Teaching the Sustainable Development Goals Through Art

Goal 5: Gender Equality

Grades 6 to 12

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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 "Layla and Majnun in School", folio from a manuscript of Khamseh (Quintet), Iran, 1526
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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[1]. **More than 700 million people** were living in extreme poverty (less than $1.90 a day)[2], the majority of whom were in Africa and Asia. The COVID-19 pandemic will push an estimated **71 million more people** into extreme poverty[3].

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.

1 Nearly Half the World Lives on Less than $5.50 a Day." _The World Bank_. Accessed 19 November 2021.

2 Nearly Half the World Lives on Less than $5.50 a Day." _The World Bank_, Accessed 19 November 2021.

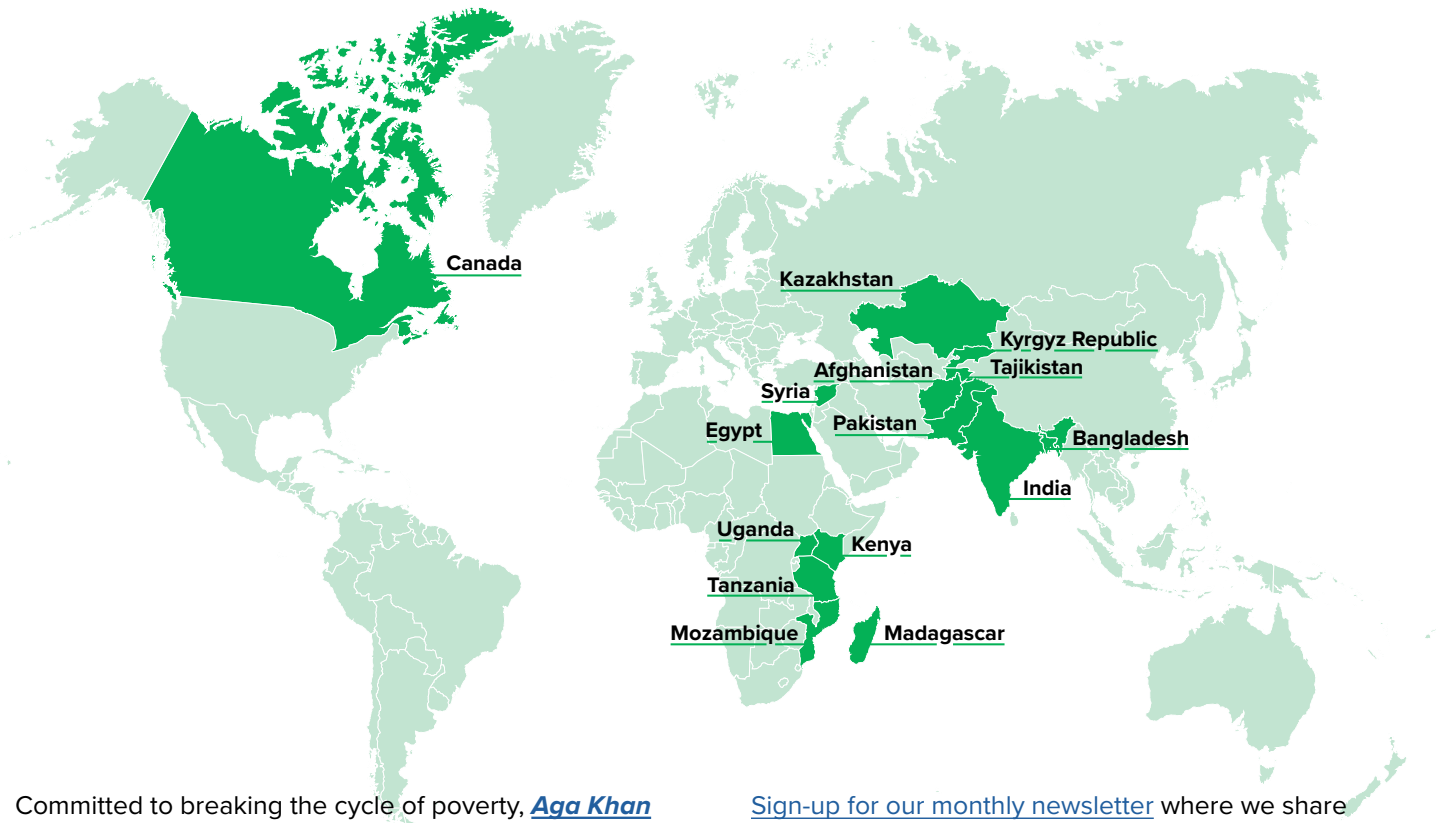**3** No Poverty: Why It Matters." _United Nations Sustainable Development Goals_. Accessed 18 November 2021.

Who We Are

AGA KHAN FOUNDATION CANADA   AGA KHAN MUSEUM

Map labels: Canada, Kazakhstan, Kyrgyz Republic, Afghanistan, Tajikistan, Syria, Egypt, Pakistan, Bangladesh, India, Uganda, Kenya, Tanzania, Mozambique, Madagascar

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 5
Gender Equality

This toolkit of lesson plans and activities explores the United Nations' Sustainable Development Goal 5—***Gender Equality***—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 .

Learning Outcomes

Sustainable Development Goal 5: Gender Equality

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 5: Gender Equality
- Activate thinking around two gender equality-related artefacts from the Aga Khan Museum (AKM)
- Identify connections between the artefacts and gender equality
- Activate thinking around Canada's commitment, contributions, and work towards gender equality
- 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 gender equality
- 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.

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.

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.

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.

Column 1	Column 2
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.	In her book, *Braiding Sweetgrass*, 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.
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 **85% of the world's palm oil**[4] and export most of it to Europe, China, India, United States, Japan, and Pakistan. 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.	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.
	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.
South America's Amazon rainforest spans 6.7 million km^2 and helps stabilize Earth's climate. It is home to **10% of Earth's known wildlife**[5], but every minute, an area the size of **3 football fields**[6] (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.	In Tajikistan, about **75% of people**[7] live in rural areas. The Aga Khan Development Network (AKDN) set up *eHealth* 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.

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

5 "The Amazon." *World Wildlife Fund*. Accessed 7 October 2021.

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

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

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**[8] 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**[9] 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.

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8 "ActNow for Zero-Waste Fashion." *United Nations Sustainable Development Goals*. Accessed 8 October 2021.

9 "Pollution in the Great Lakes." *Canadian Geographic*. Accessed 19 November 2021.

Lesson 3

Aga Khan Foundation Canada Spotlight: Finding Her Voice

Materials

• Any way of recording ideas
• *Gender Equality: True or False* on page 21 (one per student)
• Aga Khan Foundation Canada (AKFC) video: ***Finding Her Voice – In a Heartbeat***
• *Finding Her Voice - In a Heartbeat* Reflection Questions on page 22 (one per student)

Procedure

Think

1. Introduce the topic of Sustainable Development Goal 5: ***Gender Equality***: When there is gender equality, everyone enjoys the same status and opportunities to realize their full potential, to make choices in their lives, to participate as decision makers in shaping the sustainable development of their societies, and to gain access and benefit from resources and services, regardless of gender identity, gender expression, or sexual orientation.

2. Invite students to reflect on the six statements below and on the next page. Three of the statements are true, while three are false. Have students work independently or collaboratively to decide which statements are false, and why they believe those statements are false. We have provided the statements in the form of a handout, with answers and supporting information below.

   A. When a girl goes to primary school, every additional year of primary school increases her future earnings by 5%.
   FALSE – Every additional year of primary school increases her earnings by 10-20%.[10] It also encourages her to marry later, have fewer children, and leaves her less vulnerable to violence. The 2030 goal of gender equality has many targets. One target is to eliminate all forms of violence against all women and girls.

   B. Around the world, an estimated 12 million girls marry before the age of 18 every year.[11]
   TRUE – The 2030 goal of gender equality has many targets. One target is to eliminate all harmful practices that affect women and girls, including ***child marriage*** and ***forced marriage***. Another target is to make sure that women participate fully and effectively in decision-making, which includes choosing who, when, and whether to marry.

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10 "Facts & Figures" *UN Women*. Accessed 26 September 2021.
11 "Fast Facts: 10 facts illustrating why we must #EndChildMarriage." *UNICEF*, 10 February 2019. Accessed 26 September 2021.

Think

C. Women spend twice as many hours doing unpaid home and care work as men.

FALSE – Women spend about 3 times as many hours doing unpaid home and care work as men.[12] The 2030 goal of gender equality has many targets. One target is to recognize and value unpaid care and domestic work, to promote shared responsibility within the household and family, and to provide support through public services.

D. Around the world, 129 million girls are out of school.[13] This includes 32 million girls of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age. In countries affected by conflict, girls are more than twice as likely to be out of school than girls living in countries that are not affected by conflict.

TRUE – The 2030 goal of gender equality has many targets. One target is to end all forms of ***discrimination*** against all women and girls.

E. When girls go to secondary school[14], their future earnings increase, they marry later and child marriage declines, more mothers survive pregnancy and childbirth, and their children live longer healthier lives.

TRUE

F. In Canada, on average, across all types of jobs, women earn 89 cents for every dollar that men earn.[15] This wage gap is the same for all women.

FALSE – According to 2021 data, women in Canada, on average, do earn 89 cents for every dollar that men earn. However, this wage gap is not the same for all women.[16] Other data shows that Indigenous women, women who are ***visible minorities***, newcomers, and women with disabilities working full-time, earn EVEN less for every dollar that men earn. There are many factors that contribute to this gender wage gap. Women spend more time doing unpaid work, like chores, grocery shopping, and taking care of children and elders. This makes it harder for them to advance their careers. Women are also more likely to reduce paid work hours or stop their paid work temporarily to balance or accommodate unpaid work. These factors are compounded by the legacy of colonization, residential schools, slavery, and racial discrimination; accessibility and language barriers; and a system that devalues education and qualifications acquired outside Canada.

3. Have students share their ideas. Discuss the answers and invite students to reflect: Which facts (if any) were the students surprised by? Why?

12 "Infographic: Gender Equality." *United Nations Sustainable Development Goal*. Accessed 26 September 2021.

13 "Girls' Education." *UNICEF*. Accessed 26 September 2021.

14 "Girls' Education."*UNICEF*. Accessed 26 September 2021.

15 "Average and median gender wage ratio, annual." *Statistics Canada*, 27 January 2021. Accessed 22 October 2021.

16 "The Facts About the Gender Pay Gap in Canada." *Canadian Women's Foundation*. Accessed 22 October 2021.

⟲ *Click to play video*

Connect

▶ 1. Show the Aga Khan Foundation Canada (AKFC) video, ***Finding Her Voice - 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 22.

👥 3. This video features Adiba, a youth advocate in Chartorkhand, Pakistan. Adiba says: "We don't need to prove that women are strong. Women are already strong. Our mission is to change the perception of people." Who or what influences the way we view other people?

Possibilities include: Parents, guardians, school, religious institutions, stories, books, television shows, movies, theatre, advertisements, news media, art, song lyrics, music videos, the way our minds work, gossip, what people say, and more.

⟳ 4. How can people change other people's views?

Possibilities include all the answers to the previous question – they have the capacity to influence people negatively or positively.

👁 5. Adiba is part of a youth group that comes together to talk about gender equality, health, and other issues. Who did you notice participating in the youth group?

Possibilities include: There were young people of different ages. Some were family members, some not. There were boys and girls participating.

6. How does having girls and boys in the group, as well as having participants of different ages, support the goal of gender equality?

Possibilities include: For women and girls to achieve gender equality, men and boys must take part in the conversation and solutions. Participants of different ages can share questions, concerns, and ideas according to their experiences. Older participants can serve as role models for younger participants. Also, gender inequality is an intergenerational problem, and so, it requires an intergenerational solution.

7. The youth group performs an interactive play in the community, acting out scenarios around gender equality and inequality. Do you think theatre is an effective way to change people's views? Why? If you believe that it is not effective, what would you do, or what improvements would you make?

Answers will vary, but Adiba says that they began by observing the issues in the area, so the play is inspired by local, relatable experiences. Many participants in the play were women and girls. The people in the audience are clearly engaged, paying attention to the play, and reacting.

8. How did Adiba benefit from her experience in the youth group?

Possibilities include: Adiba says that she did not feel as confident before participating in the youth group and play. She says that was not able to express herself, even though she had something to share. After participating in the youth group and play, Adiba felt more confident and able to express herself.

9. How does this project support Sustainable Development Goal 5: Gender Equality?

Possibilities include: The youth group provides opportunities for girls to speak, be heard, and make decisions. The participants perform a play that explores issues that they observed in the area, like gender **discrimination**, **gender-based violence**, **domestic violence**, and women not being involved in decision-making. They raise awareness around these issues and try to change people's attitudes towards woman and girls in the community. It is important to note that many people's attitudes need changing. In the video, Adiba says that some girls think that the existing norms and values are the ones they must follow, so undoing that thinking is also part of achieving gender equality.

Do

1. To extend learning, have students work collaboratively to script and perform a scene that supports the goal of gender equality, just like Adiba and the young people in the video. One possibility is to show a scenario of gender discrimination, then perform the same scenario in a different way to show gender equality. Another possibility is for students to identify someone advocating for gender equality in their school, community, country, or world and use that story to inspire the script.

Gender Equality: True or False

Read the six statements below.

Three of the statements are true, while three of the statements are false.

Which statements do you think are false? Why?

○ TRUE   ○ FALSE   A. When a girl goes to primary school, every additional year of primary school increases her future earnings by 5%.

○ TRUE   ○ FALSE   B. Around the world, an estimated 12 million girls marry before the age of 18 every year.

○ TRUE   ○ FALSE   C. Women spend twice as many hours doing unpaid home and care work as men.

○ TRUE   ○ FALSE   D. Around the world, 129 million girls are out of school. This includes 32 million girls of primary school age, 30 million of lower-secondary school age, and 67 million of upper-secondary school age. In countries affected by conflict, girls are more than twice as likely to be out of school than girls living in countries that are not affected by conflict.

○ TRUE   ○ FALSE   E. When girls go to secondary school, their future earnings increase, they marry later and child marriage declines, more mothers survive pregnancy and childbirth, and their children live longer and healthier lives.

○ TRUE   ○ FALSE   F. In Canada, on average, women earn 89 cents for every dollar that men earn. This wage gap is the same for all women.

Finding Her Voice – In a Heartbeat

Reflection Questions - Page 1 of 3

1. This video features Adiba, a youth advocate in Chartorkhand, Pakistan. Adiba says: "We don't need to prove that women are strong. Women are already strong. Our mission is to change the perception of people." Who or what influences the way we view other people?

2. How can people change other people's views?

Finding Her Voice – In a Heartbeat

Reflection Questions - Page 2 of 3

3. Adiba is part of a youth group that comes together to talk about gender equality, health, and other issues. Who did you notice participating in the youth group?

4. How does having girls and boys in the group, as well as having participants of different ages, support the goal of gender equality?

Finding Her Voice – In a Heartbeat

Reflection Questions - Page 3 of 3

5. The youth group performs an interactive play in the community, acting out scenarios around gender equality/ inequality. Do you think theatre is an effective way to change people's views? Why? If you believe that it is not effective, what would you do, or what improvements would you make?

6. How did Adiba benefit from her experience in the youth group?

7. How does this project support Sustainable Development Goal 5: Gender Equality?

Lesson 4
Aga Khan Museum Spotlight: Layla and Majnun in School

Materials

• Any way of recording ideas
• An image of the Aga Khan Museum's object, *Layla and Majnun in School* (Detail) on .

Procedure

Think

1. Show students the image of *Layla and Majnun in School* (Detail) with no title or other information. Facilitate a discussion around the image, inviting students to reflect on the questions and information 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. This is a detail of a painting called *Layla and Majnun in School*, made in 1526, about 500 years ago. It is one **folio** from a **manuscript** of *Khamseh (Quintet)*, which is a collection of five narrative poems by Nizami. Nizami is a Persian poet whose work (*Khamseh*) includes four epic romances. The writing on the page is in the Farsi language, which is written and read from right to left. The story comes from a traditional Arab folktale. In the story, Qays falls in love with his classmate, Layla. As they grow older, their love for each other increases. Qays writes poetry about Layla and shares it aloud in pubic. Consequently, Qays is given the nickname "Majnun" — meaning "possessed" or "madman" — because of the intensity of his devotion.. Layla's parents grow concerned about their daughter's reputation, as well as the reputation of their tribe. Layla's father refuses to let her marry Majnun and forces her to marry another man. The heartbroken Majnun and Layla attempt to reunite with each other but are not able to. Majnun leaves his family to become a hermit but continues writing love poetry for Layla. Layla dies of a broken heart in solitude, and soon after, Majnun visits her grave and dies of grief too.

Connect

1. Invite students to reflect: How does this scene and story relate to gender equality and the video we watched in the previous lesson: *Finding Her Voice – In a Heartbeat*?

   Possibilities include: In the picture, Layla is in school, which means that she has been allowed an education. Based on their clothing, both Layla and Majnun appear to be from wealthier families, which may increase their access to education. In the story, Layla's father refuses to let her marry Qays (Majnun) and forces her to marry another man against her will. This suggests that Layla's mother does not have as much power in family. It also shows that Layla is not part of the decision-making process.

2. Invite students to consider different types of marriage:

   A **love marriage** happens when two people love each other and consent to marry each other.

   An **arranged marriage** happens when families plan a possible marriage, and their children consent to marry each other. An arranged marriage is <u>not</u> a forced marriage.

   A **forced marriage** happens when one or both people do not consent to marry each other.

   A **child marriage** is any marriage where at least one of the people is under 18 years of age. A child marriage is considered to be a form of forced marriage.

3. What type of marriage does the story of Layla and Majnun show? What clues in the story gave you that idea?

   The story shows a forced marriage. Layla is made to marry against her will, which means she does not consent to the marriage; therefore, it is a forced marriage. It is unclear how old Layla is at the time of marriage, so we cannot say that it is a child marriage.

4. Invite students to reflect: The story of Layla and Majnun appears in many manuscripts and paintings. What other popular love stories do you know?

   Responses will vary, but *Romeo and Juliet*, *Cinderella*, *Sleeping Beauty* are some Western examples of stories in which the women do not have as much power as they could have.

5. Invite students to reflect: How do these stories influence the way people view women and girls? How do these stories influence the way women and girls view themselves?

   Responses will vary, but one way to approach this conversation is to choose a story analyze a woman's storyline. For example, in one version of *Cinderella*, Cinderella keeps house for her cruel stepmother and stepsisters, while dreaming of a better life. One night, a fairy godmother performs some magic, and gives Cinderella the clothing and transportation that make it possible for her to attend a royal ball. The prince falls in love and eventually marries Cinderella – only then does Cinderella leave her stepmother's household. Cinderella's life changes, but she has no agency or power in this story; her life changes because of magic and marriage to a wealthy man who has status in society. There are many storylines like this, where women are portrayed as people in need of rescue, and men are portrayed as people who do the rescuing. Stories like this influence the way people view women and girls, and the way women and girls view themselves. Further, many storylines do not include people with different gender identities, gender expressions, and sexual orientations.

Do

1. To extend students learning, encourage them to apply the [Bechdel-Wallace Test](#) to works of fiction that they know – books, movies, even television shows. To pass the test, the work of fiction must meet three criteria:

   • It has to have at least two women in it...
   • who talk to each other...
   • about something besides a man.

   How many works of fiction can the students find that pass the test?

2. Start a conversation about ***empowerment***. Empowerment involves increasing a person's power and control over her/his/their life. Invite students to reflect: What increases a person's empowerment, or what are signs of empowerment?

   Answers will vary, but possibilities include: When people are empowered, they have freedom of movement, are able to obtain resources, gain knowledge and skills, solve problems, and make life decisions. They may work independently or have help from others, but they are not dependent on others. It is important to note empowerment is not solely the task of individuals – systems that disempower people also need changing.

3. To extend students' learning, invite them to find a popular story that features a woman, girl, non-binary, gender fluid, or trans person who is not empowered. Have students re-write the stories, empowering the person. Here are some other possibilities:

   • Find a story that features a woman, girl, or gender minority who is not empowered. Imagine yourself as that character. Write a letter to someone, explaining everything that you would change about the story in which you are "living".

   • Find a story that features a man or boy as the protagonist, or main character. Rewrite it with a main character who has a different gender identity. How do the changes impact the story and other characters?

   • Find a story that uses the pronouns he/him when referring to the main character. Keep the story but change the pronouns to she/her or they/them. How do the changes impact the story and other characters?

دركزكن زنا نين ان مجوبه يت زبدكاني شه يت قصيده جواني

جلقه رلف عنير نش كلغونه زخون شيرپور سره زرسواد ما درآورد

آموده جواهر جمالش درسردلى ازبوش يبلى كيوش جوليل دبام بى

دل داد دبها دل خريد اونيز هواى قيس مخست درپيينه ردمهد مبرب
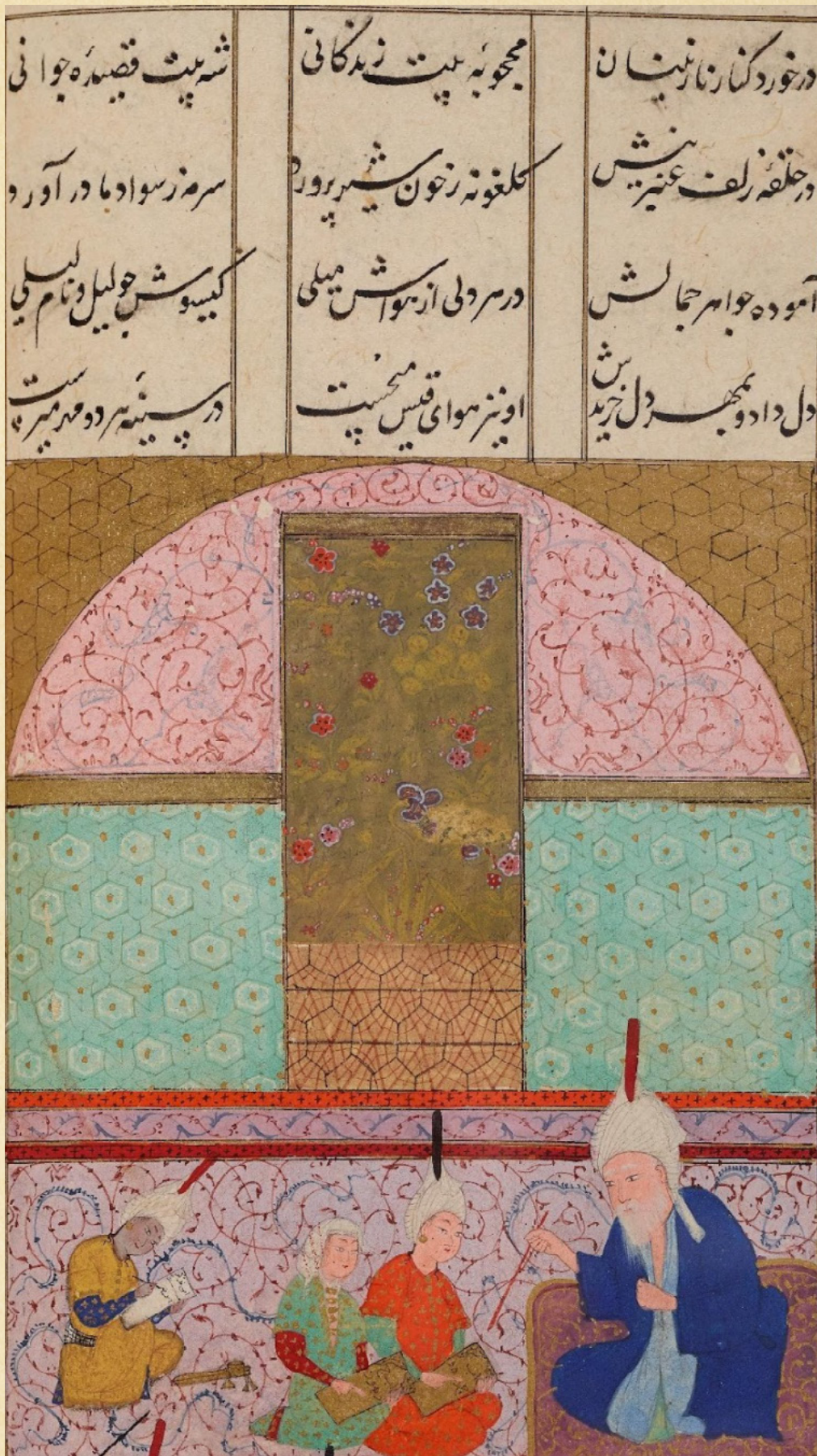
Layla and Majnun in School
(Detail)

From the manuscript of Khamseh (Quintet), by Nizami (d. 1209)

Painter: Ghiyath Mudhahhib

Place: Shiraz, Iran

Dated: Rabi' al-Awwal 933 AH / December 1526

Materials and Technique: Opaque watercolour, ink, and gold on paper

Accession Number: AKM270.f135v

Lesson 5

Aga Khan Museum Spotlight: Robe

Materials

- Any way of recording ideas
- An image of the Aga Khan Museum's object, *Robe*
- Aga Khan Museum's Artefact video for the *Robe*
- CBC Kids News video, *Why your back-to-school outfit could be bad for the planet*
- International Labour Organization video, *Six months on: Rana Plaza survivor Minu Aktar looks to new future*
- *What's the Story of Your Clothing?* graphic organizer on page 33 (one per student)
- *Write Your Own Museum Label* template on page 34 (one per student)

Procedure

Think

1. Show students the image of the Robe with no title or other information. Facilitate a discussion around the image, inviting students to reflect on the questions and information below.

2. How would you describe this clothing?

   Answers will vary. This is a silk robe that was made in Central Asia, roughly 800 years ago.

3. Who do you think would have worn this robe? Why do you think that?

   Answers will vary.

   Note if students make assumptions around gender. You can use this to further the conversation: Have you made assumptions around gender? How does the fashion industry contribute to the construction of gender identities? Most often, apparel stores have sections of clothing for men and women, boys and girls, so from a young age, people learn to categorize clothing according to sex and gender. People can also use fashion to go against gender stereotypes and express non-binary identities.

4. It is not known who specifically wore this robe, but considering it is made of silk, the person would have likely been wealthy. The fabric features a pattern of interlocking eight-pointed stars and crosses. In each eight-pointed star, there are two birds, facing one another. The robe has long sleeves that taper, or narrow, towards the wrists. The bottom, or skirt of the robe flares, which also makes it suitable for riding.

5. How do you think this robe was made?

The silk fabric has a particular kind of weave, called lampas. The fabric was woven by hand and the robe was constructed by hand. It would have taken a very long time. This is what we could call "slow fashion".

6. How are clothing and fashion now different from 800 years ago?

Possibilities include: Fast fashion focuses on making clothes quickly and cheaply. People are buying more clothes and discarding them more quickly. Advertisements persuade people to buy more clothes, to be trendy, whether they need the clothing or not.

Connect

1. Show students the CBC Kids News video, *Why your back-to-school outfit could be bad for the planet*.

2. The previous video touches on many topics but does not explore the issue of poverty and gender equality connected to fast fashion. The tragedy of Rana Plaza highlights this issue. On April 24, 2013, Rana Plaza – an eight-storey garment factory complex – collapsed in Bangladesh, killing over 1,000 people who were working inside the building, many of them making clothes for the fast fashion industry.

Show students the International Labour Organization video, *Six months on: Rana Plaza survivor Minu Aktar looks to new future*.

3. What is the connection between fashion, environment, poverty, and gender?

This is an opportunity to make a connection to the content in Lesson 2: What is Sustainable Development? These days, people around the world are buying more clothes and throwing them away more quickly, which contributes to landfill waste. 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[17] 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 are women. The women work to lift themselves and their families out of poverty, but many do not receive living wages, or work in safe environments.

17 "ActNow for Zero-Waste Fashion." *United Nations Sustainable Development Goals*. Accessed 8 October 2021.

18 "UN Alliance For Sustainable Fashion addresses damage of 'fast fashion.'" *United Nations Environment Programme*. Accessed 8 October 2021.

4. How can people and the fashion industry be part of the solution? Have students brainstorm independently or collaboratively, then share.

   Possibilities include: Wear clothes longer, and when you no longer want or need clothing, donate it, so it stays in circulation and away from the landfill. People can go thrifting and purchase clothes second-hand, repair and make clothes, even rent clothes from companies like Rent the Runway. Fashion companies can slow down fashion and work towards more environmental sustainability. They can support the rights, livelihood, and dignity of their workers. People can choose to support companies that are open, honest, and ethical in their practices.

Do

1. To extend learning, have students choose one item of clothing that belongs to them. Have students research their clothing – including the clothing company (if there is one), where the clothing was made, and the materials used in its making. Have students complete the *What's the Story of Your Clothing?* graphic organizer in point-form.

2. Have students imagine that their item of clothing is an artefact that is going to be on display in a museum. They need to write a museum label to display beside the object. The museum label should be easy to read, engaging, short, and informative. Students should make connections to global issues, like poverty, gender equality, the fashion industry, fast fashion, health and safety in the workplace, agriculture, and/or environmental sustainability.

   We have included a *Write Your Own Museum Label* template, which includes label-writing tips!

3. If possible, have students present their clothing and museum labels to their classmates, making a collaborative museum exhibition exploring fashion, labour, gender, and environmental sustainability.
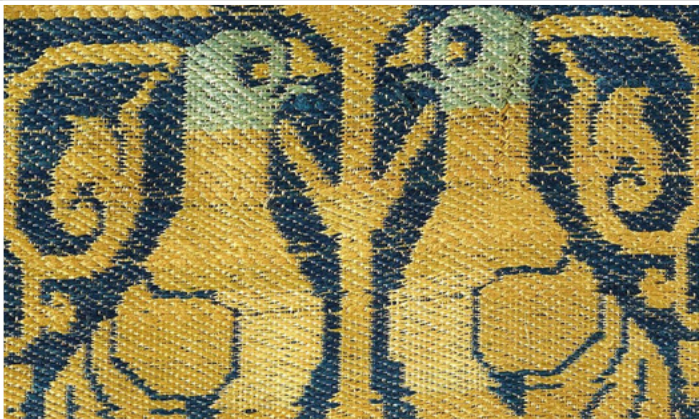
Robe

Place: Central Asia

Date: 13th century

Materials and Technique: silk, woven

Dimensions: 142 cm

Accession Number: AKM816

What's the Story of Your Clothing?

Clothing item	
Photo or sketch of the clothing:	How did you acquire the clothing? For example, did you find it, buy it, make it, was it passed down to you, or a gift?
What materials were used to make the clothing? (Check for labels). How was it made?	Where was the clothing made? Where did you get it? What clothing company originally sold this clothing? (Check for labels).

What are the labour and environmental practices of the company? For example: Who makes the clothing? Do they work in safe places and receive fair wages? What are the connections to gender equality? Does the company support environmental sustainability?

Write Your Own Museum Label

This is a template for a museum label. You can write or type yours on a separate piece of paper.

Name of Clothing (ex. Pants)

Place the clothing was made (ex. Made in Bangladesh)

Maker, date made (ex. Unknown tailor, date unknown)

Materials (ex. Cotton and elastane)

How you acquired the clothing (ex. Purchased in 2014 in Toronto, Canada)

Write your label copy. Use your *What's the Story of Your Clothing?* notes to help you. Here are some tips:

• Who is your audience? Kids, teens, or adults? Write clearly and use language that reaches your audience.

• Tell the story of your clothing. Make connections to the Sustainable Development Goals.

• Choose words carefully. Be culture and gender sensitive. If you can, use quotations that give voice the people who made your clothing.

• Organize your ideas into one or two paragraphs and try to keep the text under 100 words.

Extend Your Learning

Canada and the Global Goals

Materials

- Any way of recording ideas
- The chart, "Proportion of leadership roles held by women" on page 37
- The infographic, "Canadians and political activities: How do women and men engage in politics?" on page 38

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 5, Gender Equality, one Canadian Ambition is to achieve "gender equality in leadership roles and at all levels of decision-making." The related Target is to have "greater representation of women in leadership roles."

Procedure

1. Invite students to explore the graph and data for: "Proportion of leadership roles held by women." We have included the graph as well on page 37. Facilitate a discussion around the graph, inviting students to reflect on the questions below:

2. What is this graph telling you? What is the story?

    Possibilities include: From 2002 to 2020, women are underrepresented in the national Parliament, amongst federal judges, all management jobs, chiefs in First Nations communities, and First Nations council members. The percentage of women in these roles remains relatively consistent, around 35% or less.

3. What is the largest positive change that you notice on this graph?

    Answers will vary, but in 2015, the Federal Cabinet achieved gender equality. The percentage of women members of the Federal Cabinet rose from 30% to 50%.

4. What is the story behind that change? What do you think the impact of having gender equality in the Federal Cabinet will be?

   Have students research and return with their answers another day.

5. Invite students to explore the infographic for: "Canadians and political activities." The infographic is included on page 38. Facilitate a discussion around the graph, inviting students to reflect on the questions below:

6. What stands out to you in this infographic?

   Answers will vary. The language in the infographic is binary, referring to women and men. It presents an opportunity to talk about different gender identities in politics too.

7. What are the greatest differences you notice between the way Canadian women and men engage in politics?

   Possibilities include: Women say they are less interested in politics. They are less likely to participate in a political party, join a political meeting, or express their views on the internet, or by contacting a newspaper or politician.

8. What do you think contributes to these differences? Encourage students to make connections to prior learning.

   Possibilities include: Around the world, women spend 3 times as many hours[19] doing unpaid home and caregiving work as men. They may have less time to participate in politics. There are fewer women in political leadership positions, which means there are fewer role models.

9. What can Canada do to make more progress towards gender equality in leadership roles?

   Answers will vary.

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19 "Infographic: Gender Equality." *United Nations Sustainable Development Goals*. Accessed 26 September 2021.

Proportion of leadership roles held by women
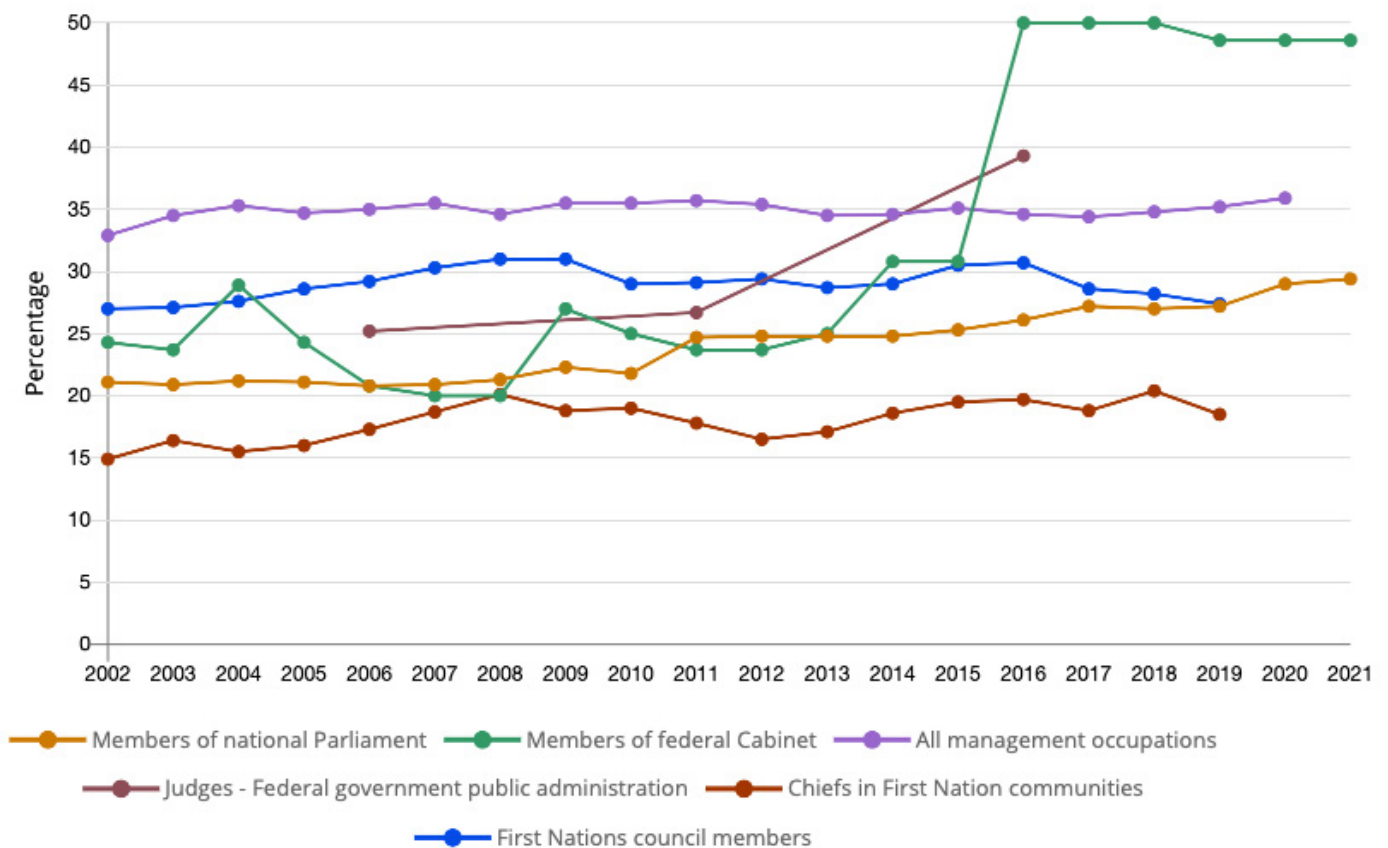
Source: Statistics Canada and House of Commons Canada, Statistics Canada

Geographical Area: Canada

Unit of Measurement: Percentage

Canadians and political activities
How do women and men engage in politics?

In Canada, **women** account for:

46% of senior government managers and officials [1]
35% of legislators [1]
27% of members of the Federal Parliament [2]
50% of Federal Cabinet Ministers [3]

Men are **slightly** more likely than women to be members of, or to volunteer for, a political party

	Women	Men
Members or participants	3.6%	4.9%
Volunteers	1.6%	2.2%

Women participate in political activities in **different ways** than men

Women		Men
13%	Attend a public meeting	17%
9%	Express views by contacting a newspaper or politician	11%
12%	Express views via internet	16%
31%	Sign a petition	30%
23%	Boycott or choose products for ethical reasons	21%

A **lower** proportion of women report being **very interested** in politics [4]

Women | Men

	Very Interested	Somewhat Interested	Not very Interested	Not at all Interested
Women	15%	45%	25%	14%
Men	24%	44%	19%	12%
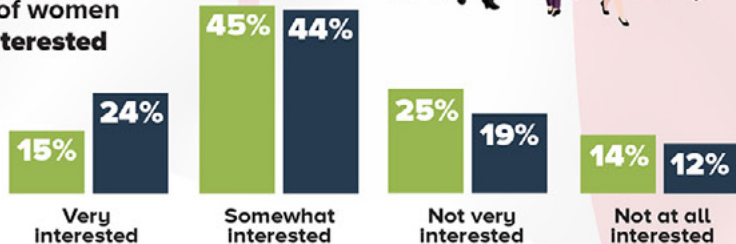
Top 4 reasons reported by respondents for **not** voting in the 2015 federal election [5]

Women

Not interested in politics	30%
Too busy	23%
Illness or disability	15%
Out of town	10%

Men

Not interested in politics	33%
Too busy	24%
Out of town	13%
Illness or disability	10%

1. Statistics Canada, 2016 Census of Population.
2. http://www.ourcommons.ca/Parliamentarians/en/members.
3. The proportion of women serving as Federal Cabinet Ministers has been at or near 50% since November, 2015. https://pm.gc.ca/eng/cabinet.
4. Includes interest in international, national, provincial and municipal politics.
5. Labour Force Survey, 2015, population aged 18 and over.

Source: General Social Survey (Social Identity), 2013, population aged 15 and older.

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).

Child marriage: Any marriage where at least one of the parties is under 18 years of age. Child marriage is considered a form of *forced marriage*.

Discrimination: Treating a person or group of people differently and less favourably because of characteristics, including – but not limited to – ability, age, class, gender, race, religion, and/or sexual orientation.

Domestic violence: Any harmful act that happens within the home, family, and/or between intimate partners. The abuse may be economic, emotional, physical, psychological, or sexual, emotional. It includes any behaviors that frighten, intimidate, terrorize, manipulate, hurt, humiliate, blame, injure, or wound someone.

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.

Empowerment: Increasing the personal, political, economic, and social strength of individuals and communities. The empowerment of women and girls involves increasing their power and control over their own lives.

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.

Forced marriage: A marriage that happens even though one or both people do not consent to marry each other. A *child marriage* is considered a form of forced marriage.

Gender-based violence: Any harmful act that is based on gender differences between females and males. Examples include *child marriage*, *forced marriage*, *domestic violence*, sexual violence, and harmful traditional practices such as female genital mutilation, honour killings and widow inheritance.

Glossary

Gender equality: When there is gender equality, everyone enjoys the same status and opportunities to realize their full potential, to make choices in their lives, to participate as decision makers in shaping the sustainable development of their societies, and to gain access and benefit from resources and services, regardless of gender identity, gender expression, or sexual orientation.

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.

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

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.

Visible minority: Canada defines a visible minority as a person who is not Indigenous, not Caucasian, and not white. This includes primarily of people who are: Arab, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, Southeast Asian, and West Asian.

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 5 – Gender Equality Playlist
This playlist features short videos about United Nations Sustainable Development Goal (SDG) 5, Gender Equality. Videos feature the United Nations' HeForShe campaign, Sesame Street International's girls' empowerment initiatives, Malala Yousafzai's Nobel Peace Prize speech, and more.

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.
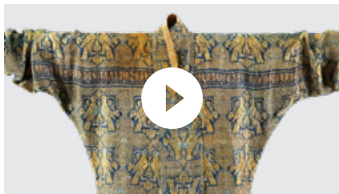
Artefact Video: *Robe*
This is a video of a museum curator showing the *Robe* and providing important historical context about the artefact.
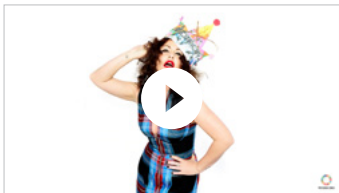
The Global Goals – Fashion Avengers Playlist
This playlist features short videos with people from the fashion industry. They tell the stories behind their outfits and challenge everyone to be "fashion avengers" – to dress responsibly by borrowing, swapping, and revamping clothes, and by buying clothes second-hand or from sustainable brands.

Apendiwe's Story: How to tackle poverty with art (4:02)
This Aga Khan Foundation (AKFC) film is set in Palma, Mozambique. It features Apendiwe Momade, who is a member of a weaving association, a group of women who use traditional weaving skills to create products like hats and bags, attract commercial clients, increase their business literacy and economic power, and earn an income to lift their families.

The Family Man – In a Heartbeat (3:00)
This Aga Khan Foundation Canada (AKFC) film is set in Riribe, Kenya, where most people see parenting and caregiving as a woman's role. It features David Orango, who is an engaged father to his two daughters, Marion and Florence. David also ensures that his wife Ruth has the support and professional care she needs during her pregnancy. In doing so, David participates in the process of redefining traditional gender roles for both men and women.

Resources for Your Classroom

Videos

 Clickable thumbnails

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.

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.
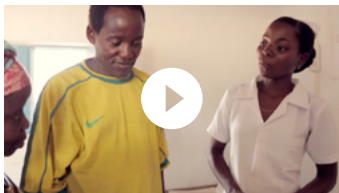
Reporting for Duty – In a Heartbeat (4:39)
This Aga Khan Foundation Canada (AKFC) film is set in Pemba, Mozambique. It features Olga Albino, who has dreamed of being a nurse since she was a child. She has recently graduated from the Pemba Nursing School, with a goal to save the lives of women and newborns.

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.

CBC News: The Fifth Estate – Made in Bangladesh (42:20)
Join Mark Kelley, as he revisits the story of the 2013 collapse of the Rana Plaza garment factory in Bangladesh. It is a story of fashion companies, designers, garment factory owners, workers, and the Canadian connection. Suitable for high school audiences.

CBC Kids News - Why your back-to-school outfit could be bad for the planet (5:10)
Join Saara Chaudry, CBC Kids News reporter, as she explores fast fashion, throwaway culture, landfill waste, environmental impacts, and solutions like thrifting.

Resources for Your Classroom

Publications

◎ *Clickable thumbnails*
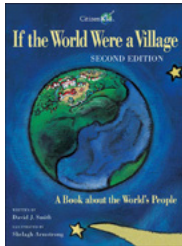
If the World Were a Village
By: David J. Smith
Kids Can Press (32 pages)

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.
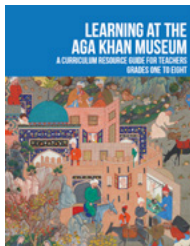
Learning at the Aga Khan Museum: A Curriculum Resource Guide for Teachers Grade One to Eight
By: Patricia Bentley, Ruba Kana'an, et al
(160 pages)

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.
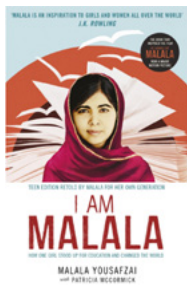
I Am Malala: How One Girl Stood Up for Education and Changed the World
Young Readers Edition
By: Malala Yousafzai with Patricia McCormick
Hachette Children's Group (240 pages)

This teen edition tells the true story of Malala Yousafzai in her own words. Raised in the Swat Valley in Pakistan, Malala was taught to stand up for her beliefs. When terrorists took control of her region and declared girls were forbidden from going to school, Malala fought for her right to an education. On 9 October 2012, she nearly paid the ultimate price for her courage when she was shot on her way home from school. She survived and is now an international advocate of peaceful protest, gender equality, and the youngest person ever to win a Nobel Peace Prize. The paperback includes extra material, a Q&A and updated discussion notes.
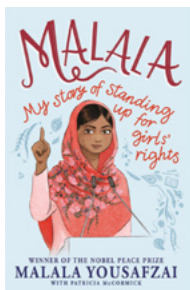
Inspiring Global Citizens: An Educator's Guide
By: Malala Yousafzai with Patricia McCormick
Hachette Children's Group (176 pages)

This children's edition tells the true story of Malala Yousafzai (see above). This is an abridged, illustrated, chapter-book edition of Malala Yousafzai's adult memoir, made suitable for readers ages 7+. This edition features black and white line art and age-appropriate extra content after the main text.

Resources for Your Classroom

Websites

(R) *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.

UN Women – Gender Equality: Where Are We Today?
This infographic features symbols, graphs, and statistics that show the state of women in the world today, concerning politics, conflict, wages, violence against women, senior management, media, maternal deaths, education, access to clean water, and literacy.

UN Women – Girls to Know: The next generation is already leading the way
This article profiles eight girls from around the world, who are advocating for change across a range of issues.

HeForShe
This website is about the United Nations' HeForShe campaign, which invites men and boys to advocate for gender equality.

Aga Khan Museum Collection
Here you can browse the Aga Khan Museum's collection of objects from Muslim civilizations across time and geography.

Maquila Solidarity Network
Since 1994, the Maquila Solidarity Network (MSN) has been supporting labour rights and women's rights in the global garment and footwear industries. They act for better wages, better working conditions, and respect for workers' rights.

Fashion Revolution: Canada
Fashion Revolution is an international movement that brings together people who make, sell, and wear clothes. They have a vision of "a global fashion industry that conserves and restores the environment and values people over growth and profit. The site includes resources for elementary, secondary, and post-secondary educators and learners.

CBC Kids News – BIZ KIDS: Teen turns clothes headed for landfill into reusable bags
This article tells the story of 17-year-old Nabeel Alam, president of Vivlio Amet, a student-run business that transforms discarded clothes into reusable bags.

Resources for Your Classroom

Websites

 Clickable thumbnails

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 5: Gender Equality. This website features lessons and activities that support the
goal of gender equality, including ones that activate thinking gender role stereotypes, careers, language, female
action heroes, and more.

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Alberta

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

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

British Columbia

Grade 6	**Arts Education** • Exploring and Creating • Reasoning and Reflecting		**Social Studies** • Global poverty and inequality issues, including class structure and gender • International co-operation and responses to global issues	
Grade 7	**Arts Education** • Exploring and Creating • Reasoning and Reflecting		**Social Studies** • Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	
Grade 8	**Arts Education** • Exploring and Creating • Reasoning and Reflecting		**Social Studies** • Changes in population and living standards	
Grade 9	**Arts Education** • Exploring and Creating • Connecting and Expanding		**Social Studies** • Global demographic shifts, including patterns of migration and population growth	
Grade 10	**Arts Studio** • Reason and Reflect • Communicate and Document	**Studio Arts 2D** • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 3D** • Reason and Reflect • Communicate and Document • Connect and Expand	**Social Studies** • Environmental, political, and economic policies
Grade 11	**Arts Studio** • Explore and Create • Reason and Reflect • Communicate and Document	**Studio Arts 2D** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 3D** • Explore and Create • Reason and Reflect • Communicate and Document	**Social Studies** *Adapted from Grade 12* • Asian Studies: 1850-present • Comparative Cultures • Human Geography • Physical Geography • Social Justice
Grade 12	**Arts Studio** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 2D** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 3D** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Social Studies** • Asian Studies: 1850-present • Comparative Cultures • Human Geography • Physical Geography • Social Justice

Appendix

Manitoba

Grade 6	Visual Arts • Connecting • Responding	Social Studies: **Canada: A Country of Change (1867 to Present)** • Shaping Contemporary Canada (1945 to Present) • Democracy, diversity, and the Influence of the Past
Grade 7	Visual Arts • Connecting • Responding	Social Studies: **People and Places in the World World Geography** • Global Quality of Life • Ways of Life in Asia, Africa, or Australasia • Human Impact in Europe or the Americas
Grade 8	Visual Arts • Connecting • Responding	Social Studies: **World History: Societies of the Past** • Transition to the Modern World (Circa 500 to 1400) • Shaping the Modern World (Circa 1400 to 1850)
Grade 9	Visual Arts • Connecting • Responding	Social Studies: **Canada in the Contemporary World** • Canada in the Global Context • Canada: Opportunities and Challenges
Grade 10	Visual Arts • Connecting • Responding	Social Studies: **Geographic Issues of the 21st Century** • Geographic Literacy • Natural Resources • Food from the Land • Industry and Trade
Grade 11	Visual Arts • Connecting • Responding	
Grade 12	Visual Arts • Connecting • Responding	Social Studies: **Global Issues: Citizenship and Sustainability** • Climate Change • Environment • Gender • Health and Biotechnology • Poverty, Wealth, and Power • Social Justice and Human Rights • Sustainable Agriculture

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

New Brunswick

Grade 6	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Social Studies 6: World Cultures** • An Introduction to Culture • Environment and Culture • Some Elements of Culture • Expressions of Culture • World Issues	
Grade 7	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding		
Grade 8	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Social Studies: Atlantic Canada in the Global Community** • Interdependence	
Grade 9	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Social Studies: Canadian Identities** • Students will explore social responsibility	
Grade 10	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding		
Grade 11	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding		
Grade 12	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**World Issues 120** • Humanity • Interdependence • Geopolitics	**Introduction to Environmental Science 120** • Sustainable Development • Investigating Environmental Issues

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Newfoundland and Labrador

Grade 6	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Social Studies: World Cultures** • An Introduction to Culture • Environment and Culture • Some Elements of Culture • Expressions of Culture • World Issues
Grade 7	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Social Studies: Empowerment** • Introduction • Economic Empowerment
Grade 8	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	
Grade 9	**Visual Arts** • Design • Cinematic Arts	
Grade 10	**Visual Arts 1202** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Social Studies 1201/1202** • Power, Active Citizenship, and Change • Individual Rights and the Common Good
Grade 11	**Visual Arts 2202** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Social Studies 2201/2202** • Conflict, Cooperation, and Change
Grade 12	**Visual Arts 3202** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Social Studies 3201** • Quality of Life • Political Economy • Population Change • Human-Environmental Interaction

Appendix

Nova Scotia

Grade 6	**Visual Arts 6** • Expression	**Social Studies 6: World Cultures** • An Introduction to Culture • Environment and Culture • Some Elements of Culture • Expressions of Culture • World Issues		
Grade 7	**Visual Arts 7** • Communicating Meaning • Culture and Identity			
Grade 8	**Visual Arts 8** • Communicating Meaning • Culture and Identity	**Social Studies 8: A Changing Canadian Society** • Forms of Advocacy • Causes of a Current Issue • Impacts of a Current Issue • Effectiveness of Advocacy		
Grade 9	**Visual Arts 9** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Citizenship** • Engaged Citizenship • Global Citizenship		
Grade 10	**Visual Arts 10** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Geography 10** • Geographic Perspective • Land Environment • Atmospheric Environment • Spaceship Earth	**History 10** • Religion and Civilizations	
Grade 11	**Visual Arts 11** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Advanced Visual Arts 11** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Geography of Canada 11** • Global Links	
Grade 12	**Visual Arts 12** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Advanced Visual Arts 12** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving and Responding	**Global/Advanced Global Geography 12** • Planet Earth • Population • Resources and Commodities	**History/Advanced Global History 12** • The Challenge of Economic Disparity • The Pursuit of Justice • Societal Change

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Northwest Territories

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

Appendix

Nunavut

Grade 6	
Grade 7	
Grade 8	**Social Studies** • The Changing World
Grade 9	
Grade 10	
Grade 11	
Grade 12	

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Ontario

Grade 6	Visual Arts • Reflecting, Responding, and Analyzing • Exploring Forms and Cultural Contexts		Social Studies • People and Environments: Canada's Interactions with the Global Community	
Grade 7	Visual Arts • Reflecting, Responding, and Analyzing • Exploring Forms and Cultural Contexts		Social Studies • Physical Patterns in a Changing World • Natural Resources Around the World: Use and Sustainability	
Grade 8	Visual Arts • Reflecting, Responding, and Analyzing • Exploring Forms and Cultural Contexts		Social Studies • Global Settlement: Patterns and Sustainability • Global Inequalities: Economic Development and Quality of Life	
Grade 9	Visual Arts AVI10 • Reflecting, Responding, and Analyzing			
Grade 10	Visual Arts AVI20 • Reflecting, Responding, and Analyzing			
Grade 11	Visual Arts AVI30/M • Reflecting, Responding, and Analyzing		Gender Studies HSG3M	
Grade 12	Visual Arts AVI4E/M • Reflecting, Responding, and Analyzing	Equity and Social Justice: From Theory to Practice HSE4M	World Cultures HSC4M	World Issues: A Geographic Analysis CGW4C/U
	World Geography: Urban Patterns and Population Issues CGU4M	The Environment and Resource Management CGR4M	Living in a Sustainable World CGR4E	

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Prince Edward Island

Grade 6	**Visual Arts** • Reflecting, Responding, and Analyzing • Exploring Forms and Cultural Contexts	**Social Studies: World Cultures** • Citizenship, Power, and Governance • People, Place, and Environment • Culture and Diversity • Interdependence
Grade 7	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Social Studies: Empowerment** • Introduction to Empowerment • Economic Empowerment
Grade 8	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	
Grade 9	**Visual Arts** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Social Studies: Interdependence – Atlantic Canada in the Global Community** • Introduction • Culture in the Global Community • Environment in the Global Community • Human Rights in the Global Community • Citizenship in the Global Community
Grade 10	**Visual Arts 401A** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Canadian Studies 401A** • Canada's Global Connections
Grade 11	**Visual Arts 501A** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding	**Global Studies 521/531A** • Physical Patterns of the World • Cultural Patterns of the World
Grade 12	**Visual Arts 601/621A** • Understanding and Connecting Contexts of Time, Place, and Community • Perceiving, Reflecting, and Responding • Message/Voice Unit MV12.4 demonstrate an understanding of how their artwork can support the values and principles of sustainable development in our world	**Global Studies 621/631A** • What is a Global Issue? • What are the Issues? • Active Citizenship – What Can I Do?

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Quebec

Grade 6	**Visual Arts** • Competency 3: To appreciate works of art, traditional artistic objects		**Social Sciences: Geography** • Competency 3: To be open to the diversity of societies and their territories	
Grade 7	**Visual Arts** • Competency 3: Appreciates works of art and cultural objects from world's artistic heritage		**Geography** • Competency 3: Constructs consciousness of global citizenship	
Grade 8	**Visual Arts** • Competency 3: Appreciates works of art and cultural objects from world's artistic heritage		**Geography** • Competency 3: Constructs consciousness of global citizenship	
Grade 9	**Visual Arts** • Competency 3: Appreciates images		**Geography** • Competency 3: Constructs consciousness of global citizenship	
Grade 10	**Visual Arts** • Competency 3: Appreciates images		**Geography** • Competency 3: Constructs consciousness of global citizenship	
Grade 11	**Visual Arts** • Competency 3: Appreciates images	**Geography** • Competency 3: Constructs consciousness of global citizenship	**Cultural Geography** • African area • Indian area	**The Contemporary World** • Environment • Population • Wealth
Grade 12	**CÉGEP**			

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Saskatchewan

Grade			
Grade 6	**Visual Arts: Identity** • Critical/Responsive • Cultural/Historical	**Social Studies** • Canada and Our Atlantic Neighbours	
Grade 7	**Visual Arts: Place** • Critical/Responsive • Cultural/Historical	**Social Studies** • Canada and Our Pacific and Northern Neighbours	
Grade 8	**Visual Arts: Social Issues** • Critical/Responsive • Cultural/Historical	**Social Studies** • The Individual in Canadian Society	
Grade 9	**Visual Arts: Taking Action** • Critical/Responsive • Cultural/Historical	**Social Studies** • The Roots of Society	
Grade 10	**Visual Arts** • Critical/Responsive • Cultural/Historical	**Geography** • Climate Regions and Their Effects • Economic Geography • Population	
Grade 11	**Visual Arts** • Critical/Responsive • Cultural/Historical	**Social Studies** • Human Rights • Population • Environment • Wealth and Poverty	**Geography**
Grade 12	**Visual Arts** • Critical/Responsive • Cultural/Historical	**Social Studies** • Globalization	**Geography** • The Geography of Population

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

Yukon

Grade 6	**Arts Education** • Exploring and Creating • Reasoning and Reflecting		**Social Studies** • Global poverty and inequality issues, including class structure and gender • International co-operation and responses to global issues	
Grade 7	**Arts Education** • Exploring and Creating • Reasoning and Reflecting		**Social Studies** • Human responses to particular geographic challenges and opportunities, including climates, landforms, and natural resources	
Grade 8	**Arts Education** • Exploring and Creating • Reasoning and Reflecting		**Social Studies** • Changes in population and living standards	
Grade 9	**Arts Education** • Exploring and Creating • Connecting and Expanding		**Social Studies** • Global demographic shifts, including patterns of migration and population growth	
Grade 10	**Arts Studio** • Reason and Reflect • Communicate and Document	**Studio Arts 2D** • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 3D** • Reason and Reflect • Communicate and Document • Connect and Expand	**Social Studies** • Environmental, political, and economic policies
Grade 11	**Arts Studio** • Explore and Create • Reason and Reflect • Communicate and Document	**Studio Arts 2D** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 3D** • Explore and Create • Reason and Reflect • Communicate and Document	**Social Studies** *Adapted from Grade 12* • Asian Studies: 1850-present • Comparative Cultures • Human Geography • Physical Geography • Social Justice
Grade 12	**Arts Studio** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 2D** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Studio Arts 3D** • Explore and Create • Reason and Reflect • Communicate and Document • Connect and Expand	**Social Studies** • Asian Studies: 1850-present • Comparative Cultures • Human Geography • Physical Geography • Social Justice

Appendix

Curriculum Connections Across Canada + International Baccalaureate (IB)

International Baccalaureate (IB)

Grade 6	**Middle Years Programme (MYP)**
Grade 7	• Arts
Grade 8	• Individuals and Societies
Grade 9	
Grade 10	**Diploma Programme (DP)**
Grade 11	• Visual Arts, SL/HL
Grade 12	• Geography, SL/HL
	• Global Politics, SL/HL
	• Social and Cultural Anthropology, SL/HL
	• Environmental Systems and Societies, SL

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