
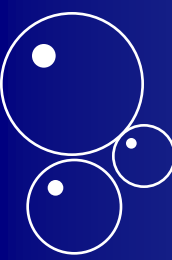

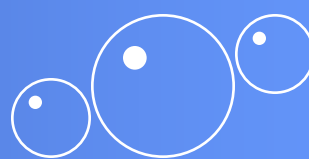




CLIMATE CHANGE



- What is it?
 - Why is it bad
 - What are we doing to make things better?
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The background is a solid blue gradient. Scattered across the image are several white circles of varying sizes. Each circle contains a small white dot. Some circles are positioned near the top, some near the bottom, and some are clustered together. The circles are distributed across the entire frame, with a higher concentration in the upper half.

WHAT IS HAPPENING?

GETTING WARMER ACTIVITY

Begin with a quick brainstorm on activities the group does every day that need energy or fuel. For example, turn on the lights, travel by car, go in a plane on our holidays and so on.

Put yourself in the centre of the group call out one of the earlier activities and start running on the spot. Point out people in the group and let them call out their activity and join you running on the spot in the centre.

After about 10 minutes, end the game. Ask how people are feeling. Are they hot from all the running around?

Explain this is what is happening in the atmosphere. Due to us burning more and more fossil fuel we are adding

Greenhouse gasses into the atmosphere 'closing the windows' in the atmosphere that would normally let the sun's heat back out. Thus heating up the planet resulting in a changing climate

CLIMATE CHANGE

- The atmosphere around the earth acts as a blanket, trapping heat and keeping earth warm. Without it the earth would be frozen.
- Heat trapped by (greenhouse) gases that act like the glass in a greenhouse, letting heat in but not out again.
- These gases are increasing due to pollution, trapping too much heat.



**THE EARTH IS
HEATING UP**




WHY IS IT BAD?

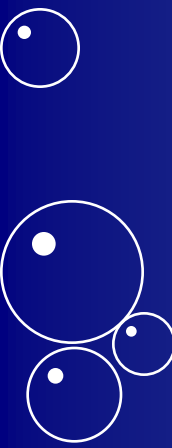


BALLOON BUSTER ACTIVITY

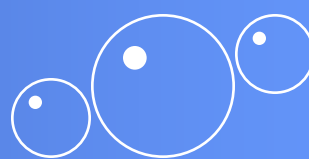

Before the activity, insert a statement in each balloon and inflate them. Form two teams who line up, one person behind the other. Place a chair behind each team. The balloons are placed in two piles at the head of the lines. On your signal the teams begin passing the balloons backwards over their heads to the end of the line. The last person has to sit on the balloon until it bursts. S/he collects the statement and runs to the front of the line. Keep playing until all the balloons are burst.



In the large group, ask each person to read out their statement. Some of the statements will be repeated. Ask if people are surprised by the statements. Is



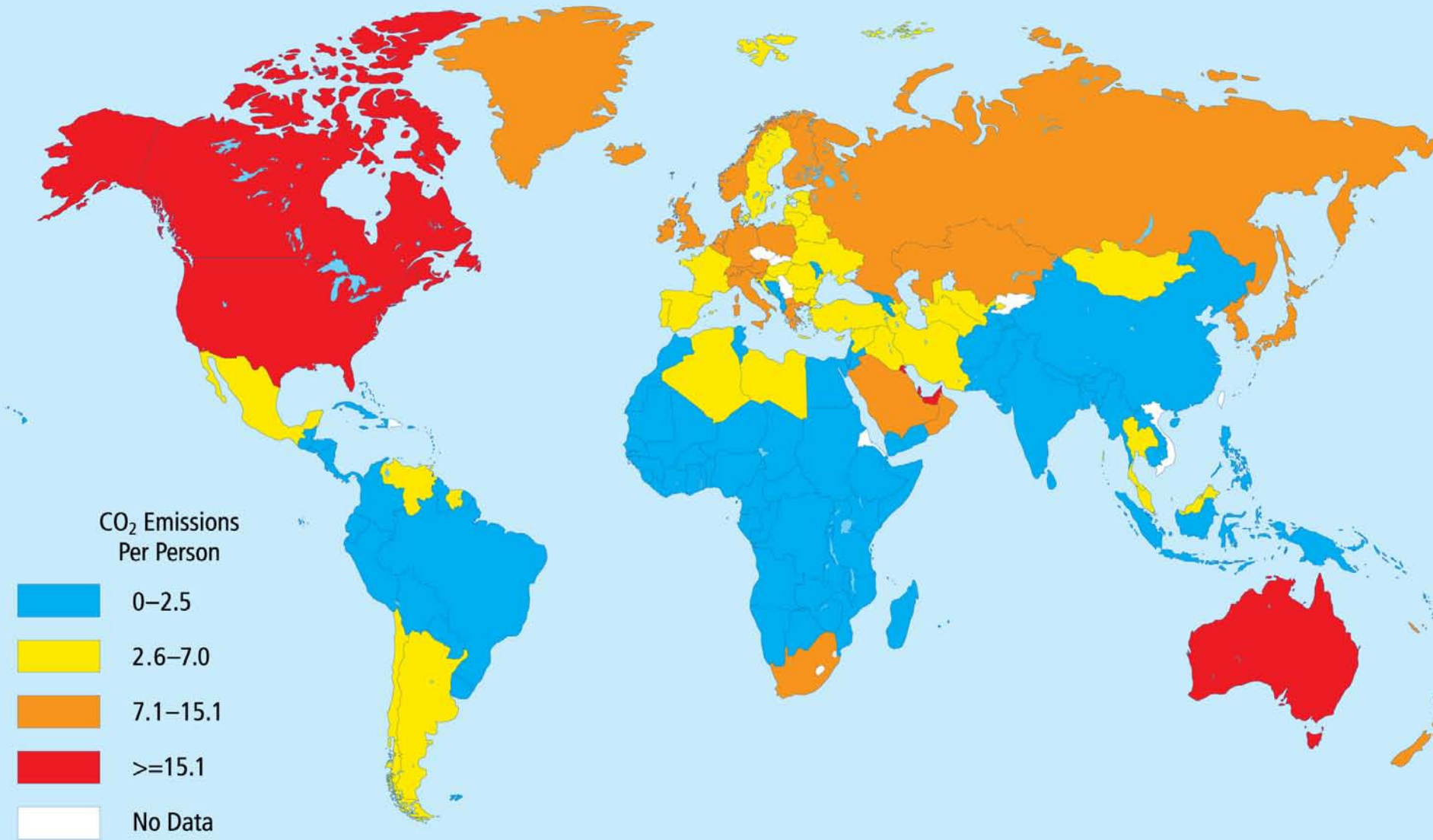
this situation fair? Who is contributing most to climate change? Who is contributing least? Where are the effects being felt? Ask who has the power to tackle climate change. Hand out large sheets of paper (or sections of an old sheet) and art materials. Form small groups and ask them to design a banner to show solidarity with people affected by climate change. Include messages or images you would like to share with people who have the power to tackle climate change.



STATEMENTS

- Climate change is leading to an increase in extreme weather events such as hurricanes, floods and tornados while rains are failing in many countries leading to drought
- “This drought has been very bad. Past droughts have been short and rains have come. This one never seems to finish and our goats and cattle are not multiplying... It will take a very long time for us to get back all of our animals” (Anna Nongolol, Turkana, Kenya)
- Climate change will place an additional 80-120 million people at risk of hunger, three quarters of these in Africa
- The world’s poorest countries have done the least to cause climate change but they are being hit first and hardest by its impacts and are least able to adapt.
- In Bangladesh, tens of millions of people could lose their homes and livelihoods to flooding from sea-level rises and storm surges.
- Ireland is the sixth most generous aid donor per person and the fifth most climate polluting country per person
- Ireland emitted 100 times more carbon per person than Ethiopia, Mozambique, Uganda and Tanzania – all priority countries for Irish aid

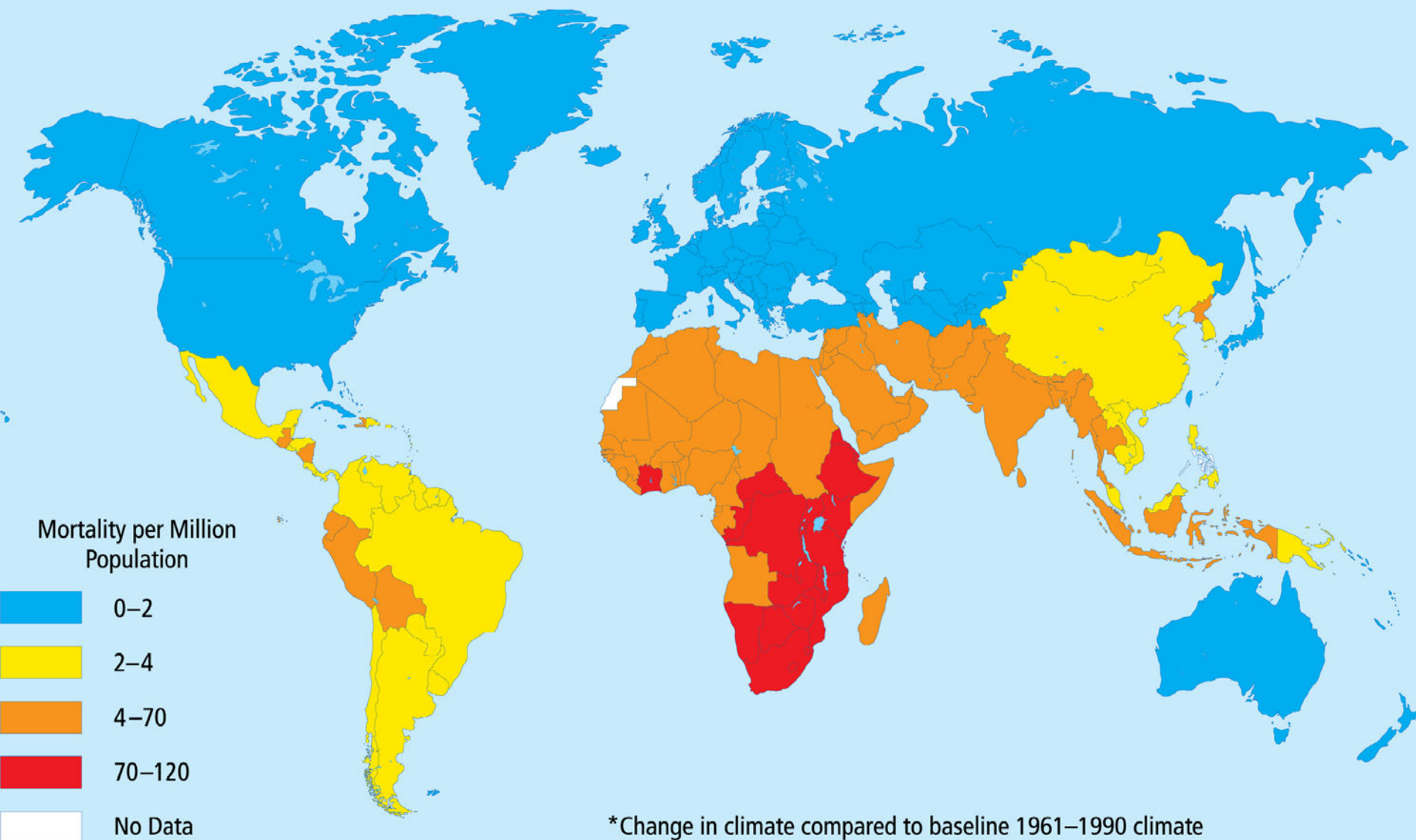
1998 CO₂ Emissions per capita (metric tons)



Data source:
World Resources Institute

ENERGY AND TRANSPORT

Estimated Deaths Attributed to Climate Change in the Year 2000, by Subregion*



Data source:

McMichael, JJ, Campbell-Lendrum D, Kovats RS, et al. Global Climate Change. In comparative Quantification of Health Risks: Global and Regional Burden of Disease due to Selected Major Risk Factors. M.Ezzati, Lopez, AD, Rodgers A., Murray CJL. Geneva, World Health Organisation, 2004



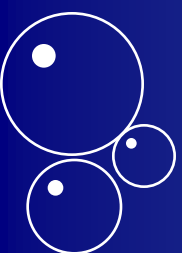

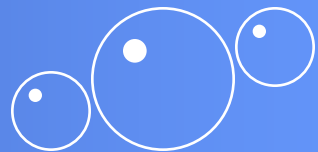
ENERGY AND TRANSPORT



CLIMATE CHANGE STORY ACTIVITY




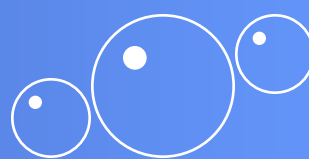
Cut up each individual story into sentences and let the children decide for themselves how the story should be put together. Afterwards discuss if one person has responsibility for climate change? Combined result but one person can make a difference

Story 1

- Maria goes by car to her local school in the morning
 - The car burns petrol and releases carbon dioxide into the air
 - The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays
 - The temperature in the atmosphere rises and affects the global weather
 - Weather patterns change leading to an increased risk of hurricanes, floods and drought, particularly in developing countries
 - The rains have failed in the Tigray region of Ethiopia
 - Without rain the crops grown by Yusuf and his family wither
 - Yusuf and his family have to queue for food aid ☹️
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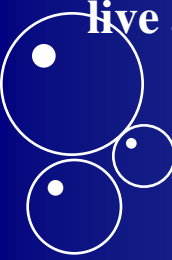

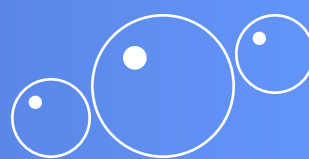


Story 2:

- Kevin leaves the immersion on when he goes out
 - The power plant burns more coal to produce the extra electricity, releasing more carbon dioxide into the air
 - The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays
 - The temperature in the atmosphere rises and affects the global weather
 - The rainfall is heavier and lasts longer over Bangladesh, leading to increased flooding
 - The rising water forces Azra to seek refuge on the roof of her house
 - The water becomes badly polluted
 - Azra feels unwell because she has to drink the water and she cannot get to medicine or food ☹️
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Story 3:

- Carol thinks reusing stuff and recycling is for idiots She gets loads of plastic bags when she goes shopping and buys products with lots of packaging
 - The manufacture of plastic for bags and packaging releases carbon dioxide into the air
 - The carbon dioxide forms a blanket in the atmosphere which traps the sun's rays
 - The planet heats up and ocean temperatures rise which increases the risk of hurricanes
 - In Florida, Emilio and his family have heard on the radio that another hurricane is on the way
 - They gather up some possessions and flee inland before the hurricane destroys their home
 - Emilio knows there will be more hurricanes in future but his family can't afford to live anywhere else, they could end up being homeless ☹️
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**Problems they will have to
face**

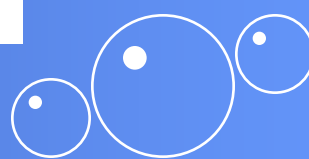

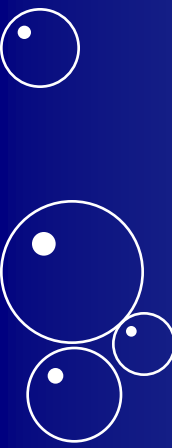
DROUGHTS

Problems they will have to face
CROP FAILURES = FOOD SHORTAGES =
POVERTY

Problems they will have to face
FLOODS

Problems they will have to face
Extreme weather conditions such as
HURRICANES AND TORNADOES

**Not just a problem for
humans but animals and
plants will suffer too**





WHAT CAN WE DO?



‘DON’T SAY A WORD’ ACTIVITY

Aim: that participants understand how assumptions and lack of communication can result in conflict.

Age: 6 years and older

Time: 20 minutes

Materials: instruction for each group, set of chairs (five or six)

What to do:

Announce that no one is allowed to talk. Ask participants to form three equal sized groups. Place a set of chairs in the middle of the room. Hand out an instruction face down to each group. Explain that they have 5 minutes to complete their task. Repeat that no one is allowed to talk during the exercise.



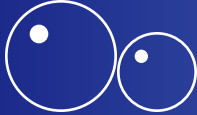
Instructions:

Group 1: Place chairs in a straight line

Group 2: Place chairs in a circle

Group 3: Bring the chairs outside the classroom





Let the game begin and observe what happens. If after 4 minutes the groups are still in conflict, point out that no one said it was a competition. After 5 minutes call a halt to the game. In the large group ask:

What happened in the game?

What assumptions did the groups make when they got their instructions?

How did people feel about the other groups initially?

How did the groups feel when they realised it wasn't a competition?

What did the groups have to do to work together?

Now explain that the game is over. Get everyone to stand up, walk around and then sit beside someone from another group. You could play a quick game such as 'change places if...'. In the large group, ask:

Does this happen in real life?

Why does conflict occur?

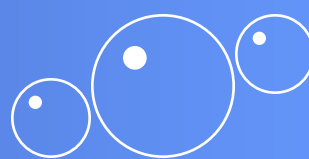

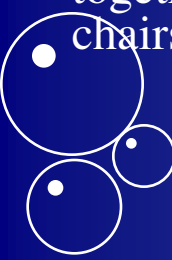
How is it resolved?

How important is communication between all sides in resolving or preventing conflict?



Note to Leader

The game is 'won' when all the groups complete their task in the time allotted. By working together all the groups can achieve their aims. Ensure that groups do not introduce new chairs into the game. For younger age groups, substitute cushions for the chairs.



EU, UN, MDG'S, and US

- Working together to solve climate change problems
- Working together to agree on reductions – Kyoto Protocol
- 2000 – UN agreed on 8 MDG's
- Stronger together!



Green-Schools – step 6 Informing and Involving the whole school and the wider community



- Talk about a United Europe much stronger than each country working on their own to try and tackle climate change. EU also works within the United Nations structure, and as a block can put pressure on other countries to comply and reduce Greenhouse gas emissions.
- This can then be related to the children doing their bit, turning off the lights, walking to school etc. within the Green-Schools structure. All of us working together in Ireland, but also the rest of the world (refer to Green-Schools being an international programme, represented in 50 countries worldwide) we can make big changes.

