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KENNEDY
HUMAN
RIGHTS**

SPEAK TRUTH TO POWER

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

CLIMATE CHANGE

CLIMATE CHANGE

Universal Declaration of Human Rights

- Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.
- Article 6: Everyone has the right to recognition everywhere as a person before the law.
- Article 13: Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.
- Article 15: Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.
- Article 22: Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.
- 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

Sustainable Development Goals

- Sustainable Development Goal 13: Climate Action
 - Target 2: Integrate climate change measures into national policies, strategies and planning
 - Target 3: Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning

Guiding Questions

- Where do you see climate change in your community?
- Where do you see climate action in your community?
- Have you ever learned about climate change before? How or how not?
- Why do you think climate change is related to human rights?

Objectives

- Connect the Sustainable Development Goals, the UDHR, and climate action.
- Create and recommend policy relating to human rights and climate change.
- Advocate for climate change awareness and education.
- Understand the connection between climate action education and human rights

Concepts

- Environmental racism
- Discrimination
- High-risk populations
- Energy communication
- Clean energy
- Climate-awareness
- International cooperation
- Right to recognition

Vocabulary

- Climate change mitigation
- Climate action
- Standard of living
- Freedom of movement
- Nationality
- Renewable energy
- Pollutants

Technology Required

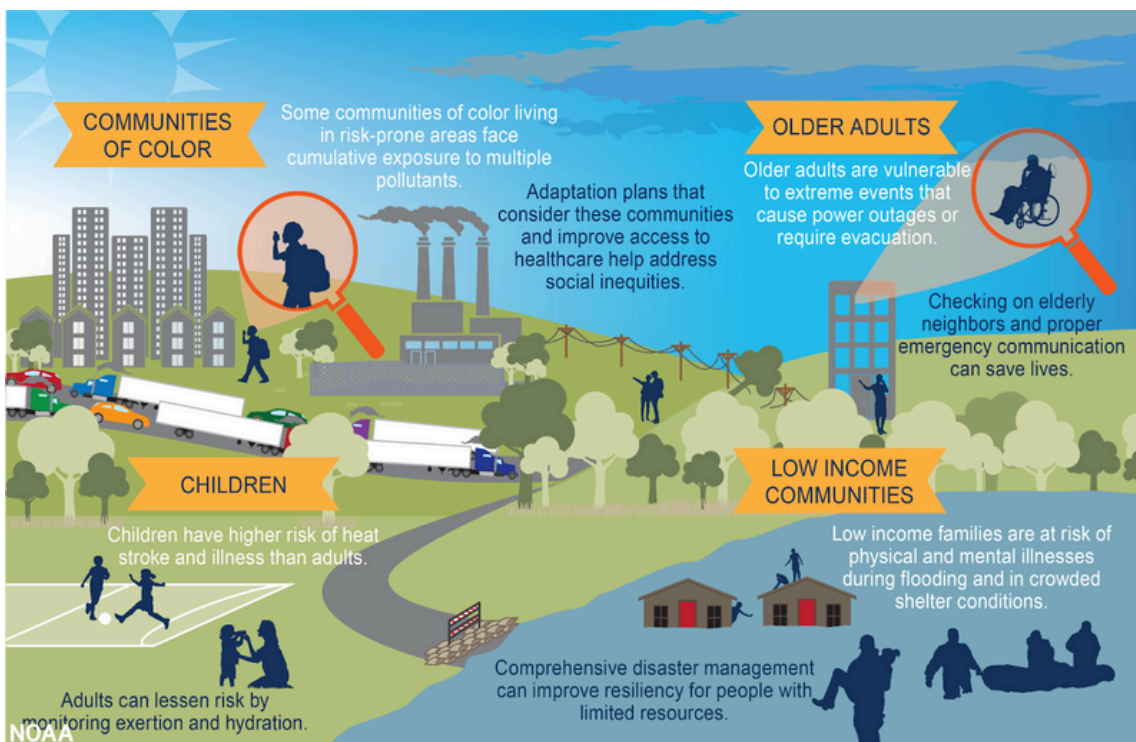
- Laptop

Materials

- [NOAA Graphic](#)
- [EPA's Generate Game](#)
- [COP21 report](#)

ANTICIPATORY SET

Ask students to review the NOAA educational graphic.



1. Have the students select one of the highlighted populations and create an educational graphic of their own that includes the Sustainable Development Goals and the UDHR.
2. Ensure that the students understand how climate change, the Sustainable Development Goals, and the UDHR are all interconnected.

STUDENT ACTIVITIES

ACTIVITY 1

- Print out the materials for the [EPA's Generate Game](#)
- Follow the instructions and play the game.
- After playing the game, lead the class in a group discussion with the following questions.
 - How were the Sustainable Development Goals represented in the Generate Game?
 - How were the articles of the UDHR represented in the Generate Game?
 - What did you learn about sources of energy?
 - How was climate change represented in the Generate Game?
 - What did positive steps towards climate change look like in the Generate Game?
 - What did hurtful climate change look like in the Generate Game?
 - How was the Human Rights Defender's testimony reflected in the Generate Game?

ACTIVITY 2

- Ask students to read pages 13 to 26 of the [COP21 report](#).
- Split the students into groups and ask them to make climate policy recommendations based on what they read in the report.
- Ensure that the groups include how their recommendations are aligned with the Sustainable Development Goals.
- Ensure that within their recommendations the groups include actionable steps towards the policy recommendations.
- Finally, ensure that the groups include how their recommendations can be translated to be implemented in their local communities.
- Have the groups present their recommendations to the class in the form of a video or slide presentation.

INTERNATIONAL HUMAN RIGHTS FRAMEWORK

United Nations Framework Convention on Climate Convention (1992)

BECOMING A DEFENDER

Present your policy recommendation presentation to local community leaders.

Set up a group learning session on climate change and human rights in your community.

Play the Generate Game with your family and friends as a form of climate change education.

Set up a group learning session to discuss how your community can work together toward Sustainable Development Goal 13.