

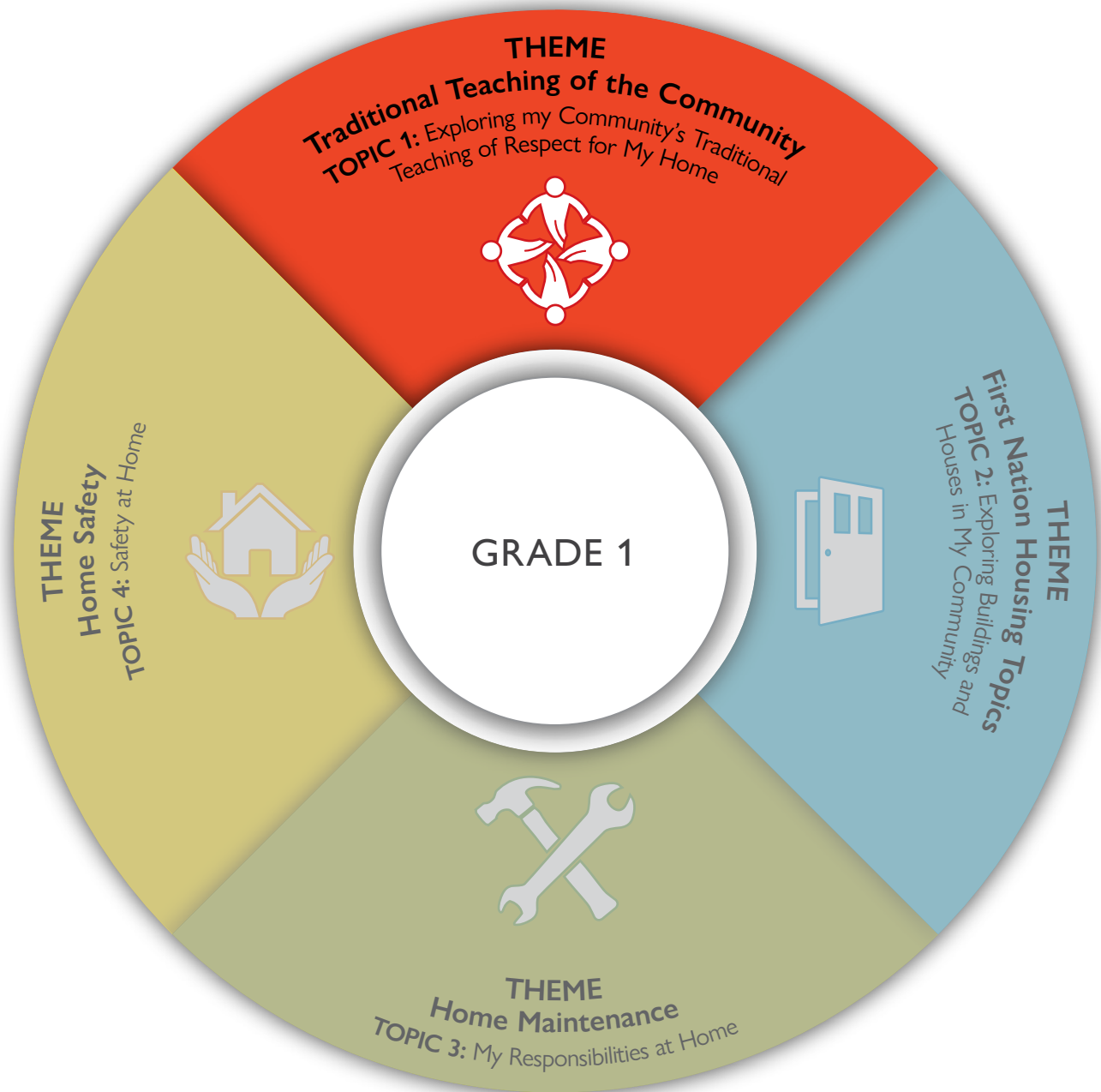


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Exploring my community's traditional teaching of respect for my home



Inquiry question

- What does it mean to respect my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community Social studies</p> <p>1-V-CC-006 Respect the traditions, celebrations and stories of others.</p> <p>1-K-CC-010 Demonstrate awareness of the diversity of people, languages and ways of life in their communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies Time, continuity, and change</p> <p>Explore how people, relationships, events and ideas of the past shape the present and influence the future.</p> <p>KT-017A Recognize that stories, traditions and celebrations of their Aboriginal community connect them to previous generations. Examples: Chief Jimmy Bruneau, Behchoko; Chief Julius, Fort McPherson.</p> <p>VT-009 Value stories of the past as an important way to learn about the present.</p> <p>VT-009A Value oral histories of the past as an important way to learn about the present.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies Diverse cultures, backgrounds and perspectives within the local and other communities</p> <p>Elaborations Sample topic</p> <p>Different languages, customs, art, music, traditions, holidays, food, clothing and dress.</p>
Alberta	<p>Social Studies</p> <p>1.1.2 Value the groups and communities to which they belong.</p> <ul style="list-style-type: none"> • Demonstrate a willingness to share and co-operate with others (C, PADM)
Saskatchewan	<p>Social Studies Resource and wealth</p> <p>RW1.1 Describe the influence of physical, spiritual, emotional and intellectual needs and wants on personal well-being.</p> <p>c. Share oral stories or traditional narratives on the theme of meeting various types of needs and wants (physical, spiritual, social/emotional, intellectual).</p> <p>e. Explain how First Nation people engage traditional teachings in meeting needs and wants (medicine wheel representation for the domains of spiritual, emotional, physical and intellectual being).</p>



WNCP and Provinces Curricular Outcomes by Province

<p>Manitoba</p>	<p>Social Studies 1.1.2 Cultural expression (cluster 1: I Belong) 1-VI-005A Value the stories, languages, traditions and celebrations of their First Nation, Inuit or Métis community.</p>
<p>Ontario</p>	<p>Social Studies A3. Understanding context: roles, relationships and respect. A3.2 Identify some of the significant people, places and things in their life, including their life in the community (people: parent, teacher, Elder, doctor; places: school, friends' homes, the library, parks or playgrounds, their place of worship; things: pets, culturally specific items in their home, toys and comfort items), and describe their purpose or the role they have.</p>
<p>Quebec</p>	<p>Social Studies Geography, history and citizenship education Knowledge related to change in a society and its territory 1. Past and present</p> <ul style="list-style-type: none">• First representation of time (cycle one)• Names changes in everyday objects (toys, CDs, iron, computer, bicycle)• Indicates differences between his/her environment and an unfamiliar environment
<p>Newfoundland and Labrador</p>	<p>Social Studies Unit 3: Place and time 1.3.2 Demonstrate an understanding that the way people live in their community evolves over time. 1.3.3 Demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time.</p>
<p>Prince Edward Island</p>	<p>Social Studies Unit 3: Place and time 1.3.2 Demonstrate an understanding that the way people live in their community evolves over time. 1.3.3 Demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time.</p>



WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

Social Studies

Outcome 1: Demonstrate an understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and other cultural groups.

Indicators

Ask questions to gain an understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and other cultural groups. (COM, CT, CZ)

New Brunswick

Social Studies

Unit 4: Community

1.4.1 Demonstrate an understanding that the way people live in their community evolves over time.

1.4.3 Recognize that Aboriginal peoples' relationship with place has changed over time.

Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



Lesson 1.1

HOUSING TOPIC 1.1

Exploring my community's traditional teaching of respect for my home

INQUIRY QUESTION

What does it mean to respect my home?

HOUSING TOPIC DESCRIPTION

Learners will learn that all First Nation cultures are guided by core values that shape daily life. Their ancestors upheld these values in every aspect of living, including maintaining clean and respectful homes. One fundamental value is Respect. It is essential for young children to understand how this value was practiced in the past and continues to be upheld today. By learning from Elders and traditional knowledge keepers, children can connect their cultural heritage to the present, fostering a deeper sense of identity and belonging.

LESSON OUTCOME

By the end of this lesson, learners will be able to explain how they can demonstrate respect for their home after completing the Keeper Conversations resource kit on respect from a First Nation perspective.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout; use the [KWL Chart](#).*
- *Learners need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*



MATERIALS

1. KWL Chart
2. Access to a computer and printer
3. Paper, scissors, and glue
4. **Keeper Conversations: A Gathering of Community Voices Resource Kit - Loving Your Home** (Grades K-2)
5. Suggested activity: Protocol material for inviting Elders or knowledge keepers to share.

PROCEDURE

1. Introduce the **Keeper Conversations Loving Your Home** resource kit and explain that Elder Clark Paul will share teachings on caring for the home, keeping the environment clean, and fostering a positive attitude towards the home.

Resource #1: Loving Your Home Video

1. **During the lesson:** Play the video, pausing after each question to check for understanding record learners' ideas on the board/chart paper.
2. **After the lesson:** Ask learners to think about some ways they love, respect, and take pride in their homes. Give learners a minute to think and then a few minutes to draw their ideas on paper. Help learners connect their ideas to Elder Clark Paul's teachings when applicable.

Resource #2: Loving Your Home Handout (K-1)

1. **Before the lesson:** Write the words "love" and "respect" on the board or on chart paper. Ask learners to share their thoughts about each word and write their ideas around them.
2. **During the lesson:** Read each quote in the "Match Actions to Words" and "Positive Thoughts" activities. Have learners think about which word(s) and feeling(s) they would pair with the quotes and turn to a partner to discuss and share with the class.
3. **After the lesson:** Post learners' portraits in a shared "Positive Neighbourhood" space.
4. **Optional:** Encourage learners to take their handouts home and discuss what they love about their homes with their families. If they notice something not included in the handout, they can draw pictures to show their feelings.



KWL Chart

1. Have learners complete a KWL chart by identifying what they already know, what they want to know, and what they have learned throughout the lesson.



KMH e-learning option: Have learners explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

Invite an Elder or traditional knowledge keeper to visit and share teachings on what it means to respect your home, rooted in their own community's traditions. Follow the proper community protocol when approaching them, seeking guidance if needed.

Before the visit, prepare learners by discussing the proper protocols to teach respectful behaviour. During the visit, introduce the Elder or knowledge keeper appropriately and invite them to speak. Afterward, hold a talking circle where learners reflect on what home means to them, what they love about it, and what they learned. Conclude by thanking the Elder or knowledge keeper with a small gift and inviting them to stay for the rest of the lesson.

HOW DO WE LISTEN TO OUR ELDERS?

- We listen attentively.
- We wait to ask questions.
- We are kind.
- We are helpful.
- We learn from our Elders.

KWL Chart

Inquiry question: What does it mean to respect my home?

K	W	L
What do I know ?	What do I want to know?	What have I learned ?