

<b>FORMAT</b>		
1. Name of resource	<b>Arts of China Teaching Toolkit</b>	
2. Location	<a href="https://teachingtoolkit.brooklynmuseum.org/educator-resources.html">https://teachingtoolkit.brooklynmuseum.org/educator-resources.html</a>	
3. Alternative location		
4. Author[s]	Various contributors for individual lesson plans. Corporate author: Brooklyn Museum	
5. Publisher/producer/host	Brooklyn Museum	
6. Year	No date	
7. Suggested citation	Brooklyn Museum (n.d.). Arts of China Teaching Toolkit. Retrieved at <a href="https://teachingtoolkit.brooklynmuseum.org/educator-resources.html">https://teachingtoolkit.brooklynmuseum.org/educator-resources.html</a>	
8. Languages in which available	English	
9. Geographic area resource relates to	China	
10. Does the resource relate to a specific time frame?	BCE 3000 to Today	
<b>11. Type</b>	Report	
	Toolkit/Framework/Roadmap	X
	Sign-post to other resource (database)	X
	Case studies	
	Other	X
12. If this is part of an initiative, what is the initiative?		
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	X
	<b>Archives</b>	X
	<b>Libraries</b>	
	<b>Other</b>	
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics, language, arts and recreation, architecture,</b>	X

	literature, history, geography and ethnology, anthropology, archaeology	
	Science, natural history, technology, medicine, engineering, manufacturing	X
17. If no explicit links to collections, justification for inclusion		
<b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b>		
<b>18. Collections-related activities the resource relates to (mark all that apply)</b>		
<b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively</b> , for example by targeting collecting to threatened forms of heritage in strategic ways		
<b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b> , 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
<b>Use collections to promote cultural participation/social inclusion more effectively</b> , for example by reducing barriers to participation, to ensure no-one is 'left behind'		X
<b>Use collections to promote sustainable tourism more effectively</b> , for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections		
<b>Use collections to support research that contributes to sustainable development</b> (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		
<b>Make decisions around collections that contribute to sustainable development more effectively</b>		
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		
vii. security, disaster preparedness and risk reduction		
<b>Direct external leadership, partnerships and collaborations</b>		X

towards sustainable development more effectively, for example by developing impactful partnerships	
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
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	X
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	X
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)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	“Connecting students to the vast and diverse artistic and cultural traditions throughout the world is extremely important. Exploring how communities have used artworks to celebrate, interrogate, and document their relationships with the environment, spirituality, family, and individualism enables students to enhance their empathetic and critical thinking. Similarly, the study of global cultural practices has the potential to bolster students’ self-affirmation and confidence. This is especially necessary as we face a culturally and politically divisive climate.” (About This Project)
21. Intended audience of resource	Mainly third grade teachers and students in the US. After adaptation, it could also be useful for other students who are interested in the art history of China and Chinese culture around the world.
22. Process of development	“The Arts of China Teaching Toolkit initiative is coordinated by Michael Reback, Teacher Services Coordinator, with assistance from Keonna Hendrick, School Programs Manager, and Adjoa Jones de Almeida, Director of Education.” (Endpage of the Toolkit)  “Support for the Arts of China Teaching Toolkit was made possible by the Freeman Foundation.” (“About This Project” Section)
23. Organisation/structure/contents	Lessons Plans Unit 1: Geography and Environment – Lesson 1: Art and Nature – Lesson 2: Symbolic Animals – Lesson 3: Landscape Poetry – Lesson 4: Changing Landscapes

	<p>Unit 2: Belief Systems – Lesson 1 Contemporary Rituals – Lesson 2: Body Language in Buddhist Art – Lesson 3: Understanding Daoism through Mythology – Lesson 4: The Life of a Confucian Scholar</p> <p>Unit 3: Global Exchange – Lesson 1: Trade Along the Silk Road – Lesson 2: Trade Along the Silk Road – Lesson 3: Artistic Influence – Lesson 4: Connection Cultures</p> <p>Physical Toolkit About This Project</p>
<b>FRAMEWORKS</b>	
24. Framework structure	No
25. Relevant policy considerations	No
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	X
Prosperity (economic sustainability)	X
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	
North and South perspectives	X
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No

33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The SDGs are not mentioned explicitly, but this resource portal can help support sustainable development in various ways and address the following SDG targets: 4.1 (quality education leading to effective outcomes), 4.4 (skill enhancement for youth, intercultural communication and cultural diplomacy in particular), 4.7 (global citizenship and appreciation of cultural diversity), 11.4 (protect cultural and natural heritage), 16.7 (inclusive and participatory decision-making), 16.10 (ensure public access to information), and 17.6 (enhancement of North-South cooperation and knowledge-sharing).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>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</p>	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b></p> <p>4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes to ensure the availability of a skilled workforce. (GRI)</p> <p>Average hours of training per year per employee by gender, and by employee category. (GRI)</p>

	<p>Total estimated number of individuals receiving training from the company as a result of the initiative. (e.g. employees, suppliers, distributors) (Business Call to Action)</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b>  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</p>	<p>Numbers of people in each type of programme drawing on collections from different demographic groups.</p> <p>Increases in numbers of people in each type of programme from different demographic groups.</p> <p>Proportion of people involved in such programmes in relation to overall audience size.</p> <p>Evidence that learners have acquired knowledge and skills to promote sustainable development.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.4 Strengthen efforts to protect and safeguard the world’s cultural and natural heritage</p>	<p><b><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></b></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p>

	<p>Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.</p>
<p><b>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.</b> 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels</p>	<p><b><i>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</i></b> <b><i>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</i></b></p> <p>Decision-making addresses societal, environmental and economic challenges related to the community, considering short-term and long-term risks and opportunities.</p> <p>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.</p>
<p><b>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.</b> 16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements</p>	<p>Adopt and implement constitutional, statutory and/or policy guarantees for public access to information.</p> <p>Plans in place, and plans implemented to enhance public access to information relating to collections.</p> <p>Plans in place, and plans implemented to support fundamental freedoms, in line with human rights, national and international agreements and legislation.</p>
<p><b>SDG 17. Partnerships for the goals</b> 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms, including through improved</p>	<p>Number and diversity of north-south, south-south and triangular co-operations and projects to support access to science, technology and innovation and enhance knowledge-sharing on mutually agreed terms.</p>

coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism					
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13	14	15	16	17	