

# GLAS ÓG

A Climate Justice  
Resource for  
Young People



**trócaire**  
Working for a just world.

# INTRODUCTION: CLIMATE JUSTICE

For many years now, Trócaire has been a leading voice in Ireland in the fight for climate justice, lobbying both the Irish Government and the Northern Ireland Assembly for strong climate laws, working with international groups, and calling upon world leaders to agree a new legally binding agreement to tackle climate change. The reason why climate justice is such an important issue for Trócaire is simple: those who have contributed the least to the problem are being hit the hardest. The devastating effects of climate change are now being painfully felt. Changes in rainfall and drought patterns, for example, are having devastating effects on small farmers in the developing world in terms of crop production. It is predicted that yields from 'rain-fed' agriculture will drop by 50% by 2020, deepening the food and water crises we already face. Climate change is a major threat to the basic human right to water. By 2025, almost two-thirds of the world's population (5.4 billion people) are likely to experience some kind of water stress, and for one billion of them the shortage will be severe. Trócaire and its partners are working with farmers on the ground to help them become more food secure, allowing them to better cope with changing weather patterns.

This issue is of critical importance to young people in particular. It is not unreasonable to say that it is their very future that is being gambled with as governments continue to speak rather than act, as nations remain as addicted to fossil fuels as ever, and as temperatures subsequently continue to rise. We know, however, that young people will not and are not facing this crisis lying down. Pope Francis determinately calls out for action against climate injustice on behalf of the world's poor in his groundbreaking encyclical *Laudato Si': On Care for Our Common Home*:

*Young people demand change. They wonder how anyone can claim to be building a better future without thinking of the environmental crisis and the sufferings of the excluded. (13)*

## About This Resource

This programme, designed for young people aged fifteen and over, aims to provide participants with an opportunity to first 'reconnect' with the sacredness of the Earth as part of God's creation, before reflecting on climate justice issues from a faith perspective, including the causes and effects of climate change. All of nature is a gift from God, and all of us are therefore called to be good stewards of creation. By taking part in this programme, it is hoped that participants will be encouraged and empowered to take climate action. This programme is suitable for use by post-primary religion classes, youth prayer groups and those participating in the John Paul II Award.

## Format

This programme contains four sessions, each lasting approximately one hour. To encourage engagement and to allow young people to get the most from the sessions, a small amount of work at home is required between some of the sessions.

## Prayer Space

We recommend that a simple prayer space is set up for each session at the front of the room, e.g. candles, a cross, a bottle of holy water, small pebbles, a small bowl of seeds and a Bible.

Cover Photos: 1. Brothers Amos (11) and Anthony (16) in Tharaka Nithi, Kenya where Trócaire works with Meru Diocese to support rural communities affected by climate change. (Photo by Jeannie O'Brien).  
2. Trócaire supporter's at the People's Climate March, Dublin, 29 November 2015. (Photo by Emmet Sheerin/Trócaire).  
3. Pope Francis waves from the Popemobile on his way to attend the Via Crucis on Copacabana Beach during World Youth Day celebrations on 2013 in Rio de Janeiro, Brazil. (Photo by Buda Mendes/www.thinkstockphotos.com).  
4. Children in Khakhwa village in the Chikwawa district of southern Malawi at a water pump installed by Trócaire. The region is increasingly affected by long periods of drought due to climate change, meaning this water pump is their only source of water for much of the year. (Photo by Eoghan Rice/Trócaire).



# CURRICULUM LINKS IN SCHOOLS

## Republic of Ireland

- RE: A1 Community; A2 Communities at Work; A3 Communities of Faith; Journal Work (The Moral Challenge)
- CSPE: Democracy; Rights and Responsibilities; Human Dignity; Interdependence; Development; Stewardship
- Geography: Unit A2: The Restless Atmosphere (The Heat Engine)

- Geography – KS3 Objective 3: Investigate the impact of conflict between social, economic and environmental needs both locally and globally, for example climate change. Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally
- KS4 Unit 1 (Theme B): Our Changing Weather and Climate; KS4 Unit 2 (Theme C): Managing Our Resources

## Northern Ireland

- RE: Developing Pupils as Contributors to Society (Objective 2); The Economy and the Environment (Objective 3)
- LLW: Local and Global Citizenship (Human Rights and Social Responsibility, Equality and Social Justice, Democracy and Active Participation)

### Other Suggested Subjects

- Art, Craft and Design; Environmental and Social Studies; Science (ROI)
- Art and Design; Science (NI)



# FOR FACILITATORS: BACKGROUND INFORMATION ON CLIMATE CHANGE

## Weather vs Climate

**Weather** is the day-to-day variation in the atmosphere.

- We discuss weather in terms of the next few hours or days.
- We think of the temperature, sunshine, wind and rain that is happening around us.

**Climate** is the average weather pattern in a specific region over a long period of time.

- We discuss climate in terms of years, decades or even centuries.
- Scientists study weather statistics to determine changes in the climate.

Climate change is a significant change in weather trends and patterns (including temperature, precipitation and wind) that a region experiences. While this can be caused by natural factors, the term 'climate change' is now generally used to describe the changes in our climate as a result of human activity.

## The Carbon Cycle

To understand climate change, we must first understand the carbon cycle. Carbon dioxide (CO<sub>2</sub>) enters the earth's atmosphere from volcanoes, decaying plants, breathing humans and animals, and the surface of the sea. CO<sub>2</sub> leaves the Earth's atmosphere when it is used by plants during photosynthesis, absorbed into the sea or stored in soil and sediment. This cycle keeps everything on the Earth alive.

The CO<sub>2</sub> in the atmosphere traps heat from the sun. This is why it is called a 'greenhouse gas'. It creates a blanket of warmth, known as 'the greenhouse effect', which keeps the earth from freezing. The more CO<sub>2</sub> in the atmosphere, the warmer the Earth becomes.

Over the last eight thousand years, the amount of CO<sub>2</sub> in the atmosphere has been stable, creating suitable conditions for human beings to thrive.

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

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

The more CO<sub>2</sub> in the air, the more difficult it becomes to ensure stability. The greenhouse effect is causing more heat to be trapped. Our world is getting hotter, and this is happening at an alarming speed. Each of the last three decades has been successively warmer on the Earth's surface than any preceding decade since 1850.<sup>1</sup>

## What are the Consequences of Climate Change?

Climate change is increasing the frequency and intensity of extreme weather events such as storms and floods, as well as slower onset events like drought. It is causing sea levels to rise as the oceans expand due to higher temperatures, and as increasing amounts of water from melting ice caps and glaciers flow into the oceans and seas.

## What is Climate Justice?

Trócaire believes that climate change is more than an environmental issue, it is a justice issue. Climate injustice refers to the fact that those who are being hit worst by climate change are the most vulnerable women, men and children around our world who have done the least to cause it. This injustice is intensified by the fact that the causes of climate change are related to lifestyles of overconsumption in richer countries. Vulnerable people whose rights to food, shelter, water and life are already precarious, are being further threatened.

Climate injustice also refers to the apparent reluctance of governments of industrialised countries, such as Ireland, to take action on climate change. Ireland is the second-worst creator of carbon emissions in the EU per capita.<sup>2</sup> If our world's climate continues to change, Ireland can expect:

- More intense storms and rainfall events;
- An increased likelihood of flooding in rivers and on the coast, where almost all our cities and large towns are situated;
- The possible extinction of vulnerable species, such as bees;
- A negative impact on farming, costing the agricultural sector between €1 and €2 billion per annum.<sup>3</sup>

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

Around eight hundred million people are currently at risk of hunger<sup>4</sup> (about 12% of our world's population). We call this issue 'food security'. Drought conditions are causing many rivers and lakes to dry up, forcing people to walk very long distances to gain access to safe, clean water. We call this issue 'water security'. Do you think this is fair?

Climate change affects people differently, depending on the following factors:

- |            |                      |
|------------|----------------------|
| • Location | • Race               |
| • Income   | • Age                |
| • Gender   | • Level of education |
| • Class    |                      |

The people most at risk from climate change are those who live at the social or economic margins: women, children, indigenous peoples, and the elderly or disabled. These are the same people who are often poorly represented in decision-making processes at local, national and international levels. They suffer from climate injustice.

In recent years, Ireland has experienced some extremes of weather, which gives a flavour of the types of changes that are predicted for our climate. Sometimes this will take the form of extreme weather events, like the severe winter of 2010, or the major flooding of recent years. Christmas 2010 saw Irish commuters facing major problems at airports and on public transport, as heavy snowfall closed Dublin airport overnight on 23 December and forced travellers onto already overstretched bus and rail systems.<sup>5</sup> The spring of 2013 saw severe snowstorms in Northern Ireland, causing serious loss to livestock in upland areas. Many countries in the Global South, such as Ethiopia, experience climate change in a different way. Instead of more extreme winter conditions, people there experience a whole range of weather phenomenon, from flooding and storms to severe droughts due to a serious lack of rainfall. In many instances, this poses a real threat to people's lives and livelihoods. Trócaire works with people in



Africa, Asia and Latin America to support communities to adapt to changing climatic conditions. In Ireland we work locally to raise awareness in the minds of Irish citizens of the daily struggle to survive faced by these communities. Achieving climate justice will not happen until wealthier nations recognise the injustice facing poorer nations.

## **Laudato Si': On Care for Our Common Home**

This is Pope Francis' encyclical on the environment, published on 18 June 2015. The encyclical discusses the damage being inflicted on the Earth by humans. It calls on 'every person living on this planet' to make urgent changes to our lifestyles and how we consume energy in order to protect the planet. *Laudato Si'* deals with many environmental issues including pollution, climate change, water availability and loss of biodiversity, as well as the decline in the quality of human life. In this encyclical, Pope Francis implores us to work together to create a better world for future generations, and asks us to make the necessary changes in our own lives in order to take care of, respect and value our 'common home'. It is a worldwide wake-up call to help humanity understand the destruction that man is rendering to the environment and his fellow man. It presents Gospel truths and it provides a challenge for believers and non-believers alike.

*I urgently appeal for a new dialogue about how we are sharing the future of our planet. We need a conversation which includes everyone, since the environmental challenge we are undergoing, and its human roots, concern and affect us all. (14)*

## **A Brief Overview of Laudato Si'**

**Chapter 1: What is happening to Our Common Home?** This chapter discusses many of the man-made issues that are affecting 'our common home', including the effects of pollution, climate change, human migration and the reduction in biodiversity. Pope Francis notes that humans tend to only act on these issues when we are personally affected (21), but we need to be aware that it is the poorest

among us who are suffering the most because of the destruction of the natural world (25).

**Chapter 2: The Gospel of Creation.** Here Pope Francis turns to the Bible to discuss the problems presented in the first chapter. We are reminded of the 'immense dignity' of every person as they are made 'out of love' and in God's own 'image and likeness'. However, we must not act like nature exists only for our disposal; instead, Christians are bound to care for creation.

**Chapter 3: The Human Roots of the Ecological Crisis.** Pope Francis tries to determine what some of the deepest causes of the ecological crisis are. 'It would hardly be helpful to describe symptoms without acknowledging the human origins of the ecological crisis. A certain way of understanding human life and activity has gone awry, to the serious detriment of the world around us. Should we not pause and consider this?' (101).

**Chapter 4: Integral Ecology.** This chapter highlights that 'nature cannot be regarded as something separate from ourselves ... we are part of nature, included in it and this in constant interaction with it' (139). Therefore 'the analysis of environmental problems cannot be separated from the analysis of human, family, work related and urban contexts, nor from how individuals relate to themselves, which leads in turn to how they relate to others and to the environment' (141).

**Chapter 5: Lines of Approach and Action.** Having analysed the current condition, this chapter examines what we can and must do about the ecological crisis to prevent further damage to the environment and the climate. Pope Francis notes that 'local individuals and groups can make a real difference ... they are concerned about what they will eventually leave to their children' (179).

**Chapter 6: Ecological Education and Spirituality.** In the final chapter, Pope Francis invites everyone to an 'ecological conversion'. 'Many things have to change course, but it is we human beings above all who need

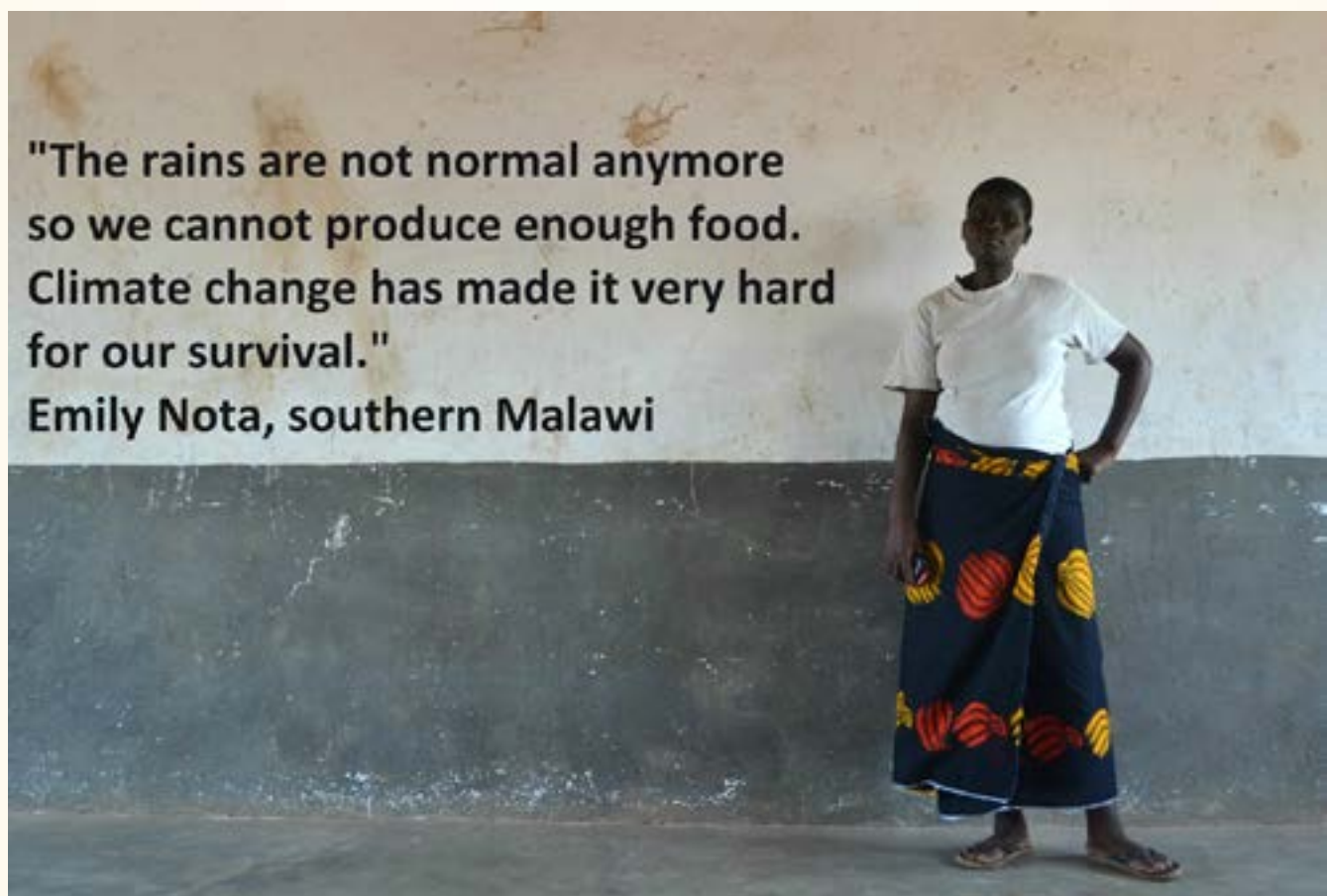
to change. We lack an awareness of our common origin, of our mutual belonging, and of a future to be shared with everyone. This basic awareness would enable the development of new convictions, attitudes and forms of life. A great cultural, spiritual and educational challenge stands before us, and it will demand that we set out on the long path of renewal' (202). A change to a more sustainable lifestyle, more education on environmental issues, a return to the Christian spirituality that recognises that 'less is more', and a shared responsibility are some of the proposed solutions Pope Francis suggests to address the issues facing the planet today.

You can read and download the full text of *Laudato Si'* from this link:

[http://m.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco\\_20150524\\_enciclica-laudato-si\\_en.pdf](http://m.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf)

For more information and useful videos on the encyclical, see <http://www.icatholic.ie/?s=Laudato+Si>

1. IPCC AR5, working group 1: [ipcc.ch/index.htm](http://ipcc.ch/index.htm).
2. Central Statistics Office: [cso.ie](http://cso.ie).
3. Flood, 2013, 'Projected Economic Impacts of Climate Change on Irish Agriculture', Stop Climate Chaos.
4. Stern Review of the Economics of Climate Change, commissioned by the HM Treasury.
5. [thejournal.ie/airports-open-but-flight-chaoscontinuesnationwide-62072-Dec2010](http://thejournal.ie/airports-open-but-flight-chaoscontinuesnationwide-62072-Dec2010).



Emily Nota, a farmer from the Chikwawa district of southern Malawi, which is one of the worst impacted by climate change. (Photo: Eoghan Rice / Trócaire)

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# SESSION 1

## GETTING BACK TO NATURE

*The heavens declare the glory of God; the vault of heaven proclaims his handiwork. (Psalm 19:1)*

### Overview of Session 1

1. Welcome and Introduction (5 minutes)
2. A Place I Love (10–15 minutes)
3. An Edible Journey through the Bible (15 minutes)
4. Reflection on Texts of Creation (10 minutes)
5. Prayer and Stillness (5–10 minutes)
6. Activity for Home

### Materials Needed and Prior Preparation

- Paper and pens for icebreaker
- Print out scripture passages (Appendix 1) and prepare enough food items for everyone in the group as per instructions in the 'Edible Journey through the Bible' activity. This will require:

- » honey/sugar/syrup
- » slices of apples/pears/bananas/peaches
- » pieces of crusty bread and tinned fish
- » paper cups and water
- » vinegar
- » grapes/pineapple chunks/berries
- » Spoons, napkins, etc. will also be useful
- Note any food allergies and adapt activity as necessary. As the group size will vary, some of the elements of this activity may need to be adapted to fit within the time frame
- For the 'Reflection on Texts of Creation' activity, have these printed out on A3 paper to place around the room (Appendix 2)
- Gentle instrumental music for the reflection at the end



# SESSION 1

## GETTING BACK TO NATURE

### 1. Welcome and Introduction (5 minutes)

Welcome everyone to the programme and provide an outline of what is going to be covered over the next few weeks.

If group members are unfamiliar with one another, allow some time for introductions. Ask participants what their expectations are or what they would like to get from completing the programme.

Inform the group that the theme for this session is reconnecting with the Earth, which is a part of God's creation.

### 2. Icebreaker: A Place I Love (10–15 minutes)

Split the group up into pairs and distribute pens and paper to each pair. The first person thinks of a place *in the natural world* that they like to go to, preferably **somewhere local to them in Ireland**. They then have to draw clues on a sheet of paper – no words are to be spoken or written – so that their partner can guess where this place is. Then swap.

Afterwards, move into groups of four and discuss some of the following questions:

- » Where is the place you have chosen? Why do you like it?
- » What is it about this place that is special to you?
- » How do you feel when you are there? When do you go there?
- » Is the place well looked after? Is it vulnerable in any way? What could happen to spoil that place? How would you feel if it was spoiled?

Each group of four provides general feedback to the whole group on their thoughts and feelings about these places that are special to them.

### 3. An Edible Journey through the Bible (15 minutes)

When well cared for, creation provides us with enormous gifts – including the food and water that nourish us daily. This activity gives participants an opportunity to consider the food that we eat as a gift of creation in light of the scriptures, and, while doing so, to give thanks to God for our blessings.

Arrange the food items in groups on a table and place the accompanying scripture passage (Appendix 1) beside it. Invite everyone to come up and eat each portion one by one, while reading the short reflection that goes with each part.

### 4. Reflection on Texts of Creation (10 minutes)

Place the following texts in different locations around the room:

- Psalm 103
- The Canticle of the Sun
- Tírechán's Creed
- The Lorica (or Breastplate) of St Patrick

Participants are invited to take time to quietly move around the room, reading each passage and then staying with the one they connect with most. Explain that these are ancient texts or prayers. Celtic Christianity and the Celtic saints in particular such as Patrick, Brigid and Columba were strongly aware of the presence of God in the wonders and splendours of nature. In the Celtic mind, the visible physical world and the invisible spiritual world were interwoven and inseparable. The presence of God in nature is celebrated in Celtic prayers and poetry such as those in this activity.

Consider playing reflective, instrumental music during this time.

When this is completed, the group that has gathered at each text is invited to discuss the following questions:

- » Why has this text attracted them?
- » Is there something in it they particularly liked?
- » Is there something that challenges them?
- » Does it connect with them in their own life?

## 5. Time for Stillness and Prayer (5–10 minutes)

Calm and relax the group prior to beginning:

- Invite the group to make themselves comfortable; allow them to spread out or lie down if they wish. Encourage no communication with others at all.
- Tell them you are going to count down from ten and at the end everyone needs to be still and calm. They should try to block out all sounds in the room and concentrate only on your voice.
- Speak in a gentle and calm tone of voice throughout and start the instrumental music during the countdown (optional).

Say to the group:

We end our time together with a short reflection and prayer. Let us take a few moments in silence to think of all the blessings in our lives: our families, friends, education, the food we have to eat. Let us give thanks to God for these blessings. Finally, read the following passage slowly to the rest of the group, taking a short pause at each comma or full stop.

*In the beginning God created heaven and earth. Now the earth was a formless void, there was darkness over the deep, with a divine wind sweeping over the waters. God said, 'Let there be light,' and there was light. God saw that light was good, and God divided light from darkness.*

*God called light 'day,' and darkness he called 'night'. Evening came and morning came: the first day.*

*God said, 'Let there be a vault through the middle of the waters to divide the waters in two.'*

*And so it was.*

*God made the vault, and it divided the waters under the vault from the waters above the vault.*

*God called the vault 'heaven'. Evening came and morning came: the second day.*

*God said, 'Let the waters under heaven come together into a single mass, and let dry land appear.'*

*And so it was.*

*God called the dry land 'earth' and the mass of waters 'seas,' and God saw that it was good.*

*God said, 'Let the earth produce vegetation: seed-bearing plants, and fruit trees on earth, bearing fruit with their seed inside, each corresponding to its own species.'*

*And so it was.*

*(Genesis 1:1-11)*

## Closing Prayer

Read the following prayer to the group:

*Creator of the Universe, we pray in gratitude and praise.*

*You were there at the beginning of all things,*

*Shaping our world and preparing it for us.*

*You have provided the mountains and the trees, The waters and the earth.*

*Help us to be caretakers of your gifts,*

*Protecting the land from abuse, and ready to share with all in need.*

*Show us how to use our science and technology in creative not destructive ways.*

*Deepen our awareness of our connectedness with all your creation,*

*So that future generations will also enjoy every blessing.*

*Amen.<sup>1</sup>*





At the end, to avoid snapping the group quickly out of meditation, tell them to:

*Keep your eyes closed for a few moments ...  
Gently move your fingers and your toes ...  
And now, slowly, open your eyes ...  
And in your own time, sit back up ...*

## 6. Activity for Home

Explain that one of the aims of this programme is for participants to be more aware of the beauty of creation that surrounds them in nature. Ask the participants to go and take a picture or a short video of a place in nature before the next session. Encourage creativity and imagination in terms of location but

highlight the importance of personal safety in doing so!

Explain that when we come back next week, we will discuss what everyone has seen during the week.

### Suggestion

The facilitator can ask the group to send their pictures or videos to them before the next session via email or flash drive so a slideshow can be made of the images they produce.

<sup>1</sup>. Michael Gormly SSC at <http://www.socialjustice.catholic.org.au/spirituality-for-justice/prayers>



## SESSION 2

# STEWARDS OF CREATION

### Are We Doing a Good Job?

*The Lord loves righteousness and justice;  
the earth is full of his unfailing love. (Psalm 33:5)*

#### Overview of Session 2

1. Welcome and Review of the Previous Session (5 minutes)
2. Climate Change Quiz (5–10 minutes)
3. 'There is No Planet B' Trócaire Video and Discussion (20–25 minutes)
4. What is Climate Justice? (15 minutes)
5. Reflection (10 minutes)
6. Activity for Home

#### Materials Needed and Prior Preparation

- Collect the pictures, videos, etc. that participants have sent in, and use these to create a collage or slideshow to display during this session
- Create two signs saying 'I agree' and 'I disagree'
- Equipment to show videos
- Before this session, the facilitator should be aware what climate justice is and why it is relevant for Trócaire (see p. 5)
- Print copies of the Climate Change Quiz (Appendix 3)



# SESSION 2

## STEWARDS OF CREATION

### Are We Doing a Good Job?

#### 1. Welcome and Review of Previous Session (10 minutes)

Explain that in the last session we shared with each other places in nature that were special to us and explained why. We also discussed creation as being a gift from God.

Ask everyone in the group to mention one thing from the last session they found encouraging, inspiring or challenging.

#### Sharing of the photos or videos taken by participants

Take a few moments to allow the participants to discuss the following:

- » Why did they take the picture in that place?
- » What struck them about its beauty?
- » Do you think that we, as humans, are looking after creation?

#### 2. Climate Change Quiz (5–10 minutes)

Distribute copies of the Climate Change Quiz in Appendix 3 for the group to complete in pairs.  
Answers: 1.(a) 2. (b) 3. (d) 4. (d) 5. (c) 6. (a) 7. (c)

#### 3. 'There is No Planet B' Trócaire Video<sup>1</sup> (20–25 minutes)

Show the video (15 minutes) and discuss some of the following questions with the group afterwards:

- » What did you learn from the film? What stands out for you?
- » How does it make you feel?
- » Did you find anything surprising or even unsurprising?

- » Did the people in the video have different viewpoints? Why?

#### 4. What is Climate Justice? (15 minutes)

In pairs, and reflecting on what they have just seen in the video, ask the group to come up with their own definition of climate justice in no more than twenty words.

- **Discussion question:** Why do you think Trócaire decided to focus on climate justice as a top priority for their work? **Answer:** (see background information p. 4 for more detail)

Trócaire believes that climate change is more than an environmental issue, it is a justice issue. Climate injustice refers to the fact that those who are being hit worst by climate change are the most vulnerable women, men and children around our world who have done the least to cause it. This injustice is intensified by the fact that the causes of climate change are related to lifestyles of overconsumption in richer countries. Vulnerable people, whose rights to food, shelter, water and life are already precarious, are being further threatened.

#### 5. Reflection (5 minutes)

Play reflective instrumental music throughout this time of prayer and meditation.

At the start of this time of prayer, invite participants to silently think about what they have learnt and been struck by, both in this session and the previous one. After a few moments of silence, ask a volunteer to read the following scripture piece from Colossians 1:15-18 before entering into a time of quiet meditation:



He is the image of the unseen God, the first-born of all creation, for in him were created all things in heaven and on earth: everything visible and everything invisible, Thrones, Dominations, Sovereignities, Powers – all things were created through him and for him. Before anything was created he existed, and he holds all things in unity. Now the Church is his Body, He is its head.

Then invite the participants, with their eyes closed, to take a deep breath and listen to the following:

[Read slowly]

*Allow yourself to release any tension you may feel in your body ...*

*Breathe in and be at peace ...*

*Use your mind to imagine a forest ... a mountain ... the ocean ...*

*Notice how you feel close to God in nature ...*

*Nature helps us to recognise God's presence ...*

*God is everywhere ...*

*God is in the air we breathe ...*

*God is in the water we drink ...*

*God is within you ...*

*We need to look into another person's eyes to remember that we are all loved by our Creator ...*

*We are part of nature ...*

*Nature is part of who we are ...*

*When nature suffers, we suffer too ...*

*We are responsible for the care of God's creation ...*

*We are called to be stewards of this planet ...*

*Imagine a world where there is no rubbish littered on the road ...*

*Imagine a world where the sky is always bright blue and not hazy from pollution ...*

*Imagine a world where people across the globe aren't suffering from the effects of pollution because the air is clean and fresh ...*

*Imagine a world where the fish and sea life do not have to swim in waters polluted with oil ...*

*Imagine a world where many animals' natural habitats are not disappearing ...*

*Imagine our world clean, the way God created it to be ...*

*Imagine a world where there are resources for all people ...*

*Imagine our world where everyone breathes clean air and drinks clean water ...*

*Now see yourself as part of that world ...*

*Take a few minutes and listen to how God may be calling you to care for the planet ...*

## 6. Activity for Home

- Ask the participants to research the term 'carbon footprint'.
- Participants should use the online calculator by the World Wildlife Fund (WWF) to calculate their own footprint. This is found at [footprint.wwf.org.uk](http://footprint.wwf.org.uk). Participants should bring their results to the next session for a group comparison activity but avoid saying what theirs is to the other participants beforehand!

1. [youtube.com/watch?v=unu0ZTyl2a8](https://www.youtube.com/watch?v=unu0ZTyl2a8)





## SESSION 3

# WHO IS UNDER MY CARBON FOOTPRINT?

*God in the beginning made not one man rich and another poor ... He left the earth free to all alike. (St John Chrysostom, 349–407 AD)*

### Overview of Session 3

1. Welcome and Review of Previous Session (5 minutes)
2. Carbon Footprint Discussion (10–15 minutes)
3. 'I Agree'/'I Disagree' Moving Discussion (5–10 minutes)
4. Case Studies (15–20 Minutes)
5. *Laudato Si'*: An Introduction and Discussion (10–20 minutes)
6. Closing Prayer and Reflection (5 minutes)
7. Activity for Home

### Materials Needed and Prior Preparation

- Read background information on *Laudato Si'* (p. 6–7)
- Case studies printed for small groups (see Appendix 4)



# SESSION 3

## Who is Under My Carbon Footprint?

### 1. Welcome and Review of Previous Session (5 minutes)

Welcome everyone back to this session and, as a group, discuss:

- » What stayed with you from the last session?
- » What did you find encouraging, inspiring or challenging?

### 2. Carbon Footprint Activity (10–15 minutes)

Using the results they calculated at home, ask everyone to line up in ascending order according to their carbon footprint. The challenge is that no words are to be spoken to do this.

Afterwards, discuss:

- What is a carbon footprint?
- Were you surprised by your result?
- What do you think you can do to reduce your carbon footprint?

### 3. 'I Agree'/'I Disagree' Moving Discussion (5–10 minutes)

Place signs that say 'I Agree' and 'I Disagree' on either side of the room. Invite all the participants to stand in the centre of the room, explaining that you will call out a number of statements, and they are to move to the side that best represents their opinion on this statement. Encourage a short discussion after each decision.

- » The choices I make do not have a large impact on the earth.
- » It is up to older generations to care for the Earth – it is not my problem.
- » I have the power to take action on climate change.

- » Our digital world distracts us from the real world.
- » The Earth is beginning to resemble an immense pile of filth.
- » We must adapt to the changes in the climate, instead of trying to stop them.
- » Climate change is a crisis.
- » Science and religion should never mix.

### 4. Case Studies (5 minutes reading the case study; 10 minutes discussing afterwards)

Participants are divided into four groups. Each group is given a case study of a person/family impacted by climate change (Appendix 4). In their groups, the participants must read and discuss the case study.

Questions for discussion:

- » What impact of climate change were the people experiencing?
- » What was done to lessen the impact of climate change on the people's lives?
- » What would climate justice mean in this situation?

### 5. *Laudato Si'*: An Introduction and Discussion (10–20 minutes)

Give the group some background information on *Laudato Si'* (see p. 6–7).

#### Show Trócaire Post-Primary *Laudato Si'* Video<sup>1</sup>

Explain how Pope Francis came to take the name Francis. Shortly after his election, a close friend asked him not to forget the poor. St Francis of Assisi immediately came to his mind because St Francis was a man of poverty and peace, who loved all of God's creation. He is the patron saint of animals and the environment, and remains a much-loved saint across the world to this day.





## Show 'The Encyclical' Video (2 Minutes)<sup>2</sup>

This is a light-hearted short film depicting Pope Francis as a very active eco-warrior or environment 'superhero' who inspires us to take action on climate change.

## 6. Closing Prayer and Reflection (5 minutes)

The facilitator or a volunteer from the group reads the following:

*When we can see God reflected in all that exists, our hearts are moved to praise the Lord for all his creatures and to worship him in union with them. (Laudato Si', 87)*

*Lord, we know that you have gifted us with ideas, creativity, determination and courage. May we use those gifts to help renew the Earth so we can leave a healthy planet for generations yet to come.*

*O Lord, grant us the grace to respect and care for Your creation.*

*Lord, hear our prayer.*

*O Lord, bless all of your creatures as a sign of Your wondrous love.*

*Lord, hear our prayer.*

*O Lord, help us to end the suffering of the poor and bring healing to all of your creation.*

*Lord, hear our prayer.*

*We pray this in the name of the Father and of the Son and of the Holy Spirit.*

*Amen.*

## 7. Activity for Home

Invite everyone to find out more about *Laudato Si'* (e.g. look for videos on YouTube) and choose a quote(s) from it that resonates with them. Invite them to share their choice of quote on their preferred form of social media, e.g. Facebook, Twitter or Instagram. They can even include the image of nature that they took after the first session. Encourage them to add their own reflection on what this means to them and why they think it is important. Include the hashtags **#climatejustice #laudatosi #trócaire** in the post.

### Suggestion

To encourage full participation in this activity, invite the participants to take a screenshot of their post once shared on social media. At the end of the programme, put all screenshots together on a PowerPoint presentation. Offer a small prize for the most creative post.

1. [youtube.com/watch?v=IG-8fQ1-qN0](https://youtube.com/watch?v=IG-8fQ1-qN0)
2. [youtube.com/watch?v=76BtP1GInlc](https://youtube.com/watch?v=76BtP1GInlc)



## SESSION 4

# WHAT CAN WE DO? FAITH IN ACTION!

*Finally, grow strong in the Lord, with the strength of his power.*  
(Ephesians 6:10)

### Overview of Session 4

1. Welcome and Review of Previous Session (5 minutes)
2. A–Z of Action (5–10 minutes)
3. Action for Change (10 minutes)
4. Motivational Speeches (25 minutes)
5. Final Reflection (5 minutes)

### Materials Needed and Prior Preparation

- Equipment for showing videos
- Prepare two flip-chart pages as per the diagram below
- Print enough postcards from Appendix 5 for each of the participants

A		H		O		V	
B		I		P		W	
C		J		Q		X	
D		K		R		Y	
E		L		S		Z	
F		M		T			
G		N		U			



# SESSION 4

## What Can We Do? Faith in Action!

### 1. Welcome and Review of Previous Session (5 minutes)

Welcome everyone back to this session and, as a group, discuss:

- » What stayed with you from the last session?
- » What did you find encouraging, inspiring or challenging?

### 2. A–Z of Climate Justice Action (10 minutes)

Split the entire group into two teams and have a chart for each team (see session summary). Explain that for every letter of the alphabet, each team must come up with a word that is connected with an action for climate justice. For example, 'C' for 'Campaign'. The team that comes up with the most relevant answers first wins!

### 3. Action for Change (10–15 minutes)

Here participants are encouraged to pledge to undertake one activity to work for climate justice. This should be one simple action or change that is realistic for young people to commit to. The participants can write this commitment on the postcard from Appendix 5 and address it to themselves. Then the leader can collect these and post them out to each of the participants at an agreed later date; at this point they can see if they are still maintaining their pledge!

Some example actions include:

- Eat less meat and dairy
- Choose locally grown food
- Switch to energy-saving light bulbs
- Compost food waste
- Choose to cycle and walk rather than drive<sup>1</sup>

### 4. Motivational Speeches (25 minutes)

Allow around ten minutes each for (a) planning and (b) performing the speeches.

St Francis of Assisi was known to be an extremely gifted preacher. With this in mind, explain that the global situation surrounding environmental and climate justice issues can sometimes seem like an overwhelming problem for our world today. As individuals, however, the changes we make both in our own daily lives and by influencing others can be extremely powerful. To help inspire the participants to do this, split everyone into groups of around four. These groups must plan, script and perform a short motivational speech of around two minutes that would inspire even the hardest of hearts to act on climate justice!

Show the group Martin Luther King Jr's 'I Have a Dream' speech as inspiration<sup>2</sup>

### 5. Final Prayer and Reflection (5 minutes)

Ask two volunteers to read the following passages slowly to the group.

#### First Passage:

**Pope Francis' 'Prayer for Our Earth' (from *Laudato Si'*)**

*All-powerful God, you  
are present in the whole  
universe  
and in the smallest of your  
creatures.*

*You embrace with your tenderness all that exists.  
Pour out upon us the power of your love,  
that we may protect life and beauty.  
Fill us with peace that we may live  
as brothers and sisters, harming no one.  
O God of the poor,*





*help us to rescue the abandoned and forgotten of  
 this earth,  
 so precious in your eyes.  
 Bring healing to our lives,  
 that we may protect the world and not prey on it,  
 that we may sow beauty, not pollution and  
 destruction.  
 Touch the hearts  
 of those who look only for gain  
 at the expense of the poor and the earth.  
 Teach us to discover the worth of each thing,  
 to be filled with awe and contemplation,  
 to recognise that we are profoundly united  
 with every creature  
 as we journey towards your infinite light.  
 We thank you for being with us each day.  
 Encourage us, we pray, in our struggle  
 for justice, love and peace.  
 Amen.*

## Second Passage:

*When you were first created, you were just a single  
 cell ... a mere pinpoint of life ... barely visible to  
 the naked eye but packed full of the potential for  
 everything you would ever become ... every action,  
 choice and relationship ...  
 You are just a drop in the ocean ... but without you the  
 ocean will not become the ocean ...  
 You are just a grain of sand ... but you are a grain of  
 sand that tips the scales ...*



Trócaire supporter's at the People's Climate March, Dublin, 29th November 2015 (photo by Emmet Sheerin/Trócaire)

*You are just a drop of dew that soaks into the earth  
 and is gone by noon ... but that drop of dew brings life  
 to the seed that grows in the earth ...  
 You are only one ... but the Power of One is greater  
 than you dare to dream ...  
 One is not nothing ... One makes a difference ...  
 Your choices can tip the scales of humanity a little bit  
 toward goodness and truth, if that is your desire ...<sup>3</sup>*

## Suggested Further Activity: Prayer Walk

This could be a good opportunity to take a small group to a place of nature such as a local park or any other area of natural beauty that is close by. By praying for the people who live in the places you pass through, this combines two ancient prayer traditions: intercession (praying to God to help other people), and pilgrimage (going on a journey to a holy place). While walking, encourage everyone to take in the sights, sounds and even smells of the surrounding area to the body and mind in prayer. Choose a short, suitable piece of scripture or prayer. Read it aloud as you walk. The group can take turns, one reading a verse and then another. When you reach your destination, take some time in silence to appreciate and give thanks to God for the gift of nature.

Find out more about 'The Burning Question' campaign including a 30 minute film which explores the links between hunger and drought in African countries like Malawi and developed countries' continued reliance on the fossil fuels that drive climate change. In this campaign we, are asking the Irish Government and other organisations to remove their financial investments from the fossil fuel industry.

1. For more ideas for pledges, including suggestions for living more sustainably, see Trócaire's 'Activist Toolkit' at <https://www.trocaire.org/sites/trocaire/files/pdfs/campaigns/climate-toolkit.pdf>
2. [youtube.com/watch?v=3vDWWy4CMhE](https://www.youtube.com/watch?v=3vDWWy4CMhE).
3. Taken from Margaret Silf, Simple Faith: Moving Beyond Religion as You Know It to Grow in Your Relationship (Chicago: Loyola Press, 2012).

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# APPENDIX 1

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## An Edible Journey through the Bible

### 1. Spoon of honey/syrup/sugar

*Your promise, how sweet to my palate! Sweeter than honey to my mouth! (Psalm 119:103)*

Pray for enjoyment in taking this time for reconnect with creation, and for wisdom in finding pleasure in good things.

### 2. Slices of apple/pear/banana/peach

In the story of Genesis there is a garden full of fruit trees, which people can eat from – all except one. But of course, the first people are tempted to eat the fruit of the one tree they have been told not to touch.

*You may eat of all the trees in the garden. Nevertheless of the tree of the knowledge of good and evil you are not to eat. (Genesis 2:16-17)*

Ask the group to pray for wisdom in knowing good from evil, and for forgiveness when we ignore God.

### 3. A glass of water

Many stories from the Bible come from a desert context, where finding a spring of water can literally mean the difference between life and death. One day when Jesus was thirsty, he asked a Samaritan woman to give him a drink from a well:

*Jesus replied: 'Whoever drinks this water will be thirsty again; but no one who drinks the water that I shall give will ever be thirsty again: the water that I shall give will become a spring of water within, welling up for eternal life.' (John 2:13-14)*

Pray for those who don't have clean water to drink. Think how difficult this would make every aspect of life. Thank God for the clean water we have in this country. Think about what it might mean to never be thirsty for God.

### 4. Pieces of crusty bread and tinned fish

In this story, Jesus feeds several thousand people with only a small amount of bread and fish. Today, even though there is enough food in the world, one in eight people goes hungry.

*When Jesus received this news he withdrew by boat to a lonely place where they could be by themselves. But the crowds heard of this and, leaving the towns, went after him on foot.*

*So as he stepped ashore he saw a large crowd; and he took pity on them and healed their sick.*

*When evening came, the disciples went to him and said, 'This is a lonely place, and time has slipped by; so send the people away, and they can go to the villages to buy themselves some food'.*

*Jesus replied, 'There is no need for them to go: give them something to eat yourselves'.*

*But they answered, 'All we have with us is five loaves and two fish'.*

*So he said, 'Bring them here to me'.*

*He gave orders that the people were to sit down on the grass; then he took the five loaves and the two fish, raised his eyes to heaven and said the blessing. And breaking the loaves he handed them to his disciples, who gave them to the crowds.*

*They all ate as much as they wanted, and they collected the scraps left over, twelve baskets full.*

*Now about five thousand men had eaten, to say nothing of women and children. (Matthew 14:13-21)*

Pray for all of those without food today, for development agencies, for farmers and for scientists who are working to feed the crowd. Pray for a more just world where the Earth's resources are shared more equally, where people are not living with a surplus, while others go hungry.

## 5. A spoonful of vinegar

When Jesus was crucified, he was given sour wine – vinegar – to drink as he was dying.

*The soldiers mocked him too, and when they approached to offer him vinegar they said, 'If you are the King of the Jews, save yourself'. (Luke 23:36)*

Imagine seeing this happening. Pray for all of those who are persecuted for their faith around the world. Pray for strength and courage for those who are suffering in any way, and for those who are dying.

## 6. Grapes/berries/pineapple chunks

If possible, have nine pieces of fruit for each person to represent each of the fruits of the Holy Spirit.

*What the Spirit brings is very different: love, joy, peace, patience, kindness, goodness, trustfulness, gentleness and self-control. (Galatians 5:22)*

**Pray that these fruits of the Spirit may be present in you as you eat each piece of fruit.<sup>1</sup>**

<sup>1</sup>. Activity adapted from Miranda Threlfall-Holmes and Noah Threlfall-Holmes, *The Teenage Prayer Experiment Notebook* (London: SPCK, 2015).





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# APPENDIX 2

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## Texts of Creation

### Psalm 103

Bless the Lord my soul,  
Lord God how great you are,  
clothed in majesty and glory  
wrapped in light as in a robe.

You stretch out the heavens like a tent.  
Above the rains you build your dwelling.  
You make the clouds your chariot,  
you walk on the wings of the wind,  
you make the winds your messengers  
and flashing fire your servants.

You founded the earth on its base,  
to stand firm from age to age.  
You wrapped it with the ocean like a cloak:  
the waters stood higher than the mountains.

You make springs gush forth in the valleys:  
they flow in between the hills.  
They give drink to all the beasts of the fields;  
the donkeys quench their thirst.  
On the banks dwell the birds of heaven;  
from the branches they sing their song.

How many are your works O Lord!  
In wisdom you have made them all.  
The earth is full of your riches.

## Tírechán's Creed

Our God is the God of all humans,  
the God of heaven and earth,  
the God of sea and rivers,  
the God of sun and moon,  
the God of all the heavenly bodies,  
the God of the lofty mountains,  
the God of the lowly valleys.

God is above the heavens  
and God is in the heavens,  
and God is beneath the heavens.  
Heaven and earth and sea  
and everything that is in them  
such God has as his abode.

God inspires all things,  
gives life to all things,  
God stands above all things,  
and stands beneath all things.

God enlightens the light of the sun  
and strengthens the light of the night and the stars,  
God makes wells in arid land  
and dry islands in the sea,  
and places the stars in service of the greater lights.

God has a Son who is co-eternal with himself;  
and similar in all respects to himself;  
and neither is the Son younger than the Father,  
nor is the Father older than the Son;  
and the Holy Spirit breathes in them.  
And the Father and the Son and the Holy Spirit are inseparable.  
Amen.



## The Lorica (or Breastplate) of St Patrick

I arise today:  
in vast might, invocation of the Trinity,  
belief in a Threeness  
confession of Oneness  
meeting in the Creator.

I arise today:  
might of Heaven  
brightness of Sun  
whiteness of Snow  
splendour of Fire  
speed of Light  
swiftness of Wind  
depth of Sea  
stability of Earth  
firmness of Rock.



## The Canticle of the Sun

Most High, all powerful, good Lord,  
Yours are the praises, the glory, the honour,  
and all blessing.  
To You alone, Most High, do they belong,  
and no man is worthy to mention Your name.  
Be praised, my Lord, through all your creatures,  
especially through my lord Brother Sun,  
who brings the day; and you give light through him.  
And he is beautiful and radiant in all his splendour!  
Of you, Most High, he bears the likeness.  
Praise be You, my Lord, through Sister Moon  
and the stars, in heaven you formed them  
clear and precious and beautiful.  
Praised be You, my Lord, through Brother Wind,  
and through the air, cloudy and serene,  
and every kind of weather through which  
You give sustenance to Your creatures.  
Praised be You, my Lord, through Sister Water,  
which is very useful and humble and precious and  
chaste.  
Praised be You, my Lord, through Brother Fire,  
through whom you light the night and he is beautiful  
and playful and robust and strong.  
Praised be You, my Lord, through Sister Mother Earth,  
who sustains us and governs us and who produces  
varied fruits with coloured flowers and herbs.



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# APPENDIX 3

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## Climate Change Causes and Consequences Quiz

1. Climate is ...
  - a. The pattern of weather over a long period of time
  - b. The weather report for the day
  - c. The changing of weather throughout the day
  - d. None of the above
2. What fraction of the earth's species could be extinct by 2050 due to climate change?<sup>1</sup>
  - a. 1/2
  - b. 1/4
  - c. 1/5
  - d. 1/3
3. How certain is the UN's Intergovernmental Panel on Climate Change (IPCC) that human beings are responsible for global warming?<sup>2</sup>
  - a. 65%
  - b. 75%
  - c. 85%
  - d. 95%
4. Which of the following effects are linked to climate change?<sup>3</sup>
  - a. Ocean acidification
  - b. Extreme weather events
  - c. Sea level rises
  - d. All of the above
5. What percentage (approximately) of the earth's freshwater is locked in ice?<sup>4</sup>
  - a. 15%
  - b. 55%
  - c. 70%
  - d. 95%
6. What percentage of global greenhouse gas emissions does transportation (road, rail, air and marine transportation) account for?<sup>5</sup>
  - a. 14%
  - b. 30%
  - c. 5%
  - d. 25%
7. 2015 was the hottest year recorded globally since records began in 1850. By how many degrees was the average global temperature in 2015 higher than the long-term average?<sup>6</sup>
  - a. 0.19°C
  - b. 0.49°C
  - c. 0.75°C
  - d. 0.95°C

1. [nature.org/ourinitiatives/urgentissues/global-warming-climate-change/threats-impacts/wildlife-at-risk.xml](http://nature.org/ourinitiatives/urgentissues/global-warming-climate-change/threats-impacts/wildlife-at-risk.xml)

2. [bbc.com/news/science-environment-24292615](http://bbc.com/news/science-environment-24292615)

3. [climate.nasa.gov/evidence/](http://climate.nasa.gov/evidence/)

4. [water.usgs.gov/edu/earthhowmuch.html](http://water.usgs.gov/edu/earthhowmuch.html)

5. [3.epa.gov/climatechange/ghgemissions/global.html](http://3.epa.gov/climatechange/ghgemissions/global.html)

6. [theguardian.com/environment/2016/jan/20/2015-smashes-record-for-hottest-year-final-figures-confirm](http://theguardian.com/environment/2016/jan/20/2015-smashes-record-for-hottest-year-final-figures-confirm)

# APPENDIX 4

## Case Studies



### Kenya

Muthui is six years old and lives in the village of Ngiluni in eastern Kenya. He lives on a farm with his grandmother and his two brothers (Muthui's mother died in 2012). The area of Kenya where the family lives is very dry. The rains that people need to drink, wash, grow their food and give to their animals only come twice a year. In the last few years these rains have not been as good as people hoped. This has meant that getting enough water has become very difficult. Muthui's family do not live near a river (it is a 50km round trip to the nearest river, which is so dry that they are forced to scoop dirty water from a hole in the river bed) and because the rains have been really bad and the land has been so dry, they have not had enough water to drink or grow their crops. Muthui's grandmother had to borrow water from her neighbours so that the boys could get a drink. The local parish had to give the family food. Even then, because there was no water for cooking, sometimes all Muthui and his brothers had to eat was flour mixed with a tiny bit of water to make



a thick paste. The family's goats died because there wasn't enough water for them to drink. There was no spare water to wash properly and Muthui and his brothers had to use a damp cloth to try to keep clean. Muthui's grandmother says it was a terrible time.

Trócaire has helped this family and many others like them in Kenya. After the family's goats died because of the drought in 2011, Trócaire supplied them with five new goats to start again. Then, in November 2012, Trócaire and the Diocese of Kitui drilled a water point near Muthui's home. This water point pumps water from deep in the Earth up to a storage tank. People can then fill their containers from this tank. The water is clean and doesn't run out – it's always there.





## Mozambique

Felipe Macaniji was born in the village of Beia Peia, which is located in Sofala Province in central Mozambique. He is thirty-two years old and lives with his twenty-seven-year-old wife. They do not have children yet. When unseasonably early and severe floods hit their village in early January this year, Felipe and his wife lost their home. They are currently living in a tent in a resettlement centre on higher ground. Felipe and his wife have a farm in nearby Mavinga village, where they grow corn, sorghum and vegetables. They grow these crops just for household consumption. Felipe also tries to find any casual labour he can to supplement their household income. Several years ago, Felipe went to South Africa to search for better opportunities. He found work there washing clothes but after a while he returned to Mozambique.

Felipe and his community have been affected by climate change. 'A long time ago, floods were not like now. It was possible to produce enough to eat. Now it's different. Floods come, and then one or two weeks later, we have floods again. The crops fail and people are left hungry and with



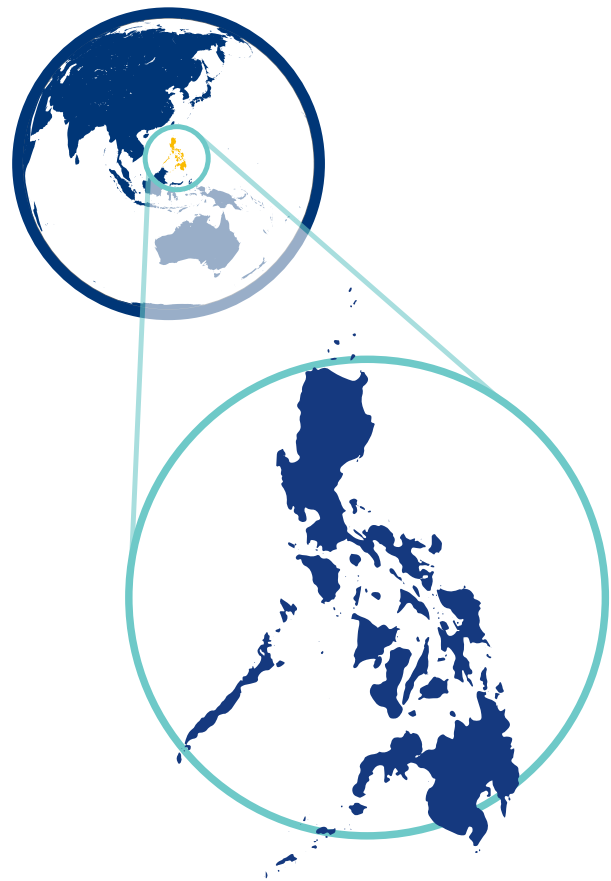
no food to eat or buy. Before, we didn't have as many cyclones as we do now.' He is not able to do much to cope with these changes. 'When we lose our crops in the floods, all we can do is replant.'

Through its local partner, Ajoago, Trócaire has provided emergency relief for flood victims in the form of tents, water, latrines, seeds and tools. Felipe says, 'The support was welcome, especially the latrines. People were defecating in the open, but not anymore.' Felipe and his wife plan to stay in the resettlement centre and would like to build a house there. Trócaire and Ajoago are planning a long-term project to help families in Beia Peia and surrounding communities to strengthen their livelihoods and cope with the effects of climate change.



## The Philippines

Gerardo and Jovita Amantillo were both at home when Typhoon Haiyan struck on 8 November 2013. The couple, both aged seventy-four, had been warned that a bad storm was on its way but nothing had prepared them for the intensity of what they faced. The winds had been battering their home for several hours when suddenly the waves crashed down all around them, destroying their home and leaving Gerardo and Jovita fighting for their lives. The strength of the waves carried Gerardo and Jovita out of their home. They survived only by clinging to the neighbour's roof – almost three metres off the ground. 'We held on to the roof,' says Gerardo. 'The only reason the roof was not blown away was because there were so many of us lying on it. After around two hours the winds died down and the water receded. Our house was completely gone.' Miraculously, they received only superficial wounds to their legs and were otherwise unharmed. However, sitting on Ormoc pier waiting for a boat to take them off Leyte Island, which was the worst affected region of the Philippines, the couple had just one small bag of possessions. Everything else was lost.



'We stayed with neighbours for a few nights but we plan on living with our son for the next few months,' says Gerardo. 'I do not know when we will be able to move back.' Across the Philippines, over four million people were displaced by Typhoon Haiyan. Approximately four hundred thousand are living in evacuation centres, with the rest sheltering with friends or family. Trócaire provided shelter and food to people who lost their homes, but has also helped to rebuild affected areas so that people like Gerardo and Jovita can look forward to the day when they can return home.



## Ethiopia

In the Tigray district of Ethiopia, the biggest problem is something that many people in the world take for granted: water. Prolonged droughts and disappearing water sources have caused great difficulty for rural communities in Tigray, who must battle the effects of climate change on their farms. Trócaire has funded a project which has brought irrigation to over thirty thousand people in the region. Irrigation has enabled farmers in Tigray to harvest up to three times a year and boost crop production. Farmers have also been trained in new farming techniques, while newly constructed hygiene and sanitation facilities have greatly reduced health risks for the people. Gebre Nigusse, aged forty-six, from Biera village, was among the farmers to benefit from the project. Gebre is a farmer, but the lack of water was making it difficult to harvest enough food to provide for his family. There was



no irrigation and erratic rains could not be relied upon. The Trócaire-funded project has changed everything. 'I did not do much irrigation until I joined the project four years ago,' he explains. 'The project constructed canals and I took part in the construction. I received training, fruit and elephant grass seedlings. I dug two hand wells for irrigation and bought a water pump from the vegetable money. I have planted coffee trees and will increase my fruit trees up to one hundred and twenty. I know I can resist drought through irrigation.'

APPENDIX 5

Action for Change Postcards: Front

<div>I _____ pledge to _____ _____ _____ <i>In order to fight climate change!</i></div>	<div>I _____ pledge to _____ _____ _____ <i>In order to fight climate change!</i></div>
---	---



## APPENDIX 5

**Action for Change Postcards: Back**

[illegible]

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# APPENDIX 6

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## Course Evaluation Sheet

What has been the best part of participating in this programme?

---

Is there any part of the programme you feel could be improved?

---

How have you been inspired to answer the call to justice?

---

How would you rate the overall content?

Excellent	Very Good	Good	Fair	Poor

Comments:

---

---

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What further information and resources would you like to support your involvement?

---

Please return your completed evaluation sheet to the course facilitator. Thank you!

**Facilitator:** Please return a summary of comments to [churchofficer@trocaire.ie](mailto:churchofficer@trocaire.ie)



# Trócaire

Working for a just world.

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