

Climate Change 3

Climate Justice 3

Together we are the solution to climate injustice

Join us



Education Resource for
Post-Primary Schools

Introduction

Welcome to the third and final year of Trócaire's three-year learning journey on climate change/justice. In 2015 we focused on the science of climate change and how it affects different people. In 2016 we focused on the latest information about our changing climate, its global impacts and how we are contributing to the problem here at home. This year we want to focus on taking action. We will explore what it takes to become a climate activist, the different actions that people of all ages can take, and look at case studies of activists both at home and overseas for inspiration. Finally, it is over to you and your students. We want you to take what you have learned and come up with your own appropriate ways of joining the fight for climate justice! We also want you to let us know what you are doing, how we can support you, and to allow us to join with you to celebrate your final steps along the journey to becoming climate activists!

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Valerie Robinson of the *Irish News* with children in the Chikwawa district of southern Malawi, one of the regions of the country worst affected by climate change. Photo: Eoghan Rice/Trócaire

Curriculum Links

Republic Of Ireland (ROI):

RE – A1 Community; A2 Communities at Work; A3 Communities of Faith; F3 Growing in Morality; F4 Religious Morality in Action (Stewardship); F5 Law and Morality

CSPE – Strand 1: Rights and Responsibilities (1.1, 1.2, 1.5, 1.6, 1.9, 1.10, 1.11); Strand 2: Global Citizenship (2.1, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11)

Geography – Unit A2: The Restless Atmosphere (The Heat Engine); Unit B4: Urbanisation – Changing Patterns in Where We Live – Cities; Unit C4: Economic Inequality: The Earth’s Resources – Who Benefits?

Northern Ireland (NI):

RE – Developing Pupils as Contributors to Society (Objective 2); the Economy and the Environment (Objective 3)

LLW – Local and Global Citizenship (Human Rights and Social Responsibility; Equality and Social Justice; Democracy and Active Participation)

Geography – KS3 Objective 3: Investigate the impact of conflict between social, economic and environmental needs both locally and globally, e.g. flooding and climate change. Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally

KS4 Unit 1 (Theme B): Our Changing Weather and Climate; KS4 Unit 2 (Theme C): Managing Our Resources

Other Suggested Subjects:

ROI – Art, Craft and Design; Environmental and Social Studies; Science; English; Politics and Society

NI – Art and Design; Science; English

RE teachers: Other resources are available for use in RE classrooms. Please go to trocaire.org/education/lent2017 to download our *Laudato Si'* resource booklet, or go to trocaire.org/parishes to access our Glas Óg resource booklet

How to Use This Resource

Teacher Planning

Teacher’s notes and suggested curriculum links are included to assist with planning. This resource focuses on taking action against climate change, and can be used as a stand-alone resource, but is designed to be used in conjunction with the Climate Change/Climate Justice resources from 2015 and 2016, available on Trócaire’s website trocaire.org/education/lent2017. Students should be encouraged to critically examine all types of action against climate change, ask questions about the motivation, effectiveness and sustainability of these actions, and decide on what courses of action are most suitable for them to take. Please let us know about your students’ activism by entering their efforts into our Just World Award (see page 11).

Icons used in this resource



This icon directs you online to access further materials and information to use with your class.



Fact about climate change.

The Fight against Climate Change

The modern environmental movement is something that has grown organically since the 1960s and 1970s, though it is true that many organisations, such as the Royal Society in London,¹ and the National Geographic Society in Washington DC,² have been working on environmental issues since the nineteenth century, and indeed continue to do so today. Some organisations, Greenpeace for example, started life as a small group of people attempting to stop nuclear testing and whale hunting, but have grown into one of the largest environmental organisations in the world,³ using a variety of methods including **direct** and **indirect** forms of action, mainly targeted at large corporations and governments.



Photo Credit: Greenpeace

‘Our political leaders are sleepwalking us into a crisis of epic proportions and playing political poker with the future of this planet.’ Kumi Nadoo, Greenpeace.

In recent years, more groups working on environmental issues have come into existence. As both the scientific and political arguments come to an end with confirmation of human induced climate change from the Intergovernmental Panel on Climate Change (IPCC), it is now the cultural argument that must take centre stage. The effects of climate change have become much more obvious and hard hitting, and a cultural change in many countries, including Ireland and the UK, needs to take place if we are to take effective and coordinated action.

Many grass-roots environmental organisations, like **350.org**, have grown to become global organisations and movements. 350.org are part of the **Keep it in the ground** campaign launched in 2015 by the *Guardian* newspaper in the UK. A call for fossil fuel divestment is one of the key ‘asks’ of the campaign, with the Guardian Media Group (GMG) taking a leading role by agreeing to divest its investment fund (worth in excess of £800 million) from fossil fuels.⁴

In 2016, Trócaire launched the latest phase of its climate justice campaign, called **The Burning Question**. This campaign is aimed at the Irish government, asking it to stop investing public funds in fossil fuels. As of March 2016, more than five hundred institutions worldwide, with a value of over \$3 trillion, have committed to divest from fossil fuels within five years.⁵



Photo credit: Alan Whelan, Trócaire

One thing that most groups agree on is that working in coalition with other like-minded groups and individuals is more powerful and impactful than working in isolation. **Stop Climate Chaos Ireland** (of which Trócaire is a member) is a coalition of twenty-eight civil society organisations who in their own field of work have come to realise the devastating impact that climate change is having on the poorest and most vulnerable people around the world. **The Global Catholic Climate Movement (GCCM)** are a community of individual Catholics, and member organisations working to respond to climate change, and to the call to action contained in *Laudato Si'*, the papal letter from Pope Francis on answering the global challenge of climate change. In 2015, the GCCM collected over 900,000 signatures to their Catholic Climate Petition, which they handed in to the French president and the UN climate chief during the COP 21 summit in Paris in December 2015.

1. royalsociety.org/topics-policy/energy-environment-climate/
2. nationalgeographic.org/
3. greenpeace.org/international/en/about/our-story/
4. theguardian.com/environment/2015/apr/01/guardian-media-group-to-divest-its-800m-fund-from-fossil-fuels
5. trocaire.org/getinvolved/climate-justice/what-is-divestment

Teacher's
Information



For more information on The Burning Question, go to vimeo.com/trocaire and watch our documentary.



Fossil fuel divestment – Removing financial investments (such as stocks and bonds, etc.) from fossil fuel companies in an attempt to tackle climate change.

Different Types of Action

Different organisations will take different types of action to bring about change depending on a variety of influences, including:

- The issue they are focusing on
- Who they are trying to influence
- The composition of their membership
- How successful they have been in the past
- The availability of funding/resources

Whilst it is important to have support from the public, large numbers of people involved in action does not guarantee success. For example, during the protests against the invasion of Iraq in 2003, millions of people around the world joined demonstrations in hundreds of major cities. Despite this public outcry, the invasion went ahead. However, global support for a cause can make a difference, as long as effective types of action are also used. For example, the campaign against apartheid in South Africa was eventually successful due to worldwide support, combined with well-chosen actions, like boycotting South African goods, and banning the country from international sporting events. How successful different types of action will be depends on the context in which they are used, and careful consideration must be given to choosing an appropriate course of action.



Anti-war rally in Belfast, February 2003.

Non-Violent Direct Action

An action that seeks to achieve a result from the target of the action, usually an established authority or powerful institution. There are a number of non-violent direct actions that activists may consider using, including:

- Sit-in/Occupation
- Strike
- Boycott
- Mass demonstrations/marches
- Civil Disobedience

Indirect Action

An action that seeks to influence others to join a campaign through talking, negotiation and lobbying. Indirect action will always be non-violent. Examples include:

- Lobbying (politicians, companies, etc.)
- Negotiation with employers
- Research
- Publicity campaigns
- Advertising
- Leaflets

Use the following activities to help students explore and understand different types of action, how effective they may be, and how difficult they are to implement. In particular, ask your students to think about the issue of climate change/justice; what actions have been taken in the past, and what they think are the most appropriate actions to take on this issue.

Activity 1 – Different Types of Action

Facilitate a discussion with the students on different types of action that citizens can take on social justice issues. Throughout the discussions, complete the following activities with the class:

- Brainstorm different types of action, and then categorise these actions into indirect and non-violent direct action (use the tables above for guidance).
- Ask students to complete two ranking exercises (or delegate different groups for each exercise).
 - Rank in terms of how difficult the action is to implement.
 - Rank in terms of how impactful the students think the action could be.
- What similarities/differences are there between the two lists? Why do you think that is?

Activity
1

Activity 2 – Discussion and Debate

Ask the students to consider the following questions, and allow time for opposing views to be heard and discussed.

- What new forms of activism have become popular due to changes in technology, particularly online technology? How more or less useful do you think these new forms of activism are compared to more traditional forms of activism?
- Some types of action are illegal. For example, environmental activists illegally climbing a skyscraper, or occupying an oil rig. Are there circumstances when you think acting illegally is justifiable?

Activity
2

Activity 3 – What does a Climate Activist Look Like?

See student worksheet on page 6. If preferable, use a larger sheet of paper, or perhaps even wallpaper/flipchart paper for this activity. This activity is ideal for a display in the classroom, or around the school. To help with this activity, use the infographic that came with this pack, or download it from trocaire.org/education/lent2017.

Activity
3



Teacher's
Information



To have a reasonable chance of keeping global temperature rise within 2°C, around 80% of known remaining fossil fuel reserves will need to remain under ground.



Classroom
Activities



Download our new infographic to help with activity 3 here: trocaire.org/education/lent2017

Student Worksheet: What is Needed to Become a Climate Activist?

Knowledge and Understanding:

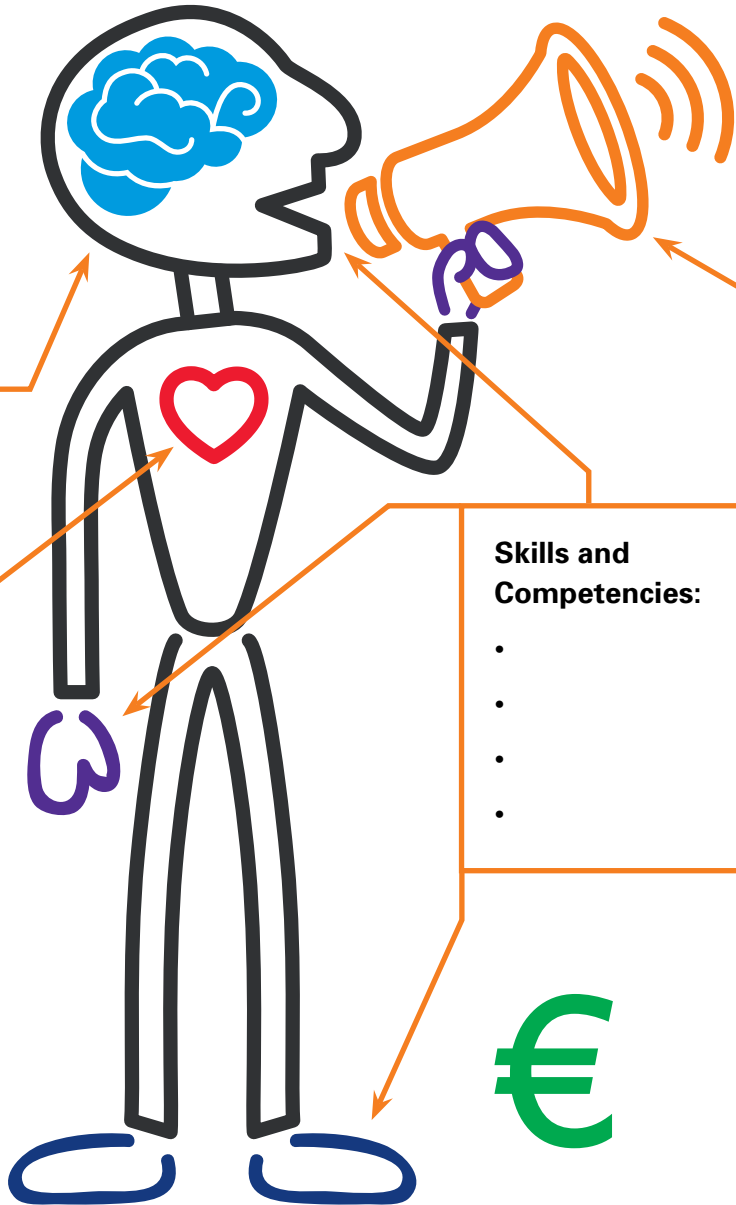
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Values and Attitudes:

-
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Skills and Competencies:

-
-
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Other Suggestions:

Climate Change and Honduras



Capital City: Tegucigalpa
Population: 8.2 million
Currency: Honduran Lempira
Language: Spanish is the official language. Various Maya groups still speak Mayan languages
Climate: A tropical climate, with cooler more temperate weather in the mountains

Food: Beans and tortilla are the most popular foods in Honduras. Fried plantain and white cheese are also widely eaten



Honduras is one of the poorest countries in Central America, with approximately one million households living below the poverty line (see sidebar). It is a country that 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 worst-affected country in the world by the impacts of extreme weather events in the period from 1993 to 2014. During this period of time, 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, devastation of the country's infrastructure and drinking water network and extensive crop losses.

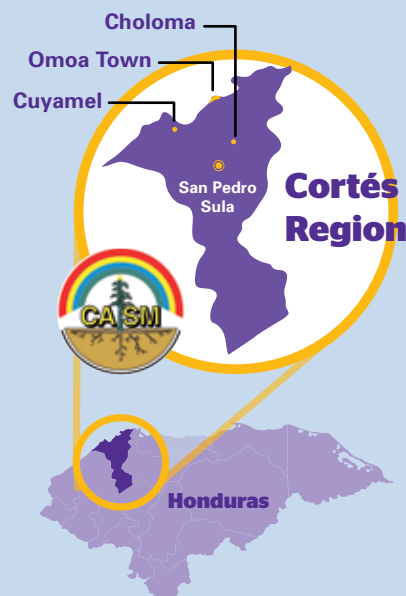
Working in Partnership

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 we at Trócaire contribute our experience, funding and staff.

Trócaire in Honduras

Trócaire currently supports twenty-eight partners in Honduras, covering a variety of different programme areas including: working to increase the amount of food and water available to poor households; helping poor and marginalised groups to seek their political, social and economic rights; providing legal and psychological support to female survivors of domestic and other types of violence; and supporting communities to reduce the risk and impact of disasters and to be better prepared to respond to natural disasters when they occur.

Trócaire has worked with Comisión de Acción Social Menonita (CASM) since 2009, supporting local environmental committees to consolidate their activities, and introduce Disaster Risk Reduction (DRR) activities in the Omoa district, and in San Pedro Sula. Lobbying local representatives to introduce effective environmental regulations is an important part of this work, as is the lobbying of oil and gas companies who work in the area to be more responsible. CASM also supports local water committees with effective watershed management.



Activity 4 – Honduras in Focus

Activity
4

Go to trocaire.org/education/lent2017 and download the post-primary PowerPoint, which contains more information and accompanying activities about Honduras, and the work that Trócaire supports.

Activity 5 – Disaster Risk Reduction in Honduras

Activity
5

Split up your students into groups of four, and ask them to read through the case studies on page 8 and 9 which focus on three young climate change activists in Honduras. Students must complete the accompanying activities. Please go to the Trócaire website and download the DRR Risk Mapping PDF for use with this activity (one PDF per group).



Teacher's Information



The international poverty line is currently set at €1.90. Anyone living on less than this amount per day is considered to be living below the poverty line.

worldbank.org/en/topic/poverty/brief/global-poverty-line-faq



Go to trocaire.org/education/lent2017 to view an animation used by CASM to educate children about what to do in an emergency.



Classroom Activities

Student Worksheet:

Disaster Risk Reduction in Honduras

In the latest report from the Intergovernmental Panel on Climate Change (IPCC), it is stated that many of the extreme weather events that have been 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 heat waves, coastal flooding, extreme rainfall events and drought.⁶ Mitigation, adaptation and DRR are three ways in which the worst effects of climate change can be addressed, but no single option is sufficient by itself.

Climate Change Mitigation refers to efforts to reduce or prevent emission of greenhouse gases. Mitigation can mean reducing consumption, or producing and consuming in different, more energy efficient ways, for example by using new technologies and renewable energies, making older equipment more energy efficient, or changing management practices or consumer behaviour.⁷

Climate Change Adaptation refers to efforts to reduce vulnerabilities and build resilience to the impacts of climate change. For example, in countries where Trócaire works that might mean investing in water storage and irrigation schemes so that small farmers are not wholly reliant on rainfall to produce their crops, making them more resilient to shifting rainfall patterns caused by climate change.

Disaster Risk Reduction aims to reduce the damage caused by natural hazards, like earthquakes, floods, droughts and cyclones, by understanding the dangers a community faces and putting measures in place to reduce exposure to these dangers, for example flood defences. It also means increasing the capacity of communities to respond to risk, for example by putting in place community action plans that can be quickly implemented when disasters strike.

Hi. My name is Gerson Javier Bermúdez, and I live in the Victoria neighbourhood, Choloma, Honduras. I am a member of the Local Emergency Committee (CODEL) and I am in charge of search and rescue in my area. As part of our work we created a Risk Map, where we identify every vulnerability we have. There is the petrol station, where we find gas infiltrations into the drinking water supply. We have areas not affected by floods marked in green. The red lines are the worst affected areas. These streets are completely flooded when it is raining. People can't cross them. The Catholic church is our only shelter for the time being as there are lots of vulnerable areas where buildings can collapse.



Gerson Javier Bermúdez in a neighbour's house showing how high the recent flood waters reached, June 2016. Photo credit: Santiago Agra Bermejo/Trócaire

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

7. unep.org/climatechange/mitigation/Home/tabid/104335/Default.aspx



The risk map produced by the Local Emergency Committee in the Victoria neighbourhood, Choloma. Photo Credit: Clare McEvoy/Trócaire

Activity 6 – Disaster Risk Reduction

Read section one and complete section two of the handout (DRR Risk Mapping) which will help you understand the process of putting in place a disaster plan for a community facing the threat of flooding from extreme weather events due in part to climate change.

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 receive from CASM makes a massive difference to our work.

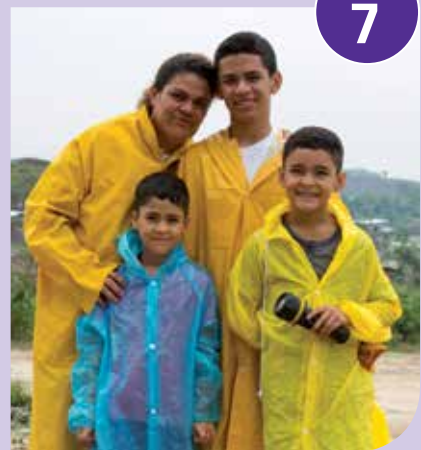


My name is Manuel Alejandro Paz Buesa and I am a member of the Local Emergency Committee (CODEL) in Choloma, Honduras. I attend high school, and I dream of moving to the USA or England to be a teacher. The CODEL is a great experience for me because I have learnt so many new things, like first aid and the reasons for all the flooding from the highlands. I am grateful to CASM and to Trócaire for enabling us to learn new things and for helping us buy equipment and plan what to do in an emergency. Flooding is a real danger here, but then so are gangs and violence.

Activity 7 – Case Study Questions

1. What voluntary organisations do Andrea and Manuel belong to?
2. What training have they received to help them in their voluntary work?
3. What are the main threats they both have to deal with?
4. Identify two ways that Trócaire and CASM help to support these young activists in their work.

Now complete sections three and four of the handout, which will help you understand what to consider when putting emergency plans in place for a community once risk mapping has taken place.



Disaster Risk Reduction (DRR) and the Sustainable Development Goals (SDGs)

Teacher's Information



'Ireland must become more of a leader in understanding the importance of renewable energy' Mary Robinson, 2016.



Did you know that emissions in Honduras currently stand at 1.1 metric tons per person – almost eight times less than Ireland at 8.8 metric tons per person.

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

Classroom Activities

DRR is seen as a crucial factor in the SDGs. Without effective DRR measures, it will be difficult to achieve a number of the SDGs by 2030, when they come to an end. For example, SDG 11, which addresses safe and resilient cities, has obvious crossover with DRR, and aims to reduce the impact of disasters on urban and rural populations and strengthen the resilience of communities and systems. The Intergovernmental Panel on Climate Change (IPCC) has stated that it is possible to reduce the severity and frequency of extreme weather events caused by human activity through sustainable practices, including DRR. Therefore, it is essential that we adhere to the universality (applies to all countries) of the SDGs, and ensure that as well as supporting communities overseas to put in place DRR plans and initiatives, we also make sure that we adhere to sustainable practices to mitigate the impacts of human activity on the planet here in Ireland, both north and south. It is important that young people are fully informed about the SDGs, and they realise that any actions they take to work for climate justice are part of a wider global effort, driven by the SDGs.

Activity 8 – Making Change Happen

Download the Making Change Happen PDF from trocaire.org/education/lent2017

Part One: SDG quiz – Ask the students to complete the quiz on SDGs (section one of the Making Change Happen PDF) using the website: globalgoals.org

Part Two: Using the website, plus any other sources they can find, ask the students to complete the following questions on climate justice in the SDGs:

1. Which SDG do you consider as the main goal addressing the issue of climate justice?



Children in Khakhwa village in the Chikwawa district of southern Malawi at a water pump installed by Trócaire. The region is increasingly affected by long periods of drought due to climate change, meaning this water pump is their only source of water for much of the year. Photo: Eoghan Rice / Trócaire

The Sustainable Development Goals⁸

On 25 September 2015, countries adopted a set of goals to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next fifteen years.

For the goals to be reached, everyone needs to do their part: governments, the private sector, civil society and all global citizens.

Activity
8

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 whose achievement you can directly contribute to through taking action. Your choices should come from at least three SDGs. Explain your choices.

Part Three: Students complete the Change Makers section of the PDF, which explores inspirational figures from other parts of the world who have taken a variety of actions linked to the fight for climate justice.

8. un.org/sustainabledevelopment/sustainable-development-goals/

Take Action

The Trócaire Just World Award

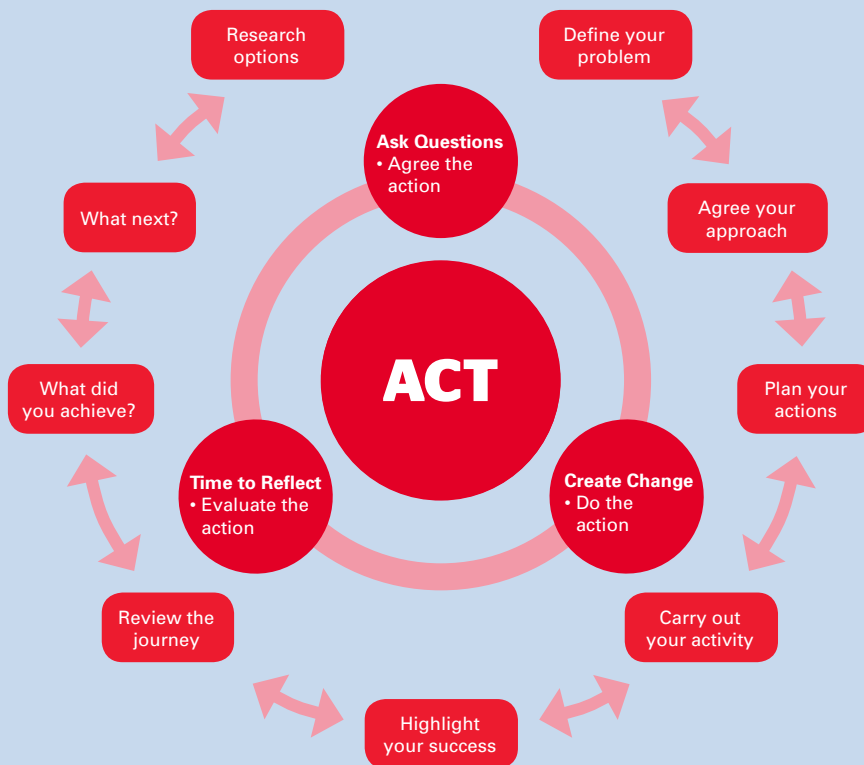
The Just World Award (JWA) is a new award for young people aged twelve to eighteen. The aim of the award is to recognise the actions that young people take which contribute towards achieving the targets in the SDGs, and also towards creating a more just and fair world for all. Each year the JWA will focus on the chosen theme for Trócaire's Lenten Campaign, which for 2017 is climate action. Young people can take action in a variety of ways (see the JWA PDF on the Lent 2017 website). They can create a report on their efforts which they can then enter into the award. There is scope for the entries to take a variety of formats, as long as certain minimum guidelines are met. For more information go to trocaire.org/jwa



Teacher's Information



For more information on climate action in Ireland, go to stopclimatechaos.ie



'We need an apartheid-style boycott to save the planet [...]
We must stop climate change.'
Archbishop Desmond Tutu,
The Guardian,
April 2014.

Fundraise for Trócaire

This Lent why not encourage your students 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, students will not only raise awareness about climate change but will raise much needed funds enabling Trócaire to work with those in the Global South to tackle the impact of climate change.

There are lots of different ways to fundraise in your school. Some ideas include: the Trócaire Box, Wearing Blue for a Day, Fasting, Teatime for Trócaire, Trócaire's Virtual Cycle, Hero Day, Table Quiz, Sponsored Walk.

For lots more ideas log onto trocaire.org/fundraise or contact schoolsfundraising@trocaire.org.



Students from St Joseph of Cluny Secondary School, Killiney, Co Dublin who organised a Cyclethon to fundraise for Trócaire during Lent.

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.

Join us on

 Facebook: facebook.com/trocaireireland - connect with us

 Twitter: twitter.com/trocaire - keep up with our latest tweets

 YouTube: youtube.com/trocaire - see the people you support

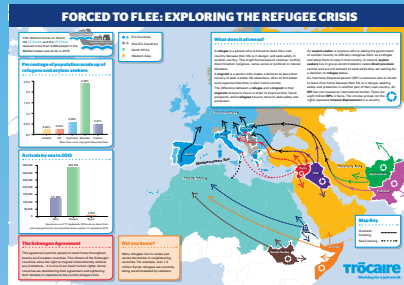
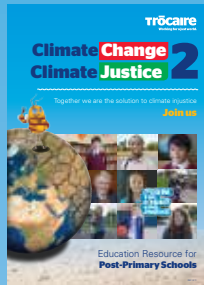
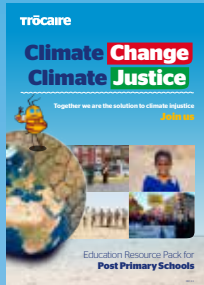
 Flickr: flickr.com/trocaire - see our growing photo gallery

 Vimeo: vimeo.com/trocaire - watch our videos

 Snapchat: trocaireireland - follow our snap stories

 Instagram: instagram.com/trocaireonline - see our photos and videos

Other Resources



Contact Us

Maynooth

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Co. Kildare

Tel: 01 629 3333

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Dublin City Centre

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ROI Charity Regulatory Authority Number: 20009601
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NI Charity Commission for Northern Ireland Number: NIC103321
Revenue Number: XR10431



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Author: Stephen Farley

Trócaire
Working for a just world.

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