

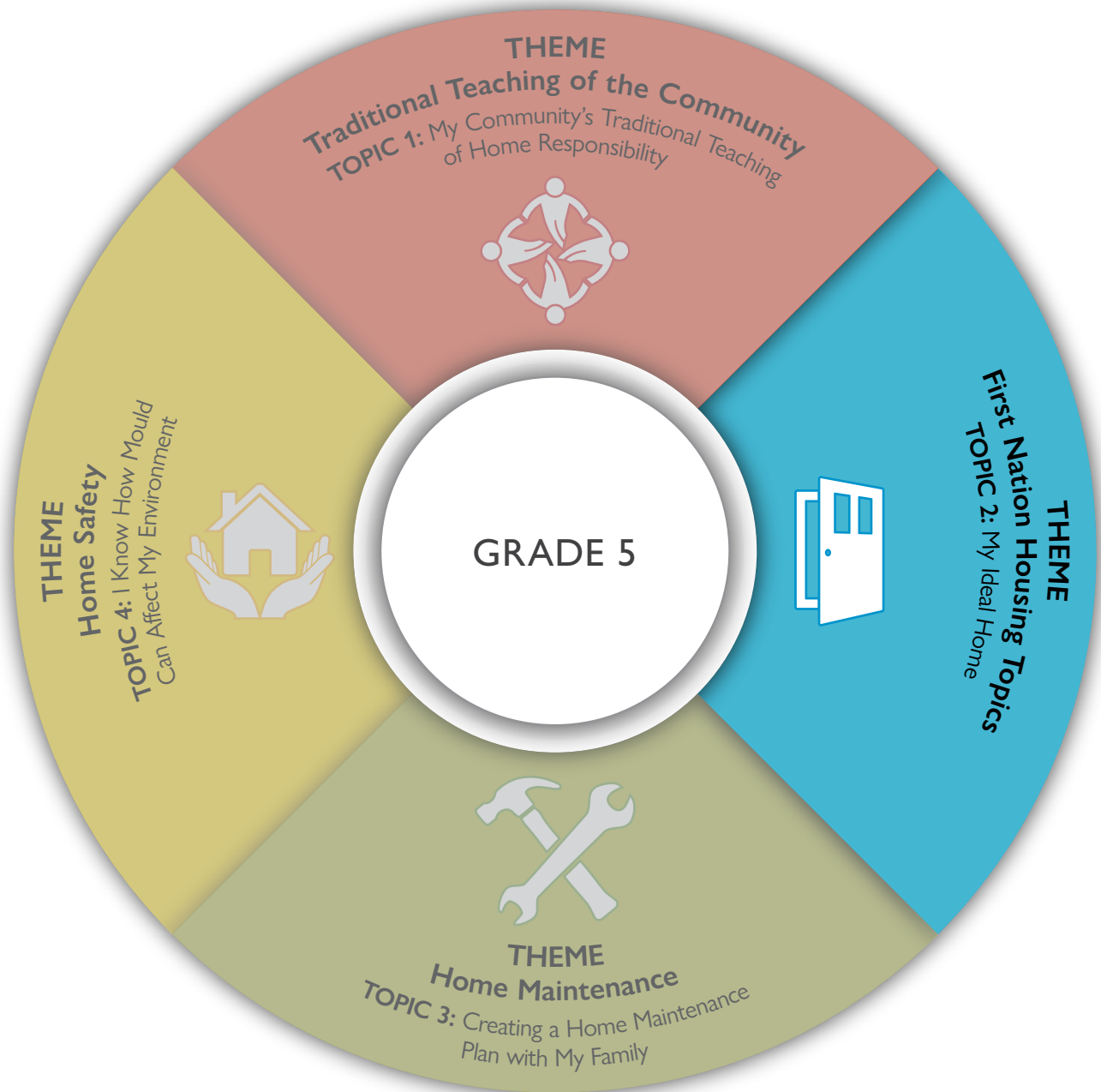


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

My ideal home



Inquiry question

- What are my responsibilities for taking care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>5-V-CC-011A Demonstrate willingness to contribute to the enrichment and growth of their First Nation, Inuit or Métis communities.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Social Studies: Strand 5</p> <p>Related questions</p> <p>To what extent do our resources satisfy our needs? Satisfy the needs of others elsewhere? (B)</p> <p>Health</p> <p>Theme: Fire safety</p> <p>Concept: There are safety rules to follow to prevent fires.</p> <ul style="list-style-type: none"> List common causes of fires around the house. Identify fire prevention strategies.
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Social Studies</p> <p>Content outcome: First Peoples land ownership and use</p> <p>Elaborations</p> <p>Sample topic</p> <ul style="list-style-type: none"> Housing <p>Key question</p> <ul style="list-style-type: none"> How do First Peoples balance economic development with traditional uses of the land?
Alberta	<p>Health</p> <p>Safety and responsibility</p> <p>W-5.8 Promote safety practices in the school and community.</p> <p>Life learning choice</p> <p>L-5.4 Analyze factors that affect the planning and attaining of goals; for example, personal commitment, habits.</p>



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Health 5

Understanding, skills and confidences

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure and self-regulation.

- Determine health challenges and opportunities.
- Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.

Manitoba

Social Studies

Communication

5-S-403 Present information and ideas orally, visually, concretely, or electronically.

Cluster 1: The First Peoples

5-KI-006 Compare daily life in diverse First Peoples communities. Examples: food, clothing, shelter; roles of men, women, children, Elders.

Ontario

Social Studies

Strand B. People and environments: The role of government and responsible citizenship

B3.7 Describe some different ways in which citizens can take action to address social and environmental issues.

Quebec

Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.

Newfoundland and Labrador

Social Studies

Continuity and change

7.0 Compare past societies and present-day society.

7.1 Identify similarities and differences of past societies and present-day societies.

7.2 Determine the most significant similarity(ies) and difference(s) of past societies and present-day societies.

7.3 Predict how societies might change in the future.

WNCP and Provinces Curricular Outcomes by Province

<p>Prince Edward Island</p>	<p>Health Safety and responsibility</p> <ul style="list-style-type: none"> • Determine appropriate safety behaviours for community recreational situations. • Affirm personal skill development. • Analyze factors that affect the planning and attaining of goals.
<p>Nova Scotia</p>	<p>English Language Arts Outcome 1: Listening and speaking</p> <p>Communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)</p>
<p>New Brunswick</p>	<p>Health Wellness</p> <p>1.1 Assess personal health habits and their relationship to wellness.</p> <p>1.2 Analyze the impact of using strategies to promote healthy growth and development.</p> <p>1.6 Select personal safety practices that promote injury prevention.</p>

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



Lesson 5.2

HOUSING TOPIC 5.2

My ideal home

INQUIRY QUESTION

What are my responsibilities for taking care of my home?

HOUSING TOPIC DESCRIPTION

Everyone has ideas about the kind of home they would like to live in. Expressing these ideas through visual art is one way to start thinking about the future. Learners are encouraged to imagine the home they would like to live in as adults. This helps them begin planning for a safe and healthy future.

LESSON OUTCOME

By the end of this lesson, learners will be able to express their ideas, feelings, cultural identities, and creativity through visual arts by designing their dream home, and identify a basic safety plan for their future home.

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.*
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MATERIALS

1. [KWL Chart](#)
2. Paper and colouring materials



PROCEDURE

1. **Reflection:** Ask learners to think about the kind of home they would like to live in one day. How many bedrooms would it have? What would it be made of? Where would it be located?
2. **Planning for Care:** Have learners consider how they would take care of their home. What steps would they take to keep it safe, clean, and healthy?
3. **Create and Share:** Invite learners to draw and describe their dream home. Encourage them to include features that reflect their personal or cultural identity, as well as safety measures they would use to protect their home and the people in it.

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: What are my responsibilities for taking care of my home?

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