

Climate Change Climate Justice 2

Together we are the solution to climate injustice

Join us



Education Resource for
Post-Primary Schools

Introduction

Welcome to the second year of Trócaire’s three-year learning journey on climate change/justice. Last year we focused on the science of climate change and how it affects different people, and provided some ideas for what we can do about it. This year we want to bring you up to date with the latest information on our changing climate – its global impacts, and, in particular, how we are contributing to the problem here at home. We will also look at how climate change is causing the displacement of people all over the world, and it how tends to be the most vulnerable people who are most affected. Finally, we will look at the most up-to-date attempts to tackle climate change, including the call to action by Pope Francis in his Encyclical Letter, *Laudato Si’*.

There is no more time to waste in tackling climate injustice. It is time for us all to become ‘Justice Fighters’ and join with all those around the world to take action against climate change and climate injustice!

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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 – Democracy; Rights and Responsibilities; Human Dignity; Interdependence; Development; Stewardship

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. 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; Mathematics; English

NI – Art and Design; Science; Mathematics; English

How to Use This Resource

This resource is divided into three themes:

1. Climate Change
2. Climate Justice
3. Climate Action

Teacher Planning

Teacher’s notes and suggested curriculum links are included to assist with planning. Throughout the activities, students should be encouraged to critically examine the issues and to ask questions about all aspects of climate change, justice and activism. Students should also be encouraged to enhance their knowledge through further research, and some useful links are included at the end of this pack to enable them to do so. There is a glossary of key terms included on last year’s interactive website trocaire.org/education/lent2015.

Icons used in this resource



This icon directs you to trocaire.org/education/lent2016, which has further materials to use with your class, and links to interesting websites that complement this resource.



Fact about climate change.



Teacher's Information



The UK-based Tyndall Centre for Climate Change Research was named after Irish scientist John Tyndall, due to the significance of his work in the field of climate science.¹



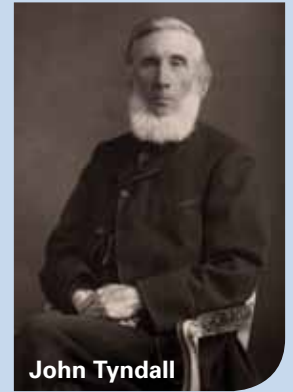
Human influence on the climate system is clear; recent anthropogenic (i.e. caused by human activity) emissions of greenhouse gases are the highest in history. Recent climate changes have had widespread impacts on human and natural systems.²

Classroom Activities

1. tyndall.ac.uk
2. IPCC, fourth report.

A History of Climate Change

Scientists have been studying changes in the earth's atmosphere for centuries. French physicist Joseph Fourier first described the earth's natural **greenhouse effect** back in the early 1800s. In 1861, Irish-born scientist John Tyndall delivered a lecture to the Royal Society of London which demonstrated that water vapour and other gases create the **greenhouse effect**. This showed that an awareness of the influence of CO₂ existed in the nineteenth century. However, it wasn't until the middle of the twentieth century, when regular measurements of the amount of CO₂ and other **greenhouse gases** in the atmosphere were taken, that it began to dawn on scientists that our lifestyles were having a direct impact on the global climate.



John Tyndall

In 1979, the first global meeting on climate took place (World Climate Conference). The Intergovernmental Panel on Climate Change (IPCC), was set up in 1988 to investigate the science of **climate change**. In 1992, at the Earth Summit in Rio de Janeiro, Brazil, the United Nations Framework Convention on Climate Change was signed (it currently has one hundred and ninety-five countries as signatories). This led to annual intergovernmental meetings called the Conference of the Parties (COP), with COP1 taking place in Berlin in 1995. Through the COP meetings, many attempts have been made to tackle climate change. In 1997, the Kyoto Protocol was adopted. It entered into force in 2005, containing internationally binding emission reduction targets. Unfortunately, even though the USA signed up to the agreement, the US Congress failed to ratify it, which meant that while the Kyoto Protocol is considered a very important first step, it did not have the impact on global emissions that was hoped for. In 2010, governments agreed that emissions need to be reduced so that global temperature increases are limited to below 2° Celsius. A 2°C rise in global temperatures from pre-industrial levels is the highest rise we can afford if we want a 50% chance of avoiding the worst effects of climate change.

In 2014, the IPCC released its fifth assessment report on the science of climate change. The language of this report was strong, stating that it is 'clear' that human activity had caused most of the increase in global temperatures since the middle of the twentieth century. There was no longer any room for debate.

However, countries have failed to put in place a legally binding agreement to ensure emissions are in line with this 2°C limit. COP21 in Paris in December 2015 was a vital moment for world leaders, where a legally binding international agreement was considered necessary in order to keep the earth's temperature under the 2°C limit and avoid catastrophic climate change.

Activity 1 – Timeline

Using whatever sources are available to the students, create a colourful, vibrant and clear timeline of events related to global climate change from 1960 to the present day. Images and illustrations should be used where appropriate.

Activity
1

Where do Ireland's and Northern Ireland's Emissions Come From?

Every region of the world experiences the effects of climate change differently. The island of Ireland has seen a rise in surface air temperature of approximately 0.8°C over the last century. The number of days on which frost occurs has decreased, while annual rainfall and the amount of warm days have increased. We are contributing to these changes through our emissions. Since 2001, emissions in the Republic of Ireland (ROI) have decreased by 17%, largely due to the downturn in the economy, as well as other measures like increased renewables.³ Since 1990, emissions in Northern Ireland (NI) have decreased by 16%, though 2013 saw an increase of 1%.⁴ In both the ROI and NI, agriculture is the main source of emissions (ROI: 32%, NI: 29%). As of 2013, the UK is on track to meet its EU emissions reduction target for 2020, with a 30.2% reduction in emissions since 1990. However, NI has only managed to reduce its emissions over the same period by 16.1%. Ireland's achievement of its 2020 target is uncertain; it will face steep challenges after 2020 unless greater action is taken by the government to reduce emissions.

What's in a Number?

Activity 2 – Parts Per Million (PPM)*

Activity 2

Using the data in the table below, and the student worksheet on page 6, show how the amount of CO₂ in the atmosphere has changed since 1960.

1960	317 ppm	1990	354 ppm
1965	320 ppm	1995	361 ppm
1970	326 ppm	2000	370 ppm
1975	331 ppm	2005	380 ppm
1980	339 ppm	2010	390 ppm
1985	346 ppm	2014	399 ppm

* The measurement of concentration of CO₂ in the atmosphere.
Source: ftp://ftp.cmdl.noaa.gov/products/trends/co2/co2_annmean_gl.txt

Activity 3 – Average Global Temperature

Activity 3

Using the data in the table below, and the student worksheet on page 6, show how the average global temperature has changed since 1960 compared to the twentieth-century average.

1960	0.02°C	1990	0.44°C
1965	-0.08°C	1995	0.46°C
1970	0.04°C	2000	0.43°C
1975	0.00°C	2005	0.66°C
1980	0.27°C	2010	0.70°C
1985	0.14°C	2014	0.74°C

Source: <http://climate.nasa.gov/vital-signs/global-temperature/>

Activity 4 – Questions

Activity 4

- How would you describe the trend of global CO₂ emissions since 1960?
- How would you describe the trend of global average temperature since 1960?
- Is there any similarity between the two?
- Can you find any information on current CO₂ PPM levels? What average figure are we currently at for 2015? (visit co2now.org/Current-CO2/CO2-Now/noaa-mauna-loa-co2-data.html for more information)
- If current trends continue, how long until the 2°C safe limit for temperature rise is broken?
- Can you come up with three reasons why people in the global north ignore/avoid recognising how their day-to-day life may be impacting on the environment? Please explain your suggestions using examples.

Activity 5 – Emissions from the Island of Ireland Worksheet

Activity 5

Using the information on the right, and the student activity sheet on page 7, complete a comparison of the source of emissions in both ROI and NI. Fill in the empty pie charts, using different colours for each source.

SOURCE	ROI	NI
Waste	2%	3%
Transport	19%	18%
Agriculture	32%	29%
Industry and Commerce	15%	19%
Residential	11%	13%
Energy	21%	18%

Source: see footnotes 2 and 3.



Log onto vimeo.com/trocaire to access Trócaire education videos.

← Classroom Activities

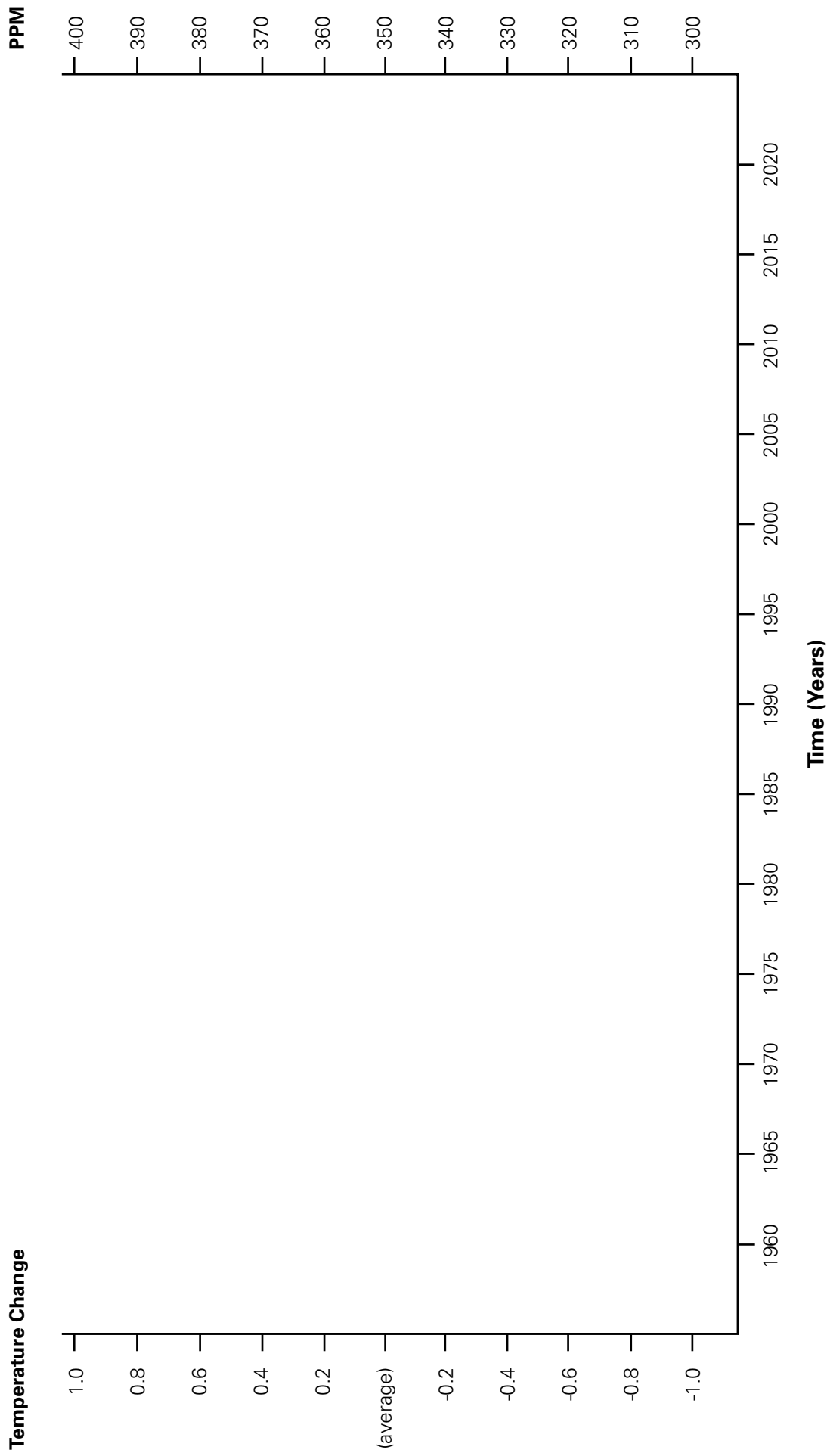


It is 95% certain that human activity is causing climate change, which is about the same amount of certainty that smoking causes cancer.⁵

5. ipcc.ch/report/ar5/wg1/

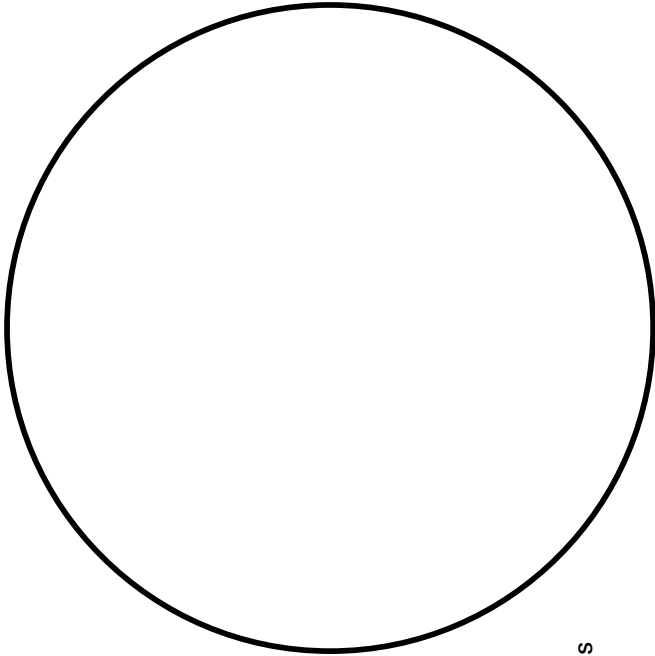
3. www.epa.ie/pubs/reports/indicators/epa_factsheet_greenhouse_v2.pdf
4. uk-air.defra.gov.uk/assets/documents/reports/cat07/DA_GHGI_1990-2013_Report_v1.pdf

Student Worksheet: Comparison of Temperature and PPM



Student Worksheet: Emissions from the Island of Ireland

Republic of
Ireland

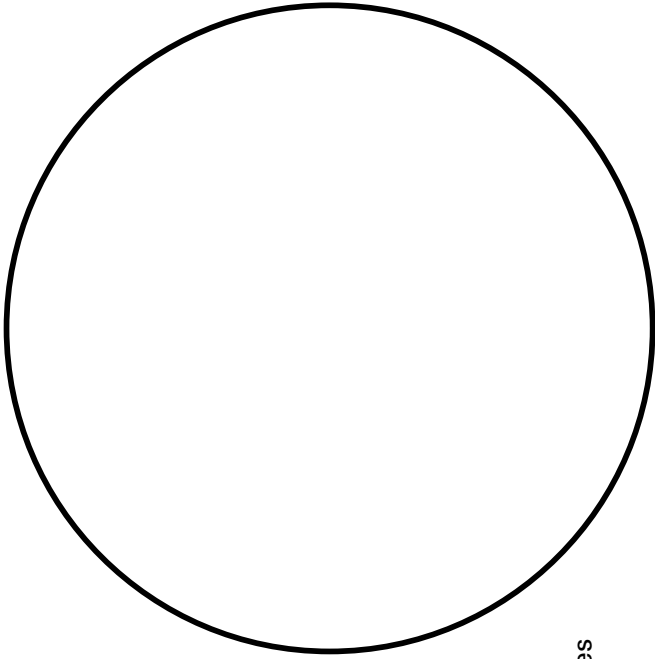


Key

Emissions Categories

Agriculture

Northern
Ireland



Key

Emissions Categories

Agriculture

Class Discussion Questions

1. Identify any similarities and differences between the two pie charts.
2. What is the main sector in each jurisdiction that needs to be addressed in order to reduce emissions?
3. Can you think of any ways that this might be achieved?
4. How can you put pressure on the two governments to take action on this issue?

Climate Injustice: Displacement

There is no longer any doubt that the effects of climate change will be wide ranging and will impact on all living things on planet 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.⁸

Migration and displacement due to climate change is a real threat, not just to disadvantaged people and communities but to everyone, though it is hard to predict how many people will be affected in the future. The United Nations High Commissioner for Refugees (UNHCR) believes that climate change could become the largest driver of refugees in the future, affecting availability of resources like drinking water and food, which in turn causes people and communities to move in order to adapt.⁹



A man stands atop debris as residents salvage belongings from the ruins of their houses after Typhoon Haiyan battered Tacloban city in central Philippines, 10 November 2013. REUTERS/Erik De Castro

There is evidence to suggest that many people and communities 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 disaster-vulnerable areas.¹⁰ People tend to move from danger zones into the nearest safe zone, which is 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. Rural-urban migration in Kenya is accelerated during periods of drought, as occurred between 2008–2011. Conflicts sparked by dwindling pasture and water resources contribute to migration. An increased incidence of droughts under climate change is likely to increase rural-urban migration and compound urban vulnerability.¹¹

Teacher's Information



In Kenya, unemployment among young people is between 65% and 80%, driving migration to urban areas and contributing to the uncontrolled expansion of city slums.⁶



Fourteen of the last sixteen years were the warmest on record globally. It's been more than one hundred years since the coldest year on record.⁷

6. Adapted from migratingoutofpoverty.dfid.gov.uk

7. ncdc.noaa.gov/sotc/global/201313

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

9. unhcr.org/pages/49e4a5096.html

10. trocaire.org/sites/trocaire/files/resources/policy/trocaire-maynooth-university-climate-change-report.pdf

11. trocaire.org/sites/trocaire/files/resources/policy/trocaire-maynooth-university-climate-change-report.pdf

Student Worksheet:

Case Study - Displacement and Kenya

Tharaka Nithi County is located in the Diocese of Meru in central Kenya. Tharaka Nithi lies in a semi-arid area of Kenya, with its temperature ranging between 11°C to 25.9°C during cold and hot seasons respectively.¹² It is located in the lowlands of Mount Kenya, an important region for **tea and coffee production**.

Teresina Karimi lives in a village in Tharaka Nithi with her family, although her husband has had to **migrate** to another part of Kenya so that they can afford to educate and feed their two youngest children, Antony (16) and Amos (11).

Teresina and her family, along with everybody else in their village, rely on farming. They also rely on local rivers such as the Naka River – an hour’s walk away – for drinking water and water for their crops. 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 that have flowing **irrigation** schemes are able to survive, and many men like Julius, Teresina’s husband, have **migrated** to work on these large commercial farms, while their own soil becomes lifeless and their crops become parched and limp.

Trócaire helps many communities and families to grow crops through assisting the development of irrigation systems like **Sky Limit**, developed by Ishiara Parish, a Trócaire **partner** organisation working in Ishiara, in Embu Diocese. However, many communities receive no support at all. ‘Up to 80% of families in this region do not have enough food,’ says Abraham Maruta, Assistant Director of Caritas (a global organisation of which Trócaire is a member) in Meru Diocese, which is developing irrigation systems for poor households. ‘When crops fail, people sell what they have, animals, land and any other assets to get cash, until eventually they have nothing to fall back on and the head of the family has to migrate.’

In addition to the lack of water due to failing rains

Full name:
The Republic of Kenya

Population:
44.4 million

Capital: Nairobi

Major Languages:
Swahili, English

CO₂ Emissions: 0.3 tons per capita

President: Uhuru Kenyatta
(2013–present)

Main Exports: Tea, coffee, horticultural products, petroleum products



Teresina Karimi, with sons Antony (16) and Amos (11) in Tharaka Nithi, Kenya



Elizabeth Mbura (40), a female head of household who is part of the Ishiara Parish Sky Limit irrigation system supported by Trócaire.

12. kenya-information-guide.com/tharaka-nithi-county.html

Student Worksheet:

Case Study - Displacement and Kenya (Cont.)

and increased irrigation for tea and coffee plantations, **sand harvesting** and **tree felling** have become major problems, although they do present a way for the locals to get cash fast. Men and women walk to the river, equipped with shovels, and negotiate prices with local landowners and sand merchants to dig sand from the riverbed and load it into trucks. They work in small groups and divide the payment between them. In the late afternoon, white trucks dripping with water and sand rattle continually along on the road.

'People make about one euro for loading a fifteen-ton truck with sand,' explains Abraham. 'The sand is sold for about one hundred and twenty euro to constructors. It is exploitative, but the people have no alternative. They live hand to mouth. The only thing they want to do is stop their children from going hungry for another night.'¹³ Sand from small villages like this is fuelling Kenya's construction industry, but it is also spelling disaster for rivers in the long term. Left uncontrolled it depletes water levels, causes erosion and can lead to dangerous floods.



Courtesy of Robert Kibet of IPS-Inter Press Service News Agency

Cutting down trees to provide wood for curing tea is another environmental problem. 'Young men walking along the road carrying tree trunks is a common sight. If this continues people won't be able to survive. It's dehydrating the land and will render it unusable until there are no more trees to sell,' warns Abraham.

Teresina is part of the Wendani Women Group. Wendani means 'love'. This group of fifteen women came together to help each other save money, cultivate each other's land and tender for casual work like construction. 'It's hard on your own,' says group treasurer Helen Kende. 'But when you come together you can help each other plan. Our greatest desire is to get the children through school.'

Activity 6 – Case Study Questions

Activity
6

1. Locate and shade in Kenya on the map on page 12.
2. Fill in the box explaining how climate change causes people to migrate in Kenya.
3. How is Trócaire supporting communities in Kenya to deal with a lack of rainfall due to climate change?
4. Identify two other activities that have a negative effect on the environment in Kenya, and explain how this is happening.
5. What Kenyan products can you find in your local supermarket?

13. theguardian.com/global-development/2014/aug/07/sand-mining-deadly-occupation-kenya-youngsters

Student Worksheet:

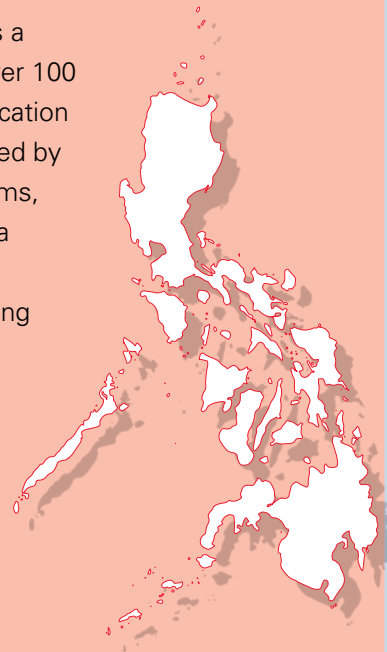
Displacement - A Global Issue?

Have a look at the two countries below, in which Trócaire works to see the effects of climate change and how it has already caused migration or displacement to take place:

The Philippines has a population of just over 100 million people. Its location means it is threatened by intense tropical storms, rainfall variability, sea level rise, increasing temperatures, flooding and landslides.

In 2013 Typhoon Haiyan struck with intense ferocity, causing extensive damage to lives and property. It killed 6,000 people, and over 4 million were left homeless.

Trócaire launched an emergency response to Typhoon Haiyan, initially bringing food, water and shelter to people in affected areas. Our longer-term focus saw us build disaster-resistant houses for people whose homes were destroyed.



Damage caused by Typhoon Haiyan in Tacloban, Leyte Island, the Philippines

Pakistan has a population of just under 200 million people. It is situated in South Central Asia and is bordered by India, Afghanistan, Iran and China. Pakistan is one of the world's most disaster-prone countries. Annually, an estimated 2.78% of the population is affected by natural disasters – that's 4.98 million people.

Trócaire was one of the first organisations in Pakistan to respond to severe floods in 2010 and 2011. These were caused by increasing global temperatures, in turn causing increasing humidity and precipitation. Since then, our partners have delivered relief and recovery aid to tens of thousands of families. In 2013, we also started a risk-reduction programme to help communities become better prepared for future disasters.



Survivors of the Pakistan floods, 2010

Activity 7 – Mapping Displacement

Climate change is a planetary phenomenon, as is the displacement it causes. In the previous pages you have been given three examples of situations linked to climate change that have caused people to leave their homes and move, either in an emergency or through longer-term migration.

1. Locate and shade in the two additional countries on the map on page 12, labelling the country, type of migration (external or internal; rural to urban) and cause (photocopy in A3 size). This activity could be conducted with a whole class, creating a display.
2. Using the infographic on the worldwide impacts of climate change found at trocaire.org/education/lent2016 as a starting point, research and identify other examples of displacement due to climate change. Mark these on the map.

Activity

7

Student Worksheet: Mapping Displacement

Name:

Type of Migration/Displacement:

Cause:

Type of Migration/Displacement:

Cause:

Name:

Type of Migration/Displacement:

Cause:



A Call to Action: 2015 – A Vital Year?

2015 was considered a vital year in the fight against catastrophic climate change and the injustice that goes along with it. It was a year in which there was a concerted and widespread effort to mobilise the whole world to combat climate change. Many organisations around the world, including here in Ireland, put all their energies into highlighting the desperate nature of the situation facing the planet, while also setting out a path back to climate justice. In the UK in March, *The Guardian* newspaper launched its **Keep it in the Ground** (#keepitintheground) campaign, which called for **divestment** from fossil fuels (moving money out of investments in coal, oil or gas), focusing in particular on the world's biggest charitable foundations – the **Wellcome Trust** and the **Bill & Melinda Gates Foundation**. Two hundred and twenty institutions around the world have committed to divest from fossil fuels in some way.¹⁴



© United Nations Department of Economic and Social Affairs

The Sustainable Development Goals (SDGs), brought in to replace the Millennium Development Goals (MDGs), have explicitly mentioned climate change in Goal 13:

Take urgent action to combat climate change and its impacts.

The 'urgent action' mentioned in the goal refers to actions recommended by the Intergovernmental Panel on Climate Change (IPCC), set up by the UN in 1988 to provide clear, accurate and verifiable information on climate change. Many of the other seventeen goals can also be linked in some way to the fight against climate change. Effectively tackling climate change will have a direct impact on successfully achieving the goals.



Pope Francis

Pope Francis released his Encyclical (letter to the Church) in June 2015, entitled *Laudato Si'*, in which he calls for action at local, national and international levels to combat ecological destruction, and, in particular, the future threat and current reality of 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.

The Earth, our home, is beginning to look more and more like an immense pile of filth.¹⁵

14. theguardian.com/environment/2015/jun/23/a-beginners-guide-to-fossil-fuel-divestment

15. theguardian.com/commentisfree/2015/jun/18/pope-francis-encyclical-extract

←
Teacher's
Information



Go to youtube.com to see Bill McKibben's divestment discussion at the Climate Justice Conference in Maynooth in June 2015 (search for 'Bill McKibben and Trócaire').



Go to www.trocaire.org/sites/trocaire/files/pdfs/parishes/laudato-si-ppt.pdf for access to a study presentation on *Laudato Si'*. To download a copy of *Laudato Si'*, go to laudatosi.com

Teacher's Information



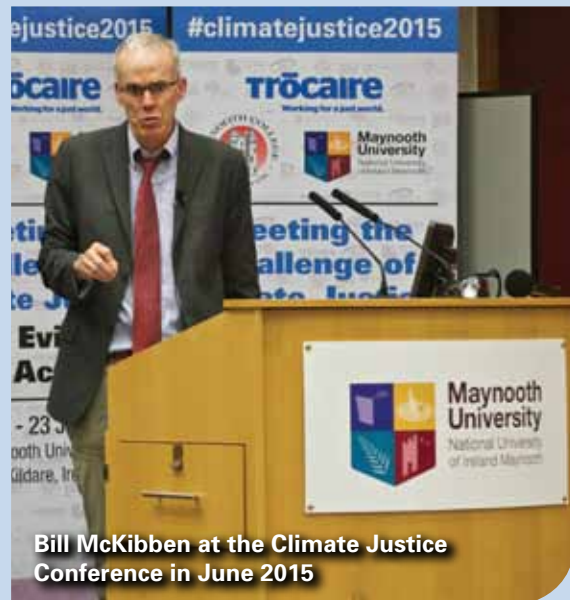
Go to trocaire.org/education/lent2016 to download our new infographic on the worldwide impacts of climate change.

Classroom Activities



Go to sma.ie/climate-justice to check out the Society of African Missions Thumbprint campaign for climate justice.

350.org is a global climate movement founded in 2008 by a group of university friends and author Bill McKibben. They called themselves 350.org, as 350 ppm is seen as the maximum safe limit for CO₂ in the atmosphere to avoid catastrophic climate change. In 2015 we reached over 400 ppm. In 2015, 350.org was working in almost every country in the world, including the UK and Ireland, to combat climate change. Bill McKibben visited Ireland in June to participate in the Climate Justice Conference organised by Trócaire, Maynooth University and St Patrick's College. Some of their campaigns include divestment and stopping the Keystone XL pipeline from the Alberta Tar Sands to the Gulf of Mexico.



Bill McKibben at the Climate Justice Conference in June 2015

Throughout 2015, Trócaire was also heavily involved in the fight against climate change. Through events like the major international Climate Justice Conference held in Maynooth University in June, the climate concert in Dublin in September, the Climate Change Challenge for young people in November, and COP21 in Paris, Trócaire has attempted to raise awareness in all sections of society in both ROI and NI, and to encourage everyone to take the necessary action to fight climate change. If catastrophic climate change is to be averted, it will take the combined efforts of every human being on the planet.

Activity 8 – Group Research Project

Activity 8

Students must use ICT to conduct and then present a research project on how Trócaire has contributed to the fight for climate justice over the past few years. The students can choose to present this information in whatever way they wish, as long as it can be shared with the rest of the class.

Activity 10 – Presentation

Activity 10

Deliver the presentation of the research project and timeline to younger students in the school, or students at a local primary school.

Activity 12 – Reflection

Activity 12

Pope Francis' Encyclical is calling us to action. Our Christian faith compels us to a deep conversion in terms of our changing climate. Christians believe that the earth is a gift. How do we better respect that gift?

In the Gospel of Matthew 25:45 it is said, 'Whatever you do to the least of my sisters and brothers, you do it to me'. How could this apply to our perception of climate change as a justice issue?

Activity 9 – Timeline

Activity 9

Create a visual display of a timeline of events in the fight against climate change in 2015. Students can add comments on how successful they think each entry on the timeline was. Include both Irish and global events/initiatives.

Activity 11 – *Laudato Si'*

Activity 11

Go to the Lent 2016 interactive website and download the *Laudato Si'* student worksheet, which contains a number of activities that focus on Pope Francis' Encyclical and young people.

A Call to Action: Get Involved!

Activity
13

Activity 13 – Lent 2016 Poetry Competition

Poetry has often been used as a means of social protest. From Shelly in the nineteenth century, to the great war poets like Wilfred Owen and John McCrae, right up to the present day, many people have used poetry to express their feelings about the issues of the day. During Lent 2016, Trócaire is running a poetry competition for all post-primary students in both ROI and NI. The competition will be split into two age categories: category one: 11–15 years; and category two: 16–18 years.

There will be a prize for the winner of each category, as judged by Trócaire staff and guest experts. Entries must be sent to the Trócaire education team before the Easter holidays 2016. Winners will be chosen and prizes awarded before the end of May 2016. All poems must focus on the following topic:

Displacement/Migration Due to Climate Change

For more information on how to enter the Lent 2016 poetry competition go to trocaire.org/education/lent2016, or email mary.boyce@trocaire.org.

Poetry Ireland and Trócaire Poetry Competition 2016

Poetry Ireland and Trócaire have worked in partnership for many years, exploring global justice through poetry and creative writing, mostly through schools. This competition is open to all writers, ranging from published poets to primary school students. If you would also like to enter your poem in this competition, please go to the Poetry Ireland website, poetryireland.ie/education/trocaire-poetry-ireland-poetry-competition, for more information on how to enter.

Feeling the Heat

*When the tall pine trees on the hill,
letting in diamond shards of light
on the forest floor,
are gone,
When the trickling streams of your country,
wearing away the black rocks
and perfect pebbles,
are still,
When the only sound of life
is the rumbling of cars,
coughing smoky grey fumes
into the city,*

*When the crisp ground burns your feet
and the frowns are etched so deep
into the burnt paper skin,
then you will understand –
Because I know these sights,
I know them all too well.
Because of you, my country now is hell.
When will you feel the heat?*

Ruby Thomas
Aged 13, St Wolstan's Community School,
Co. Kildare

Fundraising is Our Oxygen

Without the generous support of schools across Ireland we could not do the work we do in tackling the root causes of poverty and injustice. If your school would like to support us by fundraising this Lent, please email Katie Bolger at katie.bolger@trocaire.org or call 01 654 9122 to order your fundraising pack. Schools in NI should email infoni@trocaire.org or call 028 90 808 030 for a pack.

Thank you!




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

Useful Links

Stop Climate Chaos: Part of The Climate Coalition, one of the largest groups in the UK and ROI dedicated to action on climate change and limiting its impact on the world's poorest communities. Find them at theclimatcoalition.org and stopclimatechaos.ie

350.org: Founded by a group of university friends in the US, along with author Bill McKibben, they work all over the world to develop people-centric solutions to the climate crisis. Find them at 350.org

Eco-Schools (NI): An international programme of the Foundation for Environmental Education (FEE), Eco-Schools aims to empower students to be the change our sustainable world needs by engaging them in fun, action-orientated learning. Find them at eco-schools.org

Green Schools (ROI): An international environmental education programme, environmental management system and award scheme that promotes and acknowledges long-term, whole-school action for the environment. Find them at greenschoolsireland.org

Environmental Protection Agency Ireland: Ireland's statutory body for the balanced and sustainable protection and management of the environment. Find them at epa.ie

Environment Agency: Sponsored by the UK Department for Environment, Food and Rural Affairs, they work to create better places for people and wildlife, and support sustainable development. Find them at gov.uk/government/organisations/environment-agency

Contact Us

Maynooth

Maynooth
Co. Kildare

Tel: 01 629 3333

Email Mary Boyce at: mary.boyce@trocaire.org

Cork

9 Cook Street
Cork

Tel: 021 427 5622

Email: corkcentre@trocaire.org

Dublin City Centre

12 Cathedral Street
Dublin 1

Tel: 01 874 3875

Email: dublincentre@trocaire.org

Belfast

50 King Street
Belfast BT1 6AD

Tel: 028 90 808 030

Email: infoni@trocaire.org

Written by Stephen Farley.

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