

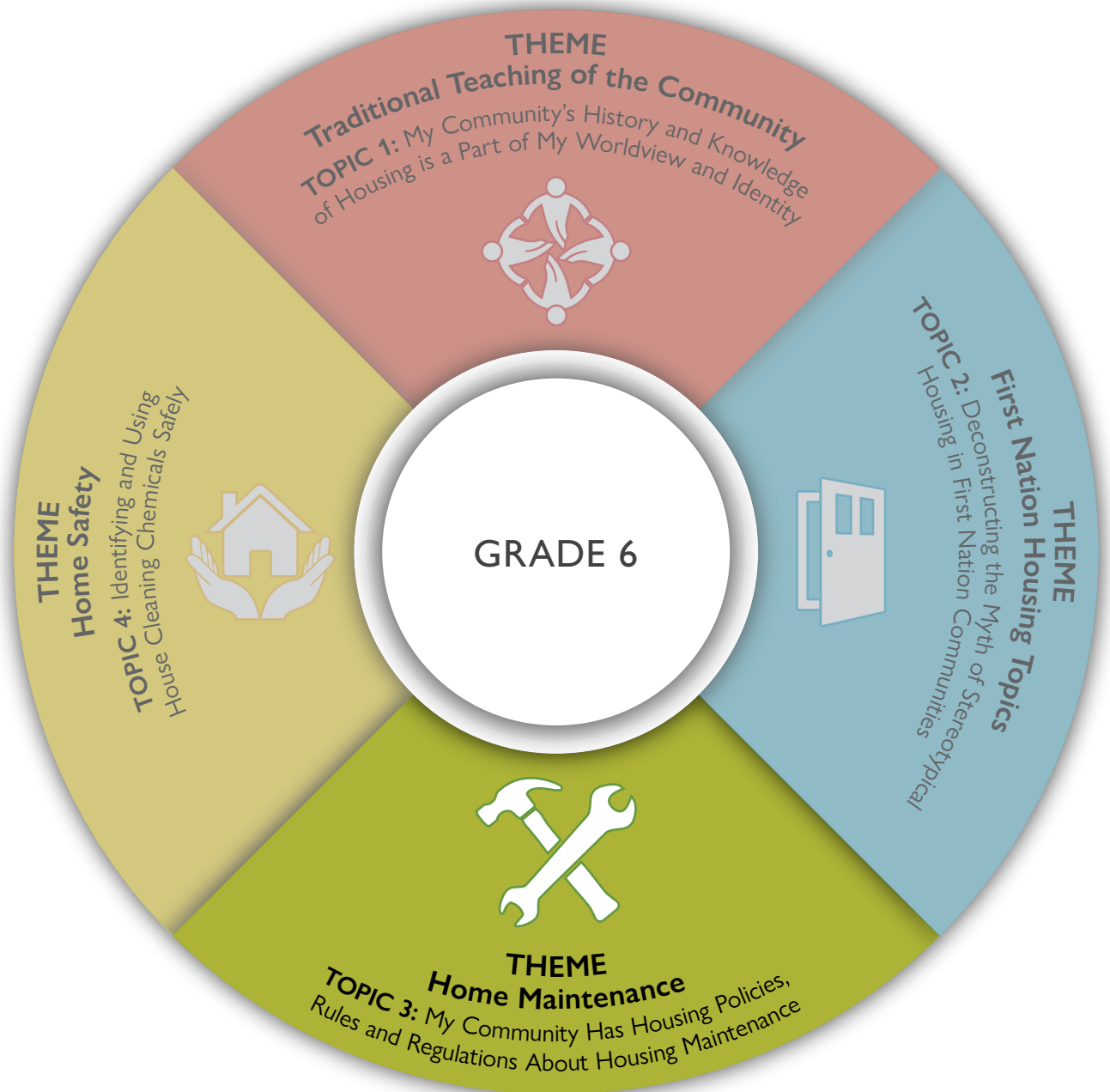


HOME
MAINTENANCE



HOUSING TOPIC 3

My community has housing policies, rules and regulations about housing maintenance



Inquiry question

- What are the housing rights in my First Nation?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Economics and Resources</p> <p>6-K-E-038 Identify factors that affect quality of life for young people in the world, for example, labour practices, access to education, shelter, food and water, health care.</p> <p>Global Connections</p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples in the regions studied.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Strand 6</p> <ul style="list-style-type: none"> • How do geographical features affect people's lives in each region? (B) • Where did these various peoples come from and why? (C) • Who were the First Peoples to live in Canada and where are they now located? (C)
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: Different systems of government</p> <p>Elaborations</p> <p>Sample topic</p> <ul style="list-style-type: none"> • Indigenous governance <p>Content outcome: Economic policies and resource management, including effects on indigenous peoples</p> <p>Elaborations</p> <p>Sample topics</p> <ul style="list-style-type: none"> • Infrastructure development • Relocation of communities



WNCP and Provinces Curricular Outcomes by Province

Alberta

Health

Safety and responsibility

W-6.8 Analyze how laws, regulations and rules contribute to health and safety practices.

Social Studies

6.1 Citizens participating in decision making

General outcome

Demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific outcomes

Values and attitudes

6.1.1 Recognize how individuals and governments interact and bring about change within their local and national communities.

- Recognize and respect the democratic rights of all citizens in Canada. (C, I)

Saskatchewan

Social Studies

Interactions and interdependence of Nations

IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

- Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance and architecture.

Manitoba

Social Studies

Cluster 1: Building a Nation

6-KC-002 Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.

Include Aboriginal peoples, francophones, women.

Ontario

Social Studies

Strand A. Heritage and identity: Communities in Canada, past and present

A2. Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada.

WNCP and Provinces Curricular Outcomes by Province

<p>Quebec</p>	<p>Social Studies Quebec society around 1980</p> <p>2.2 Cultural situation</p> <ul style="list-style-type: none"> • Describes elements of everyday life: food, clothing, entertainment, customs. <p>2.4 Political situation</p> <ul style="list-style-type: none"> • Indicates the means of selecting leaders: the people elected representatives. • Indicates the means of decision making: the representatives passed laws.
<p>Newfoundland and Labrador</p>	<p>Social Studies Unit 3: Some elements of culture</p> <p>6.3.2 Describe how government relates to culture in a selected country.</p> <ul style="list-style-type: none"> • Describe the government of the selected country. • Give examples of how government influences, and has influenced, culture.
<p>Prince Edward Island</p>	<p>Health Safety and responsibility</p> <p>Analyse how laws, regulations, and rules contribute to health and safety practices and demonstrate responsibility for, and skills related to, the safety of self and others.</p>
<p>Nova Scotia</p>	<p>Social Studies</p> <p>Outcome 5: Examine selected examples of child rights issues around the world inclusive of Aboriginal human rights issues in Canada.</p> <p>Indicators</p> <p>Form questions about and investigate selected child rights issues, inclusive of Aboriginal human rights issues. (CZ, Com, CI, CT, TF)</p>
<p>New Brunswick</p>	<p>Social Studies Citizenship, power and governance</p> <ul style="list-style-type: none"> • Develop attitudes that balance rights with responsibilities. • Value decision making that results in positive change.

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



Lesson 6.3

HOUSING TOPIC 6.3

My community has housing policies, rules and regulations about housing maintenance

INQUIRY QUESTION

What are the housing rights in my First Nation?

HOUSING TOPIC DESCRIPTION

Housing policies and procedures assist a First Nation's administration or housing department to look after existing houses and in planning for future housing needs. These administrative policies need to be in place so that members of each First Nation have equal opportunities to housing. Some on-reserve housing tenants may have difficulty understanding how these policies, rules and regulations can assist them.

LESSON OUTCOME

By the end of this lesson, learners will be able to list and describe some laws, regulations and rules that contribute to healthy and safe housing in their First Nation from their local First Nation's housing personnel.

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
3. Home Maintenance resource kit

PROCEDURE

1. Introduce the **Home Maintenance** resource kit, explaining that learners will use it to explore housing rules and regulations, social laws and policies, and their rights and responsibilities as housing occupants.
2. Print all necessary handouts.
3. Refer to the lesson plan for detailed instructions.



Learning Activities

1. What are the natural laws of my First Nation? (Video)
2. Parts of a Housing Policy (Presentation)
3. Housing Roles and Responsibilities (Video)
4. The Housing Policy in My First Nation (Handout)
5. Explain a Housing Policy (Handout)

Resource #1: What are the Natural Laws of My First Nation? Video

- Play the video for learners
- Discuss the questions that appear at the end of the video

Resource #2: Parts of a Housing Policy Presentation

- Present the presentation on the different parts of a housing policy.
- Encourage learners to answer the questions on the slides throughout the presentation.



Resource #3: Housing Roles and Responsibilities Video

- Play the video for learners
- Encourage learners to play the review game in the video.

Resource #4: The Housing Policy in My First Nation Handout

- Distribute handout to learners.
- Ask learners to interview a community member to learn about their experience with the Nation's housing policy.
- Prompt learners to complete the "Share What You Learned" and "Reflection Question" sections of their handout after completing their interviews.

Resource #3: Housing Roles and Responsibilities Video

- Distribute handout to learners.
- Have learners reflect on their learning and share their knowledge about housing policies with others.
- Prompt learners to create a poster, brochure, public service announcement or website about the Nation's housing rules and regulations.

KWL Chart

1. Have learners complete a KWL chart by identifying what they already know, 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.

KWL Chart

Inquiry question: What are the housing rights in my First Nation?

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