

# Climate Change Climate Justice 3

Together we are the solution to climate injustice

**Join us**



**JOIN  
THE  
FIGHT  
FOR  
JUSTICE**

Education Resource for  
**Primary Schools**

# How to Use this Resource

This resource builds on the Lent 2015 and Lent 2016 *Climate Change Climate Justice* education resources. It is important that your students have an understanding of climate change and climate justice before exploring the activities in this pack. Go to [trocaire.org/education/lent2017](http://trocaire.org/education/lent2017) for resources.

So far in our learning journey we have explored **climate change and climate justice, and the impact climate change is having on people**. The activities in this resource bring your students on a journey to **Honduras**. You and your students are also called to **take action** and to **join us in the fight for climate justice**.

This resource suggests activities for Junior Primary/Key Stage 1 and Senior Primary/Key Stage 2. If you have infant classes, check out the Early Years resource available on the website. You are encouraged to integrate this theme across all subject areas. Teacher notes are included throughout and curriculum links are listed below.

Development Education (DE) is a creative process that, through active learning, increases students

## Icons used in this resource



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.

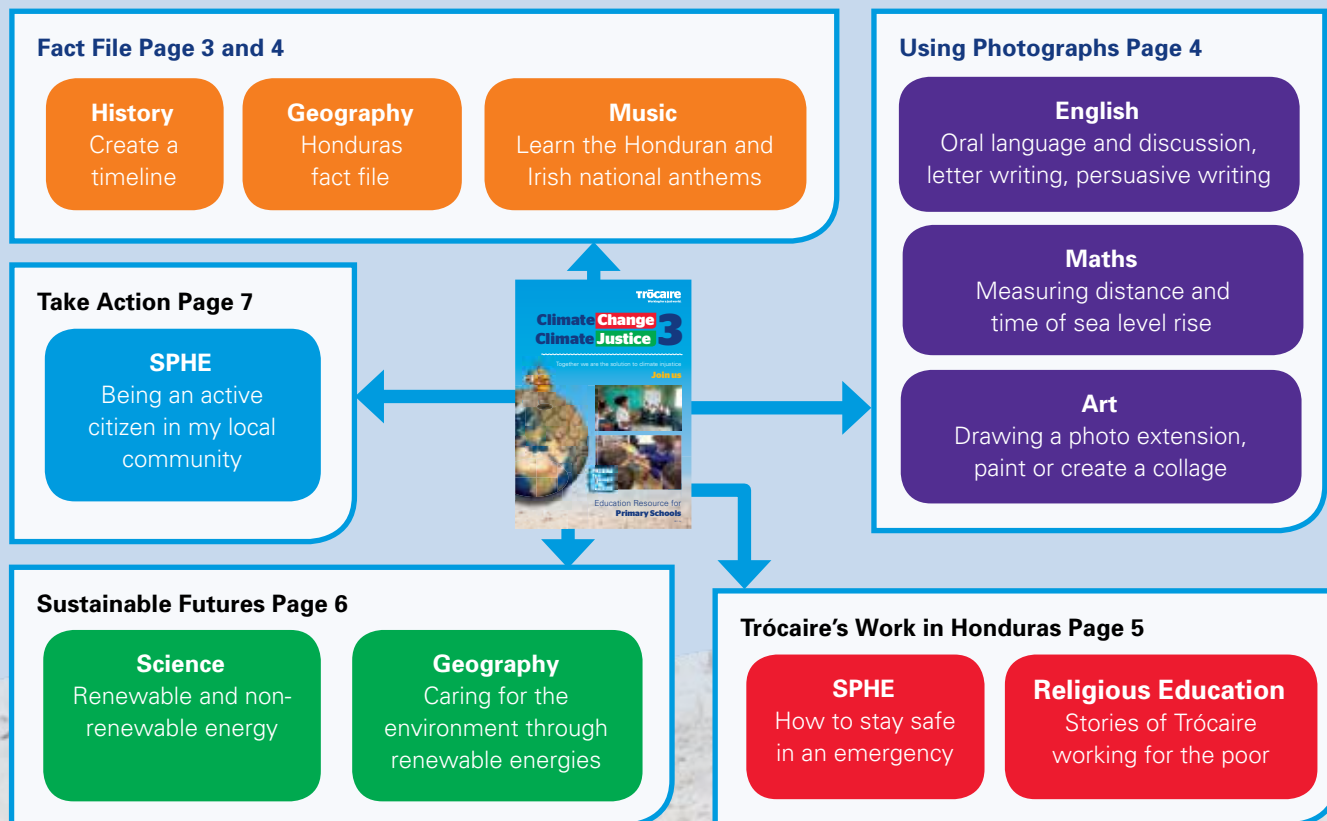


This icon directs you to [trocaire.org/education](http://trocaire.org/education), which has materials to use with your class.



Fact about climate change.

understanding of our interconnected world. DE challenges stereotypes and encourages action for a Just World. Throughout the activities encourage your students to critically examine all aspects of climate justice.



See also Children's Sacred Space resource included with this pack, for further Religious Education activities



# Fact File: The Republic of Honduras



## A brief history

During the first millennium, Honduras was inhabited by the Maya peoples. In 1502 Christopher Columbus arrived and it became a Spanish colony. Honduras, along with four other Central American nations, became independent from Spain in 1821. Honduras became independent from the other Central American nations in 1838. After more than ten years of being ruled by the military, a government was set up in 1982. Juan Orlando Hernández has been president since 2014.

### Capital City

Tegucigalpa

### Population

8.2 million<sup>1</sup>

### Currency

Honduran Lempira L

### Language

Spanish is the official language. English is spoken on the Bay Islands and the various Maya groups still speak Mayan languages.

### Climate

A tropical climate, with cooler more temperate weather in the mountains.

### Food

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

### Music

Punta music and dance are performed at celebrations and festivals.

### Exports

The most exported product from Honduras is knit sweaters (jumpers, cardigans, sweatshirts). The second largest export is coffee. The top export destinations are the United States, El Salvador, Guatemala, Mexico and Germany.

### Flag

The blue stripes represent the Pacific Ocean and Caribbean Sea. The five stars represent the five nations of the United States of Central America, with Honduras in the middle.



### National Emblem/ Coat of Arms

The volcano between the two golden towers represents the independence of the country. The triangle symbolises equality and freedom.



### National Bird

Scarlet macaw



<sup>1</sup> UN, 2015



Log onto [trocaire.org/education](http://trocaire.org/education) to order the resource 'Our World Our History' and learn more about the Maya civilisation.



Submit students' Fact Files to Trócaire for the Better World Award.



In 1998 Hurricane Mitch caused the deaths of approximately ten thousand people in Honduras.

'Feeling the Heat', Trócaire, 2014

## Activities

- Create a timeline and mark the key dates in the history of Honduras. Add in key dates in Ireland's history.
- Download the Junior Primary/Key Stage 1 or Senior Primary/Key Stage 2 PowerPoint presentation from [trocaire.org/education/lent2017/primary](http://trocaire.org/education/lent2017/primary). Facilitate a class discussion using the prompts in the presentation teacher notes. After watching the video of the students singing the Honduran national anthem, discuss the lyrics of the chorus. Discuss and sing the Irish national anthem.
- Photocopy the Fact File on page 3. In groups ask students to read it and to create a fact file about Ireland. Present on a poster or PowerPoint presentation.
- Create a coat of arms for your class or school.

## Using Photographs



Carla lives on a sandbar in the Omoa district, close to the border with Guatemala. Climate change is causing the sea level to rise and the beach to erode. Her community is at risk of losing its home. The soil is now salty, so they can't grow rice and vegetables. Ninety families have been relocated, but eighty families are still stranded. Hurricane season is from May to November. Carla's house is often flooded and damaged during hurricane season. Sometimes her family is evacuated for days at a time.

## Activities

- Photographs are a useful tool to stimulate discussion in the classroom. By using the photographs included with this education resource, students can learn about the impact that rising seas levels, caused by climate change, is having on Carla from Honduras.
- Encourage students to critically examine the issue of climate change. Discussions should follow a justice centred approach.
  - » *Why are the sea levels rising?*
  - » *Who is responsible?*
  - » *Who is suffering the consequences?*
  - » *Is this fair?*
  - » *Who can change this situation?*

## Discussion

Before starting the activities place the photographs on the ground. Ask students to walk around and stand at a photograph that they would like to find out more about. Facilitate a discussion about why they chose that photograph. Encourage them to work in small groups to critically examine their photograph, using the discussion prompts on the reverse of the photographs.

## Activities

Write a letter, measure distances, create a picture and design a leaflet. Go to the reverse of the photographs included with this resource for detailed descriptions of each activity.



# Trócaire's Work in Honduras

Trócaire has been working in Honduras since the early 1970s. It is one of the poorest countries in Latin America. About one million households live below the poverty line (\$2 per day). Trócaire works in partnership with local organisations to support people's livelihoods and ensure respect for human rights and gender equality.

## Disaster Risk Reduction

Honduras is one of the most vulnerable countries in the world to the effects of climate change. Through our partners Trócaire runs a Disaster Risk Reduction (DRR) and Emergency Response programme. This programme supports communities in reducing the risk of disasters, and prepares them for how to react when they do happen. Trócaire also provides emergency food, water, medicine and shelter after disasters strike.

## CASM

One local organisation that Trócaire works with is called CASM (Comision de Accion Social Menonita). They train communities how to react during a flood or hurricane. CASM use animations to work with children, like Carla, in the community. Copequito the Ant tells children what to do in times of emergency.



## Activities

- Discuss an emergency plan you have in your school (e.g. a fire drill)
- Why do we have this plan? Why is it important to follow the plan? What would happen if we did not follow the plan?
- Explain that it is important for Carla's community to have a plan for when the floods happen. Introduce Copequito the Ant. He reminds people in Carla's community the importance of being ready in times of emergency. Show the animation at [trocaire.org/education/lent2017/primary](http://trocaire.org/education/lent2017/primary)
- Imagine your school is at risk of severe flooding. Draw up an emergency plan.
  - » *Where will you go, and what route will you take?*
  - » *What will you have in your emergency bag?*
  - » *What must you not do?*
- Extension activity – organise a school fire drill.



Log onto the website to watch the DRR ant animation.



Submit your emergency plans to Trócaire for the Better World Award.



Honduras was the worst affected country in the world by the impacts of extreme weather events from 1993 – 2012.

Global Climate Risk Index

# Sustainable Futures



Log onto the Sustainable Energy Authority of Ireland's website to learn about ways your school can improve energy usage. [seai.ie](http://seai.ie)



Take photographs of students doing group work and submit to Trócaire for the Better World Award.



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

In June 2015, Pope Francis published an encyclical (letter to the Church) entitled *Laudato Si': On Care for Our Common Home*. The encyclical discusses the damage being inflicted on the earth by humans. Pope Francis calls on 'every person living on this planet' to make urgent changes to their lifestyles and how they consume energy in order to protect the planet.

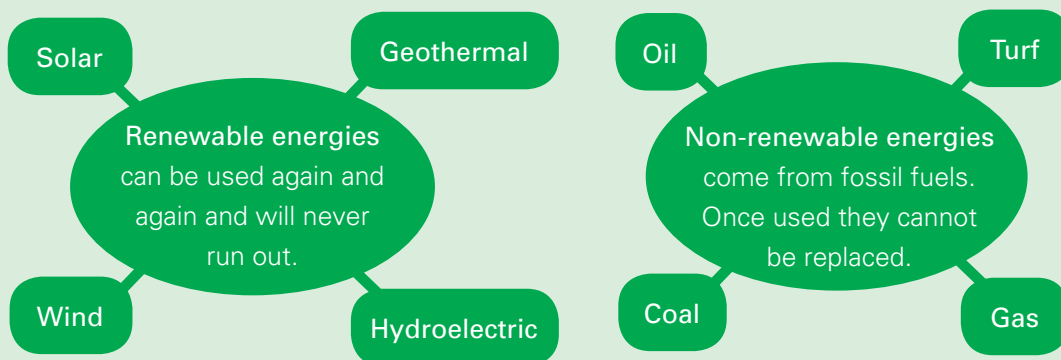
In September 2015 world leaders adopted the United Nations (UN) 'Global Goals for Sustainable Development' (SDGs). They build on the success of the Millennium Development Goals (MDGs). The 17 goals aim to end extreme poverty, fight inequality and injustice, and fix climate change. Goal seven focuses on affordable and clean energies and goal 13 focuses on climate action.

In December 2015 world leaders came together in Paris to discuss the global response to climate change. Governments agreed to act together to keep further global warming of the earth's surface temperature 'well below' a 2°C rise from pre-industrial times, and to aim for a safer limit of 1.5°C.

Over 60% of global carbon emissions come from our dependency on fossil fuels for energy. To have a reasonable chance of keeping global temperature rise within 2°C, around 80% of known remaining fossil fuel reserves will need to remain underground.<sup>2</sup> According to the International Energy Agency (IEA), a clean energy revolution is urgently required.

## Activity

- Show and discuss the Climate Change Explained video animation at [trocaire.org/education/lent2017](http://trocaire.org/education/lent2017)
- Write the words 'renewable energy' and 'non-renewable energy' up on the board. Ask the students to chat to the person next to them about what the terms mean. Facilitate a discussion and list different examples.



## Junior Primary/Key Stage 1

Download the renewable energy pictures and statements from [trocaire.org/education/lent2017](http://trocaire.org/education/lent2017)

In groups ask the students to discuss the pictures. Match the pictures and text. Discuss why these sources of energy would be better for our world.

## Senior Primary/Key Stage 2

Download the renewable energy statements from the [trocaire.org/education/lent2017](http://trocaire.org/education/lent2017)

In groups ask the students to draw a picture based on the description. Distribute the pictures and compare their drawings. Give each group three blank pieces of paper and ask them to add (draw or write) three non-renewable sources of energy.

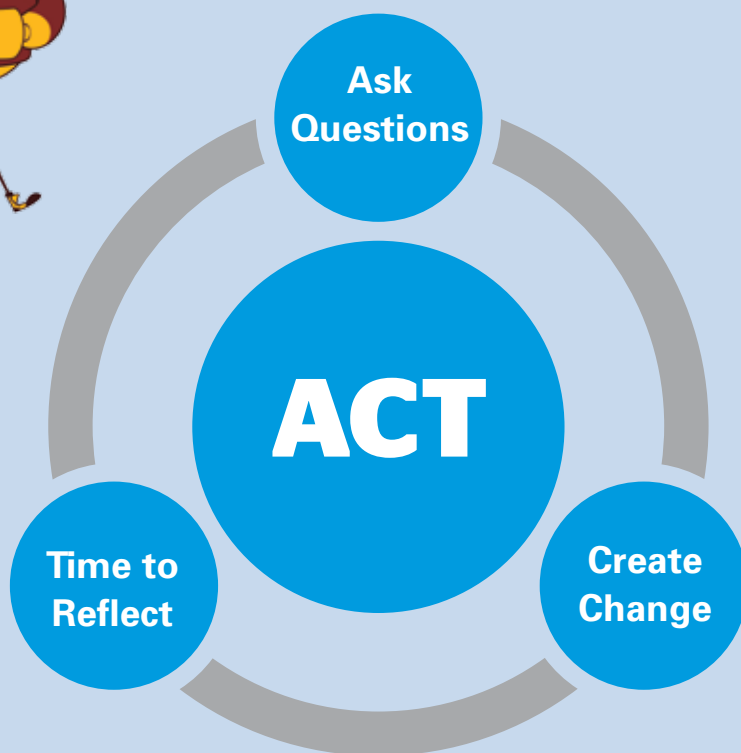
<sup>2</sup> Carbon Tracker Initiative, 2011



# Take Action



Now that your students are informed about the causes and effects of climate change, as well as the solutions, encourage them to **ACT** for climate justice.



## Ask Questions

- What action will we take?
- Who will get involved? (school, parents, local businesses, politicians)
- How will we do it?

## Create Change

- Carry out the action
- Tell everyone (school website, local media, Twitter, Trócaire)

## Time to Reflect

- Did our action help fight climate change?
- What did we learn?
- Has it changed us?

### Examples of actions

- Invite a local politician to school and ask for better footpaths and cycle lanes near the school.
- Work with local councillors to plant more trees in the community.
- Investigate renewable energy sources in your community. Ask your local politician for more information.
- Investigate renewable energy options for your school and ask local businesses to support your initiative.
- Run a campaign asking local coffee shops to reduce their waste and promote reusable coffee cups.
- Work with local producers of vegetables to promote a 'buy local' campaign in supermarkets.



Share your action success on the school website, email parents and friends.



Take pictures and record your action and submit to Trócaire as part of your Better World Award entry.



The top five Irish counties producing energy from wind power are: **Cork, Donegal, Kerry, Tipperary and Wexford.**

[greenschoolsireland.org](http://greenschoolsireland.org)

## Better World Award



This is an award that acknowledges the work that students do while exploring this education resource. Record any work you do with your students and send it to Trócaire at the end of Lent. All students will receive certificates and badges to acknowledge their work. You can enter their work through any medium (e.g. poster, scrapbook, PowerPoint presentation, photographs, or videos). See the flyer included for more details or log onto [trocaire.org/education/school-projects](http://trocaire.org/education/school-projects).

## Poetry Competition

Encourage your students to express what they have learned about climate justice through poetry. Enter them into the Trócaire/Poetry Ireland Competition. Log onto [trocaire.org/poetry](http://trocaire.org/poetry) for more details on how to enter.

## Fundraise for Trócaire

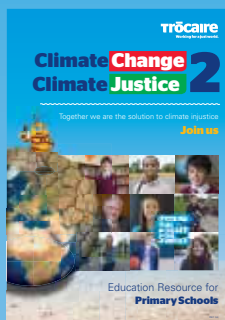
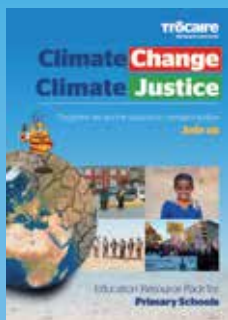


This Lent why not encourage your students to take action and fundraise for Trócaire. Involvement in fundraising activities

can be motivating and fun for young people and will help them to develop their understanding and skills as active, responsible citizens. Through fundraising students will not only raise awareness about climate change but will also raise much needed funds for Trócaire. This will enable us to work with those in the developing world to tackle the impact of climate change. There are lots of different ways to fundraise in your school. Some ideas include: the Trócaire Box, Teatime for Trócaire, Trócaire's Virtual Cycle, Hero Day, Table Quiz, and Sponsored Walk. For lots more ideas log onto [trocaire.org/fundraise](http://trocaire.org/fundraise) or contact [schoolsfundraising@trocaire.org](mailto:schoolsfundraising@trocaire.org).

## More Resources

Log onto [trocaire.org/education](http://trocaire.org/education) for more climate change resources



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

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ROI Charity Regulatory Authority Number: 20009601  
Revenue Number: CHY 5883

NI Charity Commission for Northern Ireland Number: NIC103321  
Revenue Number: XR10431

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Trócaire 2017  
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Ref: E4