



Our Fair Planet

Youth Actions for Climate Justice

Programme to Educate and Empower Young People on the issues of Climate Justice and Just Transitions



An Roinn Leanaí, Comhionannais,
Míchumais, Lánpháirtíochta agus Oige
Department of Children, Equality,
Disability, Integration and Youth



Youth Work Ireland

“Climate Justice links human rights and development to achieve a human-centred approach, safeguarding the rights of the most vulnerable people and sharing the burdens and benefits of climate change and its impacts equitably and fairly”.

Mary Robinson

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Notes for Facilitators:

Completing the Programme

This programme is set out in 3 separate sessions, with each session containing a number of activities.

Feedback from the initial review panel during development of this programme suggested that some groups (particularly those who are recently formed, or have not done work on Climate Justice before) may not get through all the activities in the allocated time.

We have therefore, identified the **Core Activities** in each session, which should be done in order to complete the programme. These Core Activities are denoted with an *

Team Project

In Session 3 your group will be asked to plan a community initiative / action on the topic of Climate Justice - it is important that you flag this with the group at the beginning of programme and throughout, so they can begin thinking of the kind of initiative they wish to compete.

Documenting the Work

A dedicated website and App accompany this programme which showcase and promote the work and learning young people have gained from their participation in Our Fair Planet. The website also contains additional resources for workers delivering the programme - see www.ourfairplanet.ie

Learning Journal

The Learning Journal at the end of each session will allow young people to reflect on their learning and begin to think about how their actions can impact climate justice and change local and global communities.

Introduction

Our Fair Planet: Youth Actions for Climate Justice

In her Ted Talk in 2015, Mary Robinson said that climate change was an “issue much too important to be left to politicians... it is an issue for all of us, it is an issue for young people.”

The challenge of climate change is a decisive one for the world and it is young people who have been at the fore in the fight for climate action. We have seen thousands of young people across the globe take part in schools strikes and protests to urge decision makers to take the issue seriously and respond quickly. Granted, these issues are difficult, but the evidence is clear - time is running out! The world is on track towards global temperature increases way above safe levels, despite the provisions of international agreements such as the Paris Agreement which aims to keep long-term temperature increases under 2°C above pre-industrial levels and limit the increase to 1.5°C.

The social and environmental consequences of climate change will not be felt by today’s decision makers or the heads of big business, but by future generations who will have to live with these consequences, and by local and indigenous communities across the globe who are being impacted by the unjust effects of global warming and climate chaos. Another challenge associated with climate policies is how to support communities whose livelihood relies on climate-damaging industries such as fossil fuel extraction or certain types of farming – including in developed countries such as Ireland. The concept of ‘Just Transitions’ looks at how to help those communities move into new areas of industry or business to support themselves so that they aren’t left behind as we move forward into more sustainable ways of living.

In reframing the terms ‘Climate Action’ and ‘Climate Change’ to that of ‘Climate Justice’ we view the effects of climate change from a human rights and political perspective rather than purely an environment issue. Changing the lens in which we look at climate change allows us to focus on how deeply inequitable it is for those who have contributed the least to carbon emissions, to suffer the most. Those, often from developing nations suffer the effects of climate change the most.

The Our Fair Planet programme was developed as part of the Department of Children and Youth Affairs’ Youth Climate Justice Fund and aims at educating and empowering young people around the issues of Climate Justice, Sustainable Development, Just Transitions, Human Rights and Equality. As part of the programme youth groups get to organise their own community action to demonstrate their learning from their participating in the programme and seek to influence their local community around these issues.

Irrespective of where you live in Ireland or the world, climate justice is an issue for us all, and we need to come together to safeguard the rights of the most vulnerable and marginalised people by sharing the burdens, benefits and opportunities.

SESSION ONE

Sustainable Development, Human Rights and Equality

The introduction session enables participants to get to know each other, settle into a group work process and understand the contents of the programme.

This session also sets the scene for group behaviour by establishing a group contract so that participants feel safe discussing the topics and exploring the relationship between sustainable development, human rights and equality.

Learning Outcomes

On completion of this session participants will be able to:

- Establish a group contract;
- Explain what sustainable development is and its value in relation to the climate crisis;
- Engage in discussions about the relationship between sustainable development and human rights;
- Determine the importance of equality and diversity in sustainable development;
- Analyse the impact of climate change on human rights and equality.

Learning Methodologies

Introductions & Contract	10 mins
What I know!	10 mins
What's the Impact?	20 mins
Moving towards SDGs	15 mins
The Power of Conversations	5 min
Total Time	1 hour

Materials

Flip-chart paper and Handouts

Optional: A4 ruled sheet and pen.

Activity One: *Introduction and Contract

Purpose

The purpose of this activity is to enable participants to get to know each other and determine how they will work together for the sessions.

Learning Outcome

Participants will be able to establish a contract of working while getting to know each other.

Time 10 minutes

Materials None

Introductions

Start by introducing yourself and the programme. Explain why you are running the programme including the anticipated impact (see Theory of Change on page 52).

Method

Part I: Name Game

- Start with a quick name game to introduce participants to each other and the facilitator. Sitting in a circle (or on a Zoom call), ask each person to share their name and something they did this week that they are proud of.

Part II: Contract

Explain to the group that when working in a small group it is important to develop a contract so that everyone feels safe in participating. A contract is an

agreement around how the group will work together. In this case it is a verbal agreement. From the facilitator's perspective it is important for example that;

- The programme will focus on climate justice by exploring views and opinions;
- Participation (everyone can join in, but they also have the choice to opt out if they don't want to take part in something);
- Confidentiality (what's said in group time belongs in group time – no gossiping after the sessions about what someone said, however acknowledge that there is a limit to confidentiality and if something is said that the facilitator believes may mean that a young person is in a situation of harm or may harm someone else under Irish Law and Child Protection they have to share this information with a designated officer to keep children safe).
- Remember to be sensitive to each other, some people have strong views in relation to climate change and others opposing views, it is important to respect opinions even if you do not agree with them.

Ask participants if there is anything else they would like to add to make the space a safe space for them to share.

Activity Two: *What I know!

Purpose

The purpose of this activity is to enable participants to explore what they already know about climate justice and learn about concepts they may not be familiar with.

Learning Outcome

Participants will be able to explain concepts around climate justice including what sustainable development is and its value in relation to the climate crisis.

Time: 10 minutes

Materials: Flipchart and markers

Method:

Invite the participants into smaller groups giving each group a short list of core concepts. Give them the concepts first and allow them to consider the definitions before you give them the definitions. In this way you are getting a sense of what they already know and identifying any knowledge gaps. Alternatively, to save time, give each group 1-2 concepts to define so that they are distributed amongst the group. The additional concepts can be touched on if there is sufficient time or they come up in discussion.

CLIMATE CHANGE

Term which refers to any change in climate over time, whether due to natural causes, or as a result of human activity.

CLIMATE CRISIS

Term describing global warming and climate change, and their consequences.

CLIMATE EMERGENCY

Ireland declared a climate emergency on May 10th 2019. In declaring a climate emergency, a government admits that global warming exists and that the measures taken up to this point are not enough to limit the changes brought by it. The decision stresses the need for the government to devise measures that try and stop human-caused global warming.

CLIMATE JUSTICE

This term links climate issues to human rights, and frames global warming as an ethical and political issue, rather than one that is purely environmental or physical.

DIVERSITY

Recognises that each individual is unique, and recognises our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies.

EQUALITY

The state of being equal, especially in status, rights, or opportunities.

HUMAN RIGHTS

Means protection and respect for everyone's dignity and worth as humans.

Note: The Universal Declaration of Human Rights set out 30 human rights as a common standard of achievements for all peoples and all nations.

JUST TRANSITIONS

A vision, process and set of actions to ensure that all communities can transition to greener ways of living without any group being negatively affected or left behind.

KYOTO PROTOCOL

An international treaty that commits state parties to reduce greenhouse gas emissions, resulting in global warming largely due to human CO2 emissions.

PARIS AGREEMENT

Brings all nations into a common cause to undertake ambitious efforts to combat climate change and adapt to its effects. It's central aim is to strengthen the global response to the threat of climate change by keeping a global temperature rise this century well below 2 degrees Celsius above pre-industrial levels and to limit the temperature increase to 1.5 degrees Celsius.

SUSTAINABLE DEVELOPMENT

The organising principle for meeting human development goals while simultaneously sustaining the ability of natural systems to provide the natural resources and ecosystem services on which the economy and society depends.

SUSTAINABLE DEVELOPMENT GOALS

Are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate change, environmental degradation, peace and justice. The 17 Goals are all interconnected, and in order to leave no one behind, it is important that we achieve them all by 2030.

Additional Concepts

AIR POLLUTION: This occurs when dust particles, gases, factory fumes or smoke are introduced into the Earth's atmosphere and cause harm to humans, animals and plants.

BIO-DIVERSITY: The variety of living things, we share the planet with. The pressures humans are exerting on the planet and its resources can damage these living things.

CLIMATE REFUGEE: A person who has been forced to leave their home as a result of the effects of climate change.

CLIMATE STRIKE: When people absent themselves from school or work to join marches demanding action to climate change.

CARBON FOOTPRINT: A measure of the impact our activities have on the environment and in particular climate change.

DEFORESTATION: The clearing or removal of trees from land which is then converted to a non-forest use.

GLOBAL WARMING: A long-term rise in the average temperature of the Earth's climate system.

GREENHOUSE EFFECT: The process that occurs when gases in Earth's atmosphere trap the sun's heat and makes the Earth much warmer.

GREENHOUSE GASES: These are gases that absorb and emit radiant energy within the thermal infrared range which then cause the greenhouse effects on the Earth.

OZONE LAYER DEPLETION: The gradual thinning of the Earth's ozone layer caused by the release of chemical compounds.

PLASTIC POLLUTION: Toxic pollutants from plastics that damage the environment and can take hundreds or thousands of years to break down. This issue is currently one of the biggest environmental concerns.

WATER POLLUTION: The contamination of oceans, seas, lakes and rivers usually caused by human activities.

Discussion:

- Are there any terms here that were completely new to you?
- Do you think the average person in Ireland understands these terms? What impact do you think that has?
- What power do you think having a shared common language has on influencing change?
- Given that Ireland declared a climate emergency in May 2019, which means we believe that human activity contributes towards global warming, how have we as a nation made progress towards making changes to reduce this impact.

Activity Three:

*What's the Impact?

Purpose

The purpose of this activity is to enable participants to explore what the energy consumption of people around the world is, and the impact this has on the climate crisis.

Learning Outcome

Participants will be able to engage in discussions about the relationship between sustainable development and human rights.

Time 20 minutes

Materials: Large space (or pen and paper if adapting to online)

Method:

Living our life consumes energy and resources. In this exercise each person is assigned a different role.

Role Cards

Cut out a role card so there is sufficient for each person in the group. Invite everyone to line up in a large room with their assigned role.

Ask the following questions and if they feel they can answer a yes then they should take a step forward if they answer no they should remain in the same place unless otherwise instructed.

QUESTIONS:

- You live in a mid-size to big house.
- You have electricity in your home.
- Your house has running water.
- You use heating or air conditioning.
- You eat mostly food that is grown internationally (possibly processed & heavily packaged).
- You eat food that has been produced with spray chemicals.
- You travel by car.
- You typically take 1 flight a year (Take 1 step per flight you take).
- You wash your hair and body with chemicals that go into the water system.
- You use chemicals in your home and on your garden.
- You do not clean and recycle your waste.
- You use a lot of disposable items e.g. coffee cups, containers, single use plastics, nappies etc.
- You fill at least one black bin bag of waste a week.
- You have suffered a health problem recently.
- You shop mainly online from international cheap producers.
- You have been impacted by climate change (take a step back).
- You have enough food to feed your family (take a step back).
- The food you eat is healthy, nutritious and free from chemicals.
- You don't feel particularly connected to yourself or others or the environment.

Discussion

In the large group, discuss the following questions:

- What impact does consuming so much have on the climate crisis?
- How are people's human rights being affected? (i.e. their capacity to live in a safe, liveable environment and provide for their family etc.,)
- Have women and children been adversely affected?
- What things appear to have the biggest impact on the climate?
- What changes can be made at an individual and collective level to support change?

ONLINE OPTION:

Invite the participants to take an A4 ruled sheet of paper.

Ask them to draw one line across the page exactly 5 lines from the bottom.

This represents the starting line, from here each person when they feel they answer the question yes can take a step forward by moving their pen one line up the page and marking where they are.

If they answer no they must remain in the same position unless otherwise stated.

When participants have answered all the questions they can share where they landed with each other.

Alternative approach: Using an eco-calculator calculate the carbon footprint from each role and compare who uses the most and who uses the least. Eco-Calculator: <http://www.footprintcalculator.org/>

YOU ARE A FEMALE PERUVIAN ORGANIC QUINOA FARMER. You live in a small house made from wood and clay with your child. You have no running water or electricity. The price of quinoa has gone up world-wide, you used to eat what you grew yourself now you sell it and buy food grown using sprays, so you have enough for your family. You cycle or walk to your local town when you need additional supplies. You have very little waste, most of what you produce you compost or feed to your chickens. You use very little disposable things most of what you used is reusable. You do not use any sprays on the food you produce but the food you eat has been sprayed. You use mainly natural products in your home and on your body. You provide food to the local community for a living. You are well and energetic; your daughter has some signs of developmental delay. You buy second-hand products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A BRAZILIAN BEEF FARMER. You live in a modest ranch. You have running water and electricity. You eat local food that is conventionally grown with spray chemicals. You have a tractor you use for farming. You have a car that gets you to town when you need to go. You generate quite a bit of waste daily and burn it once a week. You use a lot of disposable items e.g. coffee cups, containers, single use plastics. You spray pesticides and herbicides to enhance your crop yield that you also feed to your animals. You use cheap products with long lists of chemicals to wash your hair, body, and clean your house. You export your beef to other countries. You have asthma, as do 2 of your daughters. You buy cheap internationally produced products. You do not feel connected to yourself, others, or the earth. You are trying to earn as much as possible to support your family for fear that there will not be enough.

YOU ARE A VEGAN CALIFORNIAN SURFER. You live in a multi-complex apartment. You have electricity, air-conditioning, running water and a pool. Most of the food you eat is organic and flown from around the world. You drive a hybrid car and fly around the world surfing some of the best beaches on your holidays twice a year (you spend approx. 20 hours flying a year). You recycle as much as possible; you fill half a bag a week with waste. You use very little disposable things most of what you used is reusable. You use natural products in your home, on your body and hair. You work in a café serving food. You are coeliac (intolerant to gluten). You buy good quality locally produced products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A MALE WALL STREET TRADER. You live in a mansion with more rooms than your extended family could fill. You have electricity, air-conditioning, running water and a pool. You eat mostly packaged, processed food that is from around the world. You have two Land Rover cars. You fly to exotic destinations for business and pleasure. You take at least 12 flights a year (approx. 70 hours flying). You create a vast amount of waste each day from packaging at work and at home. You use a lot of disposable items e.g. coffee cups, containers, single use plastics. Your gardener uses chemical sprays on your garden, and you use chemicals in your home, fragrant chemicals on your body and in your hair. You have diabetes and a child with autism. You buy good quality internationally produced products. You do not feel connected to yourself, others, or the earth. You are trying to earn as much as possible to support your family for fear that there will not be enough.

YOU ARE A MALE IRISH STUDENT STUDYING SCIENCE. You live in a mid-sized terraced house. You have electricity, water and heating. You eat mostly packaged, processed food that is from around the world. You cycle to college and get the bus back home at the weekends. You recycle some things, but sometimes it isn't clean or dry. You are always surprised by how much waste simply living creates. You use a lot of disposable items e.g. coffee cups, containers, single use plastics. You use chemicals in your home, fragrant chemicals on your body and in your hair. You are well, but low on energy. You buy second-hand products or cheap internationally produced products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A FEMALE CHINESE FACTORY WORKER. You live in a small house with your family and extended family. You have electricity and running water. You eat food produced in China that has been grown using sprays. You get the bus to work. You recycle what you can and produce only a small amount of waste. You use very little disposable things most of what you used is reusable. You use chemicals in your home, fragrant chemicals on your body and in your hair. You make plastic toys that are sent overseas. You had a cancer growth removed recently; you provide for your whole family including in-laws, so being sick has added extra pressure. You buy good cheap poor quality locally produced products. You do not feel connected to yourself, others, or the earth. You are trying to earn as much as possible to support your family for fear that there will not be enough.

YOU ARE A FEMALE BANGLADESH GARMENT WORKER. You live in a small multiplex apartment block. You send the money you make back to your family in rural Bangladesh. You have electricity and running water. You eat food that has been grown using sprays. You cycle to work. You recycle what you can and produce only a small amount of waste. You use very little disposable things, most of what you used is reusable. You use chemicals in your home, fragrant chemicals on your body and in your hair. You make clothes for a big fashion brand in Europe. You sustained a workplace burn recently. You buy cheap locally produced products. You feel somewhat connected to yourself, others, and the earth. You see how the change in living has affected the environment.

YOU ARE A FEMALE CHILD COBALT MINER IN DEMOCRATIC REPUBLIC OF CONGO. You live in a small farmhouse with your parents. You have no electricity or running water. You eat food that has been grown locally using sprays. You walk to work. You do not recycle as there are no amenities to, and you produce a small amount of waste. You use very little disposable things most of what you used is reusable. You use natural soaps to wash your body and hair. You mine for cobalt for big phone companies in the USA. You have developed breathing difficulties from working in the mine. Your family buy second-hand products. You do not feel connected to yourself, others, or the earth. You are trying to earn as much as possible to support your family for fear that there will not be enough.

YOU ARE A MALE SOFTWARE DEVELOPER BASED IN IRELAND. You live in a large house with your partner and 2 pets. You have electricity, heating and running water. You eat food that has been grown locally and internationally using sprays. You drive to work. You do not believe in recycling and create a large amount of waste. You use a lot of disposable items e.g. coffee cups, containers, single use plastics. You use chemicals in your house, garden, on your body and hair. You develop technologies for a large US social media company. You are obese. You buy cheap internationally produced products. You do not feel connected to yourself, others, or the earth. You are trying to earn as much as possible to support your family for fear that there will not be enough.

YOU ARE A GRAPHIC DESIGNER IN LONDON. You live in an apartment with your sister. You have electricity, heating and running water. You eat mainly organic food that is grown in the UK. You take public transport to work. You recycle all you can and aim for zero waste. You use very little disposable things, most of what you use is reusable. You use only natural products in your home, on your body and hair. You develop graphic designs for eco-friendly companies. You are healthy and energetic. You buy good quality internationally produced products or second-hand products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE AN ACCOUNTANT FOR A LARGE AMERICAN COMPANY IN CORK. You live in a large house with your partner, 4 children and 2 pets. You have electricity, heating and running water. You eat food that is organic and grown internationally. You drive to work and take two holidays a year (approximately 16 hours flying for each person in the household). You recycle and also create a large amount of waste with a family of 6 and 2 pets. You use a lot of disposable items e.g. coffee cups, containers, single use plastics, nappies. You use natural products in your house, garden, on your body and hair. You suffer from depression but manage it with meditation. You buy cheap internationally produced products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A FEMALE CEO OF A SMALL COMPANY IN IRELAND. You live in a large house with your partner and 2 children. You have electricity, heating and running water. You eat food that has been grown locally and internationally using sprays. You drive to work and fly around the world with work at least 5 times a year (approx. 40 hours of travel). You recycle and also create a large amount of waste. You use a lot of disposable items e.g. coffee cups, containers, single use plastics. You use chemicals in your house, garden, on your body and hair. You develop innovative technologies for the agri-tech sector. You had a heart attack last year and have stents. You buy good quality internationally produced products. You do not feel connected to yourself, others, or the earth. You are trying to earn as much as possible To support your family for fear that there will not be enough.

YOU ARE A PROJECT MANAGER. You live in a small apartment with your partner, 1 child and cat. You have electricity, heating and running water. You eat food that is organic and grown internationally. You drive to work and take two holidays a year (approximately 8 hours flying for each person in the household). You recycle and create a small amount of waste. You use very little disposable things most of what you use is reusable. You use natural products in your house, garden, on your body and hair. You work for a small Irish firm. You exercise regularly and have plenty of energy. You buy good quality internationally produced products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE AN ORGANIC FARMER IN IRELAND. You live in a small house with your family. You have electricity, heating and running water. You eat food that you have grown yourself and other local organic food. You drive to work. You recycle and compost and aim for zero waste. You use very little disposable things most of what you use is reusable. You use natural products in your house, garden, on your body and hair. You develop innovative technologies for the agri-tech sector. You are healthy and full of vitality. You buy good quality locally produced products or second-hand products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A FEMALE AFRICAN FARMER. You used to live in a small house made from wood and clay with your 4 children. You have been recently displaced from your home as there has been a drought and there is no food in your village. You are on the move with your children looking for food. You have no running water or electricity. You eat the food you grow and trade with other farmers locally for food. You cycle or walk to your local town when you need additional supplies. You have very little waste, most of what you produce you compost or feed to your chickens. You use very little disposable things most of what you use is reusable. You do not use any sprays on your food and use mainly natural products for washing your hair and body. You provide food to the local community. You have been recently affected by drought. Your land is dry and cannot produce enough food to sustain your family. You buy second-hand products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A FEMALE IRISH DOCTOR. You live in a large house with your partner, 1 child and cat. You have electricity, heating and running water. You eat food that is organic and grown internationally. You drive to work and take two holidays a year (approximately 8 hours flying for each person in the household). You recycle and also create a small amount of waste. You use very little disposable things most of what you use is reusable but most of what you use in work is single use and disposable, you see a lot of waste at work. You use natural products in your house, garden, on your body and hair. You work for the Irish Health Service. You exercise regularly and have plenty of energy. You buy good quality internationally produced products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A MALE NURSE. You live in a large house with your partner and dog. You have electricity, heating and running water. You eat food that is organic and grown internationally. You drive to work and take one holiday a year (approximately 6 hours flying for each person in the household). You recycle and also create a small amount of waste. You use very little disposable things, most of what you use is reusable but most of what you use in work is single use and disposable, you see a lot of waste at work. You use natural products in your house, garden, on your body and hair. You work for the Irish Health Service. You exercise regularly and have plenty of energy. You buy good quality internationally produced products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A FEMALE IRISH POLITICIAN. You live in a large house with your partner and goldfish. You have electricity, heating and running water. You eat food that is organic and grown internationally. You drive to work and take two holidays a year (approximately 8 hours flying for each person in the household). You recycle and also create a small amount of waste. You use very little disposable things, most of what you use is reusable, but most of what you use in work is single use and disposable, you see a lot of waste at work. You use natural products in your house, garden, on your body and hair. You work for the Irish Government. You exercise regularly and have plenty of energy. You buy good quality internationally produced products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

YOU ARE A FEMALE INDIAN FARMER. You used to live in a small house made from wood and clay with your 3 children but have been displaced due to a large flood. You are currently living on the road as you try to get to another town and get food for your family. You have no running water or electricity. You eat the food you grow and trade with other farmers locally for food. You cycle or walk to your local town when you need additional supplies. You have very little waste, most of what you produce you compost or feed to your chickens. Most of what you use is reusable. You do not use any sprays on your food and use mainly natural products for washing your hair and body. You have been recently affected by a flood. Your land is submerged under water and now you cannot produce enough food to sustain you and your family. You buy second-hand products. You feel connected to yourself, others, and the earth. You see the impact that living gently has on it and you.

Activity Four: Sustainable Development Goals

Purpose

The purpose of this activity is to enable participants to explore the impact that the climate crisis has on people around the world.

Learning Outcome:

Participants will be able to determine the importance of equality and diversity in sustainable development

Time 15 minutes

Materials: SDGs poster, flipchart and markers

Method

Invite the participants to break into smaller groups of 3 participants. Outline what the 17 Sustainable Development Goals are and then ask them to discuss Goals:

#4 - Quality Education;
#11 - Sustainable Cities and Communities;
#12 - Responsible Consumption and Production;
#13 - Climate Action.

Ask each group to come up with 5-10 activities or actions that they could do to support these goals both locally in their communities and internationally.

If the overall group is small just choose one of the 4 and allow the group to choose which is most relevant to them.

When they are done, invite each group to share what they came up with. If any of the other participants have ideas add them to the lists.

Discussion

- Was it difficult or easy to think about possible things that could be done in each of these sustainable development goals?
- What impact do you think it would have on your community and globally if everyone were to take these actions?
- What barriers do you think exist that prevent people from taking these steps?

NOTE FOR FACILITATOR:

There is a resource available online that supports 10 activities for each SDG.

<https://drive.google.com/file/d/1iMdE6DLLuCqwq3K9U-DaTUWB6KyMa8QG/view>



Activity Five:

*The Power of Conversation

Purpose

The purpose of this activity is to enable participants to share what they have learned with others and close off this session.

Learning Outcome

Participants will be able to engage in discussions about the relationship between sustainable development and human rights.

Time 5 minutes **Materials:** None

VISUALISATION EXERCISE TO CLOSE OFF SESSION

- Close your eyes for a moment if you are happy to do so, if not just lower your gaze to the floor.
- Connect with the feet on the floor held by the Earth. Connect with your body nourished by mother Earth.
- Can you get a sense of all the processes needed to nourish your body.
- Food, water, air, heat and soil. [Pause]
- Imagine what the world could be like if everyone was motivated to make these changes.
- Imagine that instead of emphasis on what you have, how big your house is, how many holidays you have had that instead there was a focus on creating sustainable communities for future generations.
- There is a saying - “we don’t inherit the earth from our ancestors, we borrow it from our children”. What impact does not acting have on the human rights of future generations to live safely.
- Imagine the world we could live in if everyone was motivated to protect the environment, just as they have been motivated to protect their families during the current Covid crisis. What could that be like and what small steps can you support and challenge the people around you to take?

THE POWER OF CONVERSATIONS

Invite the participants to take one piece from today’s session and have a powerful conversation with someone in their community older than them. Share the following with the person or persons they choose:

- How the session affected you.
 - What you became aware of.
 - What you think they might benefit from learning?
 - What changes you both could make to transition towards a sustainable world.
- Then ask them..**
- How has what I have shared affected you?
 - What changes do you think we can make locally and nationally to move towards a more sustainable world?

Closing: Invite the participants to share one word about how they are feeling after the session.

Session One - Learning Journal

ACTIVITY 1: Introductions

Part I: List the names of everyone in the group
Part II: Write down your group contract

ACTIVITY 2: What I know

Write down any new concepts and what they mean or ones you would like to research after the group.

ACTIVITY 3: What's the Impact

Reflect on the impact this activity had on you.

1. What was it like to play the role card you had?
2. How did you feel when you saw people move forward or backward around you?
3. What things appear to have the biggest impact on the climate?
4. What changes do you think can be made at an individual and collective level to support change?

ACTIVITY 4: Sustainable Development Goals

Of the four SDGs identified as core to this session (Quality Education, Sustainable Cities and Communities, Responsible Consumption and Production; and Climate Action) can you list 10 activities or actions that could be done to support these goals being achieved both in Ireland and internationally.

ACTIVITY 5: The Power of Conversations

Take ACTION TODAY! Prepare for your powerful conversation EVERYDAY!

Take one piece from today's session and have a powerful conversation with someone in their community older than them e.g. parent/aunt/uncle/teacher etc to share what you have learned and what you think they need to know about climate justice.

TEAM PROJECT

How can you put the learning and new knowledge into action?

At the end of the 3 weeks you and your group will be asked to complete a community engagement action to help raise awareness amongst your communities on the issue of just transitions and climate justice.

Can you think of any actions that you can do in your local community?

SESSION TWO

Climate Justice, Sustainable Development and Just Transitions

This session enables participants to explore factors affecting our ability to achieve climate justice. This includes exploring concepts and recognising the limitations of our planet. Furthermore, this session takes an example of the fashion and clothing industry to see how things are interconnected from human rights, fair-trade and environmental impact. The session enables participants explore just transitions to fair and equitable environmentally friendly societies.

Learning Outcomes

On completion of this session participants will be able to:

- Engage in discussions about the impact of the climate crisis worldwide;
- Explain what climate justice is;
- Evaluate the ability of different industries to make Just Transitions to a more environmentally friendly society;
- Analyse the burdens, benefits and opportunities facing individuals and society in taking actions to transition towards a more environmentally friendly society.

Learning Methodologies

Cha-cha-cha change	10 mins
Sustainable Fashion	15 mins
Burdens and Benefits	10 mins
The Power of One	20 mins
The Power of Conversations	5 mins
Total Time	1 hour

Materials

Paper and pens
Flip-chart paper
Handouts
Laptop for YouTube clip
Internet access for searches

Activity One: *Cha Cha Change

Purpose

The purpose of this activity is to enable participants to be able to understand climate justice and terms associated with it.

Learning Outcome

Participants will be able to explain climate justice, sustainable development and just transitions to climate change

Time 10 minutes

Materials: Flipchart and markers

Method

Invite the participants into smaller groups ask each group to chat about what they think climate justice, just transitions and sustainable development mean for them. When they are ready, take their feedback and explore what they came up with using the definitions below. Afterwards, in the large group ask the following questions:

- What could a 'just transition' to a greener world look like for communities across Ireland?
- What areas do they think might benefit from just transitions?
- Some suggestions might include peat industry, oil industry, fossil fuel industry, industries relying on fossil fuels (aviation, automobile, transport etc.,) gas industry, oceans, waterways, waste management, agriculture, fisheries, tourism, food

production, pharmaceuticals, areas protecting natural resources, building sustainable communities, reduction in carbon production, sustainable agriculture, sustainably forestry practices.

CLIMATE JUSTICE

This term links climate issues to human rights and development and frames global warming as an ethical and political issue, rather than one that is purely environmental or physical.

JUST TRANSITION

Just Transition is a framework originally developed by the trade union movement to cover a range of social interventions and actions needed to secure workers' rights and livelihoods when economies began shifting to greener ways of production. It tries to ensure that no community is left behind due to environment policies and actions.

SUSTAINABLE DEVELOPMENT

Sustainable Development meets the needs of the present without compromising the ability of future generations to meet their own needs.

Activity Two: *Sustainable Fashion

Purpose

The purpose of this activity is to enable participants to recognise how choices we make impact the environment.

Learning Outcome

Participants will be able to evaluate the ability of different industries to make just transitions to a more environmentally friendly society

Time 15 minutes

Materials: Paper and Pen

Method

Explain that they are going to explore the concept of 'just transitions' using the fashion industry as an example. Some terms that may be helpful to explain before starting:

- **Ethical manufacturing** – fashion made by people who are treated fairly, with respect, dignity, and are paid well.
- **Sustainable manufacturing** – fashion made from sustainably-grown or recycled materials, using low-impact processes.
- **Quality and longevity** – fashion that is made to last and be loved for years to come.
- **Circular processes** – fashion that can be reused, re-worn, recycled,

and essentially stay out of landfill for as long as possible.

- **Fast fashion** – cheap, trendy clothing, that moves quickly from the catwalk to stores to meet new trends. Fast-fashion retailers can introduce new products multiple times in a single week to stay on-trend.

Invite participants into small groups and allocate each a different task. When they are finished invite each group to share their task and their findings.

[YouTube: Environmental Impacts of Detergents](https://www.youtube.com/watch?v=mgdbrRAQ2zl) (<https://www.youtube.com/watch?v=mgdbrRAQ2zl>)

Discussion:

- How does the 'fast fashion' industry affect people and the environment?
- How can fashion move towards a just transition? (Consider the impact on human rights, fair-trade, sustainability etc.,)
- What impact does your purchasing power have on climate justice?
- Is it possible to see the connection between human rights, fair-trade and environmental impact?

NOTE FOR FACILITATOR

"The Swedish research institution Mistra Future Fashion says that by wearing a garment twice as many times, its environmental impact can be halved. The research noted that on average, a t-shirt is used 30 times and washed 15 times."

GROUP 1:

Look at the labels on each item of clothes you are wearing.

- Write down the item and where it came from.
- Using the Country Distance Chart* work out the distance each item of clothing has travelled (e.g. if your top was made in Bangladesh 8,429km then you have 9 points).
- If your clothes are second hand, divide the number in half as reusing clothes reduces its environmental impact.
- How do you think the fashion industry particularly 'fast fashion' affect the environment?
- What could a just transition look like for fashion?

*https://www.youthworkireland.ie/images/uploads/general/You_Are_What_You_Wear_Distance_Chart_PDF.pdf

GROUP 2:

- Look at your clothes labels and see what brand companies have made your clothes.
- Search online to see if the companies responsible for making your clothes have used ethical production and or sustainable manufacture. If it is not ethically made it is not sustainable.

Most websites now have a Corporate Social Responsibility (CSR) policy. If they don't, reach out directly to the brands and ask.

Helpful Terms:

Ethical manufacture – fashion made by people who are treated fairly, with respect, dignity, and are paid well.

Sustainable manufacture – fashion made from sustainably-grown or recycled materials, using low-impact processes.

- What impact do you think unethical manufacture and the use of unsustainable materials has on human rights and the environment?
- What could a just transition look like for the fashion industry?

GROUP 3:

Look at each item of your clothes and write down every garment item.

Part A: Try to work out roughly how many wears you will get out of each item before it either wears out or you feel it will no longer be in fashion.

Part B: Work out roughly how many times each item will be washed and with what.

- What impact do you think washing clothes with detergents has on the environment? (YouTube: Environmental Impacts of Detergents - <https://www.youtube.com/watch?v=mgdbrRAQ2zl>)
- What transitions could take place to lead to an environmentally friendly society from this aspect of the fashion industry?

DISTANCE CHART

How far have your clothes travelled

Runaway growth in consumption in the past 50 years is putting strains on the environment never seen before.

DISTANCE TRAVELLED TO REACH IRELAND

MADE IN	KM TRAVELLED	POINTS
AUSTRALIA	15,556	20
BANGLADESH	8,429	9
CAMBODIA	10,331	12
CANADA	5,792	6
CHINA	8,144	9
CUBA	6,788	7
ETHIOPIA	9,682	10
HONG KONG	9,932	10
INDIA	7,966	8
INDONESIA	12,112	15
ITALY	2,618	3
JAPAN	8,977	9
KOREA	9,545	10
MALAYSIA	10,912	12
MEXICO	8,233	9
PHILIPPINES	11,240	12
SRI LANKA	9,200	10
TAIWAN	10,138	12
THAILAND	9,785	10
U.K.	500	1
U.S.A.	5,024	6
VIETNAM	10,393	12

Activity Three:

*Burdens and Benefits

Purpose

The purpose of this activity is to enable participants to explore the actions needed to be taken towards a more sustainable society.

Learning Outcome

Participants will be able to analyse the burdens, benefits and opportunities facing individuals and society in taking actions to transition towards a more environmentally friendly society.

Time 10 minutes

Materials: One card per seat, flipchart and markers

Introduction

The benefits, burdens and opportunities associated with climate change and its resolution need to be fairly allocated. Those who have benefited the most from economic development and increased wealth have an ethical obligation to act and cut emissions first. They also need to share benefits with those who are today suffering from the effects of these emissions, mainly vulnerable people in developing countries. People in low income countries must have access to opportunities to adapt to the impacts of climate change and embrace low carbon development to avoid future environmental damage.

Method

Invite the participants into smaller groups. Give each group an Industry Task Card to explore the benefits, burdens and opportunities amongst different industries. Choose the most relevant if there are only a small number of groups or ask them which industry they would prefer to focus on.

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably.

***Note it may help for participants to explore the lifecycle of the industry to see the burdens and benefits at different points.**

When the groups are finished invite them to share with one other group, and see if they have any additional ideas.

After this have the groups analyse and prioritise which burdens are of greatest concern and which benefits and opportunities might yield the greatest impact in each industry.

Discussion:

- Did anything surprise you when you looked at the lifecycle within the industry you had?
- What benefits do you think could emerge that make a Just Transition easier for people to embrace?
- What burdens do you think exist that make a Just Transition more challenging for people to accept?
- How can the burdens and benefits be shared equitably across society?
- What do you think we can do as individuals and society to support a Just Transition to a more environmentally friendly society?

TASK CARDS

Agriculture Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably, e.g. consider regenerative agriculture and organic food production.

Fashion Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably.

Fossil Fuel Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably, e.g. consider renewable energy.

Fisheries Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably.

Transport Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably.

Tourism Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably.

Waterways Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably.

Waste Management Industry

The task is focusing on the industry you have been allocated, explore the possible burdens, benefits and opportunities that may arise here and consider how these may be shared equitably.

Activity Four: The Power of One

Purpose

The purpose of this activity is to enable participants to be able to appreciate the power each person has to effect change.

Time: 20 minutes

Materials: Case Study for each group

Learning Outcome

Participants will be able to evaluate the power they have to create change at both an individual level and societal level.

Part I: Star Thrower

Invite the participants to sit with their eyes closed to hear the following story.

Once upon a time, there was an old man who used to go to the ocean to do his writing. He had a habit of walking on the beach every morning before he began his work. Early one morning, he was walking along the shore after a big storm had passed and found the vast beach littered with starfish as far as the eye could see, stretching in both directions.

Off in the distance, the old man noticed a small boy approaching. As the boy walked, he paused every so often and as he grew closer, the man could see that he was occasionally bending down to pick up an object and throw it back into the sea. The boy came closer still and the man called out, "Good morning! May I ask what it is that you are doing?"

The young boy paused, looked up, and replied "Throwing starfish into the ocean. The tide has washed them up onto the beach and they can't return to the sea by themselves," the young boy replied. "When the sun gets high, they will die, unless I throw them back into the water."

The old man replied, "But there must be tens of thousands of starfish on this beach. I'm afraid you won't really be able to make much of a difference."

The boy bent down, picked up yet another starfish and threw it as far as he could into the ocean. Then he turned, smiled and said, "It made a difference to that one!"

From The Star Thrower by Loren Eiseley (1907 – 1977)

Discussion:

- What is the message that story tell us of the power of one? (each one of us has the power within us to influence change and to encourage others to do the same. Commitment carries us from the first effort to the next, and the next after that. Our efforts, although they may seem small, influences others to get involved as well and the momentum swells.)
- What do you think you could do to create change that might ripple out and influence others?

Part II: Case Study (time permitting)

Ask participants if they have heard of Greta Thunberg to share what they already know.

Option 1: Watch YouTube Clip on Greta's life

<https://www.youtube.com/watch?v=tdDasG3ruRU>

Option 2: Read the Case Study (Appendix 2, page 49)

Invite the group into smaller groups and give each a case study to read.

Discussion:

- Did anything stand out to you from Greta's life?
- Why do you think people didn't listen to the scientists that had already produced the information?
- What impact did 'powerful conversations' with her family have for Greta? (Her mother stopped flying around the world to sing at Opera's)
- What impact do you think Greta has had on raising awareness in society?
- Why does the world (and future generations) need people like Greta to take a stand?
- If one person can raise awareness in this way, what do you think you can do to spark a change?

Activity Five: The Power of Conversations

Purpose

The purpose of this activity is to enable participants to share what they have learned with others and to close off this session.

Learning Outcome

Participants will be able to engage in discussions climate justice and just transitions to a more environmentally friendly society.

Time: 5 minutes **Materials:** None

VISUALISATION EXERCISE TO CLOSE OFF SESSION

- Close your eyes for a moment if you are happy to do so, if not just lower your gaze to the floor.
- Connect with the feet on the floor held by the Earth.
- Connect with your body nourished by mother Earth.
- Can you get a sense of all the processes needed to nourish you and the generations to come?
- Food, water, air, heat and soil. [Pause]
- Imagine what Mother Earth may be like if no one makes any changes.
- Now imagine what Mother Earth could be like for generations to come if we do something with the knowledge, we are gaining to correct our over-consumption.
- Imagine you are powerful enough to change the future of Mother Earth.
- What changes big and small can you and those around you take?

THE POWER OF CONVERSATIONS

Invite the participants to take one piece from today's session and have a powerful conversation with someone in their community older than them e.g. parent/aunt/uncle/teacher etc. Share the following with the person:

- How the session affected you.
- How you feel about the climate emergency.
- What you became aware of.
- What you think they might benefit from learning.
- What changes you both could make to transition towards a sustainable world.

Then ask them the following questions:

- How has what I have shared affected you?
- How do you feel about the climate emergency?
- What changes do you think we can make locally and nationally to move towards a more sustainable world?

Closing: Invite the participants to share one word about how they are feeling after the session.

Session Two – Learning Journal

ACTIVITY 1: Cha Cha Cha

Outline what you understand about:

- Climate Justice
- Just Transition
- Sustainable Development

ACTIVITY 2: Sustainable Fashion

Some terms that may be helpful:

- Ethical manufacturing – fashion made by people who are treated fairly, with respect, dignity, and are paid well
- Sustainable manufacturing – fashion made from sustainably-grown or recycled materials, using low-impact processes.
- Quality and longevity – fashion that is made to last, and be loved for years to come.
- Circular processes: fashion that can be reused, re-worn, recycled, and essentially stay out of landfill for as long as possible.
- Fast fashion - cheap, trendy clothing, that move quickly from the catwalk to stores to meet new trends. Fast-fashion retailers can introduce new products multiple times in a single week to stay on-trend.

Reflection:

1. How does the 'fast fashion' industry affect people and the environment?
2. How can fashion move towards a just transition? (Consider the impact on human rights, fair-trade, sustainability etc.,)
3. What impact does your purchasing power have on climate justice?
4. Is it possible to see the connection between human rights, fair-trade and environmental impact?

ACTIVITY 3: Burdens and Benefits

Reflection Questions:

Looking at the different industries choose 1 or 2 that most peak your interest and consider what burdens and benefits may arise for these industries in creating a just transition. Industries such as fossil fuel, transport, waterways, agriculture, waste management, tourism, pharmaceutical, fashion, food production, forestry, fisheries, regenerative agriculture, renewable energy etc.,

- What benefits do you think could emerge that make a Just Transition easier for people to embrace?
- What burdens do you think exist that make a just transition more challenging for people to accept?
- How can the burdens and benefits be shared equitably across society? What do you think we can do as individuals and society to support a just transition to a more environmentally friendly society?

Session One - Learning Journal

Activity 4: The Power of One

Activity 5: The Power of Conversations

TEAM PROJECT

Reflections:

- What is the message that story tell us of the power of one?
- What impact do you think Greta has had on raising awareness in society?
- Why does the humanity (and future generations) need people like Greta to take a stand?
- If one person can raise awareness in this way, what do you think you can do to spark a change

Take ACTION TODAY! Prepare for your powerful conversation EVERYDAY!

Take one piece from today's session and have a powerful conversation with someone in their community older than you on the issue of climate justice and just transitions - this could be a parent/aunt/uncle/teacher etc.

How can you put the learning and new knowledge into action?

At the end of the 3 weeks you and your group will be asked to complete a community engagement action to help raise awareness amongst your communities on the issue of just transitions and climate justice.

What can you do within your local community that could raise the awareness of climate justice and just transisitions.

SESSION THREE

Youth Activism and Social Change

This session enables participants to explore the power of one - the opportunity that arises when one person makes a stand and creates change. Participants also further explore what they invest in, and look at the ripple effect that certain beliefs have on behaviour.

Finally, the session gives the participants the opportunity to collaborate on a meaningful team project that supports a just transition to a more equitable environmentally friendly society in a fair way.

Learning Outcomes

On completion of this session participants will be able to:

- Evaluate the power they have to create change at both an individual level and societal level;
- Act as change makers and advocates for a more environmentally just and friendly society;
- Complete a community initiative to showcase what they have learned from the programme, and that demonstrates what a just transition to a greener world could look like in their local community;
- Have their voices heard in communicating new ways to achieve a just transition to a more environmentally friendly society for all.

Learning Methodologies

What are you investing in?	10 mins
Sufficiency	10 mins
Team project	40 min
Total Time	1 hour

Materials

Paper and pens
Flip-chart paper
Handouts

Activity One: *What are you Investing in?

Purpose

The purpose of this activity is to enable participants to explore the power of how they use their money to affect change.

Learning Outcome

Participants will be able to evaluate the power they have to create change at both an individual and societal level.

Time 10 minutes

Materials: Handout per participant

Method

Invite the participants to make a list of as many purchases they have made in the past month (that they can remember) using the following format.

When the participants are finished, invite them to share some of their findings with the larger group. If they don't know the answer to some of the questions they can research them online or go back to the shop they bought the item in and ask for more information.

Discussion:

- How aware are you of the environmental impact of your purchases?
- What does this tell us about the importance of how we spend our money? (How we use our money has an impact. When you spend money you 'back' that company or brands, this means that you subscribe to their ideals, ethics, and sustainable approaches).
- How can we use our awareness to build conscious choices and create a change?

Alternatively: They can focus on fashion purchases and use the following calculator <https://www.thredup.com/fashionfootprint>

Handout: What Am I Investing In

ITEM PURCHASED	
BRAND	
COUNTRY OF ORIGIN (check label)	
DISTANCE TRAVELLED*	
ETHICAL LABOUR? Y/N/Don't Know	
SUSTAINABLE MATERIALS? Y/N/Don't Know	
ITEM LIFESPAN	

* Distance Travelled Chart - see Session 2, Activity 2 pg. 26

Activity Two: Sufficiency

Purpose

The purpose of this activity is to enable participants to explore what it is to have a sense of sufficiency.

Learning Outcome

Participants will be able to act as change makers and advocates for a more environmentally friendly society.

Time 10 minutes

Materials: Flipchart, Markers Handout, Characters (one character per group).

Method

Explain to the participants that the concept 'Sufficiency' means - as outlined below.

“Sufficiency is a place of wholeness and completeness with a deep understanding of who we are. It’s almost impossible to get to sufficiency in a world that promotes the myth of scarcity. It is a mindset of unexamined assumptions that come before thinking. Everything [looks] like it’s not enough ... There’s

not enough time. There’s not enough money. There’s not enough love. ... It’s the siren song of a consumer culture. But it’s not just about money; it dribbles over into every aspect of life.” – Lynne Twist

- Invite the participants into smaller groups and give each some flip-chart paper and markers.
- Allocate half of the groups Character A and the other half of the groups Character B.
- Give the participants some time to draw the image of the person and a life line from birth to age 90 including the ripple effect from how they spend their money to the impact on the environment from their beliefs and values as best you can.

When they are finished ask them to share their findings.

‘When we have all we need, any more belongs to someone else’

Lynne Twist

Discussion:

- Which beliefs do you think drive our society?
- Are these beliefs actually true?
- What is the ripple effect when a society is so focused on consumerism?
- How could these lifelines be different with just a shift in belief?
- What is the difference between 'wants' and 'needs' when it comes to how we spend our money?
- How can we start to create Just Transitions at individual and societal level around conscious choices?

HANDOUTS:

CHARACTER A:

Gender: Prefer not to say.
Belief: More is better and there is not enough!
Values: Appearance and Variety

Dominant purchasing thoughts: 'Oh I want that!'

CHARACTER B:

Gender: Prefer not to say.
Belief: I have enough, there is enough and less is more.
Values: Contribution and Environment

Dominant purchasing thoughts: 'Do I really need it?'

Activity Three: *Youth Actions for Climate Justice

Purpose

The purpose of this activity is to enable participants to act as change makers and advocates for a more environmentally friendly society.

Learning Outcome

Participants will be able to:

- Collaborate with their team on a project that demonstrates a just transition to a greener world in a fair way for all;
- Complete a community initiative to showcase what they have learned from the programme;
- Support their voices to be heard in developing new ways to achieve a just transition to a more environmentally friendly society for all.

Time 40 minutes to discuss and plan out their community action. This community action can take place at a time which suits each group.

Materials: Project Template, Communications Checklist, Imagination and Creativity.

Method

Highlight that for real change to occur at a global level to combat the climate emergency, significant actions are needed across all industries.

This includes conversations creating meaningful change not just at an individual level but at a political level. This requires bravery as it is challenging the current world view. This bravery is needed if there is to be a livable planet for future generations.

Consider how you can engage in a team project that creates a ripple effect, a movement towards political change for the greater good. Young people are idealistic reformers and they are best placed to dream big without being hamstrung by potential challenges. Young people see the potential, not the problems. Now more than ever the world needs you.

Give the groups time to brainstorm areas that they feel they would like to work in their local community that would support creating a just transition.

Invite the group to begin to think about what action they would like to lead in their community that would demonstrate a just transition to a more environmentally friendly society.

Youth Actions for Climate Justice Project Template

Our Group Name: _____

Local Youth Service: _____

Project Name: _____

Description of Project:

How will we do it:

What will this action achieve?

List all the activities to be carried out

What will change if we are successful?

List costs for project

**Remember to upload all images & videos to
www.ourfairplanet.ie**

Communicating Our Actions for Climate Justice

Local Media Relations Guide

This guide will explain how to contact local media and influencers to spread the word about your community action and participating in the Our Fair Planet programme.

REACHING OUT TO LOCAL MEDIA

Press Release

When reaching out to local print, online or broadcast media, you'll first need to develop a press release. A press release is a short news story that is sent to the media in the hopes that they will publish or cover it. An effective press release will have a strong headline, concisely cover the who, what, why, where, and how of the story in the first paragraph, and then provide further background information and notes to the editor - see template below:

New Youth Initiative to take action on Climate Justice

Young people from..... are taking action for climate justice as part of Youth Work Ireland's new 'Our Fair Planet' programme.

Who? What? Where? When? Why?
Background information

ends

Press and Media Relations: name, telephone number, email address

Notes to Editor:

How to make Contact

You'll then need to find the right email address to send your press release to. Where possible, try and find the contact information for a specific journalist who has an interest in your topic. Otherwise you can usually find the email address for your local paper's newsroom on their website.

What to Say

Start your email with a 2-3 sentence introduction that states who you are and why you're getting in touch. Include the press release in the body of the email instead of as an attachment because emails with attachments are often sent to spam. Have an eye-catching, high quality and relevant image or two ready to send, and include the line "images upon request."

Follow Up

Wait a few hours and then follow up your email with a phone call. You can find the phone number on the newspaper's website. If you sent the press release to a specific journalist, ask to speak with them, otherwise ask to speak to someone in the newsroom. Explain that you're following up on the press release you sent, ask if they received it, if they have any questions and if they'd be interested in running the story.

INFLUENCER OUTREACH

Another way to spread the word is by getting in touch with local influencers. In this context, influencers are people with over five thousand followers on social media. Asking an influencer to make a post that supports the actions you are doing as part of the Our Fair Planet programme can be really effective in spreading awareness.

How to make Contact

Emailing an influencer is the best form of communication and you can sometimes find their email address in their Instagram bios. If you can't find an email address, you can direct message them on social media.

What to Say

Send them a message that explains what your group is doing as part of the Our Fair Planet Programme, why this is something they should be passionate about and how their support can make a big difference. Personalise the message by using their name in your greeting and explaining why they'd be a great supporter. Keep the message friendly, clear and concise and finish with a question, i.e. Is this something you'd be interested in? / Are you free for a call tomorrow?

Follow Up

If the influencer does not respond, send them a short, friendly follow-up nudge 2 days after the initial message.

Appendix One: Project Planning

PROJECT APPROACH

1. Assess – Research the needs of the area you are interested in, assess your motivation – what's your why?
2. Plan - What outcome do you want to achieve, what resources are available and how will you get there, what you will do, when you will do it by?
3. Do - Allocate roles, responsibilities and accountability to follow through.
4. Review - Assess learning, success and impact!
5. Repeat – Reassess, redefine and reiterate!

STAGE 1: ASSESS: UNDERSTAND & EMPATHISE

Here, you should gain an empathetic understanding of the problem you are trying to solve, typically through research with those who would be affected. Empathy is crucial to a human-centred design process because it allows you to set aside your own assumptions about the world and gain real insight into those affected and their needs.

You could carry out a survey, focus group or interviews. More details on how to structure each are set out below.

1. **A SURVEY – create a list of questions that those affected by a just transition can answer so you gain greater knowledge of the problem and potential opportunities. Below is a list of different types of questions you can use to develop your survey.**

Open-ended questions give your respondents the freedom to answer in

their own words, instead of limiting their response to a set of pre-selected choices (such as multiple-choice answers, yes/no answers, 0-10 ratings, etc.). Examples include:

- What challenges do you see facing your industry?
- If you could change just one thing about your industry, what would it be?

Useful when you want to learn about the needs of a group, and they shine a light on areas for improvement that you may not have considered before. If you limit your respondents' answers, you can cut yourself off from key insights. They take more effort to answer than, yes/no answers and longer to analyse compared to easy 1-to-5 or Yes/No answers.

Closed-end questions limit a user's response options to a set of pre-selected choices. This broad category of questions includes:

A. NOMINAL QUESTIONS - Useful when there is a limited number of categories for questions. For example,

- o Do you buy?
 - Organic vegetables
 - Vegetables grown with sprays
 - A mixture

B. LIKERT SCALE QUESTIONS - The Likert scale questions are useful when you already have some sense of what your target group are thinking.

How strongly do you agree with the following statement: I notice an impact from our industry on the local environment

1. Strongly disagree

2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

C. RATING SCALE QUESTIONS - are questions where the answers map onto a numeric scale (such as rating customer support on a scale of 1-5, or likelihood to recommend a product from 0 to 10). Useful when you want to assign a numerical value to your survey and/or visualize and compare trends, a rating question is the way to go. Such as:

- How likely are you to recommend your industry engage in a Just Transition on a scale of 1-10 (1 being unlikely and 10 being highly likely)?
- How would you rate your industries awareness of environmental impact on a scale of 1-5 (1 being low awareness and 5 being high awareness)?

D. 'YES' OR 'NO' QUESTIONS – these questions are a good way to quickly segment your respondents. For example, say you are trying to understand what obstacles or objections are stopping people from changing behaviour. You can follow up with either the Yes's or the No's and ask them to elaborate further.

- Were you aware Ireland declared a Climate Emergency in May 2019? (Yes/No)
- Did you find information from government to support a Just Transition for your industry? (Yes/No)

2. A focus group – invite a group of people together to understand their world view with a list of questions to ask them to help you understand the problems they face and any opportunities or solutions they think might work. They help you get a sense of the

mindset of a group of people. Examples of questions are below.

3. Interviews – invite individuals for 1-1 interviews where you can explore in depth the challenges they face in their industry and opportunities/ possible solutions. You can create a list of questions to make sure you ask all individuals the same questions to get a better sense of what might be at the heart of the problem/ opportunity.

You can break the interview or focus group questions down as follows:

Introductory Questions

Develop a few questions in this area to introduce the topic and being exploration. Here are some examples to get you started:

1. Today's topic is the Climate Emergency and Just Transitions. What are your general feelings about it?
2. What do you already know about Climate Justice, Climate Emergency and Just Transitions? What is something you would like to learn more about it?
3. How did you first hear about these challenges?
4. What words or phrases come to mind when you think of this challenge?
5. How familiar are you with these challenges?
6. When, how, and where do you experience these challenges?
7. What interests you most about this specific topic?
8. What are your problems or concerns about this topic?
9. What brands do you associate with contributing to the Climate Emergency?
10. What trends do you see happening in the Climate Crisis?

Once the discussion has opened up from

the introductory questions, you will want to use follow-up questions to dig deeper into the topics that have been brought up and clarify what has been stated in the opening. Choose and adapt questions relevant to your area of interest. Here are some examples to get you started:

OWN INDUSTRY AWARENESS

1. Who do you think is the largest contributor to climate change? Why?
2. How would you rate your industry's awareness of its role in the climate emergency on a scale of 1-10? Would you like to elaborate?
3. How would you rate your industry's active contribution towards transitioning towards a more just and sustainable organisation in the face of the current climate emergency on a scale of 1-10? Would you like to elaborate?
4. What changes would you recommend need to take place to support your industry in creating a Just Transition to a greener more equitable society?

IMPROVEMENTS & DISSATISFACTIONS

1. What are specific issues, concerns, or problems you've faced in your industry that you feel may contribute to the climate emergency?
2. How significant is the problem or concern you see?
3. What is the cause of this problem?
4. What excuse would you give to your children and grandchildren if you did not want to transition to a greener more environmentally sustainable industry and he/she's ability to live safely on Earth was impacted?
5. What is something that has deterred you or would deter you from making a transition?
6. What is something that would make you more inclined to make a transition, even if you are already engaged in a transition?

7. What are the key weaknesses of a Just Transition in your industry?

POSITIVE ASPECTS OF A JUST TRANSITION

1. What are the key strengths of a Just Transition in your industry?
2. What positive experiences or outcomes have you had in engaging in a Just Transition?
3. What influences and motivates you to engage in a Just Transition?
4. What is your favourite aspect of the Just Transition your industry is engaged in?
5. What are some core values and beliefs you hold that lead you to engage in a Just Transition over others?

SPECIFIC FEATURES

1. If you could choose something from your industry to eliminate, what would you choose and why?
2. If you could choose something from your industry to develop further, what would you choose and why?
3. What aspects of your industry do you think you do better environmentally compared to your competitors?

OVERALL OPINION

1. How has your opinion of your industry's impact on the environment changed over the past three years?
2. What are your expectations of your industry into the future?
3. Is there a different solution that you think could replace this industry in the future? If yes, then what?

PROBING QUESTIONS

1. You said you would be likely to do/not do x,y,z, why is that?
2. Can you please clarify why your industry's engagement in x,y,z has declined/increased over the past 3 years?

3. Tell me why you have those specific expectations when thinking about Just Transitions?
4. You mentioned X- competitor's work, what about Y and Z?
5. Amongst the industries mentioned and their agility to move towards a Just Transition, which would you have the most confidence in and why?

CLOSED-ENDED QUESTIONS

1. Do you do x, y, z?
2. Would you say you are satisfied with your industries performance in this area?
3. Would you recommend your industry as a leader in the area of climate justice?
4. Would you be willing to do x, y, z?
5. Have you ever done x, y, z?

EXIT QUESTIONS

1. Is there anything else you want to add to the conversation about this topic?
2. Do you feel that any topic or issue about climate justice has not been addressed?
3. Would anyone else like to build-off something that was already stated by another group member?
4. We discussed X topic at length, but we didn't hear much about Y. Any other thoughts on Y?
5. Is there a specific topic we want to circle back to from this discussion to add or expand on?

STAGE 2: PLAN:

A: Define the Problem or Opportunity – with the information gathered in Stage 1, you want to analyse your observations and define the core problems or opportunities you have identified.

B: Ideate - Brainstorm and generate a list of ideas or alternative ways to approach the problem/opportunity. Think outside the

box as best you can, consider the challenge from lots of different perspectives to support you in being creative.

STAGE 3: DO

A. Clarity – Clarify motivation to ensure the energy is there to sustain the members

- a. What are we doing?
- b. Why are we doing it?
- c. What do we hope our impact will be?
- d. Who can help us?

B. Create - Create potential solutions. Aim to identify the best possible solutions for each problem found.

C. Responsibilities – Allocate roles, responsibilities and accountability to ensure there is follow through and the project moves along. Include priorities and time lines. Such as:

- a. What's most important to do when?
- b. Who will do what?
- c. Where will we do it?
- d. When will we do what?
- e. What do we need to help us (equipment, money etc)?
- f. Who else can help us?

D: Create a Project Plan

Activities to be Carried Out	Why? (expected outcome)	By whom?	When

STAGE 4: REVIEW

- A. Test – Try your solutions out. Determine if potential solutions would work by testing them with those affected e.g. those who engaged in the focus group or interviews.
- B. Evaluate – Assess the learning, success and impact of the project including what worked well and how it could be even better!

STAGE 5: REPEAT

- A. Redefine and Reiterate – The learning from the review phase may mean using the results to redefine one or more future problems or solutions. So, you can return to previous stages to make further iterations, alterations and refinements – to find or rule out alternative solutions.

Additional resources: Ted Talk Simon Sinek: The Power of Why
https://www.youtube.com/watch?v=u4ZoJKF_VuA&vl=en

Appendix Two: Case Study - Greta Thunberg

Greta Thunberg took a stand against the inaction of politicians in the face of global warming by refusing to attend school.

‘I promised myself I was going to do everything I could to make a difference’

Greta first learnt about global warming at the age of 8, when she her class was shown documentaries about climate change at school.

“My classmates were concerned when they watched the film, but when it stopped, they started thinking about other things. I couldn’t do that. Those pictures were stuck in my head.”

Greta has Asperger’s and selective mutism, which can cause anxiety and overthinking.

For most of us we are not as affected by what we hear. We learn of the atrocities of the animal agriculture industry, but we still go home and eat our usual dinner of chicken that evening. We learn that plastic pollution is clogging our oceans and destroying marine life, but we continue to buy bottled water. We learn that we are heading into a climate emergency, but we still opt to drive ourselves to work in the morning.

For Greta it was different. After learning about global warming it profoundly affected her. It affected her so much, that at the age of 11, Greta experienced a period of depression.

“I kept thinking about it [climate change] and I just wondered if I am going to have a future.”



She was so deep in her depression that she stopped attending school. When she spoke to her parents about the depression and her climate crisis worries, she gained a sense of release from talking about it. Her mother's career as an opera singer meant flying regularly across the world, but she stopped flying and chose instead to perform only in Stockholm.

Greta realised that by talking about her worries, she could influence others to make a difference. This marked the beginnings of the movement that she has created. Out of her struggle with depression came the spark of activism.

With the support of an activist they came up with the idea of a school strike.

On August 20th 2018 Greta conducted her first school strike outside the Swedish Parliament. She also took flyers in which she had written a list of facts about global warming and climate change. She stayed there for the full length of the school day, from 8.30am to 3pm.

During the day she was posting photos on Twitter and Instagram, and she started to gain traction – a couple of journalists and newspapers even came to see her outside parliament that day.

The next day, she was back in the same place, striking again. But this time she wasn't alone. People started joining her on her strike, which took place for 21 days.

Her school strikes started to go global, with children across the world joining in to make their stand against climate change. On Friday 15 March 2019 a global school strike was called. 1.6 million people took part in the strike globally, from 2,233 cities in 128 countries. It was the biggest single day of climate action that has been seen in history.

Greta's determination to do something about the climate emergency has had a global impact.

“To be different is not a weakness. It's a strength in many ways, because you stand out from the crowd. It makes me see the world differently. I see through lies more easily. I don't like compromising...”

Source: <https://medium.com/@tabitha.whiting/greta-thunberg-i-promised-myself-i-was-going-to-do-everything-i-could-to-make-a-difference-cb6fade1904>



Appendix Three: Resources

REPORTS

Climate Action Plan 2019, To Tackle Climate Breakdown, Government of Ireland, 2019

<https://www.dccae.gov.ie/en-ie/climate-action/publications/Pages/Climate-Action-Plan.aspx>

Climate Change: Educational Resource for Teachers and Facilitators, Concern

https://www.stopclimatechaos.ie/assets/files/pdf/climate_change_resource.pdf

Climate Change, Climate Action, Climate Justice: Thinking Globally, Acting Locally, Trócaire, 2011

<https://www.trocaire.org/sites/default/files/resources/policy/trocaire-policy-paper-2011-climate-change.pdf>

Climate Revolution: How Dare YOUth, NYCI, 2019

<https://www.youth.ie/documents/climate-revolution-one-world-week-development-education-and-global-citizenship-education-resource-pack/>

Greening Youth Information Service: A guide developed by ERYICA and EuroDesk, 2020

<https://eurodesk.eu/green-publication/>

Kyoto Protocol to the United Nations Framework Convention on Climate Change (1998), Article 2.

<https://unfccc.int/resource/docs/convkp/kpeng.pdf>

My Planet My Pledge: Environment and Climate Change Activity Resource, Youth Work Ireland, 2020

https://www.youthworkireland.ie/images/uploads/general/My_Planet_My_Pledge_Activity_Pack_Online.pdf

Paris Agreement on Climate Change

<https://cop23.unfccc.int/process-and-meetings/the-paris-agreement/the-paris-agreement>

Responsible Consumption and Production - Educational Resource for Teachers and Facilitators, Concern 2017

https://www.stopclimatechaos.ie/assets/files/pdf/responsible_consumption_and_production_resource_002.pdf

Towards Climate Justice: A strategy guide for the community sector in responding to climate change, CWC, 2012

<https://www.communityworkireland.ie/wp-content/uploads/2016/01/Towards-Climate-Justice.pdf>

Third Report and Recommendations of the Citizens Assembly - How the state can make Ireland a leader in tackling climate change, The Citizens Assembly, 2018

<https://2016-2018.citizensassembly.ie/en/How-the-State-can-make-Ireland-a-leader-in-tackling-climate-change/>

Who Needs a Just Transition, Centre for Strategy and International Studies

<https://www.csis.org/analysis/who-needs-just-transition>

WEBSITES

Mary Robinson Foundation Climate Justice

<https://www.mrfcj.org>

Fridays for Future

<https://fridaysforfuture.org/>

Friends of the Earth Europe

<http://www.foeeurope.org/climate-justice-in-depthW>

Global Climate Strike

<https://globalclimastrike.net/>

Students Climate Action Network

<https://www.schoolsclimateaction.ie/>

UN Sustainable Development Goals

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

UN Sustainable Development Goal - Climate Justice

<https://www.un.org/sustainabledevelopment/blog/2019/05/climate-justice/>

YALE Climate Connections

<https://yaleclimateconnections.org/2020/07/what-is-climate-justice/>

Stop Climate Chaos

<https://www.stopclimatechaos.ie/>

VIDEOS

An Introduction to Climate Justice, NYCI

https://www.youtube.com/watch?time_continue=1&v=NEncPC8plkE&feature=emb_logo

Drop in the Ocean - Ireland and Climate Change, Trócaire

https://www.youtube.com/watch?time_continue=1&v=xTz8xjL6g3E&feature=emb_logo

Greta and Eight Young Activists on Climate Crisis, UNICEF

https://www.youtube.com/watch?time_continue=6&v=NjrnJG4Y-TY&feature=emb_logo

Mary Robinson, TED Talk, 2015 - Why Climate Change is a Threat to Human Rights

<https://www.youtube.com/watch?v=7JVTirBEfho>

The Story of Climate Justice, Greenpeace International

<https://www.youtube.com/watch?v=0KYSXhiEgSI>

United Nations: Urgent Solutions for Urgent Times, Presented by Thandie Newton

https://www.youtube.com/watch?v=xVWHuJOmaEk&feature=emb_logo

UNited for Climate Justice

<https://www.youtube.com/watch?v=V7e604AhfTA>

Appendix Four: Theory of Change

Goal and Impact

Young people are empowered with the knowledge, skills and learning needed to become active agents of change in their local communities, in relation to climate justice.

Inputs

- Young People
- Youth Workers
- Local Engagement
- Youth Work Ireland Expertise
- External Expertise
- Youth involvement and evident input of their ideas, concerns and voices through case studies, testimonies, vignettes etc.

Outputs

DELIVERABLES:

- Content based learning sessions on Climate Justice, Just Transitions, Sustainable Development, Human Rights, Equality, Youth Activism and Social Change
- Programme Training Pack
- Theory of Change
- Web platform to showcase and document evidence and learning from the programme
- Online App to allow young people upload and document evidence of their learning.

ACTIVITIES

- 3 group learning sessions and activities on the topics of Climate Justice, Just Transitions, Sustainable Development, Human Rights, Equality and Social Action with 18 youth groups.
- 18 Youth led community action initiatives.
- National Communications campaign to bring awareness of this issue and the actions young people are taking part in.

Outcomes

- Young people learn the value of sustainable development and the local and global impacts of climate change.
- Young people gain the knowledge to support a rights-based perspective to sustainable development with a local and global dimension.
- Young people become advocates and activists for social change in their local community and understand how this links to global dimensions.
- Youth workers gain confidence and competence to lead learning and community actions on the issue of Climate Justice and Just Transitions.
- There is an increase knowledge and awareness in communities about the issues of Climate Justice and Just Transitions.
- We build a portfolio of evidence of young people's engagement and actions on these issues

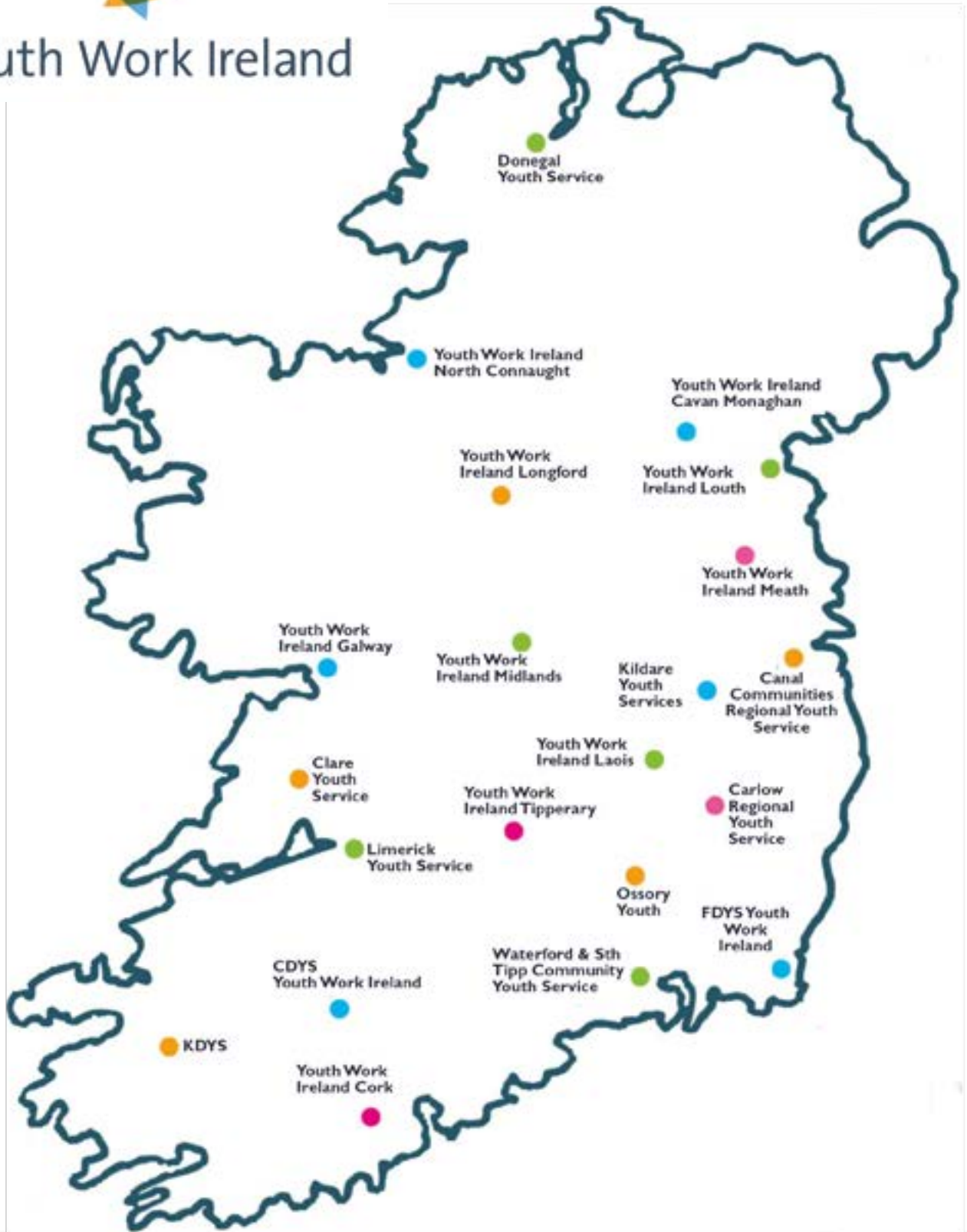
Youth Work Ireland Member Youth Services

Youth Work Ireland's 21 Member Youth Services provide youth supports and services that are built on the strengths of young people as well as addressing the needs of local communities. We deliver a range of targeted projects, services, youth clubs and programmes which provide young people with the opportunities to get tools for life and change communities. Together we provide safe spaces where young people are listened to, have opportunities to make a difference, have their voices heard and have fun.

Canal Communities Regional Youth Service	www.ccrys.org
Carlow Regional Youth Service	www.carlowrys.com
CDYS Youth Work Ireland	www.cdys.ie
Clare Youth Service	www.facebook.com/ClareYouthService
Donegal Youth Service	www.donegalyouthservice.ie
FDYS Youth Work Ireland	www.fdys.ie
KDYS	www.kdys.ie
Kildare Youth Services	www.kys.ie
Limerick Youth Service	www.limerickyouthservice.com
Ossory Youth Service	www.ossoryyouth.com
Waterford & South Tipperary CYS	www.wstcys.ie
Youth Work Ireland Cavan Monaghan	www.ywimonaghan.ie
Youth Work Ireland Cork	www.ywicork.com
Youth Work Ireland Galway	www.youthworkgalway.ie
Youth Work Ireland Laois	www.ywilaois.com
Youth Work Ireland Longford	www.lcrl.ie
Youth Work Ireland Louth	www.facebook.com/YouthWorkIrelandLouth
Youth Work Ireland Meath	www.youthworkirelandmeath.ie
Youth Work Ireland Midlands	www.youthworkmidlands.org
Youth Work Ireland North Connaught	www.ncycs.ie
Youth Work Ireland Tipperary	www.youthworktipperary.ie
Youth Work Ireland National Office	www.youthworkireland.ie



Youth Work Ireland





www.ourfairplanet.ie



An Roinn Leanaí, Comhionannais,
Míchumais, Lánpháirtíochta agus Óige
Department of Children, Equality,
Disability, Integration and Youth



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