

# ECO-UNESCO

Ireland's Environmental Education and Youth Organisation



# Youth Climate Advocate Programme

RESOURCE FOR YOUTH WORKERS,  
YOUTH LEADERS AND EDUCATORS

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**ECO-UNESCO** is Ireland's Environmental Education and Youth Organisation founded in 1986. ECO-UNESCO works to conserve the environment and channel the passion, creativity and energy of young people into positive environmental action. ECO-UNESCO works with over 10,000 young annually, in formal and nonformal settings, in secondary schools, youth services and communities across Ireland.

**No Name! Club** is a National Youth Organisation founded in 1978. No Name! Club respects the dignity and uniqueness of all young people by supporting, advocating and helping to safeguard their right to enjoy life, feel respected and to mature without reliance on alcohol and other drugs. We run national youth clubs throughout Ireland.

**Feachtas** was founded in 1980 to promote the use of Irish among young people and to aid their personal and social development. Feachtas is a volunteer-led youth organisation that organises youth clubs and events through Irish to develop social networks of young Irish speakers to promote the use of Irish outside of school.

**Young Irish Film Makers (YIFM)** is the national film, animation and digital media organisation for young people across Ireland. Founded in 1991 as a local film club for teens, YIFM now works with young people across Ireland annually in schools, summer camps, after school workshops, local training initiatives and also through The National Youth Film & Animation School.

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# About the Youth Climate Advocate Programme



Hello and welcome to the Youth Climate Advocate programme!

We have created this resource to offer information, advice, and resources to help you and your young people learn more about Climate Justice and support you in carrying out action projects.

The Youth Climate Advocate programme is a youth-focused programme funded by Department of Children, Equality, Disability, Integration and Youth (DCEDIY) as part of the Youth Climate Justice Fund. This initiative is led by ECO-UNESCO in consortium with partner organisations – previously our partners included Young Irish Filmmakers, No Name Club, Feachtas, Gaisce, SpunOut and Irish Girl Guides.

The aim of the programme is to engage young people with climate justice and provide them with skills, knowledge and confidence to *stand up, act, and create change*.

## Become a Youth Climate Advocate!

ECO-UNESCO's Youth Climate Advocate programme is a fantastic opportunity for young people to become inspirational leaders and advocates in the areas of Climate Justice and Climate Action. Each participant will be provided with amazing opportunities to practice new skills and grow as a leader, in a safe and supportive environment.

## Meet others who share your passion

We will meet after school, online and in-person, from September to December. You will share your experiences, learn from one another, and develop interpersonal skills. The Youth Climate Justice Officer will be there to support you and help you on your journey. There will also be opportunities to build your network with other organisations.

## Learn climate advocacy skills

You will receive a series of workshops on Climate Justice topics, solutions and stories from Ireland and around the world as well as skills-focused training session including but not limited to advocacy and leadership, filmmaking, and campaigning.

## Take Climate Action

You will lead local actions and take part in a campaign, to inspire and empower others to take Climate Action or/and increase awareness about Climate Justice. You will record your progress and log your achievements as you go.

Towards the end of the programme, ECO-UNESCO will determine whether you have become a true Youth Climate Advocate, gifting a Certificate of Completion to successful participants. You will also have the option to enter the Young Environmentalist Award, an all-Ireland environmental awards programme that recognises and rewards young people who raise environmental awareness and improve the environment.

### The programme includes:

- A series of ECO-UNESCO workshops designed to upskill in areas of advocacy and leadership, filmmaking, campaigning and more.
- Provide students with basic project management skills that they can use to design and deliver an action project.
- Ongoing support and resources for you and your youth groups to assist with the understanding of climate justice and tools to support the delivery of their action projects.
- A Young Irish Filmmakers workshop - designed to upskill young people on filming and concept development skills to document their actions and spread their messages to the world.
- A climate justice-themed week of talks, workshops, and activities.
- A showcase, celebrating and promoting young people's work.



# Climate Advocate's Dictionary

## CLIMATE ACTION

Climate action refers to the stepped-up efforts to reduce greenhouse gas emissions and to strengthen resilience and our capacity to adapt to climate-induced impacts.

*Example: The government creating a public transport corridor from one town to another, which will reduce the need for use of private cars.*

## CLIMATE JUSTICE

Climate Justice is a term that recognises climate change as an ethical and political issue, rather than one that is purely environmental or physical in nature. The term acknowledges the unjust and unequal situation our current system produces, with some countries more responsible than others. Climate Justice argues that the only way we will overcome the environmental challenges is that we work together and that will require a readjustment of the current system.

## CLIMATE REFUGEE

Someone who is forced to leave their home country or area because climate change has made it impossible for them to continue to live or work there.

*Example: Floods and cyclones have forced many Bangladeshis to migrate from rural areas to the capital. These people are "climate refugees."*

## CLIMATE RESILIENCE

The ability to cope with the negative impacts of climate change in a way that reduces impacts on people and the environment and takes advantage of any positive opportunities.

*Example: Strengthening riverbanks with native shrubs and trees to reduce riverbank collapse and flooding.*

## EMISSIONS

Gases or particles released into the air that can contribute to global warming or poor air quality.

*Example: cars release dangerous gases (emissions) such as carbon monoxide into our air.*

# Climate Advocate's Dictionary

## ENERGY EFFICIENCY

Uses less energy to achieve the same result.

*Example: Some eco-homes are built with special features that make them extremely energy efficient. A passive solar home design takes advantage of the climate and surrounding environment to provide heating in the winter and cooling in the summer.*

## JUST TRANSITION

A Just Transition secures the future and livelihoods of all communities in the transition to a greener, more sustainable economy. Some people will lose their jobs, whilst others will not be able to adapt unless given financial support. It is important that we transition quickly so we don't burden future generations with problems we create today. We work towards a Just Transition with the view to leaving no one behind.

*Example: Ireland also has a national Just Transition Fund which was made available for projects focusing on re-training workers and proposals to generate sustainable employment in green enterprise, and supporting communities to transition to a low carbon economy.*

## MANGROVES

Trees or shrubs that are adapted to live in harsh coastal conditions. They serve as a buffer between land and sea and protect shorelines from damaging winds, waves, and floods.

## PEATLANDS

Peatlands are a type of wetland that absorb and store a lot of carbon dioxide - a major cause of climate change. Peatlands are also great at absorbing rainfall and preventing flooding. For many years peat was removed from bogs to burn as fuel which negatively affected biodiversity and released carbon dioxide into the atmosphere.

# Climate Justice Case studies

## The importance of Mangroves: Case Study Bangladesh

### What are mangroves?

Mangroves are a group of trees, plants and shrubs that live in the coastal zone. They occur mostly in the tropical and subtropical regions of the world. There are about 80 different species of mangrove trees, all of which grow in areas with little oxygen in the soil and where slow-moving water allows for small sediments to accumulate. Mangrove forests can be noticed by their dense tangle of roots that makes it look like trees are standing above the water. Mangroves are essential in establishing the coastline, reducing erosion from storm surges, currents, waves and tides. The root system also attracts various fish species limited to advocacy and leadership, filmmaking, and campaigning.

### Are mangroves vulnerable to climate change?

Mangroves are highly valuable and provide essential ecosystem services but are also fragile and sensitive to changes in the climate. Approximately 50-80% of mangroves have been lost in some regions of the world due to human population growth and development in coastal zones. Studies have shown that flooded areas due to hurricanes would have continued 70% more inland if it wasn't for the protection of mangroves. Mangroves also help protect the coastline from rising sea level and high winds that are as a result of anthropogenic climate change.

## Case study

# Bangladesh

Bangladesh is a country in South Asia which shares its boundary with countries like India and China. It faces a sea called the Bay of Bengal. This country has a high density of population making it a huddled nation.

A high climate-sensitive country like Bangladesh has many stories to offer to describe the alteration of life expectations after experiencing climate impacts.

Bangladesh has a tropical climate with humid monsoons. The average temperature is between 15 and 34 degrees.

### **Bangladesh & Mangroves:**

Bangladesh is home to one of the largest mangrove forests in the world – The Sundarbans. The Sundarbans covers 140,000 ha (about 20,000 times as big as Croke Park!). This mangrove lies between three rivers on the Bay of Bengal. The area is known for its wide range of plants and animals including over 260 bird species, the Bengal tiger, and other threatened species such as the estuarine crocodile and the Indian python. Not only are the Sundarbans extremely important for biodiversity, they are also very important for millions of people. They act as a shelter to protect from the many storms, cyclones, tidal surges, sea water seepage and intrusion, that the area experiences. They also provide a livelihood for people living around them as many local people work as woodcutters, fishermen, honey gatherers, leaves and grass gatherers.

Climate scientists predict that climate change (rising sea levels) will cause a 70-75% loss of the Sundarbans mangroves, potentially causing mass displacement of people, as millions of people live along the coastal shores surrounding the mangroves. It is important to recognize that Bangladesh accounts for 0.21% of greenhouse gas emissions (extremely little!) but are potentially going to be the worst effected by climate change.

## Case study - Fuel Poverty Ireland

### **What is fuel poverty?**

When a household is unable to maintain adequate level of warmth and supply of energy services at an affordable cost it is considered energy poor. Fuel poverty or energy poverty is a significant multidimensional issue faced by almost a quarter of the population in Ireland.

### **Who is affected the most?**

Energy poverty affects some groups more than others. Groups that are most frequently identified as vulnerable are low-income households (particularly larger households), lone parents, older people, children, and people with disabilities. Migrant and ethnic minorities also face additional risks. In Ireland, members of the Traveller and Roma communities frequently experience inadequate accommodation, which has been shown to impact on health and well-being and social inclusion.

### **Some approaches to tackling energy poverty include:**

- Reducing demand for energy by improving household energy efficiency i.e., by providing State grants via the Sustainable Energy Authority of Ireland (SEAI) to “retrofit” homes to a higher energy performance rating. Retrofit refers to any improvement work on an existing building to improve its energy efficiency, making it easier to heat, able to retain that heat for longer, and replacing fossil fuels with renewable energy. The grant aims to help reduce Ireland’s reliance on fossil fuels and meet our carbon reduction targets.
- Income supports and financial assistance.
- Price regulation / consumer protection to control energy costs.

Energy and Fuel poverty is a complex, multidimensional problem and therefore solving or reducing it requires a diverse series of well thought-out solutions.

# Activities for climate justice & sustainable development

## Hands up

**Purpose:** To build confidence in their own abilities, to focus on what strengths they have and understanding how to use these in becoming an effective leader.

**Learning objectives:** Know what my own strengths/what I am good at

**Time:** 10 minutes

**Materials:** Paper, Pens

**Preparation:** You may want to draw up a large version of a hand on a poster/whiteboard with the directions. Directions can also just be read out to the group.

**What to do:**

1. Give each person an A4 piece of coloured paper and tell everyone to draw around their hand. (Skip this step if doing activity online)
2. Explain that you will give directions for each finger to mean something. Give them time to write something on each finger after you've read the directions below.
3. Explain you don't need to tell everyone what you've written - it can be something personal and private, only share if you want to.

In the...

**Little finger** your greatest weakness as a leader

**Ring finger** what you love most about being a leader for climate justice

**Middle fingers** what you think is the most important issue for you and your peers to try and raise awareness about or change.

**Index finger** one action you and your peers can do about the issue.

**Thumb** something good you already do or a quality that you have that is useful for being a leader.



## Good Listener

**Learning Objectives:**

- Know how I am perceived by others in the way that I communicate
- Understand what skills are needed for effective communication

**Time:** 15 minutes

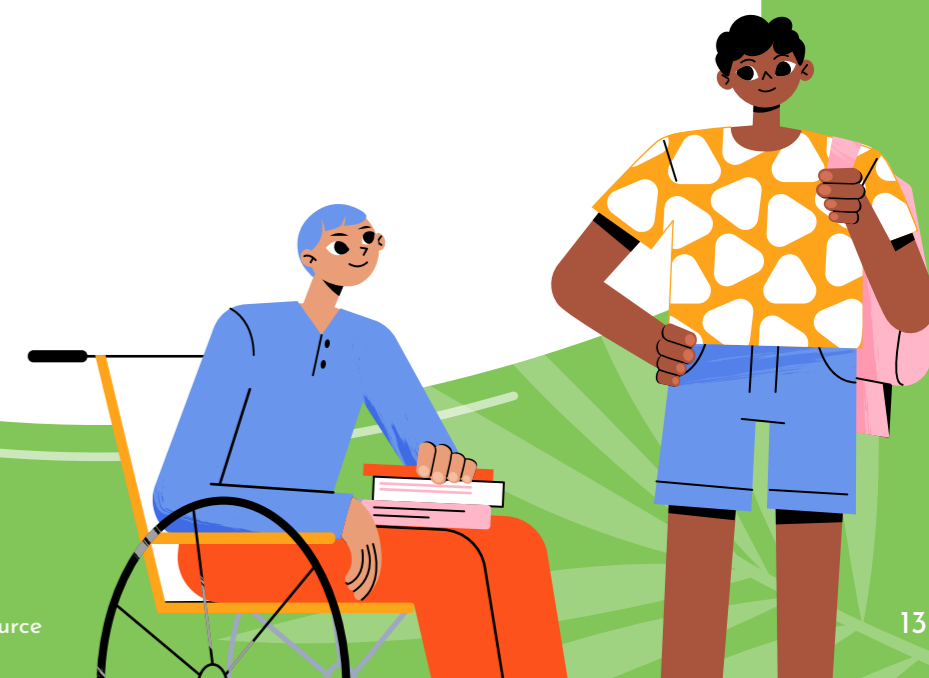
**Materials:** A5 size pieces of paper/card, pens/markers, coloured stickers

**What to do:**

1. Give each participant a piece of paper/card and a marker
2. Ask them to close their eyes and think of a person that they are close to and like to talk to and confide in
3. After a minute ask them to open their eyes and write one quality, they like most about that person that they were thinking of
4. Ask the participants to lay their cards/paper on the floor in a line.
5. Invite all participants to look at the cards and group the ones that are similar
6. Arrange all the cards in a row on the floor
7. Give each participant as many stickers as there are cards.
8. Ask the participants to think about the qualities written on the cards and think if they possess that quality
9. Then sit in a circle and discuss the qualities that a peer educator should have

**Discussion:**

Ask the group to place a sticker on the cards that show qualities that are important for a peer educator to have. If they don't a quality is needed for peer education, then don't put a sticker on it.



# What does a youth leader look like?

## Learning Objective:

- Understanding what being a youth leader means

**Time:** 20 minutes

**Materials:** Flip chart paper/old posters colouring pens/markers, paint (optional) sticky tape

**Preparation:** Stick together three pieces of flip chart paper in a line to make one large sheet (about the length of a person) there should be one large sheet for each group of 3 or 4 people.

## What to do:

1. Provide flip chart paper stuck together the length of a person.
2. Still in their three groups ask the participants to draw around one of their peers lying down on the piece of paper.
3. Ask them to fill in the outline of the person with leadership characteristics such as their face and clothes.
4. While doing this they should keep in mind what a youth leader needs to be. For example, they might have big ears to show that they are a good listener. They might also have speech bubbles explaining other characteristics of a good youth leader.

## They should also think about the following

- Brain: What do they need to know about?
- Heart: What do they need to feel about themselves/others?
- Mouth: How should they communicate? What kind of things would they say?
- Body: What body language?
- Appearance: should they care about? How should they look?
- Muscles: Would they be aggressive? Would they have lots of energy?
- Forehead: Would they be stressed? Well prepared? Relaxed?

## Discussion

At the end, ask all the group to display their youth leader drawings to the rest of the group.

Are there any other characteristics that are missing?

You can place these images in your youth club or school for other people to learn more about youth leadership!



# Telephone

## Learning Objective:

- Understand the importance of active listening and effective communication.

**Time:** 20 minutes (depending on group size)

**Preparation:** Write down a phrase you want to use on an A4 piece of paper.

## What to do:

1. Get group sitting in a circle or standing in a straight line. They need to be close enough that whispering is possible, but not close enough so that other places can hear each other whisper.
2. Begin - the first person in the line or circle whispers a word or phrase into the ear of the person sitting or standing to their right.
3. Players should whisper the phrase to their neighbours until it reaches the last player in the line.
4. The last player says the word or phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line.

**Rules:** The word or phrase can only be whispered once, so players must pay close attention.

The word or phrase should never be too familiar, you want to make sure it changes as it is whispered.

Only the first player should know what the word or phrase is. The facilitator of the game may wish to have the original phrase or word written down.

## Some words to use

- Manipulation
- Anticipation
- Regulator
- Proposition
- Typical
- Additional
- Incredible
- Courageous
- Triumphant

## Some phrases to use

- A guppy in a shark tank
- Candy crunching coconut lovers
- Red roses with thorny stems
- Doorknobs and doorjambes with hasps and hinges

## Some sentences to use

- Two tiny toads ate fat flying flies
- The funny bunny hid the coloured candy in the coloured can
- Dogs dig holes for big bones
- A bunch of yellow bananas launched on a blue boat.

## Discussion:

Discuss with the group the importance of active listening and how easily messages can be mixed up.





# Imaginary Island

## Learning Objectives:

- Be able to examine different value systems.
- Understand why human rights are essential for sustainable development and climate justice.

**Time:** 30 minutes

**Materials:** paper, markers/pens

**Preparation:** Stick together three pieces of flip chart paper in a line to make one large sheet (about the length of a person) there should be one large sheet for each group of 3 to 5 people.

## What to do:

1. Split the group into groups of 3 to 5 people
2. Read out the following scenario "Imagine that you have discovered a new Island, where no one has lived before. You and the other members of your group will be the settlers in this new land."
3. Give each group a piece of paper and drawing materials. Ask the groups to draw this island as they see it and give it a name.
4. Ask the group to further plan how they will develop the island to meet all of their needs. Draw this on the map.
5. As they are drawing the map and adding details ask them to think about the needs they have and how the perfect island will meet these.

## Ask

- What will this perfect island look like
- What social needs will it have? Where will people live? Are there places for people to meet on the island? Educational needs?
- What environmental needs will it satisfy for you? Where will you get your food and water from? What other plants and animals will you need? What fuel will you use for heat?
- What economic needs will they have? How will people survive on the island? Will they share all the resources, have ownership and trade?

## Part two

1. Remind the group this is a brand-new island – there are no laws and no rules, no social positions and no institutions.
2. Give each of the participants a few post-its and ask them to write a right that they think should be guaranteed to everyone in this new country. They can stick these onto their drawing of the island.
3. Ask each group to give feedback of the rights they chose to the whole group
4. When each individual group has spoken ask the whole group if there are any rights they think are missing and that there should be.
5. Discuss the fact that these rights are based on human needs.
6. Now ask the group what responsibility people should have for making sure that everyone's rights are respected.

# Listening in pairs

## Learning Objective:

- Differentiate what skills are needed for effective communication.

**Time:** 10 minutes

**Materials:** A4 Sheets & pens

**Preparation:** On an A4 piece of paper draw some shapes of different sizes in different parts of the paper. Photocopy the page so that there is one for every 2 people.

## What to do

1. Split the group into pairs. Labelled A and B.
2. Ask the As to sit in a circle.
3. Ask the Bs to sit back-to-back with the As, facing away from the circle
4. Give the photocopy sheet with the shapes to person A and a blank A4 sheet to person B.
5. Person A has 2-3 minutes to describe the shapes they have on their sheet to person B, without letting them see the shapes. Person B must try to draw an exact copy of the person As sheet from the descriptions they are given.
6. After 2 or 3 minutes, ask everyone to show their poster.

# Impacts of Climate Change around our World

## Learning objectives:

- Interpret yourself and the Wider World.

**Time:** 20-30 minutes

## What to do

- Print out six photographs.
- Lay these photographs on the ground and ask each student to walk around and look at each one.
- Once all photographs have been looked at ask participants to select one to stand at.
- Ask each group to describe what's happening in the photo.
- Ask participants to identify similarities and differences to their own lives i.e., have they experienced this?
- Ask participants to explain how each of these photos are connected.
- Open discussion.
- Please note this activity was inspired by Trocaires Climate Change, Climate Justice handbook.





## Blindfold Game

### Learning Objective:

- To improve communication and trust within a group environment.

**Time:** 40 minutes - 1 hour

### What to do:

1. Create an obstacle course with everyday items in your room.
2. Sort students into two groups one person is blindfolded while the rest of the group decides how to communicate (from their seats) instructions on how to navigate through the course wearing a blindfold.
3. Time each group and discuss which communication style was the most effective.

*\*Be sure that you have at least one person stand near the blindfolded student to help them stay safe during the course.\**

## Pass the energy

### Learning Objective:

- Classify what skills are needed for effective communication.

**Time:** 10 minutes

### What to do:

1. Ask all the participants to stand in a circle with enough space between them to spread their arms.
2. The person who starts has all the energy! The idea is they pass it on to a person beside them by pointing both arms in their direction and shouting 'haiYah' as loud as they can.
3. The next person can pass it on to the person beside them by doing the same action and noise. The energy goes around the circle until everyone has done it.
4. Now you introduce the next action, Backjack. If you want to send the energy back in the opposite direction, bend both of your arms so your fists are near your shoulders and shout 'Backjack.' This sends the energy back to the last person who has it and goes around the circle the opposite way.
5. You can pass the energy back and forward around the circle, shouting 'haiYah' as loud as possible.
6. Now introduce the next action 'Slish'. This can send the energy to anyone else in the circle, as though it is sliding through the air. The action is to put your arms in front of you and slide your top hand over your bottom hand in the direction of the person that you want to send it to. They catch it and send it on to the next person as before.
7. Now you have three actions 'haiYah' 'Backjack' and 'Slish' to pass the energy. The final action to introduce is 'Mundango'. This is done by rotating your fists around each other in a wheel-like motion and shouting 'Mundango'. On this action, everyone in the circle must run around and find a new place in four seconds. Then the person who shouted 'Mundango' passes on the energy by shouting 'haiYah' as before.
8. Continue with the game until everyone is energized!

## Standing up for Change

### Learning Objective:

- Allows participants to identify others who are concerned about the same topics as them.

**Time:** 30 minutes

### What to do

1. Have participants take out a piece of paper and write down something within the school, community, or world they would like to change, stop or an issue they are passionate about.
2. When finished, ask one participant to read out what they wrote. Then tell all other participants who wrote something similar to stand up as well. Continue this until all participants are standing
3. Once finished, have participants sit back down and then pick one of the topics (maybe the most popular) that was raised and ask the class how they would address this issue.

*Idea inspired by AFT Human Rights Resources*

## To Climb a Mountain

### Learning objectives:

- To identify the importance of resilience and the importance of planning.

**Time:** 30 minutes - 1 hour

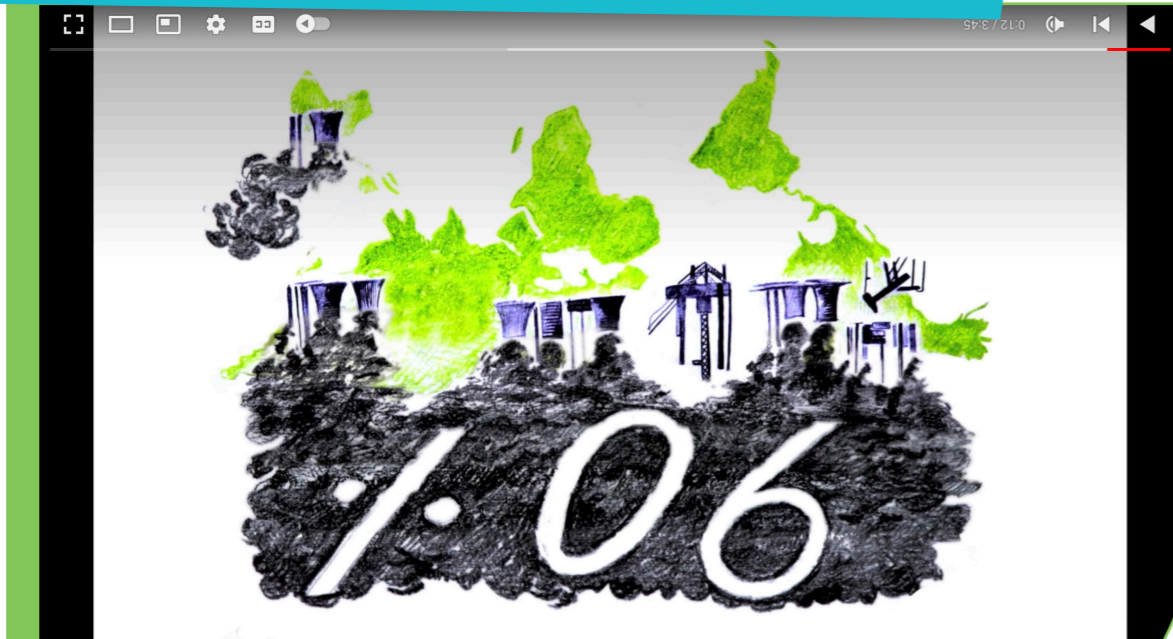
### What to do

1. Present the below image to the group.
2. Split group into smaller teams and ask them to discuss what would be necessary to climb this mountain. (i.e., what footwear do they need, do they need to be trained etc.)
3. After this task give each group an opportunity to present what they have said
4. Following on from this, get the same groups to take a climate justice/environmental topic they are passionate about and apply the same principles they learned in step 1-3 about tackling this topic. (i.e. topics such as increasing recycling in their school what do they need to do this, who do they talk to etc)



# RESOURCES

## An introduction to Climate Justice and Climate Injustice.



Intro to Climate Justice - YouTube

## National Youth Council of Ireland – What is Climate Justice



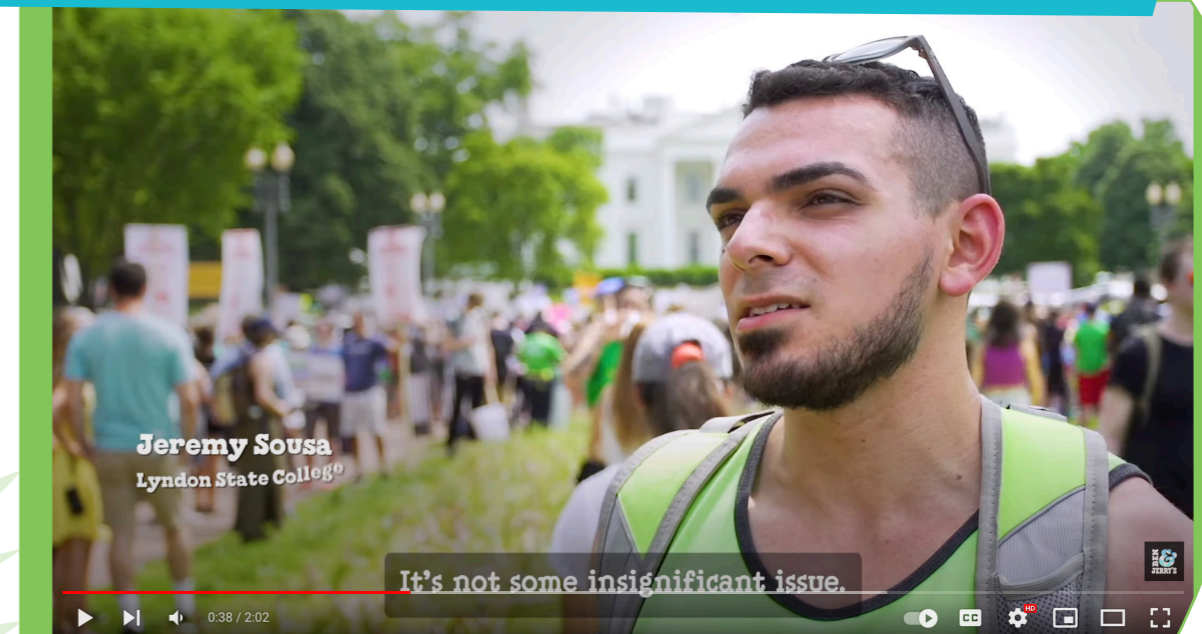
What is Climate Justice - YouTube

## Greenpeace - It's time for Climate Justice



It's Time for Climate Justice - YouTube

## Ben & Jerry's - Climate Justice NOW.



Climate Justice Now | Ben & Jerry's - YouTube

# Youth Climate Justice Blogs

**Earth Guardians** Earth Guardians train diverse youth to become effective leaders in environmental, climate and social justice movements.  
<https://www.earthguardians.org>

**Young Friends of the Earth** Young Friends of the Earth are a volunteer activist group working to advance global climate justice by mobilising and inspiring people to join the movement in Ireland!  
*Our Blog - Waving not Drowning | Friends of the Earth Ireland - Inspiring solutions for people and the planet (foe.ie)*

**Climate Justice Alliance** Community based NGO to tackle just transition, Just Recovery, Energy Democracy, Food Sovereignty, etc. The CJA in essence brings strategies for a Just Transition and reinvestment to a regenerative economy.  
<https://climatejusticealliance.org/>

## Articles

A bit of Irish related content on the climate justice movement.

Guardian - Fight for a sustainable future. Mary Robinson.  
<https://www.theguardian.com/books/2018/oct/14/climate-change-hope-resilience-fight-for-sustainable-future-mary-robinson-review>

Trócaire - The day the world woke up to demand Climate Justice.  
<https://www.trocaire.org/news/the-day-the-world-woke-up-to-demand-climate-justice/>



## Ted Talks

There are lots of people doing wonderful things in the world and these TED talk provides that bit of inspiration we all need.

1. Jill Macintyre Witt. Climate justice now.  
[https://www.ted.com/talks/jill\\_macintyre\\_witt\\_climate\\_justice\\_now\\_how\\_jan\\_2018](https://www.ted.com/talks/jill_macintyre_witt_climate_justice_now_how_jan_2018)
2. Mary Robinson. Why climate change is a threat to human rights.  
[https://www.ted.com/talks/mary\\_robinson\\_why\\_climate\\_change\\_is\\_a\\_threat\\_to\\_human\\_rights](https://www.ted.com/talks/mary_robinson_why_climate_change_is_a_threat_to_human_rights)
3. Luisa Neubauer. Why you should be a climate activist.  
[https://www.ted.com/talks/luisa\\_neubauer\\_why\\_you\\_should\\_be\\_a\\_climate\\_activist](https://www.ted.com/talks/luisa_neubauer_why_you_should_be_a_climate_activist)
4. Xiye Bastida. If you adults won't save the world. We will.  
[https://www.ted.com/talks/xiye\\_bastida\\_if\\_you\\_adults\\_won\\_t\\_save\\_the\\_world\\_we\\_will](https://www.ted.com/talks/xiye_bastida_if_you_adults_won_t_save_the_world_we_will)
5. David Lammy - Climate Justice cannot happen without Racial Justice  
[https://www.ted.com/talks/david\\_lammy\\_climate\\_justice\\_can\\_t\\_happen\\_without\\_racial\\_justice#t-3018](https://www.ted.com/talks/david_lammy_climate_justice_can_t_happen_without_racial_justice#t-3018)
6. Adraina Laurent - Climate Change is a social justice issue  
[https://www.ted.com/talks/adriana\\_laurent\\_climate\\_change\\_is\\_a\\_social\\_justice\\_issue](https://www.ted.com/talks/adriana_laurent_climate_change_is_a_social_justice_issue)

## Documentaries/Short Films

These documentaries are a great way to conceptualise what climate justice is and show the real-life struggles of people in countries all across the world who are trying to combat the disastrous impacts of climate change. These can be used for a fun film night. Grab the popcorn and host an online film night.

### Flip the switch: A documentary about Climate Justice for Women & Girls

[https://www.youtube.com/watch?v=hEgK\\_MU\\_h5A](https://www.youtube.com/watch?v=hEgK_MU_h5A)

This film features a three-year partnership with Hogan Lovells to empower women and girls around the world through our work. Filming took place with our solar mamas in Mexico, Belize, Guatemala, Zanzibar and India. This sweeping view captures the extended Barefoot community across the global South. We are a diverse, wonderful family and the women featured on the film will be an inspiration to all who see it.

For more information on the Barefoot College work visit [www.barefootcollege.org](http://www.barefootcollege.org)

### There once was an island

<https://www.thereoncewasanisland.com>

Three people in a unique Pacific Island community face the first devastating effects of climate change, including a terrifying flood. Will they decide to stay with their island home or move to a new and unfamiliar land, leaving their culture and language behind forever?

### Thank you for the rain

<https://thankyoufortherain.com>

Five years ago, Kisilu, a Kenyan farmer, started to use his camera to capture the life of his family, his village and the damages of climate change. When a violent storm throws him and a Norwegian filmmaker together, we see him transform from a father to community leader to an activist on the global stage.

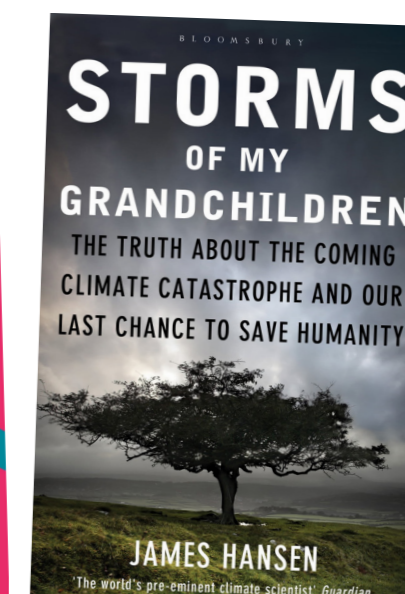
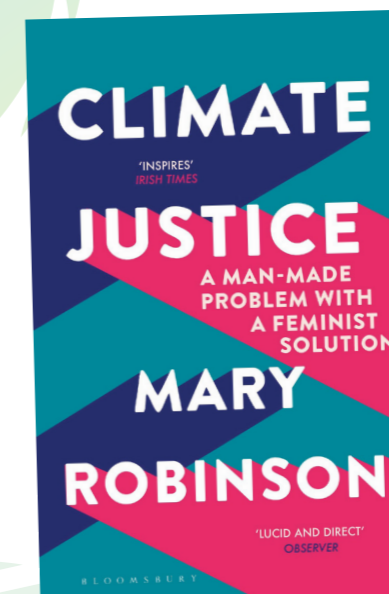
### Tending to the Wild

<https://www.pbs.org/video/tending-the-wild-eyran3/>

"Tending the Wild" shines light on the environmental knowledge of indigenous peoples across California by exploring how they have actively shaped and tended the land for millennia, developing a deep understanding of plant and animal life. This documentary examines humans' balance with nature and how traditional practices can inspire a new generation of Californians to tend the environment.

## Books

These can be bought second hand, borrowed, or try your local library.



## Websites

Below are some brilliant resources that can be used to fill any knowledge gaps and contain scholarly articles as well as fun and engaging activities.

1. NYCI Climate Justice Resources Pack - <https://www.youth.ie/documents/climate-revolution-one-world-week-development-education-and-global-citizenship-education-resource-pack/>
2. Framing Climate Justice Research - <https://framingclimatejustice.org>
3. Mary Robinson Website - <https://www.mrfcj.org>
4. Nature is speaking - <https://www.conservation.org/nature-is-speaking/reese-witherspoon-is-home>

# Planning and Delivering the Action Project

## What do we mean by an action project?

An action project means acting with others to bring about meaningful and positive change.

### Programme Guide

For a step-by-step guide to planning and completing an action project, see this excellent resource produced by ECO-UNESCO. In this guide you can find team games, brainstorming ideas, tips & tricks, and templates to assist with the planning and motivation of your young people.



## YEA Program Manual - 6 Steps to Success

Using the guide above, you can follow the 6 steps to completing an action project.

These are:

- 1. Form a Team** (assess team skills, assign roles, create team contract)
- 2. Select an Issue and Research** (choosing an issue that young people are passionate about and where they can identify actions that are doable but have impact)
- 3. Develop an Action Plan** (set SMART goals, plan a timetable, and allocate tasks, decide who you need to consult or whether you need to partner with other organisations)
- 4. Take Action!**
- 5. Raise Awareness** (Increase the impact of your project by raising awareness of your project – this can mean raising the issue with people who can make a difference (e.g., policymakers, politicians, etc.) but also with the general public. Whatever will most help to bring about the change you wish to make.)
- 6. Reflecting at the end of your project.** Reflection is essential to determine whether your project has achieved its goals and to see if there are any lessons to be learnt.

You can register your project now to enter the Young Environmentalist Awards competition. [www.yea.ie](http://www.yea.ie)

Once the group has an idea for their project, the Sailing Away Activity is also great way to go about planning. This can be adapted to do as a group online.

YEA Manual available at

<https://ecounesco.ie/product/young-environmentalist-programme-manual/>

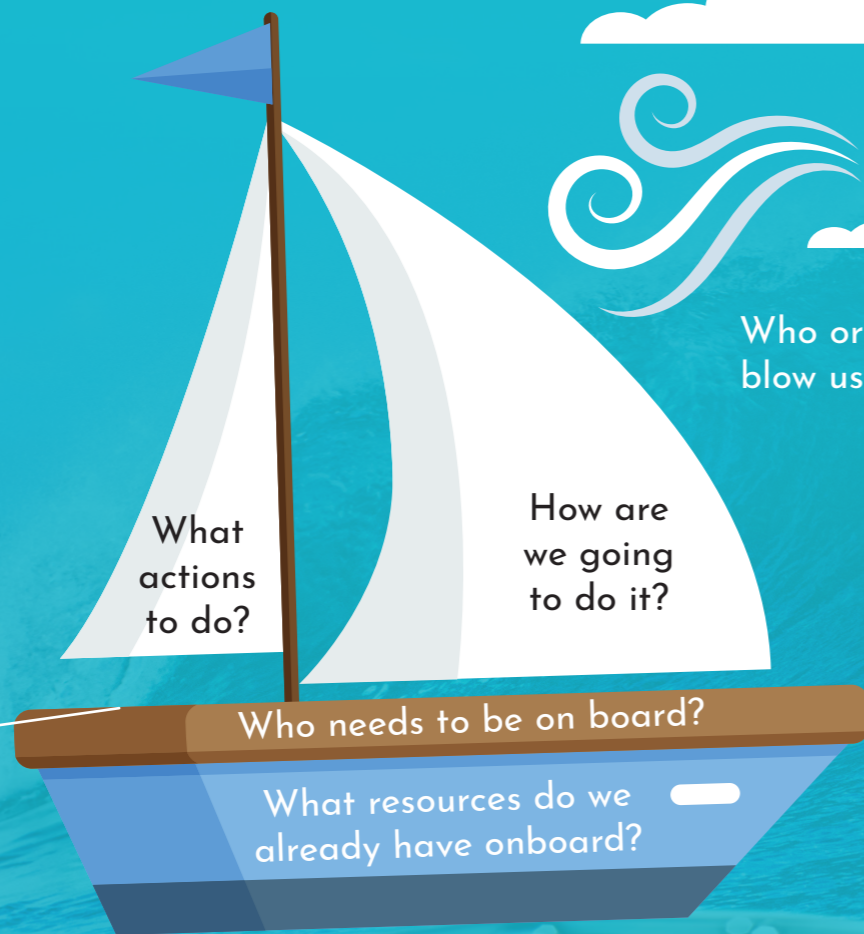
# Sailing Away Planning Activity

Use the image of a sailing ship below to identify all the different areas you need to explore for your project. Once you have done this, you can begin putting together a project plan of who is going to do what when etc.



What platforms can we use?

WHAT IS MY PROJECT IDEA?



What actions to do?

How are we going to do it?

Who needs to be on board?

What resources do we already have onboard?

What could hold us back?



Who or what could blow us off course?





# TAKE ACTION

## Action Project Suggestions

### CLIMATE DIET

The global food production system is responsible for 1/3 of all greenhouse gas emissions. Regions which do not have favourable soil and weather conditions are forced to overcompensate with fertilisers, refrigeration and artificial watering (irrigation) to grow crops and store food.

As the global climate warms and droughts hamper livelihoods worldwide, farmers are increasingly moving towards drought-resilient crops:

- Black-eyed peas
- Chia seeds
- Chickpea

Why not create recipes made with these foods and distribute them in your community, school or online? You can even go a step further by combining these with local and seasonal plant-based foods. When you choose to eat locally grown food, you save water, minimise greenhouse gas emissions and support local farmers.

Find more here: <https://ucanr.edu/sites/scmg/files/183771.pdf>

### CREATE A PETITION

Pick any Climate Justice Topic in relation to Ireland that interests you and hasn't been petitioned for. Research the topic and create a petition through Change.org. Invite other to sign!

### CLIMATE FINANCE

Write a letter to banks in Ireland, asking them to collaborate with not-for-profit organisations (Rainforest Alliance, Rainforest Partnership, Trees4Trees, Say Trees, 8 billion trees) to plant a set number of trees in developing countries. In the letter, include a detailed overview of how issuing a debit/climate card can help reforesting lands of indigenous communities and outline the positive impacts that could have.

### OPEN TABS

Open Tabs is a not-for-profit organisation fighting climate change. Their browser extension replaces your new tab with a personal dashboard that saves trees for every 5 tabs you open. **5 Tabs Opened = 1 tree Saved**

Ask your school and classmates to add Open Tabs as their Chrome Extension.

Find out more here: <https://www.opentabs.org/>

### ADVOCATE FOR PEATLAND RESTORATION AND CONSERVATION

Research the species and conservation status of animals and plants that rely on peatlands as well as carbon store potential. Find out what percentage of peatlands are protected. Find out what is currently being done to conserve and restore peatlands by major landowners of peatlands, policymakers and bog conservation organisations such as Irish Peatland Conservation Council

Find out more here: <http://www.ipcc.ie/>

Create an advocacy campaign to educate others on your findings and increase restoration and conservation efforts of Peatlands in Ireland.

## SAVE MANGROVES

Mangroves absorb four times more carbon than inland forests. They also combat sea level rise, are home to threatened and endangered species, act as a natural defence against floods and support the livelihoods of many people. Unfortunately, increased production of shrimp, palm oil and rice has led to the destruction of mangrove habitats. One of the many ways you can help is by contacting brands that sell uncertified **Prawn/Shrimp** and/or products with uncertified **Palm Oil** to inform them of the damage this has on the environment and encouraging them to opt for sustainable options.

## CAMPAIGN FOR SUSTAINABLE MATERIALS AND LESS WASTE IN CONSTRUCTION

Write to construction companies, builder's providers and architects about choosing eco-friendly insulation, natural & recycled & salvaged construction materials and incorporating biodiversity-friendly design such as Bee Bricks and integrated bat boxes. Ask them to recycle their waste and donate waste in good condition to organisations such as Men's Sheds, Women's Sheds, Recreate and Understory, which can use the materials for community projects.

## PODCAST/VIDEOS

Record videos of people from older generations (60 above) on their:

- Opinion on Climate Change
- Sustainability Hacks
- Describing traditional ways of living such as passing on clothes from generations
- Switching old clothes instead of buying new (small ways to care for nature)

Combine the videos into one video. Select a title. Showcase it in your school, community group, extracurricular activity classes, etc.

## OCG EXTENSION

OCG is a free extension that helps save dolphins and the ocean while you use the internet. The extension is free to install. The revenue from advertising goes to helping clean the Ocean.

## BATTERY RECYCLING

Batteries are made up of a combination of materials like zinc, manganese, and potassium. These materials are all earth elements, and their extraction emits substantial amounts of carbon emissions. If not discarded properly, they can also leach toxins in soil and nearby water streams. Recycling batteries and other electronics like chargers, laptops, and phones ensures materials are recovered and reused instead of ending up in the landfill. You could conduct a presentation in your school, on the importance of electronic recycling and arrange a box for collection.

*Find your nearest recycling centre - <https://www.weeireland.ie/household-recycling/where-can-i-recycle/>*

## MONO-FIBRE OVER TRI-FIBRE

Data shows that only 1% of garments are recycled worldwide, with most ending up in the landfill. There are many factors that determine the recyclability of a garment, such as composition. A garment made from a single type of fabric (mono-fibre) is more easily recycled compared to a mix (tri-fibres).

Why not campaign for mono fibres in schools (wherever uniform applies) or educate your peers on the importance of sustainable fashion.

## BEHAVIOURAL CHANGE

Take a small action in the areas of advocacy, food, travel, waste, purchases, energy and self-care and record these actions in your very own climate advocate logbook!

# Testimonials

The Climate Justice Challenge stands on the foundation of Solution-based projects. Here are some testimonials.

## Ellen Farell

*Ireland is in a biodiversity crisis. I am encouraging people to reduce mowing to let native wildflowers grow, as they are important food sources for animals. I have made an information sheet and a video to tell people about this. I am also asking people to have native wildflower areas on their own land.*

*One word that comes to my mind when I think of Climate Justice is **unfairness**, because it is unfair that people who contribute least to climate change have to bear the worst consequences of climate change.*



## Prachi Agrawal

*My project focused on building climate resilience through sustainable urban planning. As the effects of climate change worsen, we see extreme weather events and catastrophes not only in rural areas, but now cities. Humanity must strive to make environmentally-friendly architecture, green transport and living conditions for all. To spread awareness for my cause, I worked closely with the Irish Green Building council, to encourage governments to take action on these issues. I also hung posters in my locality about the advantages of rooftop gardens and had a tree-planting day at school.*

*One word that comes to my mind when I hear the word Climate Justice is **powerful**, because this generation has united to fight for justice for our future, in a beautiful way. We have relentlessly protested, preached and acted upon the biggest challenge of our time, and that represents pure power.*





# ECO-UNESCO

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