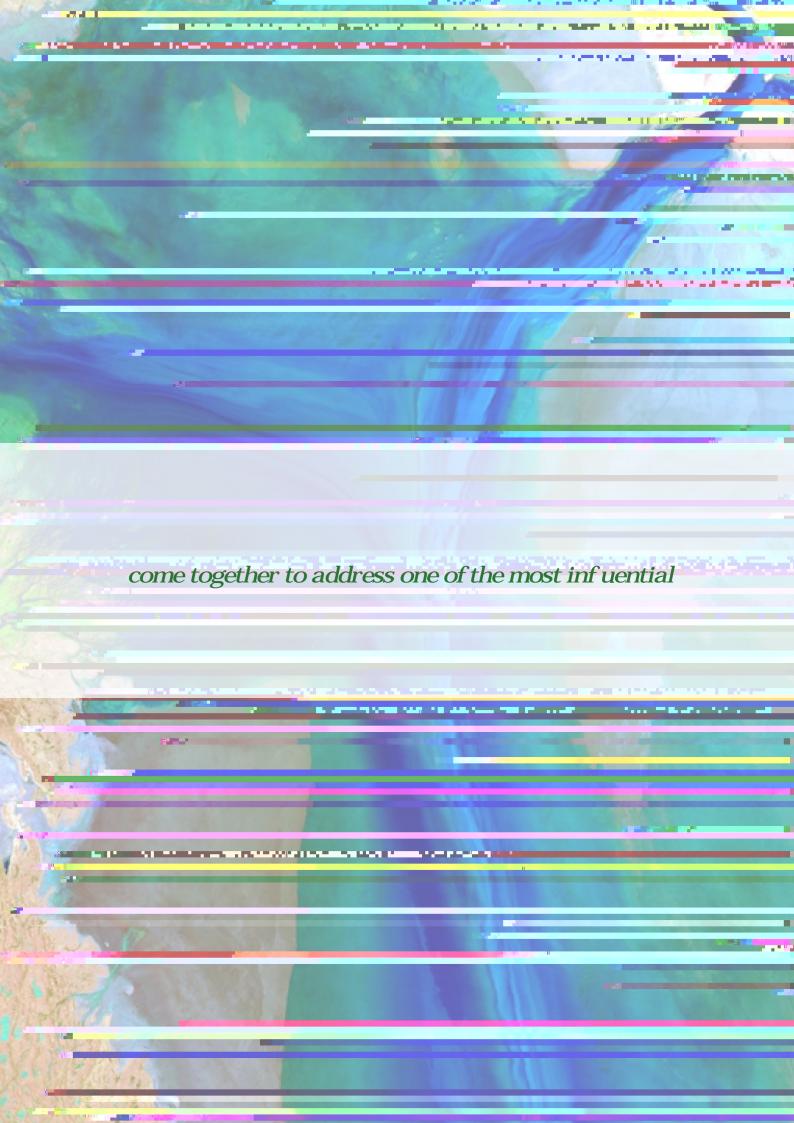




| rising sea levels and more frequent sea level extremes, | |
|---|---|
| higher temperatures | Change report makes it clear, based on the scientif c |
| more intense rainfall events likelihood of more f ooding, and more drought, | |
| rate of losses about f ve-fold, with 10 birds and seven | |
| | |
| burned by bushf res after years of prolonged drought | |
| bushfres at the beginning of 2021. | |
| | |



| | 6. This will not be free – it will be worth it: |
|---|--|
| Acting to protect the earth is central to our Catholic identity: | alone will not suff ce. 7. Activism and advocacy for change: We will find |
| 2. We have much to learn: | |
| Country & where each school and off ce reside will | 8. Everyone must be involved: |
| 3. The climate crisis is a justice issue: | |
| | 9. Leadership must be creative, bold and strategic: |
| 4. We believe the science: | |
| - we are now certain of this, we have f nished | 10. Better is better than best: |
| to protect the environment fulf Is our identity as Catholic schools, we will use the scientific data | |
| 5. The status quo has caused the problem: | |

It is recommended that bold action be taken in response to the climate crisis, action that is **strategic and embedded across the various aspects of school life**. By inviting parents and community members to be partners in this work, schools can seek to inf uence and empower others to take action for change also.

Educating for Justice and Peace Framework

Head, Heart, Hands and Feet

measurable targets

implementation strategies and tracking of progress

can be used for refection and future planning

| 1.0 Head: Educational (intra and extra curricula) | | | | |
|---|---|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | to develop specific educational material that relates to issues affecting each local community. | | | |
| | | | | |
| | | | | |
| | | | | |

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