



KEEPER CONVERSATIONS: A GATHERING OF COMMUNITY VOICES

Taking Responsibility for My Home (Grades 4 and 5)

By listening to Knowledge Keeper Chrystal Toop, Elder Robin Lazore, and housing professionals Dorothy Naveau (FNHP) and Tiffany Boyd (FNHP) and by engaging with these resources, learners will understand their responsibilities in the home and how to manage them. The resources are connected to the Keeper of My Home program, which teaches children and youth about caring for a home.

► To Learn more, visit: 

- https://fnhpa.ca/Classroom_Content.html
- https://fnhpa.ca/Keeper_of_My_Home_Learning_Resource.html

Inquiry Questions



- **Grade 4:** What does it mean to take responsibility for helping take care of my home?
- **Grade 5:** What are my responsibilities for taking care of my home?

Resource #1: Taking Responsibility for My Home Video (Grades 4 and 5)

In this video, Knowledge Keeper Chrystal Toop, Elder Robin Lazore, and housing professionals Dorothy Naveau (FNHP) and Tiffany Boyd (FNHP) share their knowledge of the many responsibilities needed to maintain a safe and healthy home. They also share ways of managing these responsibilities.

► Materials Needed 

- chart paper (optional)

Instructional Strategies

- **Before the lesson:** Write “responsibilities” on the board or chart paper and define the word with your learners. Then brainstorm what responsibilities learners already have. These can be responsibilities to themselves (e.g., attending school to learn) or others (e.g., taking care of a sibling).
- **During the lesson:** Pause the video when prompted. Consider having learners share their answers.
- **After the lesson:** Invite learners to return to the final question of the video. What new responsibilities would they like to learn, and why? Encourage learners to see taking on new responsibilities as something that helps them grow and support others.





Resource #2: Responsibilities in My Home Handout (Grades 4 and 5)

In this handout, learners consider their responsibilities at home and work toward learning a new responsibility they haven't done before.

Instructional Strategies

- **Before the lesson:** Review what it means to have responsibilities at home. Emphasize that responsibilities can be wide-ranging, such as taking care of the house or the people in it. Consider having a community member come in and teach learners a new skill or household responsibility.
- **During the lesson:** Consider completing 1 or 2 examples for the “Responsibility Web” as a demonstration.
- **After the lesson:** Facilitate a discussion on how learners felt about learning a new responsibility and whether they will continue to perform it.
- Optional: Hold a gallery walk with the guides the learners created. Having them share their knowledge can help other learners learn.

► Materials Needed



- blank paper (optional)
- device with a word processor (optional)

► Facilitator Tip

Teach about following your community's Protocols so learners can ask for knowledge and give thanks respectfully.



► Related Resources

Learn how to set up a Gallery Walk from Facing History and Ourselves.: <https://lbrd.ca/gallerywalk>





Resource #3: Teamwork at Home Handout (Grades 4 and 5)

In this handout, learners reflect on what it takes to keep their homes clean and safe. They will then create a weekly schedule of responsibilities their family can work together to accomplish.

► Materials Needed



- calendar or agenda (optional)



Instructional Strategies

- **Before the lesson:** Ask learners what it takes to keep a home safe and clean, and have them reflect on who does these things.
- **During the lesson:** Have learners review their *Responsibilities in My Home* handout if they need help coming up with ideas for their schedule. Consider printing the schedule on larger paper or using a separate calendar or agenda to give learners more space to write.
- **After the lesson:** Encourage learners to share their two stars and a wish with you or with other learners. Consider brainstorming ways of supporting their wishes.
- Optional: Consider having learners create a long-term schedule after their initial week. This can promote the idea that these responsibilities are ongoing.

► Facilitator Tip

Some learners may come from homes where it would be difficult to ask others to take on or share responsibilities. You may wish to adapt this lesson to focus on manageable tasks learners can do as individuals instead.

