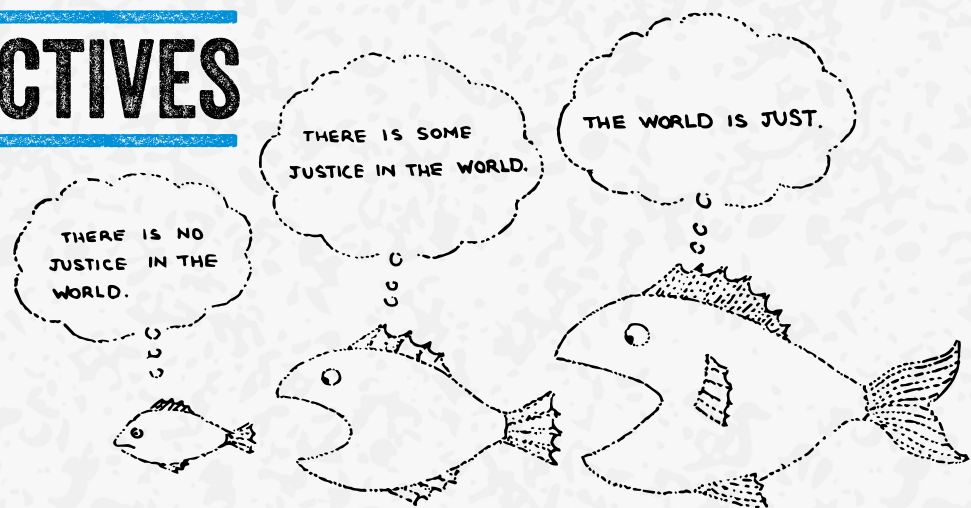


PERSPECTIVES



Purpose

Explore effects and impact of climate change in Somalia from different perspectives.



Materials

- Worksheet 1: Perspective Cards
- Sticky notes
- Laptop or phone
- Exploring Justice video



Reminder

The Introduction to Somalia slide show on the Somalia branch offers background information on Somalia, maps, photos and stories.

Note: We recognise that any resources focusing on global issues can resonate with individuals because of their lived experience; therefore, we advise that you read each activity in advance and modify it if you feel there is anything that may affect an individual. The content relating to the three focus countries this year – Somalia, Guatemala and Palestine – focuses on a number of perspectives, but there are many more. It is important as youth workers that we avoid reinforcing negative stereotypes through the activities contained in this resource.

Activity 1: What is Climate Justice?



Time
20 minutes

Somalia is currently experiencing some of the worst effects of climate change. As well as being a serious environmental, economic and cultural issue, in countries like Somalia climate change is also a justice issue. The people of Somalia are doing little to cause climate change, but are currently experiencing its worst effects. This is an injustice. It is crucial that we do not simply look at this issue from our perspective. In order to fully understand a complex issue such as the impact of climate change in Somalia, we must try to use multiple perspectives.

Step 1

Show the Trócaire Climate Justice animation, located on the Somalia branch of the Tree of Justice.

Step 2

Ask the young people the following debrief questions:


- Where are most of the countries that are experiencing the worst effects of climate change located?
The Global South (developing countries).
- Where are the countries who have done the most to cause climate change located?
The Global North (developed countries).
- Why do you think the phrase 'climate justice' is used to describe this situation?
It is unfair and unjust that the countries who do the least to cause climate change suffer the most from its effects.
- Why is climate justice a global justice issue?
It affects human rights; many people are powerless to do anything about it; it is happening all over the world; it is driven by the global economic system of which we are all a part.



Summary

We are all part of the global economic system, which is built on high consumption of fossil fuels like oil, gas and coal, and that is why climate change is a global justice issue.

Activity 2: Perspectives on Somalia

 **Time**
20 minutes



Step 1

Split the young people into five groups. Photocopy Worksheet 1: Perspective Cards and assign one card to each group. Give the groups a copy of their card, along with some sticky notes. Use different colour sticky notes for each group if possible. Explain to the young people that they are going to look back over the Somalia section of the Exploring Justice video on the trunk of the Tree of Justice. This time, however, they are going to watch the video from the perspective outlined on their card. Go through the cards with the groups and encourage the young people to ask any questions that they might have. Ensure they have an understanding of their perspective before showing the video.

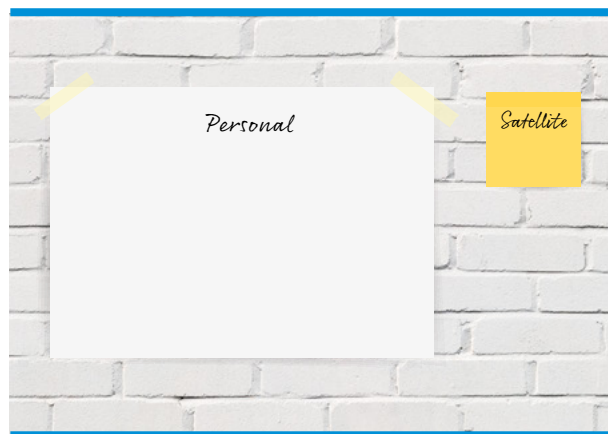
For example: If you have the satellite card, you have to identify anything in the video that is related to a worldwide or global view. If you have the frame card, you are thinking about what has been included in the video and maybe what has been left out.

Step 2

Show the [Somalia section](#) of the video, which explores the effects of climate change in Somalia, the impact on food security, and how this is an injustice. As they watch the video, ask the young people to write down any points that relate to their perspective card on the sticky notes. The young people may need extra time to finish the activity and gather their thoughts as a group once the video is over.

Step 3

Hang four sheets of paper with the headings below around the room.



Give the young people time to review the points they have recorded, then ask them to position each sticky note on the appropriate sheet. If they think the point is relevant to more than one sheet, then they can write another sticky note with the same point and position as required.

Once this is completed, ask the young people to identify the common points and make links or connections between the issues or examples across all of the sheets. Are there common threads running through the four sheets? Now that they have considered multiple perspectives, do they hold a different view compared to the first time they watched the video? Do they think this approach is beneficial when trying to come up with solutions to these complex problems?



Summary

It is crucial that we do not look at this issue only from our perspective. In order to fully understand a complex issue such as the impact of climate change in Somalia, we must try to use multiple perspectives.

Personal	Local	National	Global
Related to them or to the people from Somalia in the video.	Related to their locality in Ireland, or the community in Somalia.	Related to Ireland, the UK, Somalia, or any country at a national level.	Related to all of us living on planet earth.



Activity 3: Broadcast



Time
40 minutes

Step 1

Guiding them to answer from the perspective of a young person living in Ireland, ask the young people this question: What actions are needed in the **short term** and in the **long term** to address the situation facing Nasteha and her family in Somalia? Collate and display the answers from the class under the headings 'short term' and 'long term'.

Step 2

In their groups, young people should imagine they are going to participate in a radio talk show. They have one minute to convince listeners of the importance of the issues facing Somalia and families like Nasteha's. They should identify one

short-term and one long-term action to include, and ask listeners to take an action on each one. Short-term actions help to address the immediate needs in Somalia, and long-term actions focus on making the necessary changes in how we live on the planet. Some examples are included here.

Short term: Emergency aid, food, water, shelter.

Long term: Increase overseas aid budget, reduce fossil fuel usage, reduce cost of public transport.

Give the groups fifteen minutes to prepare their broadcast. When they are ready, take each group into a separate room to record their broadcast on a laptop or phone. Play each broadcast to the whole group and ask the rest of the group to give it a star rating out of five. Maybe you could offer a prize for the winning group.

Worksheet 1: Perspective Cards



Frame

What do you see in this video? Trócaire has created this video. What do you think we want you to see? What is not here?



Satellite

Take an overview, seeing the world connections. Look at worldwide trends, using a global perspective.



Weighing Scales

What actions were taken on this issue? What are the consequences of these actions? Did they help or harm the situation?



Microscope

What are the details of this issue? Can you zoom in a bit closer on the issue to help understand it better? How might you do this?



Mirror

How are you reacting to this issue? How is it affecting you, your thoughts and your feelings? What action would you like to take on this issue and why? What does this action look like?



Many thanks to the National Youth Council of Ireland and authors Valerie Duffy, Leo Gilmartin, Dermot O'Brien, and Diandra Ní Bhuachalla for allowing Trócaire to adapt this activity from their Youth resource 'Globalisation: The Youth and The Truth', pp. 48–9: <https://www.youth.ie/documents/globalisation-the-youth-and-the-truth/>