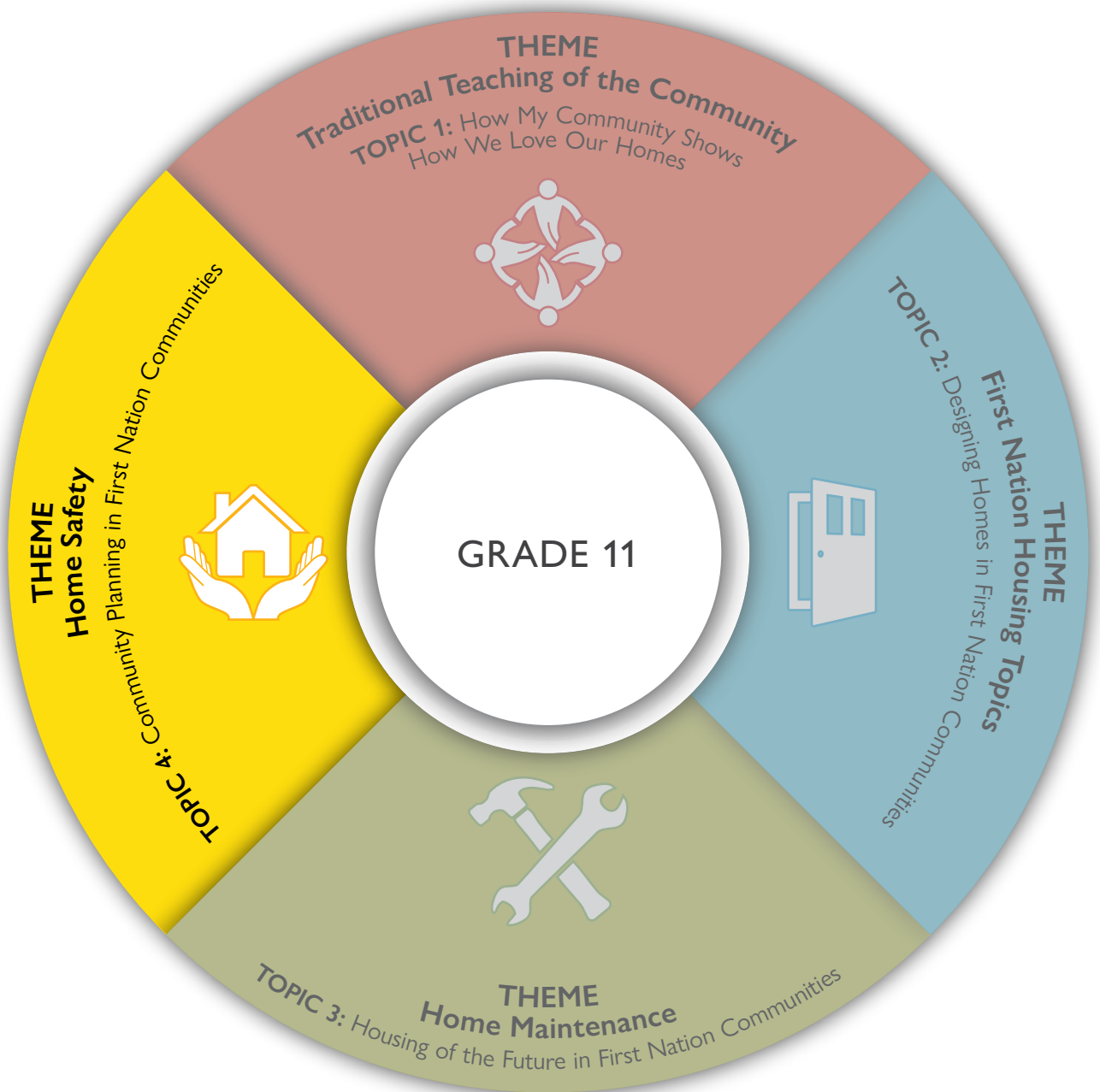




HOME SAFETY

# HOUSING TOPIC 4

Community planning in First Nation communities



## Inquiry question

- What is housing development?



## WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<b>English Language Arts</b> General outcome 3 <ul style="list-style-type: none"><li>• Listen, speak, read, write, view and represent to manage ideas and information.</li><li>• Create and follow a plan.</li><li>• Develop, use and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources and procedures.</li></ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<b>Social Studies</b> Assess the short- and long-term causes and expected and unexpected consequences of people's actions, events, phenomena, ideas or developments.
Alberta	<b>Social Studies</b> S.4 Demonstrate skills of decision making and problem solving. <ul style="list-style-type: none"><li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li><li>• Develop inquiry strategies to make decisions and solve problems.</li><li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li><li>• Describe a plan of action to use technology to solve a problem.</li><li>• Use appropriate tools and materials to accomplish a plan of action.</li></ul>
Saskatchewan	<b>Native Studies 20</b> <ul style="list-style-type: none"><li>• Develop an understanding of the role that a people's philosophy has in shaping their lives and relationships.</li><li>• Develop an appreciation for an Indigenous worldview and identify it as practiced by Indigenous peoples.</li><li>• Develop their comprehension, interpretation and creative thinking skills in representing an Indigenous worldview using a variety of media.</li></ul>

**WNCP and Provinces Curricular Outcomes by Province**

Manitoba

**Social Studies**

Cluster 5 core concept: Citizenship

## Essential question

How are the First Nation, Métis and Inuit peoples seeking a greater degree of cultural, political, and economic self-determination?

## Enduring understandings

First Nation, Métis and Inuit people have a long history in North America, and their diverse and complex cultures continue to adapt to changing conditions.

Ontario

**Aboriginal Beliefs, Values, and Aspirations in Contemporary Society, Grade 11, College Preparation**

## Sovereignty

## Overall expectations

- Describe the efforts of Aboriginal peoples to attain autonomy in their lives.
- Describe how contemporary Aboriginal communities assert their autonomy through a blend of traditional and modern practices.

## Specific expectations

- Renewal and reconciliation
- Identify initiatives and projects at the community, provincial and national levels that demonstrate Aboriginal self-sufficiency and autonomy (North American Indigenous Games, Native Child and Family Services agencies in First Nation communities).

Quebec

**History of Quebec and Canada: Secondary III**

Content area: Origins—1608 The experience of the Indigenous peoples and the colonization attempts

## Knowledge to be acquired

- First occupants of the territory
  - First Nations and Inuit nation
  - Occupied territory
  - Ways of life

## Competency 2: Interprets a social phenomenon

- Analyzes a social phenomenon.
- Establishes changes and continuities.
- Identifies causes and consequences.



**WNCP and Provinces Curricular Outcomes by Province**

Newfoundland and Labrador	<p><b>Newfoundland and Labrador Studies 2205</b>  Unit 4: Towards the future</p> <p>SCO 8.0 Demonstrate an understanding of economic, political and social change in Newfoundland and Labrador since 1972.</p> <p>8.3 Examine changes in lifestyles and cultures.</p>
Prince Edward Island	<p><b>Geography 521A</b>  General curriculum outcomes for social studies: Culture and diversity</p> <p>Demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial and ethnic perspectives.</p> <p>Unit 3: Cultural patterns of the world</p> <p>3.1 Define “culture,” “cultural regions” and “cultural diffusion.”</p> <p>3.4 Analyze factors that influence development within regions.</p> <p>3.6 Analyze current opportunities and challenges for a selected region.</p> <p>3.8 Engage in an active citizenship project.</p>
Nova Scotia	<p><b>Social Studies</b>  Foundational document</p> <p>Foundation for the Atlantic Canada Social Studies Curriculum</p> <p><b>General outcomes for culture and diversity</b></p> <p>Analyze the factors that contribute to the perceptions of self and the development of worldview.</p> <p><b>Interdependence</b></p> <p>Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>
New Brunswick	<p><b>Social studies</b>  Foundational document</p> <p>Foundation for the Atlantic Canada Social Studies Curriculum</p> <p><b>General outcomes for culture and diversity</b></p> <p>Analyze the factors that contribute to the perceptions of self and the development of worldview.</p> <p><b>Interdependence</b></p> <p>Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>

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



# Lesson 11.4

## HOUSING TOPIC 11.4

Community planning in First Nation communities

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### INQUIRY QUESTION

What is housing development?

### HOUSING TOPIC DESCRIPTION

Community planning is essential for creating innovative housing designs and solutions on First Nation reserves. Many different partners are involved in planning and developing communities on reserves. The lifestyles and needs of First Nation people can vary greatly from one community to another.

### LESSON OUTCOME

By the end of this lesson, learners will understand the concept of community planning.

### 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. Living in My First Nation Community - Pros and Cons activity
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## PROCEDURE

1. Print and distribute the Living in My First Nation Community – Pros and Cons handout to each learner.
2. Ask learners to reflect on housing development in their community.
3. Have learners evaluate their First Nation community by listing the advantages and disadvantages of living there, filling in the Pros and Cons section of the handout.
4. Ask learners to suggest improvements and begin developing a simple community plan based on their reflections. This plan will outline ways the community can work together to make it a better place to live.

### 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.
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*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 is housing development?

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