

Climate Change

Climate Justice

Documentary Film - Follow On Activities

Curriculum Links

ROI - RE: A1 Communities at Work; F4 Religious Morality in Action (Stewardship). CSPE: Rights and Responsibilities; Interdependence; Development; Stewardship. Politics and Society: Strand 2, Topic 4 Rights and responsibilities in communication with others; Strand 4, Topic 7 Globalisation and identity, and Topic 8 Sustainable Development. English: The language of information, the language of argument, and the language of narration.

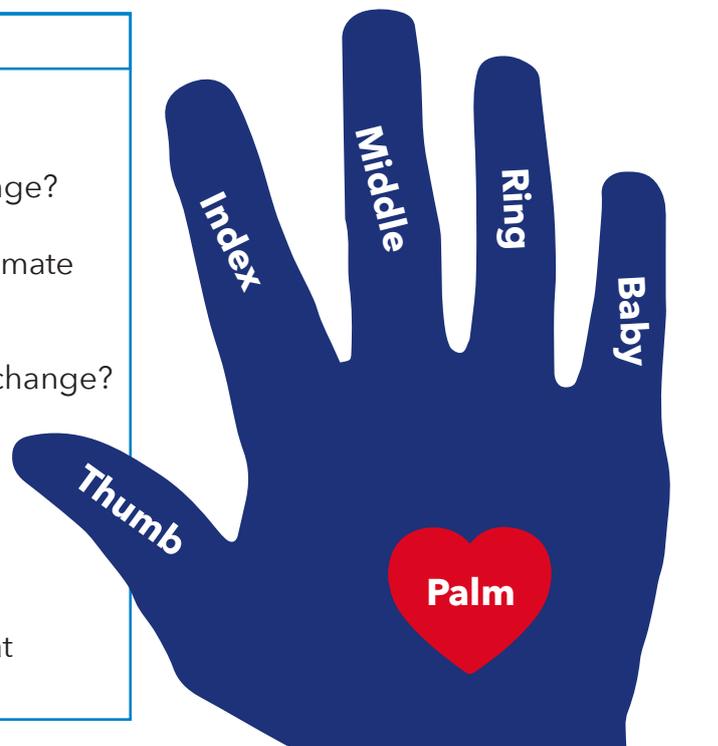
NI - RE: Developing Pupils as Contributors to Society (Objective 2); the Economy and the Environment (Objective 3). LLW: Local and Global Citizenship (*Human Rights and Social Responsibility; Equality and Social Justice; Democracy and Active Participation*).

Activity 1: Me and Climate Change

Project the hand on the whiteboard and ask each student to trace their hand on a piece of paper and write in the answers to the questions about the video. This activity is about connecting knowledge on climate change to empathy and action. The future of our world is in our hands because each of us has the power to act and affect change.



Fingers	Questions
Thumb	What did I learn about Trócaire?
Index	What did I learn about climate change?
Middle	What actions did people take on climate change?
Ring	What actions can I take on climate change?
Baby	Which person in the video did I relate to the most?
Palm	How does knowing the effects of climate change on others make me feel? If I were in their shoes what would I want to happen?



The Sustainable Development Goals (SDGs)

The SDGs are the new global goals for eradicating poverty and working towards sustainable development through global partnership that is people-centred. The 17 goals have 169 targets that need to be achieved by 2030. These goals replace the Millennium Development Goals (MDGs). Many of the goals implicitly rely on climate action to reach their targets, and Goal 13 is specifically about climate change: "Take urgent action to combat climate change and its impacts". For information on the goals and targets go to www.sustainabledevelopment.un.org.

Activity 2: Our World and Climate Change

SUSTAINABLE DEVELOPMENT GOALS



Ask the class to research the SDGs in groups of 3 or 4. This can take place outside of the classroom as a homework activity. Questions include:

- What are the SDGs?
- What major global issues do the goals address?
- What goals and targets specifically mention climate change?
- What other goals need action on climate change to successfully reach their targets?

Information Posters on the SDGs

Ask the groups to write up their answers on a large piece of paper or create a poster to showcase their learning on the SDGs. They will then present their work back to the rest of the class. These posters and information sheets could be exhibited in the school to raise awareness about the importance of these goals that are guiding global development until 2030.

Debrief

In a class discussion regarding the SDGs use the questions below to prompt discussion around the global partnership that is required to meet the SDG targets.

- What needs to be done to ensure the targets are met? Think about actions at different levels including personal, local, national and international.
- Should every country have the same targets? Some countries are starting at different levels, for example in terms of the number of people living in poverty and the numbers of people who have access to education.
- Should countries be given freedom to meet the targets in different ways, for example using different social policies? Or should there be strict rules about how countries meet their targets?

Extension Activity: Global Island Partnership

Background Information

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. Explain to the class 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 (see page 8 in the Lent 2016 resource). Remind the class that a similar Tsunami hit this part of the world on St. Stephen's Day 2004 and that Trócaire assisted with the emergency response. Irish people donated generously, giving more than €25 million to Trócaire for this emergency. Everyone in the class 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 ancient rainforest, an abundance of fruit, rare flora and fauna, and a river that runs through the centre of the island. 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 class into 3 groups and give each group a culture card. 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 **one goal** for the future development of the island that connects to an SDG. When the representatives of the groups come together at the island meeting they must agree on the future development of the island, choosing a maximum of **2 goals** that will guide development of the island and their new community.

Debrief

How did you feel trying to communicate with the other cultures?

What is difficult about having different cultures in the world?

What is good about having different cultures in the world?

What are the challenges to agreeing global goals such as the SDGs?

Do you think some of the SDGs are more important than others?

How can the global community work together and respect each other's differences?

Extension Activity: Culture Cards

Blue 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.

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 meetings.

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.