

CONCERN
worldwide

1 PLANET
4 ALL 

1 TOOLKIT 4 ALL

A GUIDE TO INSPIRING YOUTH
TO TAKE CLIMATE ACTION

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Written and Designed by Real Nation (Terri Cole)

Introduction

“Climate change is the defining issue of our time and we are at a defining moment. From shifting weather patterns that threaten food production, to rising sea levels that increase the risk of catastrophic flooding, the impacts of climate change are global in scope and unprecedented in scale. Without drastic action today, adapting to these impacts in the future will be more difficult and costly.”

Antonio Guterres, UN Secretary General, 2021

1Planet4All

Concern Worldwide is a founding member of the 1Planet4All movement, which is a campaign across 12 European countries that aims to inspire a generation of youth activists to tackle the Global Climate Crises. It was developed to support, motivate and engage young people (15-35 years) in efforts to reduce the impacts of climate change and create a sustainable future for all.

It consists of an alliance of 14 International NGOs, including Concern Worldwide, who are working in some of the most fragile, climate-affected countries in the Global South.

In Ireland, 1Planet4all addresses the global challenge of climate change as a driver of migration, conflict and hunger, through awareness raising and capacity building of youth, based on shared values of inclusion, tolerance, justice and solidarity.

This is being achieved by:

- Holding politicians, elected officials and corporations to account on their Paris Climate Agreement Pledges
- Challenging behaviours and attitudes that fuel the climate crises
- Amplifying the voices of those most affected by Climate change in the Global South
- Promoting values of climate justice, solidarity, stewardship, dignity and equality

The most effective, impactful change is collective action, put in motion by impassioned individuals from a variety of backgrounds. We work with:

- Influencers and personalities
- Journalists, artists, and creative types

- Youth in a hurry
- Youth leaders, organisations and clubs
- Teachers, schools and students
- College and University societies
- Youth ‘wings’ of political parties and trade union groups
- Our European partners across 12 countries and partners in 81 countries in the Global South

Concern Worldwide’s Role

Our mission and our work are defined by one goal – ending extreme poverty, whatever it takes. We believe that no one should have to live in fear that they won’t have a home to sleep in or enough food to feed their children.

Climate change is a driver of humanitarian crises and is affecting millions of people who are already vulnerable due to existing and ongoing challenges. Climate change is increasing the occurrence of natural disasters and is a significant factor in many conflicts. It is also becoming a major driver of migration and displacement. In many of the countries where we work, people rely on the food gained from their land to survive.

Extreme weather events such as drought and flooding, and associated threats such as locust invasions, can decimate these crops and have a devastating impact on people’s ability to feed their families.

Concern’s approach to environmental protection aims to conserve natural resources and, where possible, to repair damage and reverse trends. As well as meeting immediate needs such as food and livelihood support, we also work with farmers to help them adjust to climate change and build resilience for the future.



Through this toolkit and our involvement with the facilitators and youth who use it, we offer support throughout the journey, expertise on the topics included, and show examples of work overseas and a commitment to work together to tackle the Climate Crises.

1.1 Facilitation Approaches

Youth workshops serve as an opportunity to take young people on a journey with Concern Worldwide, from an early age to adulthood. Our facilitators bring a wealth of unique and valuable experiences to their youth work and we believe that bringing those experiences and your individuality into your workshops is the best way to confidently lead and foster meaningful, lasting connections with youth.

We also know that each group is unique; participants arrive with varying levels of background knowledge and different lived experiences and interests that impact the collective learning experience. You may have some workshops with participants who are highly energetic and enjoy collaboration or engaging in debates, others may prefer working alone or doing creative projects, and then some may even be a mix of both! There will also be resources and activities that are successful with one group but not another. The challenge lies in anticipating the needs of each group and individual and then adapting your facilitation methods as required.

It's not an easy feat when you have limited time in your workshops; establishing connections and adapting for individual needs simply might not be possible! But the more you learn about tactics and strategies to do this, the more likely you are to try integrating them into your facilitation. Ultimately, we hope to encourage you to capitalise on your strengths, interests and skillsets, while empowering you to manage workshops with two approaches in mind:

1. The Co-Creation Approach

Much of the research around the co-creation approach is related to higher education settings and definitions can vary. The summation we think is most applicable for

our context is: "Co-creation is as a shared endeavour where learning and teaching are done with students not to them. Importantly, [it] positions both students and [facilitators] as having different but equally valuable expertise to contribute to the process of teaching and learning" (Cook-Sather, Bovill & Felten 2014).

When we adopt a co-creation approach to workshop facilitation, it removes the pressure of being a subject matter expert and allows us to engage in questioning, research and growth along with participants. A good way to think of this model is that the facilitator and participant are acting as co-investigators and engaging in life long learning! The discussions, activities and projects undertaken do not have to be limited to the facilitator's knowledge and can evolve in real-time within the workshop setting, centring around participant interests and driving more inquiry, experiential and project-based learning.

In a co-creation setting, participants have more responsibility and independence over their learning and what they produce in the workshop, leading them, post-workshop to feel empowered and capable to continue on a path of climate change discovery and hopefully, climate action!

2. Differentiated Instruction

It may seem that adopting a co-creation approach would naturally lead to differentiating for learners because their interests are already at the forefront and they are taking ownership, but differentiation is more about being mindful of participant capabilities, learning needs and learning styles so that you can tailor elements of instruction accordingly.

Continually ask yourself if the activities you've planned are equitable e.g. if it requires access to the internet, are you able to provide this in the workshop? Will all participants have access at home?

Are you assigning activities/projects that require or may put pressure on participants to purchase any materials? Ensure that if so, you are able to adapt these activities for those who may not have access to such resources.

Consider the learners' capabilities and needs. For example, if you have a participant with dyslexia and your main activity is reading a five-page article and writing a letter to a local representative, you might differentiate by procuring an audio version of the article or a video clip that presents the same concept in an audio/visual way. You could reduce the word count of the letter or see if the individual would like to express their viewpoint in a different way e.g. instead of a letter they could write a postcard, or express their opinion in a video.

Consider different learning styles and ask if the way you present information and the type of activities/projects you plan are balanced. You can do this by providing participants with choice and a range of activity options e.g. a visual/spatial learner may want to create a diagram about a climate change topic whereas a verbal learner might wish to write a letter.

If you're reading this and feeling somewhat overwhelmed, we'd like to note that it may not be possible to use both approaches in every workshop. Start small, research approaches further, review the toolkit for ideas and select what appeals most to you and your facilitation style. It's not possible to do it all!

1.2 How to use this toolkit

The toolkit is comprised of 6 sections. Each section explores a different theme, offers activity/action ideas for facilitators to implement in workshops and provides a list of additional resources which facilitators can use to take the learning further or inspire participants to take action.

You may wish to go through the toolkit linearly or skip around to different sections depending on what you want to base your workshop around or what your group's interests are.

Section 1: Introduction

- Who we are
- Facilitation Approaches
- How to use this toolkit

Section 2: Changing the Conversation

- Explore common climate misconceptions
- Discuss climate anxiety and the importance of a hopeful mindset
- Engage in activities that address climate conspiracies, coping mechanisms for change and more!

Section 3: Climate Connections

- Discover the links between climate change and sustainable development

- Connect real-life examples to climate change and the SDGs
- Engage in an inquiry project and research a climate issue of interest
- Explore examples of youth activism to encourage participants to take climate action

Section 4: Campaigning for Climate Change

- Discover different types of campaigns (digital and craftivism)
- Engage workshop participants in a climate-action campaign
- Access ideas for inspiration and a variety of campaign planning and activity templates

Section 5: Conscious Consumerism

- Discover resources that will help build your knowledge of consumerism, climate change, and the circular economy
- Discuss and identify consumer habits with workshop participants
- Lead participants to commit to a realistic lifestyle change or action to reduce consumption

Section 6: Hunger, Conflict, Climate Change and Migration

- Explore how hunger, conflict, climate change and migration are linked
- Discuss Concern Worldwide's 'Nothing Kills like Hunger' campaign and how it relates to hunger, conflict, climate and migration
- Engage in activities that encourage participants to focus on these connections in a specific country and to consider ways they can become involved



SECTION 2

CHANGING THE CONVERSATION





Changing the Conversation

The climate conversation has changed significantly since the early 2000s with a shift from climate change being about something that will happen in the future, somewhere else, to recognising that it is happening here, now and requires immediate action.

There's also been a shift from placing responsibility on the individual to calling out the responsibility of governments and corporations to take action. Overall, society has made some great strides and the vast technological advancements we've seen this past decade have proved to be an ally.

Still, there remains a mixed narrative surrounding the climate crisis. Whether we encounter a doomsday point of view, an 'eliminating plastic is the sole solution' perspective, a 'humans are to blame for it all,' or a 'it's corporations that need to do the work, not me' debate, often, a lot gets lost when it comes to understanding the climate equation. This 'parts of whole' grasp of issues coupled with the sheer overwhelmingness of it all, can impact our younger generations perception of their capabilities and impact their mental wellbeing and our ability to empower them.

What's most uplifting however, is the passion and eagerness youth bring to the conversation. They want to have their voices heard, to be taken seriously and to be a part of the solution. Our goal, and what we hope yours is too, is to provide tools that will enable them to explore the conversation more deeply, help turn climate anxiety into climate hope and enable them to have an active role in combating climate change.

This doesn't mean that you need to be an expert on the climate change conversation either, just passionately curious! We recognise that youth leaders and adults have much to learn as well and we would encourage you to view the work that you do with youth as part of your own discovery process.

This section aims to provide you with background information and activity ideas so you can facilitate fruitful discussion and deeper exploration of climate misconceptions, climate anxiety and how you can encourage youth to be a part of the conversation.

Climate Perceptions vs. Climate Reality

In a way, our perceptions of climate change are like an iceberg; most of what we know to be true lies in what's visible from the surface – the information we see and hear most frequently. For many young people, this calls to mind images of bursting landfills, sea creatures tangled in plastic, desolate forests, scorched earth and factories releasing billowing gases into the atmosphere.

It's true that these are very real consequences, but in order to understand the full magnitude of climate change we need to dive deeper; what we discover when we do, is equal parts harrowing and emboldening- because it shows us that climate change is no longer just an

environmental concern, but a humanitarian one. It is a human-caused crisis of which we are both offender and victim. Reassuringly, we are also the solution.

How do we know that humans are drivers of climate change?

Did you know that the concentration of carbon dioxide in our atmosphere has increased dramatically since the Industrial Revolution? In fact, there is more carbon dioxide in the atmosphere today than at any point in the past 800,000 years!

There are three main reasons carbon pollution has been steadily climbing:

1. Burning Fossil Fuels (like coal, oil and natural gas)
2. Deforestation (converting the land for agricultural or infrastructural purposes)
3. Livestock Farming (raising animals for consumption or commodities)

All of this contributes to excessive amounts of greenhouse gases in the atmosphere, thus increasing the greenhouse effect and global warming.

The connection between human behaviour and the imbalance of our natural systems resulting in warmer temperatures, increased storms, and rising sea levels/floods is undeniable.

What's the impact on humanity?

Climate change impacts many of the social and environmental elements that are crucial to maintaining our overall health and existence:

- **Clean Air:** Increased pollution and higher air temperatures contribute to cardiovascular and respiratory complications and diseases.
- **Safe and Abundant Water:** fresh water supply is affected by rising floods, fluctuating rainfall patterns and increased droughts, resulting in risk of disease from contaminated/unclean drinking water and in the case of drought, water scarcity.
- **Food Security:** global crop and production systems are being affected, particularly in already vulnerable countries where crop yields are plummeting, resulting in increased hunger and malnourished populations.

Humanitarianism is the dedication to and belief in the fundamental value of human life. It involves addressing the needs of people affected by conflict, natural disaster, epidemic and famine.

Source: <https://phap.org/theme-humanitarianism>

- **Secure Shelter:** people's homes, essential services (like hospitals and schools) and even entire areas continue to be destroyed by extreme weather events and natural disasters.

Source: <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>

Check out our Take it Further section for where you can find where to go for additional information and climate change facts!

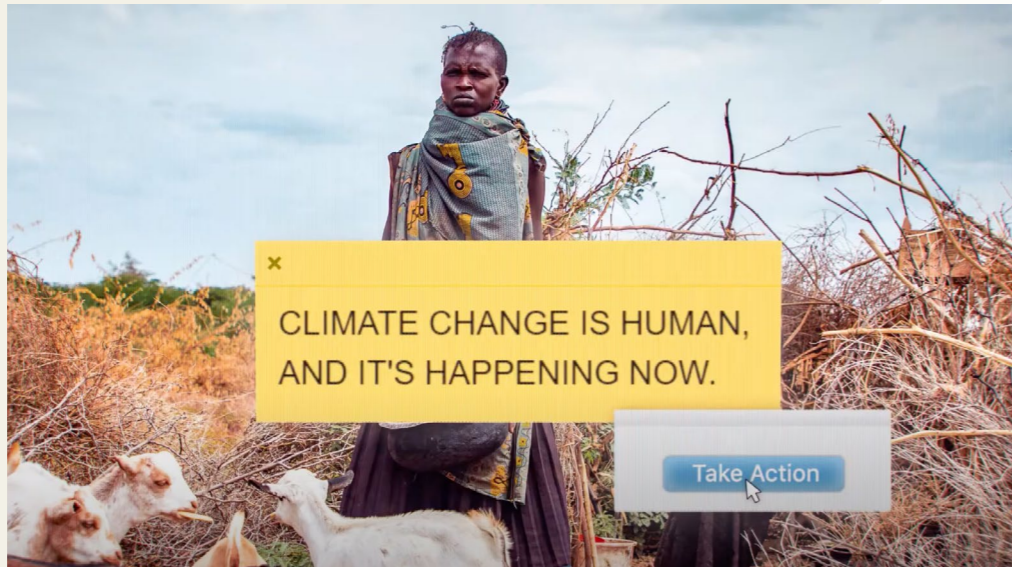
Of course, this is a very simplified summarisation – we would need to go on for pages and break down each element further to really understand the full impact. In fact, that's what is so challenging when we discuss climate change with youth groups; the interconnectedness of these elements and the domino effect is difficult to make clear when facilitation time is limited and the explanations can be so verbose.

Putting People in the Picture

Asking ourselves *What does this really look like and who is affected?* and then trying to find resources/ activities that show that connection, drive participants to explore the connections further and then progress with achievable action steps, is what is key.



Cox's Bazaar in Bangladesh is underwater after heavy rainfall. Flooding and landslides developed at the Rohingya camp. Roads are damaged and the country is in lockdown due to Covid 19. The flood affected people have lost their crops (paddy), the source of food supply as well as additional shelter, water and sanitation facilities in Cox's Bazaar. The rains were ongoing and prolonged. The people affected by fires in March are now severely impacted by the flooding. Photo: Md. Alimul Islam/Concern Worldwide



Our [Inspiring a Generation of Climate Activists](#) video gives a visual depiction of that ‘iceberg knowledge’ discussed above contrasted with real people, all over the world, suffering consequences of climate change. We’re shown communities dealing with fires in the American west, floods in Cork City and Malawi, extreme drought resulting in food insecurity in Kenya and water shortage in South Sudan.

Putting people in the picture achieves three things:

1. It grounds climate change in reality, making consequences tangible instead of abstract.
2. It fosters deeper connection to our own communities and those around the world.
3. It strengthens our motivation to take action.

Throughout this resource you will find case studies, articles, stories and activities that focus on or encourage exploration of this human piece. You will also find activity ideas leading participants to take climate action and adopt a solution-oriented mindset when it comes to climate change.

Shifting from Climate Anxiety to Climate Hope

As more young people learn about the consequences of climate change and become involved with taking climate action, many are experiencing climate anxiety. Climate anxiety, also known as eco-anxiety, is a term that describes the distress, worry, fear and uncertainty that comes with feeling simultaneously overwhelmed and helpless about the climate issues facing us and the unknown future of our planet. Think about that surface level understanding we discussed above and imagine how catastrophic those images must appear to a young person and how inaccessible reversing the effects would seem. That’s another reason that recognising the human piece is so important for a full understanding and a positive move forward.

Youth are burdened by the weight of taking climate change seriously. Many realise that we face imminent consequences (even if they’ve not yet learned the full extent of them) and they are frustrated solutions are out of their control. Feelings of anger towards people, especially those in power, who are not taking enough responsibility can arise, as can a sense of hopelessness.

Part of climate anxiety is a sense that people, particularly those who have the ability to make a big difference, are not acknowledging or taking the climate crisis seriously.

It’s important that young people do not feel that they have been handed their parents and grandparents ‘mess’ to clean up. Many in the ‘older’ generation are just as motivated and energised in taking action on climate change as young people today. We really are all in this together!

We want to help young people try to shift from climate anxiety to climate hope. We want them to care deeply and work towards solutions, but we don’t want them to feel hindered by hopelessness.

YOUTH Can Make it Happen

Youth have a powerful role to play in solutions to the climate crisis, but often they feel that they are not taken seriously, or worse, that they are only used by decision-makers for photo ops and PR tactics.

We want to cultivate awareness, creativity and solution-focused mindsets to assure them that their voice and actions do make a difference.

Youth bring innovative ideas and unparalleled compassion to the climate change conversation and it’s important they understand their value!





2.1 Better Together

A. Exploring Climate Anxiety

1. Display the term 'Climate Anxiety' on your presentation slide, white board, anchor chart or any other preferred tools available to you.

Depending on the size, energy and engagement of your group, you may wish to separate into pairs, small groups and/or adapt the discussion into a written activity.

2. Choose some of the questions below and pose them to your group, and document or display their answers if possible.

- What do you think 'climate anxiety' means or what comes to mind when you hear this term?
- What are some reasons people may feel anxious about climate change? Have you ever felt this way or know someone who experiences climate anxiety?
- What's happening in our world today that might contribute to climate anxiety?

Note: Participants may express feeling helpless, overwhelmed, misinformed, have a sense of guilt, or not know how to take action. Remember to validate participant responses and avoid phrases such as 'but you shouldn't feel that way' or 'that's not something you need to worry about'. Having the opportunity to voice their concerns or fears without dismissal or judgement is vital.

B. Coping with Change

In times of societal change or threats to our way of life, identifying coping mechanisms can be important for our mental wellbeing. It's easy to get caught up in all the negative news and Covid-19 has amplified our worries about everything! It helps to remember that there are many positives out there too and that even taking a small step, is a step in the right direction.

1. Share the Coping with Change box below with your group (print/share from page 20)
2. Encourage participants to select 1 or 2 coping strategies they would like to try.

Ask them to spend 5-10 minutes thinking about how they could put this strategy into action. If time allows, you might try working in small groups for discussion e.g. groups could find credible sources, go on a nature walk together or brainstorm small changes and goal setting for their week ahead.

C. Addressing Climate Conspiracies

Not having the full picture is one of the largest contributors to climate anxiety and even if we have it, it can be difficult to articulate the nuances and stand our ground in a debate.

The 'Debunk the Myth' activity below includes some common climate change myths that are often used to deflect or minimise the real impact of climate change.

It's likely that youth will encounter one of these opinions at some point in their life be it from politicians, colleagues or even family and friends. By giving them the opportunity to reflect on these statements, research facts behind the myth and practice building an informed, constructive response, they will feel better prepared to challenge misinformation and have an active role in the climate change conversation!

Debunk the Myth Activity

1. Divide participants into groups. Using a slide, slips of paper or a whiteboard, display the six climate change myths below and assign to each group accordingly.
 - The climate has always been changing, this is no different
 - It's freezing outside – so much for global warming!
 - Carbon dioxide can't be responsible for climate change – plants, crops and trees need CO2 to grow
 - There's no way humans are responsible for climate change
 - It's solar changes that are causing the earth to warm, not us
 - There's no point doing anything – it's all too late
2. Explain that you would like each group to spend 5 minutes discussing their myth and to write down the first 3-5 things that come to mind. This could be a fact or statistic they're aware of or it might be a statement, like 'now that's just crazy/nonsense/wrong!' The idea is to get them to express their initial thoughts and reaction to the myth.
3. Call on groups to share both their myth and their list with the class. You may choose to make this a voluntary exercise if you think some groups would be unwilling or hesitant to share.

Note: Depending on the size of your group, you may wish to assign two myths per group or you may need to assign some groups the same myth. Use what works for your group size!

4. Consider posing the following questions to participants:
 - Do you think our initial statements are capable of changing someone's opinion?
 - Are these statements rooted in passionate reaction or calmly expressed logic and facts?
 - What do you think is needed in order to sway the other side?
 - How do you think we can present the truth in an informed, constructive way?
5. Copy or Print the below table with each myth's debunked explanation and hand out to groups.
6. You can engage your group in two activity options:
 - a. **Written Response**
 - Ask participants to read the explanation, conduct research and construct a new written response in their own style and voice.
 - b. **Informal Debate**
 - Organise groups into teams and establish the positions (myths vs. facts) to be argued.
 - Ask each participant to read the myth & debunked explanation table, research their topic further, gather supporting evidence and prepare key facts/talking points to support their position.
 - Encourage them to anticipate counter-arguments and prepare rebuttals.
 - Determine which team kicks-off the debate!



D. Empowering Action

Explain to your groups that you would like them to take one action related to changing the conversation around climate change misconceptions or climate anxiety. **Remember to foster the idea that our actions do not have to be on a grand scale.** Starting small and at the individual level (enhancing our own knowledge, changing our own habits) often comes before awareness raising campaigns and collective action. Your participants may have varying levels of knowledge, experiences and action-taking measures when it comes to this topic. Growth from each individual's starting point is what we are trying to achieve.

Below we've included options for those who may be taking small actions, but you should allow your participants to brainstorm their own ideas and bring in yours as well!

- Create a board game to help educate people about climate change facts, or using a platform like Kahoot, create a myth vs. fact quiz. Once completed, host a game night with family or friends!
- Create a 'blog post' with your top 10 favourite climate change websites, articles or documentaries. Share them with family and friends or on your social accounts (if appropriate).
- Organise a climate change book club at your school or your local library. This could be online or in person!
- Get artistic! Show the climate anxiety youth are experiencing and the shift from anxiety to hope through your favourite art form – paint or draw a picture, create a collage, write a poem, song, etc.
- Organise a group nature walk or mindful meditation in a park or green space.



Debunk the Myth

Activity Table

Myth 1

The climate has always been changing, this is no different

DEBUNKED EXPLANATION

It's true that throughout earth's 4.5-billion-year history, the climate has changed a lot. What is different is the dramatic and unprecedented scale of climate change. The rate of temperature rise is at least 10 times faster than that of the last mass extinction about 56 million years ago, when 95% of marine and 70% of land species were wiped out.

NASA has compiled a scientifically evaluated and compelling list of evidence for rapid climate change. This includes:

Global temperature rise: The planet's average surface temperature has risen about 1.1 degrees Celsius (°C) – 2 degrees Fahrenheit (°F) – since the late 19th century. Most of the warming occurred in the past 40 years.

Rising ocean levels: Rising temperatures are causing glaciers and ice sheets to melt, adding more water to the oceans and causing the sea level to rise. Oceans absorb 90% of the extra heat from global warming; warmer water expands and so our oceans are taking up more space.

Warming ocean: The ocean has absorbed much of this increased heat, with the top 100 meters (about 328 feet) of ocean showing warming of more than 0.33°C (0.6°F) since 1969.

Shrinking ice sheets: Greenland lost an average of 279 billion tons of ice per year between 1993 and 2019, while Antarctica lost about 148 billion tons of ice per year.

Glacial retreat: Glaciers are retreating almost everywhere around the world, including in the Alps, Himalayas, Andes, Rockies, Alaska and Africa.

Decreased snow cover: Satellite observations reveal that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and the snow is melting earlier.

Sea level rise: Global sea levels rose about 8 inches (20 centimetres) in the last century. The rate in the last two decades, however, is nearly double that of the last century and accelerating slightly every year.

Extreme weather events: Since 1950, the number of record high temperature events worldwide has been increasing, while the number of record low temperature events has been decreasing. Climate change is causing many extreme weather events to become more intense and frequent, such as heatwaves, droughts, forest fires and floods.

The scientific evidence that climate change is a real, present threat is undeniable.



Myth 2

It's freezing outside – so much for global warming

DEBUNKED EXPLANATION

Weather and climate are not the same. A cold spell in winter is definitely not a valid reason to dismiss global warming.

Climate is the average pattern of weather for a particular region and time period, using scientific data collected over decades. The terms global warming and climate change refer to a broad temperature shift across the entire earth's surface over the course of years and decades.

But weather can change minute-to-minute, hour-to-hour, day-to-day and season-to-season in a specific location. That's why we all love to talk about the weather – it's always changing. A good analogy is that weather is your current mood and climate is your overall personality.

Scientists predict global warming will cause more volatile weather, with more intense hurricanes, storms, flooding and hot and cold temperature records broken. The UK Met Office reported that 2019 saw a new winter maximum record (21.2°C) on 26 February in Kew Gardens, London – the first time 20°C has been reached in the UK in winter – and this was only three days after a new February minimum (13.9°C) was recorded on 23 February in Achnagart, Scotland.

You're in an ever-diminishing minority if you still think climate change isn't a concern. In a recent IPSO MORI poll, 85% of Britons are now concerned about climate change and nearly three in four (73%) say that the UK is already feeling the effects of climate change.

Check out our [Climate Survey of Youth in Ireland](https://www.concern.net/schools-and-youth/1planet4all) from January 2021 (<https://www.concern.net/schools-and-youth/1planet4all>)

Myth 3

Carbon Dioxide can't be responsible for climate change – plants, crops and trees need CO2 to grow

DEBUNKED EXPLANATION

Plants do need carbon dioxide (CO₂), that's true. But there's a limit to the amount they can absorb and, with deforestation increasing, this limit is getting lower. It's not the nature of CO₂ that causes problems, it's the quantity the world is pumping out into the atmosphere.

It's widely recognised by scientists and governments that climate change is being triggered by higher levels of greenhouse gases in the atmosphere. Their name derives from the greenhouse effect these gases create by trapping heat from the sun and so warming the earth's surface and the air above it. The most common greenhouse gases are CO₂ and methane.

CO₂ is the most dangerous and abundant of the greenhouse gases, which is why cutting carbon emissions, carbon footprints or seeking low-carbon alternatives are ways we can all address climate change and achieve net zero by 2050; when total greenhouse gas emissions produced would be equal to or less than the emissions that are removed from the environment.

Myth 4

There's no way humans are responsible for climate change

DEBUNKED EXPLANATION

Climate change is happening to an extent that cannot be explained by natural factors alone.

Global temperatures have been rising for over a century since industrialisation began. They've accelerated in the past 30 years and are now the highest since records began. The worldwide scientific community agrees that the global warming we are experiencing is man-made.

Myth 5

It's solar changes that are causing the earth to warm, not us

DEBUNKED EXPLANATION

The sun powers life on earth, keeping the planet warm enough for us all to survive. The sun also influences earth's climate; subtle changes in earth's orbit around the sun were responsible for past ice ages.

But the global warming we've seen over the last few decades is too rapid and dramatic to be linked to changes in earth's orbit, and too large to be caused by solar activity. For more than 40 years, satellites have observed the sun's energy output, which has gone up or down by less than 0.1 percent during that period, while global warming has increased.

The United Nations' Intergovernmental Panel on Climate Change (IPCC) concluded that warming from increased levels of human-produced greenhouse gases is actually many times stronger than any climate change effects due to the sun.

NASA's conclusion is even more dramatic; since 1750, the warming driven by greenhouse gases from our burning of fossil fuels is over 50 times greater than the slight extra warming coming from the sun itself over that same time interval.

Myth 6

There's no point doing anything – it's all too late

DEBUNKED EXPLANATION

This is a critical time to take action on climate change. And it can be done.

We already have the technology and systems to achieve net zero carbon emissions by 2050. We can halt climate change and create a sustainable future for humans and nature.

Energy companies, industrial and vehicle manufacturers and governments have an essential part to play in achieving net zero.

But individually we can each make greener daily decisions and actions that collectively will affect the planet for good – from the way we travel to what we buy and eat.





Source: <https://www.nationalgrid.com/stories/journey-to-net-zero-stories/6-myths-about-climate-change-busted>



2.2 Spread the Word

Share your opinions and actions with Concern Worldwide!

Use the hashtag **1planet4all** and tag us on social or send an email to:

-  @Concernworldwide
-  @concernactive @concernworldwide
-  @ConcernActive @concernworldwide
-  climact@concern.net





Coping with Change

➤ Acknowledge that your feelings are valid



➤ Reframe your thinking

- » Be kind to yourself - write a positive affirmation or statement to yourself for those times you are feeling overwhelmed

➤ Start Small – changing habits cannot be done overnight

- » Think of one small thing you would like to work on and set a goal of one week to implement this change!



➤ Look for credible information

- » Compile a list of go-to, credible sources

➤ Reconnect with Nature

- » Find green spaces near you (try meditating or having a mindful moment)
- » Go for a hike or walk and take notes on your surroundings
- » Organise a park or beach clean-up!



➤ Remember that you're part of a community (in-person and digital!)

- » Get involved with an organisation in your area
- » Create an account or a group for people in your community to talk about climate change/take action
- » Follow accounts that share updates from climate leaders making a difference

Source: <https://brightly.eco/eco-anxiety/>

2.3 Take it Further

Check out the resources below for more climate change facts, articles and activity ideas that will prompt discussion and action with your youth groups!

Discover the Facts

[Global Warming 101](#)

[10 Myths about Climate Change](#)

[Climate Change Natural Disasters](#)

[Turtle Journey: The Crisis in our Oceans](#)

[Rang Tang – Story of Dirty Palm Oil](#)

[Carbon Footprint Calculator](#)

[Bangladesh's largest solar power plant](#)

Shift Climate Anxiety to Climate Hope

[Support people to transform eco-anxieties into meaningful action](#)

[Teen Mental Health and Dealing with Climate Anxiety](#)

[Young People Talk Climate Anxiety](#)

[Climate Anxiety Dream – Video Clip](#)

[Coping with Climate Change](#)

Inspire

[Positive Perspectives on Climate Change](#)

[Climate Experts Hold Hope](#)

[8 Inventions that can Save the Planet](#)

[Nature Based Solutions](#)

[Six Positive News Stories about Climate Change](#)

[COP 26 – Joining Together to Tackle the Climate Crisis](#)

SECTION 3

CLIMATE CONNECTIONS



Climate Connections

This section aims to provide you with background information and activity ideas that will develop connections between 1) climate change and sustainable development, 2) climate change consequences and real people, and 3) climate action and young people.

You will be enabled to encourage participants to explore these connections further through an infographic design activity and an inquiry project.

Climate Change and Sustainable Development

In 2015, the United Nations launched the 2030 Agenda for Sustainable Development - a plan to transform the world that we live in. At the heart of this plan are **17 Sustainable Development Goals (SDGs)** which identify key targets all countries need to focus on to make this a reality.

Sustainable development means meeting the needs of the present generation without compromising the ability of future generations to meet their needs. It's using the resources we have today mindfully, so that they will be accessible and abundant for people and our planet in the future.

The aim of the Sustainable Development Goals is to take action on the problems that are creating barriers to all people living healthy, fulfilling lives with access to their human rights. However, this needs to be achieved in a way that doesn't negatively impact future generations, other life on earth and the environment.

All 17 Sustainable Development Goals are interconnected and therefore it's crucial that we progress to meet targets within each goal in order to fully succeed. At present, there is no greater threat to sustainable development than climate change, making **Goal 13 Climate Action** and its targets an urgent focus because of the knock-on impact it has across the other SDGs.

It's why the **1Planet4All** mission aims to motivate and engage young people to tackle the Global Climate Crisis early. Youth are our present and our future agents of change.





3.1 Understanding the links

As climate change worsens, it exacerbates existing inequalities and hinders progress towards achieving sustainable development. We have included two infographics with accompanying activities to demonstrate the relationship between climate change and other SDGs.

Infographic 1: Links between Climate Change and the Global Goals (Page 28 & 29)

- This infographic, based on the article *Climate Change is Putting the SDGs Further Out of Reach*, outlines the connection between climate change and the Global Goals.
- An activity is included where participants can try to match the Global Goal icon with the correct climate change connection.



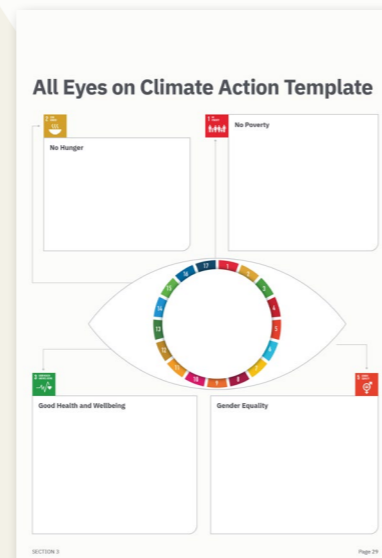
Infographic 2: All Eyes on Climate Change (page 32)

- This infographic delves deeper into the connection between climate change and Goals 1-5, some of the key focus areas for Concern Worldwide.
- An 'All Eyes on Climate Action' (Page 33) template is included here for you to encourage participants to create their very own infographic. Additional information and options for using this template can be found in the Youth Activity section below.



Is this the first time you're teaching about climate action as part of the Sustainable Development Goals, or the first time your workshop participants are learning about them? You can find some useful introductory resources here:

- Watch the World's Largest Lesson on the Global Goals which provides an overview on how the 17 SDGs plan to end poverty, inequality and climate change.
- Listen to this spoken word poem for a powerful yet simple explanation of each goal. Why not have participants create their own?
- Read Goal 13 – Why it Matters and visit www.un.org/sustainabledevelopment to learn more about the global goals!



Our Shared Responsibility

Many corporations and individuals will acknowledge that climate change is a problem, yet still refuse to prioritise it as a human rights issue. This is where our privilege comes into play, because although climate change affects everyone, it does not affect everyone equally.

Being able to turn a blind eye, or adopt an 'it can't be that bad, we have time, it's not my problem!' mindset is only possible if we live in a place that hasn't been destroyed by weather events, if our access to (or abundance of) resources are not diminishing, and if we have the financial means to sustain our living despite the soaring costs of basic needs.

Not only are the wealthiest nations the least impacted by climate change, but they are at the heart of the climate problem, emitting more carbon emissions and producing more waste than developing nations.

"Those of us who are warm and dry and safe and well-fed must show up for those who are cold and wet and endangered and hungry. That's a rule of life. Every ethical and religious and spiritual tradition in the world agrees on that rule."
– Elizabeth Gilbert



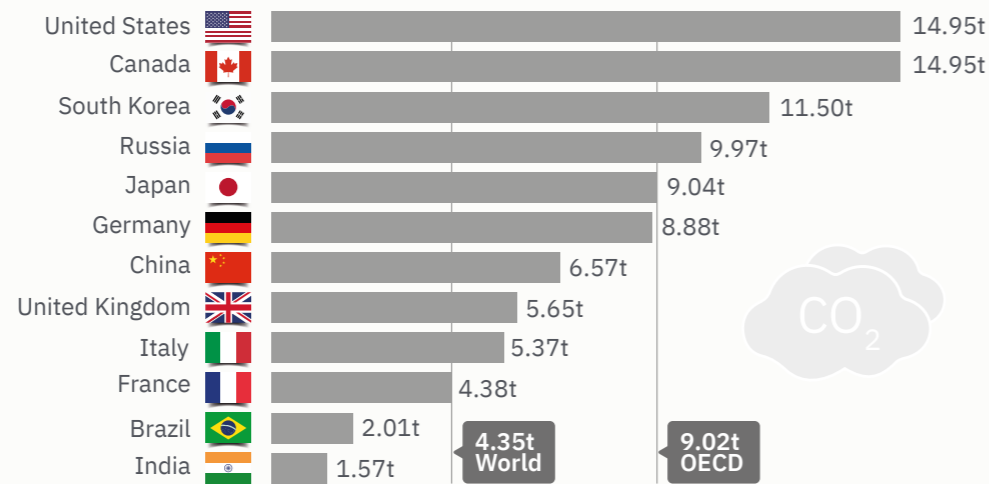
Use Elizabeth Gilbert's quote as a writing prompt with participants. Do they agree with this statement? What do they think 'showing up' really looks like today and who should be the ones to 'show up'?





The Global Disparity in Carbon Footprints

Per capita CO₂ emissions in the world's largest economies in 2016* (in metric tons)



* countries chosen based on 2017 nominal GDP
Sources: International Energy Agency, International Monetary Fund

Viewing the climate crisis through the lens of the Global Goals allows us to see how climate change impedes sustainable development, beyond environmental factors. It enables us to make connections between real people and climate consequences which in turn, we hope will encourage young people to recognise that combating climate change is a shared responsibility and that supporting those who are most impacted, is an ethical obligation.



Prompt discussion in your youth workshop by posing the following questions to participants:

- Do you think all people, everywhere, experience climate change equally?
- What does the impact of climate change look like in developing countries vs. wealthier countries?
- What do you think should be Ireland's role in combating climate change?
- Why should we, or should we not, be responsible for stepping up to take climate action?



Connecting Climate Change to Youth Interests

The world we live in today is more connected than ever before. Social platforms have enabled people from all corners of the globe to share their opinions, stories, lives and perspectives. The beauty in this type of communication is that more people get to have a voice, increasing opportunities for multicultural communication and expanding our viewpoints.



"Sometimes it falls upon a generation to be great. You can be that great generation. Let your greatness blossom"
- Nelson Mandela

In this age, it's become much easier to establish oneself as an activist or advocate. In fact, many young people already have an active, vocal digital presence in the climate change conversation! For this reason, it's easy for digital and social media to be the go-to tools for youth awareness-raising initiatives on climate change. If it is relevant and of interest to young people and they already occupy this space we should encourage it, right?

Yes, but it's very important to remain mindful that:

- Our youth have additional interests and skills that should be developed (we can't always focus on digital aspects).
- Not all young people in Ireland or in other parts of the world have access to digital tools and devices.
- Information has become so much more accessible and saturated that it can be challenging for young people to decipher between truth and misinformation and therefore, share accurate information.
- The action piece in taking climate action can sometimes become lost in the 'I shared so I care' approach on social media.

Ultimately, we want to strive to make the information and activities delivered in youth workshops personal (connects to self), topical (connects to the here and now), meaningful (connects to a higher purpose, goal, or action) and inclusive (is accessible or adaptable for all). The most effective way to do this? Get to know your participants, share your own stories and interests with them, and listen intently to what they share and show interest in. Don't be afraid to let them guide the conversation and the learning experience.



Use Nelson Mandela's quote as a thinking prompt and pose the following questions to participants:

- What are your initial thoughts when reading this quote?
- What has 'fallen' on your generation?
- Can you think of any issues that have 'fallen' on generations before us?
- Is it fair to expect greatness from a single generation?

So, by all means, encourage participants to use digital media and tools (it's fun and they enjoy it!) but also ensure that activities have variation and accommodations built-in so that participants have the opportunity to work on other skill sets (if they wish) or can still participate in the learning if access to digital tools is limited.

Connecting Climate Change to Youth Facilitation

We mentioned in Section 2 how important it is that facilitators try to reach individual participants by incorporating activities that match their interests and we also emphasised that each facilitator has a unique style and approach which they need to bring into the workshop; it can be challenging to achieve this balance. In our Youth Activity section, you will find materials that can be adopted for print or digital formats and require participants to use a variety of skills such as reading, writing, design, and conducting research. We encourage you to adapt resources for what works for you and what works for your group.

Before using our youth activities, consider some of the following:

- What aspects of climate change do your participants seem most interested in?
- What human rights or social justice issues are participants interested in and where/how does climate change intersect (it most likely does!)
- What are some of their hobbies and interests (outside of an academic/learning setting?)
- What story can you share about yourself, your interests, your climate journey, a learning experience, etc. that might help foster a connection with participants?



Links between the Global Goals and Climate Change



Shifting weather patterns and severe weather events are already making growing seasons more unpredictable, reducing agricultural yields and increasing food insecurity.



The poorest communities tend to be hit the hardest by worsening conditions. Rising temperatures, shifting rainfall patterns and extreme weather events result in a loss of biodiversity. This loss is exacerbated for those, like the rural poor, who rely on ecosystem services for [50-60 percent of their total income and resources](#).



The [WHO predicts](#) that the direct health costs of climate change will amount to [\\$2 billion to \\$4 billion per year](#) by 2030, and that between 2030 and 2050, global warming will cause approximately 250,000 additional deaths per year from malnutrition, malaria, diarrhea and heat stress.



Climate change is a contributing factor for the 152 million children under the age of 18 who are working around the world. When families' homes and food security are threatened due to extreme weather conditions, children are often relied upon to work and provide income. Additionally, weather changes, like the extreme heat in the Global South, can make it challenging for children to travel long distances to school.



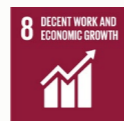
Climate change is likely to slow progress on gender equality, given women's greater vulnerability in most countries to climate-related harms and their potential exposure to [gender-based violence](#) in the wake of climate-related disasters.



A warming planet will complicate universal access to clean water and sanitation due to [droughts and temperature extremes](#), as well as [heavy rainfall and floods](#) that damage water and sanitation facilities and contaminate water supplies with polluted runoff.



Whether the world can "ensure access to affordable, reliable, sustainable and modern energy for all" depends on whether national governments adopt regulations and deploy incentives to accelerate a clean energy transition, including taking the politically sensitive step of removing fossil fuel subsidies.



More generally, climate change will complicate global efforts to ensure "decent work and economic growth" by threatening traditional livelihoods, increasing the [risk of doing business](#) and increasing [direct and indirect](#) economic losses from climate disasters.



National authorities, as well as international financing institutions, will determine whether U.N. member states respond to climate change by doubling down on this goal, which commits them to "build resilient infrastructure, promote sustainable and inclusive industrialization and foster innovation." Ideally, such policies would include investments in "green" infrastructure.



Climate change will also [widen gaps](#) between the rich and poor, thwarting this goal, which seeks "to reduce inequality within and among countries." Lower-income countries and [populations](#) are generally [more exposed](#) to global warming than wealthier ones, and poverty makes recovery from climate shocks [more difficult](#).



Global warming naturally makes cities warmer, through both the urban "heat island" phenomenon and [aerosol radiative forcing](#). Some municipalities are already trying to mitigate these effects, including by incorporating nature-based cooling solutions into [urban planning](#).



Global warming naturally makes cities warmer, through both the urban "heat island" phenomenon and aerosol radiative forcing. Some municipalities are already trying to mitigate these effects, including by incorporating nature-based cooling solutions into urban planning.



The rise in ocean temperatures and increased acidity in our seas have hugely impacted marine ecosystems and global weather patterns. There is widespread coral bleaching, loss of fish breeding grounds, and mass migration of sea life. Plankton and other organisms that ensure food security are now endangered. Elevated sea levels also threaten many coastal communities, including major cities.



Climate Change threatens to [alter](#) ecosystems through deglaciation, desertification, rainforest 'die-back', wildfire damage, and thawing permafrost. Combined with other human-caused factors (like the burning of fossil fuels) it results in a loss of biodiversity.



This goal commits U.N. member states to advance peaceful, just and inclusive societies, based on strong and accountable institutions. Global warming will [complicate these objectives](#), by straining the capacities and undermining the legitimacy of some national governments, reinforcing existing societal fissures and grievances, and exacerbating environmental drivers of instability and conflict, including natural resource competition.



This goal envisions a "revitalized global partnership for sustainable development," backed by adequate financial resources. The global climate emergency reinforces the urgency of such a partnership, if humanity is to balance the economic, social and ecological dimensions of development.

The information provided here has been sourced from the article "Climate Change is Putting the SDGs Further Out of Reach" by Steward M. Patrick.



Match the Global Goal to its Climate Connection

Facilitator

Are your participants familiar with the global goals yet? Hand out the worksheet on (page 31) (don't give them a copy of the answer sheet on this page yet!). In small groups, pairs, or individually, ask participants to match each global goal icon with the box that describes that goal. They can use the internet for help!

- 8** More generally, climate change will complicate global efforts to ensure “decent work and economic growth” by threatening traditional livelihoods, increasing the [risk of doing business](#) and increasing [direct](#) and [indirect](#) economic losses from climate disasters.
- 10** Climate change will also [widen gaps](#) between the rich and poor, thwarting this goal, which seeks “to reduce inequality within and among countries.” Lower-income countries and [populations](#) are generally [more exposed](#) to global warming than wealthier ones, and poverty makes recovery from climate shocks [more difficult](#).
- 11** Global warming naturally makes cities warmer, through both the urban “heat island” phenomenon and [aerosol radiative forcing](#). Some municipalities are already trying to mitigate these effects, including by incorporating nature-based cooling solutions into [urban planning](#).
- 1** Shifting weather patterns and severe weather events are already making growing seasons more unpredictable, reducing agricultural yields and increasing food insecurity.
- 3** The [WHO predicts](#) that the direct health costs of climate change will amount to [\\$2 billion to \\$4 billion per year](#) by 2030, and that between 2030 and 2050, global warming will cause approximately 250,000 additional deaths per year from malnutrition, malaria, diarrhea and heat stress.
- 7** Whether the world can “ensure access to affordable, reliable, sustainable and modern energy for all” depends on whether national governments adopt regulations and deploy incentives to accelerate a clean energy transition, including taking the politically sensitive step of removing fossil fuel subsidies.
- 12** Global warming naturally makes cities warmer, through both the urban “heat island” phenomenon and aerosol radiative forcing. Some municipalities are already trying to mitigate these effects, including by incorporating nature-based cooling solutions into urban planning.
- 9** National authorities, as well as international financing institutions, will determine whether U.N. member states respond to climate change by doubling down on this goal, which commits them to “build resilient infrastructure, promote sustainable and inclusive industrialization and foster innovation.” Ideally, such policies would include investments in [“green” infrastructure](#).
- 17** This goal envisions a “revitalized global partnership for sustainable development,” backed by adequate financial resources. The global climate emergency reinforces the urgency of such a partnership, if humanity is to balance the economic, social and ecological dimensions of development.
- 2** The poorest communities tend to be hit the hardest by worsening conditions. Ongoing biodiversity loss will exacerbate these impacts, particularly for the rural poor, who depend on ecosystem services who depend on other nonmarketed goods for 5–60 percent of their total income and resources.
- 5** Climate change is likely to slow progress on gender equality, given women’s greater vulnerability in most countries to climate-related harms and their potential exposure to [gender-based violence](#) in the wake of climate-related disasters.
- 16** This goal commits U.N. member states to advance peaceful, just and inclusive societies, based on strong and accountable institutions. Global warming will [complicate these objectives](#), by straining the capacities and undermining the legitimacy of some national governments, reinforcing existing societal fissures and grievances, and exacerbating environmental drivers of instability and conflict, including natural resource competition.

Participant

How much do you know about the Sustainable Development Goals? Test your knowledge and try to match each global goal icon with its accurate description. Mark the number of the goal in the text box.



- More generally, climate change will complicate global efforts to ensure “decent work and economic growth” by threatening traditional livelihoods, increasing the [risk of doing business](#) and increasing [direct](#) and [indirect](#) economic losses from climate disasters.
- Climate change will also [widen gaps](#) between the rich and poor, thwarting this goal, which seeks “to reduce inequality within and among countries.” Lower-income countries and [populations](#) are generally [more exposed](#) to global warming than wealthier ones, and poverty makes recovery from climate shocks [more difficult](#).
- Global warming naturally makes cities warmer, through both the urban “heat island” phenomenon and [aerosol radiative forcing](#). Some municipalities are already trying to mitigate these effects, including by incorporating nature-based cooling solutions into [urban planning](#).
- Shifting weather patterns and severe weather events are already making growing seasons more unpredictable, reducing agricultural yields and increasing food insecurity.
- The [WHO predicts](#) that the direct health costs of climate change will amount to [\\$2 billion to \\$4 billion per year](#) by 2030, and that between 2030 and 2050, global warming will cause approximately 250,000 additional deaths per year from malnutrition, malaria, diarrhea and heat stress.
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- This goal envisions a “revitalized global partnership for sustainable development,” backed by adequate financial resources. The global climate emergency reinforces the urgency of such a partnership, if humanity is to balance the economic, social and ecological dimensions of development.
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- Climate change is likely to slow progress on gender equality, given women’s greater vulnerability in most countries to climate-related harms and their potential exposure to [gender-based violence](#) in the wake of climate-related disasters.
- This goal commits U.N. member states to advance peaceful, just and inclusive societies, based on strong and accountable institutions. Global warming will [complicate these objectives](#), by straining the capacities and undermining the legitimacy of some national governments, reinforcing existing societal fissures and grievances, and exacerbating environmental drivers of instability and conflict, including natural resource competition.



All Eyes on Climate Action

2 ZERO HUNGER

No Hunger

- Weather-induced shocks, civil insecurity and declining food production all contributed to high food prices in at least two dozen countries worldwide.
- Reduced income and agricultural productivity increase food insecurity.
- As food prices soar, so does the poverty line while those already experiencing poverty struggle even further to afford food and obtain adequate nutrition.

1 NO POVERTY

No Poverty

- The poorest countries are the most drastically impacted by disasters and they have the least resources to tackle the problem.
- Disasters kill 130 people for every one million people in low-income countries compared to 18 per one million in high-income countries.
- From 1998 – 2017 more than 90 percent of all disasters were caused by floods, storms, droughts, heatwaves or other extreme weather events.
- Economic turmoil increased foods costs in some countries while low public inventories and increased fuel costs led to record high prices in others.

3 GOOD HEALTH AND WELLBEING

Good Health and Wellbeing

- Household pollution (pollution from cooking technologies & fuels) and ambient air pollution (pollution from traffic, industry, waste burning, etc.) increase the risk of cardiovascular and respiratory diseases, and are major risk factors for non-communicable diseases.
- Between 2030 and 2050, climate change is expected to cause approximately 250,000 extra deaths per year. That's from malnutrition, malaria, diarrhea and heat stress alone, says the World Health Organization.

5 GENDER EQUALITY

Gender Equality

- Women commonly face higher risks and greater burdens from the impacts of climate change in situations of poverty, and the majority of the world's poor are women. <https://unfccc.int/gender>
- Inadequate cookstoves, water, sanitation and transportation increase women's burdens, as do the lack of early childhood education and care, long-term care <https://unstats.un.org/sdgs/report/2019/Goal-05/>
- When women are engaged in caregiving and domestic work, they have less time for paid work, education and leisure, further reinforcing their socioeconomic disadvantage.

All Eyes on Climate Action Template

2 ZERO HUNGER

No Hunger

1 NO POVERTY

No Poverty

3 GOOD HEALTH AND WELLBEING

Good Health and Wellbeing

5 GENDER EQUALITY

Gender Equality



3.2 Connecting People to Climate Action

A. Read and Discuss - Case Studies

- Connect real-life examples to climate change & the SDGs through reading our two case studies 'Climate Change in Niger' (page 36) and 'Climate Change in Bangladesh.' (page 39)
- Each case study contains Facilitator Instructions and Facilitator Notes which will help you guide participants towards pinpointing which goals intersect with climate change in a real-life example.

B. Design your own Infographic

- Encourage participants to create an infographic based on the information/statistics they discovered in one or more of the case studies.
- You can use the 'All Eyes on Climate Action' template (page 32) if you'd like to take a structured approach or find participants need some steer. Alternatively, you might propose this as a small group project and have participants brainstorm ideas and formats to create a final product together.



C. Engage in an Inquiry Project

- Download our Inquiry Project (page 43), containing facilitator instructions and the inquiry project template and take a deep dive into a climate issue of interest!
- This is a participant-directed project which will require time to conduct research and write responses. Depending on the number of workshops with your group and its duration, you may wish to suggest this as a post-workshop activity that participants can complete in their own time and submit, or alternatively adapt the activity to suit your time requirements.
- You will need to have internet access and a computer or tablet on which to conduct research.



Suggested approach (if time allows): Read one case study together as a whole group and discuss, then assign the second case study for reading/discussion in smaller groups.

D. Empowering Action

1. Share our Youth-in-Action Accounts (page 46) and encourage participants to become inspired by young people, all over the world, who turned their interests and skills from climate curiosities to climate action.

Participants will see varied examples of young people embarking on climate-action journeys; some started out with awareness-raising tactics and voicing concerns to politicians, while others launched an innovative app and tech inventions! All are sure to motivate participants to get started in some small way!

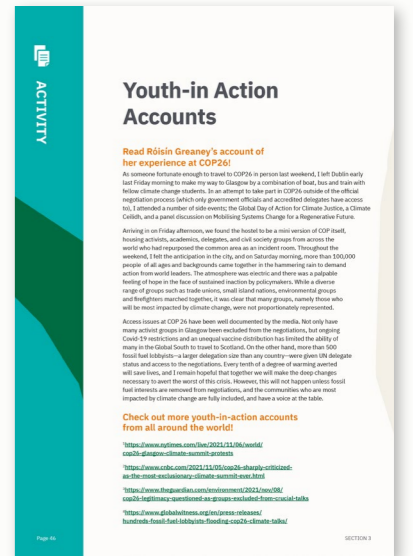
2. After reading, consider posing some of the following as a writing prompt, group discussion or goal-setting activity:

- What is your biggest take-away after reading the youth-in-action accounts?
- Which youth actions were the most inspirational to you and why?
- Which actions do you think could be achieved in 3 months? 6 months?
- What's a climate action goal that you would like to achieve? Break this goal down into 5 steps.

3.3 Spread the Word

Share your opinions and actions with Concern Worldwide! Use the hashtag **1planet4all** and tag us on social or send an email to:

- f @Concernworldwide
- t @concernactive @concernworldwide
- @ConcernActive @concernworldwide
- ✉ climact@concern.net here please





Case Study 1: Climate Change in Niger

Aim

To examine the impact of climate change on a community in Niger (Nee-jare) and explore the connections between climate change and other SDGs.

Facilitator Instructions:

Preparation:

Before introducing the case study have students/young people

- locate Niger on a map
- find three interesting facts about the country
- what makes the country vulnerable to Climate Change?

1. Display an image of the 17 Sustainable Development Goals. Consider posing the following questions:

- What are the Sustainable Development Goals? *You can use our explanation in Section 3 'Climate Change and Sustainable Development' to guide your explanation.*
- Are you familiar with any of these goals either from your Concern Worldwide workshops or school?
- Which goals would you like to learn more about?

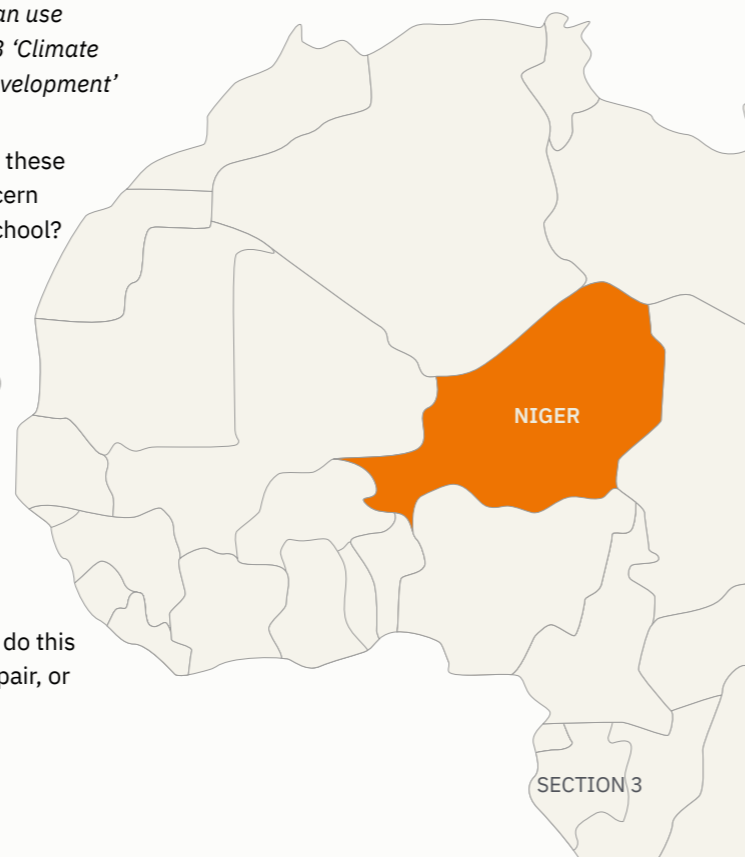
2. Explain that you are going to read a case study 'How Sadi's Adapting to Climate Change in Niger' with your workshop group. Depending on the size/ability of your group, you may wish to do this as a wholegroup, small group, pair, or individual reading exercise.

3. As they read, encourage participants to consider the following:

- What threats face Sadi's family and/or community (e.g. hunger, poverty, illness, etc..) and which of the sustainable development goals do these threats impact?
- Which of the 17 goals do you think are 'in-action?' (e.g. what's being achieved or trying to be achieved to mitigate those threats?)

4. Ask participants to write down the goal that they think applies as they read through the text.

5. After reading, open the discussion by asking volunteers to share the goals they think applied. Use your Facilitator notes (page 38) which correspond to the numbers in the Facilitator case study copy to inform and guide discussion points.



Case Study: How Sadi's adapting to Climate Change in Niger

Many of the people Concern works with around the world depend on agriculture for food and income, including **Sadi Oumale**, a mother of 8 and the secretary for Concern's RAIN Realigning Agriculture to Improve Nutrition program in her village of Allela, Niger.

Sadi's family rents a small farming plot, but sometimes her children must look for extra work to bring in enough food (1). Malnutrition and malaria are enormous risks (2). In the past, she could provide her family with vegetables during the rainy season, but the ever-changing climate has made this a struggle:

"During the rainy season, what we produce is what we eat. This year we have difficulties because the season started severely because of the floods. The seeds were washed away"(3).

As an active member of Concern's RAIN program, Sadi has learned climate-smart agriculture techniques—growing vegetables in sacks, utilizing improved seeds, and digging trenches to redirect water—that have made her success possible in an increasingly unpredictable climate. She has started a market garden to feed her family and is able to sell what's left for their education, creating a more stable source of food and income for her family (4).

Sadi also participates in a Concern-facilitated women's group in the area to build the kind of support network that make these changes sustainable long-term (5). Participants share friendship, experiences, knowledge, and loans so that mothers can access capital to increase their earning potential.

"All the activities have strengthened our village. Even when Concern is no longer here, we have what we have learned. It's just the climate we don't control... I am appealing to help us this year because the season is not good because of last year's floods."



Mme Sadi Oumale, daughter Laïla (2) at their house in Village Allela. Photo Ollivier Girard/Concern Worldwide



Mme Sadi Oumale, her daughter Laïla (2) on her land near Village of Allela. There's not much else to do but to prepare her field for the beginning of the rainy season. Photo: Ollivier Girard/Concern Worldwide



Facilitator Notes

The notes below correspond to the highlighted numbers in the facilitator case study copy (page 37) and can be used as further explanation/exploration for workshop discussion.

(1) Potential to impact Goal 4: Quality Education and Goal 3: Good Health and Wellbeing. Working long hours leaves less time for school and if children are working in order to eat and survive, then this job takes priority over everything else in their lives; children will miss school to search for food. Experiencing hunger also reduces our concentration, so children who are going to school with grumbling stomachs and wondering where they will get their next meal from will be less able to retain information and engage in their learning. All of this also impacts children's wellbeing as they can experience feelings of stress, worry, guilt and fear.

(2) Threat to Goal 3: Good Health & Wellbeing (health complications and/or death) and Goal 6: Clean Water and Sanitation (increases the risk of malaria)

(3) Threat to Goal 1: No Poverty and Goal 2: Zero Hunger. Sadi's family relies on agricultural production to feed their family and for income. Remember, they rent a small plot which means they will still need to pay for land even if it does not yield a sufficient crop.

(4) (5) Through Concern Worldwide's RAIN project, we see how Concern works with the local community in Niger (Goal 17) to tackle malnutrition. They do this through educational and resilience building strategies (i.e. teaching climate-smart agricultural techniques/facilitation of a women's support group). These action-taking measures serve as a good example for how multiple goals/targets intersect and can have both a positive and negative symbiotic relationship with each other.

Goal 13: Climate Action

➤ **Target 13.1 Strengthen Resilience and Adaptive Capacity to Climate Related Disasters:** Increase resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

➤ **Target 13.3 Build Knowledge and Capacity to Meet Climate Change:** Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning.

Goal 2: Zero Hunger

➤ **Target 2.2. End all Forms of Malnutrition:** By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.

➤ **Target 2.4: Sustainable Food and Resilient Agricultural Practices:** By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.

Goal 17: Partnership for the Goals

➤ **Target 17.16 Enhance the Global Partnership for Sustainable Development:** Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.

Source: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Case Study 2: Climate Change in Bangladesh

Aim

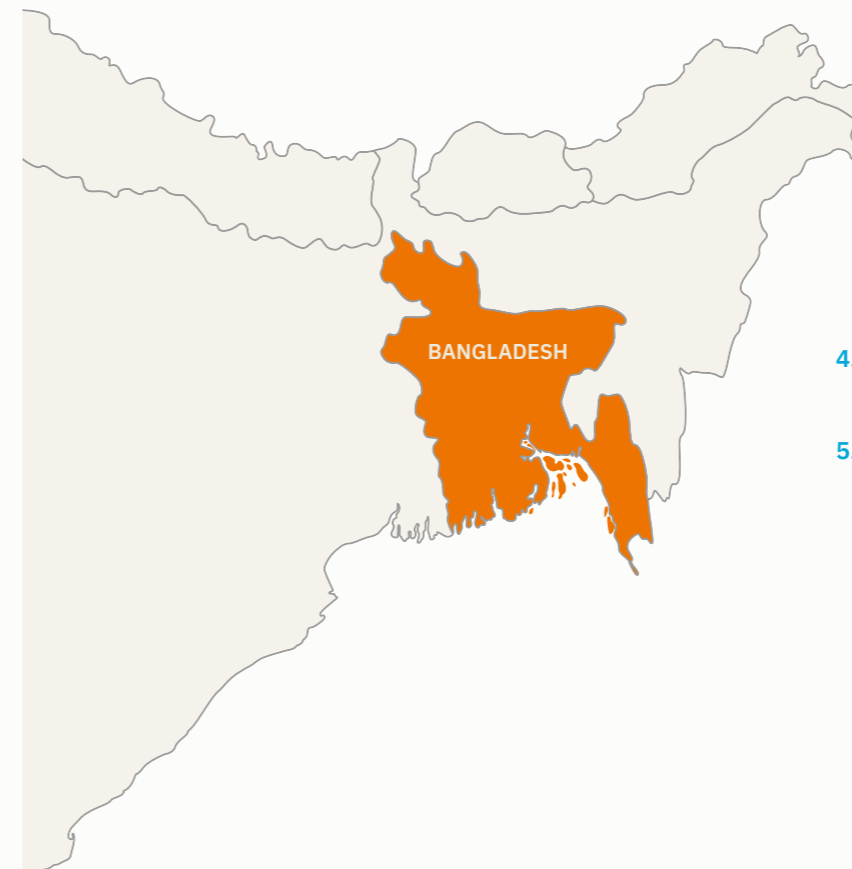
To examine the impact of climate change in Bangladesh and explore the connections between climate change and other SDGs.

Facilitator Instructions:

Preparation:

Before introducing the case study have students/young people

- locate Bangladesh on a map
- find three interesting facts about the country
- what makes the country vulnerable to climate change?



1. Display an image of the 17 Sustainable Development Goals. Consider posing the following questions:
 - What are the Sustainable Development Goals? You can use our explanation in Section 3 'Climate Change and Sustainable Development' to guide your explanation.
 - Are you familiar with any of these goals either from your Concern Worldwide workshops or school?
 - Which goals would you like to learn more about?
2. Explain that you are going to read a case study 'Helping Farmers in Bangladesh be Climate Change Resilient' with your workshop group. Depending on the size/ability of your group, you may wish to do this as a whole group, small group, pair or individual reading exercise.
3. As they read, encourage participants to consider the following:
 - What threats face Rina's family and/or community (e.g. hunger, poverty, illness, etc..) and which of the 17 sustainable development goals do these threats impact?
 - Can you identify any of the 17 goals as 'in-action?' (e.g. what's being achieved or trying to be achieved to mitigate those threats?)
4. Ask participants to write down the goal that they think applies as they read through the text.
5. After reading, open the discussion by asking volunteers to share the goals that they think applied. Use your Facilitator notes (page 42) which correspond to the numbers in the Facilitator case study copy to inform and guide discussion points.

Helping Bangladesh farmers be Climate Change resilient

At the end of January 2021, world leaders, including John Kerry the US Envoy for Climate, gathered virtually to discuss how to help people adapt to extreme weather events that have become increasingly common. More frequent and severe climate-related disasters are already affecting 1.7 billion people worldwide, and it is the people in developing countries who have done the least to cause climate change that are feeling the effects most severely.

By 2050, it is predicted that 200 million people could need humanitarian aid every year because of climate-related disasters.

Concern Worldwide is working with local community groups and residents in 24 countries to help people adapt to the changing environment and to protect their homes and livelihoods from its impacts (1).

“Many of the people Concern work with depend on their livestock or rain-fed agriculture for their livelihoods, so the weather has a big impact on people’s lives. With more frequent and severe extreme weather events, people have less time to recover and build back before another disaster hits”
- Sally Tyldesley, Concern Senior Policy Officer on resilience.

Rina (35) in northern Bangladesh is among those experiencing first-hand the realities of climate change and how **local-focused responses** assist those most at risk. Rina’s family’s home in Charitabari Village on the banks of the river Teesta, has been repeatedly flooded over the last nine years (something that was an infrequent occurrence historically).

Each time Rina and the seven members of her family – her husband and two children, his parents and her brother-in-law and his son – are forced to take shelter on the embankment at her neighbour’s house. They can spend up to a month in temporary shelter, waiting for the waters to subside.

Their health has suffered, contracting flood related illnesses such as dysentery and skin diseases (2). The family got into debt after



taking out loans to replace livestock, crops and household items they lost in the floods, as well as having to sell the remainder of their cows and goats that survived (3). Each time they tried to get back on their feet the floods would hit again, wiping out any progress they had made to rebuild their lives.

Rina is standing in front of her house after raising the homestead. Photo: Md. Moktar Hossain, Field Officer, Flood Resilience Project, ASOD/Concern Worldwide



Rina with her family and neighbours in the flood-free homestead. Photo: Md. Moktar Hossain, FO, Flood Resilience Project, ASOD/Concern Worldwide

Concern worked with the local community through their Community Resilience Action Group (CRAG)—part of the Zurich Flood Resilience Alliance – to raise the level of Rina and her family’s home, making it safe from the flood waters. It involved dismantling her home, then building up the height of the land by using soil so that Rina’s homestead was above flood levels. The land was then turfed and Rina and her family’s home was rebuilt on the raised site (4).

Along with her refurbished home Rina was also provided with vegetable seeds for a home garden. She now sells the vegetables she’s planted in her garden and on nearby land. Along with income from selling her cows’ milk she’s able to provide for her family all year round (5).

Rina’s home has now become a refuge for her neighbours from the floods; 63 of them and their livestock took shelter during the monsoon floods last year. Over the space of just four months in 2020 her village was flooded five times during the monsoon season from June to September. *“Now I feel safe. I don’t need to worry about where to shelter with my family during a flood, where we will get food or what will happen to our income. I have overcome all those challenges through this house being raised,”* said Rina.

Rina’s story is that of hundreds of thousands of other families in Bangladesh. 130 kilometres from Rina’s home, in Dhubni village and the surrounding area, floods have destroyed 15 kilometres of roads and bridges in the area, cutting off 4,000 households (19,600 people) (6).

Children were unable to attend school, 5,000 acres of land was flooded damaging 70 percent of crops, with the land afterwards too poor to cultivate due to the sand left behind by the flood waters.

The solution was to repair a 230-metre embankment that also functions as a road to protect the local communities from the flood waters. Huge areas of lands are now protected which allow villagers to continue growing crops during the rainy season, their main source of income(8).

Concern as part of Zurich Flood Resilience Alliance, funded 70 percent of the repairs with the remainder coming from the local government and community. Local labourers worked on the project that took just over a month to complete. *“In the past, we couldn’t grow Aman rice (usually planted during monsoon season) due to the floods. But this year, we can cultivate the land and produce the rice. Now all of the farmers of this community get the most all year around from their agriculture lands,”* said Zamiar Rahman a farmer in Dhubni. (9)

The embankment/road also protects the existing travel infrastructure, keeping roads open to access healthcare, neighbouring communities and importantly, children can continue to go to school. *“Before we couldn’t go to school because of the damaged roads and our parents were afraid to send us by boat. But during the recent flood, we are able to continue to go to school,”* said 10-year-old student, Irina Akhter (10).

DID YOU KNOW?

- 2/3 of Bangladesh is less than 5 meters above sea level
- 30% of the population live along the coast
- Annual floods inundate 25% of the country on average
- Every 4-5 years, severe floods affect 60% of the land

Concern Worldwide has worked in Bangladesh since 1972. Despite a reduction in poverty levels over the last few decades there are still approximately a quarter of the country’s 163 million population classed as food insecure with extremely high rates of malnutrition.

[You can learn more about coping with climate change in Bangladesh here.](#)



Facilitator Notes

The notes below correspond to the highlighted numbers in the facilitator case study copy (page 40) and can be used as further explanation/ exploration for workshop discussion.

(1) Connects to:

Goal 17: Partnership for the Goals

- **Target 17.16 Enhance the Global Partnership for Sustainable Development:** Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.

Goal 13: Climate Action

- **Target 13.1 Strengthen Resilience and Adaptive Capacity to Climate Related Disasters:** Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries.

(2) Threat to Goal 3: Good Health & Wellbeing (health complications and/or death) and Goal 6: Clean water and Sanitation

(3) Threat to Goal 1: No Poverty, Goal 2: Zero Hunger. Rina's family relies on agricultural production to feed their family and to generate income. They are left facing debt and the recurring damages push them into a cycle of struggle.

(4) (8) (9) (10) Connects to:

Goal 11: Sustainable Cities and Communities

- **Target 11.1** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums.

Goal 17: Partnership for the Goals

- **Target 17.16 Enhance the Global Partnership for Sustainable Development:** Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries.

Source: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

Through Concern Worldwide's partnership with the Zurich Flood Resilience project (Goal 17), we see how they are working with the local community in Bangladesh to tackle malnutrition and rebuild the city and community. They do this through educational and resilience building strategies (i.e. working alongside the community (CRAG) to teach techniques and implement repairs) and provide necessary funding. These action-taking measures serve as a good example of how multiple goals/ targets intersect and can have both a symbiotic relationship with each other.

Inquiry Project Facilitator Instructions

What is an Inquiry Project?

Multiple definitions, methods and variations of the inquiry project exist but for our purposes, we have condensed the process. Our inquiry project can be described as a participant-directed activity that allows an opportunity to explore and develop knowledge around an area of interest and leads to a creative/informational product and action-taking measure.

Objectives

- Encourage deeper learning and exploration of a topic related to the 1Planet4All Toolkit
- Guide participants towards creating an informational product and taking climate action

What you will need

Access to the internet and a computer, laptop or tablet.

How to use this resource

1. Read through each inquiry stage and the research/ evidence notes in the below template to familiarise yourself with the stages and process.
2. Establish a general focus area- while the inquiry project is intended to be participant-directed, providing some steer will be necessary. Constructing the project around information or activities already completed in your youth workshop is advised. Our case studies in section 3 of the 1Planet4All Facilitator Toolkit are useful resources to kick-off this project.
3. Consider the duration of your workshops, engagement level and size of your group to determine if the project is best suited for as whole group, small group or individual activity. Although usually an individual activity, you can adapt for larger groups by collaborative brainstorming, voting on a guiding question and asking each participant to contribute to a sub-question.

4. Add or adjust the examples provided in the template with those specific to your context. Crafting an example that is relevant to your workshop and/or participants' interests will give participants a stronger starting off point for constructing their initial guiding question.

Find out more

Visit the sites below to discover more information about project-based learning inquiry, example projects and alternative research templates

- [Project-Based Inquiry Global](#): Discover research on project-based learning, example PBI projects and more!
- [4 Phases of Inquiry-Based Learning](#)
- [My Personal Project Template](#)
- [Questions to Focus your Research Template](#)



Inquiry Project Template

Inquiry Stage	Research/Evidence
1. Topic <ul style="list-style-type: none"> Area of Inquiry 	What general subject area or topic are you looking to explore? You can have multiple topics! <i>Example:</i> Climate change, climate change solutions, gender equality, poverty
Initial Guiding Question	After completing your brainstorm organiser and searching your area of inquiry you can construct your initial guiding question. <i>Example:</i> What impact does climate change have on gender equality in Africa and what can we do about it?
2. Immerse <ul style="list-style-type: none"> Invite Curiosity Build Background 	Write a narrative or list bullet points about the context. Some questions to consider: <ul style="list-style-type: none"> What drove you to ask this question (what prior or recent information or interest did you have in this topic)? What do you hope to discover? Why is this area/question important for you to explore? This might look something like: <i>I was really interested in our Concern Worldwide workshop discussion about the global goals and climate change because it made me think about the affects it has on other areas (like people's lives, not just the planet!). I would really like to learn more about how climate change is connected to gender equality because both of the case studies we read focused on women dealing with the consequences of climate change. I've also always been interested in travelling to Africa (Tanzania is where I want to go the most!) so I want to research climate change and gender equality here.</i>
Wonder	What do I know? <ul style="list-style-type: none"> What do I already know about this topic? What resources (websites, documentaries, articles, etc.) do I know where I can go to gather information? What do I want to know? <ul style="list-style-type: none"> List some sub-questions (at least 5!) that you have about your topic/initial question

Inquiry Stage	Research/Evidence
3. Investigate <ul style="list-style-type: none"> Develop Questions Search for Information Discover Answers Indicate New Learnings Cite Resources 	The best way to set-up this section is to start with a focus question <i>Example:</i> Question 1: How is climate change affecting countries in sub-Saharan Africa or countries in the Global South? <ul style="list-style-type: none"> What you found – create a bulleted list of answers (summarise or quote) from your sources – make sure to include the link to your source! <div style="background-color: #f9e79f; padding: 5px; text-align: center;"> New Learning: what surprising fact, statistic, new topic/area or question did I discover that gives insight to my initial guiding question? </div> Continue with the above format until you've investigated all of your questions!
4. Connect the Dots! <ul style="list-style-type: none"> Revise Initial Question 	This is where you will make sense of all the information you discovered. Based on your findings above, you may need to tweak your initial guiding question (it might need to be more specific, or maybe you weren't able to find much information and had to go in a different direction...that's okay! Mark all of that here and create your new question.
Construct your Answer	Start building your response (the answer to your question). Organise notes and points above into paragraphs (in your own words!).
5. Create a Product <ul style="list-style-type: none"> Inform 	How would you present your learning to someone else? Create an informational product, such as a brochure, presentation, poster, video, etc.
6. Share and Act	Share your product with people or communities you feel comfortable with. This might include: <ul style="list-style-type: none"> Family and friends At school At a local community centre Online (blog, social platforms, etc. if appropriate) Engage in some type of action based on your learning. This could be the act of sharing your product, or it might be a campaigning, awareness-raising or fundraising initiative driven by your research.



Youth-in Action Accounts

Read Róisín Greaney's account of her experience at COP26!

As someone fortunate enough to travel to COP26 in person last weekend, I left Dublin early last Friday morning to make my way to Glasgow by a combination of boat, bus and train with fellow climate change students. In an attempt to take part in COP26 outside of the official negotiation process (which only government officials and accredited delegates have access to), I attended a number of side events; the Global Day of Action for Climate Justice, a Climate Ceilidh, and a panel discussion on Mobilising Systems Change for a Regenerative Future.

Arriving in on Friday afternoon, we found the hostel to be a mini version of COP itself, housing activists, academics, delegates, and civil society groups from across the world who had repurposed the common area as an incident room. Throughout the weekend, I felt the anticipation in the city, and on Saturday morning, more than 100,000 people of all ages and backgrounds came together in the hammering rain to demand action from world leaders. The atmosphere was electric and there was a palpable feeling of hope in the face of sustained inaction by policymakers. While a diverse range of groups such as trade unions, small island nations, environmental groups and firefighters marched together, it was clear that many groups, namely those who will be most impacted by climate change, were not proportionately represented.

Access issues at COP 26 have been well documented by the media. Not only have many activist groups in Glasgow been excluded from the negotiations, but ongoing Covid-19 restrictions and an unequal vaccine distribution has limited the ability of many in the Global South to travel to Scotland. On the other hand, more than 500 fossil fuel lobbyists—a larger delegation size than any country—were given UN delegate status and access to the negotiations. Every tenth of a degree of warming averted will save lives, and I remain hopeful that together we will make the deep changes necessary to avert the worst of this crisis. However, this will not happen unless fossil fuel interests are removed from negotiations, and the communities who are most impacted by climate change are fully included, and have a voice at the table.

Check out more youth-in-action accounts from all around the world!

¹<https://www.nytimes.com/live/2021/11/06/world/cop26-glasgow-climate-summit-protests>

²<https://www.cnn.com/2021/11/05/cop26-sharply-criticized-as-the-most-exclusionary-climate-summit-ever.html>

³<https://www.theguardian.com/environment/2021/nov/08/cop26-legitimacy-questioned-as-groups-excluded-from-crucial-talks>

⁴<https://www.globalwitness.org/en/press-releases/hundreds-fossil-fuel-lobbyists-flooding-cop26-climate-talks/>

Ireland

- In 2019, a group of 157 children aged 10 – 17 gathered for Ireland's first youth assembly on the climate crisis to debate environmental priorities and share their recommendations. Read more [here!](#)
- Sixteen-year-old [Saoi O'Connor](#) is a Climate Justice Activist who has been “dissenting in her own way since the age of four when her parents started the Fair-Trade Committee in her town. Now she is one of the critical figures of Ireland's youth climate rebellion.” Read more [here](#).
- Read about the [2019 Climate Strike](#) when thousands of students across the country marched to urge the government to adopt immediate and effective policy. The collective action of people coming together to march and the different ways our youth express their opinions (through protest signs, speeches, poems, etc.) is inspiring!

Turkey

- Elif Belgin, a now 20-year-old inventor from Istanbul began redefining plastics with banana peels when she was just 14 years old. Read about her invention [here](#) or watch her [Ted Talk](#).

Nigeria

- Trash disposal and recycling have become big problems in Nigeria. But [a group of schoolgirls](#) in Abuja developed an app called GreenWorld Tech that could help the country tackle the growing health hazard by connecting sellers and buyers.

All over the world!

- [19 Youth Activists you should follow](#)
- [Kids everywhere are speaking up and demanding their rights.](#)



3.4 Take it Further

Check out the resources below for more climate change facts, articles and activity ideas that will prompt discussion and action with your youth groups!

Explore

[Climate Change and Gender Equality](#)

[How the Rich are Driving Climate Change](#)

[Mapped – Climate Change and Extreme Weather around the World](#)

[How Climate Change Impacts Poverty](#)

[Wealthy Countries Responsible but it's the Poor who will Suffer Most](#)

[Why Climate Change and Poverty are Inextricably Linked](#)

Inspire

[We the People for the Global Goals](#)

SECTION 4

CAMPAIGNING FOR CLIMATE CHANGE





4.0 Campaigning for Climate Change

Concern, like so many organisations began as an ‘activist’ group for specific change, against hunger and famine (originally in Biafra) and for basic human needs and human rights. Today, we remain active in the same struggles across many different parts of the world and continue to believe and argue that activism is a vital part of the agenda for eradicating hunger, poverty, inequality and injustice. As we established in Section 3, climate change exacerbates these issues and hinders us from achieving progress when it comes to eliminating them.

Our work expands across many of the sustainable goals, but we are most active in four key areas:

- We respond to emergencies and to people’s most immediate needs.
- We invest in long term human development.
- We undertake advocacy work on behalf of the world’s poor.
- We undertake education work here in Ireland to stimulate understanding of the issues and challenges in order to build a better, more just world for all.

We recognise that change will not come about simply through the actions of organisations such as Concern and others or indeed simply as a result of the actions (and inactions) of governments. Fundamental change involves all of us, which is why engaging our youth in climate activism early on is also crucial to our long-term aim of success in the above areas.

Source: <https://admin.concern.net/sites/default/files/>

Enabling Youth Activism

Youth activism has seen tremendous strides since Greta Thunberg’s 2018 climate strike inspired millions and sparked a wave of youth protests worldwide. Since then, the youth climate movement has steadily grown into a network of global campaigns and activist groups.

A frequent misconception surrounding youth activism is that it is solely comprised of strikes and protests; while these are common and often effective forms, there are many other ways we can express our demands and raise awareness of climate issues.

Some young people may also be under the impression that taking action and campaigning requires being vocal and in the spotlight! This can easily instil a sense of fear into those who do not enjoy public speaking or being the centre of attention, so it’s important to emphasise that there are varied actions—many with a more behind-the-scenes approach— that we can do.

We also suggest exploring examples of famous and varied campaigns with participants before they embark on their own journey.

This section aims to guide facilitators in engaging workshop participants in a climate action campaign. We provide various activities and methods you can use to enable participants to engage in short or long-term action planning. Review all the options and share what you think will inspire and be realistic for your group to achieve.

Facilitating a Campaign with your Workshop Group

As with all of our resources and activities within this toolkit, we aim to provide you with a number of options that you can select from. We would encourage you to look through all of the campaign materials and youth activities provided as they may have cross-over with other sections in this toolkit or with other topics you want to cover in your workshops. For example, the Inquiry Project activity from section 2 serves as a good starting point for selecting a campaign topic and conducting research, so you might wish to combine that project with a campaign activity.

As you read through the campaign materials and youth activities, ask yourself the following:

- What ideas and activities do I gravitate most towards and feel confident I could facilitate?
- Which ideas and activities do I think my workshop group would enjoy most, and does that align with my presentation/facilitation style?
- What ideas/activities might prove challenging for me to implement in my workshop? Am I ready to try something challenging right now? Is it possible for me to scale back an activity so that I can try something new and exciting with my group but still feel comfortable teaching it?
- What ideas, activities, or resources here could be used across other topics that I cover in workshops?

You may wish to kick off your campaign workshop by first building participants’ interest and motivation in action-taking measures. You could invite a ‘professional’ climate activist to speak to your group on Zoom or in person. You might even ask participants to conduct surveys/interviews with older age groups (parents, grandparents, etc.) to drive the idea of intergenerational solidarity—young people are not alone; knowing this may compel them to take action!





4.1 Campaign Materials

The following campaign materials are available to assist in facilitation.

1Planet4All Building a Campaign Template

- ✎ Editable spreadsheet that will guide participants through the stages and steps of campaign planning and activity timelines. Contains three tabs:
 - Campaign Stages and Steps- outlines the process for initiating, planning and implementing a campaign. Participants can set deadlines, mark who is responsible for specific tasks and record notes.
 - Activity Timeline – encourages them to break down their campaign activity (idea, steps, promotion, date, materials)
 - Resources/Templates (links to supporting resources – outlined below)
- ✎ A useful resource for small groups who wish to undertake multiple activities and actions.
- ✎ Facilitators should adjust campaign stages and steps depending on the groups’ needs and time commitment. For example, a campaign lasting 2-3 weeks might not get through all campaign steps (and not all may be needed!) or you may wish to scale back the activity timeline, whereas for an ambitious long-term campaign, you may need to include additional steps.

Resources and Templates

- ✎ Speak Act Do [research guide](#): research steps that participants can take to gather information about the climate issue their campaign is highlighting
- ✎ Campaign Overview and Activity Ideas: defines a campaign and covers a list of potential activities participants can choose from to spread their message!
- ✎ Conducting a Survey: steps for creating a survey
- ✎ Writing a Press Release: what to include in a press release
- ✎ 1Planet4All Social Asset Bundle: editable social assets for use on Twitter, Instagram and TikTok. Participants can add text, use graphics as part of banners, memes, etc.

Climate Action Campaign

To access and download the spreadsheet version of our Climate Action campaign, click the link below. Make sure you save your work to your computer or cloud as you are working on your campaign!

[CLICK TO ACCESS THE DOCUMENT](#)

Campaign Stages and Steps

1Planet4All Climate Action Campaign	Set a Deadline	Responsibility	Record findings/ notes
Stage 1: Getting started!			
Step 1: Assemble a team and Brainstorm (meeting 1)			
Get friends, family or peers who are passionate about taking climate action to commit to the campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set up a planning meeting to discuss important issues and individual areas of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brainstorm 1-3 climate change focus areas and ideas for action (take notes!)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Select your topic and assign team roles (meeting 2)			
Determine the climate change issue most important and realistic for the group to take action on!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assign team roles and responsibilities e.g. Campaign Manager, Communications Manager, Events Manager, Researcher etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Write your mission statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plan ahead! Look at the remaining campaign stages/steps and set up future meetings and assign responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 2: Become an Expert!			
Step 1: Gather information			
Research as much information about your issue as possible. Use our Speak Act Now guide for research steps (tab 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determine the campaigns primary question, goal, and community you'd like to focus on	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discover what's already being done (locally or globally) to raise awareness about your issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify organisations, local officials, decision makers and individuals who may have power/influence remove	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Conduct Primary Research			
Consider what additional information is needed or would be beneficial after your research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use our 'Conduct a Survey 'and Interview Tips' tools (tab 3 in the downloadable version) to guide you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reach out to the people in power you identified or individuals in your community to get more information, testimonials or opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Climate Action Campaign

1Planet4All Climate Action Campaign	Set a Deadline	Responsibility	Record finding/notes
Step 3: Synthesise Results and Refine your Mission Statement			
Do you need to adjust your focus or did you discover a new issue you want people to be aware of?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stage 3: Create your Campaign			
Step 1. Determine Campaign Tools and Activities			
List the tools you will use and activities the team will undertake to spread the message. Use our 'Campaign Activities' doc for inspiration (tab 3 in downloadable version)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Map out your activity timeline (tab 2 in downloadable version)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decide on how you will promote/advertise your campaign and message. Check out our social asset bundle (tab 3 in downloadable version)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Design and Prepare Materials			
Decide on a name for your campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a logo and campaign slogan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Create a hashtag	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Design other materials based off of your campaign activities e.g. brochure, posters, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 4: Launch your Campaign!			
Step 1: Schedule and prepare for events, meetings etc.			
Revisit your team roles. Make sure you have someone in place keeping track of all activities & deadlines!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Step 2: Track your progress and Reflect!			
Take note of what types of people and how many are engaging with your campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revisit your campaign plan and decide if anything needs to be revised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Repeat the campaign cycle - keep your action going!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity Timeline

Activity Idea	Steps	Promote it	Location	Date	Details (e.g. what will you do specifically?)	Materials Needed
e.g. create a video advert - awareness raising/call to action	1. Come up with a video concept 2. Script & Storyboard video idea 3. Record and edit	1. Stream on campaign social channels: Instagram, Facebook, Twitter 2. Email to organisations	Online			

Use the resources below to guide you in your research and campaign planning!

Speak Act Do Research Guide

Conduct a Survey (page 58)

Writing a Press Release (page 60)

Campaign Activity Ideas (page 56)

1Planet4All Social Assets Bundle (page 61)



Campaign Overview & Activity Ideas

A campaign is a planned set of activities that share a core message and aim, usually to influence, inform, and enact change for a political or social purpose. The most effective campaigns use a variety of strategies to reach their goal.

There are many different types of campaigns and formats, often with overlapping objectives. The campaign types which are most relevant to engaging in climate action and that are feasible for the age group are:

- **Awareness-Raising Campaign:** aim to inform and educate people about an issue with the intention of influencing their behaviour and actions.
- **Fundraising Campaign:** often used by charities and non-profit organisations with the primary purpose of raising money for an important cause.

Participants can market their campaign using a variety of channels and tactics, such as social media, email and video marketing, as well as PR. In the list of campaign activity ideas, you'll notice how some of these marketing channels overlap.

Campaign Activity Ideas

Share these activity ideas with your workshop participants to help inspire them to brainstorm campaign actions!

Create...

- Posters, Brochures, Flyers
- Newsletters - send a weekly newsletter exploring a different topic related to your campaign each week
- Video Advertisement- use our Create a Video Campaign (page 64) as a guide
- Website - host information about your climate change issue, details about campaign events and progress, etc.
- Magazines - write and design a magazine filled with different perspectives about your issue
- Merchandise (t-shirts, tumblers, stationery, bookmarks, badges, etc.)
- Songs & Jingles
- Computer games, board games, phone apps

Organise...

- Educational Events (e.g. guest speaker to your school, visit to a primary school to present on your topic, parent/teacher information night, etc.)
- Spoken Word Poetry readings
- Debates
- Film Screenings
- Art exhibitions or performances

Promote...

- Use social media platforms to post about your issue and campaign events
- Write a press release to newspapers
- Send emails

Follow through:

It is said that the constant drip of water on a stone will eventually create a hole...not through **force**, but through *persistence*.

Campaign goals are seldom achieved overnight. Before starting your campaign, be prepared for a long and sometimes challenging journey. You can power through and *persist* with your campaign if you:

- Make plans for both the short and longer terms
- Keep working with others (including those whose minds you are trying to change)
- Remember: if things get a bit much, step back and take a break for a while and when you are ready, start again.





Conducting a Survey

Surveys are a useful research tool for gaining insights into people's thoughts, opinions and feelings about a topic. Before creating and carrying out your survey, you'll first need to research some information about your topic and narrow down what you'd like to know more about and the audience you will need to target.

Next, you'll want to consider the best format to disseminate your survey. Do you want to create a google form and send it by email? Use Survey Monkey (which is free if your survey is less than 10 questions!)? Or would you like to create a paper form to hand out? You can also conduct a survey over the phone or an in-person interview format. It's up to you!

Once you've determined your research goals and your survey format you can take the following steps:

1. Create your List of Questions

- ✎ Try to keep your survey to 10 questions maximum
- ✎ Determine the types of survey questions you want to ask e.g. open-ended, multiple choice, rating scale, etc.
- ✎ Brainstorm 5 questions below!

1	
2	
3	
4	
5	



2. Find Participants!

- ✎ Think about the group you need to target. Do you want to get opinions from 15 – 20 year-olds about the climate crisis? People your parents' age? A mix? Where would you find your target group and when would be the best time to contact them?
- ✎ When asking people to take part, ensure that you explain what the survey is for and how the information will be used and let them know if personal details will be anonymous.

3. Analyze your Results

- ✎ What do participant responses reveal? What did you learn? For example, if you asked participants of a certain age range to rank the severity of the climate crisis on a scale of 1- 10 (1 being low and 10 being high) you might write your findings as:
 - 8 out of 10 people aged 35-45 rated the climate crisis as 5
 - 6 out of 10 people aged 25-35 rated the climate crisis as a 7
 - 10 out of 10 people aged 15-25 rated the climate crisis as a 10
- ✎ What conclusions might you draw from this if comparing results from those aged 15-25 to those aged 35-45?
- ✎ Overall, what new learnings did you gain and how can that be used in your campaign?



Writing a Press Release

A press release is an official statement submitted to news media that is used to make an announcement, gain attention for a potential news story, promote awareness and ultimately, generate publicity.

Writing a press release is an effective way to create interest around your campaign or significant event that you might be organising!

There are 6 key parts to a press release.

- 1. Headline** – this is the title of your press release and the first thing readers will see. You will want your headline to be short, sharp and captivating so that the person reading will want to learn more!
- 2. Date and Location** – this can appear immediately underneath the headline or the first line in the body paragraph.
- 3. Summary** – a brief summary that includes the 5 W's (who, what, when, where, why) should follow the headline. It might seem unusual to include a summary of what you're going to say directly before you say it, but the purpose of this is so that if someone doesn't have time to read the entire piece, they can still get a snapshot of your announcement!
- 4. Body** – this is the main part of the press release and should contain all the details! This is where you might choose to highlight the inspiration behind your campaign, campaign aims, duration, etc., and bring in facts/statistics or quotes.
- 5. Boilerplate** – this is essentially your 'About me' piece. It is separate from the body and gives a short 1-2 lines about what your company, organisation, or campaign does.
- 6. End or Close** – finish with your call to action and list your contact information!

Check out Concern Worldwide's *Nothing Kills like Hunger* campaign [press release](#) as an example!

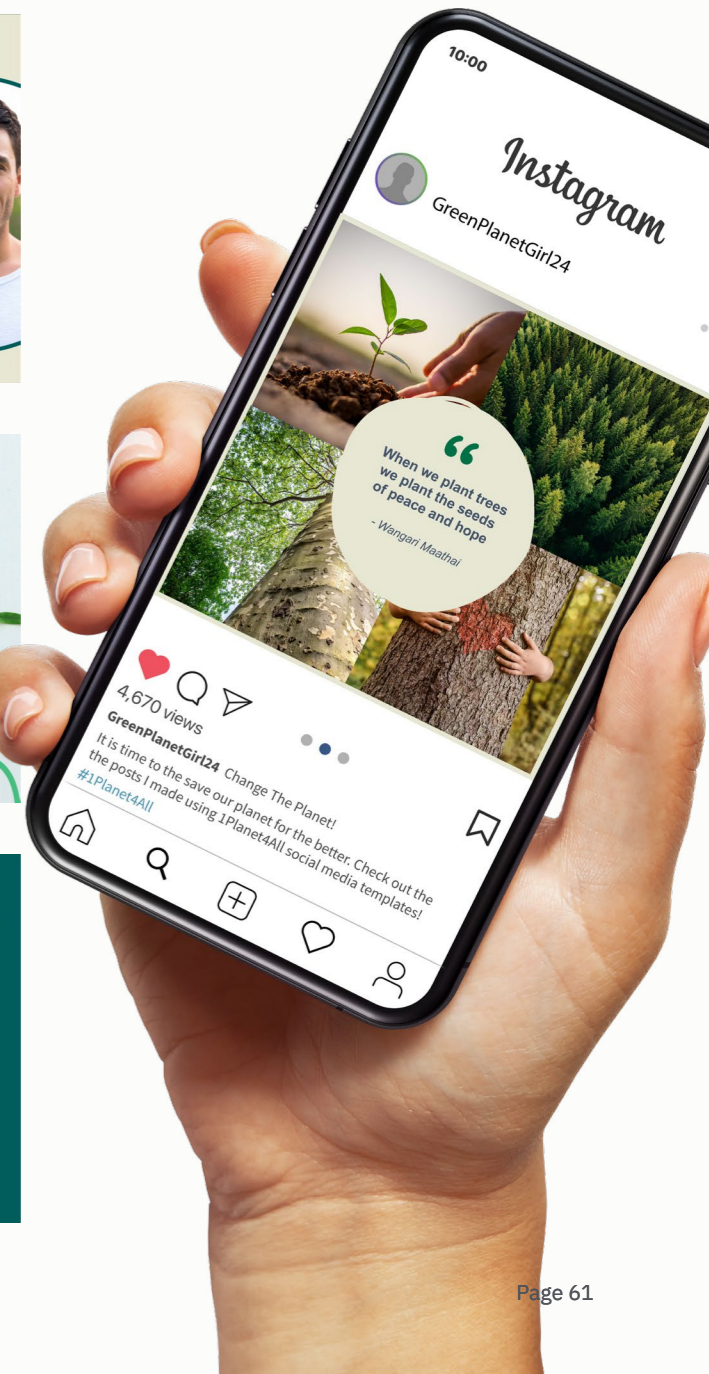
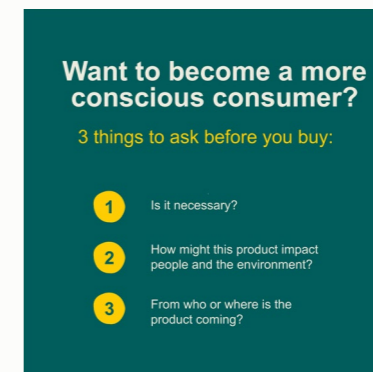
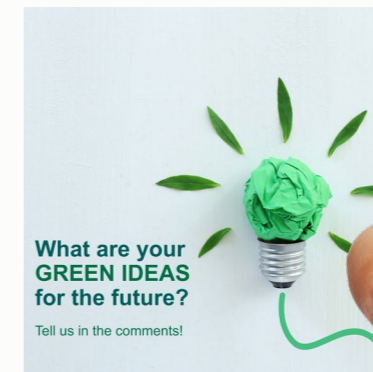
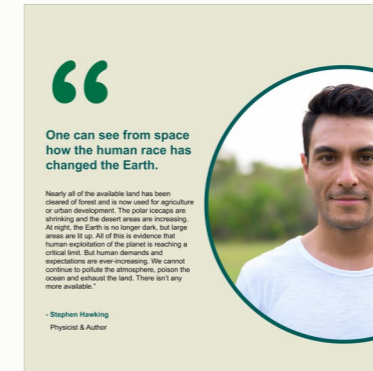
Social Assets Bundle

Download the Social Assets Bundle below, which contains templates that you can use to create posts for Instagram, Facebook and TikTok. To create a post, choose the image template you would like to use and edit it to make it your own. You can change the colours, add your own text and include any images you like. Think about what phrases or colours would be eye-catching on your social media page. Once you're happy with how your image looks, save that slide as a PNG or JPG file, and then it's ready to upload to social media!

[CLICK HERE FOR FEED POSTS SOCIAL BUNDLE](#)

[CLICK HERE FOR STORY POSTS SOCIAL BUNDLE](#)

You can use our templates to create main feed posts for Facebook and Instagram, and story-style posts for Instagram and TikTok. You can create as many images as you like, but make sure you save your work as you go!





4.2 Youth Activities

A: Create a Video Campaign

A video campaign can send a powerful message to an audience and is an effective way to create awareness and drive your call-to-action. Incorporating three impactful elements: sound, visual and text/narration, a video campaign is the form most likely to grab and hold our attention!

This activity will require that participants have access to a video recording device (phone, laptop, camera, etc.) and digital editing/audio tools (there are many free options online). Before starting, you will want to make sure these tools are available to your group or that you can provide them.

1. Display the term campaign on your presentation slide, white board, anchor chart or any other tools available to you.
2. Choose some of the questions below to generate discussion:
 - What is a campaign?
 - What are the types of activities or organisations you associate with a campaign/campaigning? Participants are likely to be familiar with fundraising, advertising, and political campaigns. Try to lead them to acknowledge that a campaign can be used to raise awareness about an important social/political issue.
 - What are some famous campaigns that you've encountered before? Encourage them to think of some video advertisements they've seen recently (does not necessarily have to be about a political or social issue).
 - What grabbed your attention? Inspired you? Stuck with you? Made you laugh or remember the ad?
3. Explain that one of the most popular forms to get a campaign message across today is a video campaign and that they are going to work together, in groups, to create their own!
4. Separate your workshop into small groups. Explain that you are going to share a few campaign video examples (below). After playing each video, allow 1-2 mins for group members to discuss– what did they like, dislike, feel was most impactful?
 - **Nothing Kills like Hunger** (Concern Worldwide): showing the experience of millions of children living in conflict through the point of view of a single child, the melancholy audio along with the child narrator's repetition of 'I survived, I survived' lead the viewer to be hopeful at first but uses an abrupt shift, conveying the child did not survive due to hunger, which emotionally pulls the viewer into the campaign focus.
 - **1Planet4All** (Concern Worldwide): A mix of light-hearted and serious, this video shows the contrast between what first comes to mind when we think of climate change and the reality of climate change having a very real, human impact.
 - **We Can't Negotiate the Melting Point of Ice** (WWF Arctic Programme): A young polar bear tries to survive in the increasingly melting Arctic environment. Narration is informational and almost dry, allowing the audio to heighten the urgency of the issue and visuals to draw a metaphor between the real-life Arctic and the animated environment.



5. After watching all three videos, consider posing the following questions to your group:

- What do all three videos have in common?
 - They are all short (no longer than 1 minute)
 - They all end with a call-to-action
 - They all are about climate related issues and strive to raise awareness about their issue
 - They appeal to our emotions and the human/nature connection

6. Hand out the Video Campaign Planning worksheet (page 64) to participants. They can use this to brainstorm their video concept and storyboard!

Check out NYCI's [Digital Filmmaking Handbook](#) fantastic for an in-depth look at how filmmaking can be used in youth work practice and for guidelines on planning and processes for digital filmmaking.

B. Craftivism Project

What is craftivism?

Craftivism is a thoughtful approach to activism. It's about slowing down, using craft to grapple with world issues and think critically about how we can help solve them, from changing our habits and consumer choices to adding our voice to the campaign to tackle climate change. For those participants who enjoy creative tasks or may still want to take action but not campaign in the typical way, you can encourage them to engage in Craftivism!



"Canary Craftivists uses the soothing, thoughtful process of craft to help us channel feelings of sadness, anger, anxiety or powerlessness into proactive, encouraging action. Rather than projecting despair – which can cause inaction, our quiet actions are attractive and encourage politicians to be part of helping our home flourish for all."

1. Share these examples of craftivism projects:

- **Join Canary Craftivists:** a climate campaign for non-campaign activists and crafters. Want to join in? Check out this step-by-step guide to [create an upcycled bird](#).
- **Wear your heart on your sleeve** stitched with a word or image of something you love
- Check out the [Craftivist Collective](#) on pinterest for more ideas and free craft templates

2. Encourage the participants to participate in one of the above craftivism campaigns and examples or, if inspired to start their own, use this [Campaigning with Craftivism](#) resource which breaks down the process so they can start creating!

C. Empower Action: Promoting your Campaign or Craft Project





Encourage participants to take to social media to promote their campaign or craftivism project! They can download our editable Social Assets Bundle (page 61) to create their message and post on Instagram, Twitter or Facebook channels.



4.3 Spread the Word

Share your opinions and actions with Concern Worldwide!

Use the hashtag **1planet4all** and tag us on social media or send an email to:

-  @Concernworldwide
-  @concernactive @concernworldwide
-  @ConcernActive @concernworldwide
-  climact@concern.net

Video Campaign Planning

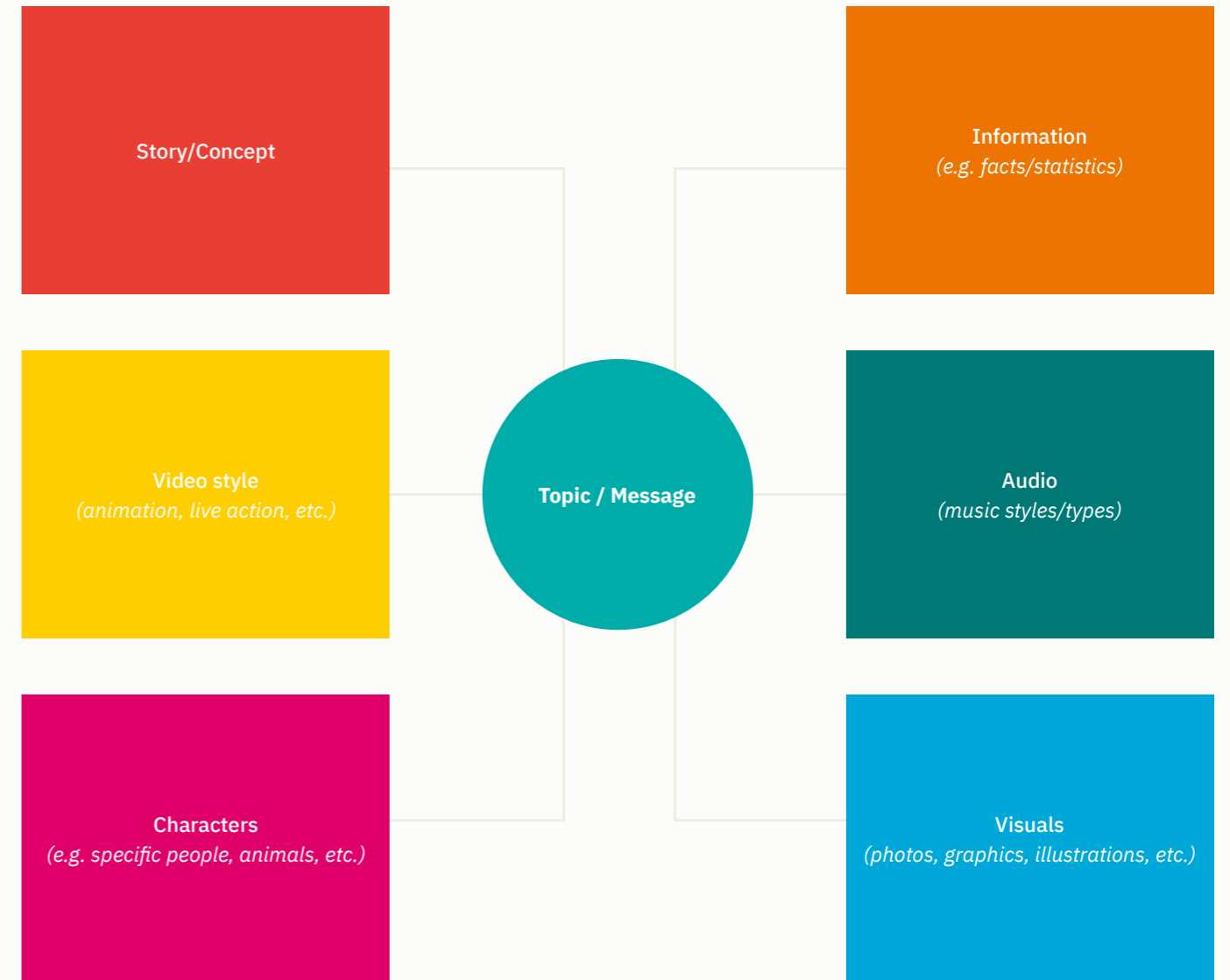
1. What's our topic/focus? (the climate issue)

2. What's our message? (what do you want to convey/raise awareness of/inform about)

3. What's the tone? (Circle below)

Hopeful	Playful	Serious
Cheerful	Formal	
Melancholy	Foreboding	Critical

4. Brainstorming (story ideas, format options, etc.)



5. Storyboard/Scripting

A storyboard is where you bring your video concept to life and break down each scene. Include an illustration of what you'll show in the scene, the script (remember – campaign videos are short so you won't have too much text!), and the estimated duration of the scene.

6. Production

Time to put your storyboard into action and record! Visit [here](#) and scroll down to 'videos' for useful tips and guides for the technical parts of your video.



4.4 Take it Further

Check out the resources below for more climate change facts, articles and activity ideas that will prompt discussion and action with your youth groups!

Discover more about the youth climate movement!

[How Climate Activists Changed the World](#)

[What's up with the Climate Strike Movement](#)

[Youth Activists Protest against Climate Change](#)

[Calls for Positive Action Coup](#)

[Beyond Greta Thunberg: The uprising of youth activists](#)

[Youth for Climate action: breaking barriers](#)

Campaign Tools

[Digital Campaigning](#)

[NYCI Digital Filmmaking Handbook](#)

Campaign/Craftivism Inspiration

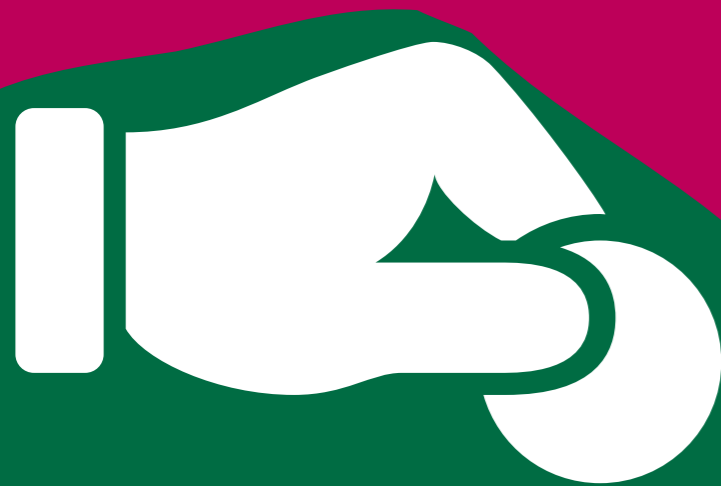
Stop Climate Chaos is a coalition of 30+ civil society organisations based in Ireland campaigning to ensure Ireland does its fair share to tackle the causes and consequences of climate change at home and in responding to the effects of climate change in the global south. You can check out and join the work of Stop Climate Chaos here: <https://www.stopclimatechaos.ie/>



Six Small Changes: While the scale of the climate challenge is daunting, small changes can make a huge difference and we're urging everyone to take responsibility for their individual contribution. Through our work with some of the world's poorest communities, we've seen that the climate crisis is having a devastating impact on people's livelihoods and claiming the lives of the most vulnerable. Check out the Six Small Changes [here](#)

SECTION 5

CONSCIOUS CONSUMERISM



Conscious Consumerism

It is estimated that by 2030 the world will have a population of 8.5 billion people; of these, 5.6 billion will be termed ‘consumers’. A growing consumer class will result in higher demands of our natural resources – much more than we can provide. In fact, according to Professor Benjamin Sovacool of Aarhus University, Denmark, “There will be no water by 2040 if we keep doing what we’re doing today.”

The same goes for rainforests and the fish and seafood in our oceans; it’s a frightening possibility that we cannot afford to ignore. Yet currently, we are overusing more than 70% of Earth’s natural resources.

Source: <https://www.theworldcounts.com/challenges/planet-earth/state-of-the-planet/number-of-consumers/story>

What can we do?

We can become conscious consumers, we can advocate that brands adopt more ethical and sustainable practices, and we can avoid shopping with those who don’t. “Conscious consumerism, sometimes called ethical consumerism or conscientious consumerism, is shopping in ways one believes makes a positive social, environmental or economic impact.” A conscious consumer will, before making purchases, ask themselves:

- Is it necessary
- From who or where is the product coming
- How might this product impact people and the environment

By encouraging young people to adopt a conscious consumer attitude early on, they will be better prepared to make sustainable consumer choices in the future.

This section aims to:

- Suggest resources that will help build your knowledge of consumerism, climate change and the circular economy.

A “consumer” is someone able to buy goods and services beyond the satisfaction of basic needs. Specifically someone having more than 10 USD a day to live on - also referred to as middle class.

Consumerism and Climate Change

While many types of industries contribute to the climate emergency, fast fashion and food waste pose some of the greatest threats to our natural resources, carbon emissions, and distressingly, human rights.

In section 3, we discussed the interconnectedness of all 17 Sustainable Development Goals (SDGs), noting how the wealthiest nations who are contributing the most to the climate crisis are the ones who suffer the least, and thus have the privilege to turn a blind eye to the consequences of climate change. This dynamic is most prevalent in the fashion industry, which exploits workers from developing countries to turn out fashion trends by the second, and our food industry which overproduces and overfills western supermarkets because of factors like buyer’s psychology and aesthetic appeal—while millions go hungry. Unsurprisingly, the more food and fashion we produce, the more carbon emissions we release.

“Buying new phones, clothes and gadgets all have an environmental price tag”

- The Problem with Consumerism

Roughly one-third of the food produced in the world for human consumption every year - approximately 1.3 billion tonnes - gets lost or wasted.

Source: <https://www.unep.org/thinkeatsave/get-informed/worldwide-food-waste>

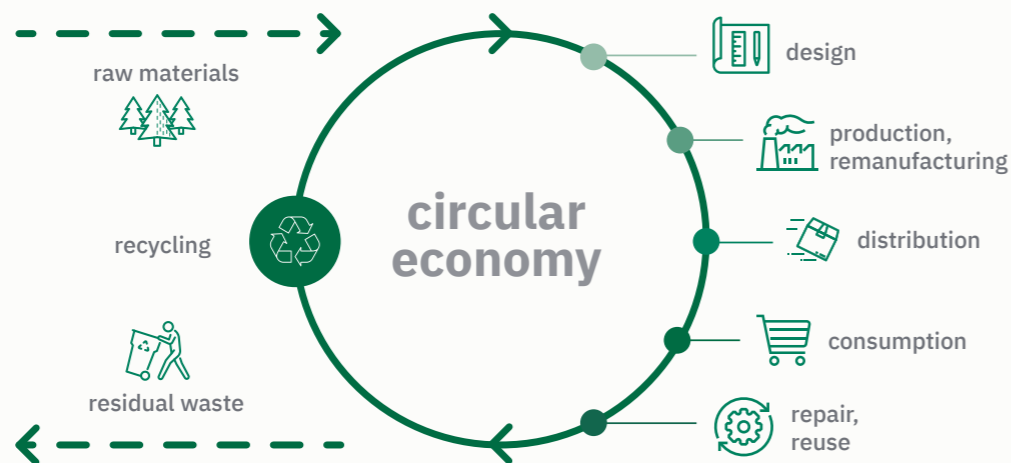


We recommend looking at some of the resources below to understand the root of the consumer-climate change problem, the role fast fashion and food waste play, and the challenge in pursuing a conscious consumerism culture.

- [The Problem with Consumerism](#)
- [Conscious Consumerism – Does it really make a difference?](#)
- [Food Waste and the Environmental Impact](#)
- [10 Companies that Control the World’s Food Supply](#)
- [The Impact of a Living Wage on Garment Workers](#)
- [Fashion Problems – Waste & Pollution](#)
- [Fast Fashion Brands to Avoid](#)
- [Worldwide Food Waste](#)

The Circular Economy

We know that individuals can make a difference, but for significant change to occur, corporations need to take responsibility and adopt a circular economy model to business. Check out [Food, Health and the Circular Economy](#) and [The Circular Economy and how we can Re-think Progress](#)



Conscious Consumerism in the Youth Workshop

There is much to unpack when it comes to conscious consumerism, and tackling all of these topics will not be feasible in a single workshop. Encourage participants to choose the area they feel most passionate about or where they could take the most action.

Remember to refer back to the [Inquiry Project](#) from section 3 and the [Campaign Materials](#) from section 4. You could tie all of those activities into the conscious consumer topics here for a deep dive approach, or you can use one of the activities below for a simpler activity.

Conscious Consumers

Becoming aware of our own consumer habits – reflecting on the types of items we purchase, how frequently we shop and how much we waste – is the first step before taking action. You can encourage participants to become more self-aware through some of the activities below.

A. Food Waste Warrior

Build awareness around food waste through group discussion, encourage participants to complete a one-week food waste audit, and help them discover ways they can reduce their food waste.

Introducing the Issue

1. Introduce participants to Food Waste facts through some of the videos below:
 - [Food Waste Causes Climate Change](#)
 - [How much does food waste contribute to climate change?](#)
 - [The Effect Food Production has on Climate Change](#)
2. As a whole group, discuss what facts/statistics stood out the most? What resonates with their own sourcing, food preparation, and food habits? Since both of these videos have an American focus, you could ask them to compare food waste in America to food waste in Ireland or Europe.

Food Waste Awareness

1. Explain that you’re going to ask a few true and false questions based on a study by [Zero Waste Scotland](#) which evaluated undergraduate students’ (ages 18-34) food waste habits and perspectives. Decide how you would like to display the questions/ have participants provide responses e.g. slideshow/ whiteboard or worksheet, a show of hands, etc.
 - True or False: 18-34 year-olds waste significantly more food than other age groups (*answer: True*)
 - The most commonly wasted type of food from this age group was vegetables (*answer: False, vegetables came in second while leftovers from cooked meals were the most wasted food type!*)
 - The most common reason given for food waste recurring was that participants did not like the food (*answer: True*)

- The most common location where food was most wasted was eating out at a restaurant or café (*answer: False – the most common location was a self-catered environment where students had to source and prepare their own meals, followed by catered halls then, restaurants/cafes*).





2. Prompt a whole-group discussion by asking some of the following:

- Were any of the findings from this study surprising to you?
- Who here has thrown away leftovers – why do you think so many of us do this?
- Can you guess what other reasons people gave for wasting food?
 - i.e. cooked too much, food was sold in large quantities
- What might be some of the challenges people in this age group (those attending university) face when it comes to sourcing, preparing and eating food? e.g.
 - going from living at home to living independently means that they might be new to making shopping decisions and budgeting for food - it's a discovery process! They could also feel like they have access to so many options now (they want to try everything!).
 - If living in shared university accommodation, there might be limitations on storage space. Some people might feel like ordering out is less hassle than cooking in.
 - If they're relying on universities to cater their food, the challenge could be that they are served too much of the same foods repeatedly (they start to waste certain foods because they are tired of eating them), or maybe it's the opposite, and they have access to new foods and want to try them all! Also, the universities might give out larger portions than students can consume.
 - Why do you think looking at this age group's habits is important for you now?
 - » Try to steer participants to recognise that if they can understand why this age group wastes food and the reasons why, then they can start developing awareness around food waste & healthy habits NOW, which will help prepare them for the future.

Reminder: Fairtrade products may be more expensive than the typical brands families gravitate towards. When we suggest buying Fairtrade we should be mindful that not all families /participants will have the financial capability to make this switch. It's important that we emphasise that Fairtrade is a good option if it's also good for our budget.

3. Share the Food Waste Audit worksheet (page 69) with participants. Encourage them to use this worksheet to track their food habits for one week (see if they'll get their entire household on board too!).

Behaviour Change Focused

1. Encourage participants to discover ways that they can reduce their food waste. Have them conduct their own research or check out [100 ways to reduce food waste](#). Tell them to select 5 realistic actions they could try to adopt as habits.
2. Guide participants to learn about [Fairtrade](#) products and encourage their households to make Fairtrade purchases.

B. Fashion Forward

Build awareness around fast fashion through group discussion, encourage participants to complete a closet audit, and help them discover ways they can reuse and upcycle their clothes!

Introduce the Issue

1. Conduct a mini class survey. Introduce participants to Fast Fashion facts through some of the resources below:
 - [Fashion Problems – Waste & Pollution](#)
 - [The Journey of a Pair of Jeans](#)
2. As a whole group, discuss what facts/statistics stood out the most. What resonated with participants' own shopping habits or their household's habits? What did they find most surprising?

Fast Fashion Awareness

1. Separate into small groups and ask participants to discuss the following:
 - What are some of your favourite fashion brands in Ireland?
 - Are these global brands?
 - What makes these brands 'good' or popular?
 - How do these brands advertise themselves? What do you know about their product or their business through their advertisements?
 - Do you know if these brands are fast fashion brands?
 - Do they have sustainability policies in place? Do you know anything about their production process? What about where their products or made, how they arrive to Ireland or if their workers are compensated fairly?
2. Walk around to each group to assess which brands are being discussed the most. Select 4-6 brands from their discussion (however many is needed for each group to be assigned one brand).
3. Assign each group a brand. Explain to participants that they're to conduct a mini-research task: read about what makes a [fast fashion brand](#) and try to find out as much as possible about their assigned brand's product and production process.
4. Once each team has researched, ask them to write their main findings on an anchor chart, poster board or large piece of paper to display around the room.
5. Tell all teams to complete a 'Gallery Walk' where they wander around the room and read each group's findings.
6. Consider posing some of the following questions to participants:
 - Did you find/read anything interesting about a particular brand?

- Are there any brands that you would/would not support?
 - How challenging was it to find information about each brand? Was the information easily available? Did you have enough time?
 - Do you think most people would take the time to research brands before they shop?
7. Encourage participants to take home and complete the Closet Audit worksheet (page 76).

Behaviour Change Focused

Encourage participants to discover ways they can reuse or upcycle their wardrobe. Check out [58 New Upcycle Ideas](#) or [12 DIY Clothes Reuse Hacks](#). Ask them to commit to trying one reuse hack or upcycle idea after they complete their closet audit!

C. Circular Economy

The [Circular Classroom](#), an interactive educational toolkit for upper post-primary students has a fantastic [student section](#) with videos and activity worksheets all about the circular economy. While these are intended to be used in a school setting, they can easily be adapted for youth work. Download some of their workbooks for inspiration and ideas that you can implement in your workshop!

Source: <https://www.mywaste.ie/what-to-do-with-textiles/>





D. Empower Action

- Interview restaurant owners or supermarket managers to get their take on food waste habits in Ireland. Then, write up an article and post it on social media or share it with Concern Worldwide!
- Conduct a Food Waste survey at your school to assess your peers' food waste awareness and habits or to see which food items tend to be thrown away the most. Is there some action you can take to combat food waste in your school cafeteria?
- Check out the [University of Miami's Sustainability Initiative](#) for UM Dining. What universities in Ireland have a sustainability initiative? In Europe? How do they compare? Choose one or two initiatives from UM Dining (or in other examples you found) that you think a university in Ireland should adopt. Write a letter stating your case and send it to the head of school!
- Host a Sustainable Fashion Workshop at your school, home or local community centre. You could:
 - Invite someone to teach a Sewing 101 class to demonstrate simple clothing repairs...so you can keep that top with the loose button and not throw it away!
 - Create a list of local tailors in your area to hand out, or invite a tailor to attend and talk about the types of mends and alterations they can do to make your clothes look like new!
 - Organise a clothing swap! Ask each person attending to bring those clothing items unworn in years and collecting dust! Everyone gets to go through the pile and take something "new" if they like (and importantly, intend to wear or repurpose) – whatever remains you can donate to your local charity shop!
 - Invite guest speakers who are knowledgeable in this area to discuss fast fashion issues or create your own presentation to inform.
 - Create a leaflet to hand out to attendees with a list of reuse and repurpose ideas for their clothes!
- Create a Food Waste Challenge for your household – whether it's reducing portions to have a zero-waste plate or using leftovers in creative ways, determine a goal and get everyone to commit for at least one week!
- Use our campaign materials from section 4 to launch a Conscious Consumerism awareness campaign.
- Involve your local council or Tidy Towns group – what do they think about these issues? What are they doing to help or what do you think they should be doing?

5.2 Spread the Word

Share your opinions and actions with Concern Worldwide!

Use the hashtag **1planet4all** and tag us on social media or send an email to:

- @Concernworldwide
- @concernactive @concernworldwide
- @ConcernActive @concernworldwide
- climact@concern.net

Food Waste Audit

How much food do you really waste? Track your food waste for an entire week using the Food Waste Audit tracker below. Once the week is up, ask yourself:

1. What foods do I tend to waste the most?
2. What time of day do I waste the most food?
3. Why am I wasting certain foods? E.g. is it a large portion and I'm getting full. Am I eating things I just don't like?
4. What can I do to reduce my food waste for the following week? E.g. I can put smaller portions on my plate and get a second helping if I'm still hungry/I can pour myself a smaller glass of milk/ when at a restaurant/getting take-away I can ask for less chips, less salad, etc.

Date	Meal	What Foods did I throw away?
	Breakfast	<input type="checkbox"/> Meat <input type="checkbox"/> Vegetables <input type="checkbox"/> Dairy <input type="checkbox"/> Sweet/Snacks <input type="checkbox"/> Seafood <input type="checkbox"/> Fruit <input type="checkbox"/> Beverages <input type="checkbox"/> Other _____

Date	Meal	What Foods did I throw away?
	Lunch	<input type="checkbox"/> Meat <input type="checkbox"/> Vegetables <input type="checkbox"/> Dairy <input type="checkbox"/> Sweet/Snacks <input type="checkbox"/> Seafood <input type="checkbox"/> Fruit <input type="checkbox"/> Beverages <input type="checkbox"/> Other _____

Date	Meal	What Foods did I throw away?
	Dinner	<input type="checkbox"/> Meat <input type="checkbox"/> Vegetables <input type="checkbox"/> Dairy <input type="checkbox"/> Sweet/Snacks <input type="checkbox"/> Seafood <input type="checkbox"/> Fruit <input type="checkbox"/> Beverages <input type="checkbox"/> Other _____



Closet Audit

How many items of clothing do you own and which items are worn the most? Where do most of your clothes come from (what brands)?

Complete the Closet Audit below so you can start being mindful of 1. What's already in your closet, 2. What has gone unworn and can be repurposed, upcycled or donated and 3. What brands you shop for the most.

You do not have to fill this in for every single item of clothing that you own! Start with a few simple ones like t-shirts, jeans, etc. and take it further if you like!

Clothing Item (e.g. t-shirts, jeans)	Total items	Total items that I wear	Brands	I placed unworn items into a repurpose pile (check)

5.3 Take it Further

[The Journey of a Pair of Jeans](#)

[Ireland's General Scheme Circular Economy Bill](#)

[Food, Health and the Circular Economy](#)

[What to do with my textiles?](#)

[The World Counts](#)

[Ecological Footprint Calculator](#)

[Conscious Consumerism – Does it make a difference?](#)

[Agrifood Atlas](#)

[What is Fairtrade?](#)

[Fairtrade and the Sustainable Development Goals](#)

[The Impact of a Living Wage on Garment Workers](#)

[Fashion Problems – Waste & Pollution](#)

[Fast Fashion Brands to Avoid](#)

SECTION 6

CLIMATE, CONFLICT, HUNGER AND MIGRATION



Climate, Conflict, Hunger and Migration

There's a reason climate change is often referred to as a "threat multiplier." In section 3, we drew connections between climate change and the Sustainable Development Goals to discover how the climate crisis has a domino effect on the SDGs and exacerbates existing inequalities. This section aims to explore another climate change complexity: its vicious cycle with hunger, conflict and human migration.

For decades, it looked likely that the fight to end global hunger could be won. But over the last 5 years, acute food insecurity – the most urgent form of hunger – has been on the rise, primarily driven by conflict. As of 2021, people worldwide are facing unprecedented levels of hunger, with 41 million people at risk of starvation – that's almost 10 times the population of the Republic of Ireland.

Conflict exists for various reasons, but the dominant drivers have become:

- unresolved regional tensions
- a breakdown in the rule of law
- absent or co-opted state institutions
- illicit economic gain
- scarcity of resources exacerbated by climate change

Source: <https://www.un.org/en/un75/new-era-conflict-and-violence#>

While we typically associate conflict with guns and weaponry, children are more likely to die as a result of hunger and related diseases than fighting. In conflict zones around the world, hunger is being deliberately weaponised by warring parties, with crops and livestock destroyed, access to markets cut off, and civilians denied access to food. In 2021, there should be no place for famine or hunger in the world. Yet, it is happening. In addition, the gap between humanitarian need and the resources needed to address hunger have never been wider.

"If you don't feed people, you feed conflict"
– António Guterres

How it's all linked to Human Migration

The decade from 2010 to 2020 was marked by increasing global fragility and political instability, with a sharp escalation of conflict and displacement, most notably across the Middle East, and through the belt of Central Africa, from the Sahel to the Horn of Africa. Conflict is now driving more people from their homes and destroying more livelihoods than at any time in recent history.

At the same time, the effects of climate change have become increasingly evident and are hitting the poorest first and hardest. Disasters are now more frequent, more unpredictable and more intense, with lower-income countries that have contributed the least to climate change already suffering the worst consequences. Through the experience of extraordinarily intense weather events such as Cyclone Idai and the prolonged East African droughts of recent years, we have already witnessed how climate change is wreaking a ferocious level of damage in both rural and urban settings. We know that the social and economic impact of the climate crisis will be even more profound in the next decade with the World Bank forecasting that climate change will drive an additional 132 million people into poverty by 2030.

"Climate change leads to droughts [and] flooding which causes shortages in food and water, in combination with the increasing population of the world, is a source of instability and can create migration flows, can be ground for extremism, and can be ground for conflicts."

– Tom Middendorp



Far from being a future concern, climate change-driven migration and displacement are already taking place. A majority of the 30.7 million people displaced in 2020 were fleeing floods, wildfire, drought or heat waves, according to a report released in October 2021 by the International Federation of Red Cross and Red Crescent Societies. And these trends are only likely to increase in the next decades.

According to a World Bank report released in September, more than 200 million people are likely to migrate over the next three decades because of extreme weather events or the slow degradation of their environments. Most are displaced within their home country. But experts say that about a fourth of the people who flee will cross borders, seeking a better life in a different land.

Source: <https://insideclimatenews.org/news/02112021/climate-refugees-international-law-cop26/#:~:text=By%202050%2C%20200%20Million%20Climate,Little%20Protection%20%2D%20Inside%20Climate%20News>



What is Concern Worldwide doing?

Concern Worldwide's new three-year campaign, Nothing Kills like Hunger aims to garner public support for conflict-driven hunger, drive new supporter recruitment (both financial and non-financial) for Concern, and unite internal teams through one shared communications thread. In 2022, we hope to expand the campaign into the US and the UK.

The unifying proposition provides an opportunity for Concern to reframe the narrative on hunger, from victims to causes, by focusing specifically on hunger in relation to conflict. By creating this unified focus, we are seeking to attract new supporters and reinvigorate existing supporters in Concern's mission to end extreme poverty.

What can global leaders do?

Global leaders need to do three things to support communities facing conflict-driven hunger and famine:

- Guarantee humanitarian aid to those on the brink of famine
- Break the cycle between conflict and hunger for good
- Stop hunger being used as a weapon of war

These can all be achieved through immediate action on emergency funding, foreign policy and accountability.

What can Concern Facilitators and Youth do?

Facilitators and youth can research and discuss hunger, conflict, climate change and migration; try to understand the connections more deeply, and look for ways to get involved! It would be ambitious to expect workshop participants to fully grasp such a heavy topic and be able to take long-term action after a single workshop (even after two or three!). And it can be challenging for a facilitator to clearly explain how these 4 elements are related.

One way to begin unpacking it all, is to introduce key terms and engage in exploratory discussion with participants. Try to act as a co-investigator (refer back to the co-creation approach in section 1) with your workshop group. Allow yourself to discover new information with them, to steer discussion naturally with their questions, to say 'I'm not sure, let's find the answer!'.

It's worth noting that although this toolkit does not have to be completed linearly, you may find it easier to approach this section after reading and introducing participants to the activities in Section 3: Climate Connections; case studies in this section will help participants draw connections between climate change and multiple SDGs, and identify cause/effect.

6.1 Useful Definitions/Terminology

Some of the definitions and explanations of terms in the chart below may be helpful to refer to or provide your participants with during the youth activities.

Food Security	Food security, as defined by the United Nations' Committee on World Food Security, means that all people, at all times, have physical, social, and economic access to sufficient, safe, and nutritious food that meets their food preferences and dietary needs for an active and healthy life. Source
Acute Food Insecurity	Acute food insecurity is when a person's inability to consume adequate food puts their lives or livelihoods in immediate danger. It draws on internationally-accepted measures of extreme hunger, such as the Integrated Food Security Phase Classification (IPC) and the Cadre Harmonisé. It is not the same as chronic hunger, as reported on each year by the UN's annual State of Food Security and Nutrition in the World report. Chronic hunger is when a person is unable to consume enough food over an extended period to maintain a normal, active lifestyle. The key drivers behind rising acute food insecurity in 2020 were: <ul style="list-style-type: none"> ➤ conflict (main driver pushing almost 100 million people into acute food insecurity in 20 countries/territories, up from 77 million in 2019); ➤ economic shocks - often due to COVID-19 - replaced weather events as the second driver of acute food insecurity both in terms of numbers of people and countries affected (over 40 million people in 17 countries/territories, up from 24 million and 8 countries in 2019); ➤ weather extremes (around 16 million people in 15 countries/territories, down from 34 million in 25 countries/territories). <p>While conflict will remain the major driver of food crises in 2021, COVID-19 and related containment measures and weather extremes will continue to exacerbate acute food insecurity in fragile economies.</p> Source
Climate Migration	Climate migration refers to "the movement of a person or groups of persons who, predominantly for reasons of sudden or progressive change in the environment due to climate change, are obliged to leave their habitual place of residence, or choose to do so, either temporarily or permanently, within a State or across an international border" (IOM, 2019). Source
Refugee	Refugees are people fleeing conflict or persecution. They are defined and protected in international law, and must not be expelled or returned to situations where their life and freedom are at risk.
Internally Displaced People	Internally displaced people (IDPs) have not crossed a border to find safety. Unlike refugees, they are on the run at home. IDPs stay within their own country and remain under the protection of its government, even if that government is the reason for their displacement. They often move to areas where it is difficult for us to deliver humanitarian assistance and as a result, these people are among the most vulnerable in the world. Source



6.2 Youth Activities

A. Discussion

- On a slide or whiteboard, display the essential questions below, writing participant feedback where they can see:
 - What do you think it means to be a refugee? A migrant? To be displaced?
 - What kind of events cause people to leave/flee their homes?
 - Can you think of any specific examples?
- Ask participants if they can categorise the events they listed into 'Caused by Conflict' or 'Caused by Climate Change' events.
- Play the [Nothing Kills like Hunger](#) campaign video and then pose the following question to your group.
 - How many of you were surprised to learn that hunger kills more than conflict?
- Encourage participants to think about how conflict, climate change, hunger and mobility are related. You can use some of the guiding notes here to aid discussion:
 - The more scarce the resources, the more likely it will incite conflict
 - Hunger is being used as a weapon in conflict zones (e.g. intentional destruction of crops, livestock, cutting off access to markets, etc.)
 - Weather extremes are often why resources are scarce (affecting crop yields, wiping them out entirely, etc.)
 - The triple threat of conflict, no food and extreme weather, is forcing people out of their homes.



B. Connections in Focus

- After your whole-group discussion, separate into small groups or pairs. Hand out the Connections in Focus worksheet and explain that each group will select a country of interest. Ask them to review the materials for that country and complete the graphic organiser on (page 85).
 - If time allows and you have a large poster board or anchor chart paper, ask participants to transfer the notes on their worksheet to this. Have all groups display or hang their chart around the room. Then, complete a Gallery Walk, allowing all participants to walk around the room, reading their peers' charts.
- Encourage participants to find groups who are campaigning about Conflict, Hunger, Migration or Climate Change. What type of actions are these groups recommending? Do they have a petition they'd like you to sign or another way you can get involved? Would you want to sign it? Why or why not?
 - Invite a guest speaker from a campaign to speak to your group. You could even conduct a round table interview and have each participant ask the guest speaker a question!
 - Check out Concern's [Nothing Kills like Hunger](#) campaign. What are some ways your participants could take part in this campaign? Think back to some of the campaign materials and craftivism ideas from section 4!

C. Empower Action

In section 4 we covered campaigning for climate change and had the chance to look at some of the actions that youth activists are taking all around the world.



6.3 Spread the Word

Share your opinions and actions with Concern Worldwide!
Use the hashtag **1planet4all** and tag us on social or send an email to:

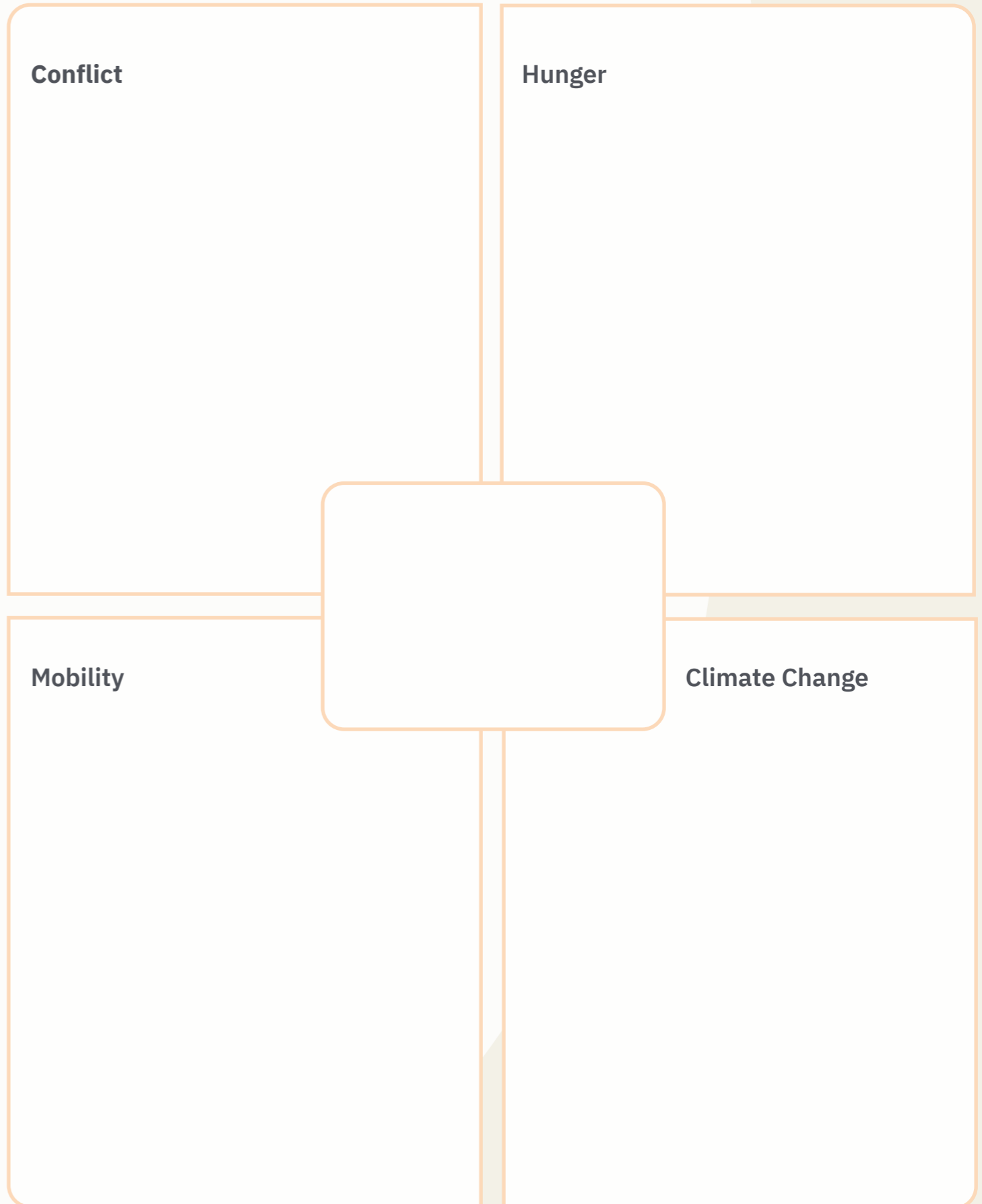
- @Concernworldwide
- @concernactive @concernworldwide
- @ConcernActive @concernworldwide
- climact@concern.net



Coping with Change

Select one of the countries in the boxes below and research the links between climate change, climate migration and hunger. Write your findings in the chart on overleaf.

Country	Watch	Read
Chad	Climate Change & Migraton in Chad	Hunger and Conflict in Chad: One family's story
	Climate Change a critical factor in Lake Chad conflict trap	
Bangladesh	BAN-YA Documentary	Rohingya cling to hope in Bangladesh
	Climate Change and Migration Crisis	
South Sudan	Climate and Hunger in South Sudan	Severe Hunger in South Sudan
	Climate Changes and Communal Conflicts	





6.4 Take it Further

[How climate change is making food insecurity worse](#)

[Links between migration and climate change](#)

[Is there a link between climate change and migration](#)

[Environmental Migration](#)





[The Great Climate Migration](#)

[Story Maps: Climate Migrants](#)

[Dhaka and Climate Refugees](#)



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