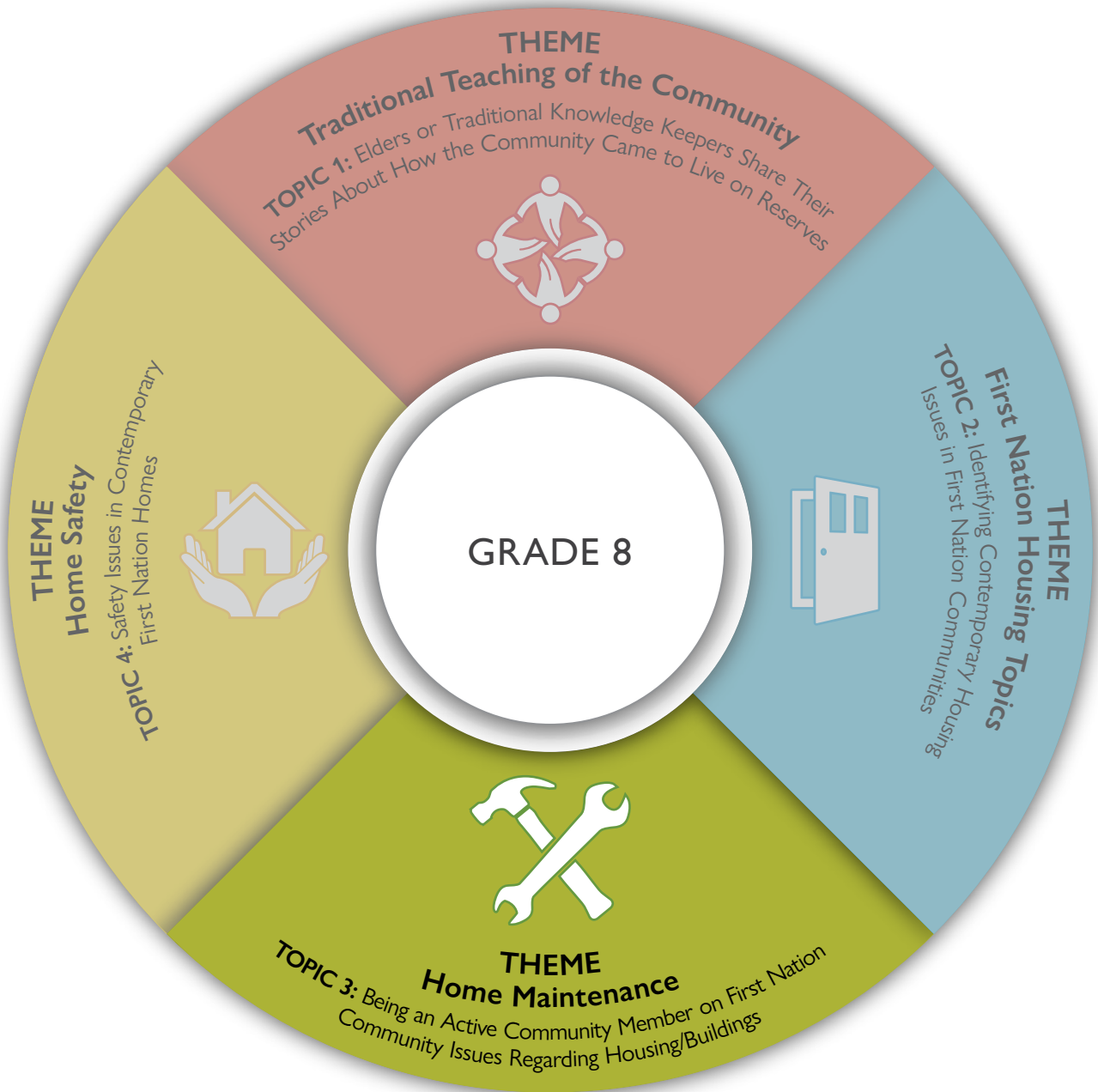




HOME
MAINTENANCE

HOUSING TOPIC 3

Being an active community member on First Nation community issues regarding housing/buildings



Inquiry question

- How can I address contemporary First Nation housing issues?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Social Participation</p> <p>8-S-003 Collaborate with others to devise strategies for dealing with problems and issues.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Demonstrate knowledge of the main social and ethical issues of the modern age.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>English Language Arts</p> <p>Comprehend and connect (reading, listening, viewing)</p> <p>Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability.</p>
Alberta	<p>English Language Arts</p> <p>Social participation as a democratic practice</p> <p>8.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.</p>
Saskatchewan	<p>English Language Arts</p> <p>PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.</p> <p>Construct an action plan for his or her personal involvement in the Canadian political system.</p>
Manitoba	<p>Social Studies</p> <p>Active democratic citizenship</p> <p>8-S-100 Collaborate with others to establish and carry out group goals and responsibilities.</p>
Ontario	<p>Social Studies/English Language Arts</p> <p>Developing and organizing content—Purpose and audience</p> <p>1.1 Identify the topic, purpose and audience for more complex writing forms (a personal memoir about the school experience to share with classmates, family and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government).</p>

WNCP and Provinces Curricular Outcomes by Province

Quebec	<p>English Language Arts Writing process Writing for specific purposes and in different contexts.</p>
Newfoundland and Labrador	<p>English Language Arts Writing and representing GCO8 Use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. 8.2 Use writing and representing to extend, explore and reflect on ideas, values and attitudes.</p>
Prince Edward Island	<p>English Language Arts Writing and representing 10. Use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision and effectiveness.</p>
Nova Scotia	<p>English Language Arts Writing and representing GCO9 Create a variety of texts. 9.1 Further develop previously introduced writing forms and expand on them (stories, cartoons, journals, business letters, speeches, reports, interviews, messages, poems, ads).</p>
New Brunswick	<p>English Language Arts Speaking and listening Communicate information and ideas effectively and clearly, and respond personally and critically. Contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk.</p>

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



Lesson 8.3

HOUSING TOPIC 8.3

Being an active community member on First Nation community issues regarding housing/buildings

INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

HOUSING TOPIC DESCRIPTION

Contemporary housing issues in First Nation communities require people to be active and engaged citizens. Learners can become informed citizens by learning about housing needs and challenges in their community and across Canada.

LESSON OUTCOME

By the end of this lesson, learners will demonstrate active citizenship skills by identifying housing and building issues and needs in a letter addressed to local leadership.

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 (or writing materials like paper and pens)
3. Contemporary Buildings: Observation Chart activity
4. Living in My First Nation Community activity



PROCEDURE

1. Print and distribute the **Contemporary Buildings: Observation Chart** and **Living in My First Nation Community** handouts.
2. Activate prior knowledge by asking learners how they might address contemporary First Nation housing issues.
3. Have learners reflect on the different types of buildings in their community (e.g., homes, schools, community centers) and complete the **Contemporary Buildings: Observation Chart** activity.
4. Ask learners to consider the pros and cons of living in their First Nation community and think about ways it could be improved. Have them record their thoughts in the **Living in My First Nation Community** handout.
5. Using their reflections and observations, have learners write a letter to local leadership, offering feedback and ideas for improving their community from a youth perspective.

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.



KWL Chart

Inquiry question: How can I address contemporary First Nation housing issues?

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