

Trócaire

Climate **Change** Climate **Justice**

Together we are the solution to climate injustice

Join us



Education Resource Pack for
Post Primary Schools

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Cover photos: *Top Left:* Photocall Ireland. *Top Right:* Mahlet Ali, Age 13, Ethiopia. *Bottom Left:* Farmers in Sebeja, Tigray, Ethiopia. *Bottom Right:* Trócaire campaigners at the 2009 Climate Change Conference in Copenhagen.

Curriculum Links

Republic of Ireland

RE - A1 Community; A2 Communities at Work; A3 Communities of Faith; Journal Work (The Moral Challenge)

CSPE - Democracy; Rights and Responsibilities; Human Dignity; Interdependence; Development; Stewardship

Geography - Unit A2: The Restless Atmosphere (The Heat Engine)

Northern Ireland

RE - Developing Pupils as Contributors to Society (Objective 2); The Economy and the Environment (Objective 3)

LLW - Local and Global Citizenship (*Human Rights and Social Responsibility, Equality and Social Justice, Democracy and Active Participation*)

Geography - KS3 Objective 3: Investigate the impact of conflict between social, economic and environmental needs both locally and globally, for example climate change. Explore how we can exercise environmental stewardship and help promote a better quality of life for present and future generations, both locally and globally

KS4 Unit 1 (Theme B): Our Changing Weather and Climate; KS4 Unit 2 (Theme C): Managing Our Resources

Other suggested subjects

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

Art and Design; Science (NI)

How To Use This Resource

This resource is divided into three themes:

1. **Climate Change**
2. **Climate Justice**
3. **Become a Climate Justice Champion!**

Teacher Planning

Teacher's notes and suggested curriculum links are included to assist with planning. Throughout the activities students should be encouraged to critically examine the issues and to ask questions about all aspects of climate change, justice and activism. Students should also be encouraged to enhance their knowledge through further research, and some useful links are included at the end of this pack to enable them to do so. There is a glossary of key terms included on the microsite (trocaire.org/education/lent2015).

Icons used in this resource



This icon directs you online to the microsite (trocaire.org/education/lent2015) for materials to use with your class.



Fact about climate change.



WEATHER =
DAY TO DAY
CONDITIONS IN OUR
ATMOSPHERE

wet
humid **dry** cold hot
windy



By 2012 the earth's temperature was 0.85°C higher than pre-industrial times (1800).¹



A rise in sea levels of 1 metre would displace a total of 24 million people in Bangladesh, India and Indonesia.²

What is Climate Change?

Weather Vs Climate

- **Weather** is the day to day variations in the atmosphere
- We discuss weather in terms of the next few hours or days
- We think of the temperature, sunshine, wind and rain that is happening around us
- **Climate** is the average weather pattern in a specific region for a long range of time
- We discuss climate in terms of years, decades or even centuries
- Scientists study weather statistics to determine changes in the climate

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

To understand climate change, we must firstly understand the **carbon cycle**. Carbon dioxide (CO₂) enters the earth's atmosphere from volcanoes, decaying plants, breathing humans and animals, and the surface of the sea. CO₂ leaves the earth's atmosphere when it is used by plants during photosynthesis, absorbed into the sea or stored in soil and sediment. This cycle keeps everything on the earth alive.

The CO₂ in the atmosphere traps heat from the sun. This is why CO₂ is called a **greenhouse gas**. It creates a blanket of warmth, known as the **greenhouse effect** that keeps the earth from freezing. The more CO₂ in the atmosphere, the warmer the earth becomes. The amount of CO₂ in the atmosphere over the last 8000 years has been stable, creating suitable conditions for human beings to thrive.

But about 200 years ago we began digging up the soil to extract fossil fuels. These fossil fuels (**coal, oil and natural gas**) are made from the remains of animals that died long before humans evolved. The energy stored inside of them is used to fuel our factories, cars and to create electricity. But burning these fuels also releases more CO₂ into the air. At the same time, forests were cleared for agriculture, reducing the earth's natural ability to remove CO₂ from the air. Every time we turn on the radio or television, or drive to the shops, we are contributing to the increase of CO₂ in our

atmosphere. **Most of what we purchase leads to CO₂ emissions in some way, either as a result of its manufacture and packaging, or transport of the item, or both!**

The more CO₂ in the air, the harder it becomes to ensure stability. The greenhouse effect is causing more heat to be trapped. Our world is getting hotter, and this is happening at an alarming speed. Each of the last three decades has been successively warmer at the earth's surface than any preceding decade since 1850.³

What are the consequences?

Climate change is increasing the frequency and intensity of extreme weather events such as storms and floods, as well as slower onset events like drought. It is causing sea levels to rise as the oceans expand due to higher temperatures, and as increasing amounts of water from melting ice-caps and glaciers flow into the oceans and seas. Read about climate justice on page 8 to see how this is impacting on people living around the world.

- 1 IPCC AR5, working group 1: ipcc.ch/index.htm
- 2 defra.gov.uk/Environment/climatechange/pubs/pdf/cc-science-0904.pdf
- 3 IPCC AR5, working group 1: ipcc.ch/index.htm

Irish winters have brought extreme storms, snow and floods over the last few years. Hurricane force winds were recorded off Sherkin Island, Co. Cork in February 2014. Heavy snow grounded flights in Dublin airport in January 2013. Residents in Limerick city experienced major damage to their property caused by floods in February 2014. Immediate assistance such as food, clothing and toiletries were provided to families.⁴

It is not the first time in Ireland's history that we have experienced these extreme weather events. But the amount and frequency that we are experiencing them is unprecedented. The Department for the Environment estimated the financial impact of damage to public infrastructure from severe weather over the period 13 December 2013 - 6 January 2014 (during which storms hit Ireland approximately every three days) as being €61.472m.⁵



Floods in Limerick, February 2014.

Climate Change Quiz

Activity
1

This quiz is designed for use at the beginning and end of the resource pack. It will provide you with a **baseline** of knowledge for your students, as well as an opportunity to demonstrate progress at the end of the resource by achieving a higher score. Students receive the level of 'climate novice', 'climate aware' or 'climate champion', and should aim to better that score after going through the other activities in the pack. Photocopy the question sheet and distribute to the students (page 6 of this booklet).

Answers to quiz: 1 - b;
2 - c; 3 - b; 4 - a; 5 -
c; 6 - c; 7 - b; 8 - c;
9 - c; 10 - a

Climate Change Power Point

Activity
2

Use this Power Point resource to help your students learn more about climate change. The resource will also begin to introduce the idea of climate justice, and will use examples from the different countries that Trócaire works in, to highlight key points. Try using the climate change animation to help explain the science behind climate change. Both resources can be found on the microsite (trocaire.org/education/lent2015).

- 4 Irish Examiner irishexaminer.com
- 5 Department of Environment, Community and Local Government environ.ie
- 6 Nelson et al., (2010), Food Security, Farming and Climate Change to 2050: Scenarios, Results, Policy Options, IFPRI

Living Graph

Activity
3

Using the 'Climate Change Game' from the infographic resource, and the 'Living Graph' resource (page 7 of this booklet) students must look at the different inputs along the horizontal axis, and decide what impact each input has on the stability of the earth's climate. Give each input a score (+5 = major contribution to a stable climate; 0 = neutral contribution; -5 = major contribution to an unstable climate), plot the score on the graph and then join the scores in a continuous line from left to right. Shade stable sections in **blue**, and unstable sections in **red**.

Teacher's
Information



Glossary of key terms available on microsite.



There could be 86 million more malnourished children in the world by 2050 due to the effects of climate change.⁶

Classroom
Activities

Climate Change Quiz

- 1** The earth's temperature has been rising steadily since pre-industrial times. By the year 2012 the temperature was _____ higher than pre-industrial times.
a. 0.1°C b. 0.85°C c. 8.5°C
- 2** How much will temperatures rise by the end of this century if emissions remain as they are at the moment?
a. 1.1°C - 1.6°C b. 2.3°C - 2.9°C c. 3.7°C - 4.8°C
- 3** Climate change will have an impact on the amount of food produced across the planet. How many millions of people are currently at risk of hunger around the world?
a. 250 million b. 800 million c. 1,500 million
- 4** Which region of Africa is at the highest risk from climate change?
a. Sub-Saharan b. West Africa c. South Africa
- 5** The process known as 'fracking' is used to extract which fossil fuel?
a. Clean Coal b. Oil c. Shale Gas
- 6** A 1.5m sea level rise is predicted to displace how many people in Bangladesh by the year 2030?
a. 5 million b. 14 million c. 34 million
- 7** How many deaths globally are currently linked to climate change every year?
a. 50,000 b. 150,000 c. 250,000
- 8** Globally, how many people are estimated to be at risk of water shortages by the year 2025?
a. 1.2 billion b. 2.3 billion c. 5.4 billion
- 9** How much did the fodder (food for livestock) crisis of 2012/2013 cost Irish agriculture?
a. €50 million b. €200 million c. €500 million
- 10** It is estimated that adapting to climate change will cost the global economy _____ USD per year by 2030.
a. \$1 trillion b. \$1 billion c. \$1 million

SCORES



BRONZE

0-3 = Climate Novice



SILVER

4-7 = Climate Aware



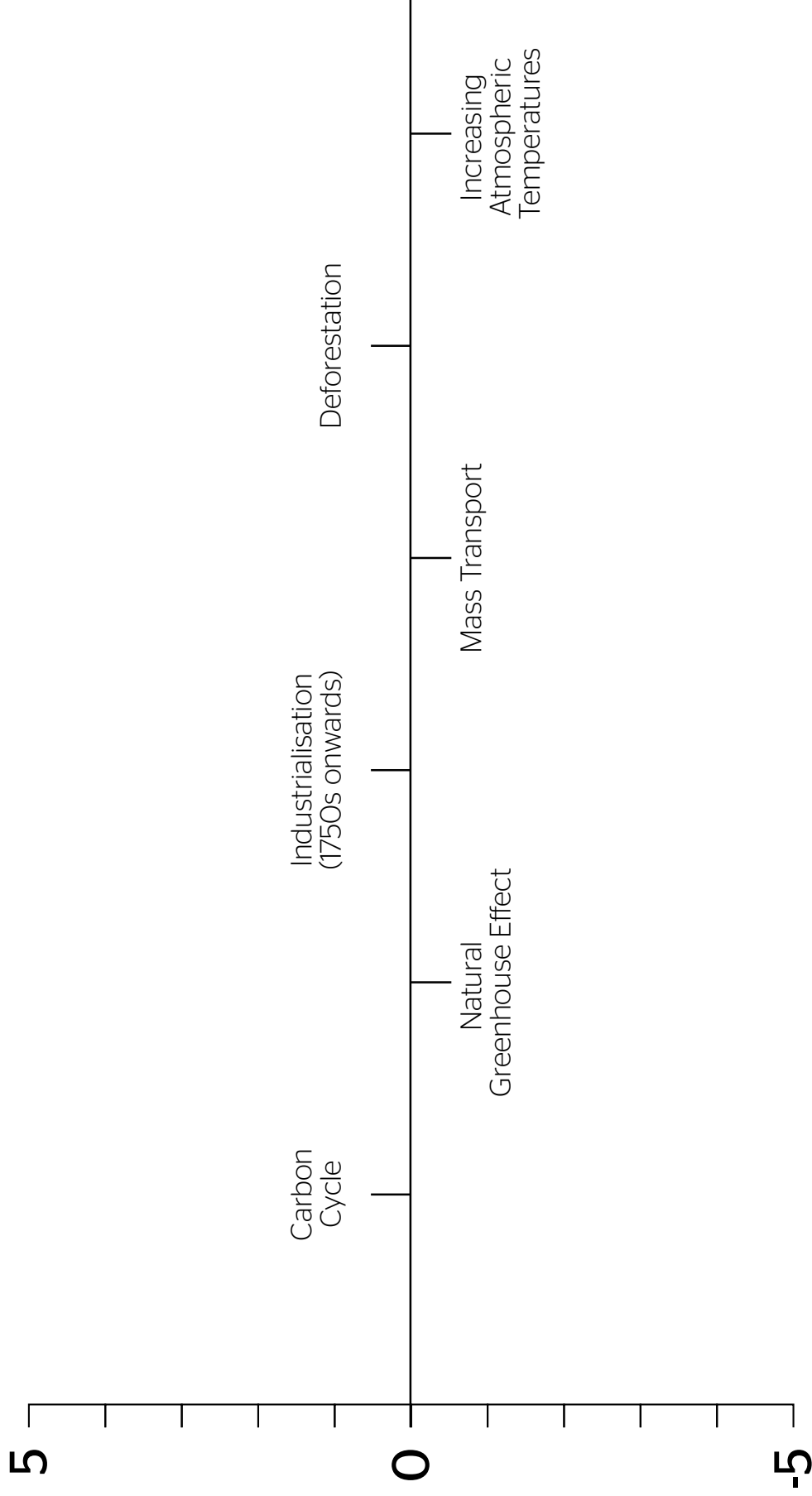
GOLD

8-10 = Climate Champion

(Answers at the bottom of page 5)

Living Graph

Stable Climate



Natural and Human
Climate Inputs

Unstable Climate



Almost three times more disasters have been recorded in the last decade (1,110) than were recorded in the 1970s.⁷



Most of Africa is expected to experience failing crops, with rain-fed crop production predicted to fall by up to 50% in some African countries by 2020.⁸

What is Climate Justice?

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

Climate injustice also refers to the apparent reluctance of governments of industrialised countries, such as Ireland, to take action on climate change. World leaders failed to agree a global treaty on climate change in 2009, but they are making some slow progress towards getting an agreement finalised by the end of 2015 when they meet at a United Nations (UN) Framework Convention on Climate Change in Paris (COP21).

Ireland is the second worst creator of carbon emissions in the EU per capita.⁹ If our world's climate continues to change, Ireland can expect:

- more intense storms and rainfall events
- an increased likelihood of flooding in rivers and on the coast, where almost all our cities and large towns are situated
- the possible extinction of vulnerable species, such as bees
- a negative impact on farming, costing the agricultural sector between €1 and €2 billion per annum¹⁰

People in the Global South are feeling the impacts of climate change even more than the people in Ireland. Two thirds of the poorest people of the world live in rural areas and rely on farming for food to eat and to make a living. However as a result of climate change, rainfall has become unpredictable. This makes it extremely difficult for farmers to grow their crops. Problems they experience include heavy rainfall washing away

their seeds, and/or lack of rainfall preventing their seeds from growing. If farmers are unable to predict when the rain is coming, it is very difficult for them to grow their crops. Ali, a small scale farmer from Ethiopia tells us:

“We are dependent on the rain but the amount of rain is very small....there is a scarcity of rainfall, a scarcity of water. It changes from year to year. When I was young the rainfall was good. But now it is much worse”. Ali Weldeanenia, Tigray, Ethiopia.

Around 800 million people are currently at risk of hunger (about 12% of our world's population).¹¹ We call this issue **food security**. Drought conditions are causing many rivers and lakes to dry up, forcing people to walk very long distances to gain access to safe, clean water. We call this issue **water security**. Do you think this is fair?

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

- location
- income
- gender
- class
- race
- age
- level of education

The people most at risk from climate change are those who live at the social or economic

7 The United Nations Office for Disaster Risk Reduction: unisdrr.org

8 Inter-Governmental Panel on Climate Change: ipcc.ch

9 Central Statistics Office: cso.ie

10 Flood., 2013, Projected Economic Impacts of Climate Change on Irish Agriculture, Stop Climate Chaos

11 Stern Review of the Economics of Climate Change HM Treasury



In December 2010, 80 towns in Northern Ireland had no running water for a short time. The very cold weather caused the water to freeze and the pipes to burst. This child had to queue at a tap in Belfast to get water.

margins – women, children, indigenous peoples, and the elderly or disabled. These are the same people who are often poorly represented in decision-making processes at local, national and international levels. They suffer from what Trócaire calls **‘Climate Injustice’**. This is where the people who contribute very little to climate change, suffer some of the worst consequences.

In recent years, Ireland has experienced some extremes of weather, which gives a flavour of the types of changes that are predicted for our climate. Sometimes this will take the form of extreme weather events, like the severe winter of 2010, or the major flooding of recent years. Christmas 2010 saw Irish commuters facing major problems at airports and on public transport, as heavy snowfall closed Dublin airport overnight on 23rd December and forced travellers on to already overstretched bus and rail systems.¹² The spring of 2013 saw severe snowstorms in Northern Ireland, causing serious loss to livestock in upland areas.



Sebeya, Tigray, Northern Ethiopia.

Many countries in the Global South, such as Ethiopia, experience climate change in a different way. Instead of more extreme winter conditions, people there experience a whole range of weather phenomenon, from flooding and storms to severe droughts due to a serious lack of rainfall. This in many instances poses a real threat to people’s lives and livelihoods.



Sebeya, Tigray, Northern Ethiopia.

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

¹² thejournal.ie/airports-open-but-flight-chaos-continuesnationwide-62072-Dec2010



Go to trocaire.org/climatejustice to find out more about Trócaire’s work and how students can get involved.

Classroom Activities



With large cuts to emissions of greenhouse gases, it is still possible to keep global temperature rises below 2°C increase on pre-industrial levels. World leaders have agreed to try to keep temperature rises below 2°C, but not on how to cut the greenhouse gas emissions to achieve this. A global treaty on climate change would address the question of how much to reduce emissions and by whom.¹³



Go to trocaire.org/education/lent2015 to download the infographic.

Price	Name of Newspaper	Date
Headline for Newspaper		
Possible picture relating to article		
Article		Article
Adverts		Adverts

Newspaper Front Page

Activity
4

Choice One - Download the newspaper/mural PDF from the Lent 2015 microsite (trocaire.org/education/lent2015). Students must read through the information on Ethiopia and use it to write an article for the front page of a newspaper. All elements of the newspaper must be completed (name, headline, adverts, etc.) All the information concerns Ethiopia in general, or the case study community in Tigray, Northern Ethiopia.

Choice Two - If access to ICT is available, use appropriate software to produce a newspaper front page containing all of the elements in the template. Students can design the front page however they wish.

Choice Three - Students can create a newspaper front page themselves as an art project.

Create your own Mural

Activity
5

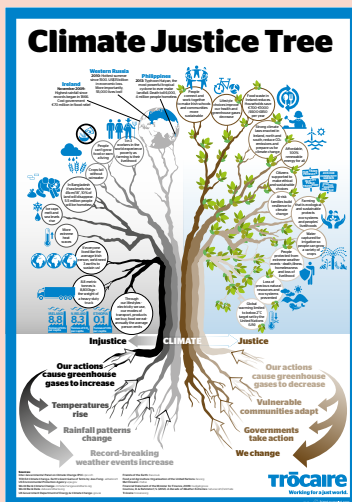
Download the newspaper/mural PDF from the microsite (trocaire.org/education/lent2015). This mural was produced by Trócaire and Eco Schools NI and painted on the International Wall, Falls Road, Belfast to try and raise awareness of climate change and climate justice around the world.

Task One - Using the prompt questions on the mural PDF, ask students to discuss the questions in small groups and then feedback to a whole-class discussion on the message behind the mural and its effectiveness.

Task Two - Students should create their own mural which highlights climate change or climate justice in both the Global North and Global South.



Climate Justice Tree



Problem/Solution Tree

Activity
6

Using the photocopyable resource on page 11 of the booklet, ask students to complete a 'climate change' problem tree, and a 'climate justice' solution tree. Photocopy the resource twice for your students. Try to encourage students to ask why? For example, a root problem could be driving to school instead of walking, which leads to more CO₂ emissions. However, students could add another layer to the roots by suggesting that the reason they drive to school is because the roads are too dangerous to cycle. This can go in the extra box at the bottom. In the solution tree, this might lead students to suggest more investment in cycle lanes.

PROBLEM TREE:

Roots = Human actions contributing to climate change (driving to school)

Trunk = Climate Change

Branches = Impacts these actions have on the world (More CO₂ in atmosphere)

SOLUTION TREE:

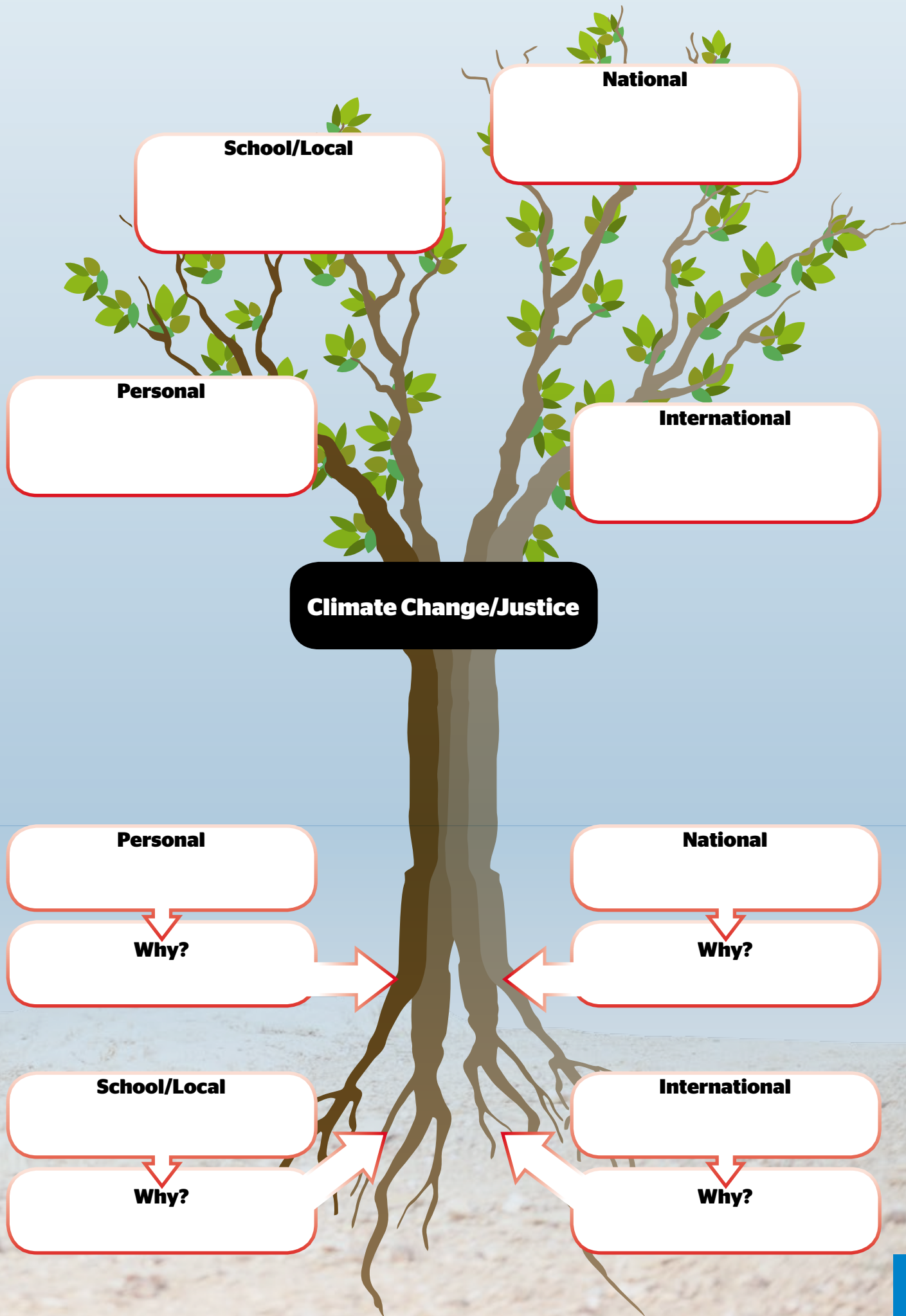
Roots = Human actions which help to mitigate climate change (invest in public transport)

Trunk = Climate Justice

Branches = Impact these actions have on the world (reduction of CO₂ emissions from transport)

Students will find lots of ideas to help them on the infographic included in this pack, which is also available to download from our microsite.

Problem/Solution Tree





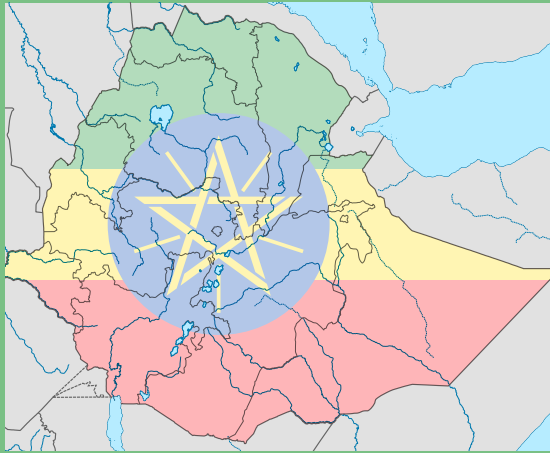
Ethiopia is Africa's oldest independent country.¹⁴



Find more photos of Ali and his family in the photo gallery at trocaire.org/education/lent2015.

Think Global, Act Local: Ethiopia

Ethiopia Fact File



Capital: Addis Ababa

Population: Over 90 million

Currency: Ethiopian Birr

Language: Over 80 languages are spoken in Ethiopia. The official language is Amharic (29%). The main spoken language is Oromo (33%).

Time: Ethiopia follows the Julian calendar. It has 12 months of 30 days each. On a leap year it has a 13th month with 5 or 6 days.

Case Study: Ali Weldeanenia, Sebeya, Tigray, Ethiopia.

Rain is a memorable event for Ali. He can tell you on what day it is due this year and when it fell last year. This isn't hard to remember. Last year it rained on just three days in his village.

"We are always in drought," he says. "There is a scarcity of rainfall, a scarcity of water. As a result of the drought there isn't much crop production. The second problem is with livestock feed. My cattle have only wooden sticks to eat."

"We are worried that the cattle will die," adds his wife, Taemu. "They are very thin, so it isn't even worth trying to sell them." The rainfall was much better when I was younger, but it's getting worse and worse, we are frustrated. Maybe it's from God."



Ali Weldeanenia and his family, Tigray, Ethiopia.



Shewit Ali, Tigray, Ethiopia.

Shewit Ali, 24 (Ali's daughter):

"Because of the lack of rain in the last two years, food production was low, so we couldn't feed ourselves for months. There is worse drought this year, so there is malnutrition."

"The problem is the shortage of rainfall. If there had been rain, we would diversify our crops and even have milk. There is no grass, so there is no milk from the cattle. This year all we could grow was wheat. Had there been rain, the river would have flowed. During a normal month we could have irrigated our farmland, but there's no rain and no river, so we couldn't grow crops."

"We hope that there will be rain in June when we need to sow again. When there isn't a variety of crops, the malnutrition gets very bad here."

Trócaire's work in Ethiopia

Most of Trócaire's work in the Global South is conducted through local partners. In Tigray, Trócaire works with Adigrat Diocese Catholic Secretariat (ADCS), the Daughters of Charity (DOC) and the Relief Society of Tigray (REST).

ADCS: Trócaire works with ADCS on an Integrated Livelihood Project which has a variety of concerns including irrigation and drinking water, sanitation, and disaster

preparedness, e.g. drought.

DOC: Trócaire works with the DOC to help train women in business and money matters, improving their income and quality of life.

REST: Trócaire works with REST on agricultural productivity, which includes irrigation, creating productive land, and helping people get their produce to market.

Discussion questions:

Why do you think Trócaire uses local partners to support people in the Global South?
Can you think of any positives and negatives in using this approach?



REST/Trócaire irrigation project.

“Creation is not a property, which we can rule over at will: or, even less, is the property of only a few. Creation is a gift, it is a wonderful gift that God has given us, so that we care for it and we use it for the benefit of all, always with great respect and gratitude.”

Pope Francis, The Vatican, May 2014.



Learn more about climate change and Ethiopia by watching the documentary on trocaire.org/education/lent2015.



Classroom Activities

Teacher's Information

TRÓCAIRE'S SOLIDARITY AWARD SCHEME (NI only) aims to recognise the effort, energy and commitment that post-primary students and their schools give to help Trócaire alleviate poverty and injustice amongst the world's poorest people. There are two categories - Individual Student and Whole School. For more information on the award go to trocaire.org/education/school-projects and scroll down to the bottom of the page.

Classroom Activities



For a further opportunity to focus on activism, please go to the post-primary page on the microsite and access the 'Lobby a local politician' activity.

Think Global, Act Local: Ireland

In Ireland, as in Ethiopia, we must adapt to changing circumstances and changing climatic conditions. In Ethiopia local people have no choice but to try and adapt to a severe lack of water. Trócaire supports communities to achieve this. In Ireland, we must adapt to too much water in the form of floods and severe winter storms. However, in Ireland we can also try to mitigate the effects of climate change through our actions.

Climate Change Laws

Thanks in part to the efforts of Trócaire supporters and campaigners, the government of the Republic of Ireland (ROI) is on the verge of passing a Climate Change Bill, which will hopefully mean implementing legally binding targets to reduce carbon emissions. More pressure on government is needed to ensure that this Bill becomes a robust and effective law. Unfortunately, Northern Ireland (NI) is lagging behind in this respect, and has no immediate intentions to pass a similar Bill. As active citizens we need to make sure that our political leaders introduce climate change laws in ROI and NI and make sure that politicians follow through on their commitment.

Paris 2015

Around the world negotiations are continuing to try and work towards a new global climate agreement that will be signed at the United Nations Climate Conference, in Paris (COP21). At the Durban Climate Conference in 2011, participating countries agreed to come up with a legally binding agreement by December 2015. There are no guarantees that this will happen, and the worldwide commitments made so far fall well below what is needed to meet the scale of the climate challenge facing the planet. We believe with the political will, such an agreement can deliver climate justice! We need to put pressure on our political leaders to take our concerns seriously and agree a global climate deal before it's too late.

Diamond Ranking

Photocopy page 15 of the booklet for the students. Ask them to look at the table of suggested ways that they can contribute to the fight for climate justice. Students must choose nine different suggestions, at least two from each column, and rank them in order of effectiveness. They must justify their top choice.

Activity
8

Fundraising is our oxygen...

Without the generous support of schools across Ireland we could not do the work we do in tackling the root causes of poverty and injustice. If your school would like to support us by fundraising this Lent, please email Lauren O' Kelly at lokelly@trocaire.ie or call +353 150 53322 to order your fundraising pack. Schools in NI should email infoni@trocaire.ie or call 028 90 808030 for a pack. Thank you!



Students from Presentation Secondary School, Cork, fundraising for Trócaire.

Personal	Local/School	National	International
Try to buy more Irish products	Conduct a school eco-audit	Introduce effective climate laws in ROI/NI	Agree to legally binding emissions agreement at Paris COP 21
Walk or cycle to school if appropriate	Ensure recycling facilities available	Invest in green technologies	Ban export of tropical woods not sourced sustainably
Use public transport instead of family car	Use recycled paper products	Increase overseas aid budget	Introduce sanctions against biggest carbon emitters
Turn off electrical appliances when not in use	Explore possibility of installing solar panels/wind turbine	More recycling facilities available in urban and rural areas	International fund for research into carbon sequestration
Recycle as much waste as possible	Turn down thermostat on heating system	Better broadband service nationwide	Global emissions trading scheme

1:

2:

3:

4:

5:

6:

7:

8:

9:

Reason why I chose No. 1:

Trócaire is the overseas development agency of the Catholic Church in Ireland

Our website

Visit our website trocaire.org/education to view this resource online. You will also find additional education resources and information about Trócaire's development education work.

Join us on



Facebook: facebook.com/trocaireireland - connect with us



Twitter: twitter.com/trocaire - keep up with our latest tweets



YouTube: youtube.com/trocaire - see the people you support



Flickr: flickr.com/trocaire - see our growing photo gallery

Useful Links

Eco-Schools (NI): An international programme of the Foundation for Environmental Education (FEE), Eco-Schools aims to empower students to be the change our sustainable world needs by engaging them in fun, action-orientated learning. Find them at eco-schools.org

Environment Agency: Sponsored by the UK Department for Environment, Food and Rural Affairs, they work to create better places for people and wildlife, and support sustainable development. Find them at gov.uk/government/organisations/environment-agency

Environmental Protection Agency Ireland: Ireland's statutory body for the balanced and sustainable protection and management of the environment. Find them at epa.ie

Green Schools (ROI): An international environmental education programme, environmental management system and award scheme that promotes and acknowledges long-term, whole school action for the environment. Find them at greenschoolsireland.org

Met Éireann: The Irish National Meteorological Service, is the leading provider of weather information and related services for Ireland. Find them at met.ie

Stop Climate Chaos: Part of The Climate Coalition, one of the largest groups in the UK and ROI dedicated to action on climate change and limiting its impact on the world's poorest communities. Find them at theclimatecoalition.org and stopclimatechaos.ie

UK Met Office: The UK National Meteorological Service, an excellent source of facts and statistics relating to climate change. Find them at metoffice.gov.uk

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