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## Workshop “Climate emergency and Human Rights”

The workshop will allow you to consolidate the knowledge acquired during the theoretical part - for this purpose, you should use a multimedia presentation.

The exercises will allow for practical work with the knowledge the participant has acquired.

**The workshop is scheduled for approximately 1.5h - it can be shortened or extended if necessary.** The exercises can be freely extended, e.g. with additional questions for discussion.

**We suggest following the group dynamics and not rigidly sticking to the time frame allocated for a given exercise.**

**Good luck :)**

## TO PRINT

### True or false? (20 min)

**Print a page for each participant. Ask them to read it and mark each sentence as true or false. (12 min)**

**After completing the exercise, discuss the results. (8 min)**

1. According to the World Bank by 2050 50 million people from six regions will move within their country.
2. Climate change is beginning to play an important role in global migration. Currently, areas that are most exposed to climate change and the associated mortal danger to people are areas that are extremely politically unstable and prone to armed conflicts - e.g. Chad. In 2020 95% of all conflict-related refugees were in areas vulnerable to climate change and extreme weather conditions.
3. Global climate change poses a serious challenge to children's rights, their standard of living and safety, emphasizes UNICEF. About one billion children worldwide (50%) are extremely vulnerable to the negative effects of climate change. Today's three-year-olds will grow up amid extreme weather events and deteriorating living conditions in many regions of the world.
4. The United Nations Human Rights Council has recognized that the right to live in a healthy environment is a human right. The discussion lasted 10 years!
5. The World Health Organization estimates that approximately 13.7 million people die each year due to environmental pollution. The causes include smog and exposure to harmful chemicals. That's almost 25% all registered deaths worldwide.

## True or false? - ANSWERS

1. False:

According to the World Bank by 2050 **216 million people** from six regions will move within their country.

2. True

3. True

4. False:

The United Nations Human Rights Council has recognized that the right to live in a healthy environment is a human right. The discussion lasted **30 years!**

5. True

### Sample discussion questions:

- Why do you think the discussion about the right to live in a healthy environment as a human right lasted for 30 years? Is that a lot or a little in your opinion?
- What actions can every person take to prevent the negative effects of climate change?
- What institutions can support the fight against climate change?

## The human rights scan (25 min)

Divide participants into groups of 3-4 people. Give everyone a piece of paper and markers and ask them to analyze the political situation and the current human rights situation in our country and in the world.

They can also list important events they have heard about recently. Have them write down all the statements starting with dashes on a piece of paper and then present them to the whole group. Discuss the results with each group.

**MY COUNTRY**

**WORLD**

MY COUNTRY	WORLD

## Threat logotype (25 min)

### **Info for this task:**

*The Report of the Intergovernmental Panel on Climate Change (IPCC) was published in 2022 and assessed future threats to societies not only in the context of climate change itself, but also other ongoing phenomena.*

*These include:*

- *loss of biodiversity,*
- *excessive consumption,*
- *urbanization,*
- *destruction of natural areas.*

Divide the participants into 4 groups. Give them colorful magazines, blank sheets of paper, and markers. Cut out the categories of threats below and let each of the 4 groups draw one.

***loss of biodiversity***

***urbanization***

***excessive consumption***

***destruction of natural areas***

TO PRINT

Ask to prepare a visualization along with a description of 1 of the four categories. They can use newspaper clippings for this purpose, but also describe them in words. It is important to create a "logo", i.e. a symbol that will characterize the category assigned to them, i.e.: 1) loss of biodiversity, 2) excessive consumption, 3) urbanization, 4) destruction of natural areas.

After presenting their work, organize a discussion:  
*Which category poses the greatest threat? Why?*  
*How can it be prevented?*

## Jigsaw - Sustainable development goals and human rights (30 min)

Print and cut out the Sustainable development goals and human rights symbols and descriptions of these goals.

Mix up the pictures and descriptions. Divide the participants into groups of 3-4 people and distribute the materials to them. Ask them to match the pictures with descriptions. (15 min)

After assigning definitions, ask each group to provide 2-3 examples of actions that could help achieve the group's chosen goal. (10 minutes)

Summarize the exercise and ask for conclusions. (5 min)

# TO PRINT



# SUSTAINABLE DEVELOPMENT GOALS

17 GOALS TO TRANSFORM OUR WORLD

<p><b>1</b> NO POVERTY</p>	<p><b>2</b> ZERO HUNGER</p>	<p><b>3</b> GOOD HEALTH AND WELL-BEING</p>	<p><b>4</b> QUALITY EDUCATION</p>	<p><b>5</b> GENDER EQUALITY</p>	<p><b>6</b> CLEAN WATER AND SANITATION</p>
<p><b>7</b> AFFORDABLE AND CLEAN ENERGY</p>	<p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p>	<p><b>9</b> INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<p><b>10</b> REDUCED INEQUALITIES</p>	<p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p>	<p><b>12</b> RESPONSIBLE CONSUMPTION AND PRODUCTION</p>
<p><b>13</b> CLIMATE ACTION</p>	<p><b>14</b> LIFE BELOW WATER</p>	<p><b>15</b> LIFE ON LAND</p>	<p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<p><b>17</b> PARTNERSHIPS FOR THE GOALS</p>	<p><b>SUSTAINABLE DEVELOPMENT GOALS</b></p>



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## TO PRINT

Reducing extreme poverty through targeted financial assistance programs for the poorest.

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Ensuring sustainable access to food, promoting sustainable agriculture, and increasing agricultural productivity.

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Improving healthcare, health education, and combating infectious diseases.

---

Ensuring universal access to quality education, including gender equality in the education system.

---

Eliminating gender discrimination and promoting equal opportunities for women and girls.

---

Providing access to clean water and sanitation for all, thereby reducing the risk of hygiene-related diseases.

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Increasing the share of renewable energy sources, reducing greenhouse gas emissions, and improving energy efficiency.

---

Promoting full and productive employment and sustainable economic growth.

---

Developing infrastructure, supporting innovation, and promoting sustainable industrialization.

---

Reducing social, economic, and political inequalities between different social groups.

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## TO PRINT

Creating safe, sustainable, and resilient urban communities.

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Promoting sustainable patterns of consumption and production, reducing waste.

---

Taking action to combat climate change and adapt to its effects.

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Protecting marine ecosystems and ensuring sustainable use of marine resources.

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Halting biodiversity loss, sustainable forest management, and combating desertification.

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Promoting a peaceful and just society by building effective, accountable, and inclusive institutions.

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Strengthening global cooperation through partnerships between the public sector, private sector, and civil society.



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## ANSWERS

### **Goal 1: No Poverty**

**Reducing extreme poverty through targeted financial assistance programs for the poorest.**

### **Goal 2: Zero Hunger**

**Ensuring sustainable access to food, promoting sustainable agriculture, and increasing agricultural productivity.**

### **Goal 3: Good Health and Well-being**

**Improving healthcare, health education, and combating infectious diseases.**

### **Goal 4: Quality Education**

**Ensuring universal access to quality education, including gender equality in the education system.**

### **Goal 5: Gender Equality**

**Eliminating gender discrimination and promoting equal opportunities for women and girls.**

### **Goal 6: Clean Water and Sanitation**

**Providing access to clean water and sanitation for all, thereby reducing the risk of hygiene-related diseases.**

### **Goal 7: Affordable and Clean Energy**

**Increasing the share of renewable energy sources, reducing greenhouse gas emissions, and improving energy efficiency.**

### **Goal 8: Decent Work and Economic Growth**

**Promoting full and productive employment and sustainable economic growth.**

### **Goal 9: Industry, Innovation, and Infrastructure**

**Developing infrastructure, supporting innovation, and promoting sustainable industrialization.**



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## ANSWERS

### **Goal 10: Reduced Inequality**

**Reducing social, economic, and political inequalities between different social groups.**

### **Goal 11: Sustainable Cities and Communities**

**Creating safe, sustainable, and resilient urban communities.**

### **Goal 12: Responsible Consumption and Production**

**Promoting sustainable patterns of consumption and production, reducing waste.**

### **Goal 13: Climate Action**

**Taking action to combat climate change and adapt to its effects.**

### **Goal 14: Life Below Water**

**Protecting marine ecosystems and ensuring sustainable use of marine resources.**

### **Goal 15: Life on Land**

**Halting biodiversity loss, sustainable forest management, and combating desertification.**

### **Goal 16: Peace, Justice, and Strong Institutions**

**Promoting a peaceful and just society by building effective, accountable, and inclusive institutions.**

### **Goal 17: Partnerships for the Goals**

**Strengthening global cooperation through partnerships between the public sector, private sector, and civil society.**

## Summary of the workshop - mind map (10 min)

For this exercise, use a flipchart, whiteboard or similar tool and Post-it notes. You can also use a whiteboard or an online tool if you don't want to use traditional tools.

Ask each participant to summarize the workshop in 1 sentence. Let this be his "golden thought" that she/he will take with her/him. Let one sentence be written on one piece of paper - then ask it to stick it to the board/flipchart.

These opinions can be anonymous - you can ask interested people to comment on their opinion.

*Supporting questions:*

- 1) How can each of us protect human rights?*
- 2) What actions can be taken to ensure that rights are respected?*
- 3) How important are human rights for everyday life?*
- 4) What did this workshop change in your perception of human rights?*