

# Climate Change

# Climate Justice

Together we are the solution to climate injustice

**Join us**



Education Resource Pack for  
**Primary Schools**

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# How to Use This Resource

This resource is divided into four themes:

1. **Environmental Values**
2. **Climate Change**
3. **Climate Justice**
4. **Be a Climate Justice Champion!**

## Teacher Planning

Each theme has high level information for the teacher's own learning. These should be read before exploring this resource with a class. Curriculum links and integration suggestions are identified with each activity to support classroom planning. You should begin at the first theme and work through the resource to scaffold the children's learning.

## Critical Questioning

The teaching methodologies and classroom activities will enable the students to critically examine this issue of climate change through active engagement. Classroom discussion should follow a justice centred approach, asking questions such as:

**Who has the power in this situation? Who does not? Who is responsible? Who suffers the consequences? Who benefits? Is this fair? How can this unfairness be stopped? Who has the power to change it?**

The most important question to ask students exploring these themes is why? It is important not to settle for the first response to this question as it may not identify the root cause of the problem.

## Activities

Each theme suggests activities to carry out with Junior Primary/Key Stage 1 and Senior Primary/Key Stage 2 students.



## Icons used in this resource



This icon directs you online [trocaire.org/education/lent2015](http://trocaire.org/education/lent2015) materials to use with your class.



This icon highlights ideas for your Trócaire Better World Award entry. This is an award that acknowledges the work that students do while exploring the activities in this resource.



Fact about climate change.

# Curriculum Links

## Links to the Republic of Ireland Primary School Curriculum

Subject	Strand	Strand Unit
English	Competence and Confidence in Using Language	Oral Language
	Developing Cognitive Abilities through Language	Reading
	Receptiveness to Language	Oral Language
	Emotional and Imaginative Development Through Language	Reading
	Emotional and Imaginative Development Through Language	Oral Writing
Gaeilge	Labhairt	Éadaí an Aimsir
Maths	Shape and Space	2D shapes
	Data	Recognising and Interpreting Data
History	Change and Continuity	Continuity and Change in the Local Environment
Geography	Natural Environments	The Local Natural Environment Weather Planet Earth and Space
	Human Environments	People and Places in Other Areas
	Environmental Awareness and Care	Caring for my Local Environment
Science	Living Things	Plants and Animals
	Environmental Awareness and Care	Science and the Environment Environmental Awareness
SPHE	Myself and the Wider World	Developing Citizenship
	Myself	Taking Care of My Body
Music	Listening and Responding	Exploring Sounds
Art	Paint and Colour	Painting
Drama	Drama to Explore Feeling, Knowledge and Ideas, Leading to Understanding	Exploring and Making Drama
Connecting to Alive-O	Alive-O Term 1, Lesson 5 My World In Autumn Alive-O Term 1, Lesson 6 Me In Autumn Alive-O2 Term 1, Lesson 5 Autumn Alive-O2 Term 1, Lesson 6 Autumn Colours Alive-O2 Term 3, Lesson 3 Water is God's Gift Alive-O3 Term 1, Lesson 11 Jesus - Diviner Alive-O4 Term 1, Lesson 4 Earthed in the Spirit	Alive-O5 Term 2, Lesson 7 God's Love Helps Us To Love The World Alive -O6 Term 1, Lesson 1 Within God's Creation Alive-O7 Term 1, Lesson 6 The Spirit of Prophecy Alive-O8 Term 3, Lesson 5 Kingdom Justice Alive-O8 Term 3, Lesson 7 Kingdom Ecology

## Links to the Northern Ireland Primary School Curriculum

Subject	Strand	Strand Unit
Language and Literacy	Talking and listening Reading Writing	Receptiveness to language Competence and confidence in using language Developing cognitive abilities through language Emotional and imaginative development through language
Mathematics and Numeracy	Including Processes in Mathematics, Number, Measures, Shape and Space and Handling Data	2D shapes Recognising and interpreting data
The World Around Us (Geography, History, Science and Living Things)	Including Interdependence, Place, Movement and Energy and Change Over Time	Interdependence 'Me' in the world; How plants and animals rely on each other within the natural world; Interdependence of people and the environment; The effect of people on the natural environment over time; Interdependence of people, plants, animals and place.  Place Change over time in places; Features of and variations in places, including physical, human, climatic, vegetation and animal life; Positive and negative effects of natural and human events upon place over time.  Movement and energy The causes and effect of energy, forces and movement; Causes that affect the movement of people and animals; How movement can be accelerated by time and natural events such as wars, earthquakes, famine and floods;  Change Over Time Ways in which change occurs in the natural environment; Positive and negative changes and how we have a responsibility to make an active contribution.
The Arts	Including Art and Design, Music and Drama	Drawing and painting including the use of ICT  Drama to explore feeling, knowledge and ideas leading to understanding
Personal Development	Including Personal Development and Health, and Mutual Understanding in the Local and Wider Community	Me and my home Me and my school My environment The way we live Our world
Religious Studies	Religious beliefs, practices and values  Alive-O Programme	Spiritual understanding: developing a sense of awe and wonder about the world around them.  See page 2

# Environmental Values

Our environment is all around us, consisting of natural, living and non-living, and man - made things. We rarely take time to stop and look at or appreciate our incredibly diverse environment. It is made up of biomes, ecosystems and habitats.

A **habitat** is the natural place or environment in which plants, animals and organisms live. An **ecosystem** is a group of living and non-living things interacting with each other. It is the way things in nature work together and depend on one another. An eco-system can be as small as a pond or as big as a forest. A **biome** is a habitat where several ecosystems meet. Our planet Earth is one big biome<sup>1</sup>. The geography and climate conditions of communities of plants, animals, and soil organisms are very important.

**Biodiversity** describes the variety of life found on Earth and how they all depend on one another.

Biodiversity in our environment is essential for sustaining life on Earth. Plant, animals and climate work together to maintain the balance of nature. It prevents any one species from throwing the

balance of nature out of order. Humans also play an important role in the balance of nature and looking after our environment.

Children realise our responsibility for our environment, but they often lack an understanding about our dependency on our environment<sup>2</sup>. We depend on the environment for food, water, shelter and clothing.

We would not have food to eat without the soil, sun and rain that sustains growth. We would not have a home to live in without the natural materials we make from wood, sand and water. We would not have clothes to wear without the materials we use from the animals and plants around us.

Read about climate change on page 6 to learn how human activity is damaging our environment.

1 planetpals.com

2 Global Thinking Research Report



Take photos  
and submit  
them with your  
Better World  
Award entry

## Junior Primary

### Activity 1 - Nature Walk

**Curriculum Links:**

**ROI:** Science

**NI:** The World Around Us

**Resources:** sheet of paper for each student, brown paper bags, colouring pencils

- Ask your students to draw four different shapes on a sheet of paper and colour in each one with a different colour.
- Bring the class for a nature walk in the local park or in your school yard. Bring the sheets and ask the students to find things in the environment that match the colours on their sheet, collect these in the bags.
- Sit the class down in a circle on the grass. Discuss their environment and the items the students collected in their bags.

Activity  
1

**Key questions:** *How many different colours did you find, how many different shades of green, how many different types of bugs, how many different sounds can you hear? Do you like being outside? Why? Why not?*

- Bring the class to a tree. Identify the roots, trunk, branches, and leaves. Ask the students to take big deep breaths. Explain that trees produce oxygen that we need to breathe and to survive.

**Key Questions:** *Do any other living things depend on trees? Are all trees the same?*

**Integration:**

**ROI:** Geography, Maths - Shape and Space; 2D Shapes, Music - Listening and Responding; Exploring Sounds

**NI:** The World Around Us, Mathematics and Numeracy, Music and Drama, Personal Development.

## Activity 2 - Milk It!

### Curriculum Links:

**ROI:** Science - Living Things; Plants and Animals

**NI:** The World Around Us

**Resources:** carton of milk, picture of cows

- Show the students a carton of milk.

**Key Questions:** *Do you like milk? When do you drink it? Why do we drink milk? Where does it come from?*

- Stick the photo of the cow up on the white board. Encourage the students to brainstorm all the things the cow needs to stay alive - grass, rain and sun for the grass to grow, air to breath, water to drink.

**Key Questions:** *What if it stopped raining? What impact would it have on the cow? What impact would it have on us?*

Continue questioning until you feel the students understand the dependency all different elements of the environment have on each other.

**Integration:** SPHE - Myself; Taking Care of My Body

Activity  
2

## Senior Primary

### Activity 1 - Exploring our Environment

#### Curriculum Links:

**ROI:** Geography - Natural Environments; the Local Natural Environment

**NI:** The World Around Us

- Discuss the terms 'natural' and 'man-made' with your class.
- Ask your students to predict what natural and man-made things they would find in their local environment outside the school.
- Bring the class outside or to a local park. In pairs ask your students to list as many natural and man-made things they can find.
- Sit in a circle outside and discuss their lists.

**Key Questions:** *Is there anything on your list that you did not predict? Are there more natural things or man-made things? How would the environment look if there were no humans? What things can they hear?*

- Discuss the different trees.

Activity  
1

**Key Questions:** *Are all of the trees the same?*

*Does any living thing depend on the trees (birds, insects, humans, other plants)? What colours are they?*

- Ask the students to collect two leaves from trees. They must be different colours.
- Return to the classroom and mix paint colours to match their leaves.

**Integration:**

**ROI:** Science - Living Things; Plants and Animals, Art - Paint and Colour; Painting, Music - Listening and Responding; Exploring Sounds

**NI:** The Arts, Religious Studies

### Activity 2 - Where do our clothes come from?

#### Curriculum Links:

**ROI:** Science - Living Things; Plants and Animals

**NI:** The World Around Us

**Resources:** woollen jumper, picture of a sheep

- Show the students a woollen jumper.

**Key Questions:** *Do you have a woollen jumper? What do you use it for? Where did you get it? How do you think it was made?*

- Stick the photo of the sheep up on the white board. Encourage students to brainstorm all the things the sheep needs to stay alive - grass, rain and sun for the grass to grow, air to breath, water to drink.

**Key Questions:** *What if it stopped raining? What impact would it have on the sheep? What impact would it have on us?*

Continue questioning until you feel the students understand the dependency all different elements of the environment have on one another.

- Look at the tags in their shoes. What country did they come from and what material are they made out of? What journey did their shoes take to be made and brought to Ireland?
- In groups ask the student to come up with suggestions as to other ways we depend on our environment e.g. food, shelter, water.

**Integration:** Geography - Natural Environments; The Local Natural Environment

**NI -** Personal Development

Activity  
2



Classroom  
Activities



**Take photos  
and submit  
them with your  
Better World  
Award entry**

# What is Climate Change?

## 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, sun shine, wind and rain that is happening around us
- Climate is the average weather pattern in a specific region for a long range 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 climate (including temperature, rain and wind) that a region experiences. While this can be caused by natural factors, the term climate change is now generally used to describe the changes in our climate as a result of human activity.

## Why is this happening?

Firstly we must understand the carbon cycle. Carbon dioxide (CO<sup>2</sup>) enters the Earth's atmosphere from volcanoes, decaying plants, breathing humans and animals, the surface of the sea and volcanoes. CO<sup>2</sup> 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.

The CO<sup>2</sup> in the atmosphere traps the heat from the sun. That is why CO<sup>2</sup> is called a greenhouse gas. It creates a blanket of warmth, known as the greenhouse effect that keeps our earth from freezing. The more CO<sup>2</sup> in the atmosphere, the warmer the earth becomes.

The amount of CO<sup>2</sup> in the atmosphere over the last 8,000 years has been stable, creating suitable conditions for human beings to thrive.

But about 200 years ago we began digging up the soil to extract fossil fuels. These fossil fuels (coal, oil and natural gas) are made from the remains of animals that died long before humans evolved. The energies stored inside of them is used to fuel our factories, cars and to create electricity. But burning these fuels also releases more CO<sup>2</sup> into the air. At the same time, we cleared forests for agriculture, reducing the ability of trees to remove the CO<sup>2</sup> from the air.

**Every time we turn on the radio or television, or drive to the shops, we are contributing to the increase of CO<sup>2</sup> in our atmosphere. Most of what we purchase leads to CO<sup>2</sup> emission in some way, either as a result of its manufacture and packaging, or transport of the item, or both!**

The more CO<sup>2</sup> in the air the harder it becomes to ensure stability. The greenhouse effect is causing more heat to be trapped. Our world is getting hotter, at an alarming speed. Each of the last three decades has been successively warmer at the earth's surface than any preceding decade since 1850.<sup>3</sup>

## What are the consequences?

Climate change is increasing the frequency and intensity of extreme events such as storms and floods, as well as slower onset events like drought. It is causing sea level rise as the oceans expand due to higher temperatures. Read about climate justice on page 12 to see how this is impacting on people living around our world.

**WEATHER =**  
DAY TO DAY  
CONDITIONS IN OUR  
ATMOSPHERE

wet  
humid **dry** cold hot  
windy



**A rise in sea levels of 1 metre would displace a total of 24 million people in Bangladesh, India and Indonesia<sup>5</sup>.**



**By 2012 the earth's temperature was 0.85°C higher than pre-industrial times (1800)<sup>4</sup>.**

3 Inter-Governmental Panel on Climate Change [ipcc.ch](http://ipcc.ch)

4 Inter-Governmental Panel on Climate Change [ipcc.ch](http://ipcc.ch)

5 Department of Environment, Food and Rural Affairs [defra.gov.uk](http://defra.gov.uk)

## Junior Primary

### Activity 1: What is Weather?

Activity  
1

#### Curriculum Links:

**ROI:** Geography - Natural Environments; Weather

**NI:** The World Around Us

**Resources:** draw a weather chart on a large sheet of paper, photocopies of weather chart on page 9

- Begin each day for a week by discussing the weather. Record it on the class chart and have each student record it in their own chart. Predict the next day's weather.
- Bring in different types of clothes. Ask the students to identify which clothes they would wear for the different weather types.

#### Integration:

**ROI:** Gaeilge - éadaí, an aimsir, English - Competence and Confidence in Using Language; Oral, Maths - Data; Recognising and Interpreting Data

**NI:** Language and Literacy, Mathematics and Numeracy

### Activity 2: What is Climate Change?

Activity  
2

#### Curriculum Links:

**ROI:** Geography - Natural Environments; Planet Earth and Space

**NI:** The World Around Us

**Resources:** Log onto [trocaire.org/education/lent2015](http://trocaire.org/education/lent2015) to watch the 'Climate Change Explained' animation, climate change flash card

- Stick the flash card up on the whiteboard.
- Ask the students to do a *think, pair and share* with the term climate change, writing the words up on the board as they share.
- Ask the students to predict what the video will be about. Watch the video and discuss.
- Play the video again, asking the students to pick out two new things that they have learned. Discuss.
- Play the video again. Ask the students to retell the story.

#### Integration:

**ROI:** English - Oral Language, History - Change and Continuity; Continuity and Change in the Local Environment

**NI:** Language and Literature

## Senior Primary

### Activity 1: What is Climate Change?

Activity  
1

#### Curriculum Links:

**ROI:** Geography - Natural Environments; Earth and Space

**NI:** The World Around Us

**Resources:** Log onto [trocaire.org/education/lent2015](http://trocaire.org/education/lent2015) to watch the 'Climate Change Explained' animation

- In pairs ask the students to do a KWL chart. Fill in 'what they Know' and 'what they Want to know' about climate change. Fill in the 'what they have Learned' column after doing the activities in this resource.
- Watch the animation. Discuss, referring to their KWL chart. Watch a second time to reinforce their learning.

#### Integration:

**ROI:** Science - Environmental Awareness and Care; Science and the Environment, History - Change and Continuity; Continuity and Change in the Local Environment

**NI:** Language and Literature

### Activity 2 - Web Quest

#### Curriculum Links:

**ROI:** English - Developing Cognitive Abilities through Language; Reading, Oral Language

**NI:** Language and Literacy

**Resources:** Log onto [trocaire.org/education/lent2015](http://trocaire.org/education/lent2015) and access the Web Quest

- Divide the class into groups. Give each group a topic to research. Suggested topics: Fossil Fuels, Greenhouse Effect, The Carbon Cycle, Industrialisation, Carbon Emissions. Referring to their KWL charts, ask the students to decide on three to five questions each. Look through the suggested websites to find answers to the questions.
- Ask each group to present their findings to the class. Suggestions: PowerPoint presentation, oral presentation, poster presentation.

#### Integration:

**ROI:** Science - Environmental Awareness and Care; Science and the Environment

**NI:** Language and Literature



Classroom  
Activities



Send your KWL  
chart in with  
your Better  
World Award  
Entry



[trocaire.org/  
education/lent2015](http://trocaire.org/education/lent2015)

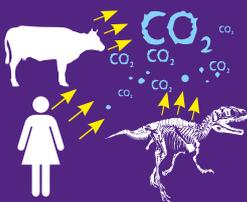
Classroom Activities

CLIMATE VARIES ACROSS OUR WORLD



Teacher's Resource

CO<sub>2</sub> ENTERS OUR ATMOSPHERE THROUGH BREATHING HUMANS AND ANIMALS; VOLCANOES; DECAYING PLANTS; AND FOSSILS.



Activity 3 - Ranking Climate Change Causes

Activity 3

Curriculum Links:

ROI: English - Receptiveness to Language; Reading

NI: Language and Literature

Resources: Climate change causes statements below

- Divide the class into small groups.
- Photocopy and cut out the climate change causes statements. Give a set of statements to each group.

- Ask the students to rank the statements, putting the biggest cause of climate change at the top, the least cause at the bottom.

Note: There is no correct order to the statements. This activity is to allow students participate in a democratic discussion.

Integration:

ROI: Science - Environmental Awareness and Care; Science and the Environment

NI: Mathematics and Numeracy, Personal Development

Resource: Climate Change

When volcanoes erupt they send carbon dioxide into the atmosphere. This is a greenhouse gas.	Our climate has always been changing. We have experienced ice ages in our history.
Car engines need petrol or diesel to work. These come from oil which is a fossil fuel. The carbon dioxide in the oil goes into the atmosphere when the car is driving.	Plants and animals that have been dead for thousands of years turn into fossil fuels underground. These fossil fuels are oil, coal and gas. When these are burned they release carbon dioxide into the atmosphere.
Lights need electricity to work. Electricity is a form of energy. Sometimes fossil fuels, oil, coal and gas, are used to create this energy. These fossil fuels release carbon dioxide into the atmosphere.	Some countries have more factories and more cars than other countries. This means they burn more fossil fuels, releasing more carbon dioxide into the atmosphere. This is causing climate change to happen quicker.

## What is the weather today?

Day of the week	 Sun	 Cloud	 Rain	 Snow	 Wind	 Showers
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

## What is Climate Justice?

**Trócaire believes that climate change is more than an environmental issue, it is a justice issue.** Climate Injustice refers to the fact that those who are being hit worst by climate change are the most vulnerable women, men and children around the 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 in richer countries. Vulnerable people whose rights to food, shelter, water and life are already precarious are being further threatened.

6 Inter-Governmental Panel on Climate Change ipcc.ch

7 Irish Examiner irishexaminer.com

8 Department of Environment, Community and Local Government environ.ie



**With large cuts to emissions of greenhouse gases, it is still possible to keep global temperature rises below 2°C increase on pre-industrial levels. World leaders have agreed to try to keep temperature rises below 2°C, but not on how to cut the greenhouse gas emissions to achieve this. A global treaty on climate change would address the question of how much to reduce emissions, by who.<sup>6</sup>**

**Irish winters have brought extreme storms, snow and floods over the last few years. Hurricane force winds were recorded off Sherkin Island, Co. Cork in February 2014. Heavy snow grounded flights in Dublin airport in January 2013. Residents in Limerick city experienced major damage to their property caused by floods in February 2014. Immediate assistance such as food, clothing and toiletries were provided to families<sup>7</sup>.**

**It is not the first time in Ireland's history that we have experienced these extreme weather events. But the amount and frequency that we are experiencing them is unprecedented. The Department for the Environment estimated the financial impact of damage to public infrastructure from severe weather over the period 13 December 2013 - 6 January 2014 (during which storms hit Ireland approximately every three days) as being €61.472m.<sup>8</sup>**



Credit: Photocall Ireland

Climate Injustice also refers to the apparent reluctance of governments of industrialised countries, such as Ireland, to take action on climate change, despite the scientific knowledge of its causes and impacts since 1992. World leaders failed to agree a global treaty on climate change in 2009. But they are making some slow progress towards getting an agreement finalised by the end of 2015 when they meet at the United Nations (UN) conference in Paris.

Ireland is the second worst creator of carbon emissions per capita in the EU.<sup>9</sup> 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, where almost all our cities and large towns are situated.
- the possible extinction of vulnerable species, such as bees.
- a negative impact on farming, costing the agricultural sector between €1 and €2 billion per annum<sup>10</sup>.

People in the Global South are feeling the impacts of climate change even more than the people in Ireland. Two thirds of the poorest people of the world live in rural areas and rely on farming for food to eat and to make a living. But as a result of climate change, rainfall has become unpredictable. This makes it extremely difficult for farmers to grow their crops. Problems they experience include heavy rainfall washing away their seeds, and/or lack of rainfall preventing their seeds from growing. If farmers are unable to predict when the rain is coming, it is very difficult for them to grow their crops. 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”.**

Around 800 million people are currently at risk of hunger (about 12% of the world's population).<sup>12</sup> We call this issue **food security**. Many rivers and lakes are drying up in drought conditions forcing people to walk very long distances to gain access to safe, clean water. We call this issue **water security**. Do you think this is fair?

9 Central Statistics Office [cso.ie](http://cso.ie)

10 Environmental Protection Agency [epa.ie](http://epa.ie)

11 The United Nations Office for Disaster Risk Reduction [unisdr.org](http://unisdr.org)

12 Stern Review of the Economics of Climate Change HM Treasury

13 Inter-Governmental Panel on Climate Change [ipcc.ch](http://ipcc.ch)

Teacher's Information



**Almost three times more disasters have been recorded worldwide in the last decade than were recorded in the 1970s (1,110).<sup>11</sup>**



**Most of Africa is expected to experience failing crops, with rain-fed crop production predicted to fall by up to 50% in some African countries by 2020.<sup>13</sup>**

**Ethiopia is a country that is being severely impacted by climate change.**

**Mahlet (13) lives with her family in a small village in northern Ethiopia. She enjoys going to school and helping her father, Ali, on their small farm. Her family has two plots of land. One plot near the river on which they grow a small amount of vegetables and a bigger plot on which they grow cereals and grains. They depend on these crops for food to eat, and to make a living.**

**These crops need rain to grow, but in recent years Mahlet and her family have experienced less and less rains. They are now working harder than ever to support themselves but unreliable rainfall is out of their hands. “The biggest problem is drought” says Mahlet’s father, Ali. If things don’t change soon they will be unable to feed themselves, despite all of their hard work.**

**Learn about the work that Trócaire is doing for climate justice on page 16. Become a Climate Justice Champion and encourage your students to take action on climate change!**



Jeannie O'Brien  
Northern Ethiopia

**WE  
NEED  
RAIN**  
TO GROW CROPS



## Junior Primary

### Activity 1 - The Impacts of Climate Change Around our World

Activity  
1

#### Curriculum Links:

**ROI:** SPHE - Myself and the Wider World; Environmental Care

**NI:** The World around Us, Personal Development

**Resources:** photographs from the back of this pack

- Place four to six photographs on the ground. Ask the students to walk around, look at each photo and select one to stand at. Ask each group to describe to the class what is happening in each photo. Ask the students to identify similarities and differences to their own lives. Ask the students to explain how each of these photos connects to climate change.

#### Integration:

**ROI:** English - Emotional and Imaginative Development through Language; Oral

**NI:** Language and Literacy

### Activity 2 - Meet Mahlet from Ethiopia

Activity  
2

#### Curriculum Links:

**ROI:** Geography - Human Environments; People and Places in Other Areas

**NI:** The World Around Us

**Resources:** fact file, PowerPoint presentation [trocaire.org/education/lent2015](http://trocaire.org/education/lent2015)

- Identify Ethiopia on the map. Discuss how the students would get there.
- Ask the students to think of three questions each they would like to ask Mahlet.
- Show the PowerPoint presentation and discuss with your students.

#### Integration:

**ROI:** SPHE - Myself and the Wider World; Developing Citizenship

**NI:** Language and Literature

### Activity 3 - Freeze Frames

Activity  
3

#### Curriculum Links:

**ROI:** Drama - Drama to Explore Feeling, Knowledge and Ideas, Leading to Understanding; Exploring and Making Drama

**NI:** The Arts - Drama

**Resources:** PowerPoint [trocaire.org/education/lent2015](http://trocaire.org/education/lent2015)

- Pick an image from the PowerPoint. In groups ask the students to create a freeze frame. Unfreeze individual students and ask them questions in role:

*Who are you? What are you doing? How do you feel? What are you thinking about?*

- Ask the students to write a diary entry for Mahlet.

#### Integration:

**ROI:** English - Emotional and Imaginative Development through Language; Writing

**NI:** Language and Literature, The Arts

## Senior Primary

### Activity 1 - Impacts of Climate Change Around our World

Activity  
1

#### Curriculum Links:

**ROI:** Myself and the Wider World; Environmental Care

**NI:** The World around Us, Personal Development

**Resources:** photographs from the back of this pack, maps of the world

- Place four to six photographs on the ground. Ask the students to walk around, look at each photo and select one to stand at. Ask each group to describe to the class what is happening in their selected photo. Ask the students to guess what links all of the photographs.
- Give out a large sheet of paper to the group at each photo. Ask the group leader to write down questions the photograph poses.
- Come up with a caption for each photo.



Classroom  
Activities



Take photos  
of the freeze  
frames and  
submit with  
your Better  
World Award  
Entry



[trocaire.org/  
education/lent2015](http://trocaire.org/education/lent2015)



Link these  
activities to our  
Human Rights.  
Log onto [trocaire.org/sites/trocaire/files/resources/edu/power-up-india-education-resource-pack.pdf](http://trocaire.org/sites/trocaire/files/resources/edu/power-up-india-education-resource-pack.pdf)  
to find more  
classroom  
activities about  
Human Rights

**Integration:**

**ROI:** Geography – Human Environments; People and Places in Other Areas, SPHE – Myself and the Wider World; Developing Citizenship

**NI:** Religious Studies

**Activity 2 - Meet Mahlet from Ethiopia**



**Curriculum Links:**

**ROI:** Human Environments; People and Places in Other Areas

**NI:** The World Around Us

**Resources:** PowerPoint [trocaire.org/education/lent2015](http://trocaire.org/education/lent2015)

- Show the PowerPoint to the class.
- In pairs ask the students to divide a page in two. In one column list ways that climate change is impacting Mahlet. In the second column list ways that climate change is impacting on their own lives.

**Integration:** English – Emotional and Imaginative Development through Language - Writing

**Activity 3 - Walking in Someone Else's Shoes**



**Curriculum Links:**

**ROI:** Drama to Explore Feeling, Knowledge and Ideas, Leading to Understanding; Exploring and Making Drama

**NI:** The Arts - Drama

**Resources:** role cards on page 15

- Distribute a role card to eight students. Allow time for students to familiarise themselves with their role (think about who they are, where they live, their family, what kind of life they have and so on).
- Ask the students to stand in a row across the middle of the room. They should not share their role card with other students.
- Explain that you are going to read out a number of statements (see below). After each statement is read out, students take:

**A step forward** if the statement is true for their character.

**A step back** if the statement is false for their character.

**Stay where they are** if they do not know.

- The aim of the activity is not to reach the other side of the room but to experience the life of their character.
- Allow time for the students to reflect on the statement and then move or not. As the statements are read out, students begin to spread throughout the room, with some taking steps and others hardly moving at all. By the end of the activity the students will be spread across the room. This is to represent the inequality experienced by people living around our world.
- Ask the students questions in role.

*How do you feel? What are you thinking?*

- Take students out of their character-roles and ask them to discuss as a class or in groups the following questions:

*Who moved furthest and why? Who got left behind and why? How did you feel when you were moving fast? How did you feel when you were moving slowly? Who gets ahead in life? Why? Who gets left behind in life? Why? What might be done to assist the life chances of (select a character from the roles)?*

- When the students return to their desks ask them to pick a character and write a diary entry for them.

**Statements**

1. I have enough food to eat and water to drink
2. I will probably go to college
3. I use electricity each day
4. If it does not rain, I am still able to get food
5. I am not affected in my daily life by changing weather patterns

**Integration:**

**ROI:** Emotional and Imaginative Development through Language - Writing

**NI:** Language and Literature

## Walking in someone else's shoes role cards

### Dawit (boy), Ethiopia

You are 11 years old. You live with your mum and dad in the capital city called Addis Ababa. Your dad works in an office. You get the bus to school every day. Your favourite subject in school is computers. After school your mum cooks you dinner in the kitchen while you play computer games. You like to help her do the shopping at the market. When the weather is warm you go to the big hotel to use their swimming pool.

### Jack (boy), Ireland

You are 9 years old. You live in Dublin 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 an aeroplane for your holidays last summer.

### Sanvi (girl) Bangladesh

You are 12 years old. You live in a small apartment with your mum, three sisters and four brothers in a city called Dhaka. You used to live in a small village. Your family depended on the food that you grew on your farm. Changing weather made it too difficult to grow food. Your family had to move to the city to find work. You do not go to school. You and your mum work in a big factory making clothes. There are lots of factories in the city. You need to earn money to help buy food for your family. Big trucks come each day to take the clothes you make to the airport. The clothes are brought to Europe and America.

### Angela (girl), Malawi

You are 10 years old. You live with your mum, dad, sister and brother. Before you go to school, you walk 2km/ 1 hour to collect water at the local river. Your mum and dad are farmers. After school, you help your mum by doing the chores in your house, so that she can work on the farm. You cook the dinner for your family on a fire because you do not have electricity. When it does not rain, the crops do not grow, so you have nothing to cook. You often have to drink dirty water which makes you sick. When you are sick, you miss school.

### Eileen (girl), Ireland

You are 12 years old. 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 that closed your school for two days. Your dad owns a small fishing boat. His fishing boat got damaged in a bad storm last year. 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. She grows vegetables which you love to eat. If your vegetables do not grow your mum buys food in the supermarket. Your favourite item is your ipod.

### Mahlet Ali (girl), Ethiopia

You are 13 years old. You live in a small, poor village with your mum, dad, sister and brother. You walk to and from school each day. Your dad is a farmer. After school you help him to grow vegetables on the small farm. You depend on these vegetables for food to eat. You cook them on a fire because you do not have an oven. You and your mum also bring vegetables to the market to sell and earn some money for your family. 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.

### Raju (boy), Pakistan

You are 12 years old. A huge flood washed away your home. For the past year you have been living in a tent with your parents, two aunts, four brothers and three sisters. You have not been able to go to school since the flood happened. You want to return home but your family does not have enough money to build a new house. You are scared that heavy rains and floods will come again while you are living in a tent. Your family must cook food on a fire because you have no kitchen or electricity.

### James (boy) USA

You are 8 years old. 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 oven. At the weekend you like to go to the cinema with your friends. It gets cold in the winter in New York. When the snow comes you love throwing snow balls at your friends.

# Be a Climate Justice Champion



Everybody in the world must **ADMIT** to climate change

**ADaptation:** people need to adapt in order to cope with the changes in our climate

**MITigation:** we must prevent further changes in our climate by reducing greenhouse gas emissions

## Adaptation

Trócaire works with communities overseas through livelihoods programmes to adapt farming methods to ensure crops will grow. By increasing the amount, and types of crops that are grown, farmers are better prepared to deal with the effects of a drought, floods or tropical storms.

Trócaire also supports the building of irrigation systems. This is a method of bringing water to soil to ensure crops can grow.

Last year, Trócaire supported livelihoods programmes in **15 countries**, benefiting some **656,000 people** directly and nearly **1.5 million people** indirectly.

## Mitigation

Trócaire works in Ireland raising awareness and educating Irish communities about climate change. We also campaign for changes in national and EU policy to reduce our carbon emissions.

### Policy and advocacy

Trócaire carries out research on how Ireland, the European Union (EU) and the United Nations (UN) can fairly and effectively reduce greenhouse gas

emissions through policy and legislative changes. We have been advocating for strong climate laws across Ireland, north and south, which contains legally binding and ambitious carbon emission reduction targets. [trocaire.org/resources/policyandadvocacy](http://trocaire.org/resources/policyandadvocacy)

### Campaigns

Trócaire campaigns to raise awareness amongst the Irish public on climate justice and the urgent need for strong climate laws in Ireland, north and south that will adequately reduce our carbon emissions. We also raise awareness on personal lifestyle changes that people can make in order to reduce their carbon footprint. [trocaire.org/uptous](http://trocaire.org/uptous)

### Educating the Irish public

Our Development Education team work with educators and young people to raise awareness and understanding of the climate change issue, to enable them to reflect on their carbon emissions and to be inspired to take action and be a climate justice champion. [trocaire.org/education](http://trocaire.org/education)



**With large cuts to emissions of greenhouse gases, it is still possible to keep global temperature rises below 2°C increase on pre-industrial levels.<sup>14</sup>**

**Gacembe Mugende (36) was one of the people Trócaire helped to support in 2013. This father of two struggled to grow crops on his farm in Central Kenya. Climate change is making rain patterns unpredictable and leading to food shortages.**

**“All my crops depended on the rain,” he said. “I used to plant my crops and then the rains would not come. I lost all my maize. When the harvests failed I felt a pain in my heart because I had nothing to fall back on for my family.”**

14 IPCC AR5, working group 3 <http://www.ipcc.ch/index.htm>



Trócaire/Clare McEvoy

Gacembe was connected to a Trócaire supported irrigation system that is changing the lives of 30,000 people in the area. Within four months of being connected to the water system, Gacembe had harvested twice.

“None of these things would have grown before with so little rain,” he said. “The difference is amazing. I don’t have to worry about having to get casual labour to feed my family. I work every hour of the day on the farm and I am so happy to be able to do that. My family will never be hungry again and my two children are in school.”

Teacher's Information

## Junior Primary

### Activity 1 – How Can We Stop Our Climate From Changing So Quickly?

Activity 1

#### Curriculum Links:

**ROI:** Geography – Environmental Awareness and Care; Caring for my Local Environment

**NI:** The World Around Us

**Resources:** pictures and statements on page 18 & 19

- Divide the class into small groups.
- Photocopy and cut out the pictures. Give a set of pictures to each group.
- Ask students to describe each picture and discuss how this can help slow down climate change.
- Ask students to read the statements and to match them with the correct picture.
- Ask students to rank the pictures, putting the best solution at the top and the least effective solution at the bottom.

**Note:** There is no correct order to the pictures. This activity is to allow students participate in a democratic discussion.

#### Integration:

**ROI:** English – Competence and Confidence in Using Language - Oral

**NI:** Language and Literature

## Senior Primary

### Activity 1 – Climate Change Adaptation and Mitigation

Activity 1

#### Curriculum Links

**ROI:** Geography – Environmental awareness and Care; Caring for my Local Environment

**NI:** The World Around Us

**Resources:** statements page 19, paper squares, pens

- Divide the class into small groups.
- Photocopy and cut out the climate change mitigation statements. Give a set of statements to each group.
- Ask students to rank the statements, putting what they believe to be the most effective action at the top and the least effective action at the bottom.

**Note:** There is no correct order to the statements. This activity is to allow students participate in a democratic discussion.

- Ask the students to suggest two/three other ways of mitigating climate change (refer back to students’ web quest presentations). Write them down on the paper squares. Rank them with the other statements.
- Facilitate a class discussion, each group giving a reason why they chose the order for their statements.

#### Integration:

**ROI:** English – Developing Cognitive Abilities through Language; Reading

**NI:** Language and Literature

Classroom Activities



**Health improves as carbon emissions decrease**



**Food waste in Ireland reduces. Households save €700-€1000 /£600-£850 per year**

## Resource: climate change mitigation pictures

Recycling



Cycling



Growing vegetables



Planting trees



Activism



## Resource: climate change mitigation statements

### Recycling

Always recycle paper and plastic. These can be used again. Throw food waste in a compost bin. This is great food for the plants and trees.

### Cycling

Don't take the car to school. Cycle or walk. If we don't use the car, we don't burn any fuel. This is better for our world.

### Growing vegetables

Do you buy vegetables in the shop? Vegetables travel a long journey from farms all around our world. Aeroplanes and trucks use fuel when they bring the vegetables to the shop. Grow your own vegetables and we will use less fuel.

### Planting trees

Trees take the carbon dioxide out of the atmosphere. More trees in our world will slow down climate change.

### Activism

We must tell our friends and families about climate change. We must ask our Government to make a law in Ireland that will help slow down climate change.



# TAKE ACTION!

# ENTER NOW!

## Trócaire Poster Competition

Posters are a great tool for raising awareness about global justice issues. Would you like to design the poster that goes into next year's education pack? It will go to over 3,000 primary schools across Ireland.

Using the theme 'climate justice' as an inspiration, ask your students to create an image based on what they have learned while doing activities from this year's education pack. See the reverse of the poster included in this pack for further details.

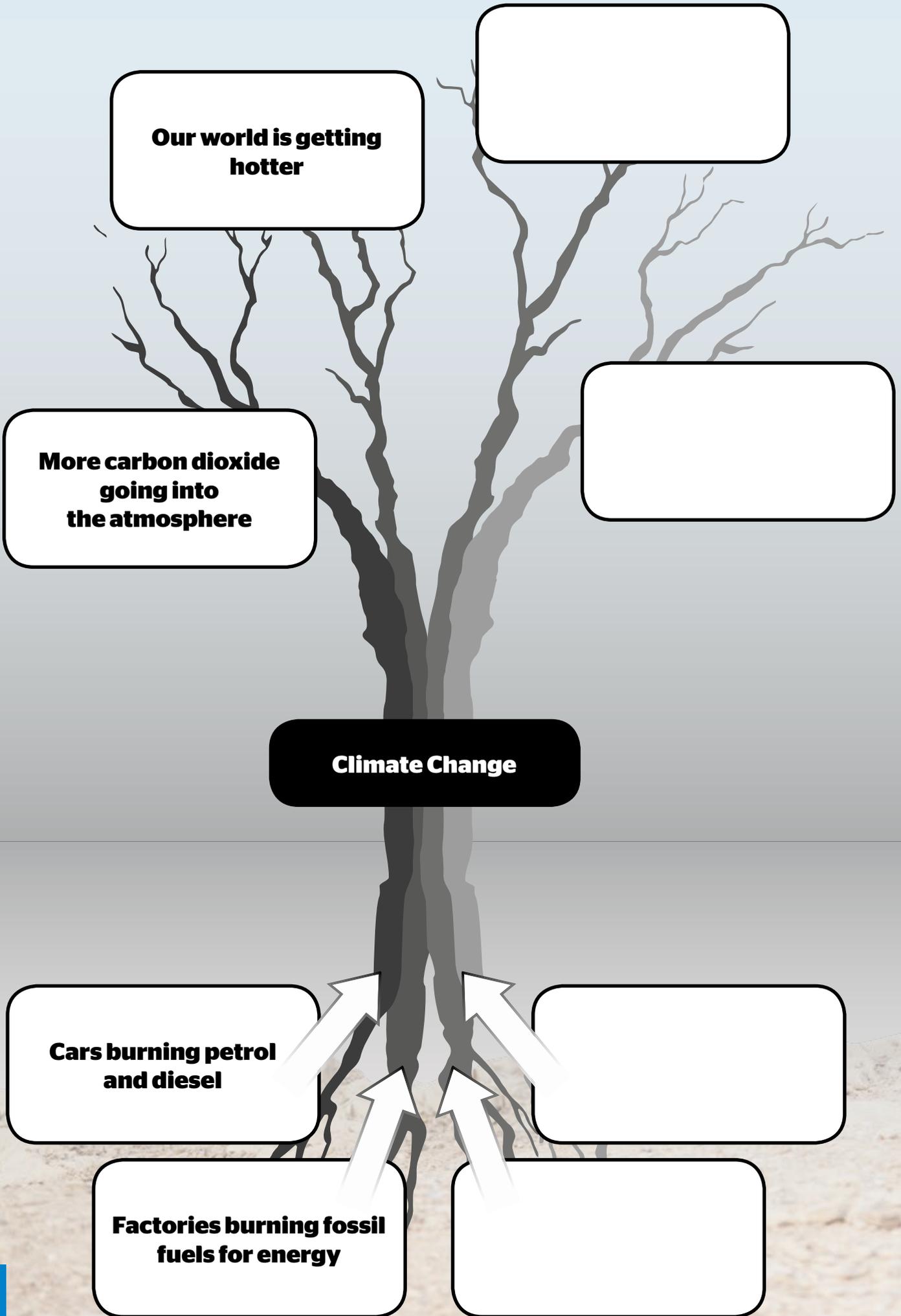


**Trócaire**  
Better World Award

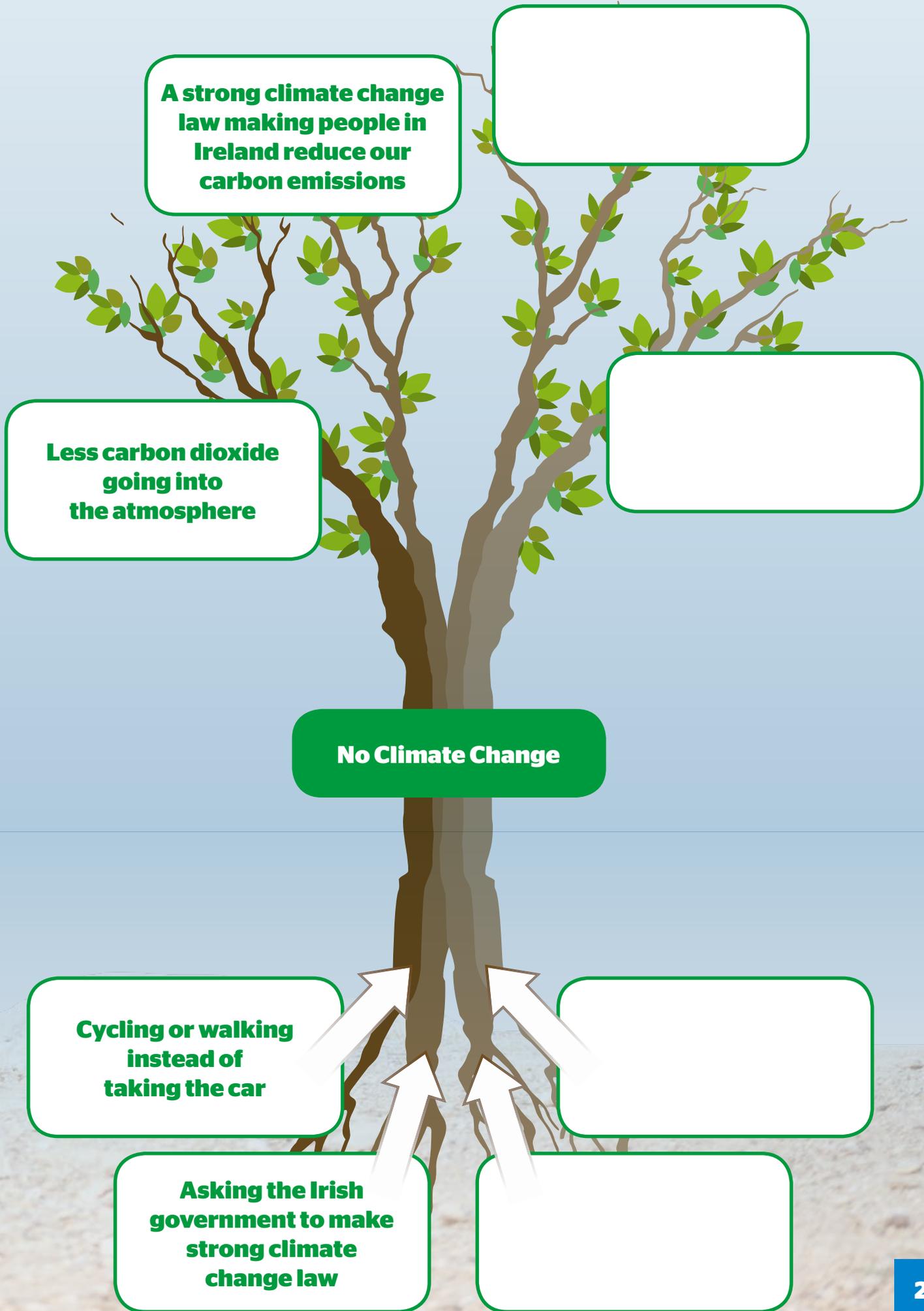
## Trócaire Better World Award

This is an award that recognises the work that the students do while exploring this education pack. Record the students work and submit it to Trócaire at the end of Lent. The students will receive certificates and badges to acknowledge their work. See the reverse of the poster included in this pack for further details.

**Problem Tree**



# Solution Tree



# Photos





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

## Our website

Visit our website [trocaire.org/education](http://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](https://facebook.com/trocaireireland) - connect with us

 Twitter: [twitter.com/trocaire](https://twitter.com/trocaire) - keep up with our latest tweets

 YouTube: [youtube.com/trocaire](https://youtube.com/trocaire) - see the people you support

 Flickr: [flickr.com/trocaire](https://flickr.com/trocaire) - see our growing photo gallery

## Other Education Resources

### *Farid's Rickshaw Ride:*

A story of a young boy in Bangladesh getting ready for a visit from his cousin living in Ireland.  
Available in big book and small book format.

### *Just Children 2:*

A critical literacy teaching resource for senior primary. It explores the themes of trade, climate change, migration and human rights.

Log onto [trocaire.org/education](http://trocaire.org/education) to find out more

### *Go Green, Go Global!*

An educational resource exploring climate change and water resources from a global perspective.  
Written in conjunction with the Eco-Schools / Green Schools programme.

## Contact Us

### Maynooth

Maynooth,  
Co. Kildare  
Tel: 01 505 3200  
Email: [mboyce@trocaire.ie](mailto:mboyce@trocaire.ie)

### Cork

9 Cook Street,  
Cork  
Tel: 021 427 5622  
Email: [corkinfo@trocaire.ie](mailto:corkinfo@trocaire.ie)

### Dublin City Centre

12 Cathedral Street,  
Dublin 1  
Tel: 01 874 3875  
Email: [resources@trocaire.ie](mailto:resources@trocaire.ie)

### Belfast

50 King Street,  
Belfast BT1 6AD  
Tel: 028 90 808 030  
Email: [infoni@trocaire.ie](mailto:infoni@trocaire.ie)

REF: E2



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