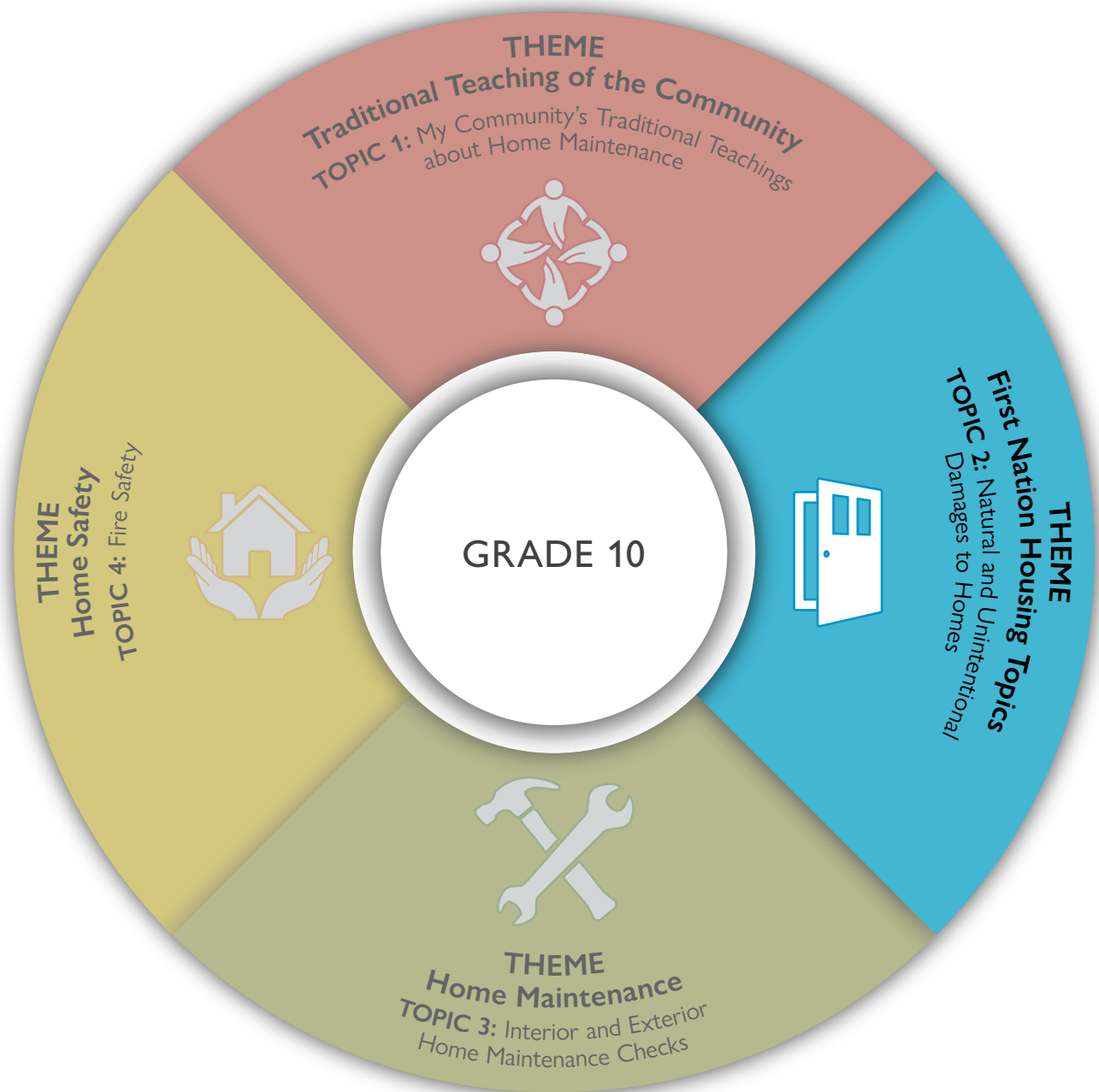




FIRST NATION HOUSING TOPICS

HOUSING TOPIC 2

Natural and unintentional damages to homes



Inquiry question

- What is involved in effective home maintenance?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	English Language Arts General outcome 3: Listen, speak, read, write, view and represent to manage ideas and information. <ul style="list-style-type: none">• Create and follow a plan.• Develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	Social Studies Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence).
Alberta	Social Studies 10 S.4 Demonstrate skills of decision making and problem solving. <ul style="list-style-type: none">• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.• Develop inquiry strategies to make decisions and solve problems.• Generate and apply new ideas and strategies to contribute to decision making and problem solving.• Describe a plan of action to use technology to solve a problem.• Use appropriate tools and materials to accomplish a plan of action.
Saskatchewan	Native Studies 10 <ul style="list-style-type: none">• Use effective decision-making techniques to solve a problem.• Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.
Manitoba	Social Studies 10 Social studies skills: Active democratic citizenship <ul style="list-style-type: none">• Collaborate with others to achieve group goals and responsibilities.• Make decisions that affect social responsibility.



WNCP and Provinces Curricular Outcomes by Province

Ontario

Native Studies 10: Sovereignty

Overall expectations

By the end of this course:

- Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.

Specific expectations

Aboriginal world view

- Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.

Renewal and reconciliation

- Describe how Aboriginal peoples are achieving dignity and self-reliance.

Quebec

Secondary Cycle 2: Contemporary World

Content area: Tensions and conflicts

Competency 2: Takes a position on a contemporary world issue.

Establishes a critical distance by:

- making connections between the views of actors and their interests and values; and
- identifying the advantages and disadvantages of the solutions proposed.

Expresses a well-founded opinion by:

- taking into account the influence of the actors on his/her opinion; and
- suggesting possible actions.

Critically assesses his/her process by indicating other contexts in which the learning could be applied.

Newfoundland
and Labrador

Social Studies: Canadian History 1201

SCO 1.0 Examine the growth of Canada during the Laurier era.

1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities.

SCO 7.0 Demonstrate an understanding of important contemporary issues in Canada.

7.1 Aboriginal rights: legislation, women's rights, land claims, self-government.

Prince Edward Island

Canadian Studies 401A

Unit 4: Canada's work and worth (individuals, societies, and economic decisions)

10-4-8 Evaluate some of the benefits and costs of social programs in Canada.



WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

New Brunswick

Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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



Lesson 10.2

HOUSING TOPIC 10.2

Natural and unintentional damages to homes

INQUIRY QUESTION

What is involved in effective home maintenance?

HOUSING TOPIC DESCRIPTION

Occupants are responsible for maintaining their homes against wear and tear caused by natural elements and everyday use. However, intentional damage and neglect can make homes unsafe and unhealthy, leading to costly repairs that could have been prevented. First Nation communities may also establish and enforce bylaws to ensure that individuals who damage homes are held accountable for their actions.

LESSON OUTCOME

By the end of this lesson, learners will be able to demonstrate their understanding of different types of home damage by developing a plan to address these issues in their community.

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. Access to a computer
3. Home Damages T-Chart activity
4. Community Planning activity



PROCEDURE

1. Print and distribute the **Home Damages T-Chart** and **Community Planning** handouts.
2. Activate prior knowledge by discussing what is involved in effective home maintenance and how it can help prevent unintentional damage. Then explain that some types of damage can also be done deliberately.
3. Have learners think of examples of intentional and unintentional home damage, then record their ideas in the Home Damages T-Chart. You are looking for the following:
 - a. Events in homes that may cause damages (holes in walls, cigarette burns on flooring, broken doors and windows, etc.)
 - b. Colouring or writing on walls
 - c. Accidental or willful damage to the house
 - d. Poor home maintenance by tenants (screens in need of repair, broken windows, holes in walls, too much moisture causing mould, poor air quality, etc.)

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.

SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

Invite a member of the housing department to discuss the state of housing in the community and common types of home damage, both intentional and unintentional. This will help learners understand the impact and cost of housing repairs on the reserve.



KWL Chart

Inquiry question: What is involved in effective home maintenance?

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