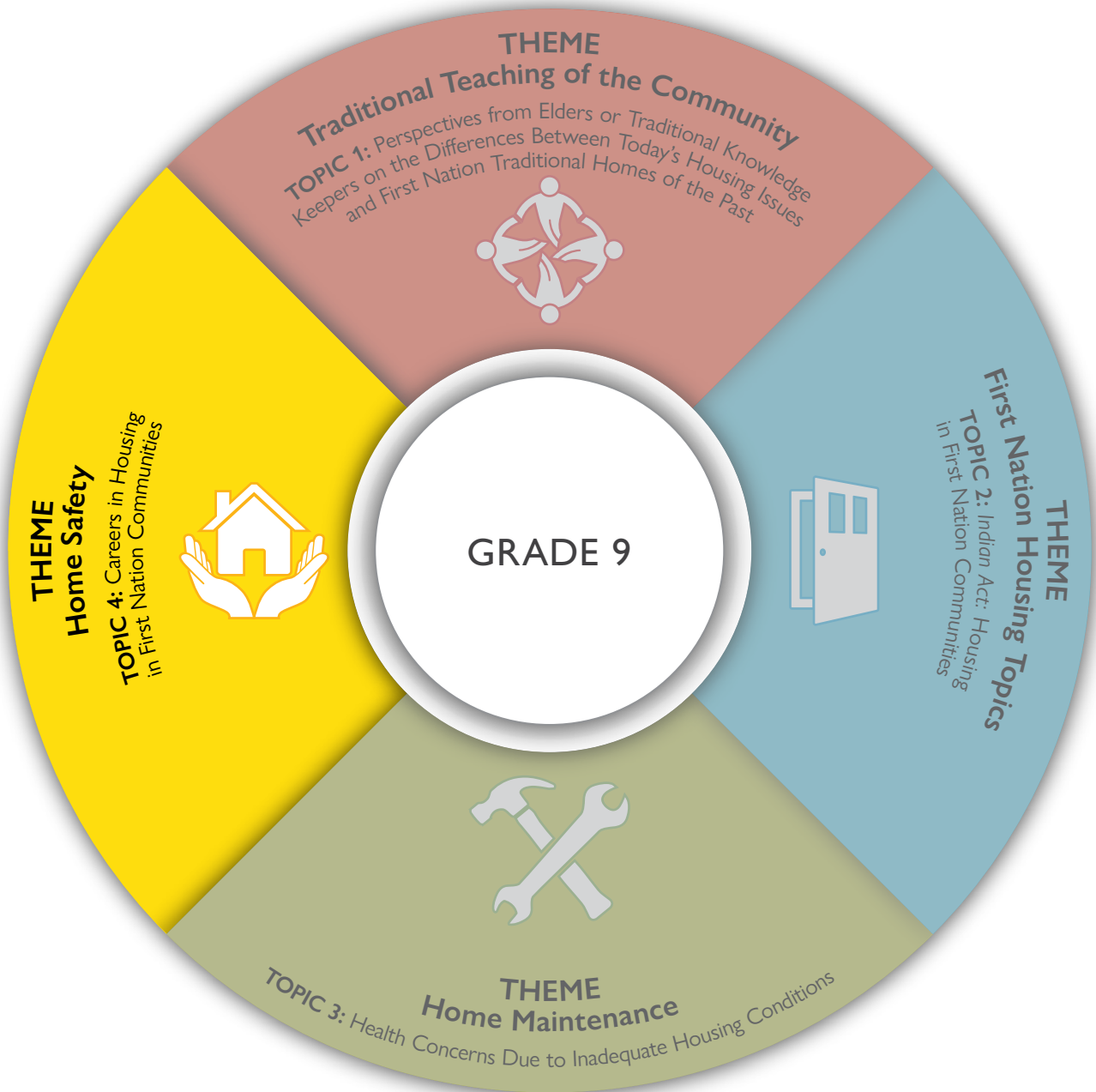




HOME SAFETY

HOUSING TOPIC 4

Careers in housing in First Nation communities



Inquiry question

- How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Social Studies Citizenship learning outcomes</p> <p>9-K-C-006 Identify factors that may affect citizens' willingness and ability to participate in Canadian society, for example, gender, age, language and culture, socio-economic situation, physical challenges.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Career and Technology (follows Alberta's curriculum)</p> <p>CTF is working independently and with others while exploring careers and technology.</p> <p><i>I collaborate to achieve common goals.</i></p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Career Education</p> <p>Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters—factors affecting types of jobs in the community.</p>
Alberta	<p>Career and Technology</p> <p>CTF is exploring interests, passions and skills while making personal connections to career possibilities.</p> <p><i>I explore my interests and passions while making personal connections to career possibilities.</i></p>
Saskatchewan	<p>Career Education 9</p> <p>CC9.1 Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of lifelong learning.</p> <p>Conduct research using digital resources into the requirements of a variety of work roles and work environments and determine how one's transferable skills, knowledge and attitudes can fulfill the requirements.</p>
Manitoba	<p>Career Development</p> <p>GLO D Locate and effectively use life/work information.</p> <p>2.D.2 Locate various sources of work information.</p> <p>2.D.4 Select and review information resources that provide career information.</p>

WNCP and Provinces Curricular Outcomes by Province

<p>Ontario</p>	<p>Secondary Social Sciences</p> <ul style="list-style-type: none"> • Application—The use of knowledge and skills to make connections within and between various contexts. • Making connections within and between various contexts (past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts).
<p>Quebec</p>	<p>Moral Education Program Competency 3: Engages in moral dialogue. Envisages possible ways of using new learning in other contexts.</p>
<p>Newfoundland and Labrador</p>	<p>Career Development Intermediate GCO 5 Life/work information 5.301 Evaluate how one can contribute to the community (family, school) through work.</p>
<p>Prince Edward Island</p>	<p>Health</p> <ul style="list-style-type: none"> • Life learning choices—Use resources effectively to manage and explore life roles and career opportunities and challenges. • Apply personal time management skills to a variety of learning opportunities.
<p>Nova Scotia</p>	<p>Social studies Culture 9.2.6 Demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada.</p>
<p>New Brunswick</p>	<p>Personal Development and Career Planning GCO 3.0 Locate, evaluate and effectively use life/work information. 3.3 Evaluate life/work information.</p>

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



Lesson 9.4

HOUSING TOPIC 9.4

Careers in housing in First Nation communities

INQUIRY QUESTION

How are First Nations people affected by the acts, policies and regulations regarding housing in First Nation communities?

HOUSING TOPIC DESCRIPTION

Careers in housing on First Nation reserves have continued to evolve over time. With the settlement of the West by newcomers, the roles of men and women in housing shifted. Today, there are many employment opportunities in housing for First Nation people within their communities.

LESSON OUTCOME

By the end of this lesson, learners will explore careers in housing by researching the education, training, and experience required for these roles, and by creating an informational poster on housing careers.

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. Careers and Jobs in Housing activity
-

PROCEDURE

1. Print and distribute the **Careers and Jobs in Housing** handout.
2. Activate prior knowledge by discussing the evolution and importance of housing careers. Explore how these roles have changed over time, why they are essential in supporting safe and healthy homes, and how both men and women contribute to housing work in First Nation communities. Encourage learners to share any housing-related jobs they are familiar with in their own community.
3. Have learners research various housing careers and jobs, then categorize them in the **Careers and Jobs in Housing** handout under the headings of planning, building, decorating, and home maintenance.
4. Ask learners to then choose one of the careers or jobs they researched and create a poster. They can include details such as the roles and responsibilities of the job, the required education or training, the skills needed to be successful, typical work environments, tools or equipment used, and how the role supports safe and healthy housing in First Nation communities.

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: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

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