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

Inspiring Global Citizens

A Pan-Canadian Educators' Guide

Grades 9 to 12

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.

Funding

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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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Who We Are
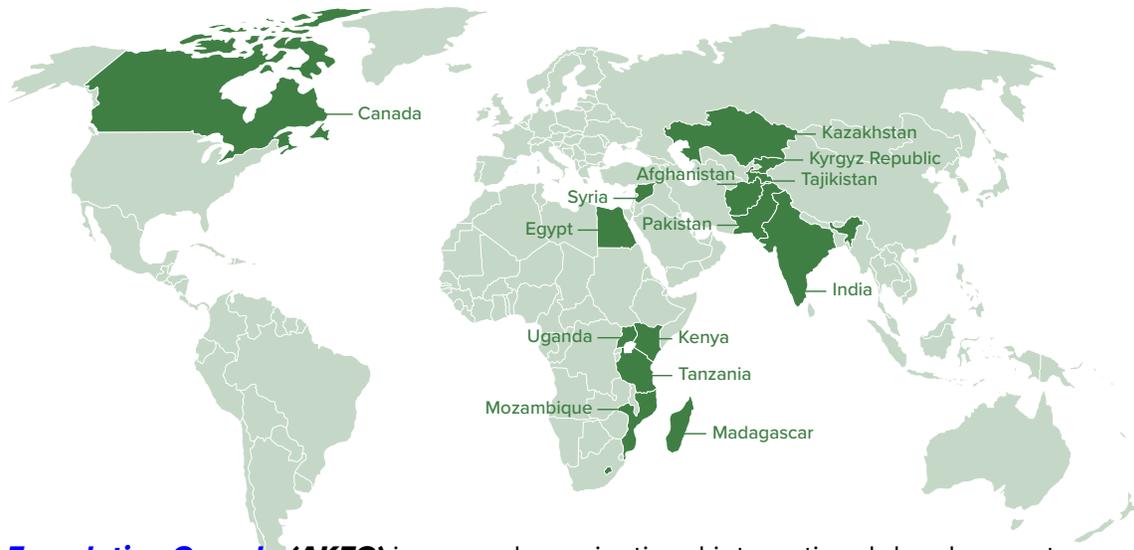
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Aga Khan Foundation Canada **(AKFC)** is a non-denominational international development organization and registered Canadian charity. Aga Khan Foundation Canada works in over a dozen countries in Africa and Asia, tackling the root causes of poverty 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
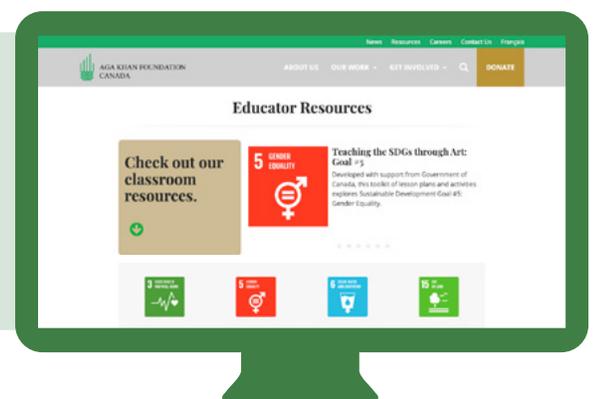
This resource explores the third of four themes:
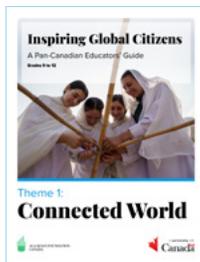
Theme 1: Connected World

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.
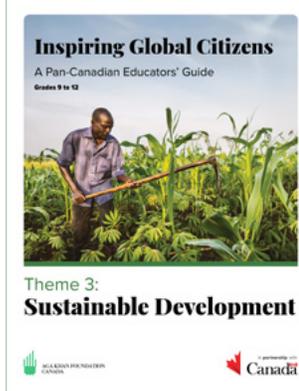
Download

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.

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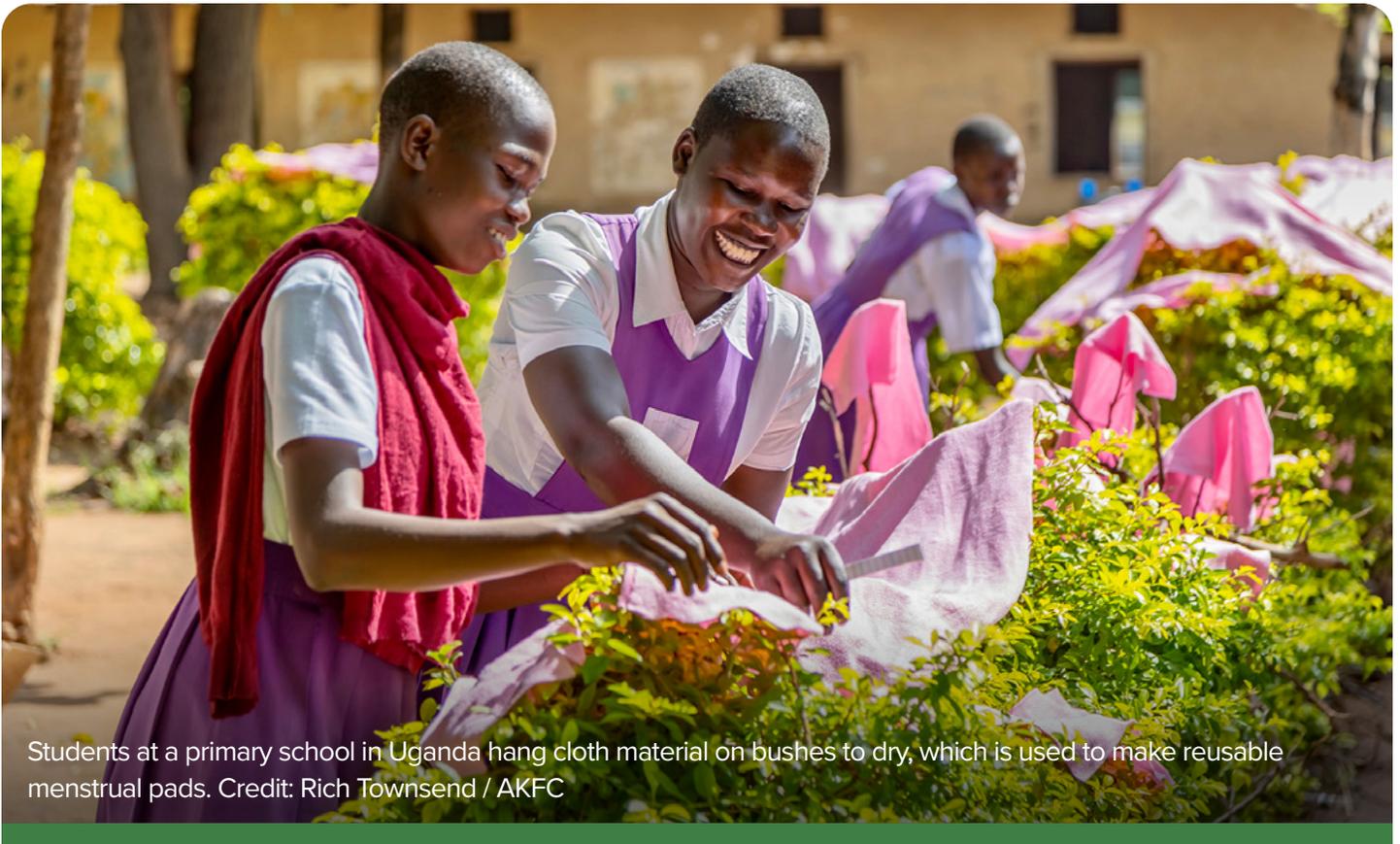
Students at a primary school in Uganda hang cloth material on bushes to dry, which is used to make reusable menstrual pads. Credit: Rich Townsend / AKFC

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 relationships[1]

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.

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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.

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
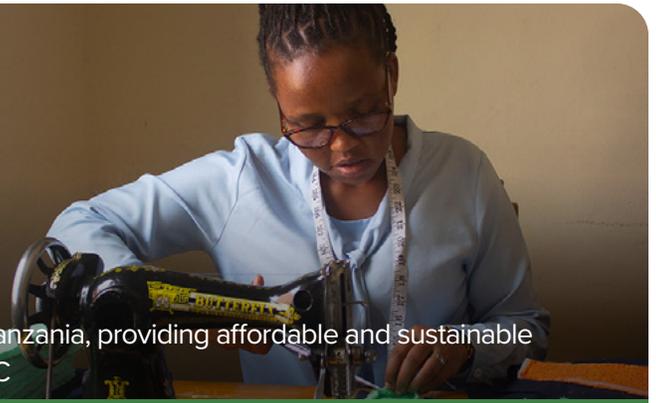
Overview

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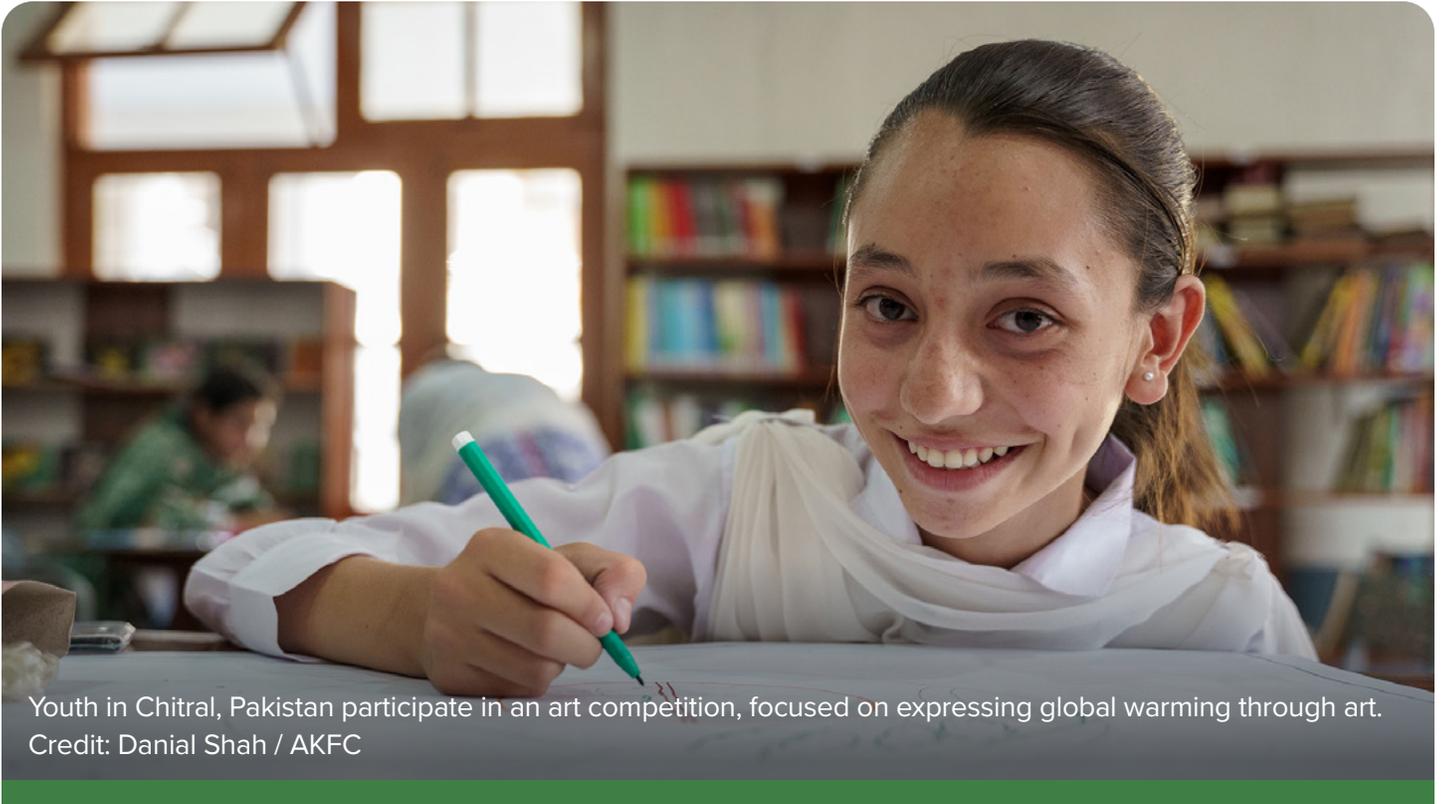
Youth in Chitral, Pakistan participate in an art competition, focused on expressing global warming through art.
Credit: Danial Shah / AKFC

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.

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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

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

SUSTAINABLE DEVELOPMENT GOALS

United Nations Declaration on the Rights of Indigenous Peoples

Visual-Spatial   **Verbal-Linguistic**   **Intrapersonal**

Length: 70 minutes +

Objective: Students will become familiar with the United Nations Declaration on the Rights of Indigenous Peoples, read excerpts from the Declaration, discuss key ideas, and reflect on how the rights of Indigenous peoples and sustainable development relate to one another.

Procedure

Connect

1. Survey the class with a show of hands (or any other means that feels appropriate for your group): Have you heard of the United Nations Declaration on the Rights of **Indigenous Peoples**?

Materials

- Any way of recording ideas

- The Department of Justice Canada video: *The United Nations Declaration on the Rights of Indigenous Peoples explained* (1:53)

- *The United Nations Declaration on the Rights of Indigenous Peoples explained Reflection Questions* handout on pages 23 and 23, one per student

- *The United Nations Declaration on the Rights of Indigenous Peoples*

- *Excerpts from the United Nations Declaration on the Rights of Indigenous Peoples* resource on pages 24 and 25, cut into separate cards

- (From Activity 1) *Sustainable Development Goals* poster on page 18, cut into 17 separate goal cards, one goal per student (make duplicates if necessary)

ACTIVITY 2

2. Share the description from the glossary: Indigenous peoples identify as Indigenous at the individual level and are accepted by the community as their members. "They have a historical continuity with a given region prior to colonization and a strong link to their lands. They maintain, at least in part, distinct social, economic, and political systems. They have distinct languages, cultures, beliefs, and knowledge systems. They are determined to maintain and develop their identity and distinct institutions and they form a non-dominant sector of society."[3] They want to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities.

Think

1. Share the Department of Justice Canada video: *The United Nations Declaration on the Rights of Indigenous Peoples explained*. On September 13, 2007, the United Nations adopted the Declaration.
   Invite students to reflect, then facilitate a discussion:

2. Share the handout: *The United Nations Declaration on the Rights of Indigenous Peoples explained Reflection Questions*. Give students time to review the questions independently. If it helps your students, review the questions together as a class.

3. Share the video again.

4. Facilitate a discussion around the video, inviting students to reflect on the questions below. This part focuses on the first four questions on the handout:

   • What is your response or reaction to this video?

      Answers will vary.

   • What is the primary function of the United Nations Declaration on the Rights of Indigenous Peoples?

      Possibilities include: It sets global standards to uphold the human rights of Indigenous peoples. These standards elaborate on pre-existing human rights standards and focus on the survival, dignity, and well-being Indigenous peoples around the world.

   • What are some of the rights that the Declaration upholds?

      Possibilities include: The right to self-determination and self-government; to have treaties and agreements honoured and respected; to use and teach traditional languages, histories, cultures, and customs; to access social services and improve social and economic well-being; to be free from any kind of discrimination and live in peace and security as distinct peoples.

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3 **"Indigenous Peoples."** *United Nations: Fight Racism*. **Accessed 15 August 2023.**

• Consider the way the video was made. What are some signs of reconciliation, Indigenous leadership, creativity, and/or participation?

Possibilities include: At the end of the video, there is a statement that indicates Indigenous organizations and creative consultants were involved in the making of the video. They shared their cultural wisdom, feedback, and perspectives on the script, artwork, and animation. The designers, musicians, and narrator were all Indigenous.

Think + Do

1. This part focuses on the last two questions on the handout. Have students divide into 8 groups and give each group <u>one</u> of the *Excerpts from United Nations Declaration on the Rights of Indigenous Peoples cards*. Invite students to reflect: The United Nations Declaration on the Rights of Indigenous Peoples includes introductory statements and 46 Articles. These are some excerpts. What are the key words and ideas in your statement? Have each group work collaboratively, then share its key words and ideas with the whole class.

2. Give each group a few *Sustainable Development Goal cards* from Activity 1: Introducing the Sustainable Development Goals (SDGs) or The Global Goals.

   Invite students to reflect: How do the rights of Indigenous people relate to the Sustainable Development Goals?

   For example, let's say a group has Article 24 #1 of the United Nations Declaration on the Rights of Indigenous Peoples, plus SDG 3 (Good Health and Well-Being), SDG 10 (Reduced Inequalities), and SDG 15 (Life on Land). When Indigenous people are empowered to protect the **biodiversity** on their lands, they can conserve their vital medicinal plants, animals, and minerals, as well as their traditional health practices. This can improve health and well-being and reduce inequalities. Have each group work collaboratively, then share its ideas with the whole class.

3. To extend learning, consider inviting a local Indigenous speaker to your school or classroom. Students could also write a reflection on ways that the United Nations Declaration on the Rights of Indigenous Peoples is being upheld in their community or elsewhere in Canada.

The United Nations Declaration on the Rights of Indigenous Peoples explained

Reflection Questions

1. What is your response or reaction to this video?

2. What is the primary function of the United Nations Declaration on the Rights of Indigenous Peoples?

3. What are some of the rights that the declaration upholds?

The United Nations Declaration on the Rights of Indigenous Peoples explained

Reflection Questions

4. Consider the way the video was made. What are some signs of reconciliation, Indigenous leadership, creativity, and/or participation?

5. What are the key words and ideas in your statement?

6. How do the rights of Indigenous people relate to the Sustainable Development Goals?

Excerpts from the United Nations Declaration on the Rights of Indigenous Peoples

"...Concerned that indigenous peoples have suffered from historic injustices as a result of, inter alia,* their colonization and dispossession of their lands, territories and resources, thus preventing them from exercising, in particular, their right to development in accordance with their own needs and interests..."

*inter alia means among other things

From the introductory statements

"...Recognizing that respect for indigenous knowledge, cultures and traditional practices contributes to sustainable and equitable development and proper management of the environment..."

From the introductory statements

"Indigenous peoples have the right to the conservation and protection of the environment and the productive capacity of their lands or territories and resources."

Article 29, #1

"States shall also take effective measures to ensure, as needed, that programmes for monitoring, maintaining and restoring the health of indigenous peoples, as developed and implemented by the peoples affected by such materials, are duly implemented."

Article 29, #3

Excerpts from the United Nations Declaration on the Rights of Indigenous Peoples

"…Convinced that control by indigenous peoples over developments affecting them and their lands, territories and resources will enable them to maintain and strengthen their institutions, cultures and traditions, and to promote their development in accordance with their aspirations and needs…"

From the introductory statements

"Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal plants, animals and minerals.

Indigenous individuals also have the right to access, without any discrimination, to all social and health services."

Article 24, #1

"States shall take effective measures to ensure that no storage or disposal of hazardous materials shall take place in the lands or territories of indigenous peoples without their free, prior, and informed consent."

Article 29, #2

"Indigenous peoples have the right to determine and develop priorities and strategies for the development or use of their lands or territories and other resources."

Article 32, #1

What Makes Development Sustainable?

Verbal-Linguistic

Interpersonal

Length: 50 minutes +

Objective: Students will learn the difference between humanitarian assistance and sustainable development, as well as their key characteristics.

Procedure

Think

1. Share the *What's the Difference?* handout. 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.

Materials

- Any way of recording ideas

- *What's the Difference?* handout on pages 29, 30 and 31, one per student

- *Testers* handout on page 32, one per student

- *Humanitarian Assistance and Sustainable Development* handout on pages 33 and 34, one per student

- *Sustainable Development Goals* poster (from Lesson 1) on page 18, one per student, or projected on a screen

2. Tell students that the stories in column 1 are examples of **humanitarian assistance**, while the stories in column 2 are examples of **sustainable development**. Invite students to reflect: Based on these examples, what do you think "humanitarian assistance" and "sustainable development" mean? Create your own definitions. Have students work independently or collaboratively, then share their ideas.

ACTIVITY 3

3. Share the handout: *Humanitarian Assistance and Sustainable Development* handout and review the following definitions: **Humanitarian assistance** is emergency, life-saving relief that protects the dignity of people in the face of natural disasters (e.g., cyclones, tsunamis, earthquakes) and other crises, like conflict, displacement, and extreme poverty. It may include emergency food, water, sanitation and hygiene, health care, and shelter. Here are some characteristics of humanitarian assistance. Note that not all humanitarian assistance exhibits these characteristics:

    • It is timely and relieves human suffering anywhere in the world, paying particular attention to the most vulnerable people.

    • It is impartial and given according to identified needs, without discrimination based on nationality, race, religion, class, gender, political opinions etc.

    • It is neutral, does not take sides in a conflict, and does not engage with any political, racial, religious, or ideological controversies.

    • It is independent of and not influenced by political, economic, or military objectives.[4]

    • It leverages existing community assets and is community-led and driven.

    Humanitarian assistance can lead to sustainable development.

    "**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). 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. Note that not all sustainable development exhibits these characteristics:

    • It focuses on the **root causes** of crises or sustained challenges like poverty and the way they are interconnected, **reduces risks**, and **builds resilience** in a way that **empowers people** and diminishes the need for assistance.

    • It is a **long-term** approach or solution, that helps people now and will continue to help people in the future.

    • It **builds inclusive partnerships** between people, governments, non-governmental organizations, educational institutions, businesses, and more. These people 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.

- It leverages existing **community assets** and is **community-led** and driven.

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 with supporting evidence from the characteristics of humanitarian assistance and sustainable development.

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 SDG 1 (No Poverty), SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), and SDG 7 (Affordable and Clean Energy). Emphasize that a single project may support many goals.

Do

1. To extend learning, have students find a project in their local community that supports the Sustainable Development Goals and share their findings with the class. You could also invite local politicians, NGOs, or others to speak to your students.

   Alternatively, have students choose one example of humanitarian assistance and invite them to reflect: How could this initiative to provide immediate relief be adapted after the initial emergency, to become an example of sustainable development?

What's the difference?

1

On February 6, 2023, a 7.8-magnitude earthquake struck near the Türkiye-Syria border. In harsh winter, it left 1.5 million homeless, destroyed schools and hospitals, killed or injured tens of thousands of people, and increased the difficulty for 4.1 million people in northwest Syria already surviving on humanitarian assistance. The United Nations deployed disaster experts, organized search-and-rescue teams, helped clear rubble, and provided life-saving items, like food, water, medical supplies, and thermal blankets. Companies around the world helped. For example, TELUS donated $50,000 to the Humanitarian Coalition and $50,000 to the International Development and Relief Foundation, registered Canadian charities supporting emergency efforts on the ground in Türkiye and Syria.

2

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, by replacing the wick and burner with a Compact Fluorescent Light (CFL). This initiative serves 52% of Bangladesh's population – over 74 million people – who live in rural areas without electricity.[5] This saves families money, reduces harmful carbon dioxide emissions, improves work capacity, and allows children to study in the evening.[6]

5 "Türkiye-Syria Earthquake Response." *United Nations*. Accessed 16 August 2023.

6 "Enterprise Brief: Powering the Future with SuryaHurricanes." *SEED*. Accessed 16 August 2023.

7 "The Great Bear Rainforest." *Nature United*. Accessed 16 August 2023.

What's the difference?

1

On May 14, 2023, Cyclone Mocha made landfall in Myanmar with winds as high as 250 km/hour and heavy rain, causing flooding and landslides. The cyclone affected 1.6 million people, left hundreds of thousands homeless, caused overcrowding, separated children from caregivers, impacted hospitals and other health facilities, closed schools, caused telecommunications and electricity outages, damaged crops, and blocked roads. The United Nations appealed for $333 million to assist. The humanitarian community provided shelter, drinking water, water purification tablets, rice, and high-energy biscuits. They started mobile health teams, distributed hygiene kits, created safe spaces for children, opened learning centres, distributed learning kits, worked to restore electricity and communication, and cleared debris from roads, opening transportation pathways.

2

In Canada, the Great Bear Rainforest covers 6.4 million hectares on British Columbia's north and central coast. It is part of the largest coastal temperate temperate rainforest in the world, a carbon storehouse, home to coastal grey wolves, grizzly bears, the world's only Spirit Bears (a subspecies of black bear with pure white fur), rich salmon streams, and cedars that have been standing for thousands of years. It is the unceded traditional territories of over twenty-four coastal First Nations and has been protected by Indigenous people for millennia. The Nature Conservancy helped establish Coast Funds, which have funded Indigenous-led forest management plans, conservation actions, and research, as well as programs for Indigenous guardians and emerging youth leaders. These investments have created 45 new businesses and 767 new, permanent jobs in First Nation communities.

What's the difference?

1

In In 2023, Canada faced record-breaking wildfires from coast to coast. By early September, over 6000 fires had burned through over 16 million hectares of land, more than six times the annual average.[8] The Canadian government replaced vital documents for free, including permanent resident cards, Canadian citizenship certificates and passports that were lost, damaged, destroyed, or inaccessible due to the fires. Firefighters from Australia, Chile, Costa Rica, France, New Zealand, Portugal, South Africa, Spain, and the United States flew to Canada to help control and extinguish the blazes. The Canadian Red Cross appealed for donations to assist with relief, recovery, and resilience.

2

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 famers 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.

8 "National Wildland Fire Situation Report." *Natural Resources Canada*. Accessed 18 July 2023.

Testers

1

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 at sewing. These women hail from rural villages, work in safe conditions, receive fair wages, and train new employees.

2

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.

Period poverty — the lack of access to menstrual products, sanitation, and information about menstruation — is a global health issue. In many countries, barriers to menstrual health mean missing out on life's opportunities, including education, employment, and gender equality. Iddah is a medical student in Mwanza, Tanzania. She's also the founder of the FHT Group Company, a woman-led business that produces reusable menstrual pads that "are eco-friendly, chemical-free, affordable, and accessible within [her] community." Her business employs women, including young mothers. Iddah is helping her community access the products they need while reducing waste, supporting both the health of her community and her environment.

In 2022 in Haiti, millions of children and their families needed a lifeline: Most schools were closed for 7 months, there was an increase in armed violence, cases of cholera, food insecurity, skyrocketing inflation, and restricted access to essential health, nutrition, water and hygiene services. UNICEF supported Haitian authorities in providing safe drinking water, nutrition, essential healthcare, vaccinations, sanitation, and hygiene. They opened non-formal education centres and distributed learning materials, offered child and social protection services, as well as cash transfers to families with school-aged children.

Humanitarian Assistance and Sustainable Development

Humanitarian assistance is emergency, life-saving relief that protects the dignity of people in the face of natural disasters (e.g., cyclones, tsunamis, earthquakes) and other crises, like conflict, displacement, and extreme poverty. It may include emergency food, water, sanitation and hygiene, health care, and shelter.

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- It is timely and relieves human suffering anywhere in the world, paying particular attention to the most vulnerable people.

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- It is independent of and not influenced by political, economic, or military objectives.[9]

- It leverages existing community assets and is community-led and driven.

Humanitarian assistance can lead to sustainable development.

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9 **"Red Cross Fundamental Principles."** *Canadian Red Cross*. **Accessed 30 March 2024.**

Humanitarian Assistance and Sustainable Development

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9 **"Red Cross Fundamental Principles."** *Canadian Red Cross*. **Accessed 30 March 2024.**

Root Causes and Asking "Why?"

✓ **Verbal-Linguistic**   👁 **Visual-Spatial**   🤝 **Interpersonal**

Length: 70 minutes +

Objective: Students will activate thinking around the root causes and symptoms of global development problems and apply their learning to real-world case studies.

Procedure

Think

1. Invite students to reflect on the questions below. Have students think independently, then share. Facilitate a discussion:

   - If you have a sprained or broken ankle, what might be the symptoms of this condition?

     Possibilities include: swelling, pain, redness, warm to the touch, etc.

   - What may have been the immediate cause of the condition?

     Possibilities include: went outside without proper shoes and slipped on ice, ran through a cluttered hallway and fell.

   - What may have been the deeper cause(s) of the condition?

     Possibilities include: you don't have enough money to buy a good pair of winter shoes that can protect you from slipping, public spaces don't have the resources to clear all the clutter in hallways to make them more safe.

   Tell students that every problem has a cause or a set of causes, and it also has a set of symptoms or consequences.

Materials

- Any way of recording ideas
- *From Clinics to Canals* handout on page 39, one per student
- *Why? Inquiry Flowchart* handout on page 40, one per student
- *Tree Graphic* handout on page 41, one per student

Connect

1. Share the handout: *From Clinics to Canals* and review the story with the class:

From Clinics to Canals

Tetsu Nakamura was a Japanese doctor who moved to Eastern Afghanistan to practice medicine. Mr. Nakamura opened three clinics in the region, and he soon noticed that his patients all seemed to have the same health concerns, for example, diseases like typhoid fever and contact dermatitis. These diseases are symptoms of malnutrition and poor sanitation. An ongoing drought that ravaged the region made the soil infertile for agriculture and dried up the water wells. Mr. Nakamura knew that his patients' symptoms would disappear if they consumed nutritious foods and clean water. However, it was useless to tell patients to take such actions when access to these essential resources was so scarce due to the unrelenting drought.

And so, one day, Tetsu Nakamura decided to hang his doctor's coat and find a way to bring abundant food and water. But how could he do this without rain?

Mr. Nakamura worked with members of the community to build irrigation canals that flowed fresh water to the land. As a result of these efforts, the region became lush with green grass and yielded soil fertile enough to harvest crops. The re-emerging agricultural sector brought jobs to the village and adequate food and clean water for families. The diseases which were once common started to decrease in occurrence. This transformation was fundamental to securing sustainable livelihoods and increasing quality of life for people in the region.

Adapted from: *Providence was With Us: How a Japanese Doctor Turned the Afghan Desert Green* (2021)

2. Invite students to reflect on the questions below. Have students think independently or in pairs, then share. Facilitate a discussion and model how to record these answers on a *Tree Graphic* handout.

- What symptoms were the community and the people who lived there experiencing in this story?

   Possibilities include: diseases like contact dermatitis, typhoid fever, and malnutrition.

- What are some of the immediate causes of these symptoms?

   Possibilities include: malnutrition was caused by the infertile soil in the community, diseases were caused by lack of safe and clean drinking water due to dried up water wells.

- What are some of the root causes of these problems?

   Possibilities include: an ongoing drought in the region caused the water wells to dry up and the soil to become infertile. The ongoing drought might have been the result of climate change and the warming of the planet.

To help students identify the causes, prompt them to ask, "Why?" For example, if villagers contracted diseases, ask, "Why was there disease?" This then leads to answers like lack of water and food. Then, ask, "Why?" again. This will point to the deeper, root causes, such as drought and climate change. Feel free to use the *"Why?" Inquiry Flowchart* Handout to help guide the discussion and reflection.

To dig even deeper, ask: "What are the consequences of the symptoms?" If people are contracting diseases, perhaps they are unable to work or go to school as a result. If they are unable to go to school, what then are the consequences of that?

Do

1. Divide the class into small working groups.

2. Ask each group to select a problem (can be local, national, or international; see below for some suggestions).

   Suggested problems:

   - The combined effects of ambient air pollution and household air pollution is associated with 7 million premature deaths annually. **SOURCE:** World Health Organization

   - Mental health challenges contribute to 14 percent of the global burden of disease worldwide. Youth living in low resources settings are particularly vulnerable to mental health challenges. **SOURCE:** Grand Challenges Canada

   - By 2025, 1.6 billion people are expected to be affected by the global housing shortage. **SOURCE:** World Economic Forum

3. Share the *Tree Graphic* handout. Have students identify the symptoms, immediate and root causes of the problem they have selected. Have students write the problem in the tree bark, write the symptoms on the leaves, and write the causes in the roots of the tree. If it helps your students, they can draw a larger version of the tree graphic.

4. To extend learning, once groups have filled in their tree graphics, they can switch handouts with another group. The group can brainstorm additional symptoms and causes and add them to the leaves and roots of their peers' handout. Once done, the groups can discuss their ideas and thoughts with one another. If time permits, display the tree graphics around the class and have each group present their ideas.
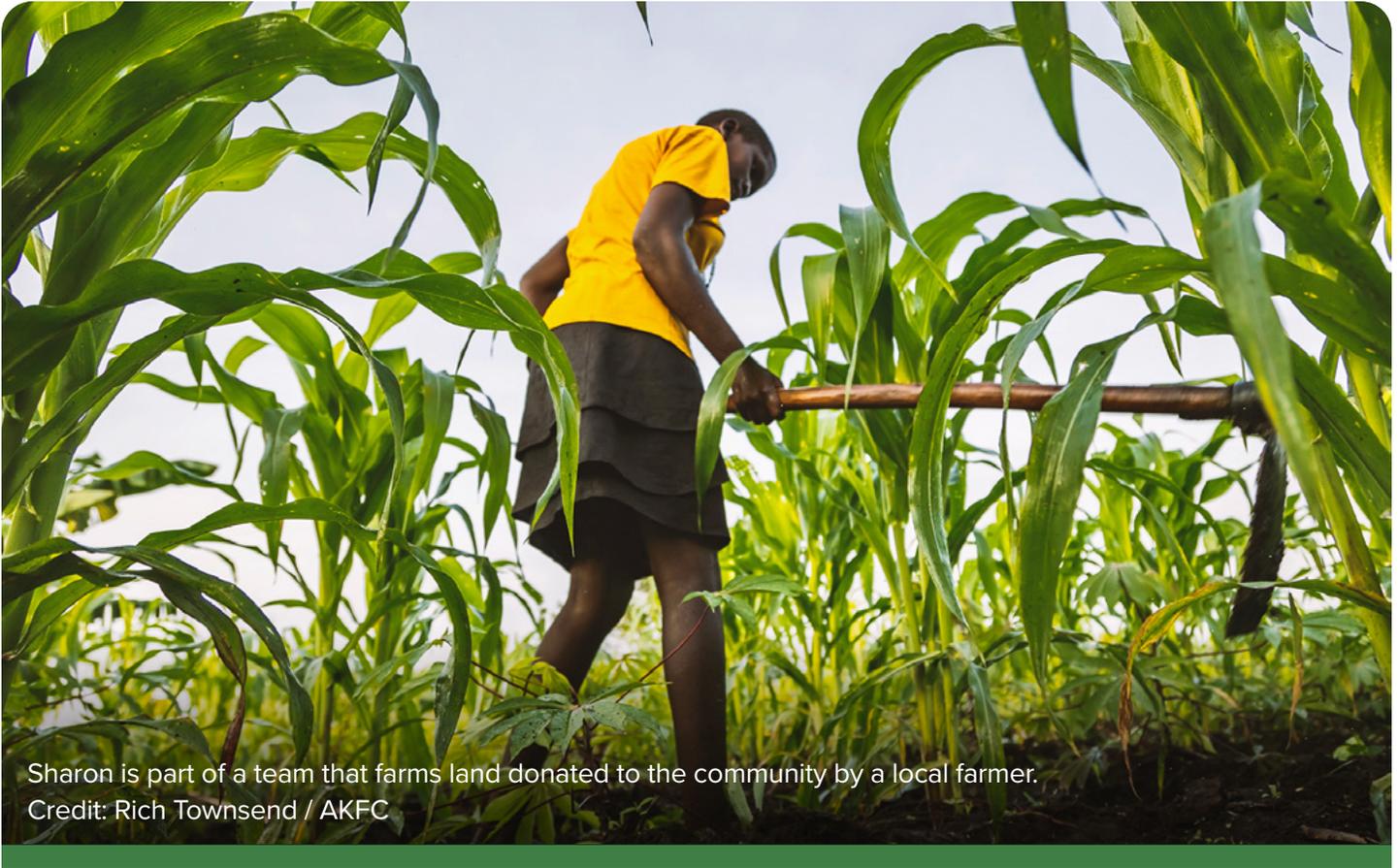
Sharon is part of a team that farms land donated to the community by a local farmer.
Credit: Rich Townsend / AKFC

Think

1. Invite students to reflect on the questions below, then share. You may also turn this into an exit ticket.

- When trying to achieve sustainable development, why is it important that we pay attention to the root causes of issues?

- Is it always feasible to address root causes? Why or why not?

- What are some potential solutions to the symptoms or causes of each problem?

- How might different social, economic, and cultural factors contribute to the identified problems and solutions?

From Clinics to Canals

Tetsu Nakamura was a Japanese doctor who moved to Eastern Afghanistan to practice medicine. Mr. Nakamura opened three clinics in the region, and he soon noticed that his patients all seemed to have the same health concerns, for example, diseases like typhoid fever and contact dermatitis. These diseases are symptoms of malnutrition and poor sanitation. An ongoing drought that ravaged the region made the soil infertile for agriculture and dried up the water wells. Mr. Nakamura knew that his patients' symptoms would disappear if they consumed nutritious foods and clean water. However, it was useless to tell patients to take such actions when access to these essential resources was so scarce due to the unrelenting drought.

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Adapted from: *Providence was With Us: How a Japanese Doctor Turned the Afghan Desert Green* (2021)

- -

1. What symptoms were the community and the people who lived there experiencing in this story?

- -

2. What are some of the immediate causes of these symptoms?

- -

3. What are some of the root causes of these problems?

"Why?" Inquiry Flowchart

What are the villagers experiencing?

Health problems
(i.e., diseases)

Why?

Why?

Why?

Loss of jobs

Why?

Why?

Why?

Tree Graphic

Solutions   **Policies**

Root Causes
Big Systemic Issues
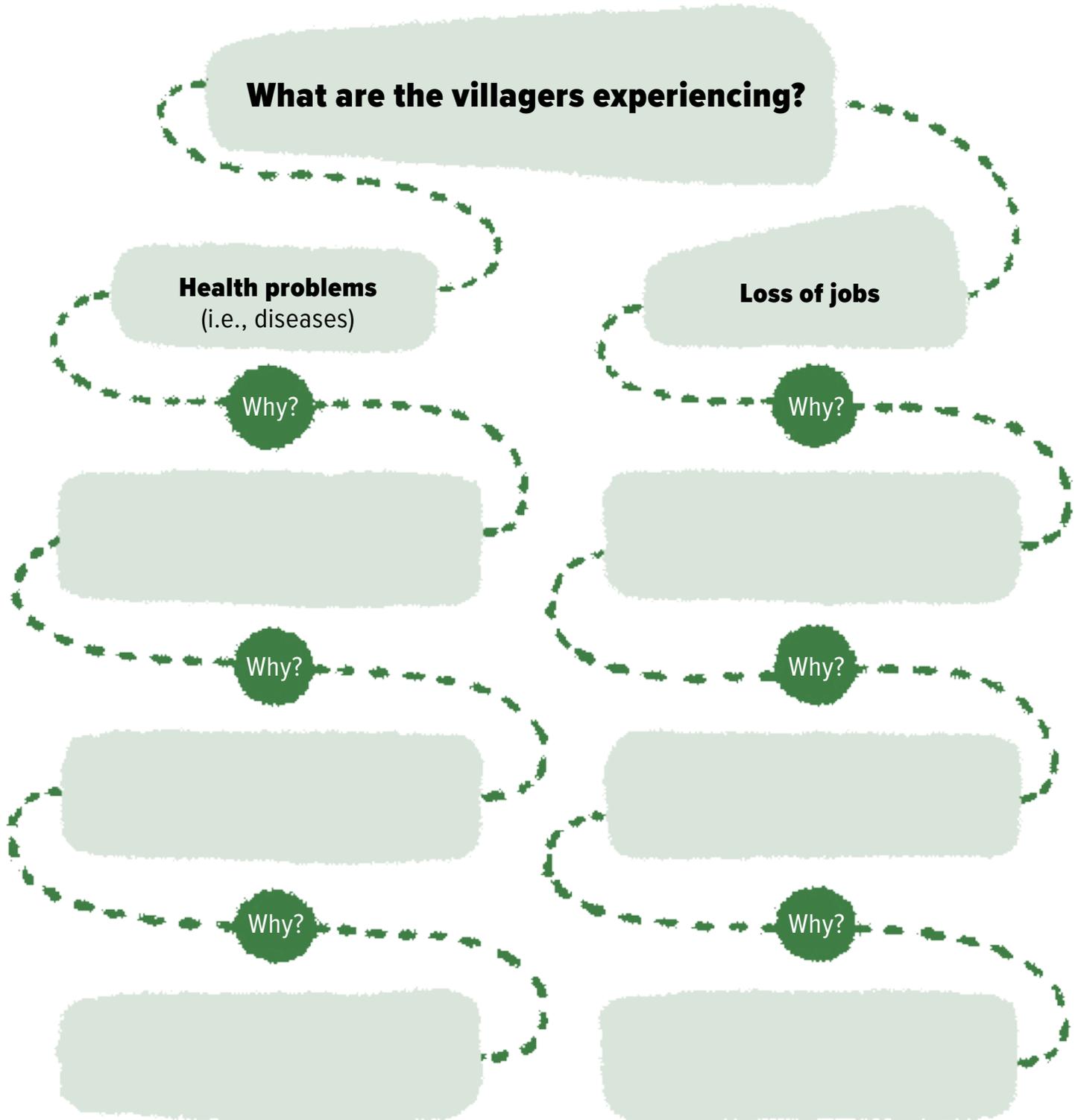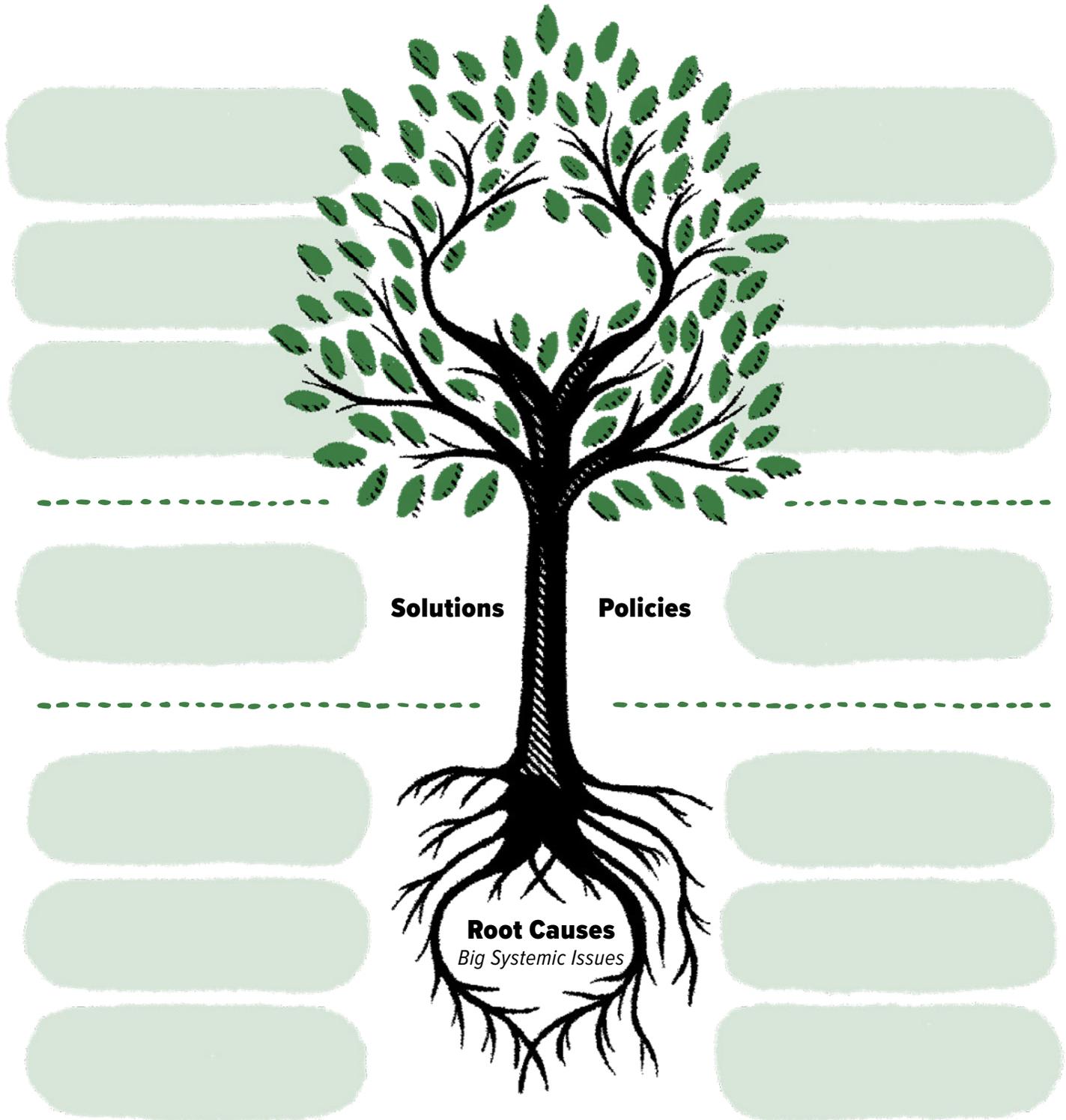
Sustainable Development Players, Including You!

Visual-Spatial   **Intrapersonal**   **Interpersonal**   **Verbal-Linguistic**

Length: 90 minutes +

Objective: Students will become familiar with some sustainable development players (United Nations, governments, non-governmental organizations (NGOs), universities and colleges, businesses, and individuals). They will explore a sustainable development case study, considering different sustainable development players. They will have the opportunity to extend their learning, exploring how sustainable development players operate in their own communities.

Materials

- Any way of recording ideas
- *Sustainable Development Players* cards on pages 44, 45, 46 and 47
- The Aga Khan Foundation Canada video: *Beyond the Clinic – In a Heartbeat* (4:51)

Procedure

Think + Connect

1. Have students divide into 7 groups. Share the Aga Khan Foundation Canada video: *Beyond the Clinic – In a Heartbeat* (4:51). The video includes subtitles. If it helps your students, reduce the playback speed by clicking on the "Settings" icon on the video and/or play the video a few times. This video focuses on a team of medical professionals who bring health services to people in remote areas of Kenya, specifically Kisii County. They transform an unused rural health centre into an essential hub of triage and treatment. Encourage students to pay attention to the acknowledgements at the end of the video, as the information will help with the activity that follows.

2. Give each group one of the *Sustainable Development Players* cards:

- ***United Nations***
- Governments
- ***Non-Governmental Organizations***
- Businesses
- Universities and Colleges
- Individuals

Invite students to reflect:

- How is your player contributing to sustainable health solutions in Kisii County, Kenya?

- What else could your player do to support sustainable health solutions in Kisii County, Kenya?

Give students time to think, talk to others in their group, and record their ideas.

3. Rotate cards and repeat this process until every group has considered the case study from the point of view of all six sustainable development players. If time is short, feel free to rotate cards fewer times. Share the video as many times as needed.

4. This is a conversation-based teaching and learning experience. It is designed to de-centralize the role of the teacher and empower students to be co-creators of meaning. Facilitate a whole-class discussion. Have everyone share their ideas for each sustainable development player.

5. Invite students to reflect: How do these sustainable development players cooperate or collaborate to bring health services to remote and rural areas of Kenya? There are many clues in the *Sustainable Development Player* cards. You may also turn this into an exit ticket.

Do

1. To extend learning, have students explore how sustainable development players operate within their communities. Encourage them to consider the actions of the United Nations, governments, non-governmental organizations, businesses, universities and colleges, and individuals. Encourage students to also consider Indigenous leadership, advocacy, and participation across all players. How do these players impact students' communities and contribute to local sustainable practices?

2. Here is an additional extension: If your students completed Activity 3: What Makes Development Sustainable? on page 26, have them review all the examples in the *What's the Difference?* and *Testers* handouts. It is important to note that some are examples of humanitarian assistance, while other are examples of sustainable development. Humanitarian assistance can lead to sustainable development, and in both cases, the players are the same. What examples can they find of the sustainable development players in action?

Global Development Players

UNITED NATIONS

The **United Nations (UN)** is an international organization that was founded in 1945. The United Nations came into existence after World War II, and people hoped that it would prevent another world war like the one that everyone had lived through.

Currently made up of **193 Member States**, the United Nations strives to maintain **international peace and security**, give **humanitarian assistance** to those in need, protect **human rights**, and uphold **international law**. Nations gather, discuss common problems, and try to find shared solutions that benefit all of humanity.

The United Nations has many **programs** (e.g., United Nations Development Programme), funds (e.g., United Nations Children's Fund, also known as UNICEF), and **agencies** (e.g., World Health Organization) that support global development.

The United Nations also procures goods and services from suppliers all over the world to support its operations and activities. For example, The United Nations Development Programme works to eradicate poverty and reduce inequality. In 2022, the United Nations Development Programme **procured $16.3 million worth of goods and services from Canadian businesses**, including office equipment, computer software, and management information systems.

The United Nations upholds the **Universal Declaration of Human Rights**, the **Convention on the Rights of a Child**, and the **United Nations Declaration on the Rights of Indigenous Peoples**.

The United Nations strives for the 17 **Sustainable Development Goals (SDGs)**. SDG #3 is Good Health and Well-Being, and one of the sub-goals is to "achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all."

Global Development Players
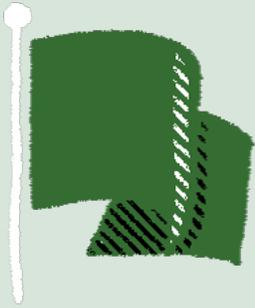
GOVERNMENTS

Governments are responsible for the **quality of life** of their citizens. In many countries, governments require more resources to carry out this work. To help, the governments of high-income countries fund the United Nations and dedicate part of their budgets to **humanitarian assistance** and **global development**.

For example, the Government of Canada has supported the public healthcare system in Kenya. It is very important to empower local people and governments, so that they can sustain positive changes over time.

Kisii County is one of forty-seven counties in Kenya. Kisii County's vision is for "an efficient and high-quality healthcare system that is accessible, equitable and affordable for every Resident of Kisii County."

Global Development Players

NON-GOVERNMENTAL ORGANIZATIONS

Non-Governmental Organizations (NGOs) are organizations that are part of part of civil society. They are neither under government control nor affiliated with a political party. They may be faith-based or secular organizations. Non-governmental organizations have **different focus areas** (e.g., poverty, health, education, human rights) and **different levels of operation** (e.g., local community, provincial, national, international). They support global development often focus on important long-term projects underserved by business and government.

For example, **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. It **empowers women and girls**, invests 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.

Global Development Players

UNIVERSITIES AND COLLEGES

Universities and colleges around the world play an important role in the social, economic, political, and cultural life of countries.

For example, Aga Khan University is a not-for-profit institution. Aga Khan University's mission is to improve quality of life through world-class teaching, research, and health-care delivery. The university generates new knowledge and equips graduates to solve problems, become leaders, and help millions of people. In Kenya, graduates hold leadership positions in government, clinics, hospitals, schools, universities, and other institutions.
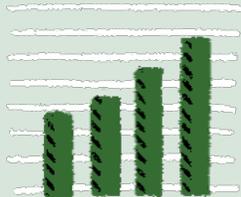
BUSINESS

Businesses prioritize profit, but they also have a responsibility towards people and the planet. Businesses have resources and skills that can support sustainable global development. They can address social and environmental challenges through sustainable business practices, philanthropy, ethical sourcing, and community engagement.

The United Nations Global Compact is the world's largest **corporate social responsibility** initiative. It calls on companies to use **business as a force for good** and follow ten principles on **human rights, labour, environment,** and **anti-corruption**. It urges businesses to advance the Sustainable Development Goals. For example, The Compulsive is a film production company based in Kenya. It specializes in making documentaries that focus on human stories and reveal larger societal truths.

Global Development Players
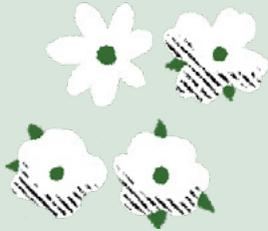
INDIVIDUALS

Individuals contribute to sustainable development in many ways. Individuals may identify as members of the larger groups represented by the other cards in this activity — United Nations, governments, non-governmental organizations, universities and colleges, and businesses. Individuals can choose to work for employers who support and advance the Sustainable Development Goals. At the individual level, people can spark positive change through different types of action, like writing letters, signing petitions, **raising awareness**, organizing collective action, volunteering, and **fundraising**.

For example, the medical professionals offering services in Kisii County, Kenya are local individuals who have dedicated their lives to health care. These medical outreach services can reach people living in remote areas far away from a clinic, including indigenous populations. In Kisii County, there are also traditional healers who practice ways of healing that have been passed down from generation to generation.

Additionally, every year in the third week of June, global citizens across Canada participate in Aga Khan Foundation Canada's World Partnership Walk. This fundraiser is Canada's largest public event to fight global poverty and support sustainable global development. Since 1985, the World Partnership Walk has raised over $137 million. This money has supported over 180 initiatives in 15 countries across Africa and Asia, reducing poverty and improving quality of life for millions. Funds raised through the Walk have also unlocked support from the Government of Canada and other partners.

The World Partnership Walk engages tens of thousands of volunteers, participants, corporate sponsors, and mobilizes more than 800 companies in Canada. Coast-to-coast, supporters rally, raise awareness and funds, and walk with others to make the world a better place.

Mildred owns a composting business in Kenya that turns agricultural waste like corn husks into nutritious fertilizer.
Credit: BIGZ Image / AKFC

Congratulations on completing
Theme 3: Sustainable Development

Continue your teaching and learning journey with:
Theme 4: Making a Difference

You and your students are ready to continue your journey with **_Theme 4: Making a Difference_**. The module focuses on being a **global citizen** and encourages students to act locally and be changemakers. It includes activities that cater to different teaching and learning styles. Students will take quizzes to identify their unique gifts and capacities as global citizens. They will reflect on issues that spark them, consult their communities, create and carry out campaigns, and evaluate their project and outcomes. Our hope is that students will conclude this learning journey with a sense of agency — that they can channel their gifts, take action, and help create a more peaceful, prosperous, and equitable world for all.

Download all four Inspiring Global Citizens Educator Guides.

Glossary | Theme 3: Sustainable Development

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 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 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)*.

Biodiversity: All living things, including plants and animals. Biodiversity can also describe the living things in a specific region or ecosystem.

Equality: When there is equality, people have the same quality of life, power, status, rights, and responsibilities. For an animated explanation, please see this Government of Canada video: *Equality or Equity?*

Equity: 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 each person what he/she/they need to succeed. For an animated explanation, please see this Government of Canada video: *Equality or Equity?*

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.

Glossary | Theme 3: Sustainable Development

Human assistance: Emergency, life-saving relief that protects the dignity of people in the face of natural disasters (e.g., cyclones, tsunamis, earthquakes) and other crises, like conflict, displacement, and extreme poverty. It may include emergency food, water, sanitation and hygiene, health care, and shelter. Humanitarian assistance:

- is **timely** and **relieves human suffering** anywhere in the world, paying particular attention to the most vulnerable people.

- is **impartial** and given according to identified needs, without discrimination based on nationality, race, religion, class, gender, political opinions etc.

- is **neutral**, does not take sides in a conflict, and does not engage with any political, racial, religious, or ideological controversies.

- is **independent** of and not influenced by political, economic, or military objectives.

- leverages existing **community assets** and is **community-led** and driven.

Note that not all humanitarian assistance exhibits these characteristics. Humanitarian assistance can lead to sustainable development

Indigenous peoples: Indigenous peoples identify as Indigenous at the individual level and are accepted by the community as their members. "They have a historical continuity with a given region prior to colonization and a strong link to their lands. They maintain, at least in part, distinct social, economic, and political systems. They have distinct languages, cultures, beliefs, and knowledge systems. They are determined to maintain and develop their identity and distinct institutions and they form a non-dominant sector of society."[6] They want to maintain and reproduce their ancestral environments and systems as distinctive peoples and communities.

Internally displaced people: People who have left their homes due to war, violence, conflict, persecution, human rights violations, natural or human-made disasters, but who have <u>not</u> crossed a border into another country. Internally displaced people stay inside their country, where they may be protected by their government but are not protected by international law. Often, governments are not willing or able to protect internally displaced people. They are the largest group of people affected by forced displacement and amongst the most vulnerable. For an animated explanation, please see this UNHCR video: *Who is an Internally Displaced Person?*

Migrants: People who have left their country to improve their lives, get an education, join friends and relatives in another part of the world. They may move due to poverty, food shortages, natural disasters, or environmental problems. The words "migrants" and "***refugees***" have different meanings and are not interchangeable. For an animated explanation, please see this UNHCR video: *Who is a Migrant?*

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6 "Indigenous Peoples." *United Nations: Fight Racism*. Accessed 15 August 2023.

Glossary | Theme 3: Sustainable Development

Non-governmental organization (NGO): An organization that is neither under government control nor affiliated with a political party. Non-governmental organizations may be faith-based or secular. They can have different areas of focus (e.g., poverty, health, education, human rights) and different levels of operation (e.g., local community, provincial, national, international). Both local and international non-government organizations play an important role in sustainable development.

Refugees: People who have been forced to leave their country to find safety in another country, due to war, violence, conflict, or persecution. Refugees are protected by international law. For an animated explanation, please see this UNHCR video: *Who is a Refugee?*

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. Progress towards any goal facilitates progress towards others. The Sustainable Development Goals are also known as the ***Global Goals***.

United Nations (UN): An international organization founded in 1945, currently made up of 193 Member States. The United Nations was created to maintain international peace and security, promote and protect fundamental human rights, develop friendly relations between nations, and provide a forum to discuss common problems and find shared solutions that benefit all of humanity. The United Nations has many agencies, funds, and programs that lead global development.

United Nations Declaration on the Rights of Indigenous Peoples: Adopted on September 13, 2007, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) sets global standards to uphold the human rights of Indigenous peoples. These standards elaborate on pre-existing human rights standards and focus on the survival, dignity, and well-being Indigenous peoples around the world. They include:

- the right to self-determination and self-government.

- the right to have treaties and agreements honoured and respected.

- the right to use and teach traditional languages, histories, cultures, and customs.

- the right to access social services and improve social and economic well-being.

- the right to be free from any kind of discrimination and live in peace and security as distinct peoples.

Resources | Theme 3: Sustainable Development

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.

Aga Khan Foundation Canada "In a Heartbeat" YouTube Playlist

These videos (ranging from 0:42 to 11:14) feature the stories of people who are championing better health in their communities in Kenya, Mozambique, Pakistan, and Tanzania. Learn how Canadians are helping communities in Africa and Asia drive progress – and how these women and men are changing lives, one heartbeat at a time. The video *Beyond the Clinic – In a Heartbeat* (4:51) appears in Activity 5: Sustainable Development Players, Including You! on .

Aga Khan Foundation Canada "For Educators" YouTube Playlist

These videos (ranging from 2:13 to 57:45) feature extended professional development for teachers, a guided visualization activity for students, as well as short documentaries about AKFC's work in Africa and Asia. These sustainable development stories celebrate family and community leaders in Afghanistan, Kenya, and Mozambique who are changing their lives and the lives of people around them.
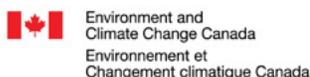
Environment and Climate Change Canada "Indigenous Voices" YouTube Playlist

These videos (ranging from 1:27 to 10:07) feature Indigenous people in Canada, who are leading environmental conservation initiatives.

Resources | Theme 3: Sustainable Development

Videos

 Clickable thumbnails

### [The Territory](#) (1:24:00)

This award-winning National Geographic documentary film is available through Disney +. The film takes the audience on a journey to the forest of the Brazilian Amazon. It focuses on the fight of the Indigenous Uru-eu-wau-wau people against farmers and illegal settlers burning and clearing protected Indigenous land.

[Gender-Based Analysis Plus: Equality or Equity?](#) (3:13)

This animated Government of Canada 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.

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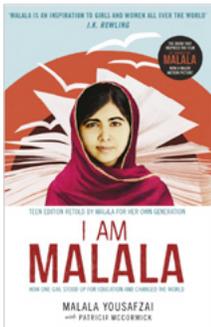
[I Am Malala: How One Girl Stood Up for Education and Changed the World](#)
Young Readers Edition
By: Malala Yousafzai with Patricia McCormick
Hachette Children's Group (240 pages)

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.

Resources | Theme 3: Sustainable Development

Publications

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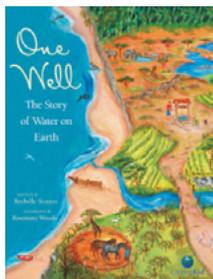
[One Well: The Story of Water on Earth](#)
**By: Rochelle Strauss**
Kids Can Press (32 pages)

This illustrated guide for ages 11+ is packed with information for young changemakers, as well as advice for adults on how to talk about complex social and environmental issues. It explores topics such as privilege, discrimination, intersectionality, stereotypes, racism, LGBTQ+ rights, allyship, green consumerism, climate change, and more. It includes case studies and stories about inspiring young changemakers.
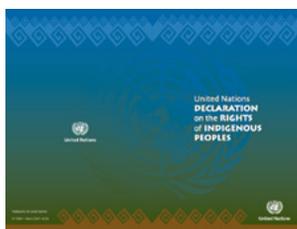
[United Nations Declaration on the Rights of Indigenous Peoples](#)
By: United Nations (18 pages)

Adopted by the General Assembly on September 13, 2007, The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) establishes minimum standards for the survival, dignity, and well-being of indigenous peoples around the world. It also supports their right to self-determination; spirituality; language; lands; territories; resources; and free, prior, and informed consent.
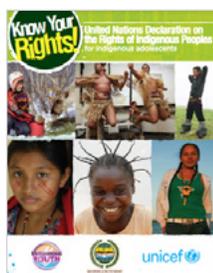
[Know Your Rights: United Nations Declaration on the Rights of Indigenous Peoples for Indigenous Adolescents](#)
By: Global Indigenous Youth Caucus, Secretariat of the Permanent Forum of Indigenous Issues, and UNICEF (40 pages)

This document is a youth-friendly version of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

Resources | Theme 3: Sustainable Development

Websites

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Trauma-informed practice

This Government of Alberta webpage gives an overview of trauma-informed practices in a school environment. It shares foundational ideas, elementary and secondary school examples, a video with an accompanying conversation guide, and links to external research and resources.

Edutopia: Trauma-Informed Practices

This growing Edutopia library includes articles and videos that support trauma-informed practices in a school environment.

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

For each of the 17 Sustainable Development Goals, this webpage features a subject brief, infographics, point-form facts and figures, a list of the 2030 targets, and links to reliable resources.

Our World in Data: SDG Tracker

From the University of Oxford, this microsite is a free, open-access publication that tracks progress towards the Global Goals. For each of the 17 Sustainable Development Goals, it features consolidated statistics from the United Nations and other international organizations, clickable and customizable charts, maps, and tables.

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 (SDGs) on a global level.

Resources | Theme 3: Sustainable Development

Websites

 Clickable thumbnails

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.

Native Land Digital

Native Land Digital is an Indigenous-led Canadian non-profit organization that interconnects with Indigenous communities around the world. The organization maps Indigenous territories, treaties, and languages and provides educational resources.

Indigenous Leadership Initiative

The Indigenous Leadership Initiative is "dedicated to strengthening Indigenous Nationhood and Indigenous leadership on the land." With a focus on Canada, this website features a blog, videos, publications, and more.

Nature United: Indigenous-led Conservation

These webpages focus on Indigenous-led conservation initiatives in Canada, organized into four interconnected areas: governance, stewardship, leadership, and local economies.

IISAAK OLAM

The IISAAK OLAM Foundation "shares knowledge and builds capacity for Indigenous Protected and Conserved Areas (IPCAs)" and its "ultimate purpose is to support the establishment and long-term capacity of IPCAs and to educate Canadians about their value and relevance."

Alliance 2030

Alliance 2030 is a Canadian national network of individuals, organizations, and institutions committed to achieving the UN Sustainable Development Goals (SDGs) by 2030. This website features articles, events, podcasts, information about the SDGs, and resources, like fact sheets for each of the 17 SDGs.

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Alberta

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Listening and Speaking • Reading and Writing • Viewing and Representing	**English Language Arts 10-1/10-2** • Listening and Speaking • Reading and Writing • Viewing and Representing **Social Studies 10-1** • Perspectives on Globalization **Social Studies 10-2** • Living in a Globalizing World	**English Language Arts 20-1/20-2** • Listening and Speaking • Reading and Writing • Viewing and Representing	**English Language Arts 30-1/30-2** • Listening and Speaking • Reading and Writing • Viewing and Representing

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

British Columbia

Grade 9	Grade 10	Grade 11
English Language Arts • Comprehend and Connect • Create and Communicate	**English: New Media 10** • Comprehend and Connect • Create and Communicate	**English: New Media 11** • Comprehend and Connect • Create and Communicate
Social Studies: 1750-1919 • Global demographic shifts, including patterns of migration and population growth	**English: Spoken Language 10** • Comprehend and Connect • Create and Communicate	**English: Spoken Language 11** • Comprehend and Connect • Create and Communicate
	Social Studies 10: Canada and the World — 1914 to the Present • Environmental, political, and economic policies	**Explorations in Social Studies 11** • Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)

Grade 12		
English: New Media 12 • Comprehend and Connect • Create and Communicate	**English: English Studies 12** • Comprehend and Connect • Create and Communicate	**Social Justice 12** • Governmental and non-governmental organizations in issues of social justice and injustice
English: Spoken Language 12 • Comprehend and Connect • Create and Communicate	**20th Century World History 12** • Human rights movements, including indigenous peoples movements • Interdependence and international co-operation	**Human Geography 12** • Relationship between First Peoples and the environment • Relationships between natural resources and patterns of population settlement and economic development

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Manitoba

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts S1 • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4	**English Language Arts S2** • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4	**English Language Arts S3** • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4	**English Language Arts S4** • General Outcome 1 • General Outcome 2 • General Outcome 3 • General Outcome 4
Social Studies: Canada in the Contemporary World • Canada in the Global Context • Canada: Opportunities and Challenges	**Social Studies: Geographic Issues of the 21st Century** • Geographic Literacy • Natural Resources • Industry and Trade		**Social Studies: Global Issues – Citizenship and Sustainability** • Climate Change • Environment • Social Justice and Human Rights • Sustainable Agriculture • Indigenous Peoples, Global Issues and Sustainability

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

New Brunswick

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English Language Arts** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English Language Arts** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English Language Arts** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Social Studies: Canadian Identities • Students will explore social responsibility	**Civics 10** • Students will investigate civic engagement		**World Issues 120** • Humanity • Interdependence
			Introduction to Environmental Science 120 • Sustainable Development • Investigating Environmental Issues

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Newfoundland and Labrador

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English Language Arts 1201/1202** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English Language Arts 2201/2202** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English Language Arts 3201/3202** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
	Social Studies 1201/1202 • Power, Active Citizenship, and Change • Individual Rights and the Common Good	**Social Studies 2201/2022** • Conflict, Cooperation, and Change	**Social Studies 2201/2022** • Quality of Life • Human-Environmental Interaction

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Nova Scotia

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Listening and Speaking • Reading and Writing • Writing and Other Ways of Representing	**English 10** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English 11** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing	**English 12** • Listening and Speaking • Reading and Viewing • Writing and Other Ways of Representing
Citizenship • Global Citizenship	**Geography of Canada 10** • Spaceship Earth	**Geography of Canada 11** • Global Links	

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

🏴 **Northwest Territories**

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Comprehend and Connect • Create and Communicate	**English Language Arts 10-1/10-2** • Listening and Speaking • Reading and Writing • Viewing and Representing	**English Language Arts 20-1/20-2** • Listening and Speaking • Reading and Writing • Viewing and Representing	**English Language Arts 30-1/30-2** • Listening and Speaking • Reading and Writing • Viewing and Representing
	Social Studies 10-1 • Perspectives on Globalization		
	Social Studies 10-2 • Living in a Globalizing World		

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Nunavut

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Comprehend and Connect • Create and Communicate **Social Studies: The Growth of Canada** • International Connections	**English Language Arts 10-1/10-2** • Listening and Speaking • Reading and Writing • Viewing and Representing	**English Language Arts 20-1/20-2** • Listening and Speaking • Reading and Writing • Viewing and Representing	**English Language Arts 30-1/30-2** • Listening and Speaking • Reading and Writing • Viewing and Representing

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Ontario

Ontario grade 12 curriculum located on next page.

Grade 9	Grade 10	Grade 11
English ENL1W • Literacy Connections and Applications • Foundations of Language • Comprehension: Understanding and Responding to Texts • Composition: Expressing Ideas and Creating Texts	**English ENG2D/ ENG2P** • Oral Communication • Reading and Literature Studies • Writing • Media Studies	**English ENG3U/ ENG3C/ENG3E** • Oral Communication • Reading and Literature Studies • Writing • Media Studies
Issues in Canadian Geography CGC1D • Managing Canada's Resources and Industries • Liveable Communities	**Civics and Citizenship CHV2O (revised 2022)** • Political Inquiry and Skill Development	**Media Studies EMS3O** • Understanding and Interpreting Media Texts • Media and Society • Producing and Reflecting on Media Texts
		Politics in Action: Making Change CPC3O • Political Inquiry and Skill Development
		Equity and Social Justice HSE3E • Research and Inquiry Skills

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Ontario

Grade 12	
English ENG4U/ ENG4C/ENG4E • Oral Communication • Reading and Literature Studies • Writing • Media Studies	**World Issues: A Geographic Analysis CGW4C/U** • Geographic Inquiry and Skill Development • Sustainability and Stewardship
World Geography: Urban Patterns and Population Issues CGU4M • Geographic Inquiry and Skill Development • Sustainability and Stewardship • Systems: Interdependence of Ecumenes	**The Environment and Resource Management CGR4M** • Geographic Inquiry and Skill Development • Spatial Organization • Sustainability and Stewardship of Natural Resources • Ecological Systems: Interconnections and Interdependence • Community Action
Living in a Sustainable World CGR4E • Geographic Inquiry and Skill Development • Species and Spaces • Sustainability of Natural Resources • Ecosystems and Human Activity • Community Action	**Equity and Social Justice: From Theory to Practice HSE4M** • Research and Inquiry Skills • Addressing Equity and Social Justice Issues
Challenge and Change in Society HSB4U • Research and Inquiry Skills • Global Social Challenges	

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Prince Edward Island

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing	**English Language Arts 421A/B** • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing	**English Language Arts 521A** • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing	**English Language Arts 621A** • Speaking and Listening • Reading and Writing • Writing and Other Ways of Representing
Social Studies: Interdependence – Atlantic Canada in the Global Community • Introduction – Atlantic Canada in the Global Community • Culture in the Global Community • Trade in the Global Community • Environment in the Global Community • Human Rights in the Global Community	**Canadian Studies 401A** • Canada's Global Connections	**Global Studies 521/531A** • Physical Patterns of the World • Cultural Patterns of the World	**Global Issues 621/631A** • Introduction – What is a Global Issue? • Inquiry – What are the Issues?

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Quebec

Grade 9	Grade 10	Grade 11	CÉGEP
English Language Arts • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes	**English Language Arts** • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes	**English Language Arts** • Competency 1: Uses language/talk to communicate and to learn • Competency 2: Reads and listens to written, spoken and media texts • Competency 3: Produces texts for personal and social purposes	
Geography • Competency 3: Constructs consciousness of global citizenship	**Geography** • Competency 3: Constructs consciousness of global citizenship	**Geography** • Competency 3: Constructs consciousness of global citizenship **The Contemporary World** • Competency 1: Interprets a contemporary world problem • Theme: Environment	

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

Saskatchewan

Grade 9	Grade 10	Grade 11	Grade 12
English Language Arts • Comprehend and Respond • Compose and Create • Assess and Reflect	**English Language Arts 10** • Comprehend and Respond • Compose and Create • Assess and Reflect	**English Language Arts 20** • Comprehend and Respond • Compose and Create • Assess and Reflect	**English Language Arts 30** • Comprehend and Respond • Compose and Create • Assess and Reflect
Social Studies: The Roots of Society • Interactions and Interdependence • Dynamic Relationships • Resources and Wealth	**Geography 10** • Economic Geography **Social Studies 10: Social Organizations** • International Political Organizations	**Social Studies 20: World Issues** • Human Rights • Environment	

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

🏴 Yukon

Grade 9	Grade 10	Grade 11
English Language Arts • Comprehend and Connect • Create and Communicate	**English: New Media 10** • Comprehend and Connect • Create and Communicate	**English: New Media 11** • Comprehend and Connect • Create and Communicate
Social Studies: 1750-1919 • Global demographic shifts, including patterns of migration and population growth	**English: Spoken Language 10** • Comprehend and Connect • Create and Communicate	**English: Spoken Language 11** • Comprehend and Connect • Create and Communicate
	Social Studies 10: Canada and the World – 1914 to the Present • Environmental, political, and economic policies	**Explorations in Social Studies 11** • Social, cultural, or technological innovations and developments in the 20th century (adapted from 20th Century World History 12)
Grade 12		
English: New Media 12 • Comprehend and Connect • Create and Communicate	**English: English Studies 12** • Comprehend and Connect • Create and Communicate	**Social Justice 12** • Governmental and non-governmental organizations in issues of social justice and injustice
English: Spoken Language 12 • Comprehend and Connect • Create and Communicate	**20th Century World History 12** • Human rights movements, including indigenous peoples movements • Interdependence and international co-operation	**Human Geography 12** • Relationship between First Peoples and the environment • Relationships between natural resources and patterns of population settlement and economic development

Appendix | Theme 3: Sustainable Development

Curriculum Connections Across Canada + International Baccalaureate (IB)

International Baccalaureate (IB)

Middle Years Programme (MYP)	Diploma Programme (DP)
• Individuals and Societies	• Geography, SL/HL
	• Global Politics, SL/HL
	• Social and Cultural Anthropology, SL/HL
	• Environmental Systems and Societies, SL

Sources | Theme 3: Sustainable Development

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Christopher is a farmer in rural Uganda, who donated some land to his community. Credit: Rich Townsend / AKFC

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