonders of the deep sea. It was the first time some species, including the hairy angler fish and the Dumbo octopus, were captured on film.

Sir David has always said he didn't start making programmes with conservation in mind - he simply enjoyed observing the natural world. But as time passed, he became aware that the animals and habitats he was filming were under threat. He shows us the wonders of the natural world in the hopes that we will be inspired to preserve it.

In May 2015, United States President Barack Obama interviewed Attenborough at the White House in Washington D.C. Together, they discussed the future of the planet, their passion for nature and what measures can be taken to protect the environment.

In his 2020 documentary film *David Attenborough: A Life On Our Planet*, Attenborough advocates for people to adopt a vegetarian diet or to reduce meat consumption in order to save wildlife, noting that "the planet can't support billions of meat-eaters."

In a 2020 interview, Attenborough criticized excess capitalism as a driver of ecological imbalance, stating "the excesses the capitalist system has brought us, have got to be curbed somehow", and that "greed does not actually lead to joy." He also lamented the lack of international cooperation on climate change.

About Our Leaders

Who helped this leader?

What question do you have about the leader?

What were the consequences of this leaders action?

How did this leader help people and who did they help?

SECTION 3

Activity 3: Climate Justice Champions

13 CLIMATE ACTION

Aim of Activity:	Time needed:	Materials:	Age group:
To examine the traits and resources needed to become a climate activist.	30 minutes	Handout: Climate Justice Champion Flip chart paper and markers	10 years +

Step by Step

1 2 3

Step 1: Watch this video: Youth leading the way for climate justice https://www.youtube.com/watch?v=OdDxnckUIyg

Step 2: Split into small groups and ask groups to create their own climate justice champion on a sheet of flipchart paper, considering the knowledge, skills, values and attitudes of the youth climate activists they know about.

Step 3: Give each participant a Climate Justice Champion handout and ask them to fill in the boxes with their own skills, knowledge, values and supports.

Step 4: As a group, discuss what qualities everyone has that would help them become climate justice champions. What additional resources or extra support would they need?

Step 5: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

Discussion Questions

- Do you think you could become a climate justice champion?
- What will be your first step?

Climate Justice Champion

Values and Attitudes:

Knowledge and Understanding:

Skills and Abilities:

Sports available to you:

SECTION 3

Activity 4: Diamond Ranking Actions for Climate Change

Aim of Activity:	Time needed:	Materials:	Age group:
To encourage young people to consider becoming a champion for climate justice by taking individual actions or working as a group to develop their own local action project.	30 minutes	Actions to Mitigate and Adapt to Climate Change worksheet - cut up Diamond Ranking Activities worksheet	8 years +

Step by Step

Step 1: Hand out a mixture of actions that can be taken to mitigate and adapt to climate change. Ask small groups to sort them under two headings: System Change and Behaviour Change.

Step 2: Ask them to re-sort the cards under the headings: Personal, Local, National and International.

Note: As long as the group can justify their answer it is fine for them to be slightly different than the suggested groupings.

Step 3: Introduce the Diamond Ranking Formation as a way to prioritise climate justice actions. Hand a worksheet to each group, and ask them to come up with nine actions they can take in their own lives, and prioritise them by placing them at certain points on the diamond. They can use actions from the action cards, or they can come up with their own.

Step 4: Each group then explains their top choice to the larger group.

Step 5: Using the discussion questions below, wrap up the activity with a reflective conversation among the group.

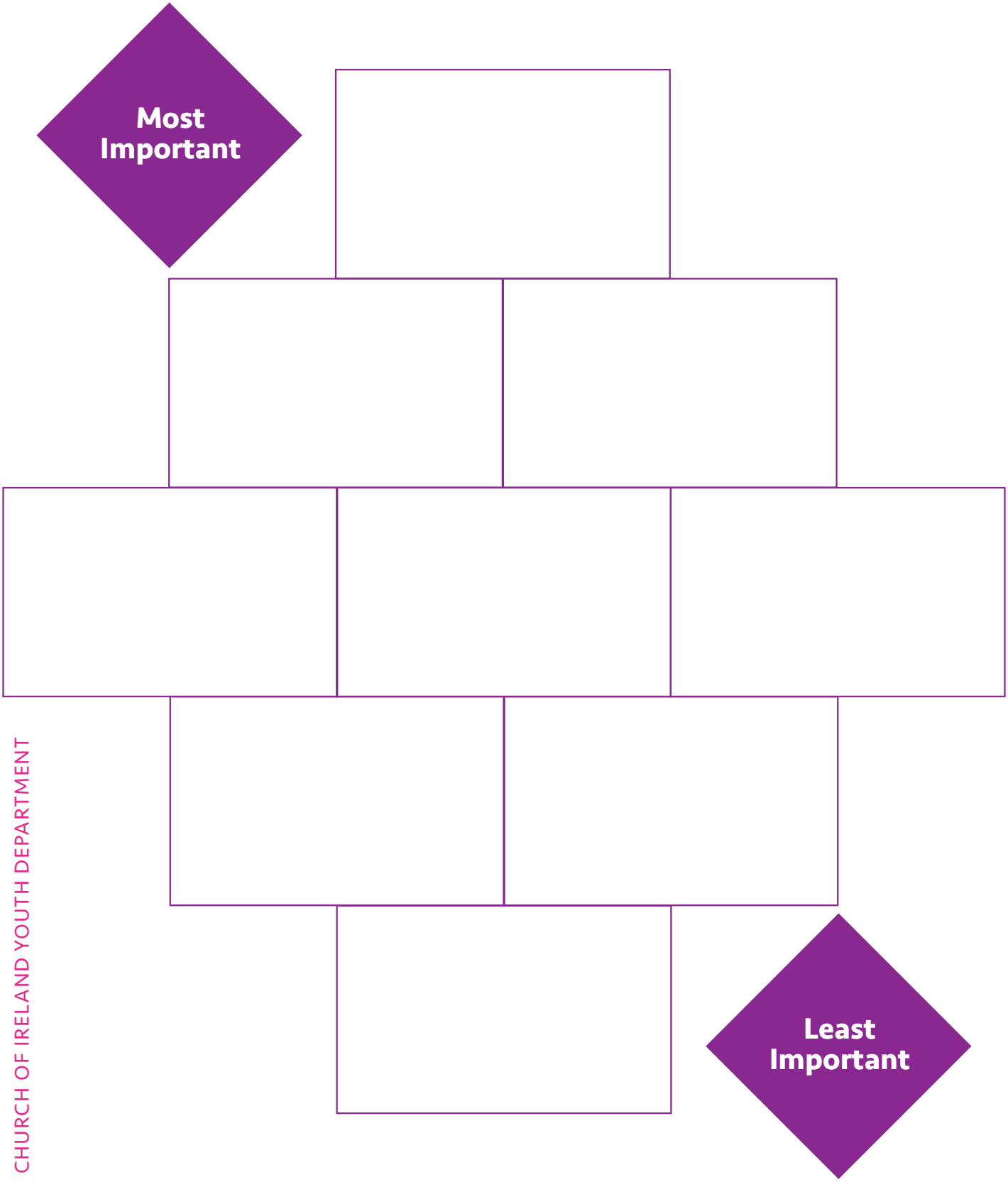
Discussion Questions

- Are there any actions you can take, starting today, in your own life?
- Whose responsibility do you think it is to solve climate change?
- What is the most difficult action we talked about today?
- What is the easiest action we talked about today?

Actions to Mitigate and Adapt to Climate Change

Personal	Local	National	International
Buy more locally produced goods	Conduct a climate change audit of your club or school	Introduce effective climate laws in Ireland with ambitious targets	All countries agree to legally binding Paris Agreement on climate action
Walk or cycle to school	Ensure recycling facilities are available and used properly	Invest in community owned renewable energy projects	Developed countries commit to $100 billion dollars to help countries affected by climate change
Turn off electrical appliances when not in use	Encourage people to buy less clothes, to reuse and mend	Increase overseas aid budget to support communities to tackle climate change	All governments commit to remove their financial investments from fossil fuel companies
Recycle as much waste as possible	Explore the possibility of installing solar panels/wind turbines locally	More recycling facilities available in urban and rural areas	All countries raise awareness of climate change among their citizens, fulfilling SDG target 13.3
Eat less meat and dairy products	Run a fundraiser for an NGO working to support communities to adapt to climate change	Invest more of the transport budget in cycling and public transport	Introduce a global scheme to force energy companies to reduce their CO2 emissions

Diamond Ranking Actions for Climate Change



SECTION 3
Activity 5: Activity Markers

Aim of Activity:	Time needed:	Materials:	Age group:
To help young people decide what action they will take arising out of their learning.	1 hour	Flip chart, post-it notes, markers and pens	12 years +

Step by Step

Step 1: Hand out post-its and ask everyone to write down an idea for an action they could take individually or collectively to change the injustice of climate change.

Step 2: Gather up all the post-it notes and draw up the following matrix on the flip chart paper.

	High Impact	Medium Impact	Low Impact
Easy			
Challenging			
Difficult			

Step 3: Now ask people to take a random post-it from the pile and read it out to the rest of the group and ask where to put it on the matrix. After all the actions are on the chart, as a group decide on what action you think is best for you.

Step 4: When you've decided on an action:

- Give everyone a task
- Create a timeline
- Let people know what's going on
- Make it fun
- Record what happens

Discussion Questions

- How did it feel to think of different actions you could take?
- Was it difficult? Why / why not?

From there, begin to make plans to start implementing your idea

Project Ideas

IDEA ONE: poster

- "Who do you think is producing the most CO2?" (And who is feeling the worst effects of emissions)

https://www.trocaire.org/sites/default/files/resources/edu/teaching_about_climate_change.pdf (page 8-9)

IDEA TWO: Food Insecurity

http://www.fao.org/climatechange/18820-04f5d6f7e9296cb1b2ced188e8824cb52.pdf Pages 22-23 have project/action/research ideas on the impact of climate change and food insecurity

IDEA THREE: Case Study

How is climate change affecting people in Ethiopia (and what is Tearfund doing to help?) https://www.tearfund.org/about_us/what_we_do_and_where/countries/east_and_central_africa/ethiopia/
Alternative case study: Pakistan https://www.tearfund.org/about_us/what_we_do_and_where/countries/asia/pakistan/

IDEA FOUR: Find out about Climate Case Ireland

https://www.climatecaseireland.ie/

- What was their mission? What have they achieved? How?
- Interview someone involved in the case

IDEA FIVE: Imagining a New Future

- Dreaming of a just world: What is the future you would like to see? What can you do where you are now?
- An island: what are the problems? What would need to happen in Ireland to address these problems?

The Art of Change pp 44-46 https://www.youth.ie/wp-content/uploads/2019/11/OWW_2019_Climate_Revolution.pdf

Videos to accompany this activity:

A Message from the Future with Alexandria Ocasio Cortez
https://www.youtube.com/watch?v=d9uTH0iprVQ
"IMAGINE THE FUTURE" with Xiye Bastida - inspiration for the action project
https://www.youtube.com/watch?v=GBeU6UZyPjY&vl=en

IDEA SIX: Interview young people in another country

- How does climate change affect them in their country?
- "What would you say to us about how we live in Ireland?"
- As a group come up with a list of questions, email them to the young people

IDEA SEVEN: Teaching Climate Justice

- Young people undertake to facilitate a session for younger ones to raise awareness of climate justice
- Write up your activity plan and what you hope to achieve
- Write up some feedback afterwards about how the session went and what you learned from your facilitation of the session
- Include TFI template – the activity, why we do this, the materials we need, what we hope to achieve, what went well, what didn't go well, what would you do differently if you could do it again?

Make sure your project can be displayed, and there is a record of what you did.

If you wish to capture participants' learning from the Global Connections Badge Programme, you could use the following activity:

One Thing Activity			
Aim of Activity:	**Time needed:**	**Materials:**	**Age group:**
To help young people decide what action they will take arising out of their learning.	25 minutes	3 pieces of flipchart paper, pens, post-it notes. Alternatively if you are running this activity online use a Jamboard tool.	8 years +

- At the top of each sheet of paper write the heading followed by the words 'ONE THING' and then add the other phrases at the four corners of the paper.
- Invite participants to chat in small groups for 5-10 minutes and then write their thoughts on post-it notes and place them under the various headings.
- Ask someone to feedback on the comments on the 3 flipcharts and ask participants if they have other ideas to add.

Learning:	Action:
One thing that surprised me One thing that I am not sure about One thing I learned One thing I want to find out more about	One thing I will do differently One thing I will think about differently One thing I have told someone else about One thing I would like to change about the badge work

Glossary of Terms

Climate Action

Climate action means stepped-up efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts, including: climate-related hazards in all countries; integrating climate change measures into national policies, strategies and planning; and improving education, awareness-raising and human and institutional capacity with respect to climate change mitigation, adaptation, impact reduction and early warning. It requires mobilizing US$100 billion annually by 2020 to address the needs of developing countries in moving towards a low-carbon economy.[7]

Climate Justice

Climate Justice links human rights and development to achieve a human-centred approach, safeguarding the rights of the most vulnerable people and sharing the burdens and benefits of climate change and its impacts equitably and fairly. Climate justice is informed by science, responds to science and acknowledges the need for equitable stewardship of the world's resources. The Mary Robinson Foundation[8] identifies key principles of Climate Justice as being:

- Respect and Protect Human Rights
- Support the Right to Development
- Share Benefits and Burdens Equitably
- Ensure that decisions on Climate Change are participatory, transparent and accountable
- Highlight gender equality and equity
- Harness the transformative power of education for climate stewardship
- Use effective partnerships to secure climate justice

Global Warming and Climate Change

Global warming refers to the increasing average surface temperature of Earth, whereas climate change encompasses global warming, changing rates of precipitation, and evaporation, rising sea levels plus all of the extreme weather events such as flooding, drought and storms or hurricanes. It's not that the phrase 'global warming' is wrong, climate change is just more accurately describing what is happening in the bigger picture.[9]

Greenhouse Gases

A wide range of gases known as greenhouse gases contribute to climate change. The most important greenhouse gases are carbon dioxide (CO2), methane (CH4) and nitrous oxide (N2O). Other greenhouse gases comprise so-called F-Gases, a wide variety of man-made gases used in various applications, such as refrigeration and air conditioning. Collectively these greenhouse gases are the subject of international agreements, such as the United Nations Framework Convention on Climate Change and The Paris Agreement.[10]

7 https://www.sdfinance.undp.org/content/sdfinance/en/home/ sdg/goal-13--climate-action.html
8 https://www.mrfcj.org/principles-of-climate-justice/
9 https://greenschoolsireland.org/wp-content/uploads/2019/03/ Green-Schools-Climate-Action-Teacher-Resource.pdf
10 https://www.dccae.gov.ie/en-ie/climate-action/publications/Documents/16/Climate%20Action%20Plan.pdf

Mitigation

Mitigation measures are those actions that are taken to reduce and curb greenhouse gas emissions, while adaptation measures are based on reducing vulnerability to the effects of climate change. Mitigation, therefore, attends to the causes of climate change, while adaptation addresses its impacts.[11]

Renewable Energy

Renewable energy is energy from sources that will renew themselves within our lifetime. Renewable energy sources include wind, sun, water, biomass (vegetation) and geothermal heat.[12]

Sea Level Rises

Sea level rise describes an increase in the average level between high tide and low tide where the surface of the sea meets a shoreline.[13]

The Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs) are a call for action by all countries – poor, rich and middle-income - to promote prosperity while protecting the planet in order to achieve a better and more sustainable future for all. A series of 17 interrelated goals; the SDGs address the global challenges we face, including: poverty, inequality, climate change, environmental degradation, peace and justice.

Weather and Climate

Weather is what we are experiencing NOW (minutes to weeks). Climate refers to an average of weather patterns over a much longer period of time (years to centuries). Scientists are often asked how they can accurately predict the climate 30 years from now if tomorrow's weather forecast is wrong. Well, we know that summers are always hotter than winters, but we don't know if we'll get 6 weeks or 6 days of sunshine in Ireland next year. The weather is constantly changing whereas climate is much more gradual and easier to predict.[14]

11 https://www.activesustainability.com/ climate-change/mitigation-adaptation-climate-change/
12 https:// climatechange.ucdavis.edu/science/climate-change- definitions/
13 https:// climatechange.ucdavis.edu/science/climate-change- definitions/
14 https://greenschoolsireland.org/wp-content/uploads/2019/03/ Green-Schools-Climate-Action-Teacher-Resource.pdf

10 Facts about Climate Change[15]

Climate change has become an important issue for many people across the world, especially young people who feel their future is at risk because of the effects of climate change. In order to fight climate change, we need to understand what climate change is and what it means for the planet and for us in our everyday lives.

FACT 1: Most of the increase in global temperatures since 1950 has been caused by human activity.

While there are some causes of climate change that are natural, like volcanic eruptions, the reason we are facing a climate crisis now is because of human activity. The main causes of climate change through human activity include:

- Burning fossil fuels for energy
- Intense farming and agriculture to produce meat and crops
- Removing forests and trees to make space for other land uses

All of these activities release greenhouse gases that trap heat in the atmosphere, causing the global temperature to rise.

FACT 2: The average temperature of the Earth is determined by the greenhouse effect.

Greenhouse gases are gases that trap heat in the atmosphere. When the sun passes through the atmosphere, the greenhouse gases absorb the radiation and prevent the heat from leaving the atmosphere. This is known as the greenhouse gas effect.

Without greenhouse gases, the average temperature on Earth would be far too cold to sustain life. However, when we add more greenhouse gases to the atmosphere through human activity, this causes more of the sun's energy to get trapped in the atmosphere, heating up the Earth and causing global warming.

Greenhouse gases include Carbon Dioxide (CO_2), which is usually produced by burning fossil fuels, and Methane (CH_4), which is produced by livestock like cows when they digest food.

FACT 3: Global temperatures have increased by about 1° Celsius in the past century.

Over the last 100 years, the average temperature on Earth has warmed by 1°C. In our day-to-day lives, we may not notice much of a difference if the temperature went up by one degree, but this temperature rise has had a significant impact on the planet.

The temperature is continuing to rise, and the past five years are, collectively, the warmest years in the modern record. Currently, countries around the world are working towards the targets set out in the Paris Agreement which aim to keep the global temperature rise below 2°C and limit it to 1.5°C if possible.

15 From Spunout

FACT 4: The United States is the second largest contributor to carbon dioxide (CO_2) in our atmosphere

The US is home to only 4.4% of the world's population, yet it is one of the biggest emitters of greenhouse gases. If everyone in the world burned fossil fuels and lived the way those in the US do, it would take four Earths to have enough resources for us all.

Ireland's greenhouse gas emissions are the third highest per capita in the European Union, and this comes mainly from agriculture, transport, energy industries and residential emissions.

FACT 5: Arctic sea ice and glaciers are melting

One of the most well-known effects of global warming is that sea ice and glaciers in the Arctic are melting.

In 1910, the Glacier National Park in Montana in the United States was filled with approximately 150 glaciers. When the glaciers were recounted in 2017, this number had dropped to 26.

This melting ice will cause rises in sea level and will increasingly affect people in areas that depend on water from melting glaciers for their drinking water.

FACT 6: Average sea level is expected to rise between 0.5 and 1.5 metres before the end of the century

As oceans continue to warm and expand, and land-based ice in Greenland, parts of the Antarctic, and mountain glaciers continue to melt, sea levels will rise. This will have an impact in many countries across the world, especially low-lying areas with high risk of extensive flooding, including parts of Ireland.

FACT 7: Rainforest destruction is a major cause of carbon dioxide release

Trees and forests are known as 'carbon sinks', because they store carbon dioxide as they grow. When humans cut down rainforests or they are destroyed by wildfires, large amounts of carbon dioxide are released into the atmosphere.

This contributes to the greenhouse effect and increases the concentration of carbon dioxide in the atmosphere, contributing further to global warming.

FACT 8: Coral reefs are being destroyed

In the last 30 years, half of the world's coral reefs have died. Human activity, as well as increased temperatures, has contributed significantly to coral bleaching. When the water becomes too warm, the algae living in the coral's tissues leave. Algae provides the coral with most of its energy, and so it needs algae to survive. When the algae leaves, the coral becomes bleached and turn white or pale, leaving it vulnerable to disease.

This impacts fish and other species that make these corals their home. Between 2014 and 2017, the bleaching of the Northern Great Barrier Reef, combined with the impacts of cyclones, killed around 50% of its corals.

FACT 9: As global temperatures increase, our societies will find it harder to adapt to the changes this brings, and some species are more likely to go extinct

Climate change will increase existing risks and create new risks for both natural and human systems.

These risks are not shared equally and are generally greater for disadvantaged people and communities. Coastal areas will be vulnerable to sea level rise, and some vulnerable island nations like the Maldives could disappear completely.

A large fraction of species face increased extinction risk due to climate change. For example, most plants cannot naturally shift where they live fast enough to keep up with current rates of climate change in most landscapes. Most small mammals and freshwater mollusks will not be able to keep up with these changes either.

FACT 10: Ireland is ranked one of the worst in the EU for performance on climate action[16]

As recently as December 2018, Ireland was the worst ranked county in the EU on climate action for the second year in a row. The Climate Change Performance Index, which is produced annually, places Ireland 46th out of 60 countries worldwide. Ireland has made commitments to the EU to tackle climate change - but we are currently unlikely to hit our 2022 target for reducing our greenhouse gas emissions.

16 https://www.irishtimes.com/news/environment/ireland-ranked-among-worst-performers-in-2021-climate-rankings-1.4723617#:~:text=Index%20puts%20Ireland%2046th%20out,its%20failure%20to%20cut%20e-missions&text=Ireland's%20ranking%20in%20addressing%20the,Change%20Performance%20Index%20(CCPI).

Climate Change and the Sustainable Development Goals

Climate Change presents the single biggest threat to sustainable development everywhere. Its widespread and unprecedented events impact disproportionately burdens the poorest and most vulnerable. Urgent action to halt climate change and deal with its impact is integral to successfully achieving all Sustainable Development Goals (SDGs).

There are specific SDGs that are directly related to climate including Goals 11, 12, 13, 14, 15. However, all of the other goals are relevant and interconnected, including SDG 3 on Health and Wellbeing; Goal 4 on Education; and Goal 1 on Poverty.

Climate Change is now affecting every country on every continent, including Ireland. It is disrupting national economies and affecting lives, costing people, communities and countries dearly today and even more tomorrow. Weather patterns are changing, sea levels are rising, weather events are becoming more extreme and greenhouse gas emissions are now at their highest levels in history. Without action, the world's average surface temperature is likely to increase more than 3 Degrees Celsius this century.

Human activity, particularly in rich countries like Ireland, is raising the levels of these gases so high that they are changing the global climate. This leads to more extreme weather events, including floods, tornados and drought.

Ireland is being affected too, but the effects of climate change are hardest on the lives and livelihoods of the poorest communities in the poorest countries. For example, among rich countries, Ireland is the sixth most generous overseas aid donor per person, but we are the fifth most climate polluting country per person. Ireland emitted 100 times as much carbon in 2003 as people in Ethiopia, Mozambique, Tanzania and Uganda. It is these developing countries who have done the least to cause climate change that are being hit first and hardest by its impacts and are least able to absorb the impacts.

We still have time to stop runaway climate change having catastrophic consequences. By making changes to the way we live and by getting our communities and governments to take action, we can all contribute to fighting climate change.

https://www.youth.ie/wp-content/uploads/2019/11/OWW_2019_Climate_Revolution.pdf

Further Resources

Project Planning: https://www.ifrc.org/Global/Publications/youth/AYCEOs_climate-change_take-action-now_EN.pdf Pages 39-40 have good guidelines on planning an activity for older teens

UN Climate Challenge badge 2015 curriculum http://www.fao.org/3/a-i5216e.pdf

- Include the SDG graphic and link to where to find the tiles

Trocaire documentary: The Burning Question https://vimeo.com/172758338

Facing the Climate Crisis in a Covid-19 World: https://www.tearfund.org/2020/04/facing_the_climate_crisis_in_a_covid-19_world/

https://www.ecocongregationireland.com/wp-content/uploads/2014/11/Climate-change-resource.pdf (p6-8 discuss how climate change is a justice issue from the Irish perspective - local to global)

- Greta Thunberg TEDx Talk

https://www.youtube.com/watch?v=EAmmUIEsN9A&ab_channel=TEDxTalks
(As an additional resource for the Climate Justice Champions activity)

There is no Planet B https://www.youtube.com/watch?v=unu0ZTyl2a8

BBC Podcast series: What Planet Are We On? https://www.bbc.co.uk/sounds/brand/p08tdhyl

https://ecounesco.ie/youth-climate-justice-challenge/

Make the World Greta Again – documentary https://www.youtube.com/watch?v=oCVQdr9QFwY

What really happens to our recycling: https://www.rte.ie/brainstorm/2019/0912/1075557-what-really-happens-to-our-recycling/

Bringing the SDGs to life: https://www.youtube.com/watch?v=hhKIIQIyI6s

Acknowledgements

The activities and resources in this toolkit were originally sourced and adapted from:

https://developmenteducation.ie/media/documents/IGG_Brownie_DevEd.pdf

https://developmenteducation.ie/media/documents/IGG_Ladybird_DevEd.pdf

https://www.trocaire.org/sites/default/files/resources/edu/creating-futures-full.pdf

https://www.tearfund.ie/wp-content/uploads/2019/11/Climate-Packs.pdf

https://www.youth.ie/wp-content/uploads/2019/11/OWW_2019_Climate_Revolution.pdf

https://www.trocaire.org/sites/default/files/education_youth_lent_resources_2017_for_web_lent_2020.pdf

https://www.developmenteducation.ie/media/documents/Trocaire2015/Primary/Trocaire-primary-climate-primary-resource-.pdf

https://www.youth.ie/wp-content/uploads/2019/05/Activism_the_SDGs_and_Youth.pdf

http://www.youthdeved.ie/sites/youthdeved.ie/files/NYCI%20Global%20Rights%20Noble%20Goals%20Resource%20on%20Migration%20and%20SDGs%202016.pdf
https://www.trocaire.org/sites/default/files/resources/edu/twisted_game_of_climate_change.pdf

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(Footnotes)

1 Data from the EPA: http://www.epa.ie/nationalwastestatistics/irelandswastestory/
2 Source: National Youth Council of Ireland (NYCI)

We equip, empower and engage the Church of Ireland, young people and adult youth leaders with the right skills, knowledge and understanding to facilitate progressive youth ministry.

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