

# ACTIVITY 1

## CLIMATE CHANGE, HUMAN RIGHTS AND EQUALITY

**Time:** 30 minutes

### Aims

1. To recognise the climate emergency as a human rights issue.
2. To begin to understand and explain that the climate emergency doesn't affect all people equally.

### Background

The [Sustainable Development Goals](#) (SDGs) are 17 global goals agreed by the United Nations in 2015 which apply to every country in the world. They may be viewed as human rights which everyone on earth should have if we all are to live a good life. For example, the right to good health and well-being (SDG 3), a quality education (SDG 4) and so on. This activity assumes that learners have some awareness and understanding of the SDGs, the 17 SDG icons are provided on slide 3 of the slideshow.

### Running the activity

1. Young people should work in groups of three or four. Give each group a copy of **Connections** ([Activity sheet 1](#)).
2. For each SDG, learners should suggest one connection linking the goal to the climate emergency. An example has been given for SDG 3 (Good Health and Well-being).
3. Learners should work through the list quickly. If it's not possible to think of a connection, they should leave it out. However, encourage learners to try to do as many as possible. Some are easier than others.
4. Next, learners should give a score between -10 and +10 to say how strong they think the link they have identified is. There is no 'right answer' but some links will be stronger than others. Some links may be negative (a bad impact) while others may be positive (a good impact). Scores may be awarded as negative (e.g. -10) or positive (e.g. +10).
5. Finally, learners should take a coloured pen or pencil and highlight any SDGs where they think the connection identified affects every person on our planet equally. If the impact isn't equal for everyone, they shouldn't highlight it.

### Follow up discussion

1. Ask learners to identify approximately five SDGs with the strongest links to the climate emergency. Then, ask them to briefly explain the link, why they think it is strong and whether it is negative or positive. Write the SDG on the board or stick up the SDG logo (available to download [here](#)).
2. Then, ask learners to explain whether they think these links affect every person on earth equally. The answer in each case should be 'no' although the degree of difference may vary from case to case.

In the example provided for SDG 3 below, the difference may be because people living with poverty in tropical countries affected by hotter, wetter weather caused by the climate emergency are more likely to fall ill. This is because the mosquitos that carry life-threatening malaria are better able to breed but those living in poverty cannot afford protective nets or health care when they become ill. Their homes are also more likely to be near places where mosquitos breed.

# CONNECTIONS

## Activity sheet 1

Sustainable Development Goal	One example of how this goal links with the climate emergency. It may be positive (+) or negative (-). Leave the space blank if you can't think of a link.	How strong is this link? Choose a score between +10 and -10.
1. No Poverty		
2. Zero Hunger		
3. Good health & Well-being	In some places hotter and wetter weather caused by climate change leads to the spread of mosquito-borne diseases like malaria.	-5
4. Quality Education		
5. Gender Equality		
6. Clean Water & Sanitation		
7. Affordable & Clean Energy		
8. Decent Work & Economic Growth		
9. Industry, Innovation & Infrastructure		
10. Reducing Inequality		
11. Sustainable Cities & Communities		
12. Responsible Consumption & Production		
13. Climate Action		
14. Life Below Water		
15. Life on Land		
16. Peace, Justice & Strong Institutions		
17. Partnership for the Goals		

