

SDG Technologies – Innovation for Human Rights

Lesson Flow

1. Warm-up (about 3 minutes)

Open with a few guiding questions such as:

“How can technology improve people’s lives? Do all people have equal access to new technologies? And what does technology have to do with rights?”

Then briefly introduce the 17 SDGs. Emphasize that many global goals depend not only on innovation itself, but also on fair access to useful technologies.

2. Individual or Small-Group Task: SDG Technology Matching (about 10 minutes)

Each student or pair/small group receives one technology card. They read the description, decide which SDG is most closely connected to the technology, and identify one human right that it helps support or protect.

Task:

Read your technology card carefully. Decide:

- Which SDG does this technology support most clearly?
- Which human right is connected to it?
- How does the technology work in simple terms?
- What positive difference could it make?

Students write down short notes and prepare a brief presentation.

3. Sharing and Reflection (about 5–7 minutes)

Each student or group presents their technology, the matching SDG, and the related human right. The class then discusses which technologies seem most important and whether innovation automatically creates greater justice.

Possible discussion questions:

- Which technology seems most important for human rights, and why?
- What challenges make fair access difficult?
- Does technological progress always lead to more equality?
- What role does technology play in reaching the SDGs?

Activity Cards

Activity Card 1: Solar Water Filter

A simple water filtration system runs on solar power and provides clean drinking water in rural areas.

Your task:

1. Which SDG fits this technology best?
2. Which human right does it support?
3. Explain in 2–3 sentences how this technology improves daily life.

Activity Card 2: Low-Energy Learning Device

A low-cost laptop or tablet is designed for schools in places with unstable electricity. It uses very little energy and can run for long periods.

Your task:

1. Which SDG or SDGs are most relevant here?
2. Which right is connected to this technology?
3. Why might this device matter for students' opportunities?

Activity Card 3: Offline Emergency Health App

An app for crisis regions provides emergency contacts and basic health information even without internet access.

Your task:

1. Which SDG matches this technology most strongly?
2. Which human right is being supported?
3. What are the strengths and possible limits of this tool?

Worksheet

Name: _____

Technology Card: _____

1. The SDG I chose:

2. The human right connected to it:

3. This technology can help people by:

4. One challenge is:

5. Final thought:

Technology supports human rights best when _____.