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HUMAN  
RIGHTS**

# **SPEAK TRUTH TO POWER**

**HUMAN RIGHTS  
DEFENDERS WHO  
ARE CHANGING  
OUR WORLD**

**SOLAR PANELS**

# SOLAR PANELS

## Universal Declaration of Human Rights

- Article 3: Everyone has the right to life, liberty and security of person.
- Article 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- Article 27: Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- Article 28: Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

## Sustainable Development Goals

- Sustainable Development Goal 7: Affordable and Clean Energy
  - Target 1: By 2030, ensure universal access to affordable, reliable and modern energy services
  - Target 2: By 2030, increase substantially the share of renewable energy in the global energy mix

## Guiding Questions

- Does your community use any renewable energy?
- How is renewable energy important for the standard of living?
- How are solar panels important for the Sustainable Development Goals?

## Objectives

- Connect the Sustainable Development Goals, the UDHR, and renewable energy
- Create and recommend policy relating to human rights and renewable energy
- Advocate for clean and renewable energy
- Understand the comparison and contrast between entities using renewable energy and entities not using renewable energy

## Concepts

- Scientific advancement
- Solar energy
- Climate change
- Green infrastructure
- Public transportation
- Affordable energy services

## Vocabulary

- Renewable energy
- Standard of living
- Rebate
- Green washing
- International order
- Mobility-hubs

## Technology Required

- Laptop

## Materials

- [Reuters' article on Vienna's airport solar panels](#)
- [KlimaTicket webpage](#)
- [Austria Launches Second Round of Solar-Storage Rebate Program](#)
- [Austria Aims to Have 100% Renewable Energy by 2030](#)

# ANTICIPATORY SET

- Read the Reuters [article on Vienna's airport solar panels](#).
- Ask the students to consider the following questions in a class discussion:
- How is this solar panel project in alignment with the Sustainable Development Goals targets?
- How does the project reflect UDHR articles?
- Are there any issues with the project that you foresee?
- What are the next steps towards the Sustainable Development Goals after this project?
- Could you see this project being implemented in your country?
- What is the most impressive/important part of this project?

# STUDENT ACTIVITIES

## ACTIVITY 1

- Have students review the [KlimaTicket webpage](#).
- Lead a group discussion on the webpage.
  - How is this project in alignment with the Sustainable Development Goals targets?
  - How does the project reflect UDHR articles?
- Next, ask the students to select a city and create a proposal for a project similar to the KlimaTicket.
  - Ensure that the students include how their project works toward the Sustainable Development Goals and protects the UDHR.
- Set up a time for the students to present their proposals to a school administrator or a local community leader.

## ACTIVITY 2

- Split students into small groups
- Ask the groups to select a state or country and research their use of solar energy.
- Have the groups create a presentation comparing and contrasting Austria's use of solar energy and their choice's.
  - Ask students to start their research into Austria's solar energy with the following articles: [Austria Launches Second Round of Solar-Storage Rebate Program](#) and [Austria Aims to Have 100% Renewable Energy by 2030](#)
- Ensure that the students include how well Austria and their chosen state/country align with the Sustainable Development Goals and ensure the UDHR.
- Have the groups present their findings to the class.
- Discuss as a class the closest the best example of using solar energy and the worst.
  - Ask students to then consider how the two's human rights protections compare.
  - Ask the students to give examples of next steps towards cleaner energy for each.

# INTERNATIONAL HUMAN RIGHTS FRAMEWORK

- [United Nations Framework Convention on Climate Convention \(1992\)](#)

# BECOMING A DEFENDER

- Present your KlimaTicket presentation to local community leaders.
- Set up a group learning session on solar panels and human rights in your community.
- Set up a group learning session to discuss how your community can work together toward Sustainable Development Goal 7.