

# ACTIVITY 3

## CRITICALLY THINKING ABOUT EVIDENCE

**Time:** 60 minutes

### Aims

1. To examine case studies of the climate emergency to identify how the rights of people are being affected
2. To review possible solutions to the climate emergency in each case and decide whether these are examples of adaptation or mitigation.

### Background

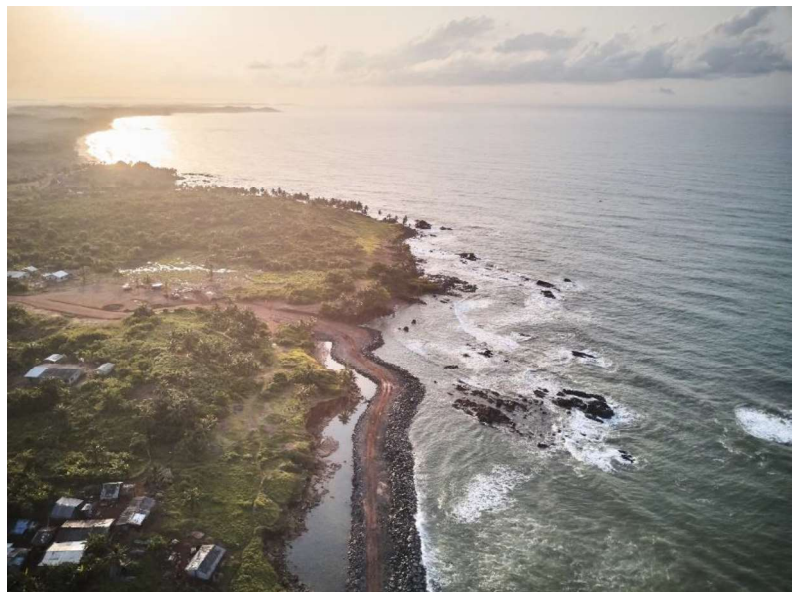
The climate emergency is a **human rights** issue as well as an ecological crisis. People facing poverty are being affected the most by an emergency which they have done the least to cause. The purpose of the activity is to introduce the human experience of the climate emergency and to ask young people to think in greater detail about some of the solutions required to tackle it.

This activity asks learners to critically examine five real-life examples of how the climate emergency impacts on the lives of people in low and lower middle-income countries. All these examples emphasise the urgent need for funding for adaptation so that those affected are able to live positively with climate change. Some examples also highlight how funding is needed to mitigate against climate change by reducing global carbon emissions.

These film clips are not comprehensive, either geographically or thematically, and it is not necessary to show learners all the film clips if time is short. As an alternative you could use film clips you have sourced yourself, and several are suggested at the end of the resource.

### Films

1. [Ghana](#) – 3 min. 45 sec.
2. [Kenya](#) – 1 min. 54 sec.
3. [The UK and Malawi](#) – 2 min. 14 sec.
4. [Burkina Faso](#) – 2 min. 18 sec.
5. [Guatemala](#) – 4 min. 10 sec.



**Photo:** An aerial view of the sea defence at Axim, Ghana – one the communities featured in the films.

**Credit:** Nana Kofi Acquah/Oxfam



## Running the activity

1. Learners should work in small groups.
2. Print and cut out the 17 Sustainable Development Goal icons ([available to download here](#)). Give a set to each group.
3. Learners should then watch the films. When they see evidence, however small, of one of these seventeen rights being affected by any events shown or discussed in the film, learners should place the relevant SDG icon card(s) in the centre of the table in front of them. Learners could use [Activity sheet 3 \(Critically thinking about evidence\)](#) to record their ideas.
4. After each film, allow time for the class to pause and review the decisions each group has made. Is there agreement? What reasons or evidence have they used for making these choices? Are there particular rights which are affected more often than others?
5. Ask learners to think about their own lives. There isn't a film to show this, but they could think back over the 24 hours of a typical day or any time period of your choosing such as one week, one month or a full year. Ask learners to write down some brief notes – for example, what are the main events they would show if they were making a film for this task? These could be illustrated as a storyboard. Once they have done this, they should place the relevant SDG icon(s) into the centre of the table for their own story. How does their response to the stories of their own lives compare with their responses to the films?

## Follow up discussion

Each film suggests solutions to the climate emergency which restore the rights of the people who are affected. Some solutions are small and local; others require action on a global scale.

1. Ask learners to identify the solutions proposed in each film while remembering that the locations of the films are a selection and do not give a comprehensive view of what is happening everywhere in the world. Encourage learners to consider whether each solution is an example of adaptation or mitigation (see below for support with this). Learners could record their ideas in the table in [Activity sheet 3](#).

2. When the class has finished their analysis of each film, ask learners to identify examples in the films where the climate emergency impacts on specific groups in society such as women, girls, children, older people and people with disabilities. This may be easier to do for some films than for others. Again, learners could record their ideas in the [table](#) provided.

The clearest example is provided in the film about the women in Axim, Ghana, who smoke and process fish to sell. Their businesses will be ruined if the fishing boats can no longer land their catches of fish on the beach. They would face an uncertain future like that of Runa in [Activity 2](#).

### Key words

**Adaptation** means solutions which help people to live better and more fairly with the climate emergency for the time being without actually solving it, for example, building a sea wall in Ghana to prevent erosion caused by rising sea levels. However, this adaptation does not stop the melting of ice caps that causes sea level rises.

**Mitigation** means solutions which tackle the climate emergency by directly reducing the amount of carbon dioxide in the atmosphere, for example, a country with high carbon emissions bans petrol cars and replaces them with electric cars. However, this does not immediately improve the lives of fishers in Ghana affected by rising sea levels.

Much of the debate about the actions required to tackle the climate emergency focuses on **mitigation**. This is correct, because lasting solutions require us to greatly reduce our carbon emissions as fast as possible. However, the urgent need for **adaptation** is frequently overlooked. Around the world, people facing poverty have been affected by climate change for decades and will continue to be affected for years to come while carbon emissions are being reduced. As introduced in [Activity 2](#), the idea of **climate justice** means that these communities require financial and practical support for the loss and damage already caused by climate change and that still to be caused in the future while emissions are reduced.

# CRITICALLY THINKING ABOUT EVIDENCE

## Activity sheet 3

Case study film	Rights being affected (these are open to discussion – be prepared to give reasons for your ideas)	Solutions – adaptation or mitigation?	Groups in society most directly affected
<b>Ghana</b>	<ul style="list-style-type: none"> <li>1. No Poverty</li> <li>2. Zero Hunger</li> <li>5. Gender Equality</li> <li>8. Decent Work and Economic Growth</li> <li>9. Industry, Innovation and Infrastructure</li> <li>10. Reduced Inequalities</li> <li>13. Climate Action</li> <li>17. Partnership for the Goals</li> </ul>	<ul style="list-style-type: none"> <li>1. Work with others to advocate for change (adaptation)</li> <li>2. Build a sea wall to protect the beach from erosion (adaptation)</li> </ul>	Women
<b>Kenya</b>			
<b>UK &amp; Malawi</b>			
<b>Burkina Faso</b>			
<b>Guatemala</b>			
<b>My own life</b>			