

Eyes of the World workshop for young people

Aim: to understand how the climate crisis is affecting people around the world and to take action to influence world leaders.

Themes: climate change, global neighbours, poverty, stewardship, sustainability, COP26.

Length: 45 minutes

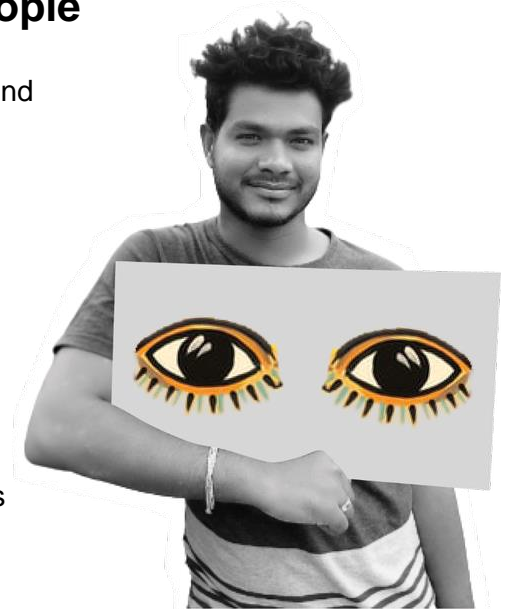
Preparation and resources:

From cafod.org.uk/secondary:

- Download the Eyes of the World PowerPoint
- Download and copy an eye template for each person or have materials for students to create their own eye images
- Download case study cards
- Eyes of the World explainer film (online or download)

Also:

- Gather lots of newspaper and some tape (recycled tape is available)
- Prepare one turbine as an example (PLEASE NOTE: It does not matter what the turbines look like or that they would not turn in the wind! The point is for students to make an item - with a sustainability link that introduces the theme - be frustrated that climate change and injustice thwart their efforts, then discuss.)



Starter: Experiential activity (7 mins)

Divide the students into groups of four people, each with newspapers and tape.

If possible, put a stopwatch or other countdown clock on the whiteboard.

Label the groups A - D (you can have multiple groups A - D) and tell them:



"Each group is a different country.

Burning coal and gas is raising the Earth's temperature and speeding up climate change.

You need to build wind turbines to reduce your country's reliance on coal and gas. (Show the example). All you have are the resources on your table. At the end, we'll see who has the best and most wind turbines.

You have only five minutes or we're heading for a real disaster. So, go, go, go!"

Leave the groups alone for the first minute to start building.

At each minute, stop the clock and all activity before making the next announcement, so that everyone is aware of what is happening to each country.

Announcements

At 1 minute: Go to Group B.

“You don’t need all of these resources. I’m going to give some away.”

Take some resources away from Group B and give them to Group A.

At 2 minutes: Go to Group C.

“There has been a huge hurricane in your country. It has destroyed buildings and crops and your turbines.”

Damage some of their turbines by ripping them in two: *“You have to repair the damage before you can start building more.”*

At 3 minutes: Go to Group D.

“The planet is warming up and the ice caps are melting. Sea levels are rising and the people living on the coast have to move inland because their homes are flooded.”

Damage some turbines and take one or more away, telling them, *“This one was so full of water that it just is not repairable.”*

At 4 minutes

“We’re really heading for an emergency. If you don’t have five turbines your country is going to be in real trouble.”*

Use this last minute to build a lot of time pressure by saying things like:

“Only 30 seconds left.”; “This is really important.”; “Your country is in huge trouble if you don’t have five.”; “10, 9, 8...”*

*Change this number if most groups already have five.

At 5 minutes

“Your time is up. Stop what you’re doing and sit down where you are.”

Debrief (5 mins)

Congratulate Group A, who should have ended up with the best/ most wind turbines. Ask the other groups to applaud them. There might be some reluctance because they should have realised that it was not fair.

Discuss some of the following:

- How did it make you feel?
- Do you think it was a fair game?
- How did it feel in the final minute when you were running out of time?
- How do you think this relates to the real world?
- Group B had resources taken away from them and given to another country. Do you think this is something that happens in the world?
- Groups C and D experienced hurricanes and flooding that damaged or destroyed their hard work. Where have you seen this reflected in the world?
- Group A kept all their resources and gained more. Which country/ countries do you think they might represent?

In the game you had only five minutes to help protect your country from climate change. We urgently need to act. The climate crisis is affecting people around the world – and the poorest who have done least to cause it are the most affected.

Wind turbines are an example of renewable energy, which means they are better for the environment than burning fossil fuels like coal and gas. They are just one example of things that can help to stop the climate crisis. There are lots of things communities and countries can do to help end our reliance on fossil fuels and to address the climate crisis.

Let's find out about some people already being affected by climate change...

Leader notes to help with debrief:

In the game, some groups ended up with more newspaper. This is because countries have different resources.

Explain to students that some countries are less wealthy because they have been exploited by richer countries or multinational companies. Some have less because the impacts of climate change like droughts and floods are destroying their crops and homes.

In countries like the UK, we have access to many resources. We do have floods, but we are affected less by climate change than a lot of countries around the world. As the world was given for everyone to share, we are called to help poorer communities to protect their homes and livelihoods.

Get to know our global neighbours (15 mins)

Students will now find out how climate change is affecting people around the world.

- Hand out case study cards to small groups.
- Give groups time to discuss the story and questions,
- Reassemble and each group shares its findings.
- Discuss: how do you feel about climate change after standing in their shoes?

Eyes of the World film (3 mins)

Watch our video at cafod.org.uk/secondary

Campaign action (15 mins)

We need to show our leaders that they are being watched and we care about their decisions.

- Use the eye template or create your own eye images.
- Photograph your eye images and tag @CAFODSchools. You could create a display of your images to encourage your whole school community to get involved. Let's make eye images go viral this year, so that our leaders cannot miss them!
- Teachers – fill in the form at cafod.org.uk/secondary so that we know and can tell the government how many of your students are watching to ensure they make wise decisions for our planet and its people, especially the poorest.

Final reflection (3 minutes):

For this prayer, everyone stands up and turns as indicated. Point out where north, south, east and west are before you begin, or have someone primed to be leader.

Let us pray for the Earth and our global neighbours:

We turn to the south and think of those facing drought and hunger.

(Pause)

Creator God, we pray for our sisters and brothers who are hungry and thirsty. Help us to share what we have generously.

Lord, in your mercy, **hear our prayer.**

We turn to the east and think of those facing floods.

(Pause)

Living God, we pray for communities under threat of flooding. Bring comfort to those in need.

Lord, in your mercy, **hear our prayer.**

We turn to the west and think of those whose land is being destroyed.

(Pause)

Loving God, we pray for everyone whose land and security is threatened. Give shelter to families losing their homes.

Lord, in your mercy, **hear our prayer.**

We turn to the north and think of those in positions of power.

(Pause)

Son of God, who chose to serve, we pray for world leaders, that they may serve the common good. Help them to make wise decisions for our planet and its people, especially the poorest.

Lord, in your mercy, **hear our prayer.**

We commit ourselves to work together to protect the earth, our common home. May we be faithful to our commitment to care for one another, and for all of creation.

We ask this through Christ our Lord, **Amen.**

Teachers and chaplains – please remember to send us your form so that we know how many students have taken action and we can multiply their influence. Thank you.