



AGA KHAN FOUNDATION  
CANADA

# Teaching the Sustainable Development Goals Through Art

Goal 3: Good Health and Well-Being

Grades 6 to 12





# Table of Contents

 [Click titles to jump to page](#)

<a href="#">Acknowledgements</a> .....	3
<a href="#">Introduction</a>	
17 Global Goals for 2030.....	4
<a href="#">Curriculum Connections</a>	
Across Canada + International Baccalaureate (IB) .....	7
<a href="#">Learning Outcomes</a>	
Sustainable Development Goal 3: Good Health and Well-Being .....	7
<a href="#">Learning with Objects</a>	
Using Museum Artefacts to Create Conversations.....	8
<a href="#">A Note on Pronunciation</a> .....	9
<a href="#">Lesson 1</a>	
What are the Sustainable Development Goals? .....	10
<a href="#">Lesson 2</a>	
What is Sustainable Development?.....	13
<a href="#">Lesson 3</a>	
Aga Khan Foundation Canada Spotlight: Beyond the Clinic.....	17
<a href="#">Lesson 4</a>	
Aga Khan Museum Spotlight: Visiting the Doctor .....	25
<a href="#">Lesson 5</a>	
Aga Khan Museum Spotlight: Pharmacy Jars (Albarelli) .....	29
<a href="#">Extend Your Learning</a>	
Canada and the Global Goals.....	33
<a href="#">Glossary</a> .....	35
<a href="#">Resources for Your Classroom</a> .....	37
<a href="#">Appendix</a>	
Curriculum Connections Across Canada + International Baccalaureate (IB) .....	41
<a href="#">Sources</a> .....	55

# Acknowledgements



## Statement on Reconciliation

The work that Aga Khan Foundation Canada (AKFC) does in supporting teachers and youth to become active global citizens reminds us of the importance of learning, listening and taking action as change makers, all of which are central to the process of Truth and Reconciliation. We are reminded that Canada's reconciliation process with Indigenous Peoples must be continuous and intentional, as do all processes like this around the world. We must remember that Canadian society struggles with the ongoing legacy of colonialism. Our ongoing pursuit of this work reminds us of the importance of understanding and acknowledging history, accurately and completely, to help us make changes that move us towards more inclusive and equitable societies. These reminders will inform our work, in Canada and globally, as we embark on this shared path of reconciliation.

## Cover Page Artwork

Detail from “Visiting the Doctor”, folio from a manuscript of Akhlaq-i Nasiri (Ethics of Nasir), Pakistan, 1590–95  
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## Contributors

### Lesson Package Writer:

Laboni Islam, Museum Educator, Aga Khan Museum

### Editors:

Katherine Boyes, Education & Youth Engagement Manager, Aga Khan Foundation Canada

Sophia Mirzayee, Education & Youth Engagement Officer, Aga Khan Foundation Canada

Bitva Pourvash, Assistant Curator, Aga Khan Museum

### Graphic Designer:

Greg Dubeau RGD

### Translator:

Philippe Leduc

# Introduction



## 17 Global Goals for 2030

In 2015, the United Nations adopted the [\*Sustainable Development Goals \(SDGs\)\*](#) – a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030.

These 17 Sustainable Development Goals balance social, economic, and environmental sustainability and are interconnected. Progress towards any goal facilitates progress towards others. The Sustainable Development Goals are also known as the **Global Goals**.

In 2015, nearly half of the world’s population—[\*\*3.4 billion people\*\*](#)—was living on less than \$5.50 a day<sup>1</sup>. [\*\*More than 700 million people\*\*](#) were living in extreme poverty (less than \$1.90 a day)<sup>2</sup>, the majority of whom were in Africa and Asia. The COVID-19 pandemic will push an estimated [\*\*71 million more people\*\*](#) into extreme poverty<sup>3</sup>.

Developed in partnership with the Government of Canada, this toolkit of lesson plans and activities explores the United Nations’ Sustainable Development Goals through:

- Sustainable development initiatives from **Aga Khan Foundation Canada (AKFC)**
- Centuries-old artefacts from the **Aga Khan Museum (AKM)**
- Stories highlighting Canada’s commitment and contributions towards the Global Goals



### [Toolkit Tutorial Video](#)

To make the most of this toolkit, you can watch this short tutorial video which provides an overview of how best to use this toolkit in your classroom.

<sup>1</sup> Nearly Half the World Lives on Less than \$5.50 a Day.” [The World Bank](#). Accessed 19 November 2021.

<sup>2</sup> Nearly Half the World Lives on Less than \$5.50 a Day.” [The World Bank](#). Accessed 19 November 2021.

<sup>3</sup> No Poverty: Why It Matters.” [United Nations Sustainable Development Goals](#). Accessed 18 November 2021.

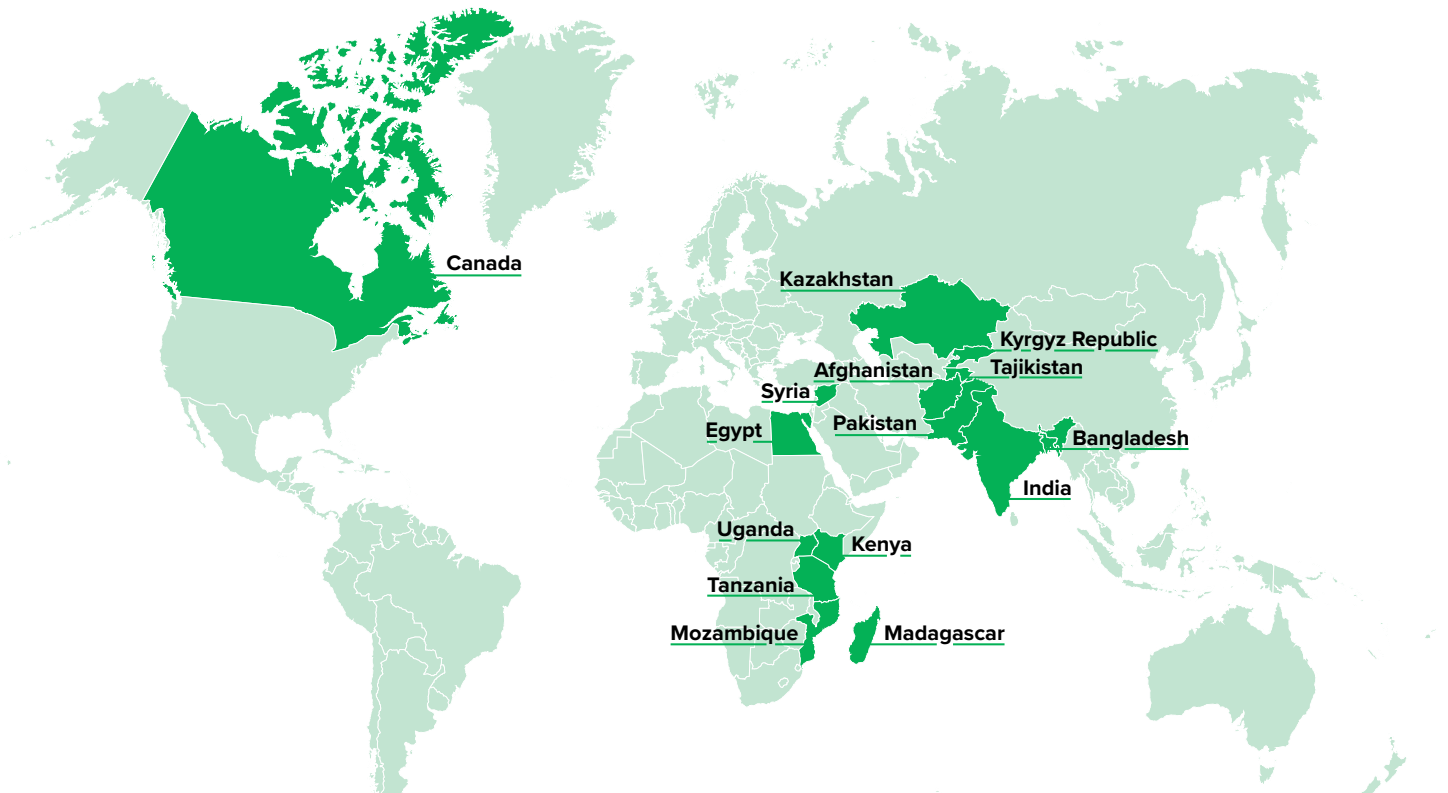
# Who We Are



AGA KHAN FOUNDATION  
CANADA



AGA KHAN MUSEUM



Committed to breaking the cycle of poverty, [Aga Khan Foundation Canada](#) (AKFC) is a non-denominational international development organization and registered Canadian charity. Aga Khan Foundation Canada works in 15 countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. AKFC programs promote the empowerment of women and girls, and invest in health and nutrition, education, economic inclusion, agriculture and food security, early childhood development, and civil society. Since 1980, AKFC has improved millions of lives in Africa and Asia, with the support of the Government of Canada and thousands of individual Canadians.

AKFC works with Canadian educators to deepen their understanding of global issues and empower them with practical tools and strategies to engage students as active global citizens. Some of these tools include workshops for students, professional development workshops for educators, videos, and the [Inspiring Global Citizens Educator Guide](#), a pan-Canadian resource designed for intermediate- and secondary-level classrooms.

[Sign-up for our monthly newsletter](#) where we share our favourite activities, videos, and resources or book a workshop for your class or district.

The [Aga Khan Museum](#) (AKM) showcases the art, culture, and contributions of Muslim civilizations. With a collection of over 1,200 objects—hailing from Afghanistan, China, Egypt, India, Iran, Pakistan, Turkey, and more—the Aga Khan Museum aims to educate, inspire, and connect cultures through art.

The Aga Khan Museum offers programs and resources for [teachers](#), [schools](#), and [families](#). These include museum tours, hands-on workshops, asynchronous courses, virtual classroom visits, and downloadable lessons and activities, including [Learning at the Aga Khan Museum: A Curriculum Resource Guide for Grades One to Eight](#).

Both Aga Khan Foundation Canada and the Aga Khan Museum are part of the global **Aga Khan Development Network** (AKDN), a family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development.

# Goal 3

## Good Health and Well-Being



This toolkit of lesson plans and activities explores the United Nations' Sustainable Development Goal 3—**Good Health and Well-Being**—through arts and culture.

We will look at sustainable development stories from Aga Khan Foundation Canada's international work, historical artefacts from the Aga Khan Museum's collection, and Canada's work towards the Global Goals.

# Curriculum Connections

## Across Canada + International Baccalaureate (IB)

This toolkit of lesson plans and activities supports curriculum expectations for Grade 6 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. There are ties to Social Studies, Visual Arts, World Culture, World Issues, and more. For a full chart of curriculum connections, please see the [Appendix](#) on page 41.

### Learning Outcomes

#### Sustainable Development Goal 3: Good Health and Well-Being

##### Learners will:

- Become familiar with the Sustainable Development Goals (SDGs)
- Understand the importance of the Sustainable Development Goals to the global community
- Understand what “sustainable development” means
- Activate thinking around Goal 3: Good Health and Well-Being
- Activate thinking around two health-related artefacts from the Aga Khan Museum (AKM)
- Identify connections between the artefacts and good health and well-being
- Activate thinking around Canada’s commitment, contributions, and work towards good health and well-being for all
- Extend knowledge and understanding by making personal connections, community connections, and/or taking action

##### Key Concepts:

- Sustainable Development Goals (SDGs), also known as the Global Goals
- Global interconnectedness
- Sustainable development
- Development issues: poverty, access to education and health care, gender inequality, empowerment of women
- Connections between culture and health
- Using historical artefacts to learn about the past and illuminate contemporary issues

# Curriculum Connections

## Across Canada + International Baccalaureate (IB)

### Learning with Objects

#### Using Museum Artefacts to Create Conversations

There are several frameworks for working with art and artefacts in the classroom, including the Ontario Arts Curriculum's **Critical Analysis Process** for [elementary](#) (pg. 25) and [secondary](#) learners (pg. 18). Though this approach is part of the Ontario Curriculum, it is transferable to other curricula across Canada. Other approaches include [Object-based learning](#) (OBL) and [Visual Thinking Strategies](#) (VTS).

Some of you may have experience using art and artefacts in your classroom, while others may be trying this approach for the first time. We are excited for your journey! Here are some general principles to help you along the way:

- The museum artefact is a window or door onto a wider history.
- Imagine yourself as a conversation facilitator. Your role is to help students unlock what this object has to “say.”
- Keep the conversation as student-centred as possible. Make the students active participants in the process of discovery. They can react, describe what they notice, make personal connections, analyze the object, and think about its cultural context. Here there is an additional layer, because you will invite them to reflect on how the object relates to the Global Goals.
- You can share information about the object's historical and cultural context that fuels the conversation.
- Students will respond in different ways, according to their cultural perspectives and unique personal histories. Make room for all their responses!
- If you repeat this approach with different museum artefacts, students will eventually internalize a way of looking past labels, thinking for themselves.

This resource provides questions for every artefact, suggests sequencing for those questions, and provides historical and cultural information to fuel the conversation. Words that are ***bolded and italicized*** appear in the [Glossary](#). The conversational flows in this resource are only possibilities—not the right way, or the only way.



# Curriculum Connections

## Across Canada + International Baccalaureate (IB)

### A Note on Pronunciation

#### Voxifier

If you or your students have trouble pronouncing some of the names in this document, you can use [Voxifier](#) which is a YouTube channel and pronunciation guide that includes many of the names you will come across in this resource. To use the tool, enter a name in the search field and select the video pronunciation guide that corresponds to the language that you are seeking. Voxifier shares the correct pronunciation and phonetic transcription of the name. All recordings are done by professional native speakers and simplified by linguist experts so that non-native speakers can replicate the recordings while maintaining the original pronunciation as much as possible.

Additionally, there may be multilingual learners in your classroom who can help pronounce words—for example, in Arabic or Farsi—which appear in this resource. This is an opportunity to celebrate the languages they speak and showcase their language assets within the classroom community.

The screenshot displays the YouTube channel for Voxifier. The channel name is 'Voxifier' with 9,24K subscribers. The navigation menu includes HOME, VIDEOS, PLAYLISTS, COMMUNITY, CHANNELS, and ABOUT. The 'PLAYLISTS' section is active, showing six playlists:

Playlist Name	Subscriber Count	View Full Playlist Link
Turkish Male Names	1.5K	<a href="#">VIEW FULL PLAYLIST</a>
French Last Names	1.3K	<a href="#">VIEW FULL PLAYLIST</a>
Turkish Female Names	1.5K	<a href="#">VIEW FULL PLAYLIST</a>
Russian Middle Name	999	<a href="#">VIEW FULL PLAYLIST</a>
Russian Last Names	3K	<a href="#">VIEW FULL PLAYLIST</a>
Russian First Names	2.9K	<a href="#">VIEW FULL PLAYLIST</a>

# Lesson 1

## What are the Sustainable Development Goals?

### Materials

- Any way of recording ideas
- The Global Goals video: [Malala Introducing The World's Largest Lesson](#)
- **Sustainable Development Goals** poster on [page 12](#) (one per student or projected on a screen)

### Procedure

#### Think



1. Invite students to reflect: What do you think are the biggest challenges facing people and the planet today? Have students record their ideas independently.



2. Have students organize into pairs or small groups and share their ideas with each other. Invite students to reflect: What ideas are the same? What ideas are different?



3. Have students work collaboratively to combine their ideas into one list of challenges facing people and the planet.



4. Use one student's idea as a model for the next part of the activity. Suppose the challenge is: "climate change." How can we transform that challenge into a goal that people can work towards? One possibility is: "take climate action." Another possibility is: "reduce pollution." Another possibility is: "invest in clean energy." Emphasize that there are many ways to transform a challenge into a goal.



5. Have groups work collaboratively to transform their lists of challenges into goals for people and the planet.



6. Invite students to reflect: Review your list of goals. Are there any goals that you can group into the same category? For example, if one goal is "provide free education to all children" and another goal is "build schools where they are needed," you could group these goals into a category, like "quality education."



7. Have groups work collaboratively to organize their goals into categories, then share their ideas with everyone.

## Connect



1. Introduce students to the **Sustainable Development Goals** (SDGs), by sharing The Global Goals video: [Malala Introducing The World's Largest Lesson](#). If the level of this video does not feel like the best fit for your audience, there are many other videos from which to choose on [The Global Goals YouTube channel](#). Invite students to reflect: What is one piece of information that you are going to take away from this video?



2. Share the poster on the next page. In 2015, the **United Nations** adopted the Sustainable Development Goals—a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 Sustainable Development Goals, and they are also known as the **Global Goals**.



3. Invite students to compare their lists with that of the United Nations: Are there any goals in the United Nations' list that do not appear in your lists? Are there any goals in your lists that do not appear in the United Nations' list? Why might that be?



4. Invite students to reflect: How are these 17 goals connected to each other? To make this more dynamic, you could write the numbers 1 to 17 on slips of paper, choose two without looking, then invite students to brainstorm the ways those two goals connect.



5. Alternatively, invite students to choose a few of the 17 goals and complete the prompt below:

Without **[GOAL]** \_\_\_\_\_, I would not be able to \_\_\_\_\_.

For Example:

Without **clean water**, I would not be able to **drink, eat, be healthy, take a shower, or clean my clothes**.

This activity can help students understand the relationship between goals. Have students work independently or collaboratively, then share.

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## Do



1. To extend learning, have students choose one of the 17 Sustainable Development Goals, explain what it means in their own words. What would they do to support that goal in their school, community, country, or world?



# SUSTAINABLE DEVELOPMENT GOALS

**1** NO POVERTY

**2** ZERO HUNGER

**3** GOOD HEALTH AND WELL-BEING

**4** QUALITY EDUCATION

**5** GENDER EQUALITY

**6** CLEAN WATER AND SANITATION

**7** AFFORDABLE AND CLEAN ENERGY

**8** DECENT WORK AND ECONOMIC GROWTH

**9** INDUSTRY, INNOVATION AND INFRASTRUCTURE

**10** REDUCED INEQUALITIES

**11** SUSTAINABLE CITIES AND COMMUNITIES

**12** RESPONSIBLE CONSUMPTION AND PRODUCTION

**13** CLIMATE ACTION

**14** LIFE BELOW WATER

**15** LIFE ON LAND

**16** PEACE, JUSTICE AND STRONG INSTITUTIONS

**17** PARTNERSHIPS FOR THE GOALS



# Lesson 2

## What is Sustainable Development?

### Materials

- Any way of recording ideas
- Handout with examples of sustainable and unsustainable development on [page 15](#) (one per student)
- *Testers* handout on [page 16](#) (one per student)
- **Sustainable Development Goals** poster from Lesson 1 on [page 12](#) (one per student or projected on a screen)

### Procedure

#### Think



1. Share the examples of sustainable and unsustainable development. Invite students to reflect: All the examples in column 1 have something in common. All the examples in column 2 have something in common. Please compare the examples in column 1 with examples in column 2. Focus on the stories—how are they different? Have students brainstorm independently or collaboratively, then share their ideas.



2. Tell students that all the stories in column 2 are examples of **sustainable development**. Invite students to reflect: Based on these examples, what do you think “sustainable development” means? Create your own definition. Have students work independently or collaboratively, then share their ideas.



3. Share the definition: “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (*The Bruntland Commission Report, 1987*). For younger grades, you may share the definition differently, for example: Sustainable development means changing the world in a way that helps everyone living now survive, making sure that future generations will be able to survive too. Here are some characteristics of sustainable development:

- It is a **long-term** approach or solution, that helps people now and will continue to help people in the future.
- It **builds partnerships** between people and organizations, who work together to identify problems and create solutions. People share knowledge and skills with each other. The approach involves and empowers the people who the solution supports.
- It **protects the environment** by minimizing **greenhouse gas** emissions, minimizing pollution, and taking care of habitats and ecosystems. It also uses renewable resources – like solar energy and wind energy – that naturally replenish themselves and will not run out.
- It supports **economic growth**, increasing a region or country’s goods, services, and wealth.
- It **increases quality of life**, creating opportunities; improving people’s physical, mental, and emotional health; and increasing their financial security.

## Think



4. To check for understanding, share the Testers handout and invite students to reflect: Where does each example belong—column 1 or column 2? Have students work independently, then share their ideas.

---

## Connect



1. Invite students to reflect: Review all the examples of sustainable development in column 2.

Revisit the **Sustainable Development Goals** poster from the previous lesson. Which Sustainable Development Goals do these projects support? For example:

*In Bangladesh, the solar-powered lanterns project supports Goal 7: Affordable and Clean Energy.*

Emphasize that a single project may support many goals.

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## Do



1. To extend learning, have students choose one example of unsustainable development from column 1 and invite them to reflect: What changes would you make to increase sustainability?



2. To extend learning further, have students find a project in their local community that supports the Sustainable Development Goals and share their findings with the class.

NAME:

DATE:

Column 1	Column 2
<p>In the United States, the Colorado River supplies water to the cities, farms, and people in Wyoming, Utah, Colorado, Arizona, New Mexico, Nevada, and California. In the 1920s, governments began dividing up the Colorado River's water, building dams, and diverting water to meet their demands. Climate change and overuse have reduced the river's flow. The Colorado River used to reach the sea regularly, but it does not reach the sea regularly anymore.</p>	<p>In her book, <i>Braiding Sweetgrass</i>, Robin Wall Kimmerer describes "the genius of Indigenous agriculture" in the planting of the "Three Sisters"—corn, beans, and squash. The corn grows first, tall and quickly, becoming a support for the beans' looping vine. Later, the low, broad leaves of the squash shelter the soil, keeping it moist, while beans help bacteria convert atmospheric nitrogen to usable nutrients.</p>
<p>Palm oil is used in food, cosmetics, cleaning products, and more. It creates jobs, contributes to the economy, and about half the people in the world depend on palm oil in their diets. Indonesia and Malaysia produce <b>85% of the world's palm oil</b><sup>4</sup> and export most of it to Europe, China, India, United States, Japan, and Pakistan.</p> <p>Palm oil comes from the oil palm tree. Across Indonesia and Malaysia, tropical rainforests are cut down to create oil palm plantations. This process releases harmful greenhouse gases into the atmosphere. It also displaces communities whose lives are tied to the rainforest for survival. On the island of Borneo, rainforest-cutting destroys animal habitat. This has affected the Bornean orangutan, which is now critically endangered.</p>	<p>In Bangladesh, millions of people live in rural communities without access to electricity. Traditionally, they have used kerosene lanterns for light at night. The SEED partnership is converting kerosene lanterns into solar-powered lanterns. This saves families money, reduces harmful carbon dioxide emissions, and allows children to study in the evening.</p> <p>In Mozambique, many people living in rural communities make their living by farming but struggle to earn an income. Aga Khan Foundation Canada (AKFC) has shown farmers techniques that produce more food and organized farmers into associations. These farmers learn from each other and combine their harvest, which attracts more buyers, increases the farmers' income, and makes it possible for them to send their children to school.</p>
<p>South America's Amazon rainforest spans 6.7 million km<sup>2</sup> and helps stabilize Earth's climate. It is home to <b>10% of Earth's known wildlife</b><sup>5</sup>, but every minute, an area the size of <b>3 football fields</b><sup>6</sup> (about 10½ ice hockey rinks, or 33 basketball courts) is deforested, mostly for cattle ranching that produces beef. Trees release water into the atmosphere. As trees are cut down, the atmosphere becomes drier and hotter, which increases forest fires and deforestation. Over time, the rainforest can transform into a savannah.</p>	<p>In Tajikistan, about <b>75% of people</b><sup>7</sup> live in rural areas. The Aga Khan Development Network (AKDN) set up <b>eHealth</b> services to improve access to health care. When Mavjuda visited a local doctor, he examined her ear with a medical device and shared the images electronically with a specialist in Afghanistan. The specialist diagnosed the problem and suggested treatment. These eHealth services save patients time and money traveling to faraway clinics and hospitals.</p>

<sup>4</sup> "Palm Oil and Biodiversity." *International Union for the Conservation of Nature (IUCN)*. Accessed 20 September 2021.

<sup>5</sup> "The Amazon." *World Wildlife Fund*. Accessed 7 October 2021.

<sup>6</sup> "Pasto-Mocoa: Driving Better Roads." *World Wildlife Fund*. Accessed 7 October 2021.

<sup>7</sup> "Rural population (% of total population) - Tajikistan" *The World Bank*. Accessed 18 January 2022.

NAME:

DATE:

## Testers

### A.

In Denmark, the city of Copenhagen wants to be the world's first carbon-neutral city by 2025. "Carbon neutral" means the carbon dioxide emissions the city produces will be equal to the carbon dioxide emissions the city reduces, plus the green energy it creates. As part of its plan, the city will install more than 100 wind turbines, which use wind to make electricity. It will also encourage more people to walk, bike, and use public transportation.

### B.

In Australia, every year, thousands of people make their way to the coast of Western Australia to go "crabbing" for blue swimmer crabs. Some are commercial fishers, who sell what they catch to earn an income. Some are recreational fishers, who fish for sport or fun. To keep the blue swimmer crab population healthy, the fishery regulates trap types, the number of traps, the number of people who can fish, and how much fish they can catch.

### C.

In Sri Lanka, Rice & Carry is transforming used plastic rice bags into pencil cases, lunch bags, picnic blankets, and more. When the project started in 2012, there were two goals: to reduce plastic waste and to create job opportunities for women. Everything is handmade by a team of women who are artisans and skilled seamstresses. These women hail from rural villages, work in safe conditions, receive fair wages, and train new employees.

### D.

These days, people around the world are buying more clothes and throwing them away more quickly. The fashion industry produces **8-10% of the world's greenhouse gas emissions** and uses a lot of water—it takes **9,982 litres of water**<sup>8</sup> to make one pair of jeans. Chemical dyes used to colour clothing pollute the water, harming both people and marine life. The fashion industry also employs over 75 million people around the world, many of them women.

### E.

The Great Lakes hold more than 20% of the Earth's freshwater. The Great Lakes basin supplies drinking water to about **25% of people in Canada and 10% of people**<sup>9</sup> in the United States. Canadian and American scientists have teamed up for The Great Lakes Environmental and Assessment and Mapping Project (GLEAM). They are making maps that show environmental stresses on the lakes, like shipping, development, invasive species, and climate change. These maps can help people protect the Great Lakes.

### F.

In Tajikistan's Pamir Mountains, food insecurity, pollution, and deforestation pose challenges. Aga Khan Foundation Canada (AKFC) gave money to Navras, a local engineer, who dreamed of building an all-season greenhouse. Navras heats the greenhouse with solar power and by recycling used motor oil. This reduces motor oil pollution and the need for fuel wood. He grows affordable tomatoes, cucumbers, and leafy vegetables for his community.

<sup>8</sup> "ActNow for Zero-Waste Fashion." [United Nations Sustainable Development Goals](#). Accessed 8 October 2021.

<sup>9</sup> "Pollution in the Great Lakes." [Canadian Geographic](#). Accessed 19 November 2021.



# Lesson 3

## Aga Khan Foundation Canada Spotlight: Beyond the Clinic

### Materials

- Any way of recording ideas
- Aga Khan Foundation Canada (AKFC) video: [Beyond the Clinic - In a Heartbeat](#)
- *Beyond the Clinic - In a Heartbeat* Reflection Questions on [page 21](#) (one per student)
- *Community Health Story* graphic organizer on [page 24](#) (one per student)

### Procedure

#### Think



1. Introduce the topic of Sustainable Development Goal 3: Good Health and Well-Being. Invite students to reflect: What do “health” and “well-being” mean to you? What do you need to support your health and well-being? Have students record their ideas independently, then share.



2. Invite students to reflect: How did the COVID-19 pandemic change health care in your community? Have students record their ideas independently, then share.



3. Invite students to reflect: There are over 7.5 billion people living on Earth. How many do you think have no basic health care? Have students share their estimates.



4. Share that at least [400 million people](#)<sup>10</sup> in the world have no basic health care. To help students imagine that number, consider Canada. There are almost 40 million people living in Canada. If students imagine all the people living in Canada and multiply by 10, that is roughly the number of people in the world who have no basic health care.



5. Invite students to reflect: What challenges may prevent people from having or accessing health care? What are possible solutions? Have students brainstorm independently or collaboratively, then share.

<sup>10</sup> “Goal 3: Good Health and Well-Being.” [United Nations Development Programme \(UNDP\)](#). Accessed 20 September 2021.

 [Click to play video](#)



## Connect



1. Show the Aga Khan Foundation Canada (AKFC) video, [Beyond the Clinic - In a Heartbeat](#). Note that the film was recorded before the COVID-19 **pandemic** and health crisis.



2. Facilitate a discussion around the video, inviting students to reflect on the questions below. The reflection questions are also provided in the form of a handout on [page 21](#).



3. This video features Dr. Ben Lipesa Ondere, a doctor at the Aga Khan Hospital in Kisumu, Kenya. Dr. Ben Lipesa Ondere says: “*Diseases don’t choose people.*” What do you think he means?

Possibilities include: Diseases do not discriminate. Anyone can become sick, regardless of age, gender, race, religion, economic status, and more.

It is also important to note that, while diseases do not discriminate, some people are more vulnerable to illness due to their social circumstances. For example, poverty; a lack of access to clean water, sanitation, and nutritious food; and living in remote or rural areas with less access to health care are circumstances that leave people more vulnerable to illness.



4. In this community, what challenges do people face accessing health care?

Possibilities include: Distance, transportation, money, weather and climate, and caregiving responsibilities.



5. What solutions does the hospital provide?

Possibilities include: Medical outreach takes hospital care to people living in remote areas. Free medicine eases the financial burden on families.



6. Why does the hospital focus on helping women and children?

Possibilities include: Women and children are more vulnerable. Many mothers in this community are without money, and sick children can become very sick quickly.

This is an opportunity to connect Goal 5: Gender Equality and Goal 3: Good Health and Well-Being. Gender inequality reduces health and access to health care for women and children.



7. What do you think are the benefits of helping women and children?

Possibilities include: It helps women and children live longer, healthier lives. Those who are mothers tend to invest more in their families than men, so helping women helps families as a whole—health, nutrition, education, family planning, and more.



8. In this hospital, both men and women are serving as medical professionals. What is the positive impact of having women working as medical professionals?

Possibilities include: Women may feel more comfortable talking to medical professionals who are women. It can build trust, encourage knowledge-sharing, and inspire the next generation of women to pursue health-work.



9. How does this project support Sustainable Development Goal 3: Good Health and Well-Being?

Possibilities include: The hospital and medical outreach program improve access to health care. Child vaccination helps stop the spread of infectious diseases. **Antenatal care**—also known as prenatal care—helps pregnant women before their babies are born, which helps women and infants survive pregnancy and childbirth. Cancer screening and lab services, like bloodwork, can identify health problems and treatments.

Also, Dr. Ben Lipesa Ondere mentors the healthcare team, which helps everyone provide higher quality care to people in the community. The project is sustainable because it helps people now, without harming future generations. It is also sustainable because it is a long-term approach and solution, which involves and empowers local people. They are training local people to become doctors, nurses, and community health workers. This improves the quality of life of the doctors, nurses, and community health workers, and it also improves the quality of life of their patients.

## Do



1. To extend learning, have students identify a health-related problem in their community. Examples include, but are not limited to:

- High or rising COVID-19 cases
- Low COVID-19 vaccination rates
- Vaccine inequity
- Access to health care, including distance and cost
- Long wait times at hospitals or clinics
- Support and care for seniors
- Unsafe drinking water
- Air pollution, water pollution, or pesticide use
- Poverty and hunger
- Poor nutrition
- Air quality and asthma



2. After students have identified an issue, have them research the issue in depth and complete the *Community Health Story* graphic organizer in point-form on [page 24](#).

NAME:

DATE:

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# Beyond the Clinic – In a Heartbeat

## Reflection Questions - Page 1 of 3

1. This video features Dr. Ben Lipesa Ondere, a doctor at the Aga Khan Hospital in Kisumu, Kenya. Dr. Ben Lipesa Ondere says: “*Diseases don’t choose people.*” What do you think he means?

2. In this community, what challenges do people face accessing health care?

NAME:

DATE:

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## Beyond the Clinic – In a Heartbeat

### Reflection Questions - Page 2 of 3

3. What solutions does the hospital provide?

4. Why does the hospital focus on helping women and children?

NAME:

DATE:

## Beyond the Clinic – In a Heartbeat

### Reflection Questions - Page 3 of 3

5. What do you think are the benefits of helping women and children?

6. In this hospital, both men and women are serving as medical professionals. What is the positive impact of having women working as medical professionals?

7. How does this project support Sustainable Development Goal 3: Good Health and Well-Being?

NAME:

DATE:

# Community Health Story

## Topic

What is the community health problem?

Who is involved?

Who is most affected by this health problem?

How are they affected?

What strategies are people using to solve this health problem?

What new solutions do you propose?

What are the next steps?



# Lesson 4

## Aga Khan Museum Spotlight: Visiting the Doctor

### Materials

- Any way of recording ideas
- An image of the Aga Khan Museum's object: [Visiting the Doctor, Folio from a Manuscript of the Ethics of Nasir \(Akhlaq-i Nasiri\)](#) on [page 28](#).
- Aga Khan Museum's Artefact video for the [Visiting the Doctor folio](#)

### Procedure

#### Think



1. Show students the image of *Visiting the Doctor, Folio from a Manuscript of the Ethics of Nasir (Akhlaq-i Nasiri)* with no title or other information. Facilitate a discussion around the image, inviting students to reflect on the information and questions below.



2. What is happening in this scene? What do you see that makes you say that? What more can you tell me?

Answers will vary.



3. There are 11 people in this scene. Who is the focus of attention? What did the artist do to make that person the focus of attention?

Possibilities include: The person is in the centre of the picture, wearing bright red, sitting on a raised platform outside a fancy building, and most faces are turned towards him.



4. Choose three people in this scene. Imagine that there are thought or speech bubbles over their heads. What do you think they are thinking or saying?

If possible, have students share their ideas aloud, creating a chorus of voices, bringing the picture to life.



5. This painting is called "Visiting the Doctor." The picture shows a doctor checking a man's pulse, by touching the inside of the man's wrist. Can you feel your heart beating? One way is to press two fingers against the inside of your wrist.



6. “Visiting the Doctor” is one **folio** from a **manuscript** called *The Ethics of Nasir* (Akhlaq-i Nasiri). The book has 30 chapters, which talk about many topics, including the importance of prayer and fasting, being honest in business, motherly love, not letting children eat or sleep too much, and treating people well. The writing on the page is in the Farsi language, which is written and read from right to left. The overall message in this chapter is that a person should try to achieve happiness in body, mind, and community spirit.

What are the connections between your body, mind, and community spirit? What is most important to you: physical, mental, or spiritual health? Or are they equally important? What are some ways you take care of your physical, mental, and spiritual health? In what ways can the community support you?

In the [Extend Your Learning](#) section, there is an activity that explores stress and self-care, including the body, mind, spirit.



7. *The Ethics of Nasir* was originally written in the 1200s, over 800 years ago. It was so popular that people made copies of the book, and many of these copies have survived. The Museum’s copy was made in the late 1500s, in Lahore, in today’s Pakistan. It was probably made for Mughal emperor Akbar, who ruled from 1556 to 1605. Akbar was illiterate and could not read, but he enjoyed having the book read aloud to him.

What is the connection between literacy and health? How do illiteracy and language barriers impact access to health care? What role can pictures play?

Possibilities include: Literacy improves access to health care and health outcomes. It can help people make appointments, read prescriptions and learn about side effects, keep records about their health, and more.

Illiteracy and language barriers make those tasks difficult to impossible. Pictures communicate ideas without words; they can reach people who are illiterate, or who know a language that is different from language of the healthcare system.



8. Emperor Akbar divided the empire into six zones, with one person in charge of each zone. Five of the six people in charge were Akbar’s physicians, which suggests health care was important. These five physicians were all men, including Hakim Human, who was the court physician and Shaikh Fayzi, who was also a poet known to give free health care to people in poverty.

In the painting, the doctor is surrounded by objects, including a mortar and pestle. The doctor may be ready to prepare medicine for his patients. There were different types of medicines, including powders, pastes, and syrups.

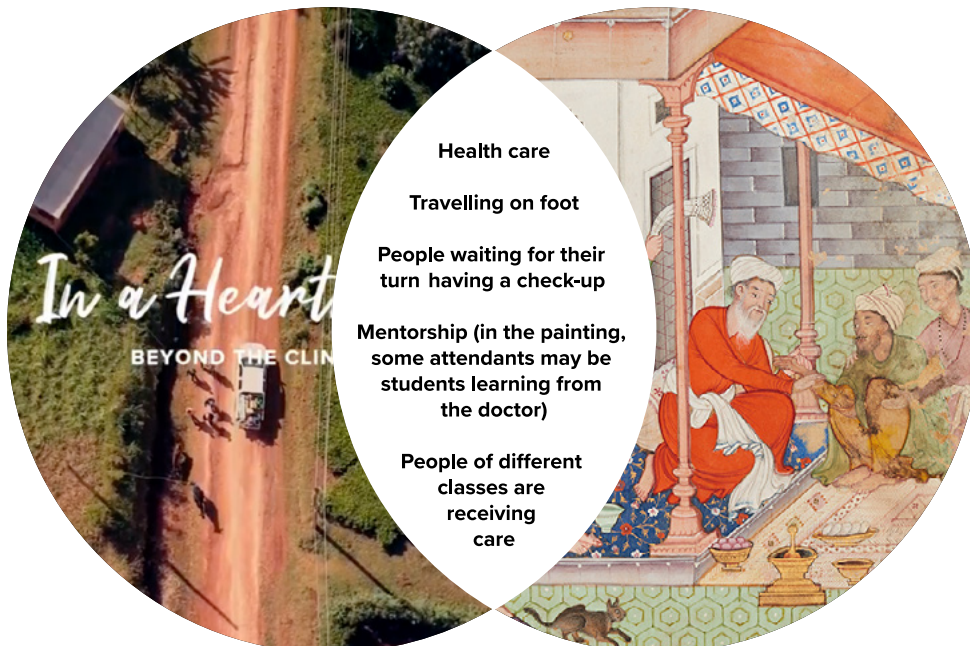
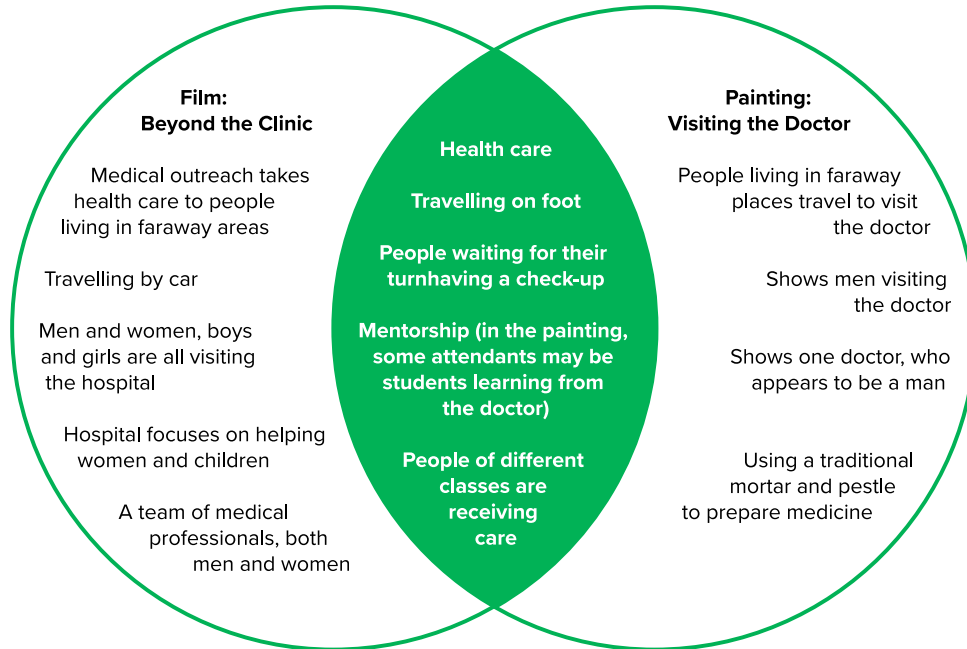
The painting presents an opportunity to talk about gender, class, and health care. [There are Mughal paintings that show women](#) serving as midwives and nurses, holding babies, and attending mothers in palace birth scenes of princes. There is not much information about health services performed by and for women during Akbar’s time. Overall, women would have faced more challenges accessing health care, especially if they were illiterate, living in remote areas, experiencing poverty, and/or caring for children and elders.

When Akbar’s son, Jahangir, came to the throne, he ordered the building of hospitals in large cities, at the government’s expense. There are records that show that the government paid for people’s salaries and for the distribution of medicine.

## Connect and Do



1. Invite students to reflect: Think about the video, “Beyond the Clinic” and the painting, “Visiting the Doctor.” What similarities are there between the story in the film and the story in the painting? What differences are there? Organize your ideas using a Venn Diagram. It is important to note that the painting is an illustration and may not be a realistic portrayal of society in its place and time. We are using it here as a point of comparison, to explore the topic of health and well-being more deeply. Possibilities include the ideas below.





## Visiting the Doctor

**Folio from a Manuscript of the Ethics of Nasir (Akhlāq-i Nasiri)**

**Accession Number:** AKM288.3

**Creator: Artist (painter attributed):**

Tulsi Kalan, Indian,  
flourished ca. 1560–1600

**Author:** Nasir al-Din Tusi, Persian,  
1201 - 1274

**Created for:** Nasir al-Din `Abd al-Rahim

**Place:** Pakistan, Lahore

**Dimensions:** 23.9 cm × 14.2 cm

**Date:** ca. 1590-1595

**Materials and Technique:**

Opaque watercolour, ink and gold on paper

# Lesson 5

## Aga Khan Museum Spotlight: Pharmacy Jars (Albarelli)

### Materials

- Pencils and paper
- Any way of recording ideas
- An image of the Aga Khan Museum's objects, [Pharmacy Jars \(Albarelli\)](#) on [page 32](#)

### Procedure

#### Do



1. Show students the image of the albarelli, with no title or other information. Have students follow the contours—or outline—of the objects with their eyes or fingers.



2. Using pencil and paper, have students sketch the objects, focusing on their contours, not the designs. To challenge students and encourage them to sketch slowly, invite them to draw with their non-dominant hand, or invite them to make a continuous line drawing.

When you make a continuous line drawing, you do not lift your pencil or pen from the page until you are done. A continuous line drawing is one that keeps going and going, without any breaks.



3. After they have finished sketching the contours, have students shift focus to the designs. Invite students to choose a few designs and sketch them anywhere on the page, or on a separate piece of paper if they desire more space.

#### Think



1. Facilitate a discussion around the objects, inviting students to reflect on the information and questions below.



2. What did you notice about these objects as you were drawing them?

Possibilities include: They are tall and cylindrical, have openings, and the sides curve inwards. There are flowers, vines, and birds. Some students may recognize the fleur-de-lis, which is associated with several European countries, especially France. The fleur-de-lis also appears on the flag of Québec.



3. What material do you think was used to make these objects?

They are ceramic, made of clay heated to a high temperature. In this case, the *albarelli* are fritware; the clay has been mixed with other ingredients, primarily ground quartz and glass.



4. How do you think these objects might have been used? What clues do you see that make you say that?

Answers will vary.



5. These two objects are pharmacy jars, known as *albarelli*, and they are over 500 years old. They were used to hold or store dry medicines or medicinal ingredients, not liquids. When you were sketching the contours, did you notice how the sides of the jars curve inwards? They were made that way to make them easier to hold. The openings at the top are also wide, to make it easy to access the medicine inside.



6. The designs that you sketched give us information too. There are flying birds, as well as flowers and leaves attached to scrolling and spiralling vines. These designs are common in Islamic art. These *albarelli* were made in Syria and are typical of Syrian wares inspired by Chinese and Persian ceramics. This shows how art and ideas were shared across cultures.



7. When you were sketching the designs, did you notice the fleur-de-lis on both jars? The fleur-de-lis is a symbol or emblem associated with many European countries, especially France. This fleur-de-lis design is most likely the coat-of-arms of Florence. So, these *albarelli* were probably made in Syria, but for Italian customers. This shows how—even 500 years ago—Asia and Europe were connected through trade.



8. When you need medicine, how do you get it? 500 years ago, if you wanted medicine, you might have visited an apothecary. An apothecary was someone who prepared and sold medicine, like a modern-day pharmacist. Inside the apothecary's shop, you might have seen *albarelli* on the shelves. The apothecary would have emptied the contents of a jar into another container, then prepared your medicine. Medicine was made from natural ingredients found in the environment, like garlic for stomach trouble, juniper or pine needles for skin irritations, and cardamom for nausea and vomiting. Apothecary shops also sold other items, like wax, sweets, spices, and soap.

## Connect



1. Invite students to reflect: What connections can you make between these objects and the [Beyond the Clinic – In a Heartbeat](#) film and Sustainable Development Goal 3, Good Health and Well-Being?

Possibilities include: Medicine and its storage and distribution.



2. Invite students to reflect: **Traditional medicine** is based on the theories, beliefs, and experiences of different cultures. It includes the knowledge, skills, and practices used to take care of people’s health. Herbal medicines are the most popular type of traditional medicine. In 2009, in some parts of Africa and Asia, [80% of the population](#)<sup>11</sup> depended on traditional medicine as the primary source of health care<sup>11</sup>. What are some traditional medicines used today? How can traditional medicines help achieve Sustainable Development Goal 3, Good Health and Well-Being?

Allow students time to research and return with ideas.

<sup>11</sup> “Potential of Traditional Medicine Should be Fostered, Economic and Social Council President Tells Panel on Attaining Millennium Development Goals in Public Health.” [United Nations: Meetings Coverage and Press](#). Accessed 29 September 2021.



## Pharmacy Jars (Albarelli)

**Accession Number:** AKM567 and AKM568

**Place:** Syria

**Dimensions:** AKM567: diameter 49.4 cm, height 32 cm

AKM568: diameter 49.4 cm, height 30.7 cm

**Date:** 15<sup>th</sup> century

**Materials and Technique:** fritware, underglaze-painted



# Extend Your Learning

## Canada and the Global Goals

### Materials

- Any way of recording ideas
- *Stress and Self-Care* handout on [page 34](#) (one per student)

### Background Information

- In Canada, the Minister of Children, Families, and Social Development is responsible for leading the country’s efforts towards the Sustainable Development Goals, working collaboratively with all other ministers and their departments.
- The Government of Canada has identified “Ambitions” and “Targets” for all 17 Sustainable Development Goals (SDGs). You can find these ambitions and targets in the [Canadian Indicator Framework \(CIF\) for the Sustainable Development Goals Data Hub](#).
- For Goal 3, Good Health and Well-Being, one Ambition is for Canadians to “have healthy and satisfying lives.”

### Procedure



1. Invite students to reflect: Life is always full of challenges. Now that we are living through a pandemic, life is even more challenging. Health has many dimensions—mind, body, spirit, relationships, and more. What challenges exist in your life? How do you cope with stress? What support do you need from others and from the community?



2. Give students the *Stress and Self-Care* handout and review the instructions. Give students permission to respond in whatever way feels right for them—writing, drawing, making a video or audio recording, using different languages, etc. To relieve stress, reassure students that they will not have to share their ideas unless they want to, and that this task will not be graded.

NAME:

DATE:

## Stress and Self-Care

What challenges exist in your life? Or what creates stress for you?

Jot your ideas in the space outside the boxes.



How do you take care of your mind?  
What support do you need from others?



How do you take care of your body?  
What support do you need from others?



How do you take care of your spirit?  
What support do you need from others?

# Glossary

**Aga Khan Development Network (AKDN):** A global family of development agencies with individual mandates that address the social, economic, and cultural dimensions of development. AKDN works in over 30 countries around the world, enhancing and promoting agriculture and food security, architecture, culture, education, environmental stewardship, financial inclusion, health, industry, infrastructure, media, music, tourism, and more.

**Aga Khan Foundation Canada (AKFC):** A non-denominational international development organization and registered Canadian charity. AKFC works in 15 countries in Africa and Asia, tackling the root causes of poverty through a holistic, sustainable, and interconnected set of programs. AKFC programs promote the empowerment of women and girls, and invest in health and nutrition, education, economic inclusion, agriculture and food security, early childhood development, and civil society. In Canada, AKFC empowers the public to learn about global development, channels skills and expertise to support its work overseas, and promotes learning and exchange within the development sector. Since 1980, AKFC has improved millions of lives in Africa and Asia, with the support of the Government of Canada and thousands of individual Canadians. It is an agency of the global **Aga Khan Development Network (AKDN)**.

**Aga Khan Museum (AKM):** A museum located in Toronto, Ontario, Canada that showcases the art, culture, and contributions of Muslim civilizations. With a collection of over 1,200 objects – hailing from Afghanistan, China, Egypt, India, Iran, Pakistan, Turkey, and more—the AKM aims to educate, inspire, and connect cultures through art. It is an agency of the global Aga Khan Development Network (AKDN).

**Albarello (plural, albarelli):** A ceramic, cylindrical pharmaceutical jar.

**Antenatal care:** Preventative health care for women who are pregnant, including nutrition, immunization, medicines to prevent disease, social and emotional support, education around healthy behaviours, as well as warning signs during pregnancy and childbirth. Antenatal care is also known as prenatal care.

**eHealth:** An approach to health care that includes health services and health information delivered or improved by the Internet and related technologies. For example, if you are sick and consult your doctor using a video conferencing platform like Zoom, that is an eHealth service.

**Folio:** In this context, one page, or sheet, or leaf of a *manuscript*. The front of the folio is referred to as the recto, while the back of the folio is referred to as the verso.

**Global Goals:** Another name for the **Sustainable Development Goals (SDGs)**, adopted by the **United Nations** in 2015—a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected.

**Greenhouse gas:** A gas that warms Earth’s atmosphere, because it absorbs solar heat reflected by the surface of the Earth. Examples of greenhouse gases are carbon dioxide, methane, ozone, and water vapor.

**Manuscript:** Meaning “handwritten,” in this context, a book written by hand.

**Mughals:** Muslims who formed an empire in South Asia that lasted from 1526 to 1857, but which started to decline in 1707. At its peak, it spanned modern-day India, Pakistan, and large parts of Afghanistan and Bangladesh.

**Pandemic:** An outbreak of infectious disease over a wide geographical area, spreading across several countries or continents, usually affecting many people.

# Glossary

**Renewable resources:** Resources that replenish themselves naturally and will not run out. They also produce clean energy, which means fewer greenhouse gas emissions and less pollution that contribute to climate change. Wind energy and solar energy are two examples of renewable resources.

**Sustainable development:** Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

**Sustainable Development Goals (SDGs):** In 2015, the *United Nations* adopted the Sustainable Development Goals (SDGs) – a universal call to action to end poverty, protect the planet, and ensure that all people enjoy peace and prosperity by 2030. There are 17 SDGs. They balance social, economic, and environmental sustainability and are interconnected. The SDGs are also known as the **Global Goals**.

**Traditional medicine:** Based on the theories, beliefs, and experiences of different cultures. It includes the knowledge, skills, and practices used to take care of people's health. Herbal medicines are the most popular type of traditional medicine.

**United Nations:** An international organization founded in 1945. Currently made up of 193 Member States, it is where the nations of the world gather to discuss common problems and find shared solutions that benefit all of humanity.

# Resources for Your Classroom

## Videos



*Clickable thumbnails*



### [The Global Goals YouTube Channel](#)

This channel features short videos about the United Nations Sustainable Development Goals (SDGs), in multiple languages, including French. There are playlists for each of the 17 Sustainable Development Goals. Videos feature live action, animation, or a combination of both. Some videos feature celebrity appearances, including Emma Watson, Serena Williams, and Malala Yousafzai.



### [The Global Goals Goal 3: Good Health Playlist](#)

This playlist features short videos about United Nations Sustainable Development Goal (SDG) 3, Good Health and Well-Being. Videos focus on healthcare systems, infectious diseases, and access to clean water and sanitation. Some videos feature the vlogbrothers, Hank and John Green.



### [Toolkit Tutorial Video](#)

To make the most of this toolkit, you can watch this short tutorial video which provides an overview of how best to use this toolkit in your classroom.



### [Artefact Video: Visiting the Doctor folio](#)

This is a video about the Visiting the Doctor folio, providing important historical context about the artefact.



### [Building Blocks – In a Heartbeat \(4:16\)](#)

This Aga Khan Foundation Canada (AKFC) film is set in Kisii County, Kenya. It features Dr. Nyabera Omari, medical officer of health, sharing recent improvements made to Kenyena Hospital, including an operating theatre and renovations to the maternity wing.



### [The Volunteers – In a Heartbeat \(4:40\)](#)

This Aga Khan Foundation Canada (AKFC) film is set in Mwanza, Tanzania and Kilifi, Kenya. It features Joyce Nyanda and Nelly Mwasuga, community health volunteers who visit and educate their neighbours about maternal and child health, providing lifesaving information.

# Resources for Your Classroom

## Videos



### **[The Island Doctor – In a Heartbeat](#)** (3:43)

This Aga Khan Foundation Canada (AKFC) film is set on Ukerewe Island, Tanzania. It features Dr. Ng'Wasi Simiyu, head of the maternity ward at the only hospital on the island. Sometimes patients must be sent to the mainland for treatment. Thanks to new training and equipment, Dr. Simiyu can provide more specialized care to women and children on the island, and mentor her colleagues at the hospital.



### **[Reporting for Duty – In a Heartbeat](#)** (4:39)

This Aga Khan Foundation Canada (AKFC) film is set in Pemba, Mozambique. It features Olga Albino, who has dreamed of being a nurse since she was a child. She has recently graduated from the Pemba Nursing School, with a goal to save the lives of women and newborns.



### **[Breaking Barriers – In a Heartbeat](#)** (4:11)

This Aga Khan Foundation Canada (AKFC) film is set in Gulmit, Pakistan. It features Razia Begum, a Lady Health Visitor who educates pregnant women, completes prenatal and postnatal check-ups, and more to improve the health of women and children in her community.

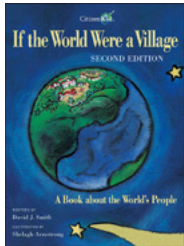


### **[Starting the Conversation – In a Heartbeat](#)** (3:17)

This Aga Khan Foundation Canada (AKFC) film is set in Namuno, Mozambique. It features Teresa Joaquim Jorge, a trained youth peer mentor. Teresa works with a team to educate adolescents about sexual health and rights and responsibilities, including topics like gender equality, premature marriages, early pregnancies, contraception, and sexually transmitted infections.

# Resources for Your Classroom

## Publications

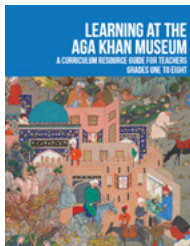


### [If the World Were a Village](#)

**By: David J. Smith**

Kids Can Press (32 pages)

This best-selling advanced picture book is a classic, translated into 17 languages. It imagines the world's population as a village of 100 people. In an easy-to-grasp way, it explores the statistical breakdown of where people live, what languages they speak, religion, education, money, access to food and water, and more.

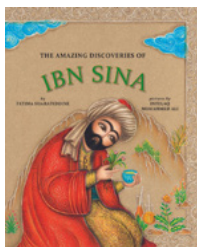


### [Learning at the Aga Khan Museum: A Curriculum Resource Guide for Teachers Grade One to Eight](#)

**By: Patricia Bentley, Ruba Kana'an, et al**

(160 pages)

This free, downloadable resource features lesson plans and activities for primary, junior, and intermediate learners. Lessons and activities explore paintings, three-dimensional objects, and performing arts, making cross-curricular connections to dance, drama, music, visual arts, language arts, math, science, and social studies.

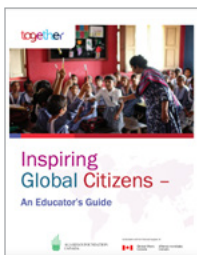


### [The Amazing Discoveries of Ibn Sina](#)

**By: Fatima Sharafeddine**

Groundwood Books (32 pages)

This advanced picture book features the story of Ibn Sina (980-1037), a Muslim, and one of the greatest philosophers, scientists, and physicians of his time and beyond. Ibn Sina made significant discoveries, especially in the field of medicine. His most famous work is The Canon of Medicine, five volumes used in universities for centuries. The Aga Khan Museum has copies of volumes 4 and 5, produced 15 to 36 years after Ibn Sina's death.



### [Inspiring Global Citizens: An Educator's Guide](#)

Aga Khan Foundation Canada (58 pages)

This resource is intended for use by teachers of intermediate and secondary school grades to support education about global development and related themes such as global citizenship. The activities included in the resource are designed to assist students in increasing their understanding of the interconnectedness of the world, of the factors contributing to global inequalities, and of some effective and sustainable ways to help reduce global poverty. It is hoped that students will be inspired to take action to make their own contribution to improving lives everywhere.

# Resources for Your Classroom

## Websites



*Clickable thumbnails*



### [The Global Goals](#)

This website was designed to promote the United Nations Sustainable Development Goals (SDGs) to end extreme poverty, fight inequality and injustice, and fix climate change. It includes information about the 17 goals and campaigns from around the world, news, resources, ways to take action, and lesson plans and activities.



### [United Nations Sustainable Development Goals](#)

Goal 3: Good Health and Well-Being. This webpage features a subject brief, infographics, point-form facts and figures, a list of the 2030 targets, and links to reliable resources.



### [Aga Khan Museum Collection](#)

Here you can browse the Aga Khan Museum's collection of objects from Muslim civilizations across time and geography. For health-related objects, try a keyword search for "health" or "medicine."



### [Government of Canada: Sustainable Development Goals Data Hub](#)

Hosted by Statistics Canada, this is the central place for tracking Canada's progress towards the 17 Sustainable Development Goals (SDG) on a global level.



### [Canadian Indicator Framework \(CIF\) for the Sustainable Development Goals Data Hub](#)

Hosted by Statistics Canada, this site features the 17 Sustainable Development Goals (SDGs), Canadian Ambitions, Targets, related data and charts.



### [Saskatchewan Council for International Cooperation \(SCIC\)](#)

Online Education Resources SDG 3: Good Health and Well-Being. This website features lessons and activities that support the goal of good health and well-being, including COVID-19 "time capsule worksheets."



# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Alberta

<b>Grade 6</b>	<b>Art</b> • Reflection			
<b>Grade 7</b>	<b>Art</b> • Encounters			
<b>Grade 8</b>	<b>Art</b> • Encounters			
<b>Grade 9</b>	<b>Art</b> • Encounters			
<b>Grade 10</b>	<b>Art 10</b> • Encounters	<b>Art 11</b> • Appreciation	<b>Social Studies 10-1</b> • Perspectives on Globalization	<b>Social Studies 10-2</b> • Living in a Globalizing World
<b>Grade 11</b>	<b>Art 20</b> • Encounters		<b>Art 21</b> • Appreciation	
<b>Grade 12</b>	<b>Art 30</b> • Encounters		<b>Art 31</b> • Appreciation	

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### British Columbia

<b>Grade 6</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Reasoning and Reflecting</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Global poverty and inequality issues, including class structure and gender</li> <li>• International co-operation and responses to global issues</li> </ul>	
<b>Grade 7</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Reasoning and Reflecting</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> </ul>	
<b>Grade 8</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Reasoning and Reflecting</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Changes in population and living standards</li> </ul>	
<b>Grade 9</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Connecting and Expanding</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Global demographic shifts, including patterns of migration and population growth</li> </ul>	
<b>Grade 10</b>	<b>Arts Studio</b> <ul style="list-style-type: none"> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> </ul>	<b>Studio Arts 2D</b> <ul style="list-style-type: none"> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 3D</b> <ul style="list-style-type: none"> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Environmental, political, and economic policies</li> </ul>
<b>Grade 11</b>	<b>Arts Studio</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> </ul>	<b>Studio Arts 2D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 3D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> </ul>	<b>Social Studies</b> <b>Adapted from Grade 12</b> <ul style="list-style-type: none"> <li>• Asian Studies: 1850-present</li> <li>• Comparative Cultures</li> <li>• Human Geography</li> <li>• Physical Geography</li> <li>• Social Justice</li> </ul>
<b>Grade 12</b>	<b>Arts Studio</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 2D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 3D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Asian Studies: 1850-present</li> <li>• Comparative Cultures</li> <li>• Human Geography</li> <li>• Physical Geography</li> <li>• Social Justice</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Manitoba

<b>Grade 6</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Responding</li> </ul>	<b>Social Studies:</b> <b>Canada: A Country of Change (1867 to Present)</b> <ul style="list-style-type: none"> <li>• Shaping Contemporary Canada (1945 to Present)</li> <li>• Democracy, diversity, and the Influence of the Past</li> </ul>
<b>Grade 7</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Responding</li> </ul>	<b>Social Studies:</b> <b>People and Places in the World World Geography</b> <ul style="list-style-type: none"> <li>• Global Quality of Life</li> <li>• Ways of Life in Asia, Africa, or Australasia</li> <li>• Human Impact in Europe or the Americas</li> </ul>
<b>Grade 8</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Responding</li> </ul>	<b>Social Studies:</b> <b>World History: Societies of the Past</b> <ul style="list-style-type: none"> <li>• Transition to the Modern World (Circa 500 to 1400)</li> <li>• Shaping the Modern World (Circa 1400 to 1850)</li> </ul>
<b>Grade 9</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Responding</li> </ul>	<b>Social Studies:</b> <b>Canada in the Contemporary World</b> <ul style="list-style-type: none"> <li>• Canada in the Global Context</li> <li>• Canada: Opportunities and Challenges</li> </ul>
<b>Grade 10</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Responding</li> </ul>	<b>Social Studies:</b> <b>Geographic Issues of the 21<sup>st</sup> Century</b> <ul style="list-style-type: none"> <li>• Geographic Literacy</li> <li>• Natural Resources</li> <li>• Food from the Land</li> <li>• Industry and Trade</li> </ul>
<b>Grade 11</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Responding</li> </ul>	
<b>Grade 12</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Connecting</li> <li>• Responding</li> </ul>	<b>Social Studies:</b> <b>Global Issues: Citizenship and Sustainability</b> <ul style="list-style-type: none"> <li>• Climate Change</li> <li>• Environment</li> <li>• Gender</li> <li>• Health and Biotechnology</li> <li>• Poverty, Wealth, and Power</li> <li>• Social Justice and Human Rights</li> <li>• Sustainable Agriculture</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### New Brunswick

<b>Grade 6</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Social Studies 6: World Cultures</b> <ul style="list-style-type: none"> <li>• An Introduction to Culture</li> <li>• Environment and Culture</li> <li>• Some Elements of Culture</li> <li>• Expressions of Culture</li> <li>• World Issues</li> </ul>	
<b>Grade 7</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>		
<b>Grade 8</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Social Studies: Atlantic Canada in the Global Community</b> <ul style="list-style-type: none"> <li>• Interdependence</li> </ul>	
<b>Grade 9</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Social Studies: Canadian Identities</b> <ul style="list-style-type: none"> <li>• Students will explore social responsibility</li> </ul>	
<b>Grade 10</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>		
<b>Grade 11</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>		
<b>Grade 12</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>World Issues 120</b> <ul style="list-style-type: none"> <li>• Humanity</li> <li>• Interdependence</li> <li>• Geopolitics</li> </ul>	<b>Introduction to Environmental Science 120</b> <ul style="list-style-type: none"> <li>• Sustainable Development</li> <li>• Investigating Environmental Issues</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Newfoundland and Labrador

<b>Grade 6</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Social Studies: World Cultures</b> <ul style="list-style-type: none"> <li>• An Introduction to Culture</li> <li>• Environment and Culture</li> <li>• Some Elements of Culture</li> <li>• Expressions of Culture</li> <li>• World Issues</li> </ul>
<b>Grade 7</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Social Studies: Empowerment</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Economic Empowerment</li> </ul>
<b>Grade 8</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	
<b>Grade 9</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Design</li> <li>• Cinematic Arts</li> </ul>	
<b>Grade 10</b>	<b>Visual Arts 1202</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Social Studies 1201/1202</b> <ul style="list-style-type: none"> <li>• Power, Active Citizenship, and Change</li> <li>• Individual Rights and the Common Good</li> </ul>
<b>Grade 11</b>	<b>Visual Arts 2202</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Social Studies 2201/2202</b> <ul style="list-style-type: none"> <li>• Conflict, Cooperation, and Change</li> </ul>
<b>Grade 12</b>	<b>Visual Arts 3202</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Social Studies 3201</b> <ul style="list-style-type: none"> <li>• Quality of Life</li> <li>• Political Economy</li> <li>• Population Change</li> <li>• Human-Environmental Interaction</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Nova Scotia

<b>Grade 6</b>	<b>Visual Arts 6</b> <ul style="list-style-type: none"> <li>• Expression</li> </ul>	<b>Social Studies 6: World Cultures</b> <ul style="list-style-type: none"> <li>• An Introduction to Culture</li> <li>• Environment and Culture</li> <li>• Some Elements of Culture</li> <li>• Expressions of Culture</li> <li>• World Issues</li> </ul>		
<b>Grade 7</b>	<b>Visual Arts 7</b> <ul style="list-style-type: none"> <li>• Communicating Meaning</li> <li>• Culture and Identity</li> </ul>			
<b>Grade 8</b>	<b>Visual Arts 8</b> <ul style="list-style-type: none"> <li>• Communicating Meaning</li> <li>• Culture and Identity</li> </ul>	<b>Social Studies 8: A Changing Canadian Society</b> <ul style="list-style-type: none"> <li>• Forms of Advocacy</li> <li>• Causes of a Current Issue</li> <li>• Impacts of a Current Issue</li> <li>• Effectiveness of Advocacy</li> </ul>		
<b>Grade 9</b>	<b>Visual Arts 9</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Citizenship</b> <ul style="list-style-type: none"> <li>• Engaged Citizenship</li> <li>• Global Citizenship</li> </ul>		
<b>Grade 10</b>	<b>Visual Arts 10</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Geography 10</b> <ul style="list-style-type: none"> <li>• Geographic Perspective</li> <li>• Land Environment</li> <li>• Atmospheric Environment</li> <li>• Spaceship Earth</li> </ul>	<b>History 10</b> <ul style="list-style-type: none"> <li>• Religion and Civilizations</li> </ul>	
<b>Grade 11</b>	<b>Visual Arts 11</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Advanced Visual Arts 11</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Geography of Canada 11</b> <ul style="list-style-type: none"> <li>• Global Links</li> </ul>	
<b>Grade 12</b>	<b>Visual Arts 12</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Advanced Visual Arts 12</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving and Responding</li> </ul>	<b>Global/Advanced Global Geography 12</b> <ul style="list-style-type: none"> <li>• Planet Earth</li> <li>• Population</li> <li>• Resources and Commodities</li> </ul>	<b>History/Advanced Global History 12</b> <ul style="list-style-type: none"> <li>• The Challenge of Economic Disparity</li> <li>• The Pursuit of Justice</li> <li>• Societal Change</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Northwest Territories

<b>Grade 6</b>	<b>Visual Arts: Identity</b> • Critical/Responsive • Cultural/Historical			
<b>Grade 7</b>	<b>Visual Arts: Place</b> • Critical/Responsive • Cultural/Historical			
<b>Grade 8</b>	<b>Visual Arts: Social Issues</b> • Critical/Responsive • Cultural/Historical		<b>Social Studies</b> • The Changing World	
<b>Grade 9</b>	<b>Visual Arts: Taking Action</b> • Critical/Responsive • Cultural/Historical			
<b>Grade 10</b>	<b>Art 10</b> • Encounters	<b>Art 10</b> • Appreciation	<b>Social Studies 10-1</b> • Perspectives on Globalization	<b>Social Studies 10-2</b> • Living in a Globalizing World
<b>Grade 11</b>	<b>Art 20</b> • Encounters		<b>Art 21</b> • Appreciation	
<b>Grade 12</b>	<b>Art 20</b> • Encounters		<b>Art 21</b> • Appreciation	

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Nunavut

Grade 6	
Grade 7	
Grade 8	<b>Social Studies</b> <ul style="list-style-type: none"><li>• The Changing World</li></ul>
Grade 9	
Grade 10	
Grade 11	
Grade 12	



# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Ontario

<b>Grade 6</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> <li>• Exploring Forms and Cultural Contexts</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• People and Environments: Canada's Interactions with the Global Community</li> </ul>	
<b>Grade 7</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> <li>• Exploring Forms and Cultural Contexts</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Physical Patterns in a Changing World</li> <li>• Natural Resources Around the World: Use and Sustainability</li> </ul>	
<b>Grade 8</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> <li>• Exploring Forms and Cultural Contexts</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Global Settlement: Patterns and Sustainability</li> <li>• Global Inequalities: Economic Development and Quality of Life</li> </ul>	
<b>Grade 9</b>	<b>Visual Arts AVI10</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> </ul>			
<b>Grade 10</b>	<b>Visual Arts AVI20</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> </ul>			
<b>Grade 11</b>	<b>Visual Arts AVI30/M</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> </ul>		<b>Gender Studies HSG3M</b>	
<b>Grade 12</b>	<b>Visual Arts AVI4E/M</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> </ul>	<b>Equity and Social Justice: From Theory to Practice HSE4M</b>	<b>World Cultures HSC4M</b>	<b>World Issues: A Geographic Analysis CGW4C/U</b>
	<b>World Geography: Urban Patterns and Population Issues CGU4M</b>	<b>The Environment and Resource Management CGR4M</b>	<b>Living in a Sustainable World CGR4E</b>	

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Prince Edward Island

<b>Grade 6</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Reflecting, Responding, and Analyzing</li> <li>• Exploring Forms and Cultural Contexts</li> </ul>	<b>Social Studies: World Cultures</b> <ul style="list-style-type: none"> <li>• Citizenship, Power, and Governance</li> <li>• People, Place, and Environment</li> <li>• Culture and Diversity</li> <li>• Interdependence</li> </ul>
<b>Grade 7</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Social Studies: Empowerment</b> <ul style="list-style-type: none"> <li>• Introduction to Empowerment</li> <li>• Economic Empowerment</li> </ul>
<b>Grade 8</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	
<b>Grade 9</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Social Studies: Interdependence – Atlantic Canada in the Global Community</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Culture in the Global Community</li> <li>• Environment in the Global Community</li> <li>• Human Rights in the Global Community</li> <li>• Citizenship in the Global Community</li> </ul>
<b>Grade 10</b>	<b>Visual Arts 401A</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Canadian Studies 401A</b> <ul style="list-style-type: none"> <li>• Canada's Global Connections</li> </ul>
<b>Grade 11</b>	<b>Visual Arts 501A</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> </ul>	<b>Global Studies 521/531A</b> <ul style="list-style-type: none"> <li>• Physical Patterns of the World</li> <li>• Cultural Patterns of the World</li> </ul>
<b>Grade 12</b>	<b>Visual Arts 601/621A</b> <ul style="list-style-type: none"> <li>• Understanding and Connecting Contexts of Time, Place, and Community</li> <li>• Perceiving, Reflecting, and Responding</li> <li>• Message/Voice Unit MV12.4 demonstrate an understanding of how their artwork can support the values and principles of sustainable development in our world</li> </ul>	<b>Global Studies 621/631A</b> <ul style="list-style-type: none"> <li>• What is a Global Issue?</li> <li>• What are the Issues?</li> <li>• Active Citizenship – What Can I Do?</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Quebec

<b>Grade 6</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>Competency 3: To appreciate works of art, traditional artistic objects</li> </ul>	<b>Social Sciences: Geography</b> <ul style="list-style-type: none"> <li>Competency 3: To be open to the diversity of societies and their territories</li> </ul>		
<b>Grade 7</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>Competency 3: Appreciates works of art and cultural objects from world's artistic heritage</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Competency 3: Constructs consciousness of global citizenship</li> </ul>		
<b>Grade 8</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>Competency 3: Appreciates works of art and cultural objects from world's artistic heritage</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Competency 3: Constructs consciousness of global citizenship</li> </ul>		
<b>Grade 9</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>Competency 3: Appreciates images</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Competency 3: Constructs consciousness of global citizenship</li> </ul>		
<b>Grade 10</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>Competency 3: Appreciates images</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Competency 3: Constructs consciousness of global citizenship</li> </ul>		
<b>Grade 11</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>Competency 3: Appreciates images</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>Competency 3: Constructs consciousness of global citizenship</li> </ul>	<b>Cultural Geography</b> <ul style="list-style-type: none"> <li>African area</li> <li>Indian area</li> </ul>	<b>The Contemporary World</b> <ul style="list-style-type: none"> <li>Environment</li> <li>Population</li> <li>Wealth</li> </ul>
<b>Grade 12</b>	<b>CÉGEP</b>			

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Saskatchewan

<b>Grade 6</b>	<b>Visual Arts: Identity</b> <ul style="list-style-type: none"> <li>• Critical/Responsive</li> <li>• Cultural/Historical</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Canada and Our Atlantic Neighbours</li> </ul>	
<b>Grade 7</b>	<b>Visual Arts: Place</b> <ul style="list-style-type: none"> <li>• Critical/Responsive</li> <li>• Cultural/Historical</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Canada and Our Pacific and Northern Neighbours</li> </ul>	
<b>Grade 8</b>	<b>Visual Arts: Social Issues</b> <ul style="list-style-type: none"> <li>• Critical/Responsive</li> <li>• Cultural/Historical</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• The Individual in Canadian Society</li> </ul>	
<b>Grade 9</b>	<b>Visual Arts: Taking Action</b> <ul style="list-style-type: none"> <li>• Critical/Responsive</li> <li>• Cultural/Historical</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• The Roots of Society</li> </ul>	
<b>Grade 10</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Critical/Responsive</li> <li>• Cultural/Historical</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>• Climate Regions and Their Effects</li> <li>• Economic Geography</li> <li>• Population</li> </ul>	
<b>Grade 11</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Critical/Responsive</li> <li>• Cultural/Historical</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Population</li> <li>• Environment</li> <li>• Wealth and Poverty</li> </ul>	<b>Geography</b>
<b>Grade 12</b>	<b>Visual Arts</b> <ul style="list-style-type: none"> <li>• Critical/Responsive</li> <li>• Cultural/Historical</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Globalization</li> </ul>	<b>Geography</b> <ul style="list-style-type: none"> <li>• The Geography of Population</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### Yukon

<b>Grade 6</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Reasoning and Reflecting</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Global poverty and inequality issues, including class structure and gender</li> <li>• International co-operation and responses to global issues</li> </ul>	
<b>Grade 7</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Reasoning and Reflecting</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources</li> </ul>	
<b>Grade 8</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Reasoning and Reflecting</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Changes in population and living standards</li> </ul>	
<b>Grade 9</b>	<b>Arts Education</b> <ul style="list-style-type: none"> <li>• Exploring and Creating</li> <li>• Connecting and Expanding</li> </ul>		<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Global demographic shifts, including patterns of migration and population growth</li> </ul>	
<b>Grade 10</b>	<b>Arts Studio</b> <ul style="list-style-type: none"> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> </ul>	<b>Studio Arts 2D</b> <ul style="list-style-type: none"> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 3D</b> <ul style="list-style-type: none"> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Environmental, political, and economic policies</li> </ul>
<b>Grade 11</b>	<b>Arts Studio</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> </ul>	<b>Studio Arts 2D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 3D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> </ul>	<b>Social Studies</b> <b>Adapted from Grade 12</b> <ul style="list-style-type: none"> <li>• Asian Studies: 1850-present</li> <li>• Comparative Cultures</li> <li>• Human Geography</li> <li>• Physical Geography</li> <li>• Social Justice</li> </ul>
<b>Grade 12</b>	<b>Arts Studio</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 2D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Studio Arts 3D</b> <ul style="list-style-type: none"> <li>• Explore and Create</li> <li>• Reason and Reflect</li> <li>• Communicate and Document</li> <li>• Connect and Expand</li> </ul>	<b>Social Studies</b> <ul style="list-style-type: none"> <li>• Asian Studies: 1850-present</li> <li>• Comparative Cultures</li> <li>• Human Geography</li> <li>• Physical Geography</li> <li>• Social Justice</li> </ul>

# Appendix



## Curriculum Connections Across Canada + International Baccalaureate (IB)

### International Baccalaureate (IB)

<b>Grade 6</b>	<b>Middle Years Programme (MYP)</b> <ul style="list-style-type: none"><li>• Arts</li><li>• Individuals and Societies</li></ul>
<b>Grade 7</b>	
<b>Grade 8</b>	
<b>Grade 9</b>	
<b>Grade 10</b>	<b>Diploma Programme (DP)</b> <ul style="list-style-type: none"><li>• Visual Arts, SL/HL</li><li>• Geography, SL/HL</li><li>• Global Politics, SL/HL</li><li>• Social and Cultural Anthropology, SL/HL</li><li>• Environmental Systems and Societies, SL</li></ul>
<b>Grade 11</b>	
<b>Grade 12</b>	

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