

SESSION 1

CLIMATE CONNECTIONS

Objectives

- To identify connections between climate change and the Sustainable Development Goals (SDGs).
- To recognise the climate emergency as a human rights issue.
- To begin to understand that climate change doesn't affect everyone equally.

Time

- 30 minutes

What you need

- Copies of the [SDG icons](#) and [Climate connections](#) activity sheets; Large sheets of paper; Scissors; Glue

Which rights?

There are many human rights frameworks which could be used in this resource – for example, the foundational [1948 United Nations Declaration of Human Rights](#). However, we use the 17 universal [SDGs](#) as an accessible and straightforward checklist of social, economic and environmental rights and targets.



Image: <https://www.un.org/sustainabledevelopment/news/communications-material/>

Prior learning

This activity assumes that learners have some awareness and understanding of the Sustainable Development Goals. See [Oxfam's guide for teachers](#) for practical advice, useful information and activities to deepen understanding of education about and for the SDGs.

Starter

1. Ask learners what they think we all need to have a good life. What rights do you think everyone should have?
 - **Think** — Think about the question on your own for a minute.
 - **Pair** — Briefly share your ideas with a partner.
 - **Share** — Discuss your ideas as a whole group.
2. Display the SDG icons on slide 2. Explain that the SDGs are 17 goals agreed by the United Nations in 2015 that apply to every country in the world. We can think of them as human rights that everyone on Earth should have if we are all 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.
3. Talk through the meaning of the different goals. Discuss how these goals compare with learners' ideas about what everyone needs to have a good life.

Main activity

1. Print off copies of the [SDG icons](#) activity sheet. Cut out each set of icons and stick them in the middle of large sheets of paper.
2. Organise learners into groups of three or four. Give each group one of the sets of SDG icons and a copy of the [Climate connections](#) activity sheet.
3. Ask learners to find and circle SDG13 (Climate action). Explain that this goal is about taking the urgent action needed to tackle climate change and reduce its impacts on the planet and all the people who live on it.
4. Say that an important characteristic of the SDGs is that they are all interconnected and dependent on each other. None of them can be achieved on their own without the support of the others.
5. Explain that learners are going to explore some of the connections between SDG13 (climate action) and the other goals.
6. Ask learners to cut out the boxes in [Climate connections](#) and read through the different statements. For each statement, learners should work as a group to decide which SDGs they think this connection relates to. They should stick each connection on their sheet of paper and draw lines to the relevant goal or goals.
7. Show slide 3 and say that there are no right or wrong answers; many of these connections will link to more than one of the SDGs. For example, 'unpredictable rainfall caused by climate change is making it difficult for many people to grow food to feed their families' relates to SDG2 (Zero hunger), but it could also link to other goals such as SDG1 (No poverty) or SDG3 (Good health and well-being).

Make it easier

Give learners a selection of the [Climate connections](#) to explore, rather than all of them.

Make it more difficult

Challenge learners to come up with their own examples of connections between SDG13 (Climate action) and the other goals.

Follow up discussion

1. Show slide 4 and discuss learners' ideas as a whole group.
 - How is climate change making it difficult to achieve the SDGs?
 - How will achieving the SDGs help to tackle climate change?
2. Ask learners if they think these connections between the goals will affect every person on our planet equally. The answer here should be 'no', though the degree of difference will vary between the different connections.
 - **Example: In some places hotter and wetter weather caused by climate change leads to the spread of mosquito-borne diseases such as malaria.**
 - Here the difference may be because poorer people living 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.
3. Finish by making the point that although we are all affected by climate change, some people are affected more than others. Similarly, some people may face more barriers in responding to challenges in their lives than others. For example, not everyone is able to get the education and training they need to help them adapt to climate change or get 'green jobs'. Some communities might not have the money and resources needed to protect their homes from flooding. Learners start to explore the reasons for some of these inequalities in the other sessions.

SUSTAINABLE DEVELOPMENT GOALS



CLIMATE CONNECTIONS

Activity sheet

Unpredictable rainfall caused by climate change is making it difficult for many people to grow food to feed their families.	Rising sea temperatures are affecting different kinds of marine life such as corals and fish.
If countries are to successfully take on the big job of tackling climate change, they should be peaceful, fair and well organised.	Extreme weather events such as flooding are happening more often. These can damage school buildings or make it dangerous for children and their teachers to travel to school.
Across the world women are often responsible for looking after crops. Droughts and floods can damage harvests, which means they have to find other ways of getting food for themselves and their families.	Creating better cycle routes in cities encourages people to use bicycles instead of cars. Many city centres now have bike-docking stations where people can borrow a bicycle to get around — often for free!
In some places hotter and wetter weather caused by climate change leads to the spread of mosquito-borne diseases such as malaria.	Social media and the internet can help bring people together to take action against climate change.
Countries' governments need to work together to take climate action.	Many new 'green jobs' are being created. These are jobs doing things that help to reduce carbon dioxide emissions, restore nature or improve our environment.
Droughts and flooding can damage people's homes, crops and livelihoods (how they earn money). This can push people into poverty. Poverty means not having basic things such as food, clean water and shelter.	The richest 1% of the world's people are responsible for more than double the carbon emissions of the poorest half of the population.
Unpredictable rainfall can make it difficult for some people to find water close to home. Children, often girls, may have to spend more time collecting water.	Millions of tonnes of food are wasted in the UK every year. Producing, transporting and letting that food rot releases a lot of carbon dioxide. Cutting food waste can help to tackle climate change.
Renewable energy comes from natural sources such as sunlight or wind. This means it is replaced by nature and won't run out. Using more renewable energy can help to reduce carbon dioxide emissions.	Climate change is affecting the ecosystems and habitats where many plants and animals live. This can cause animals and plants to go extinct.