

## Human Rights in Numbers – A Data Journey Through the SDGs

### Duration:

15–20 minutes

### Learning Goals:

Students will:

- understand that human rights and SDG-related issues can also be explored through numbers and data;
- practice reading and interpreting simple statistics and charts;
- identify how data can help reveal inequalities and measure progress.

### Materials:

- printed or digital overview of the 17 SDGs
- simplified data cards or charts with human rights relevance
- pens and sticky notes or note paper
- optional calculator for simple comparisons

## Procedure

### 1. Introduction (about 3 minutes)

Begin with a short class discussion. Ask:

**“How can we measure fairness, equality, or equal opportunity? Can numbers help us recognize injustice?”**

Then briefly introduce the 17 SDGs as global goals that can often be tracked through data and statistics. Explain that mathematics and data can help us better understand human rights issues.

### 2. Individual or Small-Group Work: The SDG Data Puzzle (about 10 minutes)

Each student or small group of 2–3 students receives one data card with a simple dataset, chart, or diagram.

### Task:

Look closely at the numbers on your card. Decide which of the 17 SDGs best matches the data. Then discuss which human rights issue is made visible through these numbers. Write

a short key statement in one or two sentences: What do the numbers show? What can we learn from them?

Students note their ideas on paper or sticky notes.

### **3. Class Discussion and Reflection (about 5–7 minutes)**

Each student or group briefly presents:

- their data card,
- the SDG they selected,
- and their main interpretation.

Possible reflection questions:

- What do these numbers tell us about the current state of human rights in different places?
- Which mathematical measures did you notice, such as percentages, rates, or indices?
- How do these figures help us understand the issue?
- What can numbers fail to show?
- How can data encourage people to take action or demand change?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Worksheet: Human Rights in Numbers

1. Title or topic of your data card:

2. Which SDG best matches the data?

3. Which human rights issue is connected to these numbers?

4. What kind of data do you see?

- Percentage
- Rate
- Comparison over time
- Index
- Chart / diagram
- Other: \_\_\_\_\_

5. What is the most important information on the card?

6. Write one or two sentences that summarize the message of the data.

7. What inequality, challenge, or progress does the data reveal?

**8. What does the data not show? What might be missing?**

**9. Why is this issue important for human rights?**

**10. Reflection: How can data help people better understand injustice or demand change?**

## Data Cards

### *Data Card A*

#### **SDG 4: Quality Education**

In Country X, **15% of girls aged 10–14** do not have access to education, compared with **5% of boys**. Ten years ago, the figure for girls was **25%**.

#### **Questions to consider:**

- What does this comparison reveal?
- What has improved, and what inequality still remains?
- Which human right is connected to this data?

### *Data Card B*

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

Worldwide, **2.2 billion people** do not have safe access to drinking water. This number has fallen by **10% over the last five years**.

#### **Questions to consider:**

- What does this tell us about global progress?
- Why is this still a major human rights issue?
- Which right is reflected in this data?

### *Data Card C*

#### **SDG 10: Reduced Inequalities**

The **Gini coefficient** in Region Y, a measure of income inequality, rose from **0.35 to 0.42** over the last 20 years.

#### **Questions to consider:**

- What does a rising inequality index suggest?

- Who might be affected by this change?
- How can inequality influence human rights?

### *Data Card D*

#### **SDG 3: Good Health and Well-Being**

In Country Z, the **under-five child mortality rate** dropped from **70 per 1,000 live births** to **30 per 1,000** over the last ten years.

#### **Questions to consider:**

- What kind of progress does this show?
- Why is this data still important even when the numbers improve?
- Which human rights issue is involved?