

# Instructional Outline

## for Social Justice 12

## Instructional strategies

- Have students read the excerpts from Hugh Dempsey's article, "Blackfoot Peace Treaties" ([see handout](#)). Then facilitate a class discussion or have them work in groups. You might use questions like the following to stimulate critical thinking.
  - How would you describe the significance of tobacco and the ceremonial pipe among the First Nations peoples featured in the excerpts?
  - How is it that tobacco smoking could be associated with both peace and war?
  - What is the difference between an object having magical powers and an object having symbolic and sacred meaning? Where does the power reside in each case?
  - Why is it that many treaties that were sealed with a tobacco smoking ceremony were nonetheless broken later, sometimes very quickly?
  - What objects or actions have symbolic meaning and power in our cultures? Does this vary from culture to culture today? Do any of these objects or actions signify significance with respect to peace and war? Do people ever use these actions or objects in a treacherous way? If so, can you give examples?
  - Today, friends sometimes pass a cigarette or hookah when they get together. Do you think this has any special meaning? Explain.
- Watch the [video](#) of the Pipe Ceremony that took place in Winnipeg in 2010 with the class. Although the ceremony was not about war, the significance of the event was to symbolize a "new beginning between aboriginal and non-aboriginal people."
  - What did you find interesting/surprising/inspiring in this video?
  - How does the indigenous man in this video describe tobacco and its role in this ceremony? What do you think tobacco symbolizes/represents in this particular ceremony?
  - In the video, someone describes the reconciliation ceremony as one that brings "hope." Can the ceremony deliver a new beginning, a new relationship? Or does it symbolize what is possible?
  - How can we make the new relationship between indigenous and non-indigenous people (the new peace) a reality?
- Have students research the history of the treaties between Canada and indigenous peoples. They might start by referring to [A History of Treaty Making in Canada](#). Then have them work in groups to develop a new peace process for indigenous and non-indigenous people in Canada. They should pay particular attention to what symbolic actions or objects they would include in the peace process. Why would those objects or actions be important?

## Drug Literacy

### Big ideas

- People have been using drugs for thousands of years and in almost every human culture
- Drugs can be tremendously helpful and also very harmful
- As humans, both individually and as communities, we need to learn how to manage the drugs in our lives
- We can learn how to control our drug use by reflecting on the different ways people have thought about drugs, exploring stories from various cultures and listening to each other



### Competencies

- Assess the complex ways in which drugs impact the health and wellbeing of individuals, families, communities and societies
- Explore and appreciate diversity related to the reasons people use drugs, the impact of drug use and the social attitudes toward various drugs
- Recognize binary constructs (e.g., good vs bad) and assess their limitation in addressing complex social issues like drug use
- Develop social and communication skills in addressing discourse and behaviour related to drugs

For a complete look at the drug literacy competencies, as defined by the Centre for Addictions Research of BC, see: [www.uvic.ca/research/centres/cisur/assets/docs/iminds/drugcurriculum.pdf](http://www.uvic.ca/research/centres/cisur/assets/docs/iminds/drugcurriculum.pdf)

### Links to Curriculum

#### First Peoples' principles of learning

- Learning ultimately supports the wellbeing of the self, the family, the community, the land, the spirits, and the ancestors
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on access, on reciprocal relationships, and a sense of place)
- Learning is embedded in memory, history and story

#### Social Justice 12

##### Big Ideas

- Social justice issues are interconnected
- Individual worldviews shape and inform the understanding of social justice issues
- The causes of social injustice are complex and have lasting impacts on society

##### Competencies

- Use social studies inquiry processes and skills to: ask; gather; interpret; and analyze ideas; and communicate findings and decisions
- Assess and compare the significance of people, events, and developments at particular times and places, and examine what it reveals about social justice issues (significance)
- Ask questions and corroborate inferences about the content, origins, purposes and context of multiple sources and multiple perspectives (evidence)
- Compare and contrast continuities and changes for different groups and individuals in different times and places (continuity and change)
- Determine and assess the long and short term causes and consequences of an event, legislative and judicial decision, development, policy, and movement (cause and consequence)
- Explain different perspective on past and present people, places, issues and events (perspective)
- Recognize implicit and explicit ethical judgments in various resources (ethical judgment)
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