

# Who Governs Us?

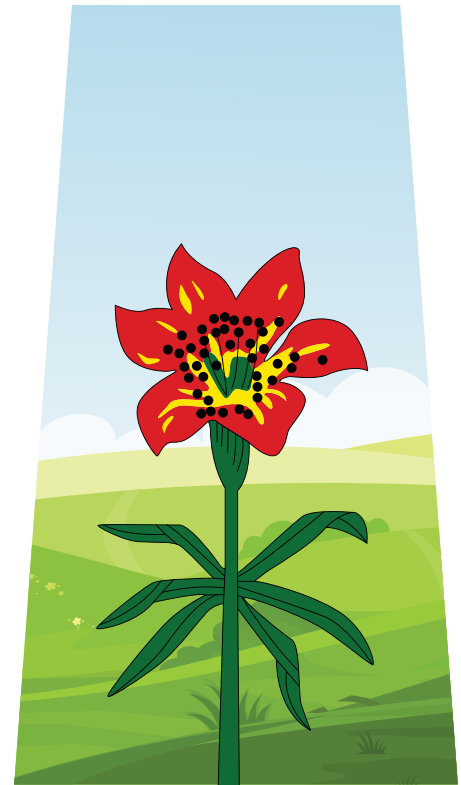
# Who Governs the Land?

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## AN EDUCATOR'S GUIDE TO LOCAL GOVERNMENTS & GOVERNANCE

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The outcomes selected from the Saskatchewan Grade 4 Social Studies Curriculum provide a direct link to governance. This guide is intended to support Grade Four educators as they teach students about governance at the local, community, civic, and provincial levels, including both Métis and First Nations governance structures and information about K-12 education governance.



# Introduction

The concept of governance is an abstract one, but it is also observable in both action and impact. Although governance is a challenging concept to bring to Saskatchewan Grade 4 students, it fits well within the existing provincial curricula. This guide is a collaborative effort between the Saskatchewan School Boards Association, Saskatchewan Urban Municipalities Association, Saskatchewan Association of Rural Municipalities, Federation of Sovereign Indigenous Nations, and Métis Nation – Saskatchewan. The guide is intended to support Grade Four educators as they teach students about governance at the local, community, civic, and provincial levels, including both Métis and First Nations governance structures and information about K-12 education governance.

The range of governance and the wide array of governing bodies is multi-layered. Students will come to understand that there are laws and decisions from multiple interconnecting levels of governance that govern us regardless of which jurisdiction we find ourselves. For example, most young people envision themselves driving at some point in their future. Many will know that the age to obtain a driver's license is sixteen. This will not change whether you live in an urban, rural, northern, remote, First Nations, or Métis community. One unlikely exception might occur if a governing body determines that people under 16 or without a licence may drive in a defined geographical area outside the jurisdiction of the federal and provincial laws. However, this is unlikely.

The various forms of governance collectively and dynamically have an impact on all of us. We are now familiar with the phrase “We are all treaty people,” a reminder that treaties are made between nations and have an impact and obligations which affect all those within the treaty making nations. Canada is a large nation in which the original peoples of the land,

the Inuit, the First Nations, and the Métis, have inherent rights as Indigenous Peoples. The governance systems of Indigenous Peoples were impacted severely by the arrival of settlers with a different worldview and the colonial structure that came with the arrival of newcomers to the land now called Canada. Indigenous Peoples have never lost their nationhood. However, they did have their abilities to govern themselves suppressed and temporarily eradicated. Now the Indigenous peoples are asserting their nationhood while they reclaim their right to govern themselves. With federal, provincial, civic, and community governance in place for all Canadians, Indigenous governance reclamation will take place with bilateral agreements between the nations that will continue to exist on the same land.

Everyone is impacted by governance. Whether it is in the home, the school, the community, or elsewhere, we have the opportunity and the choice to offer to lead our governance or to be influential in selecting who will lead our governance. Understanding how various governance systems work is important as no single system functions independently from the others.

As educators, we know that the ability to think critically is essential to navigating one's way through such a complex and ever-changing world. Children have the opportunity now to influence governance even if the influence at this stage of their lives is limited. As adults, they will have the opportunity to make informed choices about how they are governed and by whom.

## How this Resource is Organized:

This guide was created using the UbD (Understanding by Design) format that demands we must first determine where our students are going before planning how they will get there. The outcomes selected from the Saskatchewan Grade 4 Social Studies Curriculum provide a direct link to governance. These will be the main areas of focus in a series of lessons based on the indicators for these outcomes. As local governance varies within each local community, lessons and documents are editable to allow teachers to adjust for regional differences.

The guide begins with the first step of planning and considering desired outcomes for students.

- 1. Possible Inquiry Questions:** This section sets the direction for the teacher, while simultaneously creating a goal for the students. The desired outcomes and indicators shape the question(s) as lesson planning proceeds.
- 2. Background Info for the Teacher:** This part of the guide highlights key understandings for the teacher, particularly if the subject matter is not familiar to the teacher.
- 3. Key Vocabulary:** Key words that inform the teacher and students are identified with the expectation that they will be known on completion of the lesson. The definitions should be meaningful for the students and understandable at their grade level.
- 4. Focus/Supplementary Outcomes:** This section follows the UbD format where 1 to 4 key and supplementary outcomes are selected from the Saskatchewan Curriculum. The outcomes are assessed later through defined indicators that will help ascertain the level of understanding students have of the outcome(s)
- 5. Timelines:** Approximate time needed
- 6. Materials Needed:** Teacher resources and materials necessary for the lesson, including handouts and materials.
- 7. Motivational Set:** This provides a way for teachers to generate interest and to assess what students already know about a given topic in order to determine where to start while approaching the bulk of the content.
- 8. Process:** This section outlines the steps for the teacher to follow during the lesson.
- 9. Assessment:** Possible assessments for students that will demonstrate their ability to organize the information they retained and convey it back to the teacher in a tangible way. Assessment should align with the chosen outcomes and indicators.
- 10. Teacher Resources:** Additional resources to aid in the main lesson to enhance student learning, especially for pictorial or kinesthetic learners.

### NOTE:

*Governance structures and systems change from time to time through the influence of the electorate, through those who are elected to lead, and sometimes by logistics such as population fluctuations. For example, we see the ridings and boundaries in federal and provincial elections change from time to time. Indigenous government make changes too as do the mechanisms governing education. As such, we advise you to check each jurisdiction featured in this guide for changes and updates you can incorporate each time you cover this material.*

## Partner Information:

### **Saskatchewan School Boards Association**

School boards are elected to govern Kindergarten to Grade 12 education in their school divisions and are essential members of local government. They ensure that the wishes of the community are reflected in the division's schools and make decisions that shape the education of Saskatchewan's children. The Saskatchewan School Boards Association supports boards in this very important work.

[www.saskschoolboards.ca](http://www.saskschoolboards.ca)

### **Federation of Sovereign Indigenous Nations (FSIN)**

The Federation of Sovereign Indian Nations represents 74 First Nations in Saskatchewan. The Federation is committed to honouring the spirit and intent of the Treaties, as well as the promotion, protection and implementation of the Treaty promises that were made more than a century ago.

[www.fsin.ca](http://www.fsin.ca)

### **Métis Nation – Saskatchewan (MN-S)**

Métis Nation – Saskatchewan represents the province's Métis citizens. The Métis Nation Legislative Assembly is the governing authority of the Métis Nation – Saskatchewan and has the authority to enact legislation, regulation, rules and resolutions governing the affairs and conduct of the Métis in Saskatchewan.

<https://metisnationssk.com/>

### **SUMA**

Saskatchewan Urban Municipalities Association is representing Saskatchewan's hometowns through advocacy, support, savings, and by providing expertise. We are committed to our members ability to create and maintain thriving, sustainable communities.

<https://suma.org/>

### **Saskatchewan Association of Rural Municipalities (SARM)**

SARM is the independent association that represents its membership of 296 rural municipal governments in Saskatchewan and is the principal advocate in representing them before senior governments. We have helped with what matters. As the voice for rural Saskatchewan for over 100 years, we have spoken strongly and clearly to represent rural municipal governments.

[www.sarm.ca](http://www.sarm.ca)

### **Saskatchewan Teachers' Federation**

As professionals and leaders in our communities, we strongly believe that public education is a common good and a universal right of all children and youth. Because of this, we have a long and storied history of working with others to achieve significant educational and societal change for the benefit of all Saskatchewan.

[www.stf.sk.ca](http://www.stf.sk.ca)

### **Gabriel Dumont Institute**

The mission of the Gabriel Dumont Institute is to promote the renewal and development of Métis culture through research, materials development, collection and distribution of those materials and the design, development and delivery of Métis-specific educational programs and services.

[www.gdins.org](http://www.gdins.org)