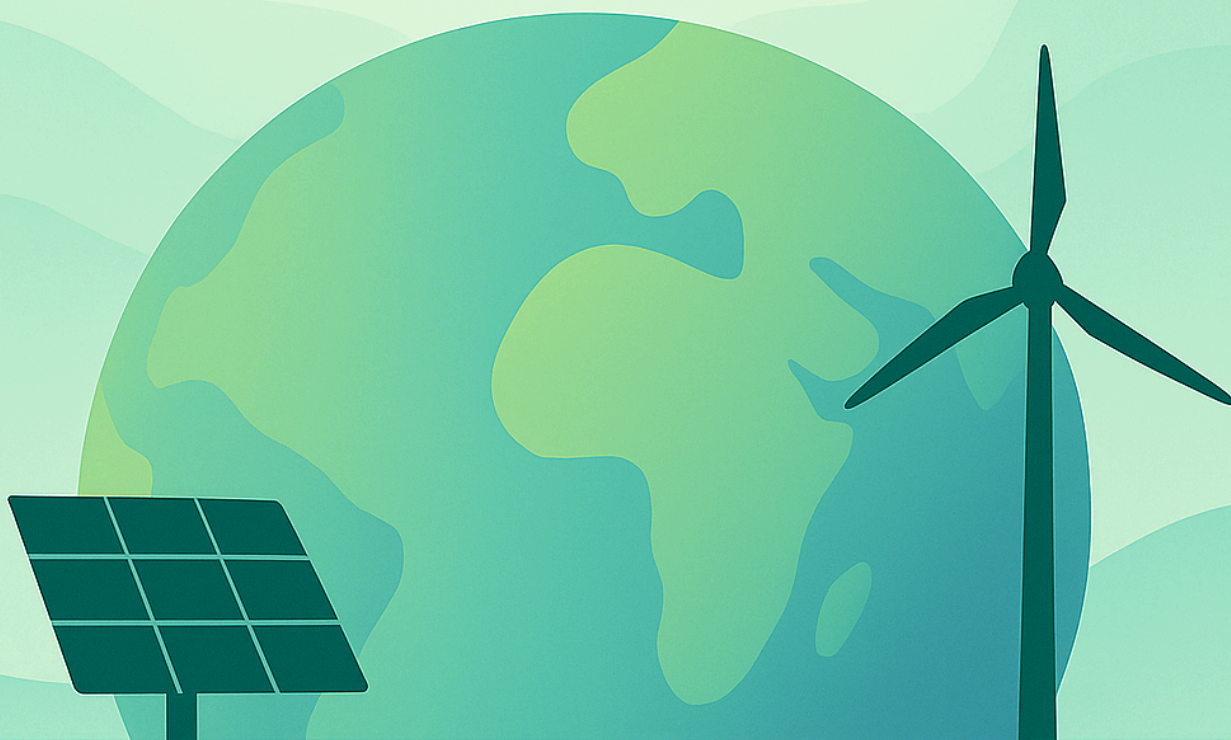


Climate Change, Economics, and Power

A Transition Year Resource





Financial Justice Ireland (originally called Debt and Development Coalition Ireland) is a global financial justice organisation.

We want a fair and just society for everyone. We want a financial system that serves the needs of all people and which does not take the planet for granted. We were set up in 1993 as a response to the debt crisis in the Global South. Since that time, we have continued to lobby and campaign for sovereign debt relief, while examining different ways the structures of the international financial system can perpetuate poverty and inequality. In 2018, on our 25th anniversary, we changed our name to better reflect our expanded areas of work. As well as working in solidarity with the Global South, we also raise awareness of how these financial issues affect people living in Ireland. Through our Development Education work we critically engage people to understand the structural causes of global inequality and power relations. We aim to empower people in Ireland to take informed action for a greater economic justice globally.

To find out more about us and our work, please visit www.financialjustice.ie



This project has been undertaken with funding from Irish Aid's WorldWide Global Schools. Irish Aid's WorldWide Global Schools is the national programme of Development Education (DE) for post-primary schools in Ireland.

It is funded by Irish Aid and implemented by a consortium of organisations: Self Help Africa, Concern Worldwide and the City of Dublin Education and Training Board Curriculum Development Unit. The programme was set up in 2013 as the key channel through which Irish Aid support for DE in post-primary schools is to be coordinated. Their aim is to increase the number of post-primary schools engaging in quality development education by providing a broad range of supports.

You can find out more about WorldWide Global Schools and the work they do at www.worldwiseschools.ie

The ideas, opinions and comments in this resource are entirely the responsibility of its authors and do not necessarily represent or reflect WorldWide Global Schools and/or Irish Aid policy.

Climate change, Economics and Power

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Introduction and Context

How to use this resource

The resource is comprised of five sections:

- The Introduction sets out the context for this resource, with its range of activities, discussion prompts, and methodologies to begin exploring the links between finance and economics, and the intersecting dynamics of climate change, justice, and action. It outlines the various curriculum links, and the relevant Sustainable Development Goals for each of the activities.
- Climate Change, Colonialism and Extraction provides an introduction into the relationship between climate change and economics, explores some of the colonial history of climate change and our capitalist economic model, and introduces extractivism.
- Climate Change and Capitalist Economics takes a closer look at capitalist economic principles which drive climate change, such as the profit motive and externalities, the complex interactions and interdependence between factors which cause climate change, and introduces the idea of limits to growth.
- Alternative Economic Models for People and Planet introduces doughnut economics, degrowth, and principles of just transition.
- Reflecting & Taking Action encourages students to reflect on what they have learned, think critically about strategies of climate action and activism, and examine how they can take effective action to bring about change on the topics they have encountered.

The resource in its entirety can be followed through in succession as part of an entire unit. Alternatively, activities can be taken, adapted, and used according to the needs and interests of your group. The intention is not to teach about the science of climate change; the resource assumes some prior knowledge and understanding of the causes and consequences of climate change.

Menu of activities for self-directed learning

A suggestion of how to use the table on the following page to choose activities with your students is to print it out, give students three small dot stickers each and ask them to put their stickers on the activities which they are most interested in. You could also give students some more detail about some of the activities by reading out some of the methods or the student handouts or if the activity involves a video, playing a short segment.

| Section | Title of Activity | Theme | SDG | Method |
|--|---|--|----------------------|---|
| 1. Climate Change, Colonialism and Extraction | 1a. Climate Change Cartoons | Links between climate change and economics | 7, 8, 10, 11, 13, 17 | Cartoon input & discussion |
| | 1b. Climate Change and Colonialism | Colonialism; Art and Activism | 9, 10, 13, 12, 16 | Documentary and discussion; student research & creative activity |
| | 1c. Mapping Triangular Trade | History of enslavement & extraction of resources | 8, 10, 12,13,16 | Video and Mapping Activity |
| | 1d. Sustainability Roleplay | Extractivism, Sustainability | 3, 6, 8, 12, 14, 15 | Roleplay – students have roles of people involved or affected by extraction of natural resources |
| 2. Climate Change and Capitalist Economics | 2a. The Trading Game | Neocolonialism | 8,9,12,13,17 | Students take on roles of various countries/regions to experience the injustice of global trade rules |
| | 2b. A Better Way? | Externalities | 8, 10, 11, 12, 13 | Students consider various roles in a supply chain. |
| | 2c. Limits to Growth | Economic growth | 8, 10, 12, 13 | Case study to illustrate the limits of economic growth |
| | 2d. Who has the Power? | Power to act | 10, 16, 17 | Learning about international climate negotiations |
| 3. Alternative Economic Models for People and Planet | 3a. Seven Ways to Think Like a 21st Century Economist | Economics Sustainability | 8, 9, 10,11, 13,17 | Introduction to the concept of Doughnut Economics |
| | 3b.Reinventing a Clean Just Economy | Economics Sustainability Energy | 7, 8, 10,11, 13 | Case study on renewable energy and a framework for a more sustainable and just economy |
| | 3c. Degrowth | Economics Sustainability | 7, 8, 10,11, 13 | Image showing various aspects of degrowth |
| 4. Reflecting & Taking Action | 4a. Climate Compass Rose | Taking Action | 10,13 | Consider multiple facets of climate chang |
| | 4b. Circles of Control and Concern | Taking Action | 16,17 | Reflect critically on the potential and limitations of individual actions and ethical consumerism |

| | | | | |
|--|-------------------------|---------------|-----|--|
| | 4c. More Power to Youth | Taking Action | All | Reflect on each student's power to contribute to change, as an individual and as part of a collective. |
| | 4d. Selecting an Issue | Taking Action | All | Support students to choose an issue to work on collectively. |
| | 4e. Mapping Power | Taking Action | All | Learn to identify targets of a strategic action or campaign |
| | 4f. Taking Action | Taking Action | All | Support students to begin considering how to take systematic, strategic and effective action for global justice. |

Sustainable Development Goals

The Sustainable Development Goals (SDGs) are a set of 17 Goals adopted by world leaders from 193 countries in 2015, to guide the planet's social, economic and environmental actions until 2030. Crucially, the Goals provide targets for countries in both the Global North and the Global South, reflecting that inequality and poverty exist everywhere.

Each activity is linked to the relevant Sustainable Development Goals. While not perfect, the Goals provide a useful framework for examining different issues of global justice. Because they are so widely-used, they are also a useful jumping-off point for finding more information about the topics covered in this resource. In Ireland, the organisation Development Perspectives has produced useful information about the SDGs. You can also access more development education resources, categorised by SDG, at www.developmendeducation.ie.

Development Education, Reflection & Action

The resource takes a Development Education (DE) approach to exploring these themes. Development Education, also known as Global Citizenship Education (GCE), and Global Justice Education, is an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, DE helps students critically explore the root causes and consequences of global justice issues and how they interlink with our everyday lives.

Development Education/Global Citizenship Education engages our head, heart and hands and includes 5 key components:

1. Knowledge
2. Skills
3. Values and attitudes
4. Taking action
5. Active and participatory learning methodologies

The DE/GCE key skills of critical thinking and analysis are fostered throughout this resource in the application of participative and student-centred methodologies. Students are encouraged to question and challenge the messages and information that they receive, and to consider the power dynamics underpinning the environmental challenges and the inequalities under consideration.

Additionally, resources are included to support teachers to reflect on their learning, and to explore how to take action about what they have learned.

At the end of this introductory section, you will find a worksheet which students can fill out at the end of each class, topic, or the entire module, to support reflection. This is accompanied by a selection of reflective tools which could be used instead of or alongside the worksheet.

Finally, Section 5 sets out a series of activities which can be used to facilitate students to reflect on climate activism, and to support those who wish to take action to affect change in relation to climate change and related injustices they have learned about. The section explores what power we have, how to choose a good action topic, and ideas and mechanisms for implementing the chosen action.

Links to the Curriculum

As a resource aimed primarily at transition year, *Climate Change, Economics and Power* does not map onto any specific curriculum. However, many of the activities either build on learning from the Junior Cycle or provide an introduction to themes explored across a number of Senior Cycle subjects.

The tables following are designed to help teachers to easily navigate this resource in order to find activities that will satisfy particular learning objectives.

Curriculum Links - Junior Cycle

History

| Learning Outcome | Activity |
|---|--------------------------------|
| 1.1 Develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context. | 1b, 1c, 2b, 2c, 2f, 3b |
| 1.2 Consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world. | 1b, 1c, 2c, 2e, 3b, 3d |
| 1.4 Demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space. | 2c, 2d, 2e, 3a |
| 1.9 Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions. | 1c, 2b, 2e |
| 1.11 Make connections and comparisons between people, issues and events in different places and historical eras. | 1b, 2b, 2c, 2d, 2e, 3b, 4a, 4b |
| 3.2 Evaluate the impact of conquest and colonisation on people, with particular reference to Portuguese and Spanish exploration. | 1b, 1c, 3b |
| 3.12 Evaluate the role of a movement or organisation, such as the European Union or United Nations, in promoting international cooperation, justice and human rights. | 2e |

Geography

| Learning Outcome | Activity |
|---|--|
| 1.6 Classify global climates, and analyse the factors that influence the climate in Ireland | 1a, 2a, 2c, 2e, 4a, 4b |
| 2.4 Assess the exploitation of water, fish stocks, forestry, and soil as natural resources | 1d, 4b |
| 2.6 Examine the causes and implications of climate change | 1a, 1b, 2a, 2e, 3d, 4a, 4b |
| 2.9 Assess the interrelationships between the physical world, tourism and transport | 3b |
| 3.2 Investigate the causes and consequences of migration | 1c |
| 3.3 Examine population change in Ireland and in a developing country | 1c |
| 3.6 Identify global patterns of economic development | 1a, 1b, 1c, 2a, 2b, 2c, 2d, 2f, 3a, 4a |
| 3.7 Compare life chances for a young person in relation to gender equality, health care, employment and education opportunities in a developed and a developing country | 2c, 4c |
| 3.9 Synthesise their learning of population, settlement and human development within the process of globalisation | 1b, 2c, 3a |

Business Studies

| Learning Outcome | Activity |
|---|--|
| 1.7 Distinguish between and appreciate their rights and responsibilities as consumers | 2c, 2e, 4b |
| 1.9 Debate the ethical and sustainability issues that arise from their consumption of goods and services and evaluate how they can contribute to sustainable development through consumer behaviour | 1b, 1c, 1d, 2e, 3b, 3d, 4b |
| 2.4 Distinguish between the rights and responsibilities of employer and employee from a legal, social, environmental and ethical perspective | 2c, 3b |
| 2.5 Investigate the positive and negative impacts on a community of an organisation from an economic, social and environmental perspective | 1d, 2c, 2d, 3b, 3d |
| 2.7 Conduct market research in order to investigate an entrepreneurial opportunity and analyse, interpret and communicate the research findings using relevant terminology and representations | 1c, 2c, 3b |
| 3.6 Explain how economic growth can impact positively and negatively on society and the environment and justify the promotion of sustainable development | 1a, 1b, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3c |
| 3.7 Debate the implications of globalisation of trade, including the benefits and challenges of international trade | 1b, 2a, 2b, 2c, 2d, 2e, 3a, 3c |
| 3.9 Explain the relevance of economic indicators such as inflation, employment rates, interest rates, economic growth, national income and national debt for individuals and the economy | 2b, 2f |
| 3.10 Use their knowledge, and information from a range of media sources, to discuss current economic issues and present an informed view | 2d, 2e, 2f, 3a, 3b, 3c |
| 3.11 Evaluate the benefits and costs of a government economic policy and assess who enjoys the benefits and who bears the costs | 1d, 2a, 2b, 2d, 3b, 3d, 4b, 4c, 4e, 4f, 3a, 3b, 3c |

Religious Education

| Learning Outcome | Activity |
|---|--------------------|
| 3.6 Debate a moral issue that arises in their lives and consider the influences of two different viewpoints on the issue | 1d, 2d, 2e, 2f, 3a |
| 3.9 Synthesise and consider the insights gained about the norms, values and principles that inform decision-making and actions in the lives of people | 2d, 2e, 3a, 4d |

Home Economics

| Learning Outcome | Activity |
|---|----------------|
| 1.15 Investigate the impact of their food choices from an ecological and ethical perspective | 1c, 3d |
| 2.7 Identify how individuals, families and households can contribute to sustainable and responsible living | 1d, 3b, 4a, 3c |
| 2.8 Describe sustainable everyday practices in the home to include energy efficiency, waste management and water conservation | 4a |
| 2.11 Debate consumers' rights and responsibilities | 1d, 2e, 3c, 4a |

Curriculum Links - Senior Cycle

Politics and Society

| Strand | Topic | Learning Outcome | Activity |
|-----------------------------------|---|---|--------------------------------|
| 1. Power and Decision - Making | 2. Power and decision-making at national and European level | 2.3 Social class and gender as important social categories | 2d, 3d, 4b, 4c, 4e |
| 2. Active Citizenship | 3. Effectively contributing to communities | 3.3 The range of means of taking action at local, national or international level | 2d, 2e, 3b, 4c, 4f |
| | | 3.4 Identifying, evaluating and achieving personal and collective goals, including developing and evaluating action plans | 4d, 4e, 4f |
| | 4. Rights and responsibilities in communication with others | 4.3 Acknowledging differences and negotiating and resolving conflicts | 1d, 2e, 3d |
| | | 4.4 Seeking and evaluating information and ideas | 1b, 2c, 2e, 3a, 3c |
| 4. Globalisation and localisation | 8. Sustainable Development | 8.1 Actions that address sustainable development | 1a, 1d, 2d, 3b, 3d, 4a, 4b, 3c |
| | | 8.2 Arguments concerning sustainable development | 1d, 2c, 2e, 3a, 3c, 3d |

Geography

| unit | Learning Outcome | Statement of learning | Activity |
|---|------------------------------|---|----------------------------|
| Core Unit 1: Patterns and processes in the physical environment | 1.7 Human interaction | Human activities can impact on the operation of surface processes | 1d, 2a, 2d, 4a |
| Core Unit 2: Regional geography | 2.2. The Dynamics of Regions | The study of regions show how economic, human, and physical processes interact in a particular area | 2d |
| Elective Unit 4: Patterns and processes in economic activities | 4.1 Economic Development | Human activities can impact the operation of surface processes. Economic activities are unevenly distributed over the earth. | 1b, 1d, 2c, 3c |
| | 4.2 Economic Development | Levels of economic development evolve through the complex interaction of factors including physical, social, cultural, and political. | 1b, 2c, 2d, 2e, 3b, 3c |
| | 4.3 The Global Economy | A single interdependent global economy has emerged with different areas having different roles | 2c, 2d, 2e, 3a, 3c |
| | 4.5 Environmental impact | Economic activities have an environmental impact | 1d, 2a, 2c, 2d, 2e, 3b, 3c |

Higher Level only (Geography)

| unit | statement of learning | Activity |
|--|--|----------------------------|
| *Optional Unit 6: Global interdependence | 6.1 Views of development and underdevelopment are subject to change. | 1b, 2d, 2e, 3a |
| | 6.2 We live in an interdependent global economy. Actions or decisions taken in one area have an impact on other areas. | 1d, 2b, 2a, 2c, 2d, 3b, 3c |

Business

| unit | Topic | Learning outcome | Activity |
|-------------------------------|---|--|------------------------|
| 1 - People in Business | People and their relationships in business | 1.1 Employer, employee and trade union relationships | 2c, 3d |
| 6 - Domestic Environment | Business and the economy | 6.4 The impact of business on the economy at local and national level, taking into account employment, tax revenues and environmental issues | 1d, 2a, 2c, 2d, 3a, 3b |
| | Social responsibilities of business | 6.6 Ethical business practice; Socially responsible business at local and national level | 1d, 2a, 2c, 2d, 3b, 3c |
| 7 - International Environment | Introduction to the international trading environment | 7.1 The changing nature of the international economy and its effects on Irish business; Trading blocs and agreements | 2b |
| | International business | 7.3 The development and impact of transnational companies | 1d, 2a, 2c, 2d, 2e |

Economics

| Strand | Topic | Learning Outcome | Activity |
|---|---|--|------------------------|
| 1 - What is economics about? | 1.3 Economic, social and environmental sustainability | 1.3 Identify indicators of economic growth, social cohesion, inequality, and environmental sustainability; examine relationships between the indicators. | 1b, 2c, 2d, 3a |
| 2 - How are economic decisions made? | 2.4 Government intervention in the market | 2.4 Evaluate the role and effectiveness of regulation in the Irish economy. | 3d, 4b |
| 3 - What can markets do? | 3.3 Market failure | 3.3 Determine and debate how governments can overcome market failure using factors such as taxation, regulation and direct government intervention. | 2c, 2d, 3b, 3d, 4b, 4e |
| 4 - What is the relationship between policy and economic performance? | 4.1 National income | 4.1 Critique the limitations of certain measures of economic performance. | 2a, 2c, 2d, 3a, 3c |
| | 4.2 Fiscal policy and the budget framework | 4.2 Debate the purpose and impact of taxation on the economy as a whole, explaining how tax policy can be used to address inequality. | |
| 5 - How is the economy influenced by international economics? | 5.1 Economic growth and development | 5.1 Explain how countries and regions can be profiled by income, wealth and equality. | 1b, 2e, 3a |
| | 5.2 Globalisation | Explain the concept of globalisation and discuss the positive and negative implications of globalisation. | 1d, 2a, 2c, 2e, 3a |
| | | 5.2 Discuss the reasons for multinational corporations (MNCs) investing in countries outside their home country. | 1d, 2c, 2d |

History

| Strand | Topic | Perspective | Element | Activity |
|---|---|------------------------|--|----------|
| Early Modern Europe and the wider world | Topic 5: Establishing empires, 1715-1775 | Society and economy | Territorial expansion | 1b |
| | | | Colonial acquisitions and European reclamations | 1b, 3b |
| | | | International trade: tobacco, sugar and enslaved people | |

Glossary of Terms

Biodiversity:

This refers to the huge variety of living things on Earth, like animals, plants, insects, and microorganisms, which interact, either directly or indirectly, and depend on each other to live and thrive. It can also refer to all the different species in one area or ecosystem.

Capitalism:

Capitalism is an economic system where individuals or companies own and control property, like factories or land, and the goal is to make a profit, and have a growing economy. Meanwhile workers sell their labour for wages to buy what they need. Prices are said to be set by the market, and businesses compete to meet consumer needs. The idea is that by acting in their own interests, businesses will naturally meet people's need for goods, and will help the economy to grow. A key feature of capitalism is a limited role for government which exists, under capitalism, mainly to protect property rights and keep markets 'fair'. Capitalism gained ground during the Industrial Revolution, and is now the dominant economic system in the world.

Carbon Taxes:

A tax on things like oil, petrol, diesel, gas, coal, and peat—anything that creates carbon dioxide (CO₂) when burned. The goal is to reduce the use of fossil fuels and encourage companies and people to find cleaner alternatives. There are different arguments about how to make these taxes fair, especially for people who can't afford greener options, or in areas that lack alternatives like public transport.

Climate Justice:

Climate justice is about making sure that solutions and actions taken to fight climate change are fair to everyone. It means focusing on the people who are most affected by climate change but have done the least to cause it. It also means making sure that those who have harmed the environment are held responsible and that we work towards a world that is just and sustainable.

Colonialism:

Colonialism is when one country takes control over another, often by force, and uses its land, resources, and even the people, for its own benefit. From the 16th century on, European colonial powers took control of countries and lands in Africa, Asia, and the Americas, exploited the people, forced them to follow their rules, and took their resources. Local cultures, languages, and ways of life were greatly harmed as a result. Many argue that colonialism still impacts the world today through the way global trade systems are set up and how rich countries continue to benefit from the exploitation of poor countries.

Decolonisation:

Decolonisation is the process of a country or people regaining their independence after being colonised or controlled by another country. It also means questioning and changing the ways colonial ideas still affect things like the economy, laws, and education today, sometimes keeping old power structures in place.

Divestment:

This is when people, governments, or organisations decide to stop investing money in companies that harm the environment, like those that make money from fossil fuels. It's a way of protesting and encouraging companies to stop profiting from harmful practices.

Economic Justice:

Economic justice in the context of climate change means making sure that everyone shares the costs of solving climate problems fairly. It also means thinking about the needs of workers and families when making solutions, not just focusing on technology or the environment.

Externalities:

In economics, externalities are costs or benefits that affect people who aren't directly involved in a situation. For example, pollution from a factory is a negative externality because it harms people who live nearby but aren't involved in the business concerned. The cost of the pollution is not paid by the factory owners, but is left to society to deal with. If the negative externality were taken into account, then the cost of the things being produced in the factory would need to be higher. Economists also consider positive externalities. This includes things like biodiversity projects, education and health programmes on the wider society, because of the overall benefits to the wider community.

Extractivism:

This is both an activity and an approach to nature (like fossil fuels, minerals, or forests), that sees and treats them as resources to be taken for profit. This is often done in a way that harms the environment and the communities living in the affected areas. It tends not to consider the long-term damage to nature or to people, especially people in indigenous communities.

Free Trade:

Free trade is when countries trade goods and services without restrictions from their governments. In practice, though, governments still play a role in how goods are traded.

Gross Domestic Product (GDP):

GDP is the total value of everything produced in a country, like goods and services. One criticism of this measure is that it does not include activities and supports that are provided free of charge - like care of children and older people, and work in the home - despite being hugely important for society.

Living Wage:

A living wage is the amount of money someone should earn to cover their basic needs, like food, housing, and clothing. In Ireland, it is calculated by the Economic and Social Research Institute (ESRI), and promoted by groups like Social Justice Ireland, who note that the minimum wage falls short of the living wage.

Neocolonialism:

Neocolonialism is how former colonising countries still control or influence the economy, politics, and decisions of countries that have gained independence. This can happen in a number of ways, including through unfair trade policies, the impact of debt on former colonies, tax evasion by multinational companies, and political or military force being used.

Neoliberalism:

Neoliberalism is a form of Capitalism that emerged in the late 20th Century, which puts a strong focus on economic growth. It involves removing 'obstacles' like government regulation from private businesses and believes that free markets are the best way to meet peoples' needs, and increase profits. In this model governments should privatise education, housing, healthcare, and welfare services, and corporations should be able to compete to provide them. Neoliberalism has been the main economic model in many countries for several decades (especially in the US and UK) and has been challenged by people who want a more equal and sustainable system.

Public Services:

Public services are services provided by the government, like healthcare, education, social welfare, and emergency services. Taxes collected from consumers, workers and corporations help pay for these services.

Sacrifice Zones:

Sacrifice zones are areas where the environment is severely damaged for the sake of profits or 'progress'. These places often suffer from pollution, deforestation, and harmful industries that harm the local people and environment.

Subsidies:

Subsidies are financial supports, often from the government, that help certain industries. For example, the fossil fuel industry gets subsidies, which can include tax breaks or funding for fossil fuel projects. Critics argue that these subsidies should be spent on cleaner, sustainable alternatives instead.

United Nations (UN):

The United Nations is an international group that was founded after World War II to help countries work together to solve global problems. It started with 51 countries but now includes 193 members.

Tools for Reflection

As discussed, in Development Education & Global Citizenship Education, reflecting on values and attitudes is as important as acquiring new knowledge. To enable this reflection, it is useful to encourage students to periodically take the time to reflect on what they have learned – either in a single lesson, a group of lessons, or on the year as a whole.

Below are some templates which can be printed out and used by the class at different points.

It may also be helpful to ask students to use a particular journal or special notebook for use in this Unit.

Reflective Journal

I used to think ...

Now I think...

I was surprised by...

The main thing I will take away from this topic is...

I'd like to find out more about ...

One thing that has challenged me is ...

On a scale of 1-10 this is how I would rate my participation so far...

I expressed my opinion freely ____

I listened well and showed respect for the opinions of others ____

I was willing to change my mind ____

I asked critical questions ____

I tried to see things from a variety of perspectives ____

I was open to change ____

I helped other members of my class learn ____

1. Climate Change, Colonialism and Extraction

1a. Climate Change Cartoons

| | |
|---|--------------|
| Curriculum Links (mostly depends on the cartoons chosen) | |
| Geography; 1.6, 2.6, 3.6 | Junior Cycle |
| Business Studies; 3.6 | Junior Cycle |
| Politics and Society; 8.1 | Senior Cycle |
| Sustainable Development Goals | |
| Depending on the cartoons used and the selection made by students this activity may relate to all goals, including 7, 8, 10, 11, 13, 17 | |

Learning Intention: To make use of cartoons to introduce students to the links between climate change and economics, and the concept of climate justice.

Materials

- A printed selection of 10-12 cartoons from this set of images - https://drive.google.com/drive/folders/1wqAqw13gBZ8GhSMWakL9I__T8uxJOF5I
- Blu-tac
- Sticky dots (3 per student)*

Methodology

Below are two complementary methods for supporting students to use cartoons to consider issues of climate change and economics. They can be used together or separately.

Option 1 - What do you see?

- Divide students into pairs, and give each pair a cartoon, but instruct them that only one student should look at the cartoon. The second person should not see it.
- Ask the students who are looking at cartoons to describe what they see to their partner. The partner unable to see the cartoon may just reflect on what they hear, or you can ask them to draw their own cartoon based on what they have heard.
- Tell all students to look at the cartoon their pair has. Ask students to reflect, in their pairs, on how accurate the descriptions they received were, and whether they see anything different to what their partner saw.
- Have a class discussion on the following prompt: What role can cartoons play in the media?

Option 2 - Cartoon Gallery*

- Display a selection of 10-12 cartoons on the walls or tables around the room.
- Ask the group to walk through the Cartoon Gallery and note down in a notebook the main themes they see in each cartoon as they are walking.
- Ask students to mark with a sticker the three cartoons which they liked most.
- When students have finished viewing the Cartoon Gallery, facilitate a class discussion about the three most popular cartoons.
- Prompts include: What themes did they explore? Did they use humour, or satire? Were they relevant to contemporary issues? What did the cartoons show about climate change and economics?

1b. Video on Colonialism & Climate Change

| Curriculum Links | |
|---------------------------------|--------------|
| History; 1.1, 1.2, 1.11, 3.2 | Junior Cycle |
| Geography; 2.6, 3.6, 3.9 | Junior Cycle |
| Business Studies; 1.9, 3.6, 3.7 | Junior Cycle |
| Politics and Society; 4.4 | Senior Cycle |
| Geography; 4.1, 4.2, 4.5, 6.1 | Senior Cycle |
| Economics; 1.3, 5.1 | Senior Cycle |
| History; Topic 5 | Senior Cycle |
| SDG Links | |
| 9, 10, 13, 12, 16 | |

Learning Intention: To introduce the idea that historical colonialism and ongoing economic colonialism are linked to climate change.

Materials

- Video - <https://www.aljazeera.com/program/inside-story/2021/10/16/is-colonialism-to-blame-for-dire-situation-with-climate-change>

Is Colonialism To Blame for the Dire Situation With Climate Change, Al Jazeera (2021) <https://bit.ly/Climate-Colonialism-vid>

Methodology

Part 1: Video

Watch the documentary (note: it's 25 minutes long, if you wish you can watch just the first 10 minutes).

Facilitate a discussion with the class drawing on the discussion questions below.

Discussion Questions

1. In the video, what links do the speakers make between colonialism and climate change?
2. What do you think the artists are trying to achieve?
3. Do you have any other observations about the video?

Part 2: Student Research (optional)

- Invite students to note down keywords or terms as they watch the video, for example: colonial legacy; forced migration; monocrop agriculture; extractive practices; economic decolonisation; colonial globalisation.
- Either individually or in small groups, ask students to choose a keyword or term to research, and devise a creative and effective means of communicating these facts to the wider audience: a mini-drama, a news report, a documentary, a series of images, a poem, a comic, or something else.
- Invite each individual/group to present their chosen fact to the class. Ask them to outline their chosen methodology and present any material they have already developed.

Note: Depending on time and technology, you may wish to ask students to carry out additional research about their chosen fact as part of this task and present their creative project in a subsequent class.

1c. Mapping Triangular Trade

| Curriculum Links | |
|-----------------------------|--------------|
| History; 1.1, 1.2, 1.9, 3.2 | Junior Cycle |
| Geography; 3.2, 3.3, 3.6 | Junior Cycle |
| Business Studies; 1.9, 2.7 | Junior Cycle |
| Home Economics; 1.15 | Junior Cycle |
| SDG Links | |
| 8, 10, 12,13,16 | |

Learning Intention: To understand how colonialism benefited from enslavement of African people and spurred the extraction of natural resources to create wealth for the colonisers.

During the 15th - 19th centuries, European colonial powers operated a notorious transatlantic triangular trade system. The ships of European merchants carried firearms and manufactured goods to Africa, where they were traded for enslaved African women, men and children, who were then abducted to the Americas and forced to work on plantations. From there goods and raw materials such as timber, sugar, coffee and cotton were brought back to Europe to feed their industrial sector, completing the triangle. Valuable raw materials such as gold and iron were also extracted from Africa. The colonisation of resource-rich regions, along with the exploitation of people for free labour on plantations was instrumental in building up the economies of European nations, and the development of modern capitalism.

Materials

- Video materials

- Video on the Transatlantic Slave Trade and a projector and screen
- These videos explain the basics of the Transatlantic triangular trade system: Animated (3 minutes) [The Transatlantic Slave Trade - YouTube](#)
[How did the transatlantic slave trade start? - BBC What's New - YouTube](#)

- Writing materials

- Optional handout on Triangular Trade-
<https://www.khanacademy.org/humanities/ap-us-history/period-2/transatlantic-trade/a/transatlantic-trade>
- Optional video: [Second Middle Passage](#)
This video explores the economy of the 'second middle passage' - the enslavement and trade of human beings, and the building of the cotton industry in the United States.
Follow with student-led research on the environmental impact of cotton plantations on the environment, as well as the social devastation caused by the enslavement and forced labour of human beings.

Methodology

1. Project an image of the Triangular trade, or sketch a map on the whiteboard, and draw out from the group what they already know about this system.
2. Play the video. Ask students to note down mention of extraction, production and trade of goods as they watch the video. Pause the video a couple of times if needed, to allow students to take notes on the following questions:
 - What kind of goods were produced from the labour of enslaved African people in the 'New World'?
 - Which countries or regions benefited economically from this system?
 - Which countries or regions were harmed?
 - How did European traders justify the kidnap and enslavement of human beings?
 - Note something that you learned or that surprised you from the video?

3. Form small groups and ask the students to share their answers on these questions together.
4. Hand out copies of the blank world maps. Still working in their small groups, ask the students to fill in map with the different goods and trade routes they noted from the video, and to note the economic activities that were linked to enslavement of African people, and the capture of land in the 'New World'. Considering the ongoing legacy of slavery, ask the students to consider if these patterns of 'trade' from the Global South to the Global North are in any way similar today?
5. Take feedback from the groups and acknowledge the impact that historical oppression has on current global inequalities.

World Map



1d. Sustainability Roleplay

| Curriculum Links | |
|---------------------------------------|--------------|
| Geography; 2.4, | Junior Cycle |
| Home Economics; 2.7, 2.11 | Junior Cycle |
| Business Studies; 1.9, 2.5, 3.6, 3.11 | Junior Cycle |
| Religious Education; 3.6 | Junior Cycle |
| Politics and Society; 4.3, 8.1, 8.2 | Senior Cycle |
| Geography; 1.7, 4.1, 4.5, 6.2 | Senior Cycle |
| Business; 6.4, 6.6, 7.3 | Senior Cycle |
| Economics; 5.2 | Senior Cycle |
| SDG Links | |
| 3, 6, 8, 12, 14, 15 | |

Learning Intention: To understand the unsustainability of resource extraction, and how extraction methods impact on people and planet

Materials

- Copies of the role cards printed on A4 sheets, one set of role cards for each group, depending on class size (see next pages for printable sheets)
- Copies of the Sustainability Handout, one per group, depending on class size (see next pages for printable sheets)

Methodology

1. Explain to students that we are going to discuss extraction of natural resources in more detail, building on what they saw in the video on Triangular Trade. We're going to be looking at how sustainable extraction is. Explain that in determining whether an action or product/service is sustainable, many people who study sustainability consider three key elements:
 - The environment - How are plants and animals affected? How are air, water, and soil affected? What is the long-term impact on the environment?
 - Society - How are people's lives affected? How are cultures affected? Do some people benefit at the expense of others?

- The economy - How are local, national, and international economies affected? Are meaningful job opportunities provided? Is there a long-term economic gain for people and communities?
2. Divide the class into groups – ideally with five students in each as this aligns with the number of role cards per group.
 3. Give students the following instructions: *"When a resource is extracted, it is removed from the environment so that it can be used to create materials or produce energy. Each of you will receive a role card that provides some information about your perspective on the extraction of a particular resource. Each person should read aloud their role card to the group; during this activity, try to retain the perspective presented on your role card. You will work together as a group to determine how resource extraction impacts the long-term well-being of people and the planet. As a group, work together to complete the handout, Is It Sustainable? You will have to reach consensus as a group to recommend whether or not extraction of the resource should continue. Choose one person in your group to record answers on the handout and another person to report to the class your group's analysis of the sustainability of resource extraction."*
 4. Hand out Extraction & Sustainability role cards to each group so that one group has five different role cards for gold, another group has five different role cards for timber, and so on. If you have more than three groups, some groups can work on the same issue.
 5. Pass out one Sustainability Handout to each group.
 6. Allow groups ample time to read their roles and work through the handout together. Leave 10–15 minutes at the end of class for each group to share their analysis of the sustainability of the resource, and the extraction method(s). What is the resource, and how is it currently extracted? Is it extracted sustainably? If not, how could it become more sustainable?
 7. Wrap up with a short class discussion using one or more of the following questions.
 - Are any natural resources extracted near where you live? If so, how does that extraction affect the local environment, economy, and society?
 - What drives natural resource extraction? What part does consumption play?
 - What are some positive results of resource extraction?
 - What are some negative impacts of resource extraction?
 - What possible action could consumers take to support sustainable extraction? What possible actions could regulators and law-makers take?
 - Based on the different perspectives you heard in your groups, what are challenges to enforcing sustainable extraction of natural resources?

Adapted from: Facing the Future, Western Washington University, "Buy, Use, Toss? A Closer Look at the Things We Buy - An Interdisciplinary Curriculum Recommended for Grades 9–12" (2010). Facing the Future Publications.12. https://cedar.wvu.edu/ftf_allpublications/12

Sources for Sustainability Role cards:

Paper Industry and Deforestation:

[Two sides of the same coin: How the pulp and paper industry is profiting from deforestation in the Amazon rainforest | Environmental Paper Network](#)

Sámi Community Campaigns to Protect Forests:

<https://time.com/6899748/deforestation-sweden-reindeer-sami-herders/>

Energy sources USA (February 2024): [Use of natural gas-fired generation differs in the United States by technology and region - U.S. Energy Information Administration \(EIA\)](#)

Role Cards - Extraction & Sustainability

Group A: Gold

I am a **gold miner** in Indonesia. I work at a large open-pit mine owned by a foreign company. Each day I operate a machine that digs out thousands of kilos of ore (rocks and dirt that contain tiny amounts of gold). I have never actually seen the gold. The ore is transported somewhere else, where people extract the gold. Over time, the area where we extract the ore has become a giant pit that cannot be used for anything else. I make more money than most of my neighbours. In fact, I'm paid over €500 each month. I have a house and television, thanks to this job.

I am the vice president of a **mobile phone company**. Most people think that gold is only used for jewellery but gold is also a good conductor, meaning that electricity runs through it. This is why gold is used in many electronics. We only use a tiny amount in each phone. Mobile phones are very important because people can use them anywhere in the world. People in rural areas can use mobile phones to communicate in places that don't even have land-lines. If we didn't use gold, we'd have to find another metal conductor that would also have to be mined. Each year more and more people are buying mobile phones, and we have to keep up with demand. That's why we continue to buy gold.

I am an employee of the **national government in Indonesia**. We have seen more and more mining companies come to our country to extract gold for products that will be made and sold in other countries. Since we have been blessed with this resource, why not sell it to make money for our country? It is true that the areas where we currently allow open pit mining are becoming contaminated with toxins. However, we will make sure that those areas are safely enclosed so they don't hurt anyone. We want to make sure that foreign companies continue doing business in our country so that we can invest in things that improve the lives of our citizens.

I am an **environmental scientist**. I worry about how open pit mining is permanently altering the environment. The deep pits that are created are so large that they can be seen from space. Also, this type of mining relies on a process called cyanide leaching. A chemical called cyanide is sprayed onto dirt and rocks that are removed from the pit. The cyanide bonds to tiny bits of gold and silver as it trickles down through the dirt and rocks. Cyanide is very toxic – it was a killing agent used in gas chambers. If it leaks into soil or water, it can contaminate streams, killing fish and other wildlife.

I am a **resident of a small community** in Indonesia next to a large open-pit mine. At first I thought the mine would be good because it would provide many jobs. Unfortunately, the cost of living is now much higher. The miners make good money, so they are able to pay higher prices for food, rent, and land to build homes. Those without mining jobs can no longer afford all of these things. We have also watched the devastation of our local environment. The mine has contaminated water sources, and the company dumps waste in our beautiful rainforests. What will be left when all this is finished?

Group B: Timber

I am a **forester** in Canada. I make my living by harvesting trees. These trees can be used for all sorts of things everyone needs, like furniture, construction materials, magazines, tissues, paper, and packaging. Our company cuts down large areas of trees and then lets those areas grow back for twenty years or more. 93% of the logging is done using a clear-cut method. Environmentalists and some indigenous groups protest this, but it's one of the most economical ways to harvest the trees. When forests are logged, we often replant with fast growing saplings like Sitka spruce. When these trees get large enough, we go back and cut them again. Global demand for paper has quadrupled over the past 50 years. So long as people need wood, cardboard, and paper products, I'll have a job.

I am a **salesperson at a large paper company**. We sell paper to companies that print books, newspapers and magazines, and cardboard for packaging. In the last few years there has been more and more demand for packaging for online shopping. Some of our clients now want us to supply recycled paper. We find that the best quality paper is still made mostly from new trees, but we also want to make sure our customers are happy. Our company wants to make a profit so if people are willing to pay more for recycled paper, we will make more of it.

I own a **furniture company**. Whereas some wood can be recycled, that's not always true for furniture. Some builders recycle wood to build new homes and businesses. However, we need large trees to create luxury furniture such as dining tables. As long as we are paid well to create these items, we will continue to make them. I prefer working with hardwood trees, which are typically older and more valuable than fast-growing pine trees. I try to pay attention to where the timber comes from but ultimately I'm concerned with quality. A good piece of furniture can be passed down from generation to generation until it becomes an antique. Cheap furniture, on the other hand, tends to break more easily and ends up in the dump. I want my customers to have beautiful, high-quality furniture that lasts.

I am a **wildlife biologist**. I'm concerned about the effect that large-scale timber harvesting has on biodiversity and ecosystems. There are many species of animals that can't survive without a healthy forest. For example, in the southeastern United States the red-cockaded woodpecker can only be found in older forests. They create nests in dead trees in mature pine forests. These birds are considered a keystone species because many other forest species (including insects, birds, lizards, and squirrels) use their nests. Scientists know that each species is important because it is connected to the lives of other species in a food web.

I am a **part of the Sámi community**, the indigenous people of Sápmi (the area around northern Scandinavia and Russia). My family has been herding reindeer in the ancient forests of northern Sweden for generations. The Swedish forestry model claims to be the most sustainable in the world but current logging practices are pushing Sweden's old-growth forests to the brink of extinction, while replacing them with plantations of fast-growing commercial trees like spruce and pine. We've been trying to protect the forests for decades, and have been successful in pushing out forestry companies in some areas, but the forests have been felled at an alarming rate, with a huge loss in biodiversity. When the old forests are cut, so much is lost. The reindeer herds we rely on are also affected, and that threatens our whole community, our culture, and our way of life. We know that indigenous groups all around the world - from Cambodia to Central Africa, to Canada - are facing similar threats to their forests. When the logging companies move in to take the trees, they profit while nature and the community suffers. "What happens when there is nothing left to take?"

Group C: Coal

I am a site manager for a coal mining company in West Virginia, USA. Most of the people I know also work for the mining company. Some remember working in mine shafts that went deep underground. The company I work for now prefers to extract coal through a method called mountaintop removal. It is a lot safer and faster and doesn't require as many people. In mountaintop removal, we use giant machines to basically blow the top off a mountain to make it easier to get to the coal inside. Many coal mines have shut down but know my job is important because many energy plants in the United States still burn coal to create electricity.

I am a coal miner. I work in a shaft mine. It's what my father and grandfather did. I'm not trained to work at anything else. As soon as I graduated high school, I started working as a coal miner. Right now I work in a mine that is 700 feet deep. Coal mining has always been dangerous work. Once I was in a mine that partially collapsed but luckily, emergency crews were able to get me and my coworkers out before we ran out of air. Over the years unions fought for safer methods, and better wages and conditions. Many mines have closed now because of environmental regulations, and because other fuels are much cheaper. I hope I can keep my job, and that I can stay healthy and safe so that I can continue to provide for my family.

I am a resident of a small mountain community in the Appalachian Mountains of West Virginia. Our state has long been known for its beautiful mountains. Lately, however, these mountains have been scarred by a mining technique called mountaintop removal. Not only does mountaintop removal destroy the beauty of the area, but it's also ruined our well, which is my family's only source of drinking water. The dirt and rocks that are exposed during mountaintop removal are usually dumped into nearby valleys. A company dumped the rubble in a valley where a stream runs through to my community. Now the stream is discolored and cloudy. A lot of people I know have cancer and other diseases that seem to affect far more people than before. We have complained, but the mining companies say they are meeting all the necessary environmental standards and just keep doing business as usual.

I am the Chief Executive Officer for a company that owns several coal-fired power stations. Coal gets a lot of bad press but it is a good fuel source. For one thing, we have tons of it right here in the United States. That makes it much easier and safer to access than oil that has to be imported from the Middle East or South America. This gives us energy-security at home, rather than relying on other countries. For another thing, coal contains more energy that can be turned into electricity than competing fuels, like natural gas. Our country was built on coal. People who want to use renewable fuels like wind and solar power just don't understand how complex it is to transition to new energy sources, and how important coal is to meet our current energy needs. So many power stations are already set up to burn coal that it doesn't make sense to change things while we still have plenty of coal.

I am a mechanical engineer working on renewable energy. I believe that we can and should stop mining coal. We have other technologies available right now – such as wind turbines and solar cells – that could supply us with all the electricity we need. Burning coal for electricity releases air pollution, including greenhouse gases that result in climate change. People working in the coal industry could be retrained to work in the renewable energy sector. The earth is already getting warmer from our use of dirty fuels like coal. Let's invest in clean alternative fuels now!

Sustainability Student Handout

1. What are some of the impacts of resource extraction on the environment?

2. Overall, is extraction of this resource environmentally sustainable?

a. Why, or why not?

b. Could it be made more sustainable? If so, how?

3. How does the extraction of this resource affect local and national economies?

4. Overall, is extraction of this resource economically sustainable?

a. Why, or why not?

b. Could it be made more sustainable? If so, how?

5. How does extraction impact people and communities?

6. Overall, is extraction of this resource socially sustainable?

a. Why, or why not?

b. Could it be made more sustainable? How?

7. On a scale of 1-5, where 1 is not sustainable at all and 5 is completely sustainable, rate the overall sustainability of extracting this resource.

1 - 2 - 3 - 4 - 5

8. Should the natural resource you discussed continue to be extracted?

a. If yes, is there a particular method that is most sustainable? What is it?

b. If not, why should this resource no longer be extracted?

c. If there is to be a move away from extracting this resource, what kind of justice issues do you think need to be considered.

2. Climate Change and Capitalist Economics

2a. The Trading Game

| Curriculum Links | |
|---------------------------------------|--------------|
| Business Studies; 3.6, 3.7, 3.9, 3.11 | Junior Cycle |
| Geography; 3.6 | Junior Cycle |
| History; 1.1, 1.9, 1.11 | Junior Cycle |
| Business; 7.1 | Senior Cycle |
| Geography; 6.2 | Senior Cycle |
| SDG Links | |
| 8,9,12,13,17 | |

Learning Intention: To enable students to experience how unfair and unequal some trading relationships are.

The Trading Game is a game developed by Christian Aid. All you need to help you in planning and playing the game can be found on the Christian Aid website <https://www.christianaid.org.uk/get-involved/schools/trading-game>

- The Trading Game helps to show how trade affects the prosperity of a country - both positively and negatively. It is a fun and exciting introduction to the issues of trade, and increases understanding of some very complex relationships through role-play. It is an excellent activity for introducing students to the basic issues that determine how the gap between rich and poor nations is maintained.
- In the game, students work in groups, representing different countries. Each country is given different resources (represented by scissors, sheets of paper, etc.) They must use their resources to produce different items and when they present them to the 'Bank' they are given money. The aim of the game is to make as much money as possible.
- Some preparation is required in advance of running the game. Debriefing questions that can be used at the end of the game are also available at the above link. In addition to these, ask the students to consider how the inequalities

they experienced in the game might have an affect on climate change, in real life?

- How might countries disadvantaged by international trade rules come to have an increased reliance on revenue from mining, logging, and other environmentally destructive industries?
- In real life, who benefits and who loses from unfair trade rules? Where do the profits go from the minerals and resources extracted? How does this relate to climate justice?

2b. A Better Way?

Understanding Externalities

| Curriculum Links | |
|--|--------------|
| Geography; 1.6, 3.6, 3.7, 3.9 | Junior Cycle |
| History; 1.1, 1.2, 1.4, 1.11 | Junior Cycle |
| Business Studies; 1.7, 2.4, 2.5, 2.7, 3.6, 3.7 | Junior Cycle |
| Geography; 4.1, 4.2, 4.3, 4.5, 6.2 | Senior Cycle |
| Politics and Society; 4.4, 8.2 | Senior Cycle |
| Business; 1.1, 6.4, 6.6, 7.3 | Senior Cycle |
| Economics; 1.3, 3.3, 4.1, 5.2 | Senior Cycle |
| SDG Links | |
| 8, 10, 11, 12, 13 | |

Learning Intention: To understand the concept of externalities.

Materials

- Copies of the handout A Better Way? one for each student (see next pages for printable sheets). Alternatively, read the sheet as a whole class.
- Copies of the worksheet Recommendations for Sustainability, one per pair/group, depending on class size.

Note: While teachers and facilitators are free to use personal examples of their own consumer choices, they should refrain from highlighting the purchases of those in the class, or directly questioning young people about their clothing unless they volunteer this information willingly and independently. The emphasis in the activity should be on the wider systems of production, distribution, consumption, and disposal.

Methodology

1. Tell students you're going to take a look at some other environmental costs of capitalism and economic activity, by looking at the production, distribution, sale and disposal of jeans and other clothing. Have the students think for a moment about how much jeans cost when they are sold in a store in Ireland. The answers here may vary from less than €10 to hundreds.
2. Tease out the reasons for this huge difference in price. Does a high price-tag necessarily guarantee that the garment is made with better working conditions, environmental standards, or sustainable practices? While low-cost retailers are often criticised on these fronts (with good reason) high-end brands tend to escape similar scrutiny, despite evidence of exploitative conditions for workers and harmful environmental practices. A 2022 review found that 75% of high-end luxury fashion brands scored 'not good enough' or below on workers conditions¹. Establishing these facts about both budget and luxury brands is important to avoid stigmatising low-income consumers.
3. On the board, write the following two headings: Included and Hidden. First, lead students in a brainstorm about what sorts of things are included in the cost of a pair of jeans. (e.g., money to buy fabric, money to pay factory workers, rent for retail store, money to pay store employees) Now ask students to brainstorm some "costs" that are probably not included in the price of the jeans. These could be costs to people, to the environment, or to local and national economies. (e.g., environmental impacts, workers' health) It's ok if students can't think of many costs at this point; after this activity students will have a greater idea about both included and hidden costs. These hidden costs are generally not borne by the company, so who pays for them? Economists call such costs, 'externalities'.
4. Distribute the handout, 'A Better Way?' to each student. Let students know that they will be working through the handout with a partner or in a small group. Give them some time to read it.
5. Divide students into pairs or small groups. Give one Recommendations for Sustainability worksheet to each group. Have each pair/group answer the questions together.
6. Ask each /group to present to the class one or more of their recommendations for improving the company's practices.
7. Hold a class discussion. You can use the following prompts:
 - Do you think it is reasonable to require companies to provide information about their carbon footprint on clothing labels or in stores? Explain why or why not.
 - Do you think hidden costs, such as pollution and employee health, should be included as part of pricing products like jeans?
 - Would you be willing to pay more money for a product if you knew it contributed substantially to the local economy, such as if it was made locally by residents who pay local taxes? (Providing you can afford it, of course)

¹ <https://goodonyou.eco/the-luxury-brands-exploiting-garment-workers/>

- Many people have no idea what goes into producing and distributing goods to consumers. Why do you think that is? Do you think more information would influence people's purchasing decisions? What about the price of more eco-friendly products, do you think they're accessible to everyone?

Additional Reading:

Uncovering fast fashion: Why cheap clothing is devastating for the planet.

Mass consumption is evident in the global fashion industry but has a myriad of impacts, including huge impact (John Hearne, 14 March 2024)

www.irisht Examiner.com/business/economy/arid-41352943.html

Adapted from: Facing the Future, Western Washington University, "Buy, Use, Toss? A Closer Look at the Things We Buy - An Interdisciplinary Curriculum Recommended for Grades 9-12" (2010). Facing the Future Publications.12. https://cedar.wvu.edu/ftf_allpublications/12

A Better Way? – Student Handout

Scenario:

A large international company that designs and sells clothing in Ireland recently received some bad publicity with a report showing that despite record profits, the shop workers had to go to court to get a modest wage increase that was due to them. More recently, a climate action group labelled the company as a “climate menace,” alleging that it had one of the highest carbon footprints in the sector due to the huge amounts of ‘fast fashion’ it produces. An environmental network in the Global South is the damage caused to rivers and air quality due to pollution coming from factories supplying the stores in Ireland. To top it all off, there are now solidarity protests over the opening of a new branch in an Irish town, claiming that the company has done little to improve conditions for workers in the Global South labouring in the factories supplying its stores, or in the communities where there garment workshops are based.

You have been hired as a consultant to help the company to meet its social and environmental obligations. That means you will have to investigate the procedures involved in garment design, sourcing materials, manufacturing the goods, and getting the clothing from the factory where they are made into consumers’ hands, as well as considering where those garments end up once they’re no longer being used. You will also need to consider the working conditions in Ireland, and in the supplier-countries. Considering all these issues, the company needs to consider ways to positively contribute to local communities, economies, and environments. Begin by identifying measures for the company to act to:

- Lower its carbon footprint
- Improve its practices and reputation as an employer and contractor, for the people working all along the supply chain.
- Take responsibility for the environmental impact of their garment production practices, from the beginning to the end, including the distribution, and disposal stages.

Your task is to determine where and how you can improve the company’s practices according to these three goals. First, you need to know how the company currently operates.

Your investigation begins in Vietnam, where the jeans are sewn. Garment-makers here work long hours, but many still struggle to meet their basic needs and support their families. About 80% of these workers are women. In recent years many clothing and shoe companies in the Global North cancelled their orders with suppliers. This was due to falling demand, first because of the Covid-19 pandemic, and then the cost of living crisis, and it led to thousands of garment workers losing their jobs.

Because the company wants to provide its customers with the latest styles, it flies shipments of the jeans from Vietnam to Dublin airport at least once a month.

In Dublin, the jeans arrive at your company’s distribution centre. This is essentially a giant warehouse. The jeans are then loaded onto lorries that travel all over Ireland, delivering the jeans to stores. Turnover among the lorry drivers is pretty low. They work long hours but make good money. Some of them are members of a union that works to protect their rights; the union established minimum pay rates and maximum working hours for the drivers. Once the jeans arrive at any of the twenty-five shops your company owns, they are carefully folded and displayed by retail workers. Most of these workers are young and willing to work part-time. Usually store managers are the only retail employees who work full time. The part-time retail employees earn just above the minimum wage and their work schedule can be changed at very short notice, which makes it difficult to plan, especially for people who are also studying. More than half of the stores are located in suburban areas, in large shopping centres. Currently about 20% of the company’s entry-level retail positions are vacant. One reason is that people looking for this type of work often live far from shopping centres in places without public transportation options, like buses or trains. 30% of the company’s retail employees live more than 15 kilometres from the stores where they work. In several cities, there are large numbers of unemployed workers in inner-city areas that cannot reach the company’s suburban stores. Four stores currently participate in recycling programs. These stores, located in cities that have established recycling programs, recycle the cardboard boxes that the jeans arrive in.

References and sources:

Transportation was responsible for 19% of greenhouse gas emissions in Ireland in 2022, second only to agriculture. Globally, the figure was 20.7%. The vast majority of transportation fuels (such as petrol, diesel, and jet fuel) are made from petroleum. When petroleum fuels are burned, carbon dioxide is released. Carbon dioxide is a greenhouse gas linked to climate change. As the amount of carbon dioxide in the atmosphere goes up, so does the earth's average temperature. Climate change has warmed the earth so that glaciers and areas that have been frozen for thousands of years are now melting. It has also caused sea levels to rise around the world.

In Ireland in 2023/24 the Living Wage is €14.80 per hour.

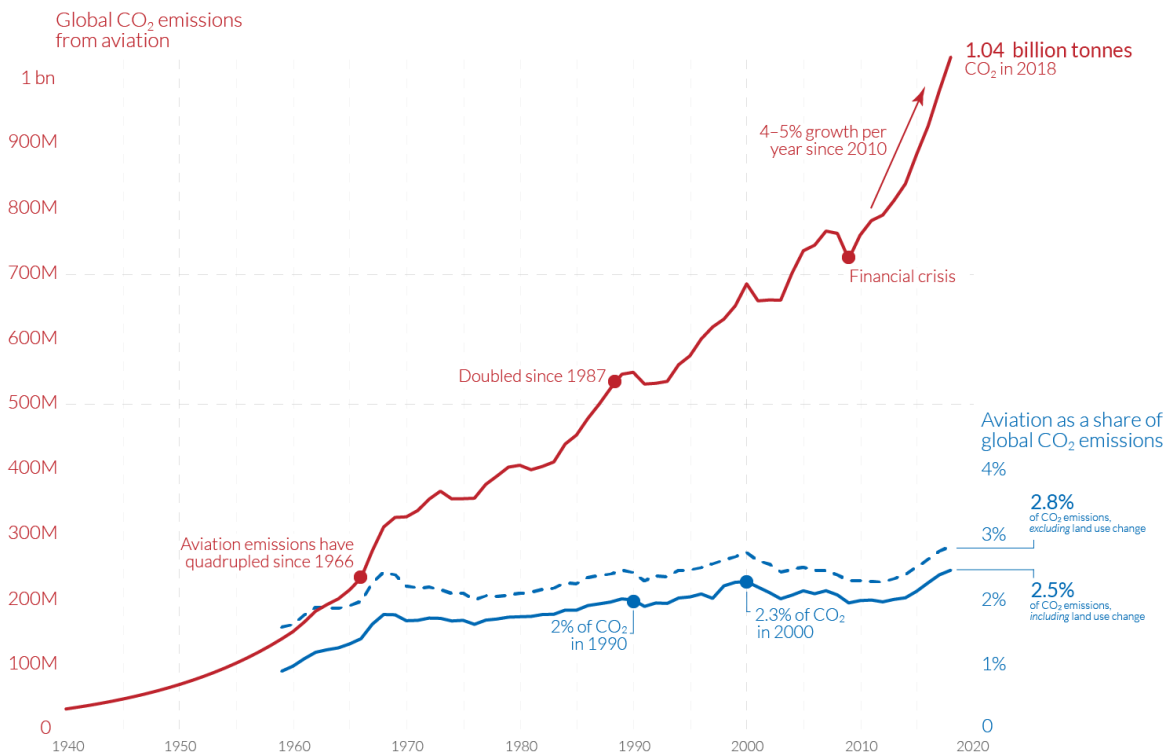
A living wage is a rate of pay for work which makes possible a minimum acceptable standard of living.

In principle, a living wage is intended to establish an hourly wage rate that should provide employees with sufficient income to achieve an agreed acceptable minimum standard of living when working full time. In that sense it is an income floor; representing a figure which allows employees to afford the essentials of life. Earnings below the living wage suggest employees are forced to do without certain essentials so they can make ends-meet.

Global carbon dioxide emissions from aviation

Aviation emissions includes passenger air travel, freight and military operations. It does not include non-CO₂ climate forcings, or a multiplier for warming effects at altitude.

Our World
in Data



OurWorldinData.org - Research and data to make progress against the world's largest problems.

Source: Lee et al. (2020). The contribution of global aviation to anthropogenic climate forcing for 2000 to 2018; based on Sausen and Schumann (2000) & IEA.

Share of global emissions calculated based on total CO₂ data from the Global Carbon Project.

Licensed under CC-BY by the author Hannah Ritchie.

Non-CO₂ climate impacts mean aviation accounts for 4% of global warming

Aviation accounts for around 2.5% of global CO₂ emissions, though its overall contribution to climate change is higher. This is because air travel does not only emit CO₂: it affects the climate in a number of other more complex ways. As well as emitting CO₂ from burning fuel, planes affect the concentration of other gases and pollutants in the atmosphere. They result in a short-term increase, but long-term decrease in ozone (O₃); a decrease in methane (CH₄); emissions of water vapour; soot; sulfur aerosols; and water contrails. While some of these impacts result in warming, others induce a cooling effect. Overall, the warming effect is stronger. It's estimated that just 10% of the world's people take flights, but as incomes rise this figure may also.

Recommendations for Sustainability: Student Handout

Group members:

Guiding Questions: As a consultant, what externalities can you identify associated with this company. What recommendations would you make to improve the company's practices according to the considerations below?

1. Carbon Footprint

In what ways could the company reduce its carbon footprint (its CO₂ emissions) during production, distribution, and disposal? List at least two ideas, and explain how each results in a lower carbon footprint.

2. Worker Retention

In what ways could the company improve its practices (and reputation) as an employer and contractor, for the people working all along the supply chain. List at least two ideas, and explain why each promotes greater employee retention.

3. Local Communities and Economies

In what ways could the company contribute more positively to local communities and economies where its suppliers and stores are located?
List at least one idea, and explain how it contributes to these local communities and economies.

4. What challenges might a company face when considering a sustainable approach and how might these challenges be met?

5. What challenges might there be in making companies act sustainably and responsibly? How might these challenges be overcome?

2c. Limits to Growth

| Curriculum Links | |
|--|--------------|
| Geography; 3.6 | Junior Cycle |
| History; 1.4, 1.11 | Junior Cycle |
| Business Studies; 2.5, 3.6, 3.7, 3.10, 3.11 | Junior Cycle |
| Religious Education; 3.6, 3.9 | Junior Cycle |
| Geography; 1.7, 2.2, 4.2, 4.3, 4.5, 6.1, 6.2 | Senior Cycle |
| Politics and Society; 2.3, 3.3, 8.1 | Senior Cycle |
| Business; 6.4, 6.6, 7.3 | Senior Cycle |
| Economics; 1.3, 3.3, 4.1, 5.2 | Senior Cycle |
| SDG Links | |
| 8, 10, 12, 13 | |

Learning Intention: To enable students to think critically about the limits to economic growth.

Materials

- Copies of the Limits to Growth Student Handout, one per student (see the following pages for a printable sheet)
- [Video extract](#) from the This Changes Everything documentary, projector and screen

Methodology

1. Ask the class to record their thoughts in writing about this quote from Naomi Klein:

"What the climate needs to avoid collapse is a reduction in the use of finite resources. What the economy needs to avoid collapse is unfettered expansion. These two needs are at war with one another. Only one set of rules can change, and it is not the laws of nature".

You can give them the following prompts to help:

- How does the use of finite resources like fossil fuels benefit the economy?
- How is it harming the environment?
- What do you think this quote is saying about how to end this conflict?

2. Give each student a handout. Show the class where Sompeta, Andhra Pradesh, India is on a map (a quick online search will bring this up). Explain that a situation in Sompeta is going to serve as a case study for the class to explore issues relating to economic growth and its impacts on people and the environment. Tell the students that they're going to watch a short video and write down details about these issues on the handout. Review the questions together before playing the video so students know what information to watch and listen for.
3. Play the 7-minute video clip. You can pause the video and replay certain parts, or replay it in its entirety to give students a chance to fill in the handout.
4. Ask students how they would resolve the situation in Sompeta. Are there alternative strategies for providing electricity that are better for people and planet?
5. Ask the students to pair up and brainstorm solutions which take into account the needs of the people in the video. Ask them to try to decide on one solution which they think is best, and write down their rationale for choosing it. Time permitting, hear back from the pairs about their solutions.

Adapted from the [This Changes Everything Study Guide](#).

Limits to Growth Student Handout

1. What action did the government of India take in the area of Sompeta that upset local residents?

2. Summarise the concerns that the people of Sompeta have about the proposed coal-fired power stations.

3. What policies and incentives has the government of India put in place to stimulate private energy investments in coal-fired power stations? Who will benefit from these measures?

4. In the video, V.S. Krishna of the Human Rights Forum criticises what he calls India's "mindless pursuit of growth". What are his concerns?

5. How does Naomi Klein (the narrator) describe the Western model of economic growth?

6. Does nature have limits in terms of how much economic growth it can support? Why or why not?

2d. Who has the power? (Freeze frame)

| Curriculum Links | |
|-------------------------------|--------------|
| Business Studies; 3.9, 3.10 | Junior Cycle |
| Geography; 3.6 | Junior Cycle |
| History; 1.1, 1.9, 3.12 | Junior Cycle |
| Religion; 3.6 | Junior Cycle |
| Business; 7.1 | Senior Cycle |
| Geography; 4.2 | Senior Cycle |
| Sustainable Development Goals | |
| 10, 16, 17 | |

Learning Intention: To facilitate students to reflect on who has the most power in making the big decisions that affect all people on the planet.

Materials

- The [Young People's Guide to COP26](#) (or a similar resource referring to a recent COP)

Methodology

This activity has two parts.

- Part one is a physical exercise in which students create visual 'freeze frames' using their own bodies, of what power looks like.
- Part two introduces two of the world's major climate change institutions to students, and reflects on how they make decisions that affect us all. This may be done as homework or in the same class as the freeze frame activity, depending on time.

Part 1: Who has the power? Let's freeze it!

1. Open with questions about what is power? Who has a lot, and who has very little? What is the impact of this?

2. Ask students to form small groups of 3-4 students. Explain that they will create a freeze frame. A freeze frame is like a photo where people take on different poses to create a message without using words.
3. Tell students that you want them to create a freeze frame which illustrates the relationship of power between rich and poor countries in terms of the causes and consequences of the climate crisis. Each student should have a role in the freeze frame.
4. Invite groups to show their freeze frames to the rest of the class. Ask other students to describe what is being said with the freeze frame.
5. Conclude the activity with a discussion on how students felt in different roles.

Part 2: Reflecting on power and climate change negotiations

6. After concluding the freeze frame activity, ask students to consider which countries they think have the most power, and which don't, in international climate change negotiations.
It might be useful to prompt the class to think about power between wealthy countries, for example within Europe, power globally, and power between very rich and very poor countries.
7. Ask why they think it is this way, and if they think it is fair.
8. Introduce students to the COP climate negotiations which happen every year in November. COP stands for the Conference of Parties, meaning the parties to the United Nations Framework Convention on Climate Change (UNFCCC).

Use the [Young People's Guide to COP26](#) (or a similar resource referring to a recent COP) to explain what happens at a COP, either verbally, show it in a presentation, or allow them to read it themselves on their devices or on school computers.

For homework or in class, ask students to write a short essay about the COP. Ask students to include arguments about:

Who has power, and who gets the biggest say in the negotiations;
Whether this situation is fair and democratic;
Who should have more (or less) of a say.

This activity is adapted from FJI's How the World Works, looking at the power of climate institutions, rather than economic ones.

3. Alternative Economic Models for People and Planet

3a. Seven Ways To Think Like a 21st Century Economist

| Curriculum Links | |
|--|--------------|
| Business Studies; 3.6, 3.7, 3.10, 3.11 | Junior Cycle |
| Geography; 3.6, 3.9 | Junior Cycle |
| History; 1.4 | Junior Cycle |
| Religious Education; 3.6, 3.9 | Junior Cycle |
| Economics; 1.3, 4.1, 5.1, 5.2 | Senior Cycle |
| Business; 6.4 | Senior Cycle |
| Geography; 4.3, 6.1 | Senior Cycle |
| Politics and Society; 4.4, 8.2 | Senior Cycle |
| Sustainable Development Goals | |
| 8, 9, 10, 11, 13, 17 | |

Learning Intention: To facilitate students to reflect on who has the most power in making the big decisions that affect all people on the planet.

Materials

- [Seven short video animations from the Doughnut Economics Action Lab](#), projector and screen

Methodology

In the book *Doughnut Economics: Seven Ways to Think Like a 21st-Century Economist*, Kate Raworth offers Seven Ways to transform our thinking and imagination, from the old economic thinking of the 20th century to the thinking we will need to guide us towards a new goal for humanity, that of the Doughnut, and of meeting the needs of all

people within the means of the planet. The seven 90 second animations available at the link capture the essence of each of the Seven Ways. These are accompanied with a short paragraph to explain each in a bit more detail, along with some discussion questions.

We suggest playing each animation in turn and following the discussion questions on-screen. This activity provides an excellent antidote to the previous section which delved into the problems with the capitalist economic model. If you think seven animations will be a lot to discuss, you could spread them out across a few lessons as you work through the rest of the activities in this section.

3b. Reinventing a Clean and Just Economy

| Curriculum Links | |
|--|--------------|
| Geography; 2.9 | Junior Cycle |
| History; 1.1, 1.2, 1.11, 3.2 | Junior Cycle |
| Business Studies; 1.9, 2.4, 2.5, 2.7, 3.10, 3.11 | Junior Cycle |
| Home Economics; 2.7 | Junior Cycle |
| Geography; 4.2, 4.5, 6.2 | Senior Cycle |
| Business; 6.4, 6.6 | Senior Cycle |
| Economics; 3.3 | Senior Cycle |
| Politics and Society; 3.3, 8.1 | Senior Cycle |
| History; Topic 5 | Senior Cycle |
| SDG Links | |
| 7, 8, 10,11 | |

Learning Intention: To use a case study of an Indigenous-led renewable energy social enterprise to analyse strategies for reinventing the economy based on impact, benefits to people and planet, and fairness.

Materials

- A [2 minute video clip](https://vimeo.com/146445847) from the documentary This Changes Everything, projector and screen / Red Cloud Renewable Energy HQ vimeo.com/146445847
- Copies of the Idea Analysis Student Handout (see following pages for a printable sheet)

Methodology

1. Introduce the video, explaining that it tells the story of a renewable energy project initiated by Henry Red Cloud. He now also runs training for communities to embrace renewable energy and water technology, in harmony with Native American values.
2. Show students the video clip. Ask students to focus on understanding what motivated Henry Red Cloud to start his own solar energy company.
3. Facilitate a class discussion with the following prompts:
 - Why did the owner of Red Cloud Renewable Energy choose to leave his job in the steel industry so he could start his own solar power company?
 - How does the solar power company provide both economic and environmental benefits to the community?
 - In the video, Vanessa Braided Hair explains the principle. "Take what you need, and then put back into the land." How is this perspective about land use and economic activity different from capitalism's continuous push for growth?
 - Would a solar energy company like Red Cloud Renewable Energy help the economy and environment in your community? Why or why not? What incentives could your community provide to create more clean energy projects in your area?
4. Tell students that in the book, *This Changes Everything*, the author Naomi Klein argues that we should choose to address climate change and develop the economy in ways that make society fairer and more humane. She proposes a number of strategies that she believes would fundamentally change our economy to reflect humanitarian values, create good jobs, and protect the air, land and water:
 - reducing the gap between rich and poor (e.g., basic income for all, higher taxes for the affluent)
 - regulating corporations to reduce or eliminate greenhouse gas emissions (e.g., tax for each unit of pollution, enforce emissions limits on power stations and industrial facilities)
 - rejecting extractive projects like deep-water drilling, fracking, and tar sands mining
 - investing heavily in infrastructure like public transport, health, and education
 - re-localising economies based around the production of food and goods
 - recognising the rights of indigenous people and other people connected to the land around the world to protect lands from extraction
 - putting in place community-controlled clean energy systems
5. Give each student a copy of the Idea Analysis handout. Tell them they'll be researching and writing a brief explanation of each proposed strategy. They should also think about the short- and long-term results of each proposal, and determine who would benefit from these strategies and who wouldn't. If possible, they can do this research on their devices in class or on school computers. Alternatively, have them take the handout home and revisit this in the next lesson.

6. After students have filled in their handout, discuss using the following prompts:
 - Are the ideas proposed in these strategies fair? Why or why not?
 - What obstacles might prevent these types of changes from happening?
 - Which approaches do you support and why?
 - How would these strategies affect your community and why?
7. Optional: organise the class into groups of 2-3 students and have each group create a 2-3-minute video that could be used to educate the public about one of the strategies from the handout. Students could use an interview format or edit images creatively or another format of their choosing. When the groups have finished their videos, you could host a mini-film festival and invite other classes to watch, and/or share on social media.

This activity is adapted from the [This Changes Everything Study Guide and Lesson Plans](#)

Idea Analysis Student Handout

| Proposed Strategy | Brief Explanation | Short-term result | Long-term result | Who benefits? Who doesn't? |
|---|-------------------|-------------------|------------------|-------------------------------|
| <i>Reduce the gap between rich and poor (e.g., basic income for all, higher taxes for the affluent)</i> | | | | |
| <i>Regulate corporations to reduce or eliminate greenhouse gas emissions (e.g., tax for each unit of pollution, enforce emissions limits on power stations and industrial facilities)</i> | | | | |
| <i>Reject extractive projects like deep-water drilling, fracking, and tar sands mining</i> | | | | |
| <i>Invest heavily in infrastructure like public transport, health, and education</i> | | | | |
| <i>Re-localise economies based around the production of food and goods</i> | | | | |
| <i>Recognise the rights of indigenous people and other people connected to the land around the world to protect lands from extraction</i> | | | | |
| <i>Put in place community-controlled clean energy systems</i> | | | | |

3c. Degrowth – Picture it!

| Curriculum Links | |
|--|--------------|
| Business Studies; 3.6, 3.7, 3.10, 3.11 | Junior Cycle |
| Home Economics; 2.7, 2.11 | Junior Cycle |
| Politics and Society; 4.4, 8.1, 8.2 | Senior Cycle |
| Geography; 4.1, 4.2, 4.3, 4.5, 6.2 | Senior Cycle |
| Business; 6.6 | Senior Cycle |
| Economics; 4.1 | |
| Sustainable Development Goals | |
| 8, 9, 11, 12, 13 | |

Learning Intention: To provide a visual representation of degrowth.

Materials

- A few A3 colour print-outs of a visual harvest graphic on degrowth themes, available [here](#) and on the following page, or a projector and screen

Methodology

1. Project or pin the graphic on the wall. Allow students some minutes to look at it in detail.
2. Discuss using the following prompts:
 - What themes do they recognise in the graphic that we've been discussing in the previous activities?
 - How do the themes in the graphic relate to climate change?
 - Is there anything they would add?

Further work on Degrowth:

Worldwise Global Schools has a great selection of activities and resources on this topic. See www.worldwiseschools.ie/resource-item/degrowth/

FJI also has a wider range of activities to support work on this theme. See www.financialjustice.ie.

3d. Who Deserves A Just Transition?

| Curriculum Links | |
|--|--------------|
| Geography; 2.6 | Junior Cycle |
| History; 1.2 | Junior Cycle |
| Business Studies; 1.9, 2.5, 3.11 | Junior Cycle |
| Home Economics; 1.15 | Junior Cycle |
| Business; 1.1 | Senior Cycle |
| Politics and Society; 2.3, 4.3, 8.1, 8.2 | Senior Cycle |
| Economics; 2.4, 3.3 | Senior Cycle |
| Sustainable Development Goals | |
| 7, 8, 11, 12, 13 | |

Learning Intention: To develop students' awareness of how solutions to tackle climate change can have social and economic impacts which are unjust, and to consider the implications of this.

Materials:

Printed sets of 'Role Cards' (overleaf);
'Government Statements' (overleaf) printed or written onto A4 paper/card;
One handout of the 'Policy Choices' for each group of students (for approx. 6 groups);
Sets of stickers/sticky dots in three different colours (ideally red, orange, green);
Printed copies of the 'Circle of Control & Concern' from activity 4d

Methodology:

1. Place each of the four 'Policy Choices' around the classroom walls so they are visible.
2. Divide the class into six groups, and assign one 'Role' to each group.
3. Give each group 'Role Cards' for their role (one role card per student so that they can all read it, it should be one role per group), and one handout of all the 'Policy Choices'.

4. Provide each student with a copy of the 'Circle of Control & Concern', available from Activity 4a. Explain what the circles are according to the instructions in that activity.
5. Taking the position of their assigned role, ask each group to fill in the 'Circle of Control & Concern' for that person, and to spend some time discussing what might be important to them, what their opinions on different issues might be, what their personal concerns might be etc.
6. Ask each group to decide how each 'Policy Choice' might affect them - would they have a positive or negative impact? Would it be each of the 'Policy Choices', would the person they are representing agree, disagree, or have no opinion about each statement.
7. Once they have finished, ask them to place a sticker next to each statement on the classroom wall: green for agree; red for disagree; orange for no opinion.
8. Bring the whole class back together. Facilitate a discussion about the picture which has emerged.
 - Who are the winners and losers for each policy?
 - Is this fair?
 - Is there a way some of the policies could be amended to make them more fair?
 - What are the main considerations when deciding how to make a 'fair' policy? E.g. environmental, social, economic.
 - How much power does each of the people in the 'Role Cards' have?

Extension: With more time, this activity could also be turned into a debate between the different people in the 'Role Cards.'

Adapted from the National Youth Council of Ireland's 2019 resource "A Climate Revolution: More Power to Youth."

Who Deserves a Just Transition: Role Cards

Role 1:

You are a **beef farmer** from Co. Galway. You have three children, one of whom just moved to Dublin to start university. Accommodation there is very expensive and hard to find. You own your home.

Role 2:

You are a **single parent** working part-time in a supermarket, where you earn the minimum wage. The cost of living has increased a lot, and sometimes you can't afford to turn the heating on, even when it's very cold. It would help if the house was better insulated. You rent your home from a private landlord.

Role 3:

You are the third generation in your family to work in the **local peat-briquette factory** in the Irish midlands. After peat production was halted by the Irish government, the factory closed in 2023. Despite promises of a Just Transition for workers, you and your 60 colleagues feel worried that you will be required to work longer hours for lower pay. You live with your parents, and help to care for them.

Role 4:

You are a **software developer**. You and your partner own your own home. Your job is reasonably well paid and secure, for now, but you are concerned that your role in the company could be under threat from cheaper AI alternatives.

Role 5:

You are a **college student** renting near your university. You feel strongly about the environment and choose a vegan diet, and cycle or use public transport to get around. You have been working part-time to pay for accommodation while you're studying, but the costs are rising quickly

Role 6:

You are a **teenager** living on the island of Grenada in the Caribbean. The effects of climate change are evident in your environment, with more frequent and stronger storms hitting the island, and the worry of rising sea-levels. Your school and home were destroyed in a recent hurricane and, because the government has had to borrow more money to rebuild the country, you are worried about cutbacks to the public services you depend on.

Who Deserves a Just Transition? Policy Choices

The Government halts peat production in Ireland.

The Government is being lobbied to stop subsidising the meat industry and instead shift their subsidies to organic plant-based farming.

The Government announces that it no longer has the money to invest in new public transport, and as a result will not meet its carbon emission targets for 2030.

The Government has launched a new grant for home energy efficiency upgrades, together with an increase in fuel prices.

Data Centres now use over 20% of the energy consumed in Ireland. The Government is being lobbied by grassroots organisations for a new policy halting and limiting licences for new Data Centres in the country.

Add your own ...

4. Reflecting and Taking Action

4a. Climate Compass Rose

| Curriculum Links | |
|--------------------------------|--------------|
| Geography; 1.6, 2.6, 3.6 | Junior Cycle |
| History; 1.11 | Junior Cycle |
| Home economics; 2.7, 2.8, 2.11 | Junior Cycle |
| Geography; 1.7 | Senior Cycle |
| Politics and Society; 8.1 | Senior Cycle |
| Sustainable Development Goals | |
| 10, 13 | |

Learning Intention: To encourage students to consider multiple facets of climate change, and facilitate them to think critically about sustainability and climate justice.

Note: This activity has been adapted from a well-known development education activity, the 'Development Compass Rose.' The methodology can be used to explore many types of justice issues. In this instance, it is focussed specifically on climate change.

The Compass Rose is a tool that encourages us to consider different viewpoints when studying any issue. The student places a picture at the centre of a "compass," on a large piece of paper and replaces the traditional North, South, East, West poles with the following headings:

Natural/ecological questions

Social and cultural questions

Economic questions

Who decides? Who benefits? Who is burdened? Who has power?

The student writes down any questions relating to the image which come to mind under each of these headings. Some questions may fall between two headings, and are placed in between.

An example of a climate compass rose is set out on the next page.


Materials

- 6-10 images relating to climate change, for example of natural disasters (in Ireland or overseas), environmental degradation, high profile meetings, protests, nature, energy use, transport etc.
- 6-10 large sheets of blank paper (flipchart paper, or A3 size minimum).
- Blu-tac
- Markers

Methodology

1. Show students an illustration of a pre-prepared “compass rose.” (See example on the next page). Explain, using examples, how the compass rose is used to analyse a problem.
2. Divide students into groups of 3-4, and seat each group around a table. Give each group one of the relevant images, a large sheet of blank paper, markers and blu-tac.
3. Instruct each group to stick their image to the centre of their page and make a “Compass” similar to the illustration. Ask them to come up with questions together as a group, and then report back to the class.
4. Facilitate a conversation based on the questions students generated. In particular, ask students which parts of the “story of climate change” are most reported in the news and why?

Climate Compass Rose

| | | |
|--|---|---|
| | Natural/ecological What caused this to happen? Has this always happened or has the weather changed? What agriculture was lost here? | |
| Who Decides? Who benefits? Who is burdened? Who has power? What will get rebuilt first? Where will people stay until everything is rebuilt? Who decides who pays for climate change? |  | Economic Who will pay for the damage? Who lost their job? Who will profit from rebuilding? Will people, or the government, get into debt to rebuild? Is the country rich or poor? |
| | Social/cultural Have schools been destroyed? | |

4b. Circles of Control and Concern

| Curriculum Links | |
|--|--------------|
| Business Studies; 1.7, 1.9, 3.11 | Junior Cycle |
| History; 1.11 | Junior Cycle |
| Geography; 1.6, 2.4, 2.6 | Junior Cycle |
| Economics; 2.4, 3.3 | Senior Cycle |
| Politics and Society; 2.3, 8.1 | Senior Cycle |
| Sustainable Development Goals | |
| Depending on the selections made by students this activity may relate to all goals, and to Goals 16 and 17 in particular | |

Learning Intention: To encourage students to reflect critically on the potential and limitations of ethical consumerism and individual action to tackle climate change.

Materials:

- Handouts of the 'Circle of Control and Concern' for each student (see following pages for a printable sheet)
- Post-its

Methodology:

1. To start, invite students to shout out ideas about what they know about climate change. Write key words on the board or a flip chart sheet.
2. Then move on to asking them what they think needs to change in order to tackle climate change, again writing up key words.
3. Hand a copy of the 'Circle of Control & Concern' (next page) to every student. Explain to students that you want them to take a few minutes individually to reflect about the most important actions that could contribute to tackling climate change.
4. Ask them to write these down on post-its - one per post-it. Explain that you want them to place these actions in either the inner circle (The 'Circle of Control') or the outer circle (The 'Circle of Concern').

5. Explain that the 'Circle of Control' should contain all the important actions which are within the students' immediate control to do themselves. Explain that the 'Circle of Concern' should contain all the immediate actions which are not within the students' immediate control to do themselves.
6. Allocate time for students to complete the Circles on their own.
7. Draw a Circle of Control and Concern on the whiteboard. Ask students to list out all the things they have for each circle. Alternatively they may bring their post-its up to the board and place them themselves. Add your own suggestions at this point also.
8. Once everyone has placed their post-its / spoken, allow the students a few moments to read through the whole picture.
9. Allow time to discuss the picture you have collectively created.
 - How much can be achieved in the Circle of Control?
 - How important are the things in the Circle of Concern?
 - Who has responsibility for the things in the Circle of Concern? Are they doing a good job, in your opinion? Do you trust them? Do you have any influence over them? How might they be supported, or challenged to do better?
 - Are there any disparities - i.e. are there some things that some people have placed in the circle of control that you think are really not within our control? Or, are there things that we may have more control over than we realise?
 - How does this picture make you feel?
10. Next, ask students to consider whether the Circle of Concern would change if you were:
 - A person experiencing homelessness Ireland;*
 - A lone parent earning the minimum wage.
 - An older person in Ireland living on the state pension.
 - A farmer living in a drought-prone part of rural Kenya;
 - A student living in New Delhi, India;
 - The CEO of a major oil company;
 - The CEO of a major online shopping company.
11. Next, ask if the picture of power to move from Circles of Concern to Circles of Control changes if we think of ourselves not only as individuals, but also as part of collectives. And, how might this be amplified if collectives also work together. For example, the state pension in Ireland is below the level required to stay out of poverty (Social Justice Ireland, 2023), which has a range of impacts on individuals. However, when the Irish government announced cuts to the medical card scheme, following the financial crash of 2008, older people began to organise. At the same

time the government threatened to reintroduce fees for third level education. In October of that year over 25,000 older people and students from all parts of the country marched in Dublin in solidarity, and these cuts were reversed.

12. With the person next to them, ask students to consider how the Circles would change, and facilitate feedback with the full class. What does this teach us about climate action?

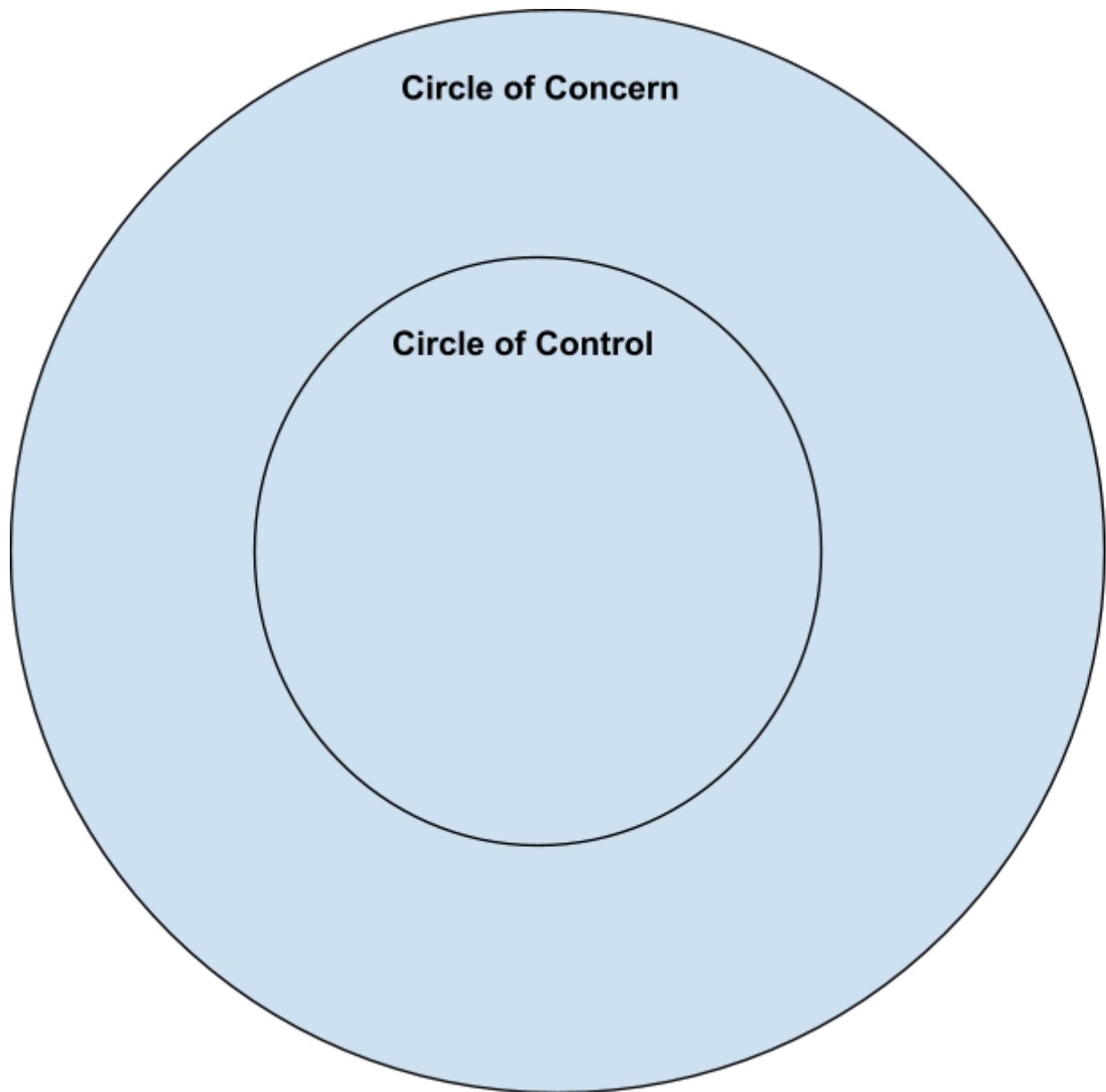
Note for Teachers:

This activity can sometimes make students feel like they do not have much power over the climate crisis. Climate change can be deeply upsetting for many students and can provoke a profound feeling of helplessness, fear and anxiety. It is therefore crucial that soon after this activity you incorporate one of the activities below on Taking Action.

Note for Teachers:

**It is crucially important to be sensitive to the home lives of your students. If you think that there may be a student experiencing homelessness in your classroom, leave this statement out.*

Circle of Control & Circle of Concern



4c. More Power to Youth

| Curriculum Links | |
|---|--------------|
| Business Studies; 3.11 | Junior Cycle |
| Geography; 3.7 | Junior Cycle |
| Politics and Society; 2.3, 3.3 | Senior Cycle |
| Sustainable Development Goals | |
| <i>This activity could be related to any of the SDGs, it depends on what topics the students come up with</i> | |

Learning Intention: To deepen students' understanding of power, facilitate reflection on the individual power of each student, and connect the satisfaction of fundamental human needs to the potential to exercise power.

Methodology:

1. The students sit in a circle
2. Starting with one person and moving to the left, allow everyone to complete the sentence 'Power is ...'.
3. Keep going until everyone has added something. Allow students to share their own interpretation of power, e.g. electricity, weapons, having a voice, voting, money, skiing down a mountain, being an adult/young person/ politician...
4. Brainstorm with the group what things are necessary for a happy life - for example, you might need a home, food, clothes, friends, to feel protected and safe, medicines when you are sick, and so on.
5. Discuss the question of whether the more your needs are met the more you can take charge of your world and exercise power. Ask the students for examples of how needs being met might allow for power to be exercised, or needs being denied might limit the people's capacity to exercise power. Assure them that there is no wrong answer, and that their answers can seem obvious or simple, and that they might see different sides to the question. The group may develop different perspectives on this question. For example, someone who has not been educated might not be able to exercise their power to vote. Or if someone is hungry all

their energy might be consumed with simply surviving. On the other hand, people who are denied their rights and needs may be very motivated to make changes and challenge the abuse of power. Some may see power in 'having nothing to lose.'

6. Journal Work: Ask students to write down the following statements and they say whether they agree or not with each one, and why.

My Journal

- I have the power to create change
 - I feel I have influence in my family
 - People listen when I make suggestions
 - People make decisions on my behalf
 - I have the same opportunities as other young people in the world
 - I feel respected
 - If I really want something, I can make it happen
 - Young people working together can make change
7. Allow time for students to reflect on these questions and then facilitate a class discussion on how the students experience power. This activity can be used as an entry point to discuss action planning and the possibilities to use our power to create positive change in our society. It can also be used as an entry point to discuss the responsibilities that come with having the privilege to take action, and so connect it to activity 4b, 'Circles of Control and Concern'.

4d. Selecting an issue

| | |
|--|--------------|
| Curriculum Links | |
| <i>This activity could be related to many aspects of the curriculum, it depends on what topics the students come up with</i> | |
| Religion; 3.9 | Junior Cycle |
| Politics and Society; 3.4 | Senior Cycle |
| Sustainable Development Goals | |
| <i>This activity could be related to any of the SDGs, it depends on what topics the students come up with</i> | |

Learning Intention: To support students to determine together which issue to work on collectively.

Materials:

- Copies of the 'Issue Ranking' Worksheet (see following pages for printable sheet).
- Post-it notes
- Small dot stickers in different colours

Methodology:

1. At the end of a major topic, or of the unit as a whole, introduce students to the idea of taking action. Start by asking them to brainstorm as a class all the different things which they have learned about climate change that they feel need to be different. Be clear that you are looking for issues related to climate change, but these could be broad, such as "economic growth" or "carbon emissions".
2. Agree as a class a list of 4-6 issues which are the most popular. This could be done by 'dot voting': you list all the issues mentioned and students get to 'vote' by placing a sticker on each of the issues they feel is most important.
3. List the 'winning issues' on the whiteboard.
4. Hand out a copy of the 'Issue Ranking' Worksheet to each student.
5. Briefly discuss the worksheet's headings and scoring system, and ask them to fill it in individually.

6. Once students have completed the worksheet, go around the class to see which topic ranked highest for each pupil. Take a note of this on the white board. This will bring the class to a possible topic for taking action.

Alternative method: Clustering. In this approach, each student writes their top issue on a post-it and these are stuck on the white board. After this, the class can collectively 'cluster' the post-its along common themes to see which was the top topic on which to take action, or the teacher could do this for the group.

Adapted from Get Global! A skills-based approach to active global citizenship, Action aid, CAFOD, Christian Aid, Oxfam, Save the Children, DFID, p 92.

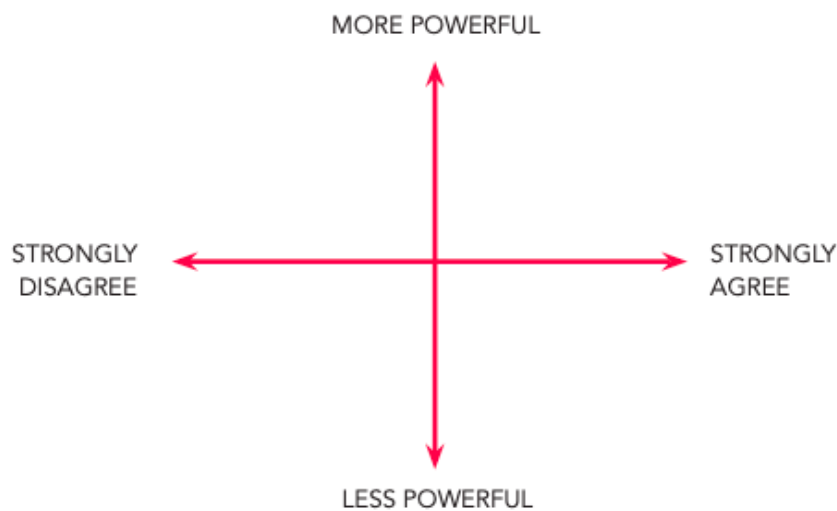
4e. Mapping Power

| Curriculum Links | |
|--|--------------|
| <i>This activity could be related to many learning objectives, it depends on what issue the class is addressing.</i> | |
| Business Studies; 3.11 | Junior Cycle |
| Politics and Society; 2.3, 3.4 | Senior Cycle |
| Economics; 3.3 | Senior Cycle |
| Sustainable Development Goals | |
| <i>This activity could be related to any of the SDGs, it depends on what issue the class is addressing</i> | |

Learning Intention: Students will learn how to identify targets and focus their change strategy.

Materials

- A Power Map on a whiteboard or flipchart, as per the following image
- Post-its



The idea behind a power map is to map out your potential 'targets', and the institutions and individuals who influence your target, so you can begin to understand possible ways to influence them to enact the change you want to see. A power map can be a useful visual tool to help students understand power, and see possibilities for change.

Methodology

1. Place the power map at the top of the classroom where students can see it.
2. Remind students of the topic for action that they have chosen. You might want to write this issue somewhere clearly.
3. Remind them of what they know about power and what it means.
4. Tell them the class is now going to think about who has the power to change this issue, and who in society agrees with what the class thinks about the issue. Tell them that they are going to come up with lists of four different categories of people:
 - Allies (people who agree with us) with a lot of power to make a change;
 - Allies (people who agree with us) who don't have a lot of power to make a change;
 - Opponents (people who disagree with us) who have a lot of power to make a change;
 - Opponents (people who disagree with us) who don't have a lot of power to make a change.

5. Hand post-its out to students.
6. Ask each student to list as many people as they can think of on the post-its, working in pairs or groups if they prefer.
7. Then, ask the students to stick their notes to the appropriate place on the Power Map.
8. Once this is completed, allow students time to view the completed power map. What picture emerges? Who do students want to target to help them make a change on their issue?

Alternative method:

This activity can also be completed as a 'spectrum cross'. In this modification, the 'map' is mapped out in the classroom. This can be supported with the use of string or twine to delineate the axes. The teacher lists, one at a time, an actor in society and students are invited to position their bodies on the map according to how much power they think that actor in society has, e.g. a TD in the leading political party, the CEO of an oil company, the local county councillor. Discussion ensues based on where the students have positioned themselves.

4f. Taking Action

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|---|--------------|
| Curriculum Links | |
| <i>This activity could be related to many learning objectives, it depends on what issue the class is addressing</i> | |
| Business Studies; 3.11 | Junior Cycle |
| Politics and Society; 3.3, 3.4 | Senior Cycle |
| Sustainable Development Goals | |
| <i>This activity could be related to any of the SDGs, it depends on what issue the class is addressing</i> | |

Learning Intention: To build on students' understanding of power, support them to acknowledge the power they have and begin considering how to take systematic, strategic and effective action for global justice.

Review some examples of what actions can be taken together as a class. A list of types of action is below. In addition, the following resources might provide ideas.

The "Bank of Actions" is a great resource produced by EIL Intercultural Learning Ireland, Development Perspectives, and Creativity & Change. It contains case studies of a whole range of actions taken to promote sustainable development, which your class can review for inspiration. It is available to download from www.developmenteducation.ie

Comhlámh has co-produced a guide to taking collective action for social justice, "Engagement and activism of young people." It has lots of tips and tools for choosing and planning an action. It is available to download from www.developmenteducation.ie

The National Youth Council of Ireland have developed some great tools for enabling young people to think about what power they have, and what actions they can take to bring about change. Download "Youth, Power and Planet" from www.developmenteducation.ie

Consumer Led Action Boycotts: An effective way to use your spending money to affect change. The purpose of the boycott is for the company to lose out on sales so that they will consider changing their behaviour. When boycotting a company, it is essential to let them know you are boycotting them and why. Companies tend to listen to their customers, especially if large numbers are complaining at the same time. Therefore the more customers involved in a boycott, the more effective it will be. It could be promoted in the newspaper, on the radio or through social media.

Lobbying Politicians: Politicians represent people in their local area. They want to know the issues that concern people that they represent. Lobbying is a way to influence decisions made by politicians. It can involve communicating with them face to face, by email, social media, or by writing and sending a letter. Lobbying is more effective the more people do it. The aim of the communication is to persuade TDs or anyone from the government involved in legislation to bring about the change you want to see.

Non Violent Direct Action Protests: Also called public demonstrations, can be carried out to show a viewpoint on a political or social issue. It is our civil and political right to protest. A public demonstration can take multiple forms. A march is like a parade through a public street. A sit-in involves people occupying an area until they feel their issue has been addressed. A flash mob involves a large group of people dancing in a public space. A symbolic demonstration may use symbols, rather than people, to show the level of concern on an issue. Protests and public demonstrations are a non-violent tactic. However, if large numbers attend it may run the risk of turning violent.

Petitions: A petition is a document addressed to someone who has power in relation to the issue of concern and is signed by numerous people. It is a great way to raise an issue on a matter of public concern. The subject of the petition must relate to a matter on which the person it is addressed to has the power to act. Petitions are often addressed to members of the government or CEOs of

companies, for example. Signatures can be collected in person or online. The more signatures collected, the more the issue will be listened to.

Online Activism: Social media sites such as Twitter and Facebook enable us to talk directly to politicians and change makers. It is also easier for a campaign to gather momentum and increase followers when carried out online. Videos and photographs can be shared online to develop empathy. Using multiple online tools together can be more effective than using one. Such online petitions can gather large sign ups in a short time when promoted on social media.

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Instagram: [instagram.com/financialjusticeireland/](https://www.instagram.com/financialjusticeireland/)

