

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12



Theme 3: **Sustainable Development**



AGA KHAN FOUNDATION
CANADA



In partnership with

Canada



Youth in Chitral, Pakistan participate in an art competition, focused on expressing global warming through art.
Credit: Danial Shah / AKFC

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This four-part toolkit equips you with everything you need to teach about the **Sustainable Development Goals (SDGs)** and global citizenship. It includes fun and interactive lesson plans, activities, extensions, videos, real-world examples, discussion guides, and printable handouts that encourage learners to think critically and creatively, linking the personal, local, and global. The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. We hope it inspires both you and your students to take action and help create a more peaceful, prosperous, and equitable world for all.

Welcome to **Theme 3: Sustainable Development**

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High-level activity:



Learning styles:



Verbal-
Linguistic



Logical-
Mathematical



Visual-Spatial



Bodily-
Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

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 inform our work, in Canada and globally, on this shared path of reconciliation.

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Zakeo is part of a team that farms land donated to the community by a local farmer. Credit: Rich Townsend / AKFC

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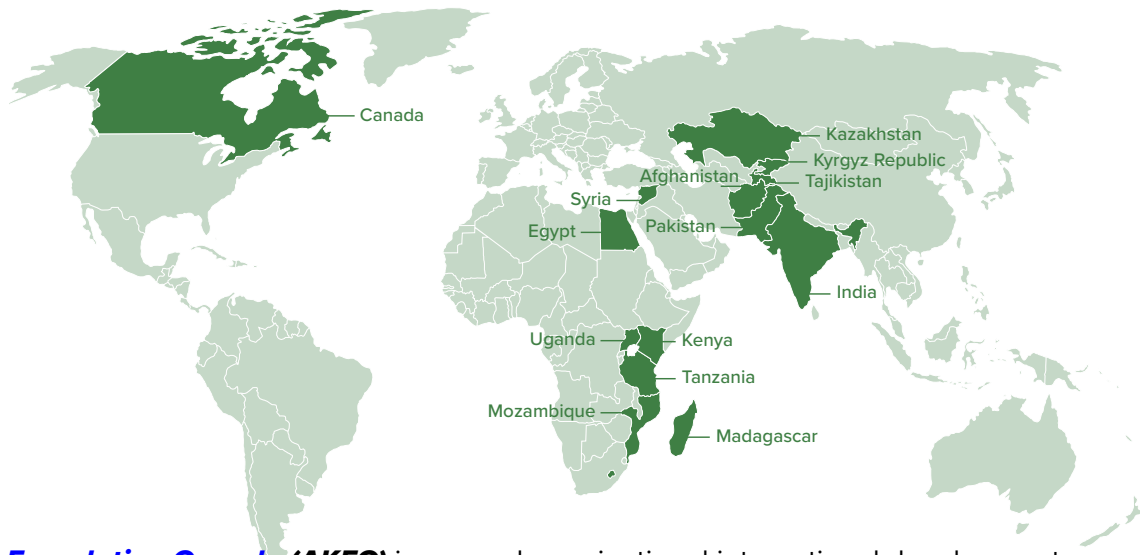
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Who We Are



AGA KHAN FOUNDATION
CANADA



Aga Khan Foundation Canada (AKFC) is a non-denominational international development organization and registered Canadian charity. Aga Khan Foundation Canada works in over a dozen 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 agriculture and food security, civil society, climate resilience, early childhood development, education, health and nutrition, and work and enterprise. 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 resources.

AKFC is 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. The AKDN is dedicated to improving the quality of life of those in need, mainly in Asia and Africa, irrespective of their origin, faith, or gender. The network's multifaceted development approach aims to help communities and individuals become self-reliant.

how you can get involved:

- [Sign-up for our monthly newsletter](#) where we share our favourite activities, videos, and resources or book a workshop for your class or district.
- Visit us online for more educator resources:
www.akfc.ca/get-involved/educators



This resource explores the third of four themes:



Download

Theme 1: Connected World

This module focuses on our connected world and what it means to be a **global citizen**.



Download

Theme 2: Quality of Life

This module focuses on **quality of life**, as well as the way it varies from country to country and within a given country.



Download

Theme 3: Sustainable Development

This module focuses on the United Nations **Sustainable Development Goals (SDGs)**, also known as the Global Goals.



Download


Theme 4: Making a Difference

This module focuses on being a **global citizen** and encourages students to act locally and be changemakers.



Students at a primary school in Uganda hang cloth material on bushes to dry, which is used to make reusable menstrual pads. Credit: Rich Townsend / AKFC

How to Use this Resource and Contact Us

- The toolkit supports curriculum expectations for Grade 9 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. There are ties to Social Studies, Geography, History, World Issues, Civics, Language Arts, and the Arts. For a full chart of curriculum connections, please see the [Appendix](#).
- To experience the full teaching and learning journey, use the lessons in sequence.
- The lessons are designed so that they can stand alone, so feel free to select ones that support your programming.
- If you would like to explore a few high-level activities from each theme, follow the globe icon. 

- We have included activities to engage different learning styles. Look for the following icons throughout the resource:



Verbal-Linguistic



Logical-Mathematical



Visual-Spatial



Bodily-Kinesthetic



Musical



Interpersonal



Intrapersonal



Naturalist

- Words ***bolded and italicized*** appear in the [Glossary](#).
- The length of time needed for each lesson appears as a lower limit (e.g., 50 minutes +). Feel free to deliver the lessons in a way that matches the instructional time in your learning environment, as well as your students needs. A single lesson can fill one learning session, or it can be split across several sessions.
- Feel free to adapt the lessons to suit your students' learning styles and needs.
- Use a world map to enhance learning. When selecting an appropriate world map, be sure that it accurately represents the true size of countries. Look for maps that utilize an equal-area projection such as the Equal Earth projection. It's also beneficial to choose maps that are up-to-date, clearly labeled, and visually engaging for students to encourage exploration and understanding of global geography.
- Website links are working as of January 2024. Please check them before use.
- If you would like printed copies of this resource, please send an email request to akfc.education@akdn.org.
- If you would like to download a digital copy of this resource in English, with hyperlinks to websites, videos, and other online resources, please visit www.akfc.ca/en/guide. To download a French copy, please visit: www.akfc.ca/fr/guide.
- We would love to hear how you are using this resource and welcome your ideas for improving and expanding on the themes. Please share your suggestions with us at akfc.education@akdn.org.
- Sign-up for our monthly newsletter where we share our favourite activities, videos, and resources: www.akfc.ca/get-involved/educators/#subscribe.

Using Videos for Teaching and Learning

1. This toolkit uses videos for teaching and learning. When sharing a video with your class, we recommend this scaffolded approach:
2. Share the video with your students and let them engage on their own terms. If it helps your students, reduce the playback speed by clicking on the “Settings” icon on the YouTube video and/or play the video a few times.
3. Share the video questions with your students. We have included questions in the lesson plan, as well as in the form of a handout. Give students time to review the questions independently. If it helps your students, review the questions together as a class.
4. Share the video again. Invite students to reflect on the questions and record their responses.
5. Facilitate a discussion, making room for different points of view. We include different types of questions that increase in difficulty. The approach adapts Bloom’s Taxonomy and the Critical Analysis Process outlined in the Ontario Curriculum for The Arts for elementary and secondary students (2009, 2010). The questions may invite students to:

React – Students may share thoughts, feelings, questions, and/or personal connections. These responses may create opportunities for further discussion.

Demonstrate Understanding – Students may summarize and explain key concepts.

Analyze – Students may break down big concepts, compare and contrast information, and/or reflect on how concepts relate to each other.

Consider the Cultural Context – Students may reflect on when, where, and by who the video was made, and how this impacts the point of view and content.

Express an Informed Point of View – Students may reflect on if and how their first reaction has changed, whether they agree or disagree with an idea, and/or offer new possibilities.

Protecting the Safety, Belonging, and Dignity of Students

Introduction

Global citizenship education has many benefits. It increases students' awareness of local and global issues; leverages students' experiences in and connections to different parts of the world; promotes critical and creative thinking; sparks communication, collaboration, and problem-solving; and activates students' unique gifts for ethical and informed action.

Conversations around global connections, the Sustainable Development Goals (SDGs), and global citizenship touch on many topics, including poverty, food security, health, education, gender inequality, politics, conflict, displacement, migration, and more.

These topics will touch your life and your students' lives in different ways. We encourage you to watch this introductory Edutopia video on trauma-informed practices: [Education Buzzwords Defined: What Are Trauma-Informed Practices?](#)

Let Students Choose Alternatives

As a teacher, you know your students best and should evaluate their level of readiness before integrating global citizenship education in your classroom. Given the complexity and gravity of some topics, it is important to prepare your students in advance by disclosing to them the nature of the content they will engage with. When possible, let students know that they may opt out, and provide them with alternative ways of engaging with the content.

Hold Space for Difficult Emotions

Information about poverty, climate disasters, inequality and the like will likely spark difficult emotions. Transitions between activities and opportunities for self-expression are essential for processing this content. Journaling or checking in with peers are meaningful ways to end a class. In addition, discussion groups led by a guidance counselor can provide a safe and comfortable space in which students can process their emotions and feel supported. Devoting time—even if it means skipping content—to these strategies ensures we support learners and model valuable coping skills that extend into other facets of life.

Offer Hope and Optimism

We encourage you to share optimistic stories of hope, action, and progress while teaching about local and global issues. It is important for your students to know that they do indeed have the capacity to address global problems in their own way. Using case studies and examples that show meaningful progress and action can inspire students. Furthermore, allowing students to exercise their agency through action-oriented projects can offer optimism and hope.

Signs and Symptoms of Trauma

There are many signs and symptoms of trauma, which include physical, mental, emotional, and social responses. Some signs and symptoms are:

- missing classes
- having difficulty focusing
- having difficulty retaining and recalling information
- having difficulty regulating emotions
- being afraid to take risks
- experiencing anxiety around group work, public speaking, deadlines, tests etc.
- feeling stressed, angry, or helpless
- withdrawing and isolating
- participating in unhealthy relationships¹

If you notice these signs and symptoms, act compassionately, seek support when necessary, and take trauma-informed steps to support your students' well-being. Please see the [Resources](#) section for additional videos and articles.

Facilitation Principles

Here are some tips that you can use before and while facilitating conversations in the classroom:

- Be as aware of your students' personal situations as possible. Consider historic, cultural, and gender issues. Is there anyone who may be personally affected by the discussion topic?
- Be mindful of power dynamics.
- Acknowledge trauma and create a climate of safety, trust, and transparency.
- Consider sharing a content warning.
- Define issues clearly and approach them with sensitivity.
- Structure discussions, establish expectations, and clear pathways for communication.
- Consider which topics are appropriate for discussion and debate.
- Protect students by not personalizing issues.

¹ "Trauma-Informed Pedagogy." [Barnard College, Columbia University](#). Accessed 8 August 2023.

- Wherever possible, empower students with voice and choices.
- Make room for students' perspectives and recognize that these perspectives are informed by different experiences, beliefs, and values.
- Thank students for their responses in a neutral way.
- Accept that issues are complex and there may not be a "right answer." It is okay for students to disagree and debate respectfully.
- Teach students the difference between bias and an informed opinion.
- Help students find reliable information to support their views.
- Create a climate that validates lived experience.
- Be an open and available resource within your personal and professional boundaries.
- Be mindful of compassion fatigue and take care of yourself.

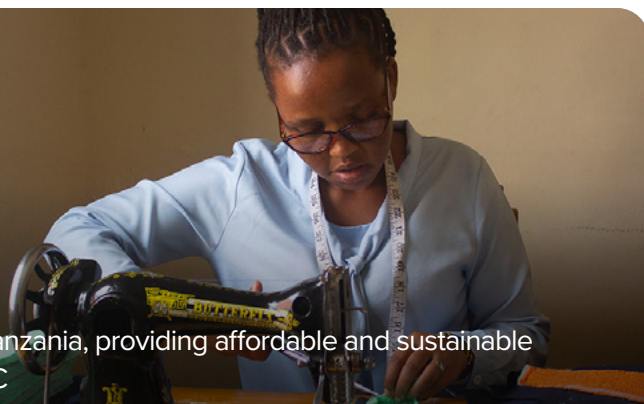
Seek Extra Support if Necessary

Keep in mind that global citizenship education affects everyone differently. Some students may be particularly vulnerable and may experience a greater emotional toll, including the triggering or exacerbation of symptoms. We encourage you to be observant and provide extra support and resources to all students in case they wish to process their feelings/emotions further or receive additional support to help them cope.

THEME 3

Sustainable Development

Iddah is the owner of a company that makes reusable pads in Tanzania, providing affordable and sustainable menstrual products in her community. Credit: Nura Media / AKFC



Overview

This module focuses on the **United Nations Sustainable Development Goals (SDGs)**, also known as the **Global Goals**. Students will begin by learning about the Sustainable Development Goals (SDGs). Then they will be introduced to the **United Nations Declaration on the Rights of Indigenous Peoples** and think about how sustainable development and Indigenous rights relate to one another. Students will learn the difference between **humanitarian assistance** and **sustainable development**, identify the symptoms and root causes of problems, and learn about some sustainable development players (**United Nations**, governments, **non-governmental organizations (NGOs)**, universities and colleges, businesses, and individuals). Students will think critically about a sustainable development case study, considering different sustainable development players, ending with the individual, which will carry them forward to the next module.

Key Concepts

- Sustainable Development Goals (SDGs), or the Global Goals
- United Nations Declaration on the Rights of Indigenous Peoples
- Humanitarian assistance
- Sustainable development
- Problems, symptoms, and root causes
- United Nations
- Non-governmental organizations (NGOs)

Learning Outcomes

Learners will:

- Become familiar with the United Nations Sustainable Development Goals (SDGs), also known as the Global Goals
- Become familiar with the United Nations Declaration on the Rights of Indigenous Peoples
- Understand the difference between humanitarian assistance and sustainable development, as well as their key characteristics
- Activate thinking around the root causes and symptoms of global development problems
- Become familiar with some sustainable development players (United Nations, governments, non-governmental organizations (NGOs), universities and colleges, businesses, and individuals)
- Think critically about a sustainable development case study, considering different sustainable development players

Introducing the Sustainable Development Goals (SDGs), or The Global Goals



Verbal-Linguistic



Visual-Spatial

Length: 60 minutes +

Objective: Students will become familiar with the Sustainable Development Goals (SDGs), also known as the Global Goals. They will think about the ways the Goals are interconnected and participate in an online quiz about the Goals.

Procedure

Think

1. Share the [Global Challenges and Goals](#) handout. Invite students to reflect: What do you think are 5 big challenges facing people and the planet today? Have students list their ideas in the “Global Challenges” column. For example: “Climate change.”
2. Have students reframe their global challenges as goals and add them to the “Goals” column. For example: “Reduce greenhouse gas emissions and invest in climate innovation.”

Materials

- Any way of recording ideas
- (Background information) [Transforming our world: the 2030 Agenda for Sustainable Development](#)
- *Global Challenges and Goals* handout on [page 17](#), one per student
- The Global Goals video: [Malala Introducing The World’s Largest Lesson](#)
- *Sustainable Development Goals* poster on [page 18](#), cut into 17 separate goal cards, one goal per student (make duplicates if necessary)
- (Optional) The Government of Canada video: [Gender-Based Analysis Plus: Equality or Equity?](#) (3:13)
- Aga Khan Foundation Canada quiz: [How well do you know the Sustainable Development Goals?](#)

ACTIVITY 1

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](#). Here are some possibilities:
 - [Do you know all 17 SDGs?](#) (1:24, United Nations, 2018) – This is a very quick, animated overview without narration. It focuses on the SDG symbols only.
 - [UN Sustainable Development Goals – Overview](#) (2:12, UNICEF Georgia, 2018) – This is a quick, animated overview with narration. It shows the SDG symbols and describes each SDG briefly. Note that in this video's context, gender is approached in a binary way, that is, women/girls and men/boys. We encourage you to consider your context and adapt the video to best suit your classroom.
 - [Red Alert – How to meet the Sustainable Development Goals together](#) (5:04, United Nations, 2022) – This is a more in-depth look with real-life footage and narration. It shows the SDG symbols briefly. It includes statistics, has an elevated vocabulary, and acknowledges the pandemic. Note that the video was produced in 2022 and says that humanity is 8 years away from 2030, so you would need to adjust the timeline.
 - [Stocktaking | What will it take to achieve the Sustainable Development Goals](#) (3:09, United Nations, 2023) – This is a more in-depth look with real-life footage and narration. It shows fifteen of the seventeen SDG symbols briefly. It includes statistics and has an elevated vocabulary. Note that the video has captions.
2. Share the [Sustainable Development Goals](#) poster. 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. Progress towards any goal facilitates progress towards others. The Sustainable Development Goals are universal and are also known as the **Global Goals**.
3. Have students return to their [Global Challenges and Goals](#) handout and review their list of goals. Have students connect their goals with the 17 Sustainable Development Goals. For example, the goal “Take climate action and invest in climate innovation” connects to SDG 7 (Affordable and Clean Energy), SDG 9 (Industry, Innovation and Infrastructure), SDG 11 (Sustainable Cities and Communities), SDG 12 (Responsible

ACTIVITY 1



Youth in Chitral, Pakistan participate in an art competition, focused on expressing global warming through art.
Credit: Danial Shah / AKFC

Consumption and Production), SDG 13 (Climate Action), and more! Have students record the related SDG numbers in the “SDGs” column. For the example, it would be 7, 9, 11, 12, 13.

4. Now you are going to lead a game of “Molecule.” Give each student one Sustainable Development Goal card. Have students move around the room. Periodically, instruct students to form molecules. For example, if you say: “Form a molecule of three,” then students should form groups of three.

Invite groups to reflect: How are your goals connected to each other? Alternatively, how do they impact each other? For example, let’s say a group has SDG 2 (Zero Hunger), SDG 6 (Clean Water and Sanitation), and SDG 14 (Life Below Water). Polluted water can harm fish populations, which can create food shortages for a community that depends on those fish.

Repeat this process a few times, so students form different groups and explore more connections.

ACTIVITY 1

5. Share that the full Declaration of the Sustainable Goals includes this [powerful statement](#) (see article 23). If it helps your students, you may project it on a screen or post it on a wall:

“People who are vulnerable must be empowered. Those whose needs are reflected in the Agenda include all children, youth, persons with disabilities (of whom more than 80% live in poverty), people living with HIV/AIDS, older persons, ***indigenous peoples, refugees and internally displaced persons and migrants***. We resolve to take further effective measures and actions, in conformity with international law, to remove obstacles and constraints, strengthen support and meet the special needs of people living in areas affected by complex humanitarian emergencies and in areas affected by terrorism.”²

Please see the [glossary](#) for definitions of the bolded and italicized words above.

6. If your students have participated in the Activity 1: The Game, Understanding Privilege, Equality, and Equity in [Theme Two: Quality of Life](#), then invite them to reflect: How does this statement relate to the game we played earlier, the one where you each tried to throw a ball of crumpled paper into a bin?

Possibilities include: It has to do with equity. It is about removing obstacles and empowering people who are at a disadvantage and/or vulnerable, so that they too can enjoy peace and prosperity.

If your students have not participated in the activity mentioned above, then invite them to reflect: This powerful statement concerns equality vs. equity. What do you think is the difference between equality and equity? Have students think-pair-share and/or have students share their ideas with the whole class.

Possibilities include: When there is equality, people have the same quality of life, power, status, rights, and responsibilities. When there is equity, there is fairness and justice. If you treat people equally, you treat them all the same way. If you treat people equitably, you give all people what they need to succeed. You may share the Government of Canada video to illustrate the concepts: [Gender-Based Analysis Plus: Equality or Equity?](#) (3:13)

[Note: The video explores the difference between equality and equity through the lens of gender and intersectionality. Occasionally, the video uses language that relates to a workplace, but the content is transferable to other scenarios.]

Do

1. To extend learning, have students explore the United Nations Sustainable Development Goals hub at: www.un.org/sustainabledevelopment. Then have students take Aga Khan Foundation Canada’s quiz: [How well do you know the Sustainable Development Goals?](#) You may also turn this into an exit ticket.

² “Transforming our world: the 2023 Agenda for Sustainable Development.” [United Nations Department of Economic and Social Affairs](#). Accessed 21 July 2023.

Global Challenges and Goals

- 1- What do you think are 5 big challenges facing people and the planet today?
- 2- List your ideas in the “Global Challenges” column.
- 3- Reframe your global challenges as goals and them to the “Goals” column.
- 4- Leave the “SDG” column blank for now.

Global Challenges	Goals	SDGs
E.g., Climate Change	E.g., Reduce greenhouse gas emissions and invest in climate innovation.	7, 9, 11, 12, 13

ACTIVITY 1

