

trócaire

Climate Change Climate Justice

Together we are the solution to climate injustice

Join us



Toolkit for
Youth Groups

Introduction

Welcome to **Climate Change: Climate Justice Toolkit for Youth Groups**. This resource aims to support youth organisations as they explore the issue of climate change from a global justice perspective. It details the impact of climate change on our planet, the inequality of its consequences on people and why this is unjust.

About Trócaire and Development Education

Trócaire is an Irish NGO and the overseas development agency of the Catholic Church in Ireland. We work with partners in over twenty countries across Africa, Asia, Latin America and the Middle East to provide humanitarian assistance and long-term support to poor communities. Trócaire works with partner organisations to empower communities to improve their lives, meet their basic needs and ensure their human dignity is respected. In Ireland, we raise awareness about the root causes of poverty and injustice, as well as advocating and campaigning for change.

Development Education is an active and creative educational process 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.

Trócaire's Development Education work engages young people and their educators through a process of exploration, reflection and action. Young people are supported to make connections between their own lives and global justice issues, and to be empowered to make a positive difference in our world.

Development Education for Trócaire




This resource consists of five sections:

Section One: Social Justice	Pg 4
Section Two: Climate Change	Pg 10
Section Three: Climate Justice	Pg 16
Section Four: Action on Climate Change	Pg 24
Section Five: Become a Climate Justice Champion	Pg 31


How to use this resource

Each section of the resource provides **background reading** followed by a range of short, in-depth, active and creative learning **activities** for your youth group. We suggest you develop a six to ten session programme broadly based on the following sections. This can be followed by a youth-led action project that aims to make a positive difference in our world. Below is a suggested breakdown of the sections into a programme of ninety-minute sessions; however, it is possible to use activities individually without delivering the full programme.

Section One: Social Justice	Section Two: Climate Change	Section Three: Climate Justice
1 session	1 session	1–3 sessions
Section Four: Action on Climate Change	Section Five: Become a Climate Justice Champion	Youth-Led Action Project
1 session	1 session	1–3 sessions



Link to an online resource or website.



Fact about climate change.



Materials



Aims



Time

The role of critical questioning

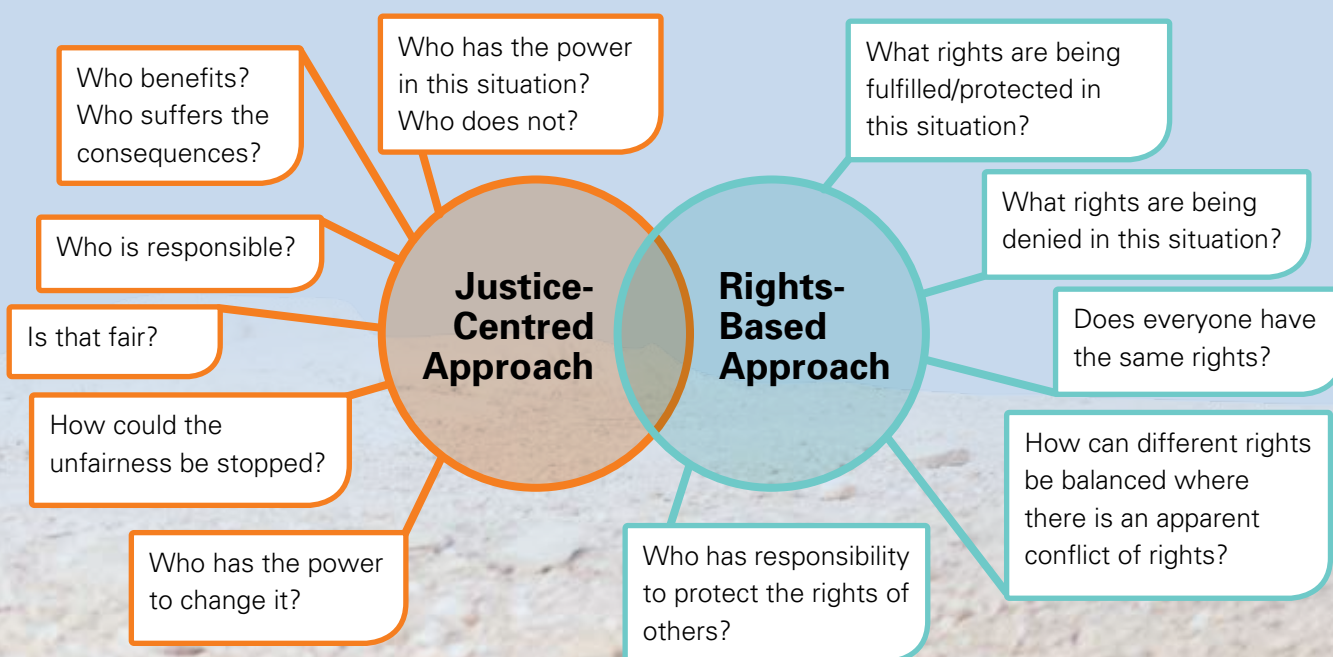
In leading group discussion it helps to adopt a justice-centred and rights-based approach.

Justice-centred approach

The methodologies in this resource will support young people to critically examine the issue of social justice through the lens of climate change. A justice-centred approach can lead to discussions and reflection on questions such as:

Rights-based approach

It can be useful to remind young people that all people have human rights, as embodied in the United Nations Declaration on Human Rights (UNDHR), the Convention on the Rights of the Child and other human rights declarations and conventions. This can guide discussions and prompt questions such as:



Section One: Social Justice

Background Reading



Watch this three-minute Trócaire video explaining Catholic Social Teaching: youtu.be/ELyLdMIFdzA



In Zimbabwe over sixty cases of human rights violations were resolved in 2015 with support from Trocaire partners.

‘Social Justice is about making society function better – providing the support and tools to help turn lives around.’ Trócaire’s work is guided by Catholic Social Teaching, which recognises the inherent dignity, worth and human rights of all people, as well as the importance of acting in solidarity with each other and caring for our shared environment. To work towards social justice, Trócaire offers support regardless of ethnicity, gender, religion or politics – working to address the structural causes of poverty, and the unjust global financial and political systems that hold the poorest people back. Trócaire also gives people in poor communities the skills and means to change their own lives, hold those in power to account, and demand their rights. Therefore, social justice relates to work locally, nationally and internationally, where, ‘the interrelatedness of the local and the global requires that issues be addressed at different levels to ensure appropriate solutions are identified and implemented’.

Human Rights

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the form of treaties, customary international law or general principles.

Every day ordinary people in the poorest parts of our world are taking a stand against human rights violations and the denial of the basic services that many of us take for granted. Sacrificing their own safety, they challenge vested interests, stand up to oppressive governments and sometimes put their lives on the line. Working with partner organisations, Trócaire supports the work of documenting human rights violations, challenging those

responsible and empowering marginalised people, especially women, to participate in governance processes and demand accountability from their governments.



Berta Cáceres. Source: Trócaire

Berta Cáceres from Honduras was a human rights and environmental rights activist, defending the rights of the indigenous Lenca people of Honduras. Berta was murdered in March 2016 because of her work defending human rights. Her death prompted international outrage, and tributes flooded in for the courageous human rights defender from all over the world. Trócaire brought the murder to the attention of the Irish public by setting up an online action. Over one thousand people signed a petition demanding that those guilty of Berta’s murder be brought to justice. Trócaire continues to campaign in Ireland to demand action on human rights violations and attacks on human rights defenders.

Climate Justice

In 2008, Trócaire used its annual Lenten campaign to raise awareness of climate change and how it is impacting communities in developing countries. Under the banner ‘Climate Change affects everyone ... but not equally’, we demonstrated the devastating effects in Turkana, Kenya, which had been turned into drought-stricken, arid desert by global warming. Climate injustice refers to the fact that those worst affected by climate change are those who have done the least to cause it. These are often the most vulnerable women, men and children in the world. Climate justice will not be achieved until wealthier countries recognise this injustice.

trocaire.org/education/climate-change/youth

Social Justice Activities

Aims:

- Help young people to make connections between themselves and people around our world
- Bring a justice perspective to how our world currently works

Global Wealth Biscuit Game

Activity

1



Twenty biscuits



20 mins



Raise awareness of the unfair distribution of resources

- Explain that the group as a whole represents the entire population of our world. Divide into three uneven groups, as below. Explain that the packet of biscuits represents the wealth in our world.
- Distribute the biscuits as per the table below. Encourage the young people to share the biscuits among the group they are in. Give them a few minutes to share and eat their biscuits. You might prompt thoughts by asking questions like: 'Are you sharing your biscuits?', 'How do you feel about this situation?'

	Group of 6	Group of 10	Group of 15	Number of Biscuits (percentage of wealth)	Population Percentages
Group 1: High Wealth	1	1	1	14 (84%)	7%
Group 2: Medium Wealth	1	2	3	4 (13%)	21%
Group 3: Low Wealth	4	7	11	0.5 (3%)	71%

Note: Some of the figures have been rounded up or down to allow for full numbers.¹

- Host a discussion with the groups. Reflect on actions during the activity. Perhaps some people asked others for more biscuits; others might have offered to share as they had more than they needed.
- Ask questions such as:
 - » How did your group feel? Was there any disagreement in your group?
 - » Was the distribution fair?
 - » Who had the most and least power?
- Ask participants to de-role (perhaps shaking their hands and feet and regrouping). Present the percentages and wealth amounts. Ask the group the following questions:
 - » Does this distribution surprise you? What surprises you most?
 - » Do you think it's fair? Why? Why not?
 - » In which category do you think the average Irish person lies? (Answer: Group 1)

1. Wealth and population statistics taken from: prothema.gr/files/1/2015/10/14/ekthsi_0.pdf – pg.24

If the World Were 100 People

Activity

2



Copies of the worksheet (one per participant) and **If the World Were 100 People**



good.is/infographics/if-the-world-were-100-people



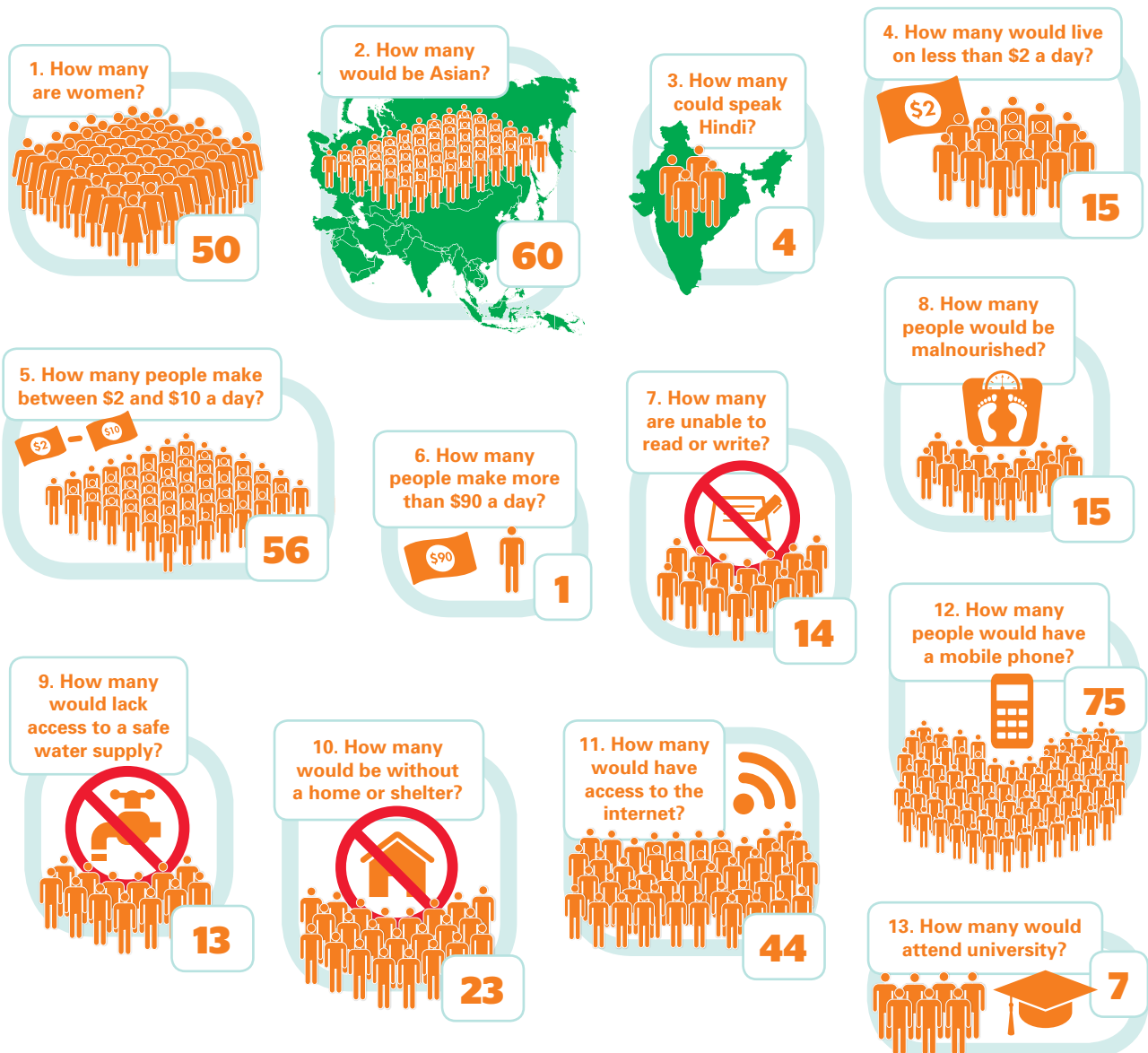
15 mins



Understand some statistics about access to basic needs worldwide

- Watch the video **If the World Were 100 People**.²
- Review the questions and instruct participants to answer on the worksheet. Ask participants which answers they found surprising. What did they think about the closing question, 'If the world were 100 people would we all fight harder for equality?'.














Note: Explain that US Dollars are often used for international comparison, but, to help participants understand the values discussed, the sterling or euro equivalent can be used.



2. Written and produced by Gabriel Reilich (2016) for GOOD, good.is

Worksheet: If the World Were 100 People

What would it look like?

Question	Answer
 <p>1. How many are women?</p>	
 <p>2. How many would be Asian?</p>	
 <p>3. How many could speak Hindi?</p>	
 <p>4. How many would live on less than \$2 a day?</p>	
 <p>5. How many people make between \$2 and \$10 a day?</p>	
 <p>6. How many people make more than \$90 a day?</p>	
 <p>7. How many are unable to read or write?</p>	
 <p>8. How many people would be malnourished?</p>	
 <p>9. How many would lack access to a safe water supply?</p>	
 <p>10. How many would be without a home or shelter?</p>	
 <p>11. How many would have access to the internet?</p>	
 <p>12. How many people would have a mobile phone?</p>	
 <p>13. How many would attend university?</p>	

Walking in their Shoes

Activity

3



Role cards and a large clear space



30 mins



Develop empathy and raise awareness of the impact of poverty and inequality

- Distribute the role cards on the worksheet among the group. Allow time for participants to familiarise themselves with their role without sharing with others. Ask the participants to stand in a row across the middle of the room.

Part One

- Explain that you are going to read out a number of statements (below). After each statement is read out, participants should:
 - » Step forward if the statement is true for their character
 - » Step back if the statement is false for their character
 - » Stay where they are if they do not know

Note: The aim of the activity is not to reach the other side of the room but to experience the life of their character. By the end of the activity, the participants will be spread across the room, representing the inequality experienced by people living around our world.

Statements

- | | |
|---|--|
| 1. I live in a clean environment with a secure home | 9. When I am sick, I can go for medical assistance |
| 2. I have enough to eat and drink | 10. It is likely that I have or will finish secondary school |
| 3. I get plenty of extra help when I need it | 11. I have a voice and people ask for my opinion and listen to me |
| 4. When I am old enough, I can marry whoever I like | 12. I can be myself without people judging me |
| 5. I can go to college when I finish school | 13. I get involved in things happening in my community |
| 6. I am looking forward to my life ahead and my future is pretty secure | 14. My family can afford to buy me treats and gifts |
| 7. I feel I am in control of my own life | 15. I have the freedom to express myself and make decisions that affect me |
| 8. I have enough free time to do the things I want to do | |

- Explore some of the following questions with the participants while they are still in character:
 - » Who got furthest along the way? Why?
 - » How did you feel when you took a giant step/couldn't move? (angry, happy, sad, etc.) Why?
 - » How did you feel when others were moving at a slower/faster pace than you? Why?
 - » Were there any particular activities that some characters might take for granted?

Part Two

Take participants out of their character roles and ask them to discuss some of the following:

- What are the basic human rights or needs that we all share? Hand out the youth-friendly **Universal Declaration of Human Rights** trocaire.org/education/climate-justice/youth and discuss how these rights applied to the roles in this activity.
- Choose one character. Discuss what could be done so that they could fully enjoy their rights? Who has the power to bring about this change?
- Do you agree or disagree that where you are born determines your chances in life?
- Why do you think such differences of opportunity exist between countries?

Anthony (boy, 17) KENYA

You and your brother both attend the local secondary school. You are a star high jumper and enjoy spending time with your friends during and after school. Your family are farmers, and rely on the land to grow food and to earn a living. Last year there was a shortage of clean water, which lead to some crops not producing enough to sell. Your dad has now moved to a tea plantation three hours away to earn money for your family; he comes back once every three months. You help out with the farming duties, sometimes helping your mother to sell any extras at the market to make money.

Eileen (girl, 15) IRELAND

You live in county Clare with your mum, dad, two sisters and brother. You cycle to school every day. There was a bad storm last year and it closed your school for two days. Your dad owns a small fishing boat. His fishing boat got damaged in the bad storm, and now he cannot catch as many fish so it is difficult for him to make money. Sometimes you eat the fish that your dad catches for dinner. Your mum loves to garden, growing vegetables which are ok, but you also love getting treats from the supermarket. Your favourite items are your iPod and guitar. You often record songs and upload them to YouTube.

Mary Faith (girl, 12) PHILIPPINES

Three months ago a typhoon (huge storm) washed away your home. You were really scared as your mum was missing, but thankfully you found her safe. You are currently living in a large white tent with a blue floor. You like to sweep and clean inside your temporary home as this helps keep away sickness. Your family cooks food on an outside fire because you have no kitchen or electricity. You collect water from the water pump a few minutes from your tent. The water is safe now but after the storm people were getting sick from it. You look forward to returning to school soon to finish your education and become an engineer.

Enestina (girl, 15) MALAWI

You live at home with your parents, two brothers and one sister. Your family used to have three meals a day but for the last four months you have reduced this to two meals a day in order to save the maize you have left. Normally, the rains arrive each November and last until February, but over the last few years the rains have come later and lasted only a few weeks. A local NGO installed a water pump into your village, meaning you have a short walk to collect clean drinking water all year round. You completed your primary school education and now help on the family farm. You enjoy dancing and taking part in local festivals.

Manuel (boy, 16) HONDURAS

You live with your mum and two brothers in the poorer part of the city alongside the river. Your mum recycles bottles to earn some money and sells tortillas in the school. Flooding is a real danger in your area, and so are gangs and violence. Your mum worries what lies ahead in your future. Along with your mum, you attended first-aid training and joined the local emergency committee. Every time there is a flood, you direct people to safety in the church, and help those with injuries. After the last floods, the school was closed for five days. You are a top student in high school, and dream of moving to the USA to be a teacher.

Mahlet Ali (girl, 12) ETHIOPIA

You live in a small village with your mum, dad, sister and brother. You walk to and from school each day. Your dad is a farmer with two plots of land, one for growing vegetables and the other for cereals and grains. After school you help him to grow vegetables on the small farm. You depend on these vegetables for food to eat and you also sell some at the local market, where you and your mum earn money for your family. You cook on a fire because you do not have an oven. When it does not rain, the vegetables do not grow. You are often hungry. Sometimes you are so hungry that you cannot go to school.

James (boy, 16) USA

You live in a big apartment in New York with your mum and sister. You get the bus to school each day. Your mum owns a clothes shop. She imports clothes from Bangladesh to sell in her shop. Your mum is very busy so your sister usually buys you dinner from the shop and cooks it in the microwave. At the weekend you like to go to the cinema with your friends. It gets cold in the winter in New York, so you turn up the gas heating. When the snow comes you love throwing snowballs at your friends. Last year you went on holiday to Florida; this year you are hoping to go to Australia.

Aaron (boy, 16) IRELAND

You live in Belfast with your dad and brother. Your dad is a teacher in the secondary school. He brings you to school every day in his car. After school you do your homework, play the PlayStation and watch television. Your dad cooks you dinner with food that he has bought in the supermarket. You went to Spain on your holidays last summer. You recently attended a Trócaire three-day camp to learn about climate change. You are now more conscious of your consumption habits and tell friends how important it is to take action on climate change. You also had a meeting with your local representative about the issue.

Section Two: Climate Change

Background Reading



Check out our Climate Change Game infographic trocaire.org/education/lent2017/youth



In 2016, average global temperatures across land and ocean surface areas was 0.94°C (1.69°F) above the twentieth century average.

Weather vs Climate

Weather is the day-to-day variations in the atmosphere.

- We discuss weather in terms of the next few hours or days
- We think of the temperature, sunshine, wind and rain that is happening around us

Climate is the average weather pattern in a specific region over a long period of time.

- We discuss climate in terms of years, decades or even centuries
- Scientists study weather statistics to determine changes in the climate

Climate change is a significant change in weather trends and patterns (including temperature, precipitation and wind) that a region experiences. In 2013, the Intergovernmental Panel on Climate Change (IPCC) confirmed that scientists are 95 per cent certain that 'human induced warming of the climate system is unequivocal and accelerating'.³

To understand climate change, we must first understand the **carbon cycle**. Carbon dioxide (CO₂) enters the earth's atmosphere from volcanoes, decaying plants, breathing humans and animals and the surface of the sea. CO₂ leaves the earth's atmosphere when it is used by plants during photosynthesis, absorbed into the sea or stored in soil and sediment. This cycle keeps everything on the earth alive.

Like methane and nitrous oxide, carbon dioxide is a **greenhouse gas (GHG)**. GHGs in the atmosphere trap heat from the sun to create a blanket of warmth that keeps the earth from freezing. This is known as the **greenhouse effect**. The more GHGs in the atmosphere, the warmer the earth becomes. The amount of CO₂ in the atmosphere over the last eight thousand years has been stable, creating suitable living conditions for human beings.

Ever since the Industrial Revolution in the eighteenth century, fossil fuels (coal, oil and natural gas) have been the main energy source powering the economy and delivering unprecedented affluence to huge numbers of people. The energy is used to fuel our transport system, factories, homes and to

create electricity – but burning these fuels also releases more GHGs into the air.

Forests, our natural carbon sinks, are being cleared, reducing the earth's natural ability to remove CO₂ from the air. In the Amazon, industrial-scale cattle ranching and soybean production for world markets are major causes of deforestation. A further cause of deforestation is the conversion of tropical forests to commercial palm tree plantations for the production of biofuels for export from Borneo and Sumatra Islands in Indonesia.⁴

Our consumption habits also play a major role in climate change. Every time we turn on the TV, eat a hamburger or drive to the shops, we are contributing to the increase of CO₂ in our atmosphere. Human activities currently release over 30 billion tons of CO₂ into the atmosphere every year. Most of the items we purchase lead to GHG emissions in some way, either as a result of their manufacture and packaging or their transport – or both!

The more GHGs in the air, the harder it becomes to ensure stability. Atmospheric CO₂ concentrations have increased by more than 40 per cent since pre-industrial times, from approximately 280 parts per million by volume (ppmv) in the eighteenth century to over 400 ppmv in 2015. The greenhouse effect is causing more heat to be trapped. Our world is getting hotter, and this is happening at an alarming speed. Each of the last three decades has been successively warmer on the earth's surface than any preceding decade since 1850.

3. ipcc.ch/report/ar5/wg1/

4. earthobservatory.nasa.gov/Features/Deforestation/deforestation_update3.php

Climate Change Activities

Aims:

- Explain the science of the carbon cycle and the greenhouse effect
- Facilitate discussion demonstrating how climate change has causes, effects and solutions
- Explore the unequal contribution people make to climate change

Cause, Effect, Solution Photos

Activity

1



Cause, Effect, Solution Photo Pack trocaire.org/education/climate-justice/youth



40 mins

Chasing Ice youtube.com/watch?v=hC3VTgIPoGU



Bring out pre-existing knowledge about climate change and facilitate a discussion on causes, effects and solutions to the problem

Part One

- Split into three groups.
- Distribute six photographs to each group. Allow time for participants to look at the photos and understand what they show.
- Ask participants to separate the photographs into two piles: those they consider as linked to climate change, and those they consider not linked to climate change. The participants must be prepared to explain their decisions. Allow the groups to challenge each other.

Note: All photos are linked in some way to climate change.

- Ask the groups if they think that their photos are a **cause** of climate change, an **effect** of climate change or a **solution** to climate change. They should split their photos into three piles.
- Once the groups are happy that their photos are sorted correctly, ask them to give feedback to the larger group, explaining their choices.
- As a whole group, sort the pack into images associated with the **global north** and the **global south**. Ask the participants to comment on the amount of causes, effects and solutions they see in each group.

Note: Most of the causes and solutions will be associated with the global north, with the majority of the effects in the global south. Use this to emphasise why climate change is a justice issue. You might have to highlight some countries to explain global north (e.g. Ireland, USA) and global south (e.g. Kenya, Brazil).

Part Two

- Show the clip from the climate change documentary **Chasing Ice**.
- Ask the participants to choose which photograph relates most to climate change. Do this before and after the video in order to show a chain of events. (e.g. They might choose a photo explicitly showing emissions before, and the photo of rising sea levels after.)
- Ask them to consider that events that seem to happen in isolation, or are unseen by us, are in fact part of a chain of events in which we play a part with our lifestyles.

Climate Change Animation

Activity
2



Climate Change: Earth's Giant Game of Tetris



10 mins

[youtube.com/watch?v=ztWHqUFJRTs](https://www.youtube.com/watch?v=ztWHqUFJRTs)



Ensure that everyone in the group understands the science behind climate change

- As a group, watch the TedEd video **Climate Change: Earth's Giant Game of Tetris**.
- Reflect with some questions:
 - » Has anyone ever thought of climate change like a game before?
 - » What's the danger of people not realising the seriousness of climate change?

Climate Change Awareness Iceberg

Activity
3



Climate Change Awareness Statements and flip-chart paper



20 mins



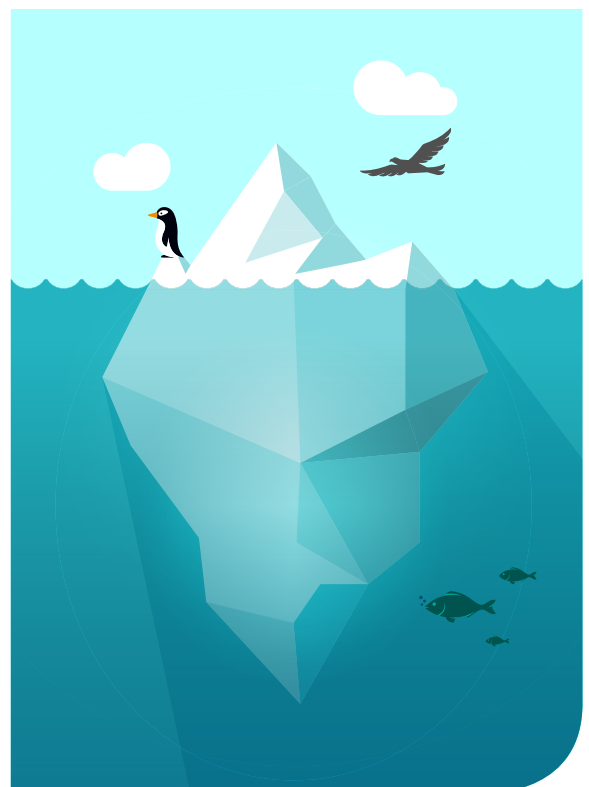
Explore further what we and others already know about climate change

- Draw an iceberg (as in the image). Explore with the group what the iceberg might represent in relation to climate change.

Note: For this activity, the iceberg will represent climate change awareness among people in Ireland.

- Split into three groups and ask each to draw their own iceberg on flip-chart paper. Distribute some of the statements on the worksheet. The group should decide whether each piece of information is widely known among people in their community (above the surface), known by some people (on the surface), or still hidden information (below the surface).
- Ask the groups to report those that are below the surface and discuss what could be done to raise awareness of them.
- Finally, ask the group to consider the three creatures in the image and suggest what each could represent.
 - » **The bird** could be climate experts, giving us information and statistics about climate change and their impacts
 - » **The fish** might be those members of our communities who are contributing to climate change but are unaware of the consequences this has on our planet and people
 - » **The penguin** could be young people/project participants who can learn from the experts and dive deep to share this information with their communities

Note: You may wish to return to this activity in the action planning part of the project, perhaps ask the group to take a photo of their icebergs for later.



Worksheet: Climate Change Awareness Statements

Carbon dioxide (CO₂) enters the earth's atmosphere from volcanoes, decaying plants, breathing humans and animals and the surface of the sea.

Greenhouse gases (GHGs) create a blanket of warmth that keeps the earth from freezing. This is known as the greenhouse effect.

Carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O) are greenhouse gases (GHG) because they trap heat from the sun in our atmosphere.

Coal, oil and natural gas are fossil fuels made from the remains of animals that died long before humans evolved.

Fossil fuels are burned to release energy to fuel our homes, factories, transport system and to create electricity, releasing GHGs into the atmosphere.

Deforestation for agriculture reduces the earth's natural ability to remove CO₂ from the air. In the Amazon, around 17 per cent of the forest has been lost in the last fifty years.

Human activities currently release over 30 billion tons of CO₂ into the atmosphere every year.

Every time we turn on the television or drive to the shops we are contributing to the increase of GHGs, especially CO₂, in our atmosphere.

Most of what we purchase leads to GHG emissions in some way, either as a result of its manufacture and packaging or its transport – or both!

Atmospheric CO₂ concentrations have increased by more than 40 per cent since pre-industrial times.

Our world is getting hotter. 2016 was the hottest year since records began.

Our world is getting hotter. By 2012, the earth's temperature was 0.85°C higher than pre-industrial times (1800).

Climate change is causing sea levels to rise as the oceans expand due to higher temperatures.

Almost three times more climate related disasters have been recorded in the last decade than were recorded in the 1970s.

It takes 2,400 litres of water to produce one beef hamburger.

The clothing industry accounts for 10 per cent of global carbon emissions and remains the second largest industrial polluter, second only to oil.

Recycling just one plastic bottle will save enough energy to power a 60 watt light bulb for three hours!

One third of all food bought in Ireland is thrown out. This costs each household in Ireland around €700/£600 a year!

Carbon Dioxide Emissions Worldwide and in Ireland

Activity
4



Carbon Visuals image flic.kr/pldx9cmt; map of the world



30 mins



Help young people compare the carbon emissions in Ireland to other countries and examine the sources contributing to Ireland's emissions

Part One

- Ask the group to visualise one ton of carbon. What would it look like? Ask the group to visualise one ton as a two-storey house. You can use the image to help. Display the map of the world so the group can locate the countries used in the activity.
- Write the countries in the table onto pieces of paper and stick them onto the walls. Distribute the matching CO₂ emissions written on pieces of paper among the group. Ask the group to sort themselves beside the country they think emits the amount of CO₂ on their piece of paper. Check each person has the corresponding country and reflect on some of the conversations that were had when selecting their countries.
- Ask the following questions to facilitate discussion: What kind of assumptions did we make about the countries? Is there anything we'd like to find out? How does this help us understand climate justice? The average worldwide CO₂ emission is 4.95 per capita. What does this mean for us living in Ireland?



Source: Carbon Visuals, www.carbonvisuals.com

Part Two

- Brainstorm the sectors in Ireland that contribute to GHG emissions being released into the atmosphere – until you have the six sectors.
- Ask each group to rank the sectors from the sector they consider to have the highest emissions to the sector they consider to have the lowest emissions, giving an estimated percentage for each.
- Ask the groups to report the highest and lowest with their estimated share of emission.
- Reveal the correct information. Discuss how this information relates to responsibilities here in Ireland. Reflect on our personal consumption habits. Do these account for some of the high emissions? What can young people in Ireland do to help lower our emissions?



Niall Hill (15) from Cork attends the People's Climate March in Dublin as part of Trócaire's Climate Change Challenge Residential. Over five thousand people attended the march on Sunday, 29 November 2015, demanding the Irish Government show leadership during the Paris climate talks to commit to a global agreement tackling climate change.

Carbon Dioxide Emissions Worldwide

Country	CO2 Emissions Metric Tons per capita
Malawi	0.1
Ireland	7.9
Honduras	1.1
Qatar	44.0
USA	17.0
Ethiopia	0.1
Kenya	0.3
Philippines	0.9

Source: data.worldbank.org/indicator/EN.ATM.CO2E.PC?end=2011&start=1960&year_high_desc=true

GHG Emissions in Ireland

Sector	Contribution
Waste	2%
Transport	19%
Agriculture	32%
Industry and Commerce	15%
Residential	11%
Energy	21%

Source: epa.ie/climate/communicatingclimatescience/whatisclimatechange/whatareirelandsgreenhousegasemissionslike

Section Three: Climate Justice

Background Reading



Almost three times more disasters have been recorded in the last decade than were recorded in the 1970s.



The town centre of Bandon in west Cork was heavily hit by flooding with a water depth reading of 3.4 m in December 2015.

There is no longer any doubt that the effects of climate change will be wide ranging and will impact all living things on earth. Impacts on natural and human systems on all continents and in all oceans have already been observed, and indicate the sensitivity of these systems to changing climatic conditions. The risks associated with these changes tend to be greater for disadvantaged people and communities in countries at all levels of development.⁵

Trócaire believes that climate change is more than an environmental issue – it is a justice issue. **Climate injustice means that those who are being worst affected by climate change are the most vulnerable women, men and children around our world who have done the least to cause it.** This injustice is intensified by the fact that the causes of climate change are related to lifestyles of overconsumption and waste in richer countries. Vulnerable people, whose rights to food, shelter, water and life are already precarious, are being further threatened.

Ireland is the third worst creator of carbon emissions per capita in the EU, 45 per cent higher than the EU average.⁶ In Ireland, surface air temperature has increased by approximately 0.7°C over the last century. The number of days that frost occurs has decreased, annual rainfall and the amount of warm days have increased and more extreme weather events have been observed in recent years.

Storm Desmond caused extensive flooding and damage across the country in December

2015, with Cork, Kerry, Galway and Sligo among the counties worst affected. More than 100 mm of rain fell over twenty-four hours, leaving roads blocked, people evacuated from their homes, businesses and farmland under water and causing disruption to flights and ferry crossings. It is estimated that the cost of the damage caused by flooding ran into millions of euro.

If our world's climate continues to change, Ireland can expect:

- More intense storms and rainfall events
- An increased likelihood of flooding in rivers and on the coast
- The possible extinction of vulnerable species, such as bees
- A negative impact on farming, at a cost of between €1 and €2 billion per annum

Globally, the people most at risk from climate change are those who live at the social or economic margins – women, children, indigenous peoples and the elderly or disabled. These are the same people who are often poorly represented in decision-making processes at local, national and international levels.



Source: Irish Examiner, 7 December 2013⁷

Climate change affects people differently, depending on factors such as:

- Location
- Class
- Level of education
- Income
- Ethnicity
- Gender
- Age

5. ipcc.ch/pdf/assessment-report/ar5/syr/AR5_SYR_FINAL_SPM.pdf

6. cso.ie/en/releasesandpublications/ep/p-eii/eii2016

7. www.irishexaminer.com/ireland/video-storm-desmond-floods-furious-bandon-residents-demand-flood-relief-scheme-370078.html

For people in the global south, the impacts of climate change are adding to existing challenges and resources to cope with these challenges are scarce. In many developing countries, communities experience a whole range of weather phenomena, from flooding and storms to severe droughts, which pose a real threat to people's lives and livelihoods. These severe weather events can lead to impacts such as **food insecurity** and **migration**, as well as **health consequences** as a result of **lack of access to clean water and adequate shelter**.

Food Insecurity

Two thirds of the poorest people around our world live in rural areas and rely on farming for food to eat and to make a living. Globally, 793 million people are undernourished (about 11 per cent of the world's population).⁸ In 2016, the food security of almost 60 million people was affected by El Niño, a natural climate phenomenon exacerbated by climate change. Ethiopia is one of the countries most affected. The country is experiencing its worst drought in five decades, with 10.2 million people in need of urgent humanitarian food assistance and 450,000 children aged under five severely malnourished.



Ali and his family in Tigray Region, Ethiopia. Source: Trócaire

Ali, a small-scale farmer from Ethiopia tells us: 'We are dependent on the rain but the amount of rain is very small ... there is a scarcity of rainfall, a scarcity of water. It changes from year to year. When I was young the rainfall was good. But now it is much worse.'

Migration



Teresina (45) farms her land during drought in Tharaka-Nithi, Kenya. Source: Trócaire


Migration and displacement due to climate change is a real threat, not just to disadvantaged people and communities, but to everyone. The **United Nations High Commission for Refugees (UNHCR)** believes that **climate change could become the largest driver of refugees in the future**, affecting the availability of resources, thus causing people and communities to move in order to adapt.⁹

There is evidence to suggest that many people have already been forced to flee their homes, or have made the decision to migrate, due to climate change. Displacement can take place due to exposure to an extreme weather event, or in response to longer term incremental changes in climate. **Migration** and relocation are important coping mechanisms for communities living in vulnerable areas. People tend to move from danger zones into the nearest safe zone, usually within the same country. Rural-urban migration is also a common occurrence, and can often be the last resort for people who have lost their livelihoods due to climate change.

Environmental migration from rural areas to urban slums in Nairobi, Kenya accelerated during periods of drought and flooding between 2008 and 2011, accounting for 44 per cent of new arrivals. Conflicts sparked by dwindling pasture and water resources contribute to migration.

8. fao.org/hunger/key-messages/en
9. unhcr.org/pages/49e4a5096.html

Activity: Farming in Ethiopia

Farming in Ethiopia  trocaire.org/education/climate-justice/youth is a one-hour activity exploring the challenges facing smallholder farmers in Ethiopia.



Check out the **Global Food Insecurity and Climate Change interactive map** on metoffice.gov.uk/food-insecurity-index



In Burkina Faso, **one in five teenage boys and one in ten teenage girls moved away from their families to seek work due to the food crisis.**



Check out the **Global Climate Risk Index** to find out about the other countries that suffer most from extreme weather events: germanwatch.org/en/download/10333.pdf



2.4 million people directly benefitted from Trócaire programmes in twenty-five developing countries in 2015/16.

Storms and Flooding



Kritza, pictured with her great-grandparents Candido Zaldivar Flores and Elvia Murcia Dezaldivar outside their home, which was destroyed by waves during a storm at Cuyamel near San Pedro Sula, Honduras. Source: Trócaire

The latest report from the IPCC states that many extreme weather events experienced since the 1950s are linked to human influences on global climate. There is strong evidence to prove the link between climate change and extreme weather, particularly heatwaves, coastal flooding and extreme rainfall events.

Honduras is one of the poorest countries in Central America, with approximately one million households living below the poverty line of €1.90 per day. It is particularly vulnerable to the worst effects of climate change, especially extreme weather events. Taking into account casualties and loss of personal income, Honduras was the country worst affected by the impacts of extreme weather events in the period from 1993 to 2012.

During this period, at least sixty-five extreme weather events affected Honduras, including six of the twelve strongest hurricanes of the twentieth century. In October 1998, Honduras was impacted by Hurricane Mitch, resulting in more than ten thousand deaths, extensive crop losses and devastation of the country's infrastructure and drinking water network.¹⁰

10. trocaire.org/sites/trocaire/files/resources/policy/honduras-climate-change-case-study.pdf

Trócaire Working in Partnership

Trócaire works with partners in Africa, Asia, Latin America and the Middle East to support communities to adapt to changing climatic conditions. Through our work in Disaster Risk Reduction (DRR), we support communities to build their resilience to the effects of climate change, like floods and cyclones, which can help reduce the amount of damage caused by these effects.

Trócaire works in partnership with organisations based in the countries in which we work, and supports these organisations to implement projects in collaboration with their local communities. These organisations bring an in-depth understanding of their local context, language and culture, while Trócaire contributes experience, funding and staff.

In Ireland, Trócaire works to educate the Irish public about the causes of poverty and injustice overseas, including climate injustice, and the daily struggle faced by many communities to survive. Climate justice will not be achieved unless we all fulfil our responsibilities as global citizens and take action against climate change.



Manuel and his mum are members of the local emergency committee in Honduras. Source: Trócaire

Climate Justice Activities

Aims:

- Explore the impact that climate change is having on human beings globally
- Understand and explain the term 'climate justice'
- Develop empathy with communities feeling the effects of climate change

Would You Stay or Go?

Activity
1



Stay or Go wall signs



20 mins



Explore the complexity of feeling and practicality when making decisions

- Stick a sheet of paper on the wall at either end of the room. On one write the word 'stay' and on the other write the word 'go'.
- Tell the group that they are going to hear some statements and they have to indicate whether they would stay or go by walking to the side of the room that corresponds. They must make a decision.

Note: This works well as a silent activity, where the group reflects on their feelings at the end of all the statements. Or it can be used as a walking debate to encourage discussion about the difficult process of making decisions.

Statements

1. Your family is going away for the weekend and has given you the choice to either stay at home or go with them. Which do you decide?
 2. You're hanging out with friends at a disused factory. One of your friends is spraying graffiti on the wall. Do you stay or go?
 3. You're at a party and your friend is drunk and is getting sick in the bathroom. Do you stay or go?
 4. You're watching TV and a documentary about climate change is coming up next. Do you stay on the channel or switch to something else?
 5. Your family have heard that there's going to be a drought this year. As they are farmers they are worried about having enough food for the family. They suggest that the family moves to the capital, where relatives say there's guaranteed work. Do you stay or go?
 6. The crops are drying on your family farm because the rains didn't come and your dad can't water them all by himself. It's a big exam year in school and you can't afford to skip classes. Do you stay in school or go to help your dad?
 7. Your football team league final is on this weekend, but there's also a cash-for-work labouring opportunity down by the river which would help your family. Do you stay with the team or go to the work?
 8. You hear on the news that over 16 million people in your country will need food aid from the government and international aid agencies like the UN because of the severe drought that's been ongoing for fifteen months. Do you stay in your country or go?
 9. Your little brother and sister have been getting ill from the unclean water as the river isn't really flowing anymore. Do you stay or go?
 10. Your little sister has to go to the local hospital for treatment for acute malnutrition. Like your whole family, she has only been eating two meals a day for months now. Do you stay or go to the city for work?
- Ask everyone to take a seat and reflect on the feelings associated with some of the earlier choices, compared with some of the later ones. Did anyone regret the decision they made? Would they have chosen differently if they had known some of the later consequences?

Bomb and Shield Activity

Activity
2



A large space



5 mins



Demonstrate the unintended consequences when making decisions

- Ask the group to stand in a circle. Direct them to choose two people in the group, one person as a 'bomb' and one person as a 'shield'. They should do this without revealing their choices to anyone. When you say 'go', everyone should move around the room, always keeping their shield between themselves and the bomb. After a while, you say 'switch' and the bomb becomes the shield and the shield becomes the bomb.
- At the end of the activity, ask the group how this activity relates to the complexity of decision-making, highlighting that our decisions affect others, but also that they're influenced by the actions of others, sometimes outside our own control.

Migration Dilemma Role Play in Rural Kenya

Activity
3



Four copies of the case study; one copy of the character cards; one copy of the Trócaire blog: [Teresina's Story](https://trocaire.org/education/climate-justice/youth)



30–45 mins



Consider the multiple perspectives within families faced with difficult decisions because of climate change

Note: Be mindful of various personal family situations among group members.

- To prepare the group for role play, carry out a few energisers to bring out their creative side; for example, ask the group to imagine a character based on a scene you describe for them, such as the beach, a disco, a football match.
- Ask the group to form a line based on how comfortable they are with drama, from most to least. Then split into four groups with a mix of comfort levels. The groups will be various sizes based on the characters: Anthony – min. 3; Amos – max. 3; Teresina – min. 3; Julius – max. 2.
- Tell each group the name of their character and give them a copy of the case study. As they read the case study they should reflect on how their character might respond to the situation.
- Then give each group their character card and ask them to develop a role play to express how their character is feeling about the situation.
- Invite each group to present their role play to the whole group.
- As an extension, invite four characters from the groups to host a family meeting to come up with a joint agreement on the best solution for the whole family.
- De-role from the role play with a simple energiser.

Debrief

- Share the blog article that reveals the real story of the Karimi family with the group.
- Inform the group that the UNHCR (The UN Refugee Agency) predicts that climate change could become the largest driver of refugees in the future.
- Host a group discussion on the concept of migration as an element of climate injustice. How important are NGOs like Trócaire in supporting vulnerable communities to adapt to climate change? What else can be done in Ireland to fight for climate justice?

Worksheet: Climate Change Case Study Kenya

The Republic of Kenya

Population: 44.4 million

Capital: Nairobi

Major languages: Swahili, English

CO2 Emissions: 0.3 tons per capita

Main Exports: Tea, coffee, horticultural products, petroleum

People living below the poverty line (\$1.90 per day): 43.4%

HDI Ranking: 145/188 countries



Tharaka-Nithi County is located in the Diocese of Meru in central Kenya. It lies in a semi-arid area and its temperature ranges between 11°C and 25.9°C. It is located in the lowlands of Mount Kenya, an important region for tea and coffee production.



Teresina and her sons Antony (16) and Amos (11). Source: Trócaire

Teresina and Julius Karimi live in a **Kaluga village** in Tharaka-Nithi with their two youngest sons, Antony and Amos.

Teresina and her family, along with the two hundred other families living in their village, rely on farming. They eat the maize and vegetables they grow and sell what remains at the market, a 10 km walk away. They rely on local rivers such as the Naka River – an hour’s walk away – for drinking water, cooking, washing and water for their crops and animals.

However, the rains are no longer reliable for growing food; they have been decreasing because of climate change. Three rivers in the area have recently dried up completely. Only farms with flowing irrigation schemes are able to survive, but Teresina’s village doesn’t have an irrigation scheme. This year the crops did not grow and the family is worried about how they will afford to educate and feed their children.

There are farms in a different part of Kenya where Julius could find work. These are large commercial tea and coffee farms with irrigation schemes. Otherwise the family might have to sell their animals or land.

There is some work in the local area. Cutting down trees to provide wood for curing tea is an option to get cash fast. Gathering sand from riverbeds with a shovel is hard manual labour. The labourers only get €1 per truckload of sand from construction companies, despite the fact that it is sold on for €120.

The family are considering their options to ensure they continue to live a dignified life.

Anthony
(16)



You enjoy school and hanging out with your friends. Recently you won the high jump competition at sports day. You usually get your homework done straight after school while it's still light as there isn't any electricity at home and you can't afford to keep the paraffin lamp on too long. You overheard your dad mention to your mum a job opportunity that would mean he would be away from home for months at a time.

You're walking back from a game of football with friends and want to get some advice from them. Should you offer to go to the plantations instead? Or maybe you could quite school and get labouring work nearby to support your family?

Amos
(11)



You are walking to the river with your best friend Charles and cousin Daisy to collect water. It's taking twice as long as it usually would because the closer river is dry. You love cow's meat, but can hardly remember what it tastes like as it's been ages since you last had any. You overheard your brother arguing with your dad about your dad going away for three months. You don't know what's going on but you know that you would miss your dad if he wasn't around.

You tell Charles and Daisy what you're thinking and ask for their advice.

Teresina
(45)



You are worried for your husband and two boys. Things are tough this year on the farm since the rains haven't come and your crops have dried up. You ration food well, reduce portion sizes and have reduced the number of meals your family has to two per day. You mostly sacrifice your food for your children.

You are at the Wendani local women's group meeting. You want to get advice from them about the best thing to do for your family. Some of the other women's husbands have moved to find work and you want to know how they've been impacted. Some of the women have taken up cash-for-labour work to increase their income.

Julius
(52)



You have traditionally relied on two rainy seasons each year to grow your crops. This year, without the rains, your soil has become lifeless and your crops are dying. Despite all your best efforts, there is little grazing and water for your cattle, which have become thin. You want to do the best for your family and ensure that both of your sons can get a good education and jobs in the future.

You are in the field working and get a call from your brother at the commercial plantation telling you that he has spoken to the manager there and can guarantee you work if you can get there by the weekend. It's five hours away so you'll only be able to come home once every three months.

Building a Home by the Sea

Activity
4



Rope (3 m); spaghetti, marshmallows and newspapers; two hairdryers or soft balls



45 mins



Experience the challenges faced by communities affected by storms and sea level rise

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.

- 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.
- 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.
- Once the groups have selected a space, give them the materials and let them know that they will have fifteen minutes to construct their homes. Give groups five minutes preparation time before beginning to use the materials.
- 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.
- 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.
- 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.
- Once time is up, check that all structures are free standing and then have one final storm surge.
- Debrief in their groups:
 - » 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?

Disaster Risk Reduction

Activity
5

Gerson Javier Bermúdez lives in Choloma, Honduras and is a member of the Local Emergency Committee (CODEL). As part of the search and rescue team, he created a **risk map** to identify every vulnerability in the community.

Complete the activity **DRR Risk Mapping**

 trocaire.org/education/climate-justice/youth (1 hour)

to help young people understand the process of putting in place a disaster plan for a community facing the threat of flooding from extreme weather events.



Section Four: Action on Climate Change

Background Reading

Everybody in the world must ADMIT to climate change

<p>ADaptation: People need to adapt in order to cope with the changes in our climate</p>	<p>MITigation: We must prevent further changes in our climate by reducing greenhouse gas emissions</p>
<p>Overseas this includes Trócaire’s work:</p> <ul style="list-style-type: none"> • Supporting farmers in Ethiopia to start new businesses, increasing their income • Providing communities in Kenya with irrigation schemes to water their crops • Helping communities in Honduras prepare flooding evaluation plans <p>In Ireland, this includes new flood defences in coastal areas such as Co. Clare to adapt to sea level rise and increased flood risks.</p>	<p>This includes:</p> <ul style="list-style-type: none"> • Individual behaviour change to reduce consumption and waste • Businesses becoming more efficient in how they use energy • Agriculture practices changing to reduce emissions • Government policies to reduce deforestation and increase reforestation • Government policies to transition to a low carbon future



In 2015/16, Trócaire supported livelihoods programmes in fifteen countries, benefitting some 872,000 people directly.



‘Ireland must become more of a leader in understanding the importance of renewable energy.’
(Mary Robison, 2016)

Adaptation



Esther Eboi and Napei Timat Longoli tend to tomatoes in their greenhouse in Turkana County, Ethiopia. Source: Trócaire

Trócaire works with communities overseas through sustainable livelihoods programmes to adapt farming methods and to support new business ideas to diversify income. Farmers receive training and new seed varieties to ensure crops will grow in climate affected areas, meaning they are better prepared to deal with the effects of drought, floods or storms. Trócaire also supports the building of irrigation systems and wells to increase water supply to farming land.

For Ireland, climate change impacts are projected to increase in the coming decades. We will need to continue to develop adaptation strategies to

tackle impacts such as sea level rise, more intense storms and rainfall events, increased likelihood and magnitude of river and coastal flooding, water shortages in summer, adverse impacts on water quality and changes in distribution of plant and animal species on land and in the oceans.¹¹

Mitigation

Trócaire works in Ireland raising awareness and educating Irish communities about climate change. We campaign for changes in national and EU policy to reduce our carbon emissions. We carry out research on how Ireland, the European Union (EU) and the United Nations can fairly and effectively reduce greenhouse gas emissions through policy and legislative changes. We have been advocating and campaigning for strong climate laws, containing legally binding and ambitious carbon emission reduction targets, across the Republic of Ireland (ROI) and Northern Ireland (NI).

We also raise awareness on personal lifestyle changes that people can make in order to reduce their carbon footprint, working with young people and communities across Ireland.

Global Action on Climate Change

In May 2015, Pope Francis released an encyclical entitled *Laudato Si'* in which he calls for action at local, national and international levels to combat ecological destruction, and in particular climate change. The encyclical, which is addressed to ‘every person who lives on this planet’, clearly aligns the Catholic Church with the growing movement calling for urgent changes to lifestyles and energy consumption in order to safeguard the future of the planet.

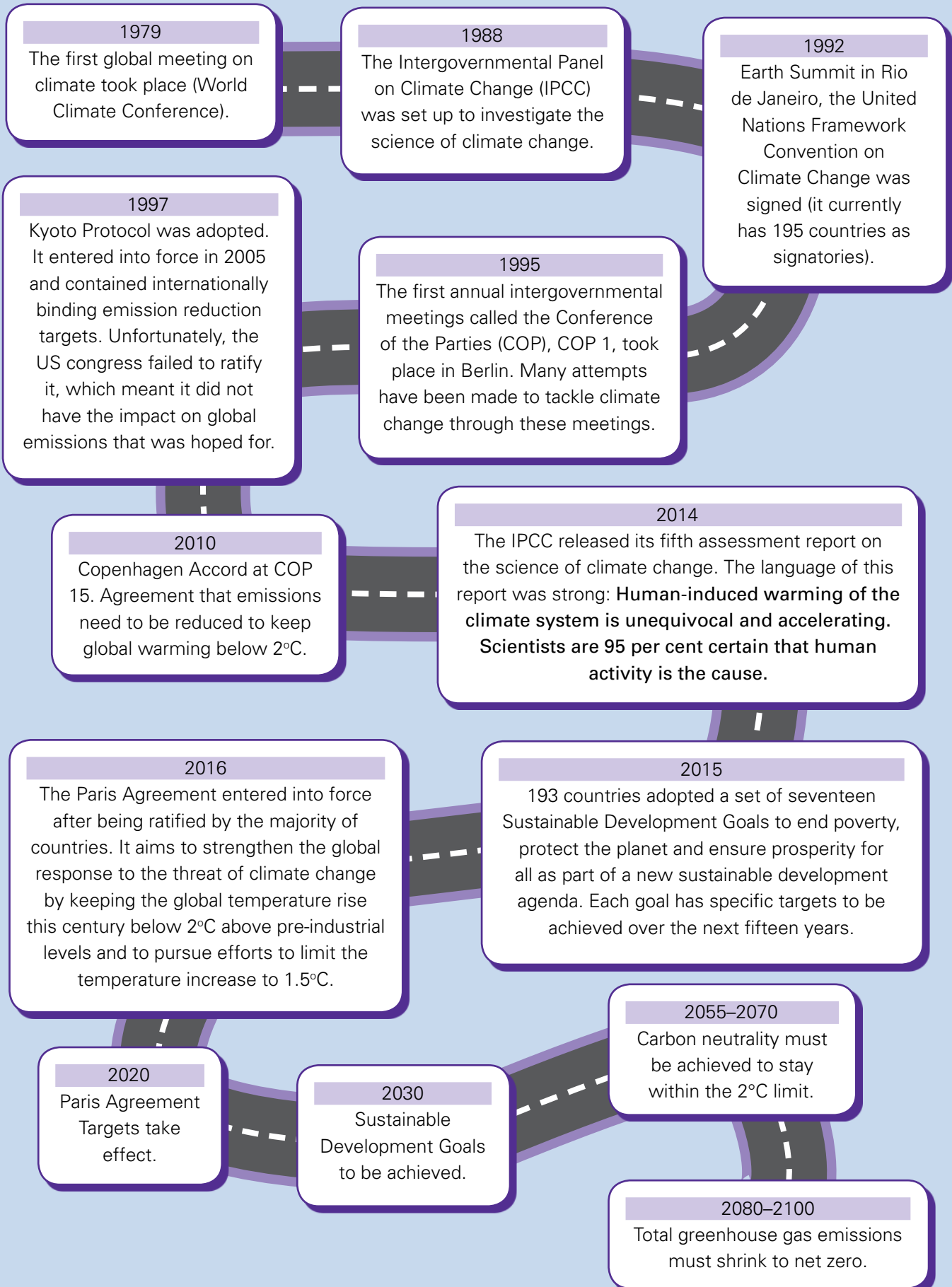


Pope Francis

11. housing.gov.ie/environment/climate-change/policy/national-climate-policy

Global Timeline

Key events related to global climate change from the 1970s to the present day.





Check out the Global Goals website to learn more about the SDGs: globalgoals.org



Learn more about Trocaire's work on climate justice on our website: trocaire.org/getinvolved/climate-justice

In September 2015, the UN Sustainable Development Goals (SDGs) were adopted to end poverty, protect the planet and ensure prosperity for all. For the goals to be reached, everyone needs to do their part, including governments, the private sector, civil society and all global citizens, including here in Ireland.

Goal 13: Climate Action outlines five targets to 'take urgent action to combat climate change and its impacts'.



UN Secretary-General Ban Ki-moon and delegates celebrate historic adoption of Paris Agreement on 12 December 2015. Source: UNFCCC

The 'urgent action' refers to recommendations by the Intergovernmental Panel on Climate Change (IPCC). Many of the other sixteen goals are linked to the fight against climate change, and tackling climate change effectively will have a direct influence on the successful achievement of the goals.

In December 2015, world leaders came together in Paris for COP 21 and adopted the first-ever universal, legally binding global climate deal. The Paris Agreement, agreed by 195 countries, sets out a global action plan to put our world on track to avoid dangerous climate change by limiting global warming to below 2°C.

Climate Change Laws in Ireland

Thanks in part to the efforts of Trócaire campaigners and other pressure groups like Stop Climate Chaos, the government in ROI introduced Ireland's first-ever dedicated climate change law, the Climate Action and Low Carbon Development Act 2015.

This legally binds the government to produce five-yearly National Mitigation Plans to reduce greenhouse gas emissions in **electricity generation, buildings, transport and agriculture**. The act also demands a National Adaptation Framework of adaptation measures in different sectors and by local authorities to reduce the vulnerability of the State to the negative effects of climate change. While the law is not as strong as it could have been, it goes some way to making Ireland accountable for climate action.



Alex Dudzik lobbying her local TDs to support climate action in November 2016. Source: Trócaire

Unfortunately, NI is lagging behind in this respect, and has no immediate intentions to pass a similar bill. As active citizens, we need to make sure that our political leaders take climate change seriously and introduce effective climate change laws.

Alex Dudzik lobbied her TDs in Carlow to take action on climate change in Ireland. Alex said, 'Politicians are actually interested in what you have to say. I was surprised to find that there's maybe just a lot of hype and stress around such meetings.'

trocaire.org/education/climate-change/youth

Action on Climate Change Activities

Aims:

- Help young people understand the global action being taken to tackle climate change
- Encourage young people to imagine a future world they would like to be part of
- Explore various actions that will lead to climate change mitigation and adaptation

Exploring the SDGs

Activity
1



Making Change Happen trocaire.org/education/climate-justice/youth



30 mins



Learn about the UN Sustainable Development Goals (SDGs) in relation to climate justice

THE GLOBAL GOALS For Sustainable Development



- Ask the participants to complete the quiz on SDGs using: globalgoals.org
- Using the website, plus any other sources they can find, ask the participants to complete the following questions on Climate Justice in the SDGs:
 1. Which SDG addresses the issue of climate justice the most?
 2. Identify at least four other SDGs that also address climate justice in some way.
 3. Each SDG is broken down into a number of targets. Pick out five climate justice related targets that you can directly contribute to through taking action. These should be chosen from at least three SDG.
- Using the case studies in the Making Change Happen resource, explore inspirational global figures and young heroes who have taken a variety of actions linked to the fight for climate justice.



Culture Cards



1 hour



Imagine the challenges facing nations when making global agreements for positive changes

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.

Introduction

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.

Debrief

- 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.



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.



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 to other people. You look to women to make decisions and represent your culture.



Problem/Solution Tree

Activity

3



Flip-chart paper



30 mins

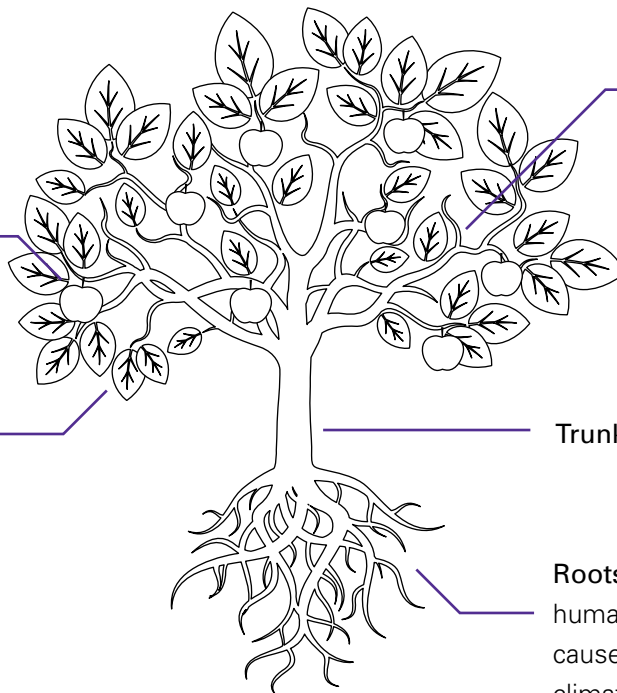


To consider the human causes of climate change, how these can be tackled and the impacts of taking action

- Using the image below as a guide, task small groups with developing their own problem/solution tree.
- Each cause should have its own root. Encourage young people to explore the actions that feed into this root cause. The branch represents the solutions, which can be personal, local, national or global. To make the actions more specific, you might add leaves to represent the different actions that could be taken to contribute to the solution. At the end of the activity, ask the group to add two or three 'fruits' – these could be the impact of the overall solution and the actions taken.

Fruits: Some of the impacts of action being taken to achieve the solution

Leaves: What small actions can be taken to contribute to the solutions?



Branches: What are the solutions to these root causes? Thinking of different stakeholders, such as young people, communities, businesses, governments

Trunk: The Issue – Climate Change

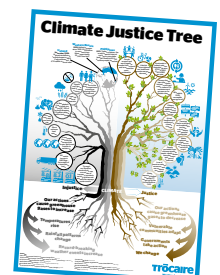
Roots: What are the human actions (root causes) contributing to climate change?

Discussion questions:

- Have you considered why human actions are causing this problem? What needs or wants are being fulfilled?
- Which causes are getting better, which are getting worse and which are staying the same?
- What is the most serious cause? Which causes are easiest to address? Which are the most difficult to address?
- Which solutions are already being tackled? Which ones are not being addressed at all?
- Which solutions will have the biggest impact for young people in Ireland and overseas?

Infographic Tree

Take a look at the **Climate Justice Tree** trocaire.org/education/climate-justice/youth for further discussion; then return to the trees and see if anything more can be added. Stick the trees up on the wall and invite participants to review the tree gallery. Ask each person to stop beside one action they would be willing to take for climate justice.



Section Five: Become a Climate Justice Champion

Aims:

- 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

Diamond Ranking Actions for Climate Change

Activity
1



Actions to Mitigate and Adapt to Climate Change worksheet



30 mins



Explore climate action at different levels and consider the role of young people in influencing change

- 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**.
- Ask them to re-sort the cards under the headings: **Personal**, **Local**, **National** and **International**.
- Encourage the groups to add their own ideas for actions using the blank squares.

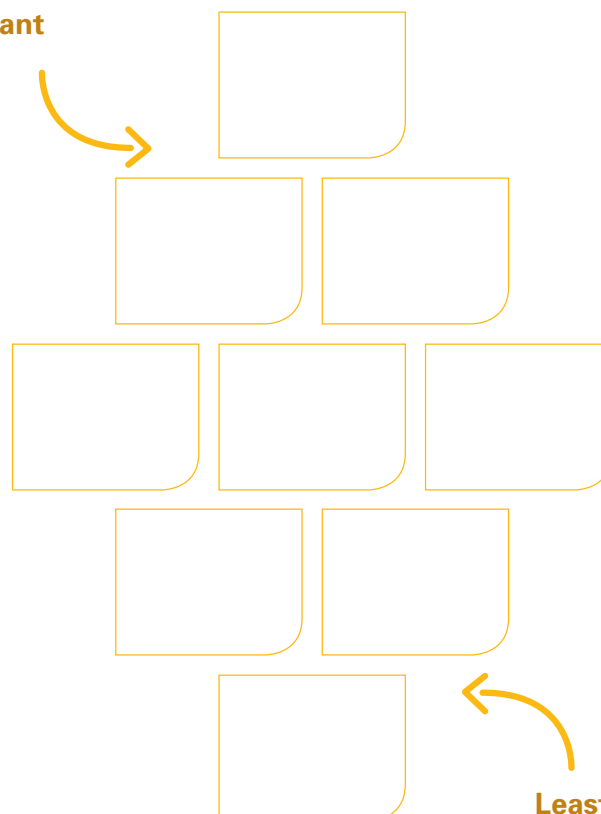
Note: As long as the group can justify their answer it is fine for them to be slightly different than the suggested groupings.

- Introduce the Diamond Ranking Formation as a way to prioritise climate justice actions. Small groups choose nine different actions, at least two from each column, and rank them in order of effectiveness or impact. Each group then explains their top choice to the larger group.

Diamond Ranking Formation

Activity
1

Most important



Least important

Worksheet: Actions to Mitigate and Adapt to Climate Change

Activity

1

Personal	Local	National	International
Buy more locally produced goods	Conduct a climate change audit of your club or school	Introduce effective climate laws in ROI/NI 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

What is Needed to Become a Climate Activist?



Copy of the case studies; Youth for Climate Action



30 mins

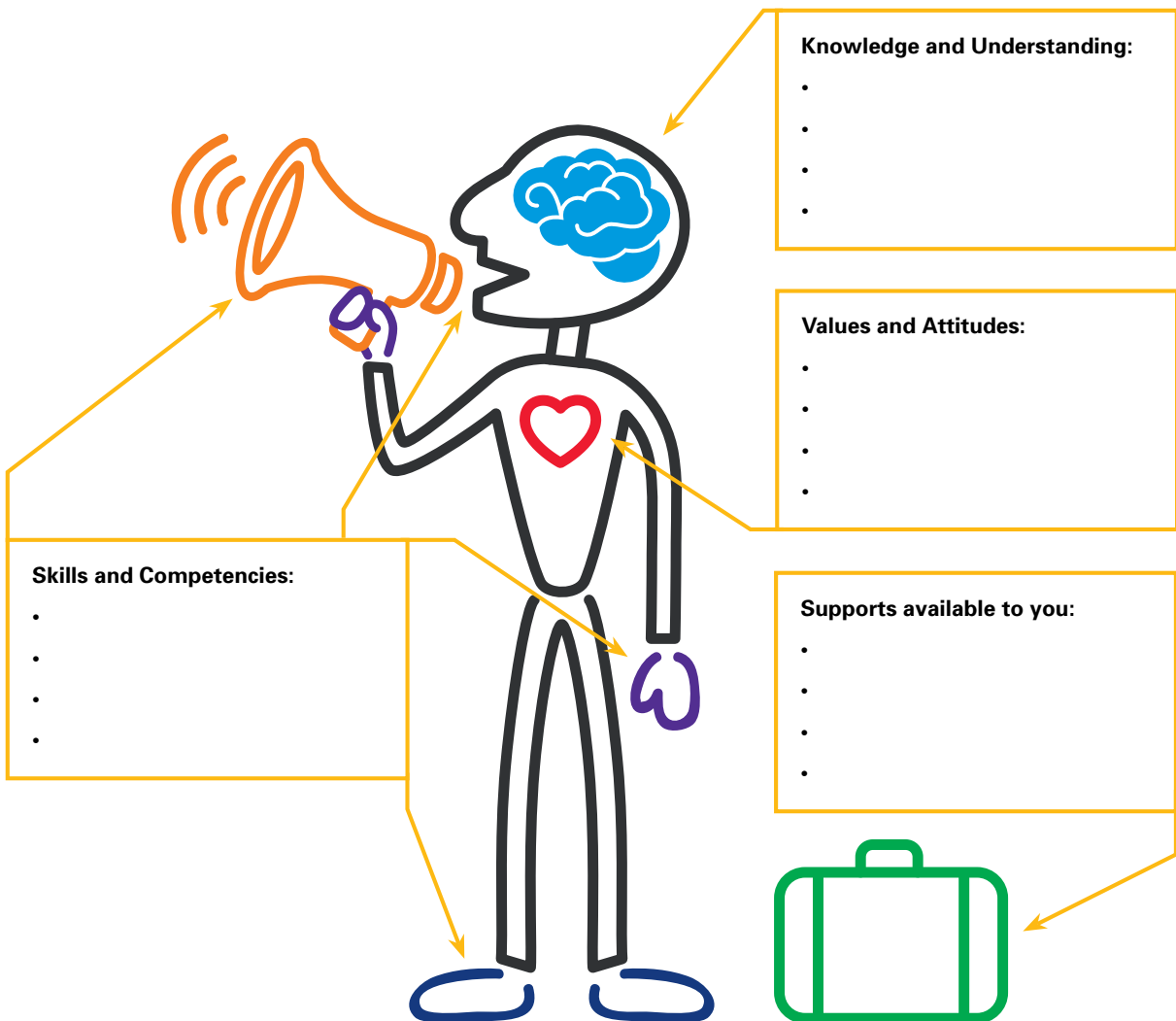
trocaire.org/education/climate-justice/youth



Take inspiration from local and global activists and consider what qualities are needed to become a climate activist

- Split into three groups and ask each to read one of the case studies of youth activists in other parts of the world. Consider the qualities and skills they possess which led them to act on climate change.
- Watch the Youth for Climate Action video which showcases some young Trócaire activists working for a just world.
- Using the template below, ask small groups to create their own climate justice champion on a sheet of flip-chart paper, considering the knowledge, skills, values and attitudes of the youth climate activists they have learned about.
- Ask the groups to discuss what extra qualities they have that would help them become climate justice champions. What additional resources or extra support would they need?

Climate Justice Champion



Andrea Castro, Honduras

Hello, my name is Andrea Castro, I am twenty-four years old and I belong to the Municipal Emergency Committee (CODEM) in Omoa, Cortés, in northern Honduras.

I have received training and work on communication issues and early warning systems. Early warning means communicating with the local emergency committees about any threats that might affect them, particularly flooding. I am also involved in monitoring hazards and threats. I also train young people about issues of emergency response and early warning, as well as volunteering with the Red Cross. The support we from CASM and Trócaire makes a massive difference to our work.



Siphosethu Matshologwana, Zimbabwe



My name is Siphosethu Matshologwana, I am the secretary for the Lupane State University Climate Justice Club in Zimbabwe, supported by Trócaire. Droughts, increased temperatures and low precipitation are some of the impacts of climate change in my country. To date, the club has had a number of successful initiatives such as awareness-raising campaigns through Facebook, training workshops and clean-up campaigns.

In 2015, we participated in the first African Youth Conference on Climate Change, a platform for youths to showcase green projects from different countries. We drafted a youth position paper for COP 21, held in Paris at the end of 2015. As a youth, it felt so good to be contributing to global decision-making processes on climate change.

I believe that we as youths are the future leaders of today. If we do not take action against this global threat, no one will; therefore, let us rise, be united and fight for climate justice. The future lies with me and you!

ECO-UNESCO Youth for Sustainable Development Group

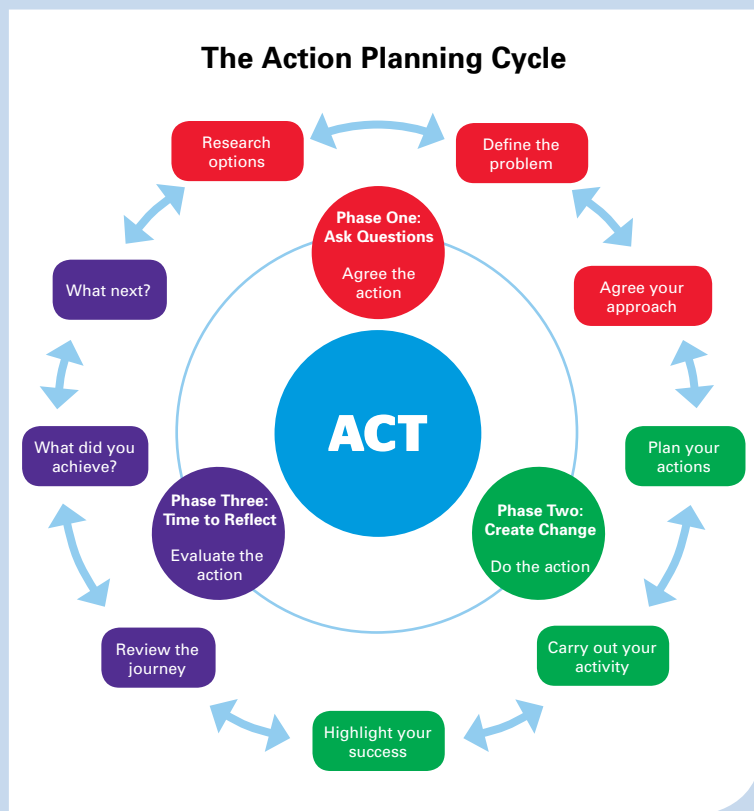
In September 2016, the ECO-UNESCO Youth for Sustainable Development group celebrated the announcement that Leap Cards can now be used to borrow a bike, using Dublin Bikes. This was an ambitious idea that they brought to politicians in 2015. Their project, entitled 'A Leap 2 the Future', began in 2014 as an entry to the ECO- UNESCO Young Environmentalist Awards. The group wanted to tackle the issue of climate change on a local level by looking at ways of reducing emissions from transport in Dublin City Centre.



Group member Leon Gill commented on the project: 'The Dublin Bikes scheme seemed heavily underused as not only the youth, but adults who don't have credit cards were also unable to use the service. It is now much more accessible, which will mean fewer cars in the city and more sustainable transport being used. This will lower CO2 emissions in the city making, lowering Dublin's carbon footprint.'

Take Action

We hope your youth group will want to become climate justice champions in their local community after learning about the causes of climate change and how it affects poor and vulnerable communities worldwide who have done the least to cause it.



We have developed an action planning resource and reporting template which will help your group to develop their own climate action project locally to act for climate justice. For more information, go to:

trocaire.org/education/climate-justice/youth

Fundraise for Trócaire

This year, why not encourage your youth group to take action and fundraise for Trócaire?

Involvement in fundraising activities can be motivating and fun for young people and will help them to develop their understanding and skills as active, responsible citizens.

Through fundraising, participants will not only raise awareness about climate change but will raise much-needed funds, enabling Trócaire to work with partners in developing countries to tackle the impact of climate change.

There are lots of different ways to fundraise in your community. Some ideas include: Tea Time for Trócaire, Trócaire's Virtual Cycle to a Trócaire partner country or Trócaire's Hero Run. For lots more ideas log onto trocaire.org/fundraise or contact ellen.donnely@trocaire.org.










Example of a youth-led fundraising activity – Scouts in Wexford. Source: Trócaire

Trócaire is the overseas development agency of the Catholic Church in Ireland

Our Website

Visit our website trocaire.org/education to view this resource online. You will also find additional education resources and information about Trócaire's development education work.

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