

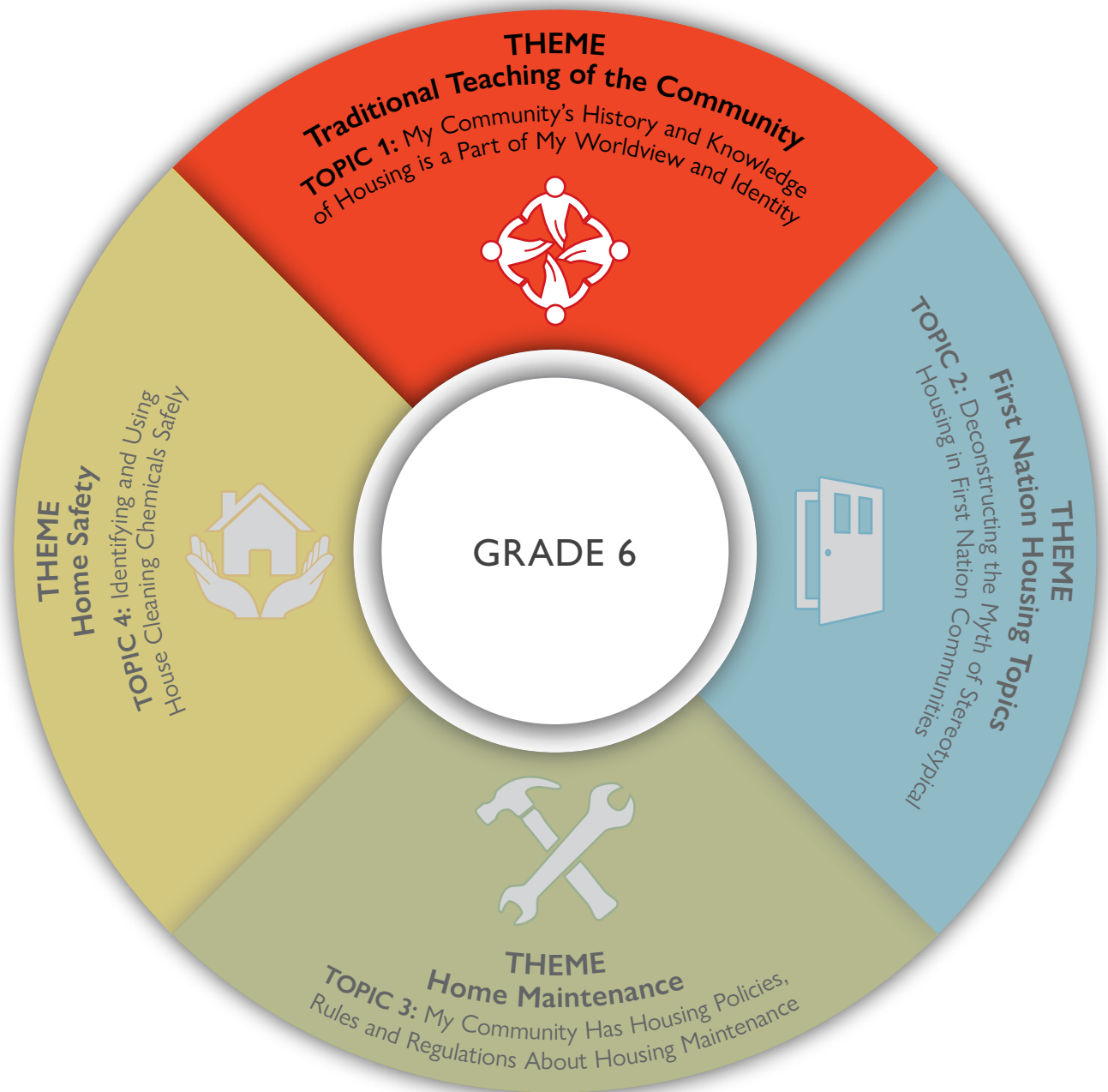


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's history and knowledge of housing is a part of my worldview and identity



Inquiry question

- What are the housing rights in my First Nation?



| WNCP and Provinces Curricular Outcomes by Province | |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Western and Northern Canadian Protocol | <p>Culture and Community</p> <p>6-K-CC-008 Describe family and community roles and responsibilities of young people in regions studied.</p> <p>Global Connections</p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples and of how the justice system affects young people.</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) • Who were the various peoples who make up Canada? (C) • 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> <p>Indigenous governance</p> |
| Alberta | <p>Social Studies</p> <p>6.1 Citizens participating in decision making</p> <p>General outcome</p> <p>Demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.</p> |



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Social Studies

Dynamic relationships

DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.

- Investigate the Aboriginal understanding of day, night, and seasons as part of global cycles.
- Describe and compare diverse approaches to natural resource and land use among First Nations and Métis peoples in Canada, among indigenous peoples in countries bordering the Atlantic Ocean, and non-indigenous peoples of these regions, and explore how these diverse approaches have come into conflict and been in harmony in various time periods and locations.

Manitoba

Social Studies

Cluster 1: Building a Nation

6-KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. Examples: indigenous rights, no right to vote, permission needed to leave a reserve.

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.

Quebec

Social Studies

Quebec society around 1980

2.2. Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, and customs.

Newfoundland
and Labrador

Social Studies

Unit one: An introduction to culture

6.1.1 Explore the concept of culture and demonstrate an understanding of its role in their lives.

- Classify elements of culture as material or non-material.
- Investigate how cultures are transmitted from generation to generation.
- Identify factors that shape culture.



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Social Studies

Culture and diversity

- Appreciate that there are different worldviews.
- Appreciate the different approaches of cultures to meeting needs and wants.

Nova Scotia

Social Studies

Outcome 1: Explore the concept of culture and demonstrate an understanding of its role in their lives, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.

Indicators

- Explore the role of culture in their lives. (CZ, Com, CI, CT, TF)
- Identify factors that shape culture. (Com, CI, CT)
- Investigate how culture is passed on from generation to generation.

New Brunswick

Social Studies

Time, continuity and change

- Value society's heritage.
- Recognize contributions of the past to present-day society.

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



Lesson 6.1

HOUSING TOPIC 6.1

My community's history and knowledge of housing is a part of my worldview and identity

INQUIRY QUESTION

What are the housing rights in my First Nation?

HOUSING TOPIC DESCRIPTION

Learning the history of housing is important for young people in their local First Nation. Within this history are the natural laws that guide community life and shape collective identity. Learners should understand how their homes, and their experiences and understandings of home, contribute to their own identity and worldview.

LESSON OUTCOME

By the end of this lesson, learners will have a deeper understanding of housing rights and policies after engaging with the Keeper Conversations resource kit on Housing Rights in First Nation Communities and healthy housing practices.

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. Keeper Conversations: A Gathering of Community Voices Resource Kit - Housing Rights in First Nations Communities (Grade 6)
4. Traditional Teachings on Housing Rights activity
5. Chart paper, scissors and glue

PROCEDURE

1. Introduce the **Keeper Conversation resource kit on Housing Rights in First Nations Communities**. Explain that this kit will guide learners in understanding housing rights, the responsibilities needed to support those rights, and how housing policies help keep homes safe and healthy.

Resource #1: Housing Policies and Responsibilities Video

1. **Before the lesson:** Write “policy” and “responsibility” on the board or chart paper. Ask learners to try to define or give examples of these words. Discuss why policy and responsibilities are essential and what can happen when they are unmet.
2. **During the lesson:** Pause the video when prompted. Consider having learners share their answers with you or with other learners.
3. **After the lesson:** Encourage learners to think about the information shared in the video. Have them revisit the previous conversation, and encourage them to add anything new they learned from the video.

Resource #2: My Housing Rights and Responsibilities Handout

1. **Before the lesson:** Discuss responsibilities and their connection to rights. Mention that upholding our rights often requires action from others and ourselves.
2. **During the lesson:** In Part 1, learners must cut and paste, so print the first page of the handout single-sided. For Part 2, remind learners of the difference between a renter/tenant and a homeowner and how that can affect their responsibilities.
3. **After the lesson:** Check in periodically with learners to see if they can implement their plan for a safe and healthy home



Resource #3: Understanding Housing Policies Handout

1. **Before the lesson:** Start with a class discussion on housing policies. Ask learners to share any information they may remember from the video. Consider defining "policies" on the board or chart paper for learners to copy on their handouts.
2. **During the lesson:** If learners cannot interview community members for this handout, consider creating a list of general problems you know are issues in your community that learners can use. Some examples include mould growth, broken windows, or pests.
3. **After the lesson:** As a bonus activity, consider asking learners to vote on the policies they feel would be the most useful for the community. You can then lead learners in writing a letter proposing their policies to community leaders or the housing department.

Traditional Teachings on Housing Policies Handout

1. Have learners reflect on what they've learned and write down two housing rights or policies that exist in their community. Then, ask them to identify how traditional teachings help guide or support these rights and policies, and record their responses in the **Traditional Teachings on Housing Policies** handout.

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 talk about some laws and policies that govern the First Nation. Follow the proper community protocol when approaching them, seeking guidance if needed.

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 ? |