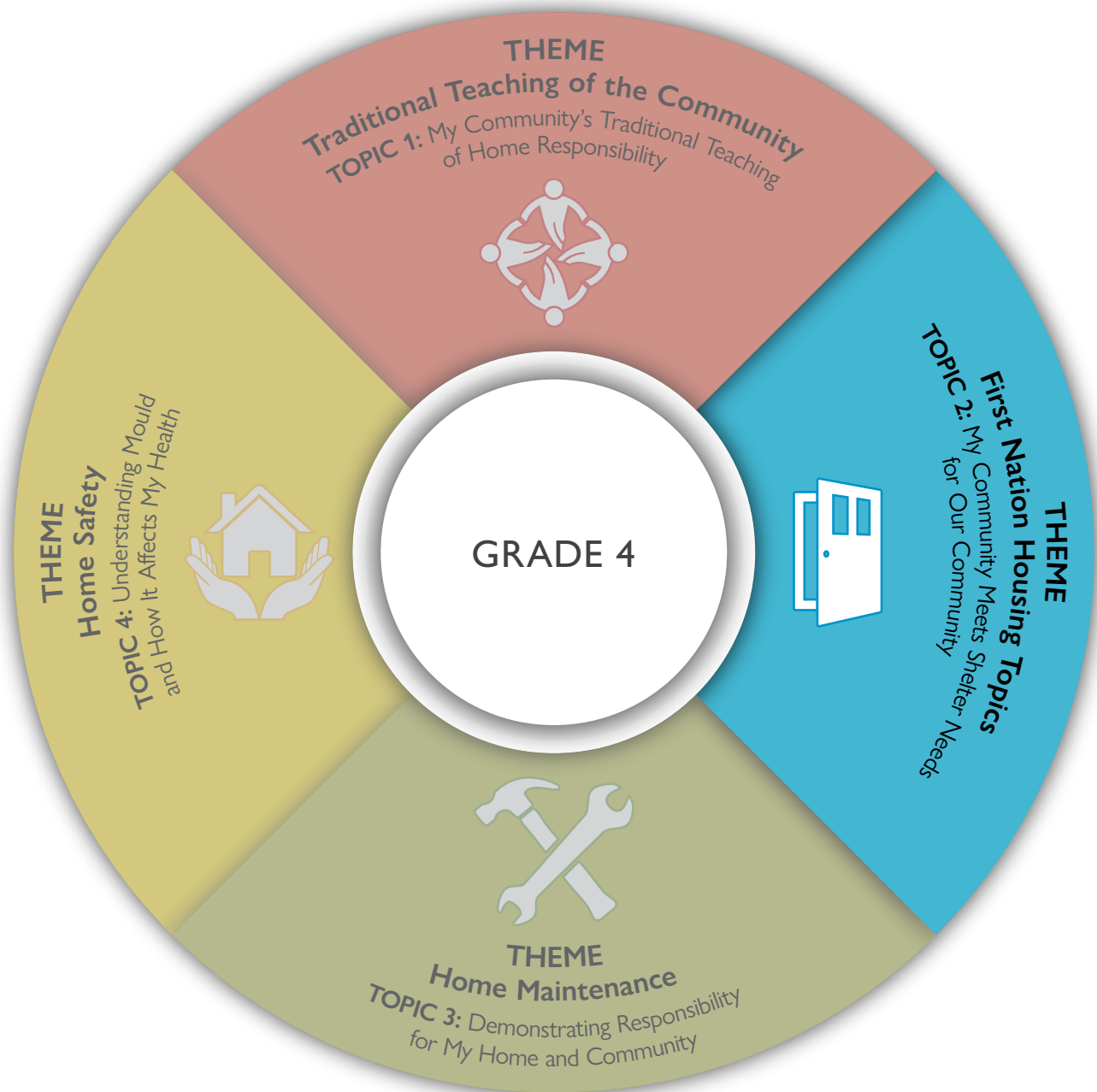




# FIRST NATION HOUSING TOPICS

# HOUSING TOPIC 2

My community meets shelter needs for our community



### Inquiry question

- What does it mean to take responsibility for helping take care of my home?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>Economics and Resources</b></p> <p>4-K-E-042 Give examples of public, private and community property.</p> <p>4-K-E-043 Give examples of how governments help people meet their needs, for example, education, health care, sanitation.</p> <p><b>Power and Authority</b></p> <p>4-K-P-038 Demonstrate awareness that in Canada there are different types/levels of government with different responsibilities, for example, municipal, provincial or territorial, federal, First Nations.</p> <p>4-K-P-040 Give examples of how the formal and informal exercise of power and authority affects their lives, for example, rules, laws, student councils, bullying, gangs.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p><b>Social Studies</b></p> <p><b>Identity</b></p> <p>4-V-I-012A Value their First Nation, Inuit or Métis identities.</p> <p><b>Critical and creative thinking</b></p> <p>4-S-022 Demonstrate an understanding that ways of living reflect values.</p> <p><b>Citizenship</b></p> <p>4-K-C-038A Explain from a personal perspective what it means to live in the N.W.T. as a member of a First Nation, Inuit or Métis community.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p><b>Physical and Health Education 4</b></p> <p><b>Big idea:</b> Personal choices and social and environmental factors influence our health and well-being.</p> <ul style="list-style-type: none"><li>• Identify and apply strategies for pursuing personal healthy living goals.</li><li>• Describe and apply strategies that promote a safe and caring environment.</li></ul>
Alberta	<p><b>Life Roles and Career Development</b></p> <p>L-4.5 Relate personal interests to various occupations.</p> <p>L-4.6 Recognize that personal roles will change over time and circumstances.</p>



## WNCP and Provinces Curricular Outcomes by Province

### Saskatchewan

#### Power and Authority

Demonstrate an understanding of the First Nation system of governance

- Research the structures of governance in First Nation communities (for example, local band council, tribal council, Federation of Saskatchewan Indian Nations, Assembly of First Nations).
- Compile an inventory of issues of current focus for First Nation governments in Saskatchewan.
- Research the structures of governance of Métis people in Saskatchewan (for example, Métis local, Métis Nation of Saskatchewan, Métis National Council).

#### Health Education 4

Understanding skills and confidences

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

- Discuss various safety rules and practices related to community safety needs.

### Manitoba

#### Social Studies

Cluster 2: Living in Canada

4-KP-041 Explain the purposes of government.

4-KP-042 Identify levels of government in Canada and give examples of their responsibilities. Include municipal or local, provincial or territorial, First Nation and federal governments.

4-KE-047 Use examples to distinguish between public and private property.

4-KE-048 Identify various ways in which governments help people meet their needs. Examples: education, health care, sanitation.

Cluster 4: History of Manitoba

4-KH-035 Describe ways in which life in Manitoba has changed over time. Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation.



**WNCP and Provinces Curricular Outcomes by Province**

Ontario	<p><b>Social Studies</b>  <b>B3. Understanding context: Regions in Canada</b></p> <p>B3.4 Identify various types of political regions in Canada (for example, provinces, territories, municipalities, First Nation bands and reserves) and describe some of their basic similarities and differences (for example, the powers of a province versus those of a territory).</p> <p>B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada’s political regions (for example, job opportunities in Alberta’s booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nation reserves; urban sprawl in the Greater Toronto Area).</p>
Quebec	Outcomes not identified.
Newfoundland and Labrador	<p><b>Unit 4: Exploring the Landscapes of Canada</b></p> <p>9.2 Explain some factors that influence where people live.</p> <p>10.0 Demonstrate an understanding of the political landscape of Canada.</p> <p>10.1 Explain how the federal government is organized.</p> <p>10.2 Explain how the federal government operates.</p>
Prince Edward Island	<p><b>Unit 4: Exploring the Landscapes of Canada</b></p> <p>4.4.3 Demonstrate an understanding of the political landscape of Canada.</p>
Nova Scotia	<p><b>Social Studies 4</b>  <b>Outcome 3</b></p> <p>Examine the impact of exploration.</p> <p><b>Outcome 6</b></p> <p>Explore the political landscape of Canada, inclusive of First Nation governance.</p>
New Brunswick	<p><b>Health</b></p> <p>Develop knowledge of self and explore the world of work.</p> <p>4.2 Link skills and interests to specific careers.</p> <p>4.3 Explain good work habits at school that are transferable to the workplace.</p>

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



## Lesson 4.2

### HOUSING TOPIC 4.2

My community meets shelter needs for our community

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#### INQUIRY QUESTION

What does it mean to take responsibility for helping take care of my home?

#### HOUSING TOPIC DESCRIPTION

First Nation communities often face limited housing availability for their members. This has been a challenge for many years. Today, most communities and tribal councils have housing personnel who support members with housing needs, including home maintenance training and assistance. However, because housing resources are limited, it's important for tenants to take responsibility for keeping their homes healthy, safe, and in good repair. When tenants address small issues early, they are taking proactive steps to maintain a safe and healthy living environment.

#### LESSON OUTCOME

By the end of this lesson, learners will be able to identify housing needs, realities, and rights related to First Nations housing in their community.

#### 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. Community Housing Needs Plan activity

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## PROCEDURE

1. Print the **Community Housing Needs Plan** activity sheet.
2. Have learners reflect on housing needs in their community, then brainstorm steps to address each one and complete the **Community Housing Needs Plan**.

### 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 the housing manager or a member of the housing personnel to discuss the demographics of the community and how this affects the need for homes and how funding is provided to the community for housing.



## KWL Chart

Inquiry question: What does it mean to take responsibility for helping take care of my home?

K	W	L
What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?