



AGA KHAN FOUNDATION  
CANADA

# Teaching the Sustainable Development Goals Through Art

Goal 6: Clean Water and Sanitation

Grades 6 to 12





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# Acknowledgements



## Statement on Reconciliation

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

## Cover Page Artwork

"Kilga", Egypt, 12<sup>th</sup> century

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# Introduction



## 17 Global Goals for 2030

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

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

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

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

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



### [Toolkit Tutorial Video](#)

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

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

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

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

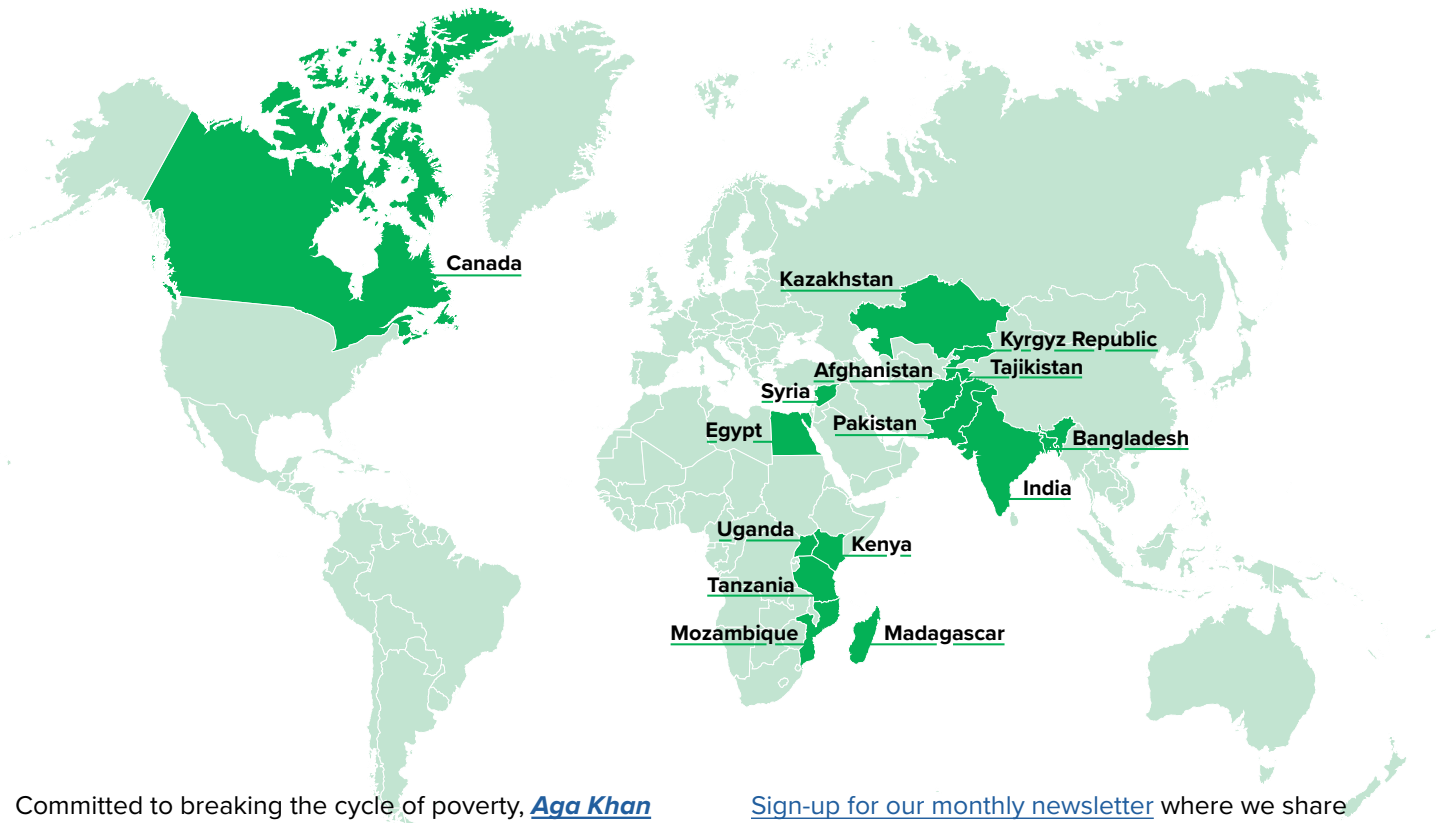
# Who We Are



AGA KHAN FOUNDATION  
CANADA



AGA KHAN MUSEUM



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

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

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

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

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

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



# Goal 6

## Clean Water and Sanitation



This toolkit of lesson plans and activities explores the United Nations' Sustainable Development Goal 6—**Clean Water and Sanitation**—through arts and culture.

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

# Curriculum Connections

## Across Canada + International Baccalaureate (IB)

This toolkit of lesson plans and activities supports curriculum expectations for Grade 6 to 12 learners across Canada, as well as those enrolled in an International Baccalaureate (IB) programme. There are ties to Social Studies, Visual Arts, World Culture, World Issues, and more. For a full chart of curriculum connections, please see the **Appendix** on [page 45](#).

### Learning Outcomes

#### Sustainable Development Goal 6: Clean Water and Sanitation

##### Learners will:

- Become familiar with the Sustainable Development Goals (SDGs)
- Understand the importance of the Sustainable Development Goals to the global community
- Understand what “sustainable development” means
- Activate thinking around Goal 6: Clean Water and Sanitation
- Activate thinking around two water-related artefacts from the Aga Khan Museum (AKM)
- Identify connections between the artefacts and water and sanitation
- Activate thinking around Canada’s commitment, contributions, and work towards clean water and sanitation for all
- Extend knowledge and understanding by making personal connections, community connections, and/or taking action

##### Key Concepts:

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

# Curriculum Connections

## Across Canada + International Baccalaureate (IB)

### Learning with Objects

#### Using Museum Artefacts to Create Conversations

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

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

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

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



# Curriculum Connections

## Across Canada + International Baccalaureate (IB)

### A Note on Pronunciation

#### Voxifier

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

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

The screenshot shows the Voxifier YouTube channel page. The channel has 9.24K subscribers. The main banner features a woman looking up at a chalkboard with various letters and symbols. Below the banner, the channel name 'Voxifier' and subscriber count are displayed. The navigation bar includes links to HOME, VIDEOS, PLAYLISTS (which is currently selected), COMMUNITY, CHANNELS, and ABOUT. Under the 'Created playlists' section, there are six video thumbnails with their respective titles and view counts:

Playlist Title	View Count
Turkish Male Names	1.5K
French Last Names	1.3K
Turkish Female Names	1.5K
Russian Middle Name	999
Russian Last Names	3K
Russian First Names	2.9K

Each thumbnail also includes a 'VIEW FULL PLAYLIST' link. The left sidebar shows the YouTube interface with options like Home, Explore, Subscriptions, Library, History, Your videos, Watch later, Liked videos, and Show more. The bottom of the sidebar lists subscriptions: BREAKFAST, Google Zeitgeist, Quartz, and Browse channels.

# Lesson 1

## What are the Sustainable Development Goals?

### Materials

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

### Procedure

#### Think



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



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



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



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



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



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



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

## Connect



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



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



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



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



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

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

For Example:

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

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

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## Do



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



# SUSTAINABLE DEVELOPMENT GOALS



# Lesson 2

## What is Sustainable Development?

### Materials

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

### Procedure

#### Think



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



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



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

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

## Think



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

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## Connect



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

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

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

Emphasize that a single project may support many goals.

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## Do



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



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



NAME:

DATE:

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

<sup>4</sup> “Palm Oil and Biodiversity.” [International Union for the Conservation of Nature \(IUCN\)](#). Accessed 20 September 2021.

<sup>5</sup> “The Amazon.” [World Wildlife Fund](#). Accessed 7 October 2021.

<sup>6</sup> “Pasto-Mocoa: Driving Better Roads.” [World Wildlife Fund](#). Accessed 7 October 2021.

<sup>7</sup> “Rural population (% of total population) - Tajikistan” [The World Bank](#). Accessed 18 January 2022.

NAME:

DATE:

## Testers

### A.

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

### B.

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

### C.

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

### D.

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

### E.

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

### F.

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

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

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

# Lesson 3

## Aga Khan Foundation Canada Spotlight: Water Stories

### Materials

- Any way of recording ideas
- The charity: water video: [Jennifer Connelly in charity: water Clean Water Africa PSA](#)
- *Water Stories* handout on [page 21](#), one per student
- *Water Stories* (with original captions) handout on [page 22](#), one per student
- *Water and Sanitation Challenges and Solutions* handout on [page 23](#), one per student

### Procedure

#### Think



1. Introduce the topic of Sustainable Development Goal 6: Clean Water and **Sanitation**. Invite students to reflect: Imagine a day in your life. How do you use and depend on water? Have students record their ideas independently, then share.



2. Invite students to reflect: When the COVID-19 pandemic started, did you use water differently than before? How? Have students record their ideas independently, then share.



3. Invite students to reflect: Have you ever experienced any challenges around water? Or is it something that you do not think about on a day-to-day basis? Have students record their ideas independently, then share any ideas they feel comfortable sharing.



4. Show the charity: water video, [Jennifer Connelly in charity: water Clean Water Africa PSA](#). Note that the film was recorded before the COVID-19 **pandemic** and health crisis.



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



6. What is your response or reaction to this video? What is happening in this scene? What makes the video startling?

Possibilities include: People are walking to fetch water, waiting in line to fill their jerry cans, then hauling the water home. The setting is unexpected – a city where people live in brick houses, along paved sidewalks and streets. There are cars and comforts like couches and laptops, yet people are walking long distances for dirty water.

## Think



7. Everyone is fetching water, but not everyone's experience is the same. Who might have more difficulty performing this task?

Possibilities include: The young, the elderly, anyone who uses a mobility device, anyone lacking suitable footwear, anyone who is sick, those who are menstruating, anyone pregnant or caring for an infant, anyone who is a caregiver for someone with a disability, chronic or life-limiting illness, marginalized people, and anyone at risk of persecution.



8. This video is fictional. It was filmed in New York City, imagining what would happen if New York City's taps went dry. The film shows everyone walking to Central Park to fetch water for themselves and their families. The water is dirty and not safe for drinking. Even though this video is fictional, it is the reality for millions of people around the world.



9. There are over 7.5 billion people living on Earth. In 2017, [2.2 billion people](#) did not have access to **safely managed drinking water** and [2.4 billion people](#) did not have access to basic **sanitation** services, like toilets or latrines<sup>10</sup>. Those numbers may be hard to imagine, but if you do the math, that means 1 out of every 3 people on this planet does not have access to safely managed drinking water or basic sanitation services.

You could also imagine the world as your classroom. If you have 30 students in your class, then 10 would be without these essentials.

This is also an opportunity to talk about Canada's water crisis, affecting Indigenous communities. For an in-depth activity, please see the [Extend Your Learning](#) section.



10. Invite students to reflect: What challenges may prevent people from having or accessing basic drinking water and sanitation? What are possible solutions? Have students brainstorm independently or collaboratively, then share.

## Connect



1. Share the *Water Stories* handout or photographs. Invite students to reflect: These three photographs tell different stories about water around the world.

Look for clues in each picture. What is happening in each scene? Write a caption for each photograph. Focus on the water story. Here are some tips for writing captions:

- Make it **short**, only one or two sentences.
- Write in the **present tense**, so it feels like the story is happening now.
- Tell the **story**, so the people know why the photo is important.
- Try to include a story detail that people cannot see in the photo. This way, your caption shares **new information**.

Have students work independently or collaboratively, then share. Feel free to focus on one photograph, rather than all three.



<sup>10</sup> "Goal 6: Clean Water and Sanitation." [United Nations Sustainable Development Goals](#). Accessed 30 September 2021.

## Connect



2. Share the caption for the first photograph: “Kokilaben Parmar carries clean water from a well she helped to plan in her community in India. With the support of Canadian programs, she now works to conserve this vital resource. Over-pumping caused ocean water to move inland, affecting the salt levels in the water table.” Invite students to reflect: How does your caption compare to the original caption?

Responses will vary, but this is an opportunity to mention that this is a great example of a sustainable partnership.



3. Invite students to reflect: A well is one way to make water safe and more accessible, but what are other ways?

Possibilities include: Water filtration; desalination, which purifies sea water or saltwater for drinking; harvesting fog; harvesting rainwater; raising awareness about pollution; protecting waterways from chemical dumping, runoff, and waste.



4. Invite students to reflect: Around the world, women and girls are responsible for collecting water in [80% of households](#) without access to clean water at home<sup>11</sup>. Why are women and girls typically responsible for this task? How could this responsibility impact them?

Possibilities include: Water is necessary to complete household work which is a traditionally gendered responsibility placed on women; safety — it can put them in danger, especially if they must travel long distances alone. It can harm their health. It takes time and may keep them from going to school and furthering their education.



5. Share the caption for the second photograph: “At a daycare in rural Bangladesh, children learn about the importance of handwashing.” Invite students to reflect: How does your caption compare to the original caption?



6. Invite students to reflect: This photograph shows how water is important for good **hygiene**. Around the world, there are [3 billion people](#) who do not have basic handwashing facilities at home.<sup>12</sup> To help students imagine that number, consider Canada. There are almost 40 million people living in Canada. If students imagine 78 Canadas, that is roughly the number of people in the world who have no basic health care. Also, around the world, [2 out of every 5 healthcare facilities](#) have no soap and water, or alcohol-based hand rub (hand sanitizer)<sup>13</sup>. Invite students to reflect: What challenges would these people and healthcare facilities experience during the COVID-19 pandemic?

Possibilities include: It impacts everything — without handwashing, people are more likely to become sick in general. Many people live in multi-generational homes in densely populated areas, so the virus can spread quickly. Once sick, they will probably have difficulty accessing health care. The longer they are sick, the longer it interrupts family responsibilities, education, and work. In healthcare facilities, medical professionals who are in close contact with patients are at greater risk of contracting the virus and passing it onto others.

<sup>11</sup> “Goal 6: Clean Water and Sanitation.” [United Nations Sustainable Development Goals](#). Accessed 30 September 2021.

<sup>12</sup> “Infographic: Clean Water and Sanitation.” [United Nations Sustainable Development Goals](#). Accessed 30 September 2021.

<sup>13</sup> “Infographic: Clean Water and Sanitation.” [United Nations Sustainable Development Goals](#). Accessed 30 September 2021.

## Connect



7. Share the caption for the third photograph: “This water filtration unit at the hospital in Chalt, Pakistan – constructed with Canadian support – produces clean drinking water for patients and staff.” Invite students to reflect: How does your caption compare with the original caption?
8. Invite students to reflect: As of 2017, there were [2.2 billion](#) people who did not have access to safely managed drinking water – that is almost one-third of all the people living on Earth.<sup>14</sup> Invite students to reflect: What is your response or reaction to this fact?

Answers will vary. This is also an opportunity to talk about Canada's water crisis, affecting Indigenous communities. For an in-depth activity, please see the [Extend Your Learning](#) section.

## Do



1. Invite students to reflect: Everybody needs water, but how are vulnerable people (ex. the poor, elderly, women, children, people with disabilities, **refugees**) affected differently by a water crisis? Have students think independently or collaboratively, then share.

Possibilities include: If they become sick, it may be harder for them to afford or access health care. It may disrupt their work, reducing an income they depend on to survive. It may impact farming, food, and family nutrition. It may disrupt education, which impacts future opportunities and earnings. It may also create competition in the community for a limited resource.



2. To extend learning, have students identify a water- or sanitation-related problem in the world. Examples include, but are not limited to:
  - Water scarcity (no access to water)
  - No access to clean water, for drinking and washing
  - No access to basic sanitation facilities, like toilets or latrines
  - Salinity (salt in water)
  - Industrial waste, including chemical dumping
  - Untreated wastewater, from homes and industries
  - Water privatization (water controlled by companies)



3. After students have identified an issue, have them research the issue in depth and complete the *Water and Sanitation Challenges and Solutions* graphic organizer in point-form.



4. To inspire students, you may share the story of [Gitanjali Rao](#), a 15-year-old American scientist and inventor, and *TIME* magazine's first-ever Kid of the Year. Her process, in her own words is: observe, brainstorm, research, build, communicate. Motivated by the [Flint water crisis](#), she has been innovating and developing device called [Tethys](#), an easy way for people to detect lead contaminants in their drinking water. Invite students to reflect: What are your gifts? How can you use them to help people and the planet in small and large ways? What challenges or obstacles do you face? What support do you need from government, community, friends, and family so that you can share your gifts with the world?



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Water Stories

Photographs from Aga Khan Foundation Canada (AKFC)

Write a short caption for each photograph. Look for clues in each picture and focus on the water story.



**Location:** India



**Location:** Bangladesh



**Location:** Pakistan

NAME:

DATE:

## Water Stories (with original captions)

Photographs from Aga Khan Foundation Canada (AKFC)



**Location:** India

Kokilaben Parmar carries clean water from a well she helped to plan in her community in India. With the support of Canadian programs, she now works to conserve this vital resource. Over-pumping caused ocean water to move inland, affecting the salt levels in the water table.



**Location:** Bangladesh

At a daycare in rural Bangladesh, children learn about the importance of handwashing.



**Location:** Pakistan

This water filtration unit at the hospital in Chalt, Pakistan – constructed with Canadian support – produces clean drinking water for patients and staff.

NAME:

DATE:

## Water and Sanitation Challenges and Solutions

### Topic

What is the water or sanitation problem?

Where is this water or sanitation problem happening?  
What are the characteristics of the environment?

Who or what is contributing to the water or sanitation problem?

Who is most affected by this water or sanitation problem? How are they affected?

Who has a solution? What are the solutions?

What solutions or ideas do you have?

# Lesson 4

## Aga Khan Museum Spotlight: Kilga

### Materials

- Any way of recording ideas
- An image of the Aga Khan Museum's object, [Kilga](#), on [page 26](#)
- Aga Khan Museum's Artefact video for the [Kilga](#)
- *Make Your Own Water Filter* handout on [page 27](#), one per student

### Procedure

#### Think



1. Show students the image of the **kilga** with no title or other information. Invite students to reflect: This object is from 12<sup>th</sup> century Egypt, which means it is over 800 years old. It is made of marble and has something to do with water.

We are going to play a round of “Truth or Lie.” I am going to make four statements about this object and its purpose, but only one of the statements is true – your job is to figure out which one:

- This object is a **bird bath**. It would have stood outdoors in a garden or palace courtyard. A person would have filled the marble trough with water, for birds to drink, bathe, and cool themselves. These birds would have brought delight to people visiting the garden or palace courtyard.
- This object is a **rain gauge**. It would have stood outdoors and collected rain. There are markings on the inner wall, which would measure how much rain had fallen. Farmers who had planted crops – like wheat, chickpeas, lentils, onions, and papyrus – would keep track of how much rain had fallen, to understand if they would have a good or bad growing season.
- This object is part of a **water purification system**. An unglazed clay water jar would have been placed in or on the cylindrical area. Over time, some of the water would seep through the clay jar and collect in the marble trough. As the water moved through the clay, it was filtered and cleaned. People could scoop water out of the trough and drink it.
- This object is an **ablution basin**. It would have stood outside a mosque and been filled with water near prayer times. Muslims would have completed a washing ritual, cleaning their hands, faces, and sometimes, their feet before entering the mosque to pray. The Arabic script around the front part of the basin features verses from the Qur'an, which is the holy book for Muslims.

Have students vote. Alternatively, have students work independently or collaboratively to decide which statement is true. Then, have students share their ideas, with supporting evidence.

## Think



2. Reveal that this object is part of a **water purification system**! It is called a *kilga*, or jar stand. It was used to hold a water jar and purify the water. The Arabic script around the front part of the *kilga* is hard to read, because it has worn away, but it may include words like *na 'im*, which means “comfort”, and *masrūr*, which means “joyful.”

This kilga was made in the 12<sup>th</sup> century in Cairo, Egypt. The Nile was (and still is) Egypt’s primary source for water. The water was heavy with silt, and it was necessary to purify and cool it. In the 11<sup>th</sup> century, a physician named Ali Ibn Ridwan described the process of purifying the water. If the water appeared contaminated with some toxic substance, he advised people to boil it and let it cool in the open night air. Then, he advised people to purify the water more, using ingredients like bitter almonds, apricot pits, or alum. Then, he advised people to purify the water even more, by pouring it into a porous jar (like an unglazed clay jar), leaving the water to seep through, filtering out impurities. He encouraged people to purify the water several times before use.

---

## Connect



1. Invite students to reflect: How does this *kilga* relate to Sustainable Development Goal 6, Clean Water and Sanitation?

Possibilities include: Purifying water is essential to achieving clean water for all. This is a simple, sustainable, low-cost way of filtering impurities out of water.

---

## Do



1. To extend learning, have students learn about other water filtration devices and systems and share their findings with the class. Examples include, but are not limited to:

[Brita Water Filters](#)

[Lifestraw](#)

[Purifaaya Ceramic Water Filter](#)

[Katadyn Rapidyn Filter Kit](#)

[Tulip Siphon](#)

[Uzima Water Filters](#)

[ROAMFilter Plus](#)

[Faircap](#)

[HYDRAID Biosand Water Filter](#)

[SaWa Bag](#)



2. Share the *Make Your Own Water Filter* handout. Have students make their own water filters at home or school. Emphasize that **they should not drink the dirty or filtered water**, regardless of how clean it looks.





Front



Side



Back

## Kilga

**Place:** Egypt, Cairo

**Date:** 12<sup>th</sup> century

**Materials and Technique:** Carved marble

**Dimensions:** 60 x 39 cm

**Accession Number:** AKM817



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Make Your Own Water Filter

Can you make dirty water clean?

## Materials

- Water bottle, empty
- Scissors
- Gauze, large enough to cover the opening of the water bottle
- Rubber band
- Hand towel
- Spoon, to stir the dirty water
- Measuring cup
- Measuring spoon
- Glass of dirty water (example shown is 1 cup water + 1 tablespoon of potting soil)
- Filtration items (examples shown are cotton balls, coffee filters, paper towels, rice, gravel, pebbles)
- Pencil/pen and *Records and Observations* chart



NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Make Your Own Water Filter: Procedure



### STEP 1

Remove the water bottle cap.  
Cut the water bottle in half.



### STEP 2

Cover the mouth of the water bottle  
with gauze and secure it with a  
rubber band.



### STEP 3

Fill the top of the water bottle with  
filtration items, layering them  
strategically.



### STEP 4

Put the top of the water bottle  
upside-down inside the bottom.  
This is your water filter!



### STEP 5

Stir your glass of dirty water. Put a  
towel under your water filter and glass.



### STEP 6

Slowly pour the dirty water into your  
water filter and watch what happens.  
Record your observations on the next  
page. **Do not drink the dirty water, no  
matter how clean it looks!** Change the  
filtration items and/or their sequence,  
then test your new design!

NAME:

DATE:

## Make Your Own Water Filter: Records and Observations

Trial #	Filtration Layers	Composition of Dirty Water	Appearance of Water Before Filtration	Appearance of Water After Filtration	Additional Data

# Lesson 5

## Aga Khan Museum Spotlight: Entertainment in a Palace Garden

### Materials

- Any way of recording ideas
- An image of the Aga Khan Museum's painting, [Entertainment in a Palace Garden](#), on [page 34](#)
- [Water Use Word Cards](#) on [page 35](#)
- [Art of Water](#) graphic organizer on [page 36](#), one per student

### Procedure

#### Connect



1. Show students the image of *Entertainment in a Palace Garden*, with no title or other information. Invite students to reflect: What is the first word that comes to your mind when you look at this painting? Have students share their responses.

Answers will vary.



2. Invite students to look: This painting is called *Entertainment in a Palace Garden*. It was made in India over 200 years ago, between 1765 and 1770. It shows water being used in many ways. Take inventory, from top to bottom, side to side. If you are viewing the painting on a screen, you can enlarge it and zoom in on small details.



3. Have students form five small groups. Give each group two *Water Use Word Cards*. Invite students to reflect: Each group has two cards that describe two ways of using water. Can you find examples in the painting?

Not all examples are present in the picture – you may choose to share this information or leave it to the learners to discover. When assigning word cards, it is a good idea to make sure that each group has at least one water-use word present in the painting. Have groups come up with ideas, then share. Possibilities include:

**Agriculture** – In the background of the painting, on the right side, there are two oxen hauling water up from an *irrigation* well. That water is watering a plot of crops.

**Beauty** – In the foreground of the painting, in the centre, it looks like there is a water-chute and reflecting pool. In the garden, there are many pools and fountains. In this context, fountains also symbolize the cycle of life, because the water rises then returns. The artist used watercolour paints, so water was also used in the making of the painting.

**Drinking** – We did not find any person or other animal drinking in this painting. However, in the background, left of centre, there is someone with a carrying pole over a shoulder. There are two baskets or buckets hanging from either end of the pole. These may contain water for drinking.

## Connect

**Entertainment/Recreation**– In the foreground of the painting, in the centre, someone is dancing and balancing flasks of liquid. A royal princess is about to use a hookah, or waterpipe (a form of smoking found commonly in South Asia and the Middle East). In the background, there are many people paddling boats along the river.

**Habitat** – In the garden, water is home to many lotus flowers. In the background, there is a river, where there are many birds swimming, possibly ducks. There is also an animal believed to be a crocodile.

**Hydroelectric power** – There is no example of hydropower in this painting. The painting was made in the mid-1700s, long before electricity was available to people.

**Medicine** – We did not find any water being used for medical purposes in this painting.

**Sanitation** – We did not find any water being used for sanitation in this painting.

**Transportation** – In the background, there are many people paddling boats along the river.

**Washing** – We did not find any water being used for washing in this painting.

---

## Think



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

The way students look at and interpret this painting may be different from the way the artist or patron did at the time it was made. The painting provides a glimpse into a past time, place, and cultural context and can spark a discussion around water, wealth, poverty, and gender.



2. This painting shows the splendour of a **Mughal** palace. We see inside the private courtyard and gardens. There is a royal princess with her attendants. They are being entertained by a group of people, including a dancer and musicians. In the background, we see some scenes of day-to-day life beyond the palace. What is the relationship between wealth and water?

Possibilities include: Wealthy people have more access to water and use water differently than those who are in poverty. The wealthy people in this palace are using water for beauty and recreation, while those beyond the palace are using water for transportation and agriculture. Also, poorer people working within the palace would have a different day-to-day relationship with water than the princesses.



3. This painting was made over 200 years ago, but are wealth and water connected today? In what ways, or what examples come to your mind?

Answers will vary.

## Think



### 4. What is the relationship between gender and water?

Notes and possibilities include: In an earlier lesson, we learned that women and girls are responsible for collecting water in [80% of households](#) without access to clean water at home.<sup>15</sup> This work has ripple effects on health, personal safety, and education. This painting illustrates how women's relationship to water also depends on economic class. At the time of this painting, women who were poorer and part of the labour class fetched water from rivers or wells, sometimes carrying many pots, sometimes balancing them on their heads, across long distances and uneven ground. [This is still true today](#). The wealthy women shown in this painting do not have to do that work and, therefore, have more advantages in society. During Mughal times, in some parts of India, there were men who served as [water carriers](#) too. They drew water from rivers, wells, or water pumps and carried it to where it was needed, using a water-proofed goat-hide bag (*mashaq*). There are still some water carriers active today, but the role is diminishing.



### 5. How does this painting show unequal access to water?

Notes and possibilities include: The wealthy people in this palace have water brought to them. It is not a coincidence that the palace is built on the banks of a river. Water from the river is supplying the palace and its gardens. It is filling pools and channels, making water-chutes and fountains flow, and supplying flower beds. Historically, many Mughal palaces also had systems to lift and pipe water for drinking, cooking, sanitation, bathing, and enjoyment. In the painting, poorer people beyond the palace must work harder for their water.

<sup>15</sup> "Goal 6: Clean Water and Sanitation." [United Nations Sustainable Development Goals](#). Accessed 30 September 2021.



## Do



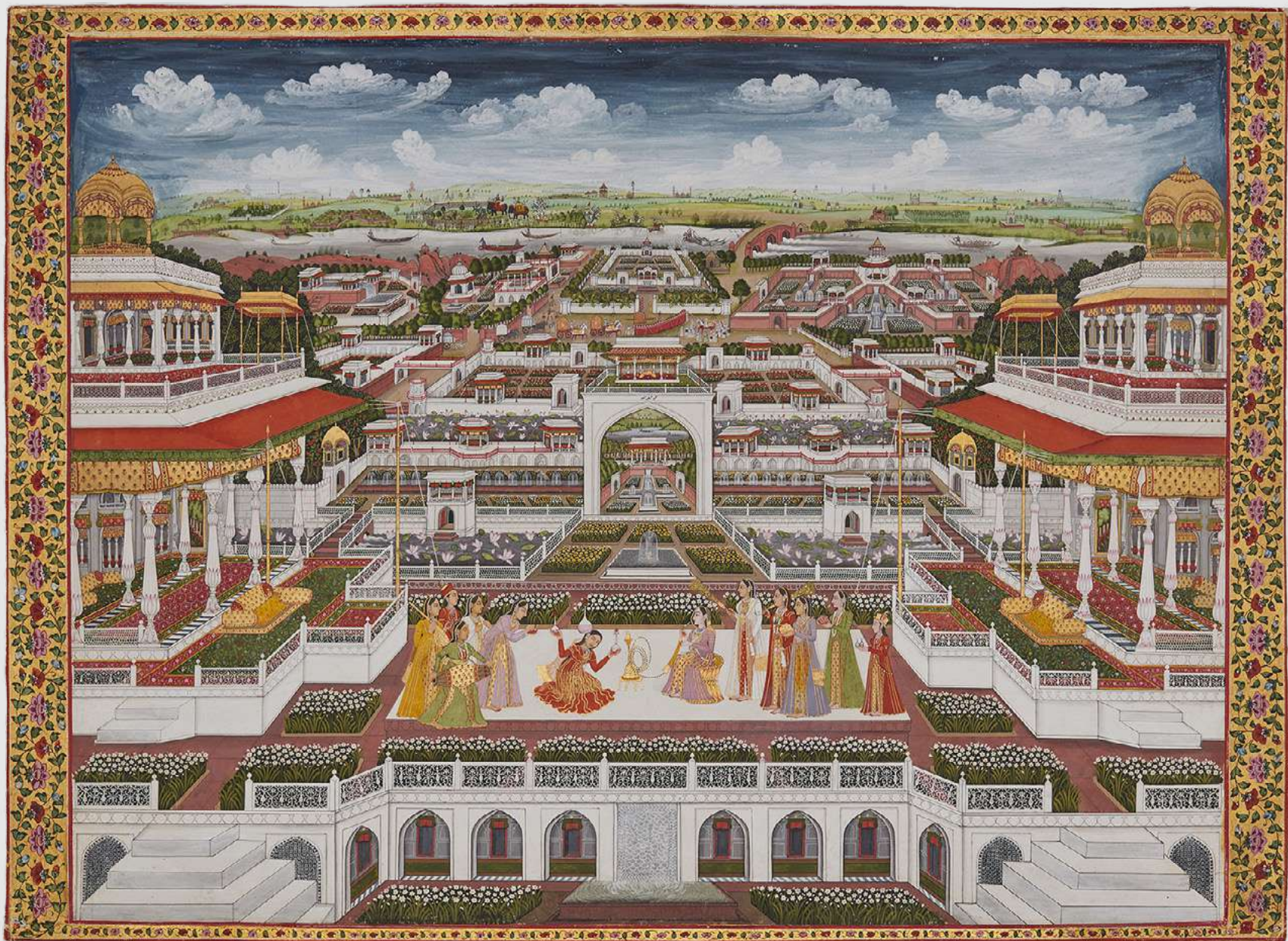
1. There are many artists around the world whose work explores water and the water crisis. To extend learning, have students identify one artist – living or dead – whose artwork explores water and relates to Sustainable Development Goal 6, Clean Water and Sanitation. Students may find artists and artworks on their own, but here is a list of possibilities. This list includes Indigenous artists, Canadian artists, artists of Asia and the Asian diaspora, artists of Africa and the African diaspora, and artists of Latin America:

Ruth Cuthand. [\*Don't Breathe, Don't Drink\*](#), 2016  
Katsushika Hokusai. [\*The Waterwheel at Onden \(Ondon no Suisha\)\*](#), c. 1830–32  
Gu Xiong. [\*Illuminated Niagara Falls\*](#), 2016  
Joseph Légaré. [\*Cholera Plague, Quebec\*](#); c. 1832  
Kazimir Malevich. [\*Woman with Pails: Dynamic Arrangement\*](#), 1912–13  
Zuni artist. [\*Water Jar\*](#), 1825–50  
Lorna Simpson. [\*The Water Bearer\*](#), 1986  
Edward Burtynsky. [\*Water\*](#) (a series of photographs), 2007–13  
Rebecca Belmore. [\*At Pelican Falls\*](#), 2017  
Robert Smithson. [\*Spiral Jetty\*](#), 1970  
Various artists. [\*WaterAid Art for Change Campaign\*](#), 2020  
Latoya Ruby Frazier. [\*Flint is Family\*](#) (a series of photographs), 2016  
Isaach Murdoch and Christi Belcourt. [\*A series of banners\*](#).  
Matthew Dehaemers. [\*RE: Lapse\*](#), 2016  
Sebastião Salgado. [\*Amazônia\*](#) (a series of photographs), 2021  
Aïda Muluneh. [\*Water Life\*](#) (a series of photographs), 2018  
Serge Attukwei Clottey. [\*Current Affairs\*](#) (exhibition), 2019  
Daku. [\*Mural in the Kannagi Art District of Chennai, India\*](#), 2021



2. After students have found or chosen an artist and artwork, have them engage with the art, learn about the artist, and complete the *Art of Water* graphic organizer in point-form. For students who chose from the list above, encourage them to look beyond the link provided for information. If they chose a series of photographs, they may focus on one photo in the series. If possible, have students present the art and information to their classmates, making a collaborative art exhibition exploring the topic of water.





## Entertainment in a Palace Garden

**Artist:** Faizullah | **Place:** India, Faizabad | **Date:** ca. 1765-1770 | **Materials and Technique:** opaque watercolor and gold on paper | **Dimensions:** 50.5 cm x 69.2 cm | **Accession Number:** AKM921



NAME:

DATE:

## Water Use Word Cards

**Agriculture**

**Beauty**

**Drinking**

**Habitat**

**Hydroelectric  
Power**

**Medicine**

**Entertainment/  
Recreation**

**Sanitation**

**Transportation**

**Washing**

NAME:

DATE:

# Art of Water

**Artist:**

**Title, Date:**

**Materials:**

What is your first response or reaction to the art?  
Your response may be a word, thought, feeling,  
question – anything.

What does the art make you think about? Can you  
make any personal connections?

What do you think the art is about? Don't worry about  
being right or wrong.

What does the artist say about the art? Or, what  
reliable information can you find about the art?

How does this art connect to the theme of water and  
sustainable development?

If you could interview the artist, what are three  
questions that you would ask?

# Extend Your Learning

## Canada and the Global Goals

### Materials

- Paper, pencils, markers, coloured pencils
- Public Service Alliance of Canada video: [The Story of Grassy Narrows](#)

### Background Information

- In Canada, the Minister of Children, Families, and Social Development is responsible for leading the country's efforts towards the Sustainable Development Goals, working collaboratively with all other ministers and their departments.
- The Government of Canada has identified "Ambitions" and "Targets" for all 17 Sustainable Development Goals (SDGs). You can find these ambitions and targets in the [Canadian Indicator Framework \(CIF\) for the Sustainable Development Goals Data Hub](#).
- For Goal 6, Clean Water and Sanitation, one Ambition is that Canadians "have access to drinking water and use it in a sustainable manner." The related Target is that "all of the long-term drinking water advisories on public systems on reserve are to be resolved."
- There is a water crisis in Canada. Canada is one of the wealthiest countries in the world and it has a lot of water. The Great Lakes alone hold 18% of the world's fresh surface water. Yet, many First Nations communities living on reserves do not have access to clean water. The Government of Canada has issued many **drinking water advisories**. Some of these advisories are long-term, which means that they have been in place for over one year. Some of these advisories are short-term, which means that they have been in place for less than one year. Canada issues three types of drinking water advisories – **boil water advisories**, **do not consume advisories**, and **do not use advisories**. Most of the drinking water advisories are boil water advisories. A boil water advisory is a warning that there are viruses, bacteria, or parasites in the water and/or there are problems with the water treatment system.

## Procedure



1. Show students the Public Service Alliance of Canada video: [The Story of Grassy Narrows](#). Note that this video was made in 2016. Another video that explores the water crisis is: [Why some First Nations reserves don't have clean drinking water](#).



2. Invite students to reflect: Consider Canada's aim to resolve all long-term drinking water advisories on public systems on reserve by 2030. In what ways does this support Sustainable Development Goal 6, Clean Water and Sanitation? In what ways is there more to do?

Possibilities include: Access to clean water is essential to survival and nobody in Canada should have to wait years. It is necessary to keep water sources clean and protect them from contaminants. Homes and other spaces need functioning water pipes and systems to access water. Some people do not have access to running water, so even when long-term drinking water advisories are resolved, they will have to get water for their households. Long-term drinking water advisories are those that have been in place for more than one year. Lifting long-term advisories helps, but they can be replaced by short-term advisories that still require resolving. There are also existing short-term drinking water advisories that need resolving. Building water treatment plants helps. Funding is also necessary to operate and maintain treatment plants in a sustainable way.



3. Have students research Canada's water crisis in greater depth, then work independently or collaboratively to create Mind Maps that capture the complexity of the issue.

Mind Maps are rich visual-thinking tools that can be made with pencils and coloured pencils or markers. [How to Mind Map with Tony Buzan](#) is a video that introduces the basics of mind-mapping for educators. For inspiration, here is a [gallery of Google images of Mind Maps](#).

For students' research, we have included some resources at the end of this document. Remind students that it is important to prioritize Indigenous perspectives and voices when researching.

Alternatively, if students feel keen to use technology, they can use [Google Earth](#) on the web to create presentations about places in Canada and their water stories. With Google Earth, students can add text, images, videos, styled placemarks, lines, shapes, and 3D views to their presentations. It is an effective way to gather and share research around a water crisis, its impact on people, stories of resilience, and solutions.

Here are some Google Earth video tutorials:

- [Introducing creation tools in Google Earth](#)
- [Google Earth: Intro to Creation Tools](#)
- [Google Earth Tutorial: Adding Features](#)
- [Google Earth Tutorial: Styling Places](#)



# Glossary

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

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

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

**Agriculture:** The art and science of farming, which includes cultivating the soil, growing and harvesting crops. Agriculture also includes raising livestock, like cows and sheep.

**Boil water advisory:** A warning issued when there are viruses, bacteria, or parasites in the water and/or when there are problems with the water treatment system. The warning tells people to bring their tap water to a rolling boil for at least one minute before they drink it, or use it to cook, feed pets, brush teeth, make soups or ice cubes, wash fruits and vegetables, make infant formula or other drinks. During a boil water advisory, people must not use tap water to bathe infants, toddlers, or the elderly. Instead, infants, toddlers, and the elderly should be given sponge baths, to avoid swallowing water.

**Do not consume advisory:** A warning issued when there are contaminants in the water system, like lead, that cannot be removed by boiling. The warning tells people not to use the water to cook, drink, feed pets, brush their teeth, make soups or ice cubes, wash fruits and vegetables, make infant formula or other drinks. During a do not consume water advisory, people must not use tap water to bathe infants, toddlers, or the elderly. Instead, infants, toddlers, and the elderly should be given sponge baths, to avoid swallowing water. Adults and older children can still use the water to shower and bathe.

**Do not use advisory:** A warning issued when the water system has pollutants that cannot be removed by boiling, and the water poses a health risk. The warning tells people not to use their tap water for any reason.

**Drinking water advisory:** A warning that tells people not to drink water that may be unsafe or is certainly unsafe, based on water quality test results. The Government of Canada issues three types of drinking water advisories – boil water advisories, do not consume advisories, and do not use advisories.

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

**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

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

**Hygiene:** The practice of keeping yourself and your environment clean to maintain health and prevent disease.

**Hydroelectric power:** Electricity produced by fast-moving water.

**Irrigation:** Watering crops in an artificial way, rather than relying on rain. Irrigation includes bringing water in with wells, pipes, canals, or sprinklers.

**Kilga:** A jar stand that holds unglazed, earthenware water jars. The water seeps through the porous clay jar and into the trough, being filtered of impurities.

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

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

**Refugees:** People who have left their country to find safety in another country, due to war, violence, conflict, or persecution.

**Safely managed drinking water:** Water is that located on a person's premises, available when needed, and free from contamination.

**Sanitation:** Access to a facility to urinate and defecate (pee and poo) and systems that keep places hygienic, through services like garbage collection, hazardous waste management, and wastewater treatment and disposal.

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

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

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

**Water purification:** The process of removing unwanted chemical contaminants (ex. pesticides, nitrogen, bleach, salts, metals, toxins), biological contaminants (ex. bacteria, viruses, parasites), physical contaminants (ex. soil, algae), and radiological contaminants (ex. cesium, plutonium, uranium). This is done so that the water can be used for different purposes, including drinking.

**Water scarcity:** When there is not enough water to meet demands, including basic needs.

**Water security:** To achieve water security, a population must: protect water systems; have sustainable access to enough acceptable quality water for survival and well-being, social development, and economic development; protect against water pollution and water-related hazards, like floods and droughts.

# Resources for Your Classroom

## Videos



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

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



### [The Global Goals Goal 6 – Clean Water and Sanitation Playlist](#)

This playlist features short videos about United Nations Sustainable Development Goal (SDG) 6, Clean Water and Sanitation. It includes a video that imagines what would happen if New York City's taps went dry.



### [Toolkit Tutorial Video](#)

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



### [Artefact Video: Kilga](#)

This is a video of a museum curator showing the *Kilga* and providing important historical context about the artefact.



### [Global News – Why some First Nations reserves don't have clean drinking water](#) (8:14)

First Nations reserves across Canada struggle to access clean drinking water from their taps. This video explains why this problem has persisted and what the Trudeau government is doing about it.



### [The Story of Grassy Narrows](#) (6:41)

Hear the voices of the people of Grassy Narrows First Nation talk about the decades-long water crisis in their community. In the 1960s and '70s, industrial pollution contaminated their water with mercury, which has since affected three generations.



### [Jennifer Connelly in charity: water Clean Water Africa PSA](#) (1:06)

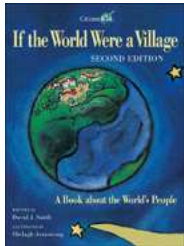
This video imagines what would happen if New York City's taps went dry.

# Resources for Your Classroom

## Publications



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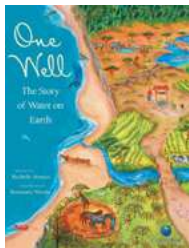


### [If the World Were a Village](#)

**By: David J. Smith**

Kids Can Press (32 pages)

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

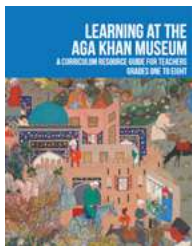


### [One Well: The Story of Water on Earth](#)

**By: Rochelle Strauss**

Kids Can Press (32 pages)

This advanced picture book imagines the all the world's water as one well. It explores the water cycle; habitats; freshwater; access to water; daily water use; pollution; the way plants, animals, and humans depend on water; demands on the well and how we can conserve water. Though it is a picture book, it includes content and statistics suitable for older learners.



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

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

(160 pages)

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



### [UNICEF – Household Water Treatment Filters Product Guide](#)

**By: Unicef**

(32 pages)

Suitable for secondary school students, this resource has detailed information about 10 different types of water filters, including ceramic filters, membrane filters, and solar disinfection.

# Resources for Your Classroom

## Websites



*Clickable thumbnails*



### [The Global Goals](#)

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



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

Goal 6: Clean Water and Sanitation. This webpage features a subject brief, infographics, point-form facts and figures, a list of the 2030 targets, and links to reliable resources.



### [United Nations Environment Programme](#)

Goal 6: Clean Water and Sanitation. This webpage features an illustrated, at-a-glance poster that highlights challenges and solutions that support clean water and sanitation. There are also links to news and stories related to Goal 6.

SDG Tracker

### [SDG Tracker – Clean Water and Sanitation](#)

This webpage is a free, open-access publication that tracks progress towards the Global Goals. It features consolidated statistics from the United Nations and other international organizations, clickable and customizable charts, maps, and tables.



### [Aga Khan Development Network Comprehensive Sanitation Initiative](#)

This Aga Khan Development Network (AKDN) story is set in Bihar, India. It features Sumitra Devi, who lives in village without access to a toilet. Everyone in the family had to walk to the fields behind their home to relieve themselves, until Sumitra persuaded her family to construct a toilet at the back of their garden.



### [Running Water: Dispatch from the Field](#)

This Aga Khan Foundation Canada (AKFC) story features Ben Williams, who is pursuing a career in international development and participates in an International Youth Fellowship program. Ben travels to India, where he explores issues around running water, drinking water, toilets, waste management, and human behaviours like handwashing.



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

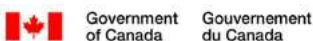
Here you can browse the Aga Khan Museum's collection of objects from Muslim civilizations across time and geography.



First Nations Health Authority

### [First Nations Health Authority: Drinking Water Safety Program](#)

Based in British Columbia, the First Nations Health Authority (FNHA) is the first and only provincial First Nations health authority in Canada. The organization is working to change health care for BC First Nations.



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

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

# Resources for Your Classroom

## Websites

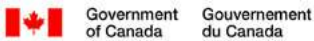


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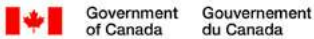
### [Canadian Indicator Framework \(CIF\) for the Sustainable Development Goals Data Hub](#)

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



### [Government of Canada: About Drinking Water Advisories](#)

Here you can find information and infographics about ending long-term drinking water advisories, a map of remaining long-term drinking water advisories, and the necessary steps and infrastructure.



### [Government of Canada: Achieving clean drinking water in First Nations communities](#)

This webpage shares information about the different types of drinking water advisories in First Nations communities, why they are issued, and how they are issued.



### [TVO: What lifting boil-water advisories solves – and what it doesn't](#)

With an Ontario lens, this article features videos and in-depth analysis from TVO's show, *The Agenda*.



### [CBC Kids News: What Iqaluit's Water Crisis has been like for this teen](#)

Published on October 21, 2021, this article shares the perspective of 16-year-old Akutaq Williamson Bathory. It tells the story – from the strange smell in the city's water, to the finding of fuel contamination, to the state of emergency and advisory not to drink, cook, or clean food with the city's water, to the impact on the community and their stories of resilience.



### [CBC Kids News: On National Child Day, meet clean water activist Autumn Peltier](#)

This page features a video, told from the perspective of 16-year-old Autumn Peltier. She is the chief water commissioner for the Anishinabek Nation, speaking on behalf of 40 First Nations in Ontario. Find out what she has witnessed, what she has experienced, and what she said to Prime Minister Justin Trudeau when she had the chance.



### [Human Rights Watch: Make it Safe: Canada's Obligation to End the First Nations Water Crisis](#)

Published in 2016, this is an in-depth look at the First Nations water crisis in Canada, including text, data, and videos.



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

Online Education Resources SDG 6: Clean Water and Sanitation. This webpage features lessons and activities that support the goal of clean water and sanitation, including Earth School's environmental quests, and a National Geographic experiment that explores how oil spills affect birds.



# Appendix



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

### Alberta

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

# Appendix



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

### British Columbia

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

# Appendix



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

### Manitoba

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

# Appendix



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

### New Brunswick

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

# Appendix



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

### Newfoundland and Labrador

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

# Appendix



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

### Nova Scotia

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



# Appendix



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

### Northwest Territories

Grade 6	<b>Visual Arts: Identity</b> <ul style="list-style-type: none"><li>• Critical/Responsive</li><li>• Cultural/Historical</li></ul>			
Grade 7	<b>Visual Arts: Place</b> <ul style="list-style-type: none"><li>• Critical/Responsive</li><li>• Cultural/Historical</li></ul>			
Grade 8	<b>Visual Arts: Social Issues</b> <ul style="list-style-type: none"><li>• Critical/Responsive</li><li>• Cultural/Historical</li></ul>		<b>Social Studies</b> <ul style="list-style-type: none"><li>• The Changing World</li></ul>	
Grade 9	<b>Visual Arts: Taking Action</b> <ul style="list-style-type: none"><li>• Critical/Responsive</li><li>• Cultural/Historical</li></ul>			
Grade 10	<b>Art 10</b> <ul style="list-style-type: none"><li>• Encounters</li></ul>	<b>Art 10</b> <ul style="list-style-type: none"><li>• Appreciation</li></ul>	<b>Social Studies 10-1</b> <ul style="list-style-type: none"><li>• Perspectives on Globalization</li></ul>	<b>Social Studies 10-2</b> <ul style="list-style-type: none"><li>• Living in a Globalizing World</li></ul>
Grade 11	<b>Art 20</b> <ul style="list-style-type: none"><li>• Encounters</li></ul>		<b>Art 21</b> <ul style="list-style-type: none"><li>• Appreciation</li></ul>	
Grade 12	<b>Art 20</b> <ul style="list-style-type: none"><li>• Encounters</li></ul>		<b>Art 21</b> <ul style="list-style-type: none"><li>• Appreciation</li></ul>	

# Appendix



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

### Nunavut

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

# Appendix



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

### Ontario

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

# Appendix



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

### Prince Edward Island

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

# Appendix



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

### Quebec

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

# Appendix



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

### Saskatchewan

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



# Appendix



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

### Yukon

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

# Appendix



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

### International Baccalaureate (IB)

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

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