FORMAT		
1. **Name of resource**	**Teaching the Sustainable Development Goals Through Art - Goal 3: Good Health and Well-Being**	
2. Location	https://www.akfc.ca/resources/educators/teaching-the-sdgs-through-art-sdg-3/	
3. Alternative location		
4. Author[s]	Laboni Islam (Aga Khan Museum) Editors: Katherine Boyes (Aga Khan Foundation Canada) Sophia Mirzayee (Aga Khan Foundation Canada)	
5. Publisher/producer/ host	Aga Khan Foundation Canada	
6. Year	2022	
7. Suggested citation	Aga Khan Foundation Canada (2022). Teaching the Sustainable Development Goals Through Art – Goal 3: Good Health and Well-Being. Retrieved at https://www.akfc.ca/resources/educators/teaching-the-sdgs-through-art-sdg-3/	
8. Languages in which available	English	
9. Geographic area resource relates to	Primarily Canada, with Aga Khan Museum collections related to Pakistan and Syria, and extended Aga Khan Museum media resources related to Kenya, Tanzania and Mozambique.	
10. Does the resource relate to a specific time frame?	Post-COVID-19 pandemic	
11. **Type**	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	X
	Case studies	
	Other	
12. If this is part of an initiative, what is the initiative?		
COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
15. **Types of institutions the resource covers**	**Museums**	X
	Archives	
	Libraries	
	Other	X

16. Does the resource relate to specific disciplines?	Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology	X	
	Science, natural history, technology, medicine, engineering, manufacturing	X	
17. If no explicit links to collections, justification for inclusion			

HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT

18. Collections-related activities the resource relates to (mark all that apply)	
Develop collections to protect and safeguard wider cultural and natural heritage more effectively, for example by targeting collecting to threatened forms of heritage in strategic ways	
Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections	X
Use collections to promote cultural participation/social inclusion more effectively, for example by reducing barriers to participation, to ensure no-one is 'left behind'	X
Use collections to promote sustainable tourism more effectively, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections	
Use collections to support research that contributes to sustainable development (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs	X
Make decisions around collections that contribute to sustainable development more effectively	
i. employment (recruiting, staff training, staff safety)	
ii. energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii. waste management and reduction of waste	

iv. transport (forms of transport, energy use)	
v. commercial activities including copyright and IP	
vi. governance and management	X
vii. security, disaster preparedness and risk reduction	X
Direct external leadership, partnerships and collaborations towards sustainable development more effectively, for example by developing impactful partnerships	X
19. Does the resource relate clearly to any international conventions (mark all that apply)?	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	X
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	

AIMS AND CONTENT

20. What issues does the resource aim to address?	"This toolkit of lesson plans and activities explores the United Nations' Sustainable Development Goal 3—Good Health and Well-Being—through arts and culture. We will look at sustainable development stories from Aga Khan Foundation Canada's international work, historical artefacts from the Aga Khan Museum's collection, and Canada's work towards the Global Goals." (P.6)	
21. Intended audience of resource	Grade 6 to 12 children enrolled in the Canadian education and the International Baccalaureate systems and educators based in Canada. With adaptation, the toolkit is also suitable for young people and educators in other countries who are interested in using it.	
22. Process of development	"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" (P. 4)	
23. Organisation/structure/contents	Acknowledgements Introduction	

		Curriculum Connections Learning Outcomes Learning with Objects A Note on Pronunciation Lessons 1-5 Extend Your Learning Resources for Your Classroom Appendix Sources
FRAMEWORKS		
	24. Framework structure	Canadian Indicator Framework (CIF) for the Sustainable Development Goals Data Hub Critical Analysis Process (Ontario Arts Curriculum)
	25. Relevant policy considerations	
	26. Resources for implementation identified	Yes
	27. Specific assessment points/indicators/milestones/action plan for monitoring	
28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)		
People (social sustainability)	X	
Planet (environmental sustainability)	X	
Prosperity (economic sustainability)	X	
Peace	X	
Partnerships	X	
29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)		
Gender perspectives		
North and South perspectives	X	
HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs		
HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE		
	30. SDGs and Agenda 2030 specifically mentioned?	Yes
	31. SDGs specifically mentioned?	Yes, SDG 3 (good health and well-being).
	32. SDG targets specifically mentioned?	No
	33. SDG indicators	No

specifically mentioned?	
SDGs AND SDG TARGETS AND LINKAGES	
34. Comments on SDG linkages	This open-access toolkit helps educators make use of museum collections to educate children and young people about the SDG goals, SDG 3 (good health and well-being) in particular, and reflect on current affairs and happenings. Topics and contents presented in the toolkit are highly relevant to SDG targets 3.3 (educational activities addressing communicable diseases), 3.4 (educational activities addressing non-communicable diseases), 3.8 (increase awareness on the importance of accessible and quality health-care services) and 3.D (strengthen the capacity of all countries for health risks) The toolkit itself also helps users achieve SDG targets 4.1 (quality primary and secondary education), 4.7 (education for sustainable development), 16.7 (inclusive and participatory approaches to decision-making), 16.10 (ensure access to information), and 17.16 (encourage greater partnerships across different sectors).
35. SDGs and SDG targets the resource helps advance	
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.3 By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases	Collection development that can contribute to programmes addressing AIDS, tuberculosis, malaria and/or neglected tropical diseases, combat hepatitis, water-borne diseases and other communicable diseases. Number of educational programmes addressing these subjects. Number of targeted educational and participatory programmes for marginalized and at-risk groups.
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.4 By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being	Plans, policies and procedures in place for the safe use of collections, notably in relation to chemical, physical, biological and other forms of hazard. Proportion of users of collections facilities reporting positive well-being during and as a result of activities relating to collections. Number and proportion of programmes relating to collections that incorporate wellbeing considerations and perspectives.

	Number of targeted programmes drawing on collections that address issues relating to non-communicable diseases, supporting prevention and treatment.
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.8 Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all	Number of programmes drawing on collections (educational, awareness-raising, research, partnerships) that promote access to healthcare. Number of educational programmes that are targeted towards people without access to healthcare. Proactive steps taken to ensure that all people, including those in vulnerable situations, can access healthcare services, overcoming cultural and language barriers. Collections development to support such programmes. Promotion of health coverage programmes, locally and worldwide.
SDG 3: Ensure healthy lives and promote well-being for all at all ages 3.D Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.	Number of collecting initiatives that aim to build capacity for risk reduction to national and global health risks, for example by storing and preserving collections that may be of use in post-disaster scenarios, or that can be used in early warning and risk communication activities. Number of educational programmes incorporating perspectives on early warning, risk reduction and management of national and global health risks. Number of awareness raising programmes that target marginalized and vulnerable groups most exposed to health risks. Plans in place for early warning, risk reduction and management to national and global health risks. Relationships and partnerships in place for risk reduction and management in light of national and global health risks.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.

all 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	Numbers of people in each type of programme drawing on collections from different demographic groups. Increases in numbers of people in each type of programme from different demographic groups. Proportion of people involved in such programmes in relation to overall audience size. Evidence that learners have acquired knowledge and skills to promote sustainable development.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels	*16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions* *16.7.2 Proportion of population [audience/users/non-users] who believe decision-making is inclusive and responsive, by sex, age, disability and population group* Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities. Decision-making draws on diverse backgrounds, viewpoints and interests, reflecting a broad base of stakeholders, and

	working to promote inclusion and provide effective services for all of society.
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements	Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.

Plans in place, and plans implemented to enhance public access to information relating to collections.

Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation. |
| **SDG 17. Partnerships for the goals** 17.16 Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries | Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships that share collection-related knowledge, expertise, technology and financial resources to address the SDGs, or that otherwise involve collections-based organisations and institutions.

Number and/or increase in number, and diversity of global and international multi-stakeholder partnerships involving developing countries that share collection-related knowledge, expertise, technology and financial resources to address the SDGs |

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	