FORMAT			
1. **Name of resource**	**Teaching the Sustainable Development Goals Through Art – Goals 15: Life on Land**		
2. Location	https://www.akfc.ca/resources/educators/teaching-the-sdgs-through-art-goal-15/		
3. Alternative location			
4. Author[s]	**Lesson Package Writer:** Laboni Islam (Aga Khan Museum) **Editors:** Katherine Boyes (Aga Khan Foundation Canada) Sophia Mirzayee (Aga Khan Foundation Canada) Bita Pourvash (Aga Khan Museum)		
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 – Goals 15: Life on Land. Retrieved at https://www.akfc.ca/resources/educators/teaching-the-sdgs-through-art-goal-15/.		
8. Languages in which available	English		
9. Geographic area resource relates to	Primarily Canada, with Aga Khan Museum collections related to India and Safavid or Qajar Iran, recommended media resources related to Mozambique and Canada.		
10. Does the resource relate to a specific time frame?	No		
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	
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	X

iii. waste management and reduction of waste	X
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	
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	X
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)	X

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 15—Life on Land—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/structu	Table of Contents

re/contents	Acknowledgements Introduction Curriculum Connections Learning Outcomes Learning with Objects A Note on Pronunciation Lessons 1-5 Extend Your Learning Glossary 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	No
26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	No
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	X
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 15 (life on land)
32. SDG targets	No

specifically mentioned?	
33. SDG indicators specifically mentioned?	No

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 15 (life on land) in particular, and encourage them to reflect on current affairs and happenings. Topics and contents presented in this tool are highly related to SDG targets 15.1 (ensure the conservation and sustainable use of ecosystems), 15.2 (promotion of sustainable forest management), 15.4 (conservation of mountain ecosystems), 15.5 (actions to reduce degradation of natural habitats), 15.6 (promotion of fair sharing of benefits arising from the use of generic resources), 15.7 (highlight the illegality of poaching), and 15.9 (integrate ecosystem and biodiversity values into national (Canada) development). The toolkit also helps users achieve SDG target 4.1 (provision of quality primary and secondary education) and 4.7 (knowledge and skills for sustainable development). The toolkit also helps address SDG target 5.1 (highlight roles and significance of women in farming and combatting climate change).

35. SDGs and SDG targets the resource helps advance	
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for 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	Number of programmes drawing on collections that support children at risk of exclusion or otherwise not completing primary and secondary education.
SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for	Numbers of people in each type of programme drawing on collections from different demographic groups.

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	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 5. Achieve gender equality and empower all women and girls 5.1 End all forms of discrimination against all women and girls everywhere	Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.1 By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements	Proportion of terrestrial and inland freshwater systems in a good ecological condition Information on, programmes relating to, collections development, and partnerships relating to terrestrial and freshwater systems drawing on collections in place, to support their protection and effective functioning.
SDG 15 Protect, restore and promote sustainable	

use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.2 By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally	Proportion of forests in a good ecological condition. Information on, programmes relating to, collections development, and partnerships relating to forests drawing on collections in place, to support their protection and effective functioning.
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.4 By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development	Proportion of mountain ecosystems, including their biodiversity, in a good ecological condition. Information on, programmes relating to, collections development, and partnerships relating to mountain ecosystems and their biodiversity drawing on collections in place, to support their protection and effective functioning.
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.5 Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020,	Number and proportion of habitats, notably endangered habitats, and species with favourable conservation status, with species reference to endangered species. Information on, programmes relating to, collections development, and partnerships relating to habitats and species drawing on collections in place, to support their protection and continued existence.

protect and prevent the extinction of threatened species	
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.6 Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed	Policies, plans and agreements in place for access and benefit sharing relating to use of collections, in line with the Nagoya Protocol (notably relating to natural history collections, gene banks, tissue banks, seed banks). Effective communication and dissemination methods in place to promote access to resources, and access to relevant policies, plans and agreements, in place.
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.7 Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products	Policies and plans in place to ensure objects and specimens of protected species (for example ivory, rhino horn) in collections are protected against theft and do not enter supply chains. Policies and plans in place to ensure that objects and specimens are only acquired in line with national and international legislation, or with legal dispensation. Information on, programmes relating to, collections development, and partnerships relating to poached and trafficked species, notably protected and endangered species, to end poaching and trafficking.
SDG 15 Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss 15.9 By 2020, integrate ecosystem and biodiversity	Proportion and number of relevant plans, processes and strategies that incorporate ecosystem and biodiversity values, and their relationships with effective collections. Plans in place to ensure that development of collections facilities contributes to effective conservation and restoration of terrestrial ecosystems.

values into national and local planning, development processes, poverty reduction strategies and accounts					
1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	