

CLIMATE REVOLUTION



**HOW DARE
YOUTH**

DEVELOPMENT EDUCATION
GLOBAL CITIZENSHIP EDUCATION
RESOURCE PACK



National Youth Council of Ireland

The National Youth Council of Ireland (NYCI) is a national organisation and the representative body for voluntary youth organisations in Ireland. We use our collective expertise to act on issues that impact on young people.

www.youth.ie

Youth 2030 - NYCI Development Education Programme

The National Youth Council of Ireland's Development Education Programme – Youth 2030 - strives towards increased integration, quality, and spread of Development Education in non-formal youth work education organisations, projects and structures; creating an enabling and coherent policy and practice environment for Development Education at both a national and European level; maximising capacity, collaboration, partnership, and coherence of DE partners to enhance the quality delivery, impact and communication of DE; and further integration and mainstreaming of quality DE in formal education curricula, programmes and structures.

The programme is committed to promoting equality of outcome for all.

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Young women and men are critical agents of change and will find in the new (Sustainable Development) Goals a platform to channel their infinite capacities for activism into the creation of a better world.

– UN, 2015, excerpt from the 2030 Agenda

The Council, recalling the 11 EU Youth Goals, recognises, in particular, the importance of the youth dimensions in the 2030 Agenda and the key role that young people can play in achieving the SDGs and invites the Member States to consider the needs and expectations of young people in their contribution to implementing the 2030 Agenda for all relevant policy sectors and to enable young Europeans to contribute as appropriate to achieving an ever more sustainable Union.

– Outcome of Proceedings from: General Secretariat of the Council On: 9 April 2019 To: Delegations No. prev. doc.: 8071/19 Subject: Towards an ever more sustainable Union by 2030 - Council conclusions (9 April 2019). Delegations will find in the annex the Council conclusions “Towards an ever more sustainable Union by 2030”, as adopted by the Council at its 3685th meeting held on 9 April 2019. <https://www.consilium.europa.eu/media/39019/st08286-en19.pdf>

Outcome 5: Connected, respected & contributing to their world

9. Young people are included in society, environmentally aware, their equality and rights upheld, their diversity celebrated and are empowered to be active global citizens

10. Young people’s autonomy is supported, their active citizenship fostered, and their voice strengthened through political, social and civic engagement

– National Youth Strategy, Ireland (2015)

SUSTAINABLE GREEN EUROPE - Achieve a society in which all young people are environmentally active, educated and able to make a difference in their everyday lives.

– European Youth Goal 10 (2018, <http://www.youthgoals.eu/>)

I want you to feel the fear I feel every day. And then I want you to act. I want you to act as you would in a crisis. I want you to act as if our house is on fire.

– Greta Thunberg

INTRODUCTION

Welcome to the latest NYCI Resource for Global Educators, Youth Workers, Development Education practitioners, trainers, climate activists, changemakers of all shapes and sizes but in particular those working with the current generation of young people.

THE CLIMATE REVOLUTION IS HERE.

Young people across the planet have become instrumental and a leading voice in taking action against Climate Change and for Climate Justice. Young people want progress and want a say on how we treat our environment, to protect the future of the planet and ultimately the human race itself.

It is important to recognise that in this Climate Emergency (which Ireland declared in May 2019), we take into consideration and act on what is **happening around us** but also what is **happening in developing nations** – countries in the ‘global south’ who find themselves in the most vulnerable positions caught up in systems and conditions and issues not of their making against which they have little or no power to change.

This resource recognises that young people want to take action in their life, environment, and in their community in reducing and reversing the effects of climate change.

Climate Change is interconnected in the way we are living our lives today. We have set out for this resource to be an ideal source for young people and those working with young people to begin, strengthen, and support their journey in becoming a climate change maker.



Schoolchildren during a global protest for action to tackle climate change at Leinster House, Dublin. Image: Gareth Chaney Collins

ONE WORLD WEEK



One World Week is a week of youth-led awareness raising, education and action.

It coincides with and marks the anniversary of the adoption of the UN Convention on the Rights of the Child which is 30 years old in 2019. During One World Week young people learn about local, national, and global justice issues and take action to bring about change.

Some organise public events, quizzes and debates, invite guest speakers or have intercultural evenings. Others undertake projects using the arts: through film, drama, art and song. Many groups publicly display their work in preparation for One World Week or lead other people in undertaking a public action.

The National Youth Council of Ireland (NYCI) is part of the Global Education Week Network, coordinated by the North-South Centre of the Council of Europe. NYCI is a member of the European Youth Forum and manages the UN Youth Delegate Programme for Ireland. NYCI is also a member of Coalition 2030 which is an alliance of 100 civil society organisations - international and domestic NGOs - committed to and working towards upholding Ireland's commitment to achieving the Sustainable Development Goals (SDGs) at home in Ireland and in over 50 countries by 2030.

Development Education is at the core of One World Week. Development Education is a lifelong educational process which aims to increase public awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, Development Education helps people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, cultural, economic, political, and environmental issues linked to development. Development Education empowers people to analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty,

injustice, inequality and climate change; presenting multiple perspectives on global justice issues.

Development Education inspires global solidarity by supporting people to fully realise their rights, responsibilities and potential as global citizens. Development Education enables people to take action locally and globally - ensuring that such action will contribute to desired transformations in the social, cultural, political and economic structures which affect their lives and the lives of others. By engaging with Development Education, learners develop the values, knowledge, skills and attitudes necessary to become active global citizens and advocate for change.

Irish Aid is the Government's official aid programme administered by the Department of Foreign Affairs and Trade, working on behalf of the Irish people to address poverty and hunger in some of the poorest countries in the world. Development Education contributes to the realisation of Irish Aid's vision for a sustainable and just world, by providing an opportunity for people in Ireland to reflect on their roles and responsibilities as global citizens and by encouraging people to take action for a fairer and more sustainable future for all.

One World Week and the National Youth Council of Ireland's Youth 2030 Development Education work feeds into Irish Aid's Strategic Goal which is:

People in Ireland are empowered to analyse and challenge the root causes and consequences of global hunger, poverty, injustice, inequality and climate change; inspiring and enabling them to become active global citizens in the creation of a fairer and more sustainable future for all, through the provision of quality Development Education.

HOW TO USE THIS RESOURCE

This resource explores the issue of Climate Change and the Sustainable Development Goals. Please feel free to use the activities in this resource to explore human/youth/children's rights issues, particularly those in the news or issues that you have already been working on with your group.

- Each activity has a suggested age range. However, we recommend you read each activity and decide if it is appropriate to your group.
- Some issues may be sensitive among members of your group. Check through the full activity before choosing it and be aware of the reactions among members of your group.
- This resource sets out to guide you through a series of activities that will support you/your group's activism in moving towards positive change. We would suggest that you work your way from Activity 1 through to the last activity.

Know your group: whilst we have gone some ways to making this resource as accessible as possible to most groups, educators and facilitators will have to adapt where appropriate depending on your group or context. We recommend giving yourself some preparation time before delivering a workshop. Knowing your own group and the context of your working space with them will give you the scope to adapt or organise the workshop to best support positive engagement and learning. The important thing is to have everyone discussing and questioning what is happening in the world and how fair or unfair it is and create a greater understanding of the links between Ireland and the world and how young people can bring about change.

We hope that you have fun and success using this activity pack and we welcome any comments you wish to make on the activities or the outcomes from your events. We would be delighted to hear from you at Leo@nyci.ie

The Sustainable Development Goals

A Personal, Local, National, and Global Agenda



The Sustainable Development Goals (SDGs) are a new blueprint for the world and provide a unique opportunity to address the most urgent and fundamental needs of millions of people in Ireland and around the world.

The SDGs are the global community's response to the serious challenges facing our world today. Billions of people still live in extreme poverty and lack the basic requirements for a life of dignity, such as adequate food, access to clean water and sanitation, decent work and housing fit for human habitation. Human rights and human dignity are still not universally protected, and conflicts within and between countries continue to cause huge suffering across the world. Even in highly developed countries, economic growth has not delivered equitable prosperity. In too many countries vast inequalities remain, such

as youth unemployment which is still very high. Full gender equality also remains to be achieved. Environmental threats also affect every country. Climate change, pollution and the loss of natural habitats undermine global prosperity and security by putting the world's food and freshwater supplies at risk, by increasing the severity of droughts and flooding, and by contributing to the spread of disease.

- Ireland's National Implementation Plan, 2018: 8

World Leaders (including Ireland) have committed to achieving 17 Sustainable Development Goals or Global Goals between 2015 and 2030. From the diagram you will see that they cover many important issues of poverty, hunger, health, education, climate, equality, innovation, peace, and partnerships.

We live at a crucial time in world history, and looking at world events, challenges and opportunities through an economic, social, and environmental lens, it is clear that we cannot continue to do business as usual.

The Sustainable Development Goals promise a “universal, integrated and transformative vision for a better world” (Ban Ki-moon - former UN Secretary General). One of the key principles of the SDGs is that it pledges to “leave no one behind” and that every country should work to ensure the furthest behind are first to benefit.

As educators, activists, and ordinary members of society, we must remember that all issues are youth issues even though they may be experienced in different ways because of age, gender, advantage, geography, opportunity, etc. Of the 17 goals, 169 targets, 232 indicators, 68 indicators provide information directly relevant to youth and an additional 19 provide information highly relevant to youth. The SDGs have 44 child-related indicators.

SDG Targets relating to Climate Action

GOAL 13



- 13.1** Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries
- 13.2** Integrate climate change measures into national policies, strategies and planning
- 13.3** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- 13.A** Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- 13.B** Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

** Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.*

The uniqueness of this universal agenda is that in every country in the world, some government, NGO, young person, educator and citizen is talking about or working on achieving the Sustainable Development Goals. The transformative nature of the SDGs mean that groups, organisations, business, farmers, educators, civil society and colleagues who have had no reason to work together before will now find themselves shoulder to shoulder, collaborating to bring about positive change for people and for planet. It is therefore really important that young people and those who work with young people are aware of the SDGs and are involved in shaping the new normal that the SDGs can and hopefully will bring.

In our new 5-year Strategic Plan (2018 – 2023), the National Youth Council of Ireland has committed to:

Support the awareness and understanding of the Sustainable Development Goals in partnership

with our members to strengthen their role in influencing Ireland's responsibilities as a signatory – including:

- Ensure the contribution of our members and the youth sector is recognised in Ireland's reporting on the Sustainable Development Goals.
- Consult, inform, educate, and update the youth sector including young people about Ireland's responsibilities under the Sustainable Development Goals and how these relate to their work.
- Demonstrate the benefits of all of our members pooling information, ideas and learning so as to achieve the SDGs in Ireland in terms of how we all do our work.

Youth engagement (policy and practice) and sustainable development is a key issue for young people because:

- a. Young people have the right to participate in decisions shaping their present and future.
- b. Young people are creative and motivated to bring about change.
- c. It is young people who will be most impacted by how successful we are in meeting targets set out in the SDGs, the Paris Climate Agreement, and other local, national and global agreements and strategies.
- d. Many young people are already aware of what is just and unjust and are making choices, participating in actions, and innovating with others, working towards a more sustainable future.
- e. Sustainable development is important across all policy areas and it is important we all work together – the youth sector, the development sector, the environmental sector, etc to ensure we achieve the SDGs to secure the world for everyone and particularly those furthest behind.
- f. In the interest of intergenerational solidarity, the onus is on all of us to represent and include the interests of future generations of young people.

CLIMATE CHANGE

and the Sustainable Development Goals



Climate Change presents the single biggest threat to sustainable development everywhere. Its widespread and unprecedented events impact disproportionately burdens the poorest and most vulnerable. Urgent action to halt climate change and deal with its impact is integral to successfully achieving all Sustainable Development Goals (SDGs). There are specific SDGs that are directly related to climate including Goals 11, 12, 13, 14, 15. However, all of the other goals are relevant and interconnected too including SDG 3 on Health and Well-being; Goal 4 on Education; and Goal 1 on Poverty.

Climate Change is now affecting every country on every continent, including Ireland. It is disrupting national economies and affecting lives, costing people, communities and countries dearly today and even more tomorrow. Weather patterns are changing, sea levels are rising, weather events are becoming more extreme and greenhouse gas emissions are now at their highest levels in history. Without action, the world's average surface temperature is likely to surpass 3 degrees centigrade this century.

Human activity, particularly in rich countries like Ireland, is raising the levels of these gases so high that they are changing the global climate. This leads to more extreme weather events, including floods, tornados and drought. Ireland is being affected too, but the effects of climate change are hardest on the lives and livelihoods of the poorest communities in the poorest countries. For example, among rich countries, Ireland is the sixth most generous

overseas aid donor per person, but we are the fifth most climate polluting country per person. Ireland emitted 100 times as much carbon in 2003 as people in Ethiopia, Mozambique, Tanzania and Uganda. It is these developing countries who have done the least to cause climate change that are being hit first and hardest by its impacts and are least able to absorb the impacts.

The Intergovernmental Panel on Climate Change (IPCC) in September 2019 issued its Special Report on the impact of climate change on oceans and the cryosphere – the frozen parts of our planet. European Commissioners for Climate Action and Energy; Environment, Maritime Affairs and Fisheries; and Research, Science and Innovation are all in agreement:

The conclusions of this new report are clear: human-induced global warming is drastically changing our oceans. They are heating up, becoming more acidic, contain less oxygen. Sea levels are rising much faster than anticipated.

The effects of this changing environment are devastating for fragile marine ecosystems such as coral reefs, seagrass meadows or kelp forests. The food security of people depending on fisheries is at risk. Coastal communities will have to face more frequent extreme events, such as marine heatwaves and flooding

https://ec.europa.eu/commission/presscorner/detail/en/ip_19_5869

A total of 670 million people in high mountain regions and 680 million people in low-lying coastal zones depend directly on these systems. Four

million people live permanently in the Arctic region, and small island developing states are home to 65 million people. Global warming has already reached 1°C above the pre-industrial level, due to past and current greenhouse gas emissions. There is overwhelming evidence that this is resulting in profound consequences for ecosystems and people. The ocean is warmer, more acidic and less productive. Melting glaciers and ice sheets are causing sea level rise, and coastal extreme events are becoming more severe (<https://www.ipcc.ch/2019/09/25/srocc-press-release/>).

The IPCC special report on climate change, desertification, land degradation, sustainable

land management, food security, and greenhouse gas fluxes in terrestrial ecosystems published in August 2019, Land is already under growing human pressure and climate change is adding to these pressures. At the same time, keeping global warming to well below 2°C can be achieved only by reducing greenhouse gas emissions from all sectors including land and food (<https://www.ipcc.ch/report/srcl/>)

We still have time to stop runaway climate change having catastrophic consequences. By making changes to the way we live and by getting our communities and governments to take action, we can all contribute to fighting climate change.

10 FACTS about climate change

Learning the **facts** around climate change allows us to start a conversation on what we can do to tackle it

Written by **SpunOut**

Climate change has become an important issue for many people across the world, especially young people who feel their future is at risk because of the effects of climate change. In order to fight climate change, we need to understand what climate change is and what it means for the planet and for us in our everyday lives.

10 facts about Climate Change

Knowing the facts about climate change can help you to engage in discussions around what is happening to our planet and what we need to do to stop global warming.

FACT 1: Most of the increase in global temperatures since 1950 has been caused by human activity.

While there are some causes of climate change that are natural, like volcanic eruptions, the reason we are facing a climate crisis now is because of human activity. The main causes of climate change through human activity include:

- Burning fossil fuels for energy
- Intense farming and agriculture to produce meat and crops
- Removing forests and trees to make space for other land uses

All of these activities release greenhouse gases that trap heat in the atmosphere, causing the global temperature to rise.

FACT 2: The average temperature of the Earth is determined by the greenhouse effect

Greenhouse gases are gases that trap heat in the atmosphere. When the sun passes through the atmosphere, the greenhouse gases absorb the radiation and prevent the heat from leaving the atmosphere. This is known as the greenhouse gas effect.

Without greenhouse gases, the average temperature on Earth would be far too cold to sustain life. However, when we add more greenhouse gases to the atmosphere through human activity, this causes more of the sun's energy to get trapped in the atmosphere, heating up the Earth and causing global warming.

Greenhouse gases include Carbon Dioxide (CO₂), which is usually produced by burning fossil fuels, and Methane (CH₄), which is produced by livestock like cows when they digest food.

FACT 3: Global temperatures have increased by about 1° Celsius in the past century

Over the last 100 years, the average temperature on Earth has warmed by 1°C. In our day-to-day lives, we may not notice much of a difference if the temperature went up by one degree, but this temperature rise has had a significant impact on the planet.

The temperature is continuing to rise, and the past five years are, collectively, the warmest years in the

modern record. Currently, countries around the world are working towards the targets set out in the Paris Agreement which aim to keep the global temperature rise below 2°C and limit it to 1.5°C if possible.

FACT 4: The United States is the second largest contributor to carbon dioxide (CO₂) in our atmosphere

The US is home to only 4.4% of the world's population, yet it is one of the biggest emitters of greenhouse gases. If everyone in the world burned fossil fuels and lived the way those in the US do, it would take four Earths to have enough resources for us all.

Ireland's greenhouse gas emissions are the third highest per capita in the European Union, and this comes mainly from agriculture, transport, energy industries and residential emissions.

FACT 5: Arctic sea ice and glaciers are melting

One of the most well-known effects of global warming is that sea ice and glaciers in the Arctic are melting.

In 1910, the Glacier National Park in Montana in the United States was filled with approximately 150 glaciers. When the glaciers were recounted in 2017, this number had dropped to 26.

This melting ice will cause rises in sea level and will increasingly affect people in areas that depend on water from melting glaciers for their drinking water.

FACT 6: Average sea level is expected to rise between 0.5 and 1.5 metres before the end of the century

As oceans continue to warm and expand, and land-based ice in Greenland, parts of the Antarctic, and mountain glaciers continue to melt, sea levels will rise. This will have an impact in many countries across the world, especially low-lying areas with high risk of extensive flooding, including parts of Ireland.

FACT 7: Rainforest destruction is a major cause of carbon dioxide release

Trees and forests are known as 'carbon sinks', because they store carbon dioxide as they grow. When humans cut down rainforests or they are destroyed by wildfires, large amounts of carbon dioxide are released into the atmosphere. This contributes to the greenhouse effect and increases the concentration of carbon dioxide in the atmosphere, contributing further to global warming.

FACT 8: Coral reefs are being destroyed

In the last 30 years, half of the world's coral reefs have died. Human activity, as well as increased temperatures, has contributed significantly to coral bleaching. When the water becomes too warm, the algae living in the coral's tissues leave. Algae provides the coral with most of its energy, and so it needs algae to survive. When the algae leaves, the coral becomes bleached and turn white or pale, leaving it vulnerable to disease.

This impacts fish and other species that make these corals their home. Between 2014 and 2017, the bleaching of the Northern Great Barrier Reef, combined with the impacts of cyclones, killed around 50% of its corals.

FACT 9: As global temperatures increase, our societies will find it harder to adapt to the changes this brings, and some species are more likely to go extinct

Climate change will increase existing risks and create new risks for both natural and human systems.

These risks are not shared equally and are generally greater for disadvantaged people and communities. Coastal areas will be vulnerable to sea level rise, and some vulnerable island nations like the Maldives could disappear completely.

A large fraction of species face increased extinction risk due to climate change. For example, most plants cannot naturally shift where they live fast enough to keep up with current rates of climate change in most landscapes. Most small mammals and freshwater mollusks will not be able to keep up with these changes either.

FACT 10: Ireland is ranked worst in the EU for performance on climate change action

As recently as December 2018, Ireland was the worst ranked country in the EU on climate action for the second year in a row. The **Climate Change Performance Index**, which is produced annually, places Ireland 48th out of 56 countries worldwide. Ireland has made commitments to the EU to tackle climate change - but we are currently unlikely to hit our 2020 target for reducing our greenhouse gas emissions.



<https://spunout.ie/life/article/10-facts-about-climate-change>

What is the

IRISH GOVERNMENT SAYING



Tackling climate change will involve changing the habits of a lifetime. Changing how householders heat and manage their homes will require investing in smart technology and renewable energy “rather than maybe the fancy kitchen that is the first instinct one has with a few bob to spend” – Minister for Environment, Richard Bruton

Mr Bruton is on record as saying that individuals, communities, businesses and State entities have to recognise the scale of challenges and move beyond ambition. This includes the need to accept “infrastructures that we have resisted and shunned in the past” – such as wind turbines, solar panels and higher density housing, while ensuring those most disadvantaged are not “caught in the backwash as the rest of society moves on. Many of us still aspire to the garden, front and back, with the car in the driveway. The reality is living will be different if we want to achieve what we are setting out”.

The scale of the task, he believes, are indicated by key targets over the next decade: to increase renewable energy in communities fivefold; to scale up electric vehicles by a factor of 25, to plant 250 million trees, to increase by 10-times the volume of retrofitted homes and to move to net-zero non-recyclable plastics when two-thirds of plastics today are unrecyclable.

He said the Government’s Climate Action Plan would ensure 2030 climate commitments would be met. “It will mean warmer homes, cleaner air and healthier lives. It will put our economy on a more sustainable path for future generations.”

Ireland’s Climate Action Plan was published in June 2019 <https://www.gov.ie/en/publication/5350ae-climate-action-plan/>. The plan contains 183 actions to ensure Ireland meets climate targets. The actions will focus on carbon taxes, taxes on single-use plastics, 70% of Ireland’s electricity is to come from sustainable energy, banning of oil burners, expansion of cycle pathways, banning of petrol/diesel cars by 2020 and putting 950,000 electric cars on Irish roads, new sustainable opportunities for family farms, awareness raising, to name but a few. Agriculture is recognised by many as being the biggest emitting sector with current projections forecasting an increase rather than a decrease in emissions, between now and 2030 as the industry expands. It is something that has consequences for local communities and the nation’s ability to

meet its national, European and global targets and commitments on climate change.

For the Environmental Protection Agency (EPA), Ireland continues to “live beyond its carbon and environmental means” (EPA director general Laura Burke). This is in spite of a climate emergency that was well flagged by evidence from scientists worldwide including the EPA.

She questioned why it took so long to acknowledge what was facing the country. “It has not arrived suddenly or without warning. The build-up of pollutants in our atmosphere and waters, the gradual loss of biodiversity, the contamination of land – these are insidious, incremental challenges to our environment and health that have been borne out by scientific evidence... for many years. What we now need is urgent transformational change based on what the evidence is telling us.”

In the most recent budget in October 2019, Minister for Children and Youth Affairs, Katherine Zappone, introduced a climate action fund for young people.

The Government has put in place an **Oireachtas Climate Change Committee** in the Irish Parliament that includes representatives from Irish politicians, and they have been discussing opportunities for communities and citizens to benefit from climate adaptation. The Committee was set up to consider the third report and recommendations from the Citizens’ Assembly – How the State can make Ireland a Leader in tackling Climate Change. For more information on the Oireachtas Committee, go to: <https://www.oireachtas.ie/en/committees/32/climate-action/>

The **Irish Citizens’ Assembly** was established by Parliament in July 2016. It consisted of a chairperson and 99 citizens, randomly selected to be representatives of the Irish electorate in age, gender, social class and regional spread.

The Citizen’s Assembly examined the issue of Climate Change including the science of climate change, current efforts to tackle it in Ireland and internationally, transport policy in Ireland and

current agriculture policy. The Citizen's Assembly produced a report on "How the State can make Ireland a leader in tackling climate change" where following detailed discussion, debate, presentations and examining reports:

You can read the detail of the report and the process by the Citizen's Assembly: <https://www.citizensassembly.ie/en/How-the-State-can-make-Ireland-a-leader-in-tackling-climate-change/>

You can also read here what some of the follow up to the Citizen's Assembly in Ireland has meant for climate change engagement in Ireland and beyond: <https://www.climatechangenews.com/2019/06/27/irelands-world-leading-citizens-climate-assembly-worked-didnt/>

Ireland was the second country in the world to declare a **Climate and Biodiversity Emergency** on May 10th 2019. This occurred in the Irish Parliament and was accepted by both Government and Opposition parties. It was generally accepted across all political parties that declaring an emergency was an important step but that this declaration had to move from words to action and some of that action by government will mean tough decisions being made.



What is Ireland saying about its International Development Policy?

A Better World, Ireland's new policy for international development, was launched in February 2019 by Taoiseach Leo Varadkar and Tánaiste Simon Coveney.

A Better World is a whole of government policy. It provides the framework for Ireland's expanding development cooperation programme, in line with the Government's commitment to reaching the UN target of allocating 0.7% of our GNI to official development assistance by 2030. It outlines Ireland's vision of a more equal, peaceful and sustainable world. It charts a way forward to achieve this vision, shaping and protecting our stability, our prosperity, our shared interests and our common future.

One of the cornerstones of the new policy is a focus on Climate Change.

The effects of climate change threaten to undermine gains to date in tackling poverty, and the achievement of all development goals. Throughout this century, the impact of climate change is projected to slow down economic growth, exacerbate gender inequality, intensify fragility, further erode food security, and prolong existing and create new poverty traps. Increasing temperatures have already made life hazardous in many parts of the world. In contrast, setting economic development on a sustainable path promises economic gains in the region of US \$26 trillion by 2030. Ambitious climate action requires robust and comprehensive responses from local communities, from sub-national and national politics and from global governance.

The catastrophic impact of climate change disproportionately affects those least prepared to anticipate, respond and adapt. Future-proofing all of our development cooperation will be an overarching priority.

Our climate action will be explicitly tilted towards giving a global voice to those most at risk. We recognise that these are people living in extreme poverty, in drought-prone areas, in low-lying coastal areas and Small Island Developing States, and in Least Developed Countries, especially in Sub-Saharan Africa. The effects of climate change on their lives can be devastating. The voices of those at the 'frontlines' of climate change need to inform action, and resources channelled to facilitate participative solutions.

Gender equality and supporting social movements and institutional transformation will be important elements for generating ambition in climate action and informing a people-centred global response.

Arresting climate change is the major global challenge of this generation. Ireland is already supporting efforts towards keeping a global temperature rise this century well below two degrees Celsius and limiting the temperature increase even further to 1.5 degrees. We are an active participant in the United Nation's Framework Convention for Climate Change (UNFCCC) and played a strong role in the adoption of the 2015 Paris Climate Agreement. Our development cooperation is playing a specific role, supporting solutions for those most affected by climate change. Adaptation, which promises greater development dividends, is a priority.

Read the detail: <https://www.irishaid.ie/media/irishaid/aboutus/abetterworldirelandspolicyforinternationaldevelopment/A-Better-World-Irelands-Policy-for-International-Development.pdf>

What is the

UN SAYING



The United Nations hosted the first ever Youth Climate Summit in its Head Quarters in New York on September 21st 2019 and a Climate Summit for World Leaders on September 23rd 2019.

António Guterres, the Secretary General of the United Nations has called on Global leaders and Member States to recognise that the world is changing rapidly, and everyone needs to act. In organising the Climate Action Summit, Guterres called on leaders to use it as a 'springboard' to reach targets and meeting deadlines set by the Paris Agreement on Climate Change. He has commended the young women and men around the world who have mobilised by the millions and told global leaders: "You are failing us".

Global emissions are increasing. Temperatures are rising. The consequences for oceans, forests, weather patterns, biodiversity, food production, water, jobs and, ultimately, lives, are already dire – and set to get much worse.

The science is undeniable. But in many places, people don't need a chart or graph to understand the climate crisis. They can simply look out the window.

Climate chaos is playing out in real time from California to the Caribbean, and from Africa to the Arctic and beyond. Those who contributed least to the problem are suffering the most.

More than 70 countries committed to net zero carbon emissions by 2050, even if major emitters have not yet done so. More than 100 cities did the same, including several of the world's largest. At least 70 countries announced their intention to boost their national plans under the Paris agreement by 2020. Small Island States together committed to achieve carbon neutrality and to move to 100% renewable energy by 2030. Countries from Pakistan to Guatemala, Colombia to Nigeria, New Zealand to Barbados vowed to plant more than 11bn trees. More than 100 leaders in the private sector committed to accelerating their move into the green economy. A group of the world's largest asset-owners – responsible for directing more than \$2tn – pledged to move to carbon-neutral investment portfolios by 2050. One-third of the global banking sector signed up to align their businesses with the Paris agreement objectives and sustainable development goals.

Guterres welcomes commitments made but recognises that these are not enough. They are a start, but they are not enough.

We have a long way to go. But the movement has begun.

What is

EUROPE SAYING



The new President of the European Commission Ursula von der Leyen is making tackling climate change a priority:

I want the European Green Deal to become Europe's hallmark. At the heart of it is our commitment to becoming the world's first climate-neutral continent. It is also a long-term economic imperative: those who act first and fastest will be the ones who grasp the opportunities from the ecological transition. I want Europe to be the front-runner. I want Europe to be the exporter of knowledge, technologies and best practice.

Ms. von der Leyen has assigned Executive Vice-President Frans Timmermans to coordinate the work on the European Green Deal. He will also manage climate action policy, supported by the Directorate-General for Climate Action.

Among the measures which should be included in a "green deal", addressing the threat of climate change requires a major shift in how financial resources are allocated. The European Commission estimates that at least 180 billion euros of additional investments per year are needed during the next decade in order for the EU to reach its climate targets.

The Commission President said her team "will take bold action against climate change."

Meanwhile, European Commission Vice-President for the Energy Union Maroš Šefčovič noted on 11 September that for the first time, with the Paris Agreement, all parties committed to reducing emissions:

Now we must make sure these reductions are timely enough to avoid the worst of the climate crisis. The European Union will bring to New York the fruit of our work on the Energy Union: a realistic perspective of a climate-neutral Europe by 2050, backed by ambitious policies set in binding legislation. The EU has ensured that all sectors contribute to the transition. At the Climate Action Summit, we hope our plans will inspire other countries, and we hope to be inspired. Our message is simple: Europe delivers.

<https://www.neweurope.eu/article/new-eu-commission-president-wants-green-deal-to-become-europes-hallmark/>

For many civil society organisations across Europe however, the proposals and ideas from the European Commission fall far short of the mark on many fronts, including democracy, peace, social inclusion and poverty eradication, a fairer trade policy and climate action.

What are

NGOs SAYING



In advance of the recent UN Climate Change Summit at the United Nations, Stop Climate Chaos <https://www.stopclimatechaos.ie/> in Ireland said:

The last time the Taoiseach addressed an international political assembly on climate change he admitted Ireland was a laggard. His Government has taken some steps to change that, but they don't go far enough, or fast enough. Leo can take a giant leap towards climate leadership if he announces the following six simple steps:

1. **That Ireland will support a European Commission proposal to increase the EU's 2030 target** to at least -55% compared to 1990. The current target is -40%.
2. **That his Government will legislate for a national 2050 target of net-zero emissions**, before the General Election [1].
3. **That he will introduce moratorium of all new licences to explore for fossil fuels in Irish waters** until after the General Election, to allow the Climate Change Advisory Council to respond to the Government's request for advice on the future of oil and gas exploration [2].
4. **That Ireland will not import Liquefied Fossil Gas (LNG) from fracking.** Having banned fracking in Ireland to protect our communities, it would be absurdly hypocritical to import fracked gas from under the feet of communities in the US. And that therefore the Government should not sign off on including LNG terminals in the EU's list of projects of common interest.
5. **That he will immediately set up a Just Transition Taskforce**, with an independent chair, with the mandate and resources from Government to negotiate a deal between peat workers, their trade unions and the ESB and Bord na Móna, community representatives and environmentalists for an "orderly exit" from fossil fuel extraction in the midlands [3].
6. **That by 2025 every school in Ireland will be a Solar School**, with solar panels generating some of the electricity the school needs and selling any surplus to the national grid. To achieve this, schools will immediately be added to the list of buildings exempt from planning permission for solar panels, and schools, community and farm buildings will now be eligible for SEAI grants under an expanded version of their household solar PV scheme.

https://www.stopclimatechaos.ie/assets/files/pdf/briefing_for_tds_on_climate_action_-_september_2019.pdf

It is no surprise that Non-Governmental Organisations and Civil society in Ireland and throughout the world are demanding that their governments and leaders move from words to action and at a far faster pace – if we are going to halt the climate emergency in which we find ourselves.

What are young

CLIMATE STRIKERS

in Ireland SAYING



Thousands of students across the country have taken to the streets as part of the global school strike movement urging the Government to adopt immediate and effective climate policy. Beth Doherty, one of the students involved in organising the march, said that students are back in the streets to try and get people in power "to wake up and do their jobs and save the only planet we can survive on". Actions demanded by Irish young protesters can be found on a few different websites, but all sing the same tune: Ireland must do its part in a global effort to radically reduce emissions.

<https://greennews.ie/climate-strikes-protest-across-ireland/>

What is

SCIENCE

TELLING US



The Earth's climate has changed throughout history. Just in the last 650,000 years there have been seven cycles of glacial advance and retreat, with the abrupt end of the last ice age about 7,000 years ago marking the beginning of the modern climate era — and of human civilization

Most of these climate changes are attributed to very small variations in Earth's orbit that change the amount of solar energy our planet receives.

Scientific evidence for warming of the climate system is unequivocal. The evidence for rapid climate change is compelling:



Global Temperature Rise

The planet's average surface temperature has risen about 1.62 degrees Fahrenheit (0.9 degrees Celsius) since the late 19th century, a change driven largely by increased carbon dioxide and other human-made emissions into the atmosphere. Most of the warming occurred in the past 35 years, with the five warmest years on record taking place since 2010. Not only was 2016 the warmest year on record, but eight of the 12 months that make up the year — from January through September, with the exception of June — were the warmest on record for those respective months. Globally, 2018's temperatures rank behind those of 2016, 2017 and 2015. The past five years are, collectively, the warmest years on the modern record <https://climate.nasa.gov/evidence/>

Strengthening the capacities for climate action of national and sub-national authorities, civil society, the private sector, indigenous peoples and local communities can support the implementation of ambitious actions implied by limiting global warming to 1.5°C (high confidence). International cooperation can provide an enabling environment for this to be achieved in all countries and for all people, in the context of sustainable development. International cooperation is a critical enabler for developing countries and vulnerable regions (high confidence)

https://www.ipcc.ch/site/assets/uploads/sites/2/2019/06/SR15_Headline-statements.pdf



Warming Oceans

The oceans have absorbed much of this increased heat, with the top 700 meters (about 2,300 feet) of ocean showing warming of more than 0.4 degrees Fahrenheit since 1969.

<https://climate.nasa.gov/evidence/>

The open sea, the Arctic, the Antarctic and the high mountains may seem far away to many people," said Hoesung Lee, Chair of the IPCC. "But we depend on them and are influenced by them directly and indirectly in many ways – for weather and climate, for food and water, for energy, trade, transport, recreation and tourism, for health and wellbeing, for culture and identity. If we reduce emissions sharply, consequences for people and their livelihoods will still be challenging, but potentially more manageable for those who are most vulnerable," Lee said. "We increase our ability to build resilience and there will be more benefits for sustainable development"

<https://www.ipcc.ch/2019/09/25/srocc-press-release/>



Glacial Retreat

Glaciers are retreating almost everywhere around the world — including in the Alps, Himalayas, Andes, Rockies, Alaska and Africa.

<https://climate.nasa.gov/evidence/>



Declining Arctic Sea Ice

Both the extent and thickness of Arctic sea ice has declined rapidly over the last several decades

<https://climate.nasa.gov/evidence/>



Shrinking Ice Sheets

The Greenland and Antarctic ice sheets have decreased in mass. Data from NASA's Gravity Recovery and Climate Experiment show Greenland lost an average of 286 billion tons of ice per year between 1993 and 2016, while Antarctica lost about 127 billion tons of ice per year during the same time period. The rate of Antarctica ice mass loss has tripled in the last decade - <https://climate.nasa.gov/evidence/>

<https://www.euronews.com/2019/09/25/watch-live-ipcc-releases-key-report-on-world-s-oceans-and-ice-sheets>



Decreased Snow Cover

Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and that the snow is melting earlier.

<https://climate.nasa.gov/evidence/>



Sea Level Rises

Global sea level rose about 8 inches in the last century. The rate in the last two decades, however, is nearly double that of the last century and is accelerating slightly every year

<https://climate.nasa.gov/evidence/>



Extreme Events

2018 saw dramatic weather events occurring in Ireland. Met Éireann reported above-average temperatures, sunshine and widespread snow in March dominated the year, along with mild and unsettled weather in December. Heatwaves from late June through to early July saw Shannon Airport recording 32 degrees on June 28th, the highest June temperature recorded in the State since 1976. However, average temperatures were only slightly up. The unusually warm summer was offset by colder months in February, March, September and October. The lowest temperature recorded was -7 degrees on March 1st in Cork Airport during Storm Emma.

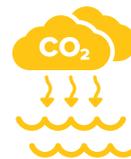
Two-thirds of Met Éireann's weather stations experienced a drier than average year, particularly between May and October. However, January, February and the last two months of the year were wetter than normal.

December's figures saw higher than usual temperatures, strong winds and heavy rainfall in some areas. Mean air temperatures everywhere were above long-term averages (LTA) for the month.

Mean temperatures ranged from 6.6 degrees (2.2 degrees above its LTA) at Knock airport to 10.1 degrees (2.1 degrees above its LTA) at Sherkin Island, Co Cork, in December.

<https://www.irishtimes.com/news/ireland/irish-news/dramatic-weather-events-of-2018-show-climate-change-becoming-more-evident-1.3747979>

Check out Met Éireann's record of major weather events: <https://www.met.ie/climate/major-weather-events>



Ocean Acidification

Since the beginning of the Industrial Revolution, the acidity of surface ocean waters has increased by about 30 percent. This increase is the result of humans emitting more carbon dioxide into the atmosphere and hence more being absorbed into the oceans. The amount of carbon dioxide absorbed by the upper layer of the oceans is increasing by about 2 billion tons per year.

<https://climate.nasa.gov/evidence/>



CLIMATE JARGON BUSTER



CLIMATE ACTION

Climate action means stepped-up efforts to reduce greenhouse gas emissions and strengthen resilience and adaptive capacity to climate-induced impacts, including: climate-related hazards in all countries; integrating climate change measures into national policies, strategies and planning; and improving education, awareness-raising and human and institutional capacity with respect to climate change mitigation, adaptation, impact reduction and early warning. It requires mobilizing US\$100 billion annually by 2020 to address the needs of developing countries in moving towards a low-carbon economy.

<https://www.sdfinance.undp.org/content/sdfinance/en/home/sdg/goal-13--climate-action.html>

CLIMATE JUSTICE

Climate Justice links human rights and development to achieve a human-centred approach, safeguarding the rights of the most vulnerable people and sharing the burdens and benefits of climate change and its impacts equitably and fairly. Climate justice is informed by science, responds to science and acknowledges the need for equitable stewardship of the world's resources.

The Mary Robinson Foundation – Climate Justice identifies key Principles of Climate Justice as being:

- Respect and Protect Human Rights
- Support the Right to Development
- Share Benefits and Burdens Equitably
- Ensure that decisions on Climate Change are participatory, transparent and accountable
- Highlight gender equality and equity

- Harness the transformative power of education for climate stewardship
- Use effective partnerships to secure climate justice

These principles are rooted in the frameworks of international and regional human rights law and do not require the breaking of any new ground on the part of those who ought, in the name of climate justice, to be willing to take them on.

<https://www.mrfcj.org/principles-of-climate-justice/>

WEATHER AND CLIMATE

Weather is what we are experiencing NOW (minutes to weeks) and climate refers to an average of weather patterns over a much longer period of time (years to centuries). Scientists are often asked how they can accurately predict the climate 30 years from now if tomorrow's weather forecast is wrong. Well, we know that summers are always hotter than winters, but we don't know if we'll get 6 weeks or 6 days of sunshine in Ireland next year. **The weather is constantly changing whereas climate is much more gradual and easier to predict.**

<https://greenschoolsireland.org/wp-content/uploads/2019/03/Green-Schools-Climate-Action-Teacher-Resource.pdf>

GLOBAL WARMING AND CLIMATE CHANGE

Global warming refers to the increasing average surface temperature of Earth, whereas climate change encompasses global warming, changing rates of precipitation, and evaporation, rising sea levels plus all of the extreme weather events such as flooding, drought and storms or hurricanes. **It's not that the phrase 'global warming' is wrong,**

climate change is just more accurately describing what is happening in the bigger picture.

<https://greenschoolsireland.org/wp-content/uploads/2019/03/Green-Schools-Climate-Action-Teacher-Resource.pdf>

GREENHOUSE GASES

A wide range of gases known as greenhouse gases contribute to climate change. The most important greenhouse gases are carbon dioxide (CO₂), methane (CH₄) and nitrous oxide (N₂O). Other greenhouse gases comprise so-called F-Gases, a wide variety of man-made gases used in various applications, such as refrigeration and air conditioning. Collectively these greenhouse gases are the subject of international agreements, such as the United Nations Framework Convention on Climate Change and Paris Agreement.

<https://www.dccae.gov.ie/en-ie/climate-action/publications/Documents/16/Climate%20Action%20Plan.pdf>

MITIGATION

Mitigation measures are those actions that are taken to reduce and curb greenhouse gas emissions, while adaptation measures are based on reducing vulnerability to the effects of climate change. Mitigation, therefore, attends to the causes of climate change, while adaptation addresses its impacts - <https://www.activesustainability.com/climate-change/mitigation-adaptation-climate-change/>

http://www.epa.ie/media/GHG_Infographic_Dec_2018.pdf

EMISSIONS

Emissions are substances released into the air and are measured by their concentrations, or parts per million, in the atmosphere - <https://climatechange.ucdavis.edu/science/climate-change-definitions/>

FOSSIL FUELS

Fossil fuels are fuels such as coal or oil that is formed from the decayed remains of plants or animals - <https://www.collinsdictionary.com/dictionary/english/fossil-fuel>

RENEWABLE ENERGY

Renewable energy is energy from sources that will renew themselves within our lifetime. Renewable energy sources include wind, sun, water, biomass (vegetation) and geothermal heat - <https://climatechange.ucdavis.edu/science/climate-change-definitions/>

SEA LEVEL RISES

Sea level rise describes an increase in the average level between high tide and low tide where the surface of the sea meets a shoreline - <https://climatechange.ucdavis.edu/science/climate-change-definitions/>

CLIMATE REFUGEE

The term "climate refugee" is often used in the media and other discussions. However, this phrase can cause confusion, as it does not exist in international law. A "refugee" is defined as a person who has crossed an international border "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion". Climate change affects people inside their own countries, and typically creates internal displacement before it reaches a level where it displaces people across borders. There may be situations where the refugee criteria of the 1951 Convention or broader refugee criteria of regional refugee law frameworks may apply, for example if drought-related famine is linked to situations of armed conflict and violence – an area known as "nexus dynamics." Regardless, the term "climate refugee" is not endorsed by UNHCR, and it is more accurate to refer to "persons displaced in the context of disasters and climate change" - <https://www.unhcr.org/en-ie/climate-change-and-disasters.html>

ECO-ANXIETY

The American Psychological Association produced a 2017 report detailing the impacts of climate change on mental health which made reference to the term 'eco-anxiety'. The glossary describes it as "a chronic fear of environmental doom". It describes it as a source of stress caused by "watching the slow and seemingly irrevocable impacts of climate change unfold, and worrying about the future for oneself, children, and later generations". It adds that some people "are deeply affected by feelings of loss, helplessness and frustration due to their inability to feel like they are making a difference in stopping climate change." - <https://www.bbc.co.uk/bbcthree/article/b2e7ee32-ad28-4ec4-89aa-a8b8c98f95a5>

'Eco-anxiety' is not a clinical diagnosis, nor is it a disorder. But it is a very real concern that's impacting people's lives right now. With the Amazon forest burning, animal species disappearing, coral reefs dying out, more extreme weather events and glaciers melting rapidly, it's understandable that people are worried.

In the words of 16-year-old climate change activist Greta Thunberg: "Our house is on fire."

https://www.huffingtonpost.co.uk/entry/eco-anxiety-climate-change_uk_5d7f7c1ce4b03b5fc886cc16

Children are increasingly suffering anxiety and grief about climate change, British psychologists have said, advising parents/adults to discuss the issue in an age-appropriate way. Adults must acknowledge young people's fears and offer them support in taking positive action such as joining Friday's global climate strike, said the Climate Psychology Alliance (CPA), a group of psychologists and researchers.

"Children are saying things like, 'Climate change is here as revenge, you've messed up the climate and nature is fighting back through climate change,'" said Caroline Hickman, a teaching fellow at the University of Bath and a CPA executive.

"There is no doubt in my mind that they are being emotionally impacted ... That real fear from children needs to be taken seriously by adults."

Swedish teenage activist Greta Thunberg has led a worldwide youth movement demanding action on global warming through weekly "Fridays for Future" protests.

https://mobile.reuters.com/article/amp/idUSKBN1W42CF#aoh=15707394203384&referrer=https%3A%2F%2Fwww.google.com&_tf=From%20%251%24s

A global climate strike by students and workers on Friday is expected to be one of the biggest climate protests on record, with organisers predicting millions will take part.

Young people were left feeling "betrayed and abandoned" if adults refused to acknowledge their fears about the climate, but they also "don't need horror stories", said Hickman.

Parents should give young people facts about climate change, discuss how it made them feel, and offer them opportunities to do something proactive by considering what they consume or joining a campaign group, she said.

"A lot of the time adults want to protect children from frightening things, but if we protect them too much then we are actually lying to them," she said.

But adults should not overwhelm children with too much bad news at once, and should reassure them that it is not their responsibility to tackle the issue alone, said Hickman, who added that the CPA will shortly publish guidance for families.



“

THIS IS ALL WRONG

I shouldn't be standing here. I should be back in school on the other side of the ocean. Yet you all come to me for hope? How dare you! You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction. And all you can talk about is money and fairy tales of eternal economic growth. How dare you!

For more than 30 years the science has been crystal clear. How dare you continue to look away, and come here saying that you are doing enough, when the politics and solutions needed are still nowhere in sight.

With today's emissions levels, our remaining CO₂ budget will be gone in less than 8.5 years

You say you "hear" us and that you understand the urgency. But no matter how sad and angry I am, I don't want to believe that. Because if you fully understood the situation and still kept on failing to act, then you would be evil. And I refuse to believe that.

The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5C degrees, and the risk of setting off irreversible chain reactions beyond human control.

Maybe 50% is acceptable to you. But those numbers don't include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of justice and equity. They also rely on my and my children's generation sucking hundreds of billions of tonnes of your CO₂ out of the air with technologies that barely exist. So a 50% risk is simply not acceptable to us - we who have to live with the consequences.

To have a 67% chance of staying below a 1.5C global temperature rise - the best odds given by the Intergovernmental Panel on Climate Change - the world had 420 gigatonnes of carbon dioxide left to emit back on 1 January 2018. Today that figure is already down to less than 350 gigatonnes. How dare you pretend that this can be solved with business-as-usual and some technical solutions. With today's emissions levels, that remaining CO₂ budget will be entirely gone in less than eight and a half years.

There will not be any solutions or plans presented in line with these figures today. Because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say we will never forgive you. We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.



”

**SPEECH
GRETA THUNBERG
DELIVERED TO THE
UN CLIMATE ACTION
SUMMIT IN NEW YORK**

SEPTEMBER 2019

30th anniversary of the UN Convention on the

RIGHTS OF THE CHILD



2019 marks the 30th Anniversary of the UN Convention on the Rights of the Child.

The UNCRC is an international agreement that lists the rights that all children and young people under the age of 18 have. Almost all countries in the world, including Ireland, have signed the UNCRC, and have made a promise that these rights will be real for children and young people.

(<https://www.oco.ie/childrens-rights/un-convention/>)

One of the protocols included in this is what's called the Third Optional Protocol to the Convention on the Rights of the Child. This is a mechanism or a way which allows children or adults on their behalf to appeal directly to the United Nations for help if a country that has ratified the Protocol fails to provide a remedy for a rights violation.

In September 2019, a group of 16 young 'petitioners', aged between 8 to 17 – made an appeal using this Third Protocol alleging that UN Member States' had failed to tackle the climate crisis and this constitutes a violation of children's rights. The group, including Greta Thunberg, have urged the Committee on the Rights of the Child to order Member States to take action to protect children from the devastating impacts of climate change.

“Change needs to happen now if we are to avoid the worst consequences. The climate crisis is not just the weather. It means also, lack of food and lack of water, places that are unliveable and refugees because of it. It is scary.”

– Greta Thunberg

The Committee on the Rights of the Child (CRC) is the body of 18 Independent experts that monitors implementation of the Convention on the Rights

of the Child by its State parties. It also monitors implementation of two Optional Protocols to the Convention, on involvement of children in armed conflict and on sale of children, child prostitution and child pornography. On 19 December 2011, the UN General Assembly approved a third Optional Protocol on a communications procedure, which will allow individual children to submit complaints regarding specific violations of their rights under the Convention and its first two optional protocols. The Protocol entered into force in April 2014.

(<https://www.ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>)

Ireland ratified the Optional Protocol to the UN Conventions on the Rights of the Child (UNCRC) on a communications procedure on 17th September 2014 (full text is available at <http://www.ohchr.org/EN/HRBodies/CRC>). It came into effect on 24th December 2014. The protocol allows for a direct communication to the United Nations Committee on the Rights of the Child, where a child's rights as set out in the UNCRC and optional protocols are violated.

In Ireland, there are currently a number of ways open to children and their parents or guardians to pursue redress in cases of alleged violations of children's rights. These are provided through the complaint procedures of various State bodies and agencies. In addition, independent statutory bodies have the power to investigate and determine complaints (such as the Ombudsman for Children's Office, the Garda Síochána Ombudsman Commission and the Irish Human Rights and Equality Commission). There may also be the possibility of pursuing redress through a legal challenge in the courts. While decisions by the UN Committee are non-binding on States, Ireland, as a party to the UNCRC, is answerable to the United Nations for its implementation of the Convention.

ACTIVITY 1

WHERE DO WE STAND?



Aim: To set the tone with the group on what their understanding is on Climate Change. Unpacking the topic of climate change and gauging the young people's stance, knowledge, values and perceptions of climate change.

Age: 12+

Materials: A space for the participants to move. A list of the questions. A notepad for any notes taken.

Step 1: The first step is to establish and set up the space for the activity. An open space will be needed in order for the group to be able to take a step forward or a step backward, depending on their answer. The group should start on a neutral/base line which will be in the centre of the space. This activity may also be done in a classroom setting where participants can stand up if they agree with the statements.

Step 2: Using the provided questions and statements, participants will be asked a series of questions. Depending on their answers they will take a step forward or stand up from their seats. This movement will visually demonstrate the participants' stance.

Step 3: Once all questions have been discussed, a visual representation of the group's choices will become clear. Throughout the activity there will be opportunities to explore the choices the participants have made. It could be important to explore some of the choices and gauge any feelings that the participants may have during the activity.



FACILITATOR NOTES

This activity is a good opportunity to find moments to push and challenge the participants understanding and viewpoints of climate change and the global effect of our society. Using questions like Why? How? In what way? This can be a good start point to enabling discussion and debate.

ACTIVITY STATEMENTS

1. I believe climate change is happening
2. I believe climate change is happening in Ireland
3. I can see climate change happening
4. I am concerned about climate change
5. I am worried about my future
6. Humans are the main cause of climate change
7. I feel a responsibility to help reverse climate change
8. I avoid buying plastic products
9. I use a reusable bottle or travel mug
10. I turn off light switches when I leave a room
11. I reduce emissions by walking, cycling, public transport
12. I reduce my carbon footprint by eating less/ no meat or dairy products
13. I buy local food and support local business
14. I try to encourage my friends and family to be more active and interested in climate action
15. The Irish Government play an important part in climate action
16. Big companies operating in Ireland play an important part in climate action
17. Young people can make a difference in climate change
18. I know who Greta Thunberg is
19. I believe change will happen in the next 6 months/12 months/36 months
20. Climate action will cost too much money

CLIMATE ACTION SPECTRUM

As the Climate Crisis story unfolds, we attempt to keep up with all of the characters, all of the plots and sub plots, the hero's, villains and victims, the forces at play on a Global level but also within our own communities.



We sometimes wonder where to start when a group of young people are in front of us and the topic is waiting to be activated. This spectrum is an interesting place to start. It highlights a truth and presents a challenge.

The truth is that everyone is not on the same page when it comes to Climate Change and the challenge is to accept each person's start point. Before you pursue a pathway of learning or understanding or awareness you must be mindful of the risk that you leave someone behind or that you push them further away from a platform of common ground. We must always remember that a start point is a beginning and positive movement from that start point is the goal of all educators, activists or changemakers.

If we pass judgement or dismiss someone because of their start point we fall into the trap of creating exclusive groups, echo chambers, bubbles, elitist entities which ultimately fail to create sustainable change because they do not bring 'the people' with them, rather they become 'invitation only' movements.

The Climate Action Spectrum is an invitation to consider where you are now, reflect on how you got there and explore a commitment to positive movement or maintaining your position if at Empathy Actor. You may not arrive at Empathy Actor in an instant, but every positive movement represents a positive possibility.

+ Climate Action Spectrum

Antagonist - Indifferent - Bystander - Empathiser - Empathy Actor



ANTAGONIST - Anyone who is actively against the climate change movement, from an explicit denier to a denier disguised as a sceptic. They want people to join them, they are active, they are a threat.



INDIFFERENT - Anyone who has not formed a view. They might even say "whatever" when the topic is brought up in conversation. They don't seem to care one way or another and perhaps don't even know why. They may move forwards or backwards depending on who they engage with.



BYSTANDER - Anyone who can see that there is an issue, something is going on, it may be causing harm, but they are not doing anything about it. They are "busy" doing other things and have not moved beyond watching. Perhaps they don't see the relevance to their lives yet or a role for them?



EMPATHISER - Anyone who sees that what is happening is causing harm, imagines what that feels like (even if it's not happening to them right now) and knows that something needs to be done about it. They are on the tipping point of 'doing' something, waiting for an opportunity or invitation. They are ready to be activated.



EMPATHY ACTOR - Anyone who sees, feels, knows, has consciously decided to act and has begun doing something. They are involved in something that is aiming to have an impact, they are open to learning and more understanding about the issue. They are committed to being part of the change.

ACTIVITY 2

IRELAND 2100 - THE FLOOD



Aim: To examine an exaggerated map of Ireland 2100 and the impacts that may result in climate change and the resulting extreme sea rising. This map may be used to explore and examine the realities of living in an Ireland that has drastically been affected by climate change.

Age: 9+ years

Time: 40 mins

Materials: Printout of the map, A3/4 paper, markers

Step 1: Present the map to the participants. This can be done in work groups or as a whole group. Give the participants time to explore and examine the map.

Step 2: Providing the participants with work sheets and markers/pens, you will ask them to explore the questions provided. This can be done as a whole group or in working groups.

Step 3: Feedback from the working groups to the whole group can be done throughout the activity or at the end once all the questions have been explored.

Brief on the map

Kieran writes:

A mate and I made a worst case (70m rise) scenario sea-level rise map of Ireland for the year 2100. We imagined an Ireland, after planned inland urban sprawl as the sea-level will be relatively slow, with designated safe zones that government encouraged investment in.

We also imagined that most of Dublin's wealth moved to Bray and Greystones forming the twin city of Braystones (which is slightly more inland than modern Bray and Greystones) while most of Dublin's people moved to either Tallaght or Maynooth.

Cork/Ennis sprawled inland but most of it was lost. Derry completely relocated as the walled city was submerged and Galway, Roscommon, Limerick and Waterford are all lost for the ages.

Each Island has a capital that represents the Island in government and each town has a representative in the island capital.

Not sure how to deal with the North as the islands didn't really form along political borders and the towns became dependent on each other's infrastructure. All in all, not super scientific or accurate but sure just a bit of fun...

QUESTIONS

- A. How do you feel looking at this map of Ireland?
- B. How different would the lives of young people living in this Ireland in 2100 be?
- C. How would your life be affected living in this Ireland?
- D. Is your hometown/youth centre/school/sports club still visible on this map?
- E. Where on the map would you like to live?
- F. Miracle question – what is your vision for Ireland 2100?
- G. What are some of the realities for people living in this Ireland in 2100?

ACTIVITY 2

IRELAND 2100 - THE FLOOD



IRELAND

UNION OF IRISH TOWNSHIPS
c. 2100

- Capital
- Capital Township of Island
- Township

ACTIVITY 3

THE HELPS & HARMS OF CLIMATE CHANGE



Aim: To explore climate change through a risk and protection perspective and see how this understanding may result in behavioural change.

Purpose: An important area when exploring climate change with young people is our everyday choices that we must make and choose to make. We are all connected to climate change and we are all connected to each other. The choices and actions we decide to make may have protective (helps) and risk (harms) impact on the environment.

Age: 13+years

Time: 25 mins

Materials: Pens/markers, paper, post-its, A3 sheets

Step 1: The first stage is to get participants to create a graph similar to below. The headings will be action, helps, harms. An example has been provided. Actions can be provided by the facilitator, or the participants may also think of their own actions which they would like to explore.

Example:

ACTION	HELPS	HARMS
Becoming vegan	Reduces meat consumption. Reduces factory farming	Irish beef farmers
Using Plastics	Everyday items are made from it. Medication storage. We're used to using plastic	Harmful to ocean and marine life Increase pollution to environment
Going on a plane	Connects people around the world Going on holidays	Carbon emissions Damaging the environment
Recycling	Decrease pollution More conscious about the environment	High costs in doing it. Time consuming. Can be messy
Driving a car	Quick and easy to get around. Independence for people	Pollution. Causes traffic. Noisy
Eating meat	Promotes beef farmers. Tastes good	Deforestation. Factory farming
Using public transport	Reduces pollution. Reduces traffic delays. Quicker and easier to get to school/work. Connect people	Produces pollution

Step 2: Once the graph has been designed, it is now time for the participants to start listing and exploring some of the actions. Actions can be something that happens at:

- **Individual level** – something I do every day or this is something that is a part of my daily routine. It is human behaviour
- **Societal level** – something that is happening in an entire community/county – or being done by...

It is important to note that there can be many examples of how the actions can help and harm. The different levels of action can also be problematic as some actions are complex and some issues are caused by human behaviour (which we can be very slow to change).

Step 3: As a possible closure to the activity try to encourage a conversation about the challenges and the urgency of committing to positive choices both at an individual level and societal level. Consider the potential sacrifices that may come with the changes that are required.

Behavioural Science

COGNITIVE BIASES

<https://www.verywellmind.com/what-is-a-cognitive-bias-2794963>

Cognitive bias is an umbrella term that refers to the systematic ways in which the context and framing of information influence individuals' judgment and decision-making.



There are many kinds of cognitive biases that influence individuals differently, but their common characteristic is that they lead to judgment and decision-making that deviates from rational objectivity.

A cognitive bias is a type of error in thinking that occurs when people are processing and interpreting information in the world around them. The human brain is powerful but subject to limitations. Cognitive biases are often a result of your brain's attempt to simplify information processing. There are rules of thumb that help you

make sense of the world and reach decisions with relative speed.

When you are making judgments and decisions about the world around you, you like to think that you are objective, logical, and capable of taking in and evaluating all the information that is available to you. Unfortunately, these biases sometimes trip us up, leading to poor decisions and bad judgments.

Understanding cognitive biases is an important step in becoming a Change Maker!



Confirmation Bias

What is it?

Paying more attention to people or ideas that you agree with.

Overcoming it

Talk to a diverse range of people before you make decisions



Negativity Bias

What is it?

You pay more attention and remember things that are negative

Overcoming it

Take time to actively reflect on the good things that have happened



Bandwagon Effect

What is it?

You tend to believe things more when other people do

Overcoming it

Listen to your gut. What would your opinion be if you didn't know anyone else's?



Dunning Kruger Effect

What is it?

Unskilled people overestimate their ability and experts doubt themselves

Overcoming it

Take anyone who makes definitive 100% statements with a pinch of salt



Outcome Bias

What is it?

Judging your decision based on the outcome, instead of the quality of decision when it was made

Overcoming it

Take time to reflect on what information you had at the time and if you would do anything differently



Ikea Effect

What is it?

You place a disproportionately high value on the things that you personally create or assemble

Overcoming it

Just because it's your idea doesn't make it a good one. Know when to cut your losses.



Illusion of Truth Effect

What is it?

Identifying statements as true simply because we've heard them before

Overcoming it

Do your research, ask questions, and be critical



Shared Information Bias

What is it?

We tend to discuss information that everyone in the group knows, rather than new, 'unshared' topics

Overcoming it

Don't be afraid to introduce new ideas and topics to your group. Perhaps have a 'new ideas' wall in your youth centre



Authority Bias

What is it?

Thinking that authority figures are always right, no matter their expertise

Overcoming it

Have confidence in your values and adopt a critical mind approach to the problem. Ask questions and don't fear a challenge!



Curse of Knowledge

What is it?

The inability to put yourself in someone else's shoes who doesn't possess the knowledge you do

Overcoming it

This can be a frustrating process. It is important to be patient and try to use their language to explain your ideas.

ACTIVITY 4

WHO HAS THE POWER?



Aim: To explore participants' feelings and thoughts on the topic of Power.

Purpose: this can be a powerful and effective method to entice debate and conversation between a group of people. Power is a fantastic topic to explore when it comes to climate change and also climate action.

Age: 14+

Time: 20 mins

Step 1: The first step is to set up the room. An open space is ideal for participants to move around comfortably and for movement to be seen clearly amongst the group. The space should allow for two ends, an agree and disagree end.

Step 2: Once the space has been set up, the layout of the room and rules of the activity needs to be explained. A statement will be called out. Participants will decide where they will stand. People will move depending on if they agree or disagree with the statement.

Step 3: Once a statement has been announced and the participants have moved, it is important to facilitate some conversations between the participants on the choices they have made. It is important to hear from both sides too. This can be an opportunity for the facilitator to challenge some of the choices and push the participants to clarify and stand over their choices. The movement of the participants is only half the activity, the debate needs to be had also.

ACTIVITY STATEMENTS

- Young people can make a difference in shaping Ireland and how it is run. Today/ future
- Powerful decisions only come from powerful people
- Technology can improve people's access to power
- The Irish Government has a right to access your WhatsApp messages and internet history if they feel it is in their interest to do so
- Women's rights are less important than children's rights
- Young people are impacted by inequality
- New taxes should be introduced to tackle Climate Change
- Gender quotas ensure power equality in governments
- Small countries have the same power as big countries
- Power causes war
- Power causes Climate Change
- Equality is alive and well in Ireland
- Parents should have ultimate finite control over their children
- Power and leadership are the same
- Activism is the answer to making societal change
- Voting is the answer to making societal change
- Everyone has an equal right to vote
- Young people have the right to vote
- Irish citizens lack power

ACTIVITY 5

MY WORLD, MY PLANET, MY CLIMATE



Aim: To give young people a space to explore and examine the climate effect and challenges that are occurring in their life and community.

Purpose: This is a brainstorming exercise that will guide participants to map out their climate environment and the elements that may exist and operate at this level. This activity can be done at various levels, either at a local, national, or global level.

Age: 13+

Time: 45 minutes

Materials: Pens/markers, paper, post its, A3 sheets, print out of the action cards

Step 1: The first step is to organise the participants into working groups, approximately 5 people per group. Once the participants are placed in the working groups, it is time for them to explore and unpack their environment.

The first stage, using the *Our Environment* action cards, is for the participants to describe and map out what they see in their community. The groups will be focused on 5 areas; water, land, air, nature, wildlife/marine life. Participants may be encouraged to use their smart phones to research what areas and resources exist in their area. It is important to note that a connection should be established between the participants and their described environment. This is what we want to protect!

Step 2: The next stage is the *impactors* action card. This card will look at some of the factors that play a negative and positive effect on the environment described by the participants. A few examples have been provided. It is important to note that impactors can be negative and positive in their impact on the environment. Participants will have to focus on what impactors they see playing an impact on their environment. The main question is **how** these impactors are impacting on the different areas of our environment.

Step 3: The next stage will be using the *special interests* action card. This card will look at what impact and role these groups and individuals play in our environment.

Step 4: The next stage will be using the *Change Makers* action card. This card will explore where and who the change makers are, and how they are going to be change makers. These people and groups will be important in protecting, maintaining and taking action in our environment.

Once all steps have been explored and fed back to the overall group, a clearer picture should emerge of the groups analysis and understanding of the task at hand.

FACILITATOR QUESTIONS

- What and where are the challenges?
- How can we influence the special interest groups to move towards change making?
- What positives can the special interest groups contribute to?

ACTIVITY 5

ACTION CARDS

OUR ENVIRONMENT



- Water – rivers, lakes, sea
- Land – urban, rural, forestry, farmland
- Air – air quality (urban/rural)
- Nature – parks, trees, forestry, vegetation, farms
- Wildlife & Marine Life

IMPACTORS



- Industry • Business • Tourism
- Farming • Population • Pollution
- Deforestation • Fish
- Meat production • Veganism
- Oil use • Wind farms • Biofuel
- Solar farms • Renewable energy
- Light pollution • Plastic use
- Recycling • Public transport

CHANGE MAKERS



- Youth Workers
- Teachers
- Politicians
- Governments
- Charities
- Community Groups
- YOU and I

SPECIAL INTEREST GROUPS



- Government
- Policies
- Multinational Corporations
- Social Media
- Fashion Industry

ACTIVITY 6

STEAM - CLIMATE OUTBURST



Aim: A playful brainstorming session to get young people thinking about the science behind climate change.

Age: 12+

Time: 40 minutes

Materials needed: paper and pens, stopwatch, flipchart

Instruction: Form two groups with 4-6 young people in each group.

Step 1: Read out loud a keyword around the science of climate change. The groups have 30 seconds to write down as many key words/terms linked to it that they can think of (e.g. renewable energy – wind turbine, solar panel, waterpower, etc)

Step 2: The groups read out their key words/terms in plenary, explaining and discussing them if needed.

Scoring – The groups receive one point for each matching term. Deduct a point for terms that don't fit. Note down the scoring on flipchart paper. The group with the highest score wins.

The game can be played with as many key words/terms as you want. You can do a test run with a very simple term, e.g. "weather".

IDEAS FOR KEYWORDS

- Greenhouse effect
- CO2
- Reasons for climate change
- Global warming
- Renewable energy
- Ecosystem
- Carbon footprint
- Natural resources



The Spectrum of

PERSUADABILITY



<http://lconcernedcitizens.org/archives/12445>

Taking on the challenge of tackling climate change can be a daunting experience. It is not easy and there is no 'road map' to follow. Along your way you will meet allies, deniers, and many people who have no opinion on the matter. One helpful tool for your journey is the Spectrum of Persuadability!

Motivate like-minded peers

You can be sure that a certain fraction of the public will not change their minds, regardless of how much evidence piles up. A more productive angle is to engage those who are less certain – the three groups on the left side of the spectrum, between 9 and 12 o'clock. This is the group that need to be engaged and empowered to achieve societal movement and climate change.

Reach out to the uninformed

Despite years of efforts to inform the public about climate change, some people still don't care enough to come to grips with the issue. Rather than trying to get people to care about what you think is important, identify what is important to them. Show them how climate change is affecting those things, here and now. Frame the conversation as a human issue and not an environmental issue. Use words such as choice and opportunity to frame the discussion as hopeful and not dismal. Peoples' health, their children, and their wallets are more likely to resonate than to show another polar bear or to paint the future as Mad Max. While much news about the climate is discouraging, optimism still has a productive role to play.

Correct misinformation... politely

There may be no shortage of those deliberately spreading false information, but others may have unwittingly latched onto information that is simply incorrect. An easy way to tell the difference is to open the dialog with a question.

But be careful not to turn an opportunity to share good information into a needless fight. Acknowledge the value of the person's concerns, then offer a friendly, down-to-earth answer. Seek out their questions and respond to them directly. If you're answering their questions, they will be listening. After laying some careful groundwork it may be

possible to venture into more complex terrain. Respectful, fact-based dialog may lead to a positive outcome for those on the edges of the conversation.

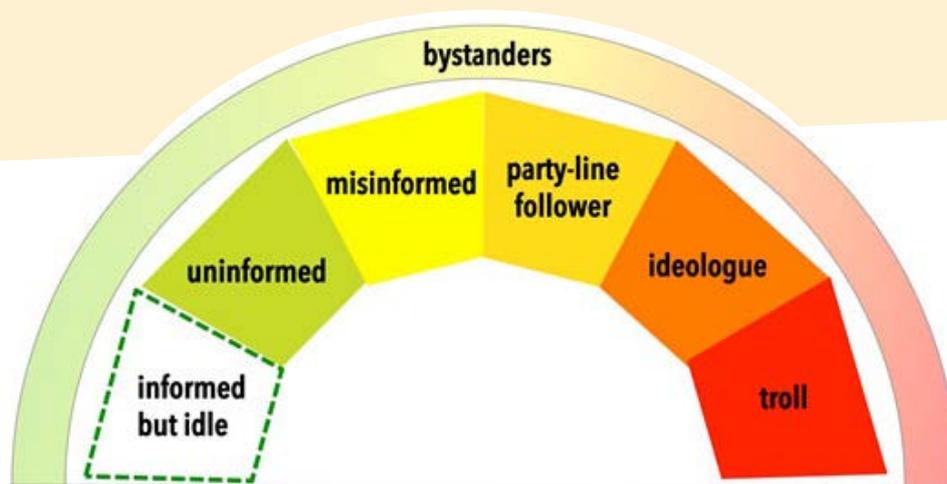
Avoid trolls. Take a 'side door' with ideologues.

Some people are resolutely immovable, but they may also take pleasure in hurling insults for each response they hear. The way to deal with trolls is simple: ignore them and deprive them of the attention they crave. A frequent question is 'How do you change a denier's mind?'. The answer is that our limited time and energy is better spent convincing the undecided majority or activating the convinced. Despite the urge to go head-on with an ideologue, doing so may cause more harm than good. The odds of convincing someone who rejects the science of climate change are very slim – we can expend a great deal of energy which will most likely result in the person's doubling down on their science denial.

Be Yourself

An unfortunate consequence of our divisive political climate is the portrayal of an immovable chasm between people on opposite sides of issues. While that's certainly true in some cases, there is middle ground to be worked. Those keen to help move the needle of public opinion and engagement on climate change should look first toward peers and those who are open to change but not yet involved in the issue.





The Spectrum of Persuadability

Who's who in the hierarchy of resistance



Bystanders

A wide range of people are listening and reading, but not engaging directly in the discussion. While it's nigh impossible to change the mind of an entrenched ideologue, it is likely that bystanders are honestly observing and evaluating the whole conversation.



Informed but idle

This segment of the population accepts the science of human-caused climate change but makes little effort to engage with the topic. Climate change and environmental topics rank low on their list of priorities. Or, they are concerned about the climate but are uncertain how to translate that into meaningful action.



Uninformed - People who truly don't know

These people may hold simplistic ideas about the way the Earth system works. They say things like, "Aren't we moving closer to the Sun, or something?" It can be hard to distinguish people who genuinely don't know much about the issue from people who are deliberately sowing doubt.



'Honestly' misinformed

People who have believed misinformation, and may spread it, but put little stock in their positions either way. Example: "I heard that volcanoes put out more greenhouse gases than humans. You can't fight Mother Nature!".



Party-line follower

Recites talking points, but without much weight behind them. Hasn't put much thought into the issue, and defaults to believing and parroting the narrative that has been offered by political/cultural personalities. May rely on emotion rather than understanding of the topic. Example sentiments are often easily rebutted, like clean energy is too expensive, or humans are too insignificant to affect the climate.



Entrenched ideologue

Uses deeply researched positions emanating from hard-line partisan blogs. These folks have rebuttals to rebuttals and will debate point-by-point to no end. Sometimes they will delve deeply into science, sometimes economics, but either way, they will jump into great detail and argue with unending enthusiasm.



Troll

Someone who is here more for the battle than for the actual subject matter. Easily identified by purposefully incendiary language, like "typical liberal" or "so-called scientists." Frequently relies on memes. Often light on content (although not completely devoid of it) and heavy on vitriol.

ACTIVITY 7

CLIMATE CONVERSATIONS



TO ACKNOWLEDGE THAT “THE HARDEST THINGS TO TALK ABOUT ARE ALWAYS THE MOST IMPORTANT”.

Aim:

- To encourage the group to understand the value of talking about Climate in our everyday lives and to be inspired to take a role in promoting Climate conversations
- To develop young people as ‘Climate Conversationalists’ and therefore a unique resource for supporting Climate Conversations.

Age: 12+years

Time: 40 minutes

Materials Needed – cards, paper, pens and markers

This activity could link to the pages on cognitive bias & perspective taking tools



KEY POINTS FOR THE FACILITATOR:

This activity is about overcoming the barriers to having conversations about Climate change. It is less about the stats and data but more about opening up conversations. However, as with any topic we should be mindful of some of the following:

- *What are the stories about climate that inform our conversations?*
- *Who are we talking to?*
- *What are we talking about?*
- *How are the conversations connected to action?*
- *How are the conversations making us feel?*
- *What is the impact of the conversations?*
- *How are the conversations part of change?*

Step 1: What is a conversation?! Facilitate a short brainstorm for this seemingly obvious question!

Share the definition and ask the group if they agree?

- *An interactive communication between two or more people in which news or ideas are exchanged.*

Step 2: Form small groups and explain that each group will be given a small piece of paper (card) with a word on it. The group must have a **One Minute** “conversation” about the word. An open and honest conversation allowing the word to be the kick starter. (there is the option to record each conversation on someone’s phone. This would provide an interesting reference point to how the conversations unfolded depending on the topic).

Depending on group size and time do several rounds where you tell them to “change to the next card”.

Words that can be used on the cards should be accessible to the group in terms of understanding what the word means but no more than that. The words should also be topical.

Step 3: Ask each group to identify 3 Challenges for having a good conversation. Barriers, obstacles, areas of possible conflict etc.

Step 4: Invite groups to share their feedback and create a Master List of Challenges on the flipchart.

Step 5: Share with the group Margaret Wheatley’s six principles of conversation. Discuss how it might connect with the Master List of Challenges. Does it help to overcome any?

Margaret Wheatley’s six principles of conversation from her book “**Turning to one another**”

1. We acknowledge one another as equals
2. We try to stay curious about each other
3. We recognise that we need each other’s help to become better listeners

4. We slow down so we have time to think and reflect
5. We remember that conversation is the natural way human's think together
6. We expect it to be messy at times

Step 6: Invite the groups to go back to the remaining cards and do a few more rounds while trying to include some of the principles.

Step 7: Finally ask each group to have one final conversation with a new word..... CLIMATE

This conversation can be longer than one minute.

Step 8: Do a debrief on the Climate conversation and explore how it went in terms of the principles. Now present a challenge for each group to create a set of cards with 6 words that all relate to climate.

The group should imagine that each one of them will be a "Climate Conversationalist". They will have 2 Tools.

1. The 6 Principles which will be read out at the beginning of any Climate conversation.
2. The 6 Cards with words that should stimulate climate conversations.

Step 9:

- Make a plan for each person to have their Climate Conversation pack. (Be as creative as possible with this and consider that it could be digital as well as print)
- Make a plan for each person to organise Climate Conversations.
- Make a plan to check in on progress and be open to changing the words on cards at any time based on feedback from practice.



War	Family	Fashion
School	Money	Nature
Jobs	Love	Space
Religion	Politics	Health

ACTIVITY 7

CLIMATE CARDS



Fossil Fuels



Melting ice



Activism



Deniers



CO₂



Sea levels



Science



Vegan



Catastrophe



PERSPECTIVE TOOLS

The perspective taking tool is a valuable asset for young people who are trying to get a healthy perspective or trying to unpack a complex narrative about the Climate Crisis. Each element of the tool becomes useful when it is used to enhance a conversation, inform an analysis or when a standpoint is being developed on a critical issue.

 <p>A Frame</p>	<p>Think about the context</p> <p>Consider what is outside the frame <i>what do you see, what do others want you to see, what is not there?</i></p>
 <p>Glasses</p>	<p>Using multiple perspectives</p> <p>Using a different point of view Seeing through others eyes</p>
 <p>Satellite</p>	<p>Take an overview</p> <p>Seeing the world connections Looking at worldwide trends Using a Global perspective</p>
 <p>Weighing Scales</p>	<p>When considering the consequence of an action that may be taken on an issue...</p> <ul style="list-style-type: none"> • How much help? • How much harm?
 <p>Microscope</p>	<p>Consider the details of an issue...</p> <ul style="list-style-type: none"> • Look at it closely • Zoom in to see more
 <p>Mirror</p>	<p>If you could see yourself reacting to an issue...</p> <ul style="list-style-type: none"> • How do you see it affecting YOU, your thoughts and feelings? • What would your action look like to YOU?
 <p>Filter</p>	<p>When considering narratives on an issue...</p> <ul style="list-style-type: none"> • Removing the agendas and propaganda • Filtering the misinformation and manipulation

ACTIVITY 8

SPACESHIP EARTH & CLIMATE JUSTICE



Aim: To support the group in a creative way to consider Climate change as a 'whole world' issue and furthermore to consider how it impacts on different people depending on their circumstances.

Age: 12+

Time: 60 minutes

Materials Needed: Visualisation

This is a visualisation exercise. To maximise the potential of the workshop you should try to organise the room in a way that differentiates between First Class, Second Class and Third.

The visualisation requires a certain commitment to giving attention, listening and tapping into the imagination so think about this before you plan to deliver this workshop.

Step 1: Invite participants to choose a seat anywhere and settle down before we begin.

(Students will not be aware that the seating arrangements relate to Class)

Step 2: Explain that the workshop requires everyone's positive attention and is best experienced if the eyes are closed. Tell the group that you will be reading a piece and they will be invited to listen and to use their imagination as much as possible.

(Optional: If you want to reinforce the Class element. Just before you ask people to close their eyes or look down at the floor, perhaps give some special treatment to those who are First Class. A cushion for the chair, a blanket for their legs, a snack, or some positive attention at least.)

Step 3: Invite participants to close their eyes or look down at the floor, settle into their chairs and to listen. Read the following:

We are about to go on a journey on a big spaceship. It is the biggest spaceship that you can imagine. It is

called 'Spaceship Earth' and it is beautifully adorned with colours of blues and greens. It was launched a long time ago. It has no launch-pad to return to for refuelling and repair, BUT it is capable of continually renewing itself and sustaining life on board way into the distant future – but WARNING – only if it is taken care of.

Questions to ask in a way that supports the visualisation....

- Can you see it? Imagine what does your spaceship look like?
- Does it have different layers or sections? What noises does it make?
- What does it smell like? What noises can you hear inside the spaceship?

The Spaceship is divided into 3 sections: First-class at the front, Second-class in the middle- and Third-class seats right at the back.

- Are you sitting comfortably? What does your section of the spaceship look like?
- Who else is seated around you? What do they look like?

Now there is something very important I must tell you about this spaceship. This spaceship is not fair for everyone. Some people are getting much better treatment than others. Some people are also very greedy, wanting more and more of the spaceship's resources for themselves. They want most of the heat. They want most of the food. They want most of the electricity. They also want some people on the spaceship to make them lots of new stuff. Basically, they want and want and want. If they keep wanting more and more, and keep demanding new stuff, then the spaceship will explode. Basically, this is because they are creating lots of waste and causing pollution to happen on the spaceship. In fact, there is a hole that you could fit an elephant through on the side of the spaceship, and if the people don't slow down and stop demanding lots of stuff, then the spaceship will explode.

Now let me tell you a little more about where you are sitting on the spaceship. If you are one of the

first and second-class passengers, you are one of the 20% of privileged passengers on this spaceship. These are the passengers that have access to almost all the food, drink, heat, and light. These are the people who keep wanting more stuff. Most of these people were born into First and Second-class.

**So, imagine how you think the journey will be for you on this part of the spaceship?
Will your journey be comfortable and enjoyable?
Do you think you are lucky?**

If you are one of the 80% of third-class passengers, you have to survive on the leftovers and scraps from the first- and second-class passengers. The heating and electricity are also limited on this part of the ship. You also work the hardest on the spaceship as you are the people who keep producing the resources for the first- and second-class passengers. You see, they depend on your ability to supply them with stuff so they can maintain a nice comfortable journey. You really wouldn't mind this at all if they gave you a fair share of the stuff you produce. They do not share though. Instead they give you very little in return, and sometimes they give you a little charity every now and again.

**So, what is it like on this part of the spaceship?
How will the journey be for you? How do you feel?**

I have something very important to tell you about the unfair way that the spaceship travels. You see it isn't really the fault of each and every one of the first- and second-class passengers that things have become so unfair. They have been fooled by fellow passengers into believing that having lots of stuff is the best way to travel. These passengers' own businesses that sell stuff and make a profit on each thing that is sold.

Mr Banks has established himself as the richest and most comfortable passenger on the spaceship, and he knows that the only way to stay rich is to

keep fooling the passengers into believing that they need all the stuff on the spaceship. He also knows that he relies heavily on the third-class passengers working the hardest and getting treated unfairly. This is the only way he can maintain his comfortable place on the spaceship. He would prefer it if everyone on the spaceship just accepts the way things are. He would prefer it if they didn't start to demand that things become equal for everyone. So, he continues to lure them into the belief that they need lots of stuff to be content on the spaceship. He gets the third-class passengers to make lots of nice spaceship products for his first- and second-class passengers. He gets them to make spaceship tech, clothes, and chocolate and nice aromatic coffee. But he never ever rewards the third-class passengers in a fair and equal way. He doesn't even care that much about the hole on the side of the ship that you could fit an elephant through or the rising temperature. He just wants everyone on the spaceship to accept their place and keep quiet.

The spaceship doesn't have to be like this though. There might be some people on it who will try to make things more equal for everyone. I am not sure if this will happen though. What would it take for things to change? What would YOU be willing to do?

I wonder if you **could** do anything to help change things for the better on this spaceship? Maybe this is something you might like to think about.

Visualise yourself standing up and speaking out to all of the passengers. What are you saying? Picture a few other passengers standing up to agree with you. What are you all saying together?

Give participants a few moments with their thoughts.

We are now going to come out of the visualisation slowly. I want you to wiggle your toes and your fingers and then slowly sit up and open your eyes.

DEBRIEF QUESTIONS

- Where were you sitting* on the spaceship?
**Something to highlight the randomness of their seat choice, they can't be held to blame for randomness in the same way they can't be blamed for being born in a wealthy society, but we can be blamed for our actions upon discovering our privileged position in an unjust world.*
- How did you feel? Did anything shock/surprise you?
- Do you think a conflict could have broken out on the spaceship? Why?
- What did you visualise yourself saying when you stood up? What did the people who agreed with you all say?
- How does the spaceship relate to real life and in particular Climate change?
- If you think of the spaceship as real life, does everyone on it look the same/do they speak the same language?
- If you were in charge of the spaceship, what would you do?
- What issues on the spaceship would you like to learn more about?



ACTIVITY 9

CLIMATE AVOIDANCE BINGO



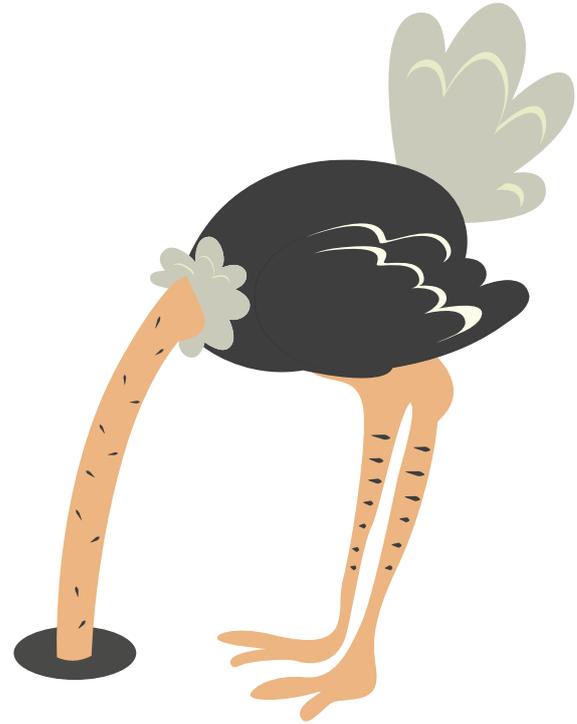
Aim: to explore the challenges and excuses as to why people are avoiding making changes when it comes to climate change

Purpose: This is meant to be a fun interactive activity for a group to explore some of the responses we use every day when it comes to climate change. It will look at some of the dodging questions we adopt to justify our choices. Also included in this bingo card are some of the easy answers that people place on tackling climate change, but what do they expect from these "quick fixes".

Age: 13+years

Time: 45 minutes

Materials: Pens/markers, paper, post-its, A3 sheets, print out of the bingo cards



FACILITATOR QUESTIONS

Step 1: The first step is to get the groups to explore and familiarise themselves with the bingo cards.

Step 2: You can now ask the group a series of questions on how they feel and think about the bingo cards.

Annex: Included in this bingo are some of the excuses that are used when it comes to climate change. We use these excuses to justify Climate Change existing in our lives.

- Have you ever heard any of these statements being said?
- Have you ever used any of these statements?
- Are any of them realistic responses to climate change? If so, how?
- How can we challenge these beliefs?
- What do you think a Climate Action Bingo would look like?

ACTIVITY 9



BINGO!

We have the solutions	We just lack political will	I have solar panels <i>(so I've done my part, right?)</i>	Technology will arise just in time <i>(Invest in my zero energy deal)</i>	I have kids in College <i>(would love to help, but have to think about their future, you see.)</i>
Easy! 100% Renewable Energy	But I have to fly/drive	But the economy	It doesn't matter what we do, because India/China	Don't be depressing
How many wind turbines? How should I know?	OK but first I need to visit the last glacier	I recycle	Be realistic	All you need is a price on carbon
We'll all just live in zero emission houses	Endgame? Just give me something I can do today	There is a plan	Someone else has the plan	All you need is to be vegan
Whatever. Let's talk Game of Thrones! <i>Winter is coming</i>	It's the Politician/Corporations' fault	Too many variables to think through <i>(FYI; back of the envelope is fine)</i>	Plastic straws are the worst	What can I do? <i>(Said rhetorically)</i>

FAKE NEWS & FACT CHECKER

<https://spunout.ie/opinion/article/fake-news>
<https://developmenteducation.ie/blog/tag/fact-check/>

When dealing and exploring global issues such as Climate Change, getting to the facts and recognising fake news is vitally important.

How to identify fake news:

No matter what the source of your news, it's important to always be a little critical. Every news source has an agenda, whether it's to make money, attract more readers or advance a particular point of view. When in doubt, never assume a story is true just because someone's published it on a decent-looking website.

Although there's no definitive test for fake news, here are a few steps you can take to lower your risk of being duped:

- Always be wary of "clickbait" headlines that are deliberately misleading or sensationalist. Remember that not all clickbait leads to fake news, but almost all fake news will appear as clickbait.
- Fake news will usually be about famous (or infamous) people doing unbelievable things. Always be sceptical about any news story that revolves around major celebrities or big political figures acting strangely or promoting a particular agenda.
- If you don't recognise a news source, don't automatically trust it. Take some time to look around the site and see how many of their other stories are bizarre or unbelievable.
- If you're doubting a story, try googling any quotes or figures used. You can also search to see if any other websites are running the story: in today's world, news travels fast and if the story is true it won't be long turning up on other, more familiar websites.
- Never believe a story just because you want it to be true - fake news stories are often targeted at people based on their likes or interests.
- Try not to share news stories on social media unless you're fairly sure they're accurate. It's better to take a little time to check things out rather than spread fake news to your followers.

In order to combat fake news, fact checking what we are reading is import. One way to check the source is using **The International Fact-Checking Network**. This is a code of principles that companies and organisations must sign to commit that their platforms are trustworthy and factual.



**...and that
is a guaranteed
FAKE
CF**

ACTIVITY 10

THE MIRACLE QUESTION



“ENVISION AND DESCRIBE HOW THE FUTURE WILL BE DIFFERENT WHEN THE PROBLEM IS NO LONGER PRESENT.”

The Miracle Question is a technique that is used often as a goal setting tool where the emphasis is on moving people from a problem saturated context into a visionary context where they can step out of the ‘problem’ story and into a story that is ‘problem’ free.

With the Climate Crisis there are many young people across the Globe struggling to cope with the intensity of the catastrophic consequences that are being presented on a day to day basis as a way of incentivising or demanding change. While the “doomsday” scenario serves a purpose on one level the development of a vision for a positive future is very important.

Aim: To provide a creative outlet for participants to imagine a future where the ‘problem’ of climate change no longer exists.

Purpose: To allow space for participants to activate their imagination about a positive future. Providing an opportunity to park the fear, anxiety, dread and gloom about the future and instead build a scaffolding of hope, purpose, innovation, human potential and to add some ambition, aspiration and even some unlimited positive imagination into the mix. We must not only fight **against** a devastating outcome but also **for** a positive outcome.

Age: 13+ years

Time: 1-3 hours (depending on how you run the activity)

Materials: Pens/markers, paper, post-its, A3 sheets, photos/prints, mobile phones/cameras



ACTIVITY 10

THE MIRACLE QUESTION



Step 1: Explain the concept of the Miracle Question. Emphasise that it is a solution focussed approach.

Step 2: Invite the group to discuss how the Miracle Question might play a role in the Climate Change debate (Not a heavy discussion but potentially referencing the value of positive imagination).

Step 3: Divide participants into groups of 3 or 4 maximum.

Explain that they should think about the future without the 'problem' of Climate Change under the following five headings;

- People
- Environment
- Technology
- Animals
- Politics

The way that they will think about it is as follows;

Imagine you went to bed one night and without even knowing it, you wake up the next day and there is no Climate Crisis, a miracle has happened! Now, imagine what would be different about each heading that would show that the miracle has happened?

Invite the group to have a mini brainstorm and take some notes themselves.

Step 4: Now explain to the group that the challenge is to go out into the world and take photos that represent the changed world. They must have one photo for each heading.

This step can be done in several ways.

- It can be included in an activity that involves bringing the group outside if the setting is available and the time allows.
- It can be done over a period whereby they are given a deadline to bring back photos as a group (They can be encouraged to take several photos each and then discuss and prioritise them when they are back together).

Step 5: Each group has chosen their five photos and are invited to prepare a slideshow and present to the bigger group explaining the rationale for their choices.

Step 6: An optional extra element to this activity would be to print a set of photos and develop a photo pack activity that the group could use with other groups to stimulate other miracle question activities or they could be printed bigger and used for an exhibition to promote visual and creative engagement about a positive future when the 'problem' of climate change is solved.

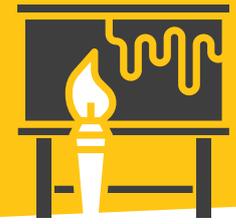


FACILITATOR NOTES

This activity will take some time and can be delivered over several sessions.

If funding is available, creating a set of prints from this activity would be well worth an investment as the set becomes a resource itself.

THE ART OF CHANGE



Aim: To introduce the Art of Change as a tool for young people to use in their activism.

The Art of Change reminds us that change is a journey, a process with stages, a set of signposts for how we might best attempt to DO something about the issues that are causing harm to our communities, our society and the world as a whole.

The Art of Change is a tool, it challenges us to be prepared for change making, to be conscious of the journey at all stages, to commit to a process and to accept that it may take time.

The Art of Change is an invitation to START something, it's a reason to gather the combined energy and the collective imagination of a group of people who see the necessity of change making and the responsibility of being a change maker as fundamentally linked.



THE ART OF CHANGE

For ANY group, big or small, ANY action, ambitious or basic, ANY effort to create sustainable change...

The Art of Change can be a worthy Tool!

Embrace the Art of Change!

Here is a step by step illustration of the power and value of the Art of Change process.

- 1. I see something that is wrong.** Within the avalanche of what 'wrongs' we see every day, which one is your priority?
- 2. I find others who agree that something is wrong.** You are not alone! You have put yourself out there, others have responded, friends, classmates, family, clubmates..... These people might just be on the same page as you?!
- 3. We decide to organise as a group and DO something.** The move beyond talking about it! Big step! The intention to DO something requires the forming of the group. Momentum is good here.
- 4. We share our values and vision for change.** Now this is important. Sharing values, what IS important to each of us in terms of the thing that is wrong and the wider world of social justice? What IS our vision for change? This can be a tricky moment but an important one because some people for example might think fundraising for a charity is their vision for change while others might want to organise direct action..... it is important to get this stuff out there.
- 5. We do our research and analysis.** Before we start diving into pursuing our vision for change we should have a look at the issue and really give our attention to what is at the root of it, what is already happening in the world of activism, what stories already exist about the attempts to do something about this issue. This stuff is critical if you REALLY want to have an impact and create change.
- 6. We define the problem together.** This is about identifying the area that your group will focus on. What is the thing that you will do? What aspect of the overall issue will you tackle? E.g. A beach full of plastic is not the overall problem causing the Climate Crisis BUT it is a problem within the Climate Crisis and therefore worthy of an Art of Change journey! Do not think that your problem has to be huge, it just has to be relevant and require change.
- 7. We formulate a solution together.** What needs to be done to solve the problem? What will our group do that contributes to that solution? Be specific, be realistic, be true to the capacity of your group.
- 8. Make a plan.** What will we do? What do we need to do it? Who do we need? When will we do it? Where will we find resources to do it? WHY are we doing it?! All of these related planning questions are relevant and worth the time and effort. They are so linked to the potential for an impact that creates change.
- 9. WE TAKE ACTION.** We do it! But let's pause for a moment and recognise that 8 STEPS happened before we took action. This is absolutely critical to the Art of Change! We always get to see the action, on TV, on social media, in person, through photos/ videos in WhatsApp groups.

We rarely get to see the work that goes in before the Action.

We take the action, we commit to it, we give it our best, we believe in the purpose.
- 10. We evaluate the results of the action.** How did the 'action' go? What happened on the day? What were the results of the action? Are they obvious? Are they what we hoped or expected? Any surprises?
- 11. We analyse the level of change achieved.** Ultimately this is the most important question of all. What change happened as a result of what we did? The change is the most relevant part of the Art and it deserves its moment no matter how significant or insignificant. Don't be afraid to notice unintended changes and to recognise changes to people as well as systems, structures and institutions.
- 12. Tell the story of the change.** This is VERY VERY important. We often fall into the trap of focussing on telling the story of the action and not paying enough attention to the story of the change. The action is the exciting moment, the climax of the hard work and planning but let us not forget that the action only exists to serve the drive for change. When we tell the stories of change we remind people that change is the important part and also that change is possible

(Check out the resource 'Activism, the SDGs and YOUTH' on youth.ie for more activities that support the Art of Change.)

ACTIVITY 11

WHO DESERVES A JUST TRANSITION?



Just Transition is seen as a process specific to certain industries such as fossil fuel, mining, farming, etc.... however, this is not completely true. This exercise is about reflecting on the need for a Just Transition for all.

Step 1: Provide participants with cards representing different people in society. Explore the life of these characters i.e. their salaries, the contribution of their work to society and how their lives will be affected by climate change efforts.

Step 2: Moderator to read the above statement to participants. After all statements have been read, participants can reflect on the above questions. Each participant should pick which statement they believe will impact them directly but also someone else in the group might negatively be impacted.

Step 3: The last part of the exercise would require participants to write how they feel about the outcome of these policies? Has this exercise helped them understand why some people may not want suggested solutions to climate change? Ask if they have ideas on how we can transition while making sure that we do not jeopardize others livelihood?

Activity Cards

Card 1: You are a Beef meat farmer from Galway

Card 2: You are a software developer who owns his/her house

Card 3: You are a shop assistant who rents his/her house

Card 4: You are a vegan college student living away from home

Card 5: You are a Banana farmer from Brazil

Card 6: You are a..... create your own characters

Statement on Just Transition policies by the Government in Ireland.

Statement 1: The Government announced a stop in importation of Brazilian mango in Ireland.

Statement 2: The Government has launched a new grant for home energy efficiency upgrades.

Statement 3: The Government will stop subsidizing the meat industry and instead shift their subsidies to organic plant-based farming.

Statement 4: The Government will stop subsidizing the meat industry and instead shift their subsidies to organic plant-based farming.

Statement 5: **The Government... create your own statements...**

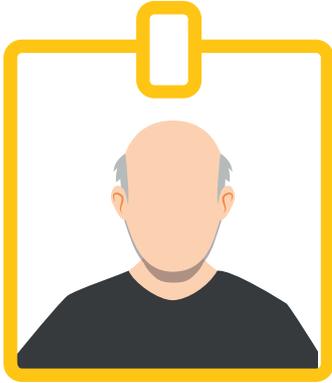
QUESTIONS

Based on the statement ...

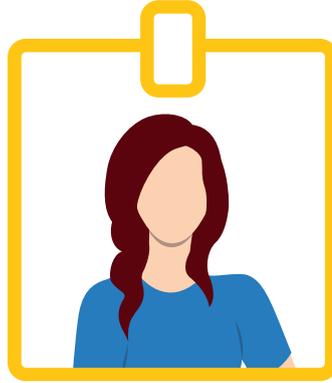
- Who benefits and who suffers the consequences?
- Is the situation fair?
- What might happen if Just Transition policies are focused only on industries that will be directly affected by climate change?

ACTIVITY 11

ACTIVITY CARDS



You are a Beef meat farmer
from Galway



You are a software developer
who owns his/her house



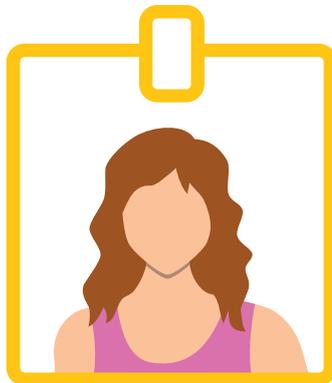
You are a shop assistant
who rents his/her house



You are a vegan college student
living away from home



You are a Banana
farmer from Brazil



You are a...
create your own characters

ACTIVITY 12

RELEASING THE ARROW



Description of the exercise: The arrow represents the existing solutions (which is to lower emissions and remove carbon in the atmosphere) and the pressure on the bow represent the barriers (The decision making/ power, scaling the science, the fear of change etc...) that stops us from releasing the arrow of solution.

Aim: The aim of this exercise is to recognise that we already have several options on how to respond to climate change. However, none of them are being implemented. By identifying existing solutions, we can move participants from a “we are doomed phase” to an active one.

Step 1: Encourage participants to name a few solutions on how to lower emissions and remove carbon in the atmosphere. Use the below list to get them started.

1. Disconnect fossil fuel to plug in renewable energy.
2. A staple plate for a stable planet.
3. Together we must travel.
4. Consume less, enjoy life more
5. The grass is not always greener on the other side of the fence
6. Not so fast fashion.



Step 2: Repeat the same process as step one. However, this time focus on the barriers. Here you can guide the reflection into two dimensions: **the core** (How and why do I/They stop the above solutions from taking off?) and the **solid crust** (What are the other pressures and how do they prevent the arrow in its trajectory? Use the list below to get them started.

Core

1. Do not believe that my action will make a difference.
2. Do not believe that climate change is a problem for me to solve.
3. It's hard to change habits.

Solid Crust

1. Those that benefit from the current system won't let go of their position of power.
2. Lack of investment on innovations that will help solve the climate problem.
3. Government are framing the solution within a broken system (capitalism...)

Step 3: Allow for some discussion in small groups before getting each participant to name some actions they can take to release an arrow (climate change solution).

ACTIVITY 13

THE IMPACT OF FAST FASHION ON CLIMATE CHANGE

Aim: To recognise that fast fashion exacerbates climate change. Moreover, we want to explore the different mechanisms that may positively solve these issues. What are the challenges to these solutions and how can we push forward?

Materials Needed: Chairs, paper and pens

Step 1: Make three groups.

- The first group needs to have the least number of participants.
- The second and third can have equal numbers.

Using chairs, the first group/ inner circle needs to sit facing outward. Group number two should sit in a circle facing inward. The last group should all sit looking inward.

Step 2: Allocate responsibilities

- Group one needs to focus on the **problems** that are caused by fast fashion in relation to climate change.
- Group two needs to focus on the **solutions** to the problems outlined by the first group.
- Group three needs to focus on the **challenges to the solutions** proposed by the second group.

Step 3: Come back into a large group and compile an Action sheet to cover the most significant challenge identified by the last group.



ACTIVITY 14

TAKING ACTION - CLIMATE



Aim: To introduce the group to the basics of action planning. By encouraging participants to make detailed plans for change with tools and general directions, they will see themselves as valuable campaigners for whatever issues they decide to tackle.

Age: 12+ years

Materials: Post-its, markers, flipchart paper, pens

Instruction: Hand out post-its and ask everyone to write down an idea for an action they could take to raise awareness of the injustice issues that affect them and other young people in the World.

Next, gather up all the post-its and draw up the following matrix on the chart paper:

	High Impact	Medium Impact	Low Impact
Simple			
Needs some effort			
Quite tough			

Now ask people to take a random post-it from the pile and read it out to the rest of the group and ask where to put it on the matrix. After all the actions are on the chart, as a group decide on what action you think is best for you.

When you've decided on an action:

- Give everyone a task
- Create a timeline
- Let people know what's going on
- Make it fun
- Record what happens
- From there, begin to make your steps for implementing your plan.

Remember to!

- Think about which issue(s) you want to address most
- Think about the local issues that affects people globally
- See what you can do to address or do something about this issue
- Identify the right people to ask for advice
- Use one post-it per idea
- Think big and start small
- Think about what you want to happen
- Be realistic
- Use the skills of the people and organisations around you

EXAMPLE OF ACTIONS



IGG - Climate Badge:

This year the Senior Branch of Girl Guides is celebrating 100 years of 'giving girls confidence'. To mark the special occasion a group of 50 girls and Leaders travelled to one of our World Girl Guide Centres in Pune, India. Before travelling, the girls, who hail from all over Ireland, learned about the SDGs and considered ways that Irish Girl Guides could reduce the use of plastics. Focusing on SDG 13, they considered different ways we can engage our members on addressing responsible consumerism. Full of ideas after their trip to India, they will be meeting in October to develop the curriculum for a new SDG 13 badge for the members of Irish Girl Guides. The activities will be piloted first in November and December by the girls in their local Units. Once finalised, they will roll out training for Leaders in February. Irish Aid have supported the costs involved in developing the badges and IGG hope to implement an organisation-wide change in terms of plastic usage in 2020.



Stop Climate chaos:

A coalition of civil society organisations from development, environmental, youth and faith-based organisations advocating for climate Action in Ireland.

Aim: To ensure that Ireland does its fair share to tackle the causes and consequences of climate change.

Learning: There is a need to organise ourselves to demand the change we want.



Fridays For Future Ireland:

A network of Irish student climate activists leading the global school strike across Ireland inspired by Greta Thunberg's protest in front of the Swedish parliament.

Aim: To push the Irish government to act on climate change in alignment with its commitments to the Paris Agreement.

Learning: Young people can influence the national and global agenda. Be creative in finding your place of power.



Flossie and the Beach Cleaners!

At the age of seven years old, Flossie also known as "12 year old beach cleaner" was horrified by the volume of waste she encountered while kayaking in Thailand. To make sure her home coastline did not suffer the same fate, she decided to organise beach cleans in the Sandycove and Dun Laoghaire area. From a three-person beach clean, Flossie and the Beach Cleaners is now a global movement connecting those working toward a plastic-free sea. With the help of her community, Flossie was able to raise €4,000 for Ireland's first sea bins in Dun Laoghaire.

Learning: One person's hand cannot solve the issue of climate change, but it can inspire others! And that's how change happens <http://flossieandthebeachcleaners.com/>



Ridhima Pandey

Ridhima Pandey was just nine years old in 2017 when she filed a lawsuit against the Indian government for failing to take action against climate change. Pandey's fierce, astounding passion for the environment is not accidental. Her mother is a forestry guard and her father an environmental activist; and the whole family was displaced by the Uttarakhand floods of 2013, which claimed hundreds of lives.

In Kenya Kaluki Paul Mutuku has been actively involved in conservation since college, where he was a member of an environmental awareness club and has been a member of the African Youth Initiative on Climate Change since 2015. Raised in rural Kenya by a single mother, Mutuku's vigorous activism, like Pandey's, was inspired by the direct challenges his family (and wider community) faced from the effects of climate change: "Growing up, I witnessed mothers cover kilometres to fetch water," he says.

People such as the teenager Aditya Mukarji, who in March 2018 began a war against plastic straws. Within just five months, he had already helped replace more than 500,000 plastic straws at restaurants and hotels in New Delhi. "People listen more to children bringing up environmental concerns," he says.

<https://www.theguardian.com/commentisfree/2019/oct/05/greta-thunberg-developing-world-activists>



ECO-UNESCO Young Environmentalist Awards:

We are looking to see that young people have taken action that preserves the environment in some way. Your project may already involve action but if it does not, you may like to consider adding this element to your project. We want to see that you have understood the environmental issue that your project addresses and that you have raised awareness about this issue in your school, local community or further afield.



Young Voices

Young Voices is implemented by NYCI in partnership with the Department of Children and Youth Affairs and the National Working Group on European Union Youth Dialogue.

Young Voices is a programme that offers ongoing opportunities for young people from age sixteen to thirty years who have an interest in change making and influencing the public and policy makers.

Within the flow of the 18 month cycle of the EU Presidency, Young Voices work on thematic areas that are impacting on young people across the EU.

Young Voice's challenge is to explore the issues, consult as many young people as possible and ultimately to propose actions that might have a positive outcome for young people at EU and National level



Atlantic Ocean Youth Ambassadors

The Atlantic Ocean Youth Ambassadors is a new programme being piloted by the All Atlantic Ocean Research Alliance (AORA) and the Marine Institute in Ireland.

The Atlantic Ocean Youth Ambassadors will be dedicated to promote sustainable development and stewardship of the Atlantic Ocean and develop campaigns and reach-outs to local communities, students, young people, and civil society. It will engage with decision makers as well as work with local media to conserve and protect the Atlantic Ocean for future generations.

In the development of online or local campaigns and events, Ambassadors will be supported by All-Atlantic research and innovation projects.

The first All-Atlantic Ocean Youth Ambassadors took place in a Summer School in the Marine Institute, Galway, from 23 – 27 August 2019 where 20 Youth Ambassadors from 10 countries surrounding the Atlantic Ocean, including Ireland, engaged with political, social, economic and scientific leaders to develop the necessary skills to become actors for change in 2019 and beyond.

EXAMPLE OF ACTIONS



Sustainable Local Business – Catalyst

Catalyst is an eco-friendly sustainable coffee shop located in Bray, Co. Wicklow. It is run by three local lads who are looking to sell good coffee, while making a positive impact on the planet! Not only are their takeaway cups compostable, but the sit-in coffee cups are made from the husk of a coffee bean. They also stock coffee from Irish roasters that deliver all their beans in cans and when the beans are finished, the roasters come back, drop off new tins and take the empties back to be refilled. They retail sustainable, eco-friendly products such as floor cleaners, soaps and even tablet toothpaste.



Climate Case Ireland – See you in Court!

Climate Case Ireland is a group of citizens who took the Irish government to court to hold them accountable for their inaction on climate change.

The case challenged the government's National Mitigation Plan, because according to Climate Case Ireland, the Plan does not reduce emissions, and so, cannot protect citizens from the worst impacts of climate breakdown. Climate Case Ireland argued that the Plan therefore breaches Irish citizens' constitutional and human rights. If the case were to be successful, the government would have to create a new National Mitigation Plan.

This ground-breaking case is one of only a handful around the world where citizens have turned to the courts to demand action on climate change. The hearing saw a packed courtroom every day, and it would be so powerful to fill the courtroom again for the result.



FoodCloud:

Climate change is linked to many more issues in our society. For instance, did you know that 1 million tonnes of food are thrown out by Irish consumers and businesses every year? Yet one out of ten people in Ireland experience food poverty.

In 2012, two young Irish entrepreneurs Iseult Ward and Aoibheann O'Brien decided to take action by creating a platform which connects businesses with surplus food to charities that can use it. This successful social enterprise is a good example of how you can contribute to climate action while addressing other challenges faced by your communities.

<https://food.cloud/how-foodcloud-works/>



Fionn Ferreira:

Fionn Ferreira is 18 years old from Ballydehob in West Cork. His proximity to the edge of the Atlantic Ocean has inspired him to investigate ways of curbing the growing problem of microplastics. In June 2019, Fionn's project, titled "An investigation into the removal of microplastics from water using ferrofluids" won the grand prize of the 2019 edition of Google science fair.

Follow the link to understand how Fionn's innovation helps remove microplastics in the water: https://www.youtube.com/watch?v=E_SEKSdv2CI

SUSTAINABLE DEVELOPMENT GOALS

1 NO POVERTY

2 ZERO HUNGER

3 GOOD HEALTH AND WELL-BEING

4 QUALITY EDUCATION

5 GENDER EQUALITY

6 CLEAN WATER AND SANITATION

7 AFFORDABLE AND CLEAN ENERGY

8 DECENT WORK AND ECONOMIC GROWTH

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

10 REDUCED INEQUALITIES

11 SUSTAINABLE CITIES AND COMMUNITIES

12 RESPONSIBLE CONSUMPTION AND PRODUCTION

13 CLIMATE ACTION

14 LIFE BELOW WATER

15 LIFE ON LAND

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

17 PARTNERSHIPS FOR THE GOALS

SUSTAINABLE DEVELOPMENT GOALS

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**YOUNG PEOPLE ARE ASKING US
NOW FOR MORE THAN A
REASSURING VERBAL RESPONSE
TO CLIMATE CHANGE.**

THEY ARE SEEKING THE **AUTHENTICITY**
THAT IS REVEALED WHEN WORDS ARE TURNED
INTO **ACTIONS.**

THEY, THESE CITIZENS MADE AWARE,
ARE OUR ALLIES FOR
HOPE, RESPONSIBILITY AND CHANGE

President Michael D. Higgins



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