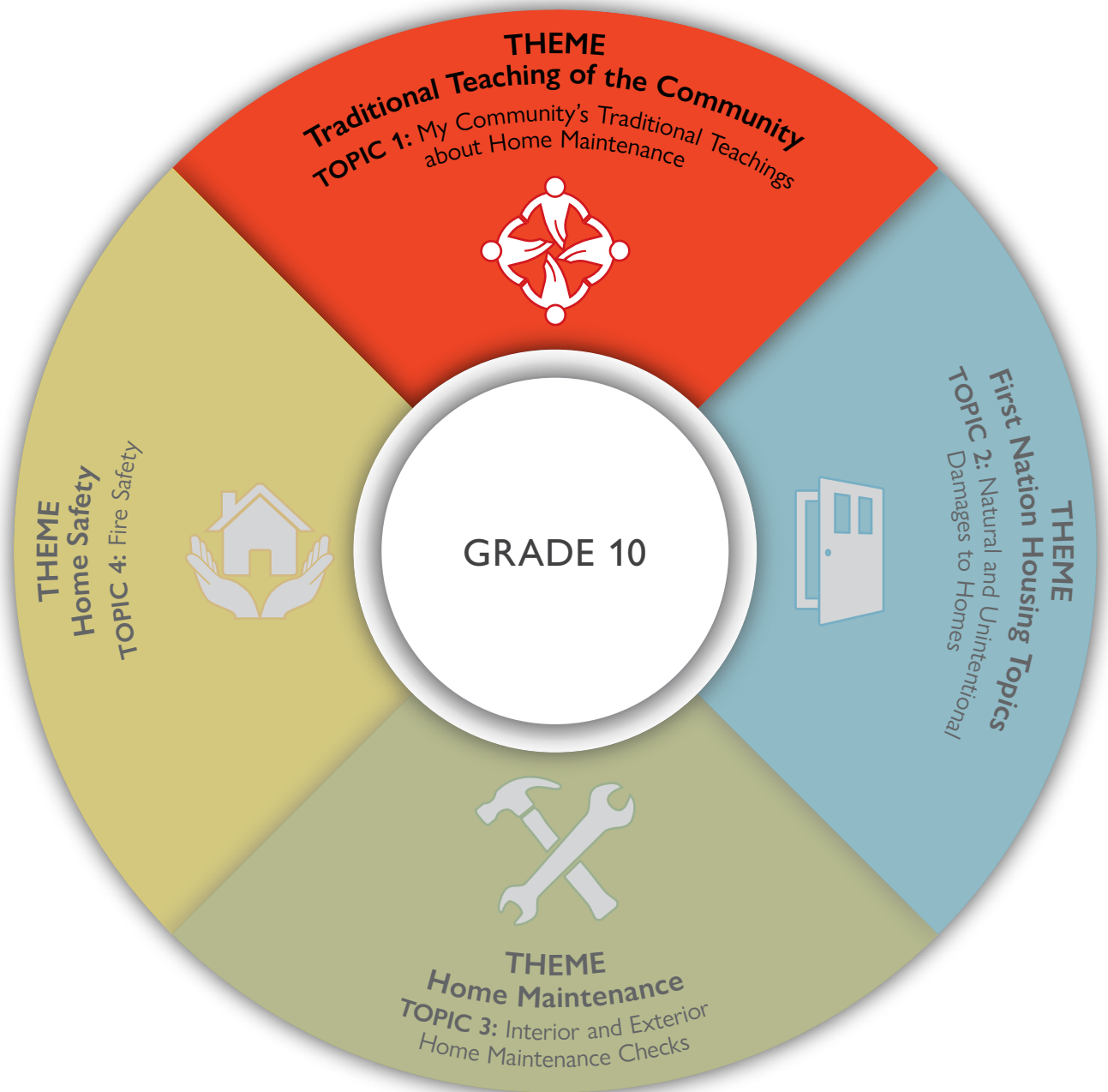




TRADITIONAL
TEACHING OF
THE COMMUNITY

HOUSING TOPIC 1

My community's traditional teachings about home maintenance



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 1: Listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences. <ul style="list-style-type: none">• Consider others' ideas.• Seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding.
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 Compare and contrast continuities and changes for different groups during this period (continuity and change).
Alberta	Social Studies S.2 Develop skills of historical thinking. Analyze multiple historical and contemporary perspectives within and across cultures.
Saskatchewan	Native Studies 10 Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.
Manitoba	Social Studies 10 Cluster 1 Geographic literacy S2.1.3 Place and identity <ul style="list-style-type: none">• Explain the relationship between place and identity.• Appreciate the importance of place to their identity.
Ontario	Native Studies 10: Identity Overall expectations Demonstrate understanding of the experiences of Aboriginal peoples in the twentieth century. Specific expectations: Aboriginal world view Describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada.



WNCP and Provinces Curricular Outcomes by Province

Quebec	<p>Secondary Cycle 2: Contemporary World Content area: Tensions and conflicts</p> <p>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.</p>
Newfoundland and Labrador	<p>Social Studies: Canadian History 1201</p> <p>SCO 1.0 Examine the growth of Canada during the Laurier era.</p> <p>1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities.</p> <p>SCO 7.0 Demonstrate an understanding of important contemporary issues in Canada.</p> <p>7.1 Aboriginal rights: legislation, women's rights, land claims, self-government.</p>
Prince Edward Island	<p>Canadian Studies 401A Unit 2: Canada's voices from the past (time, continuity, and change)</p> <p>10-2-3 Describe several personalities (past and present) who have contributed to the growth and development of Canada.</p>
Nova Scotia	<p>Social Studies Foundational document</p> <p>Foundation for the Atlantic Canada Social Studies Curriculum</p> <p>General outcomes for culture and diversity</p> <p>Analyse the factors that contribute to the perceptions of self and the development of worldview.</p> <p>Interdependence</p> <p>Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>
New Brunswick	<p>Social Studies Foundational document</p> <p>Foundation for the Atlantic Canada Social Studies Curriculum</p> <p>General outcomes for culture and diversity</p> <p>Analyse the factors that contribute to the perceptions of self and the development of worldview.</p> <p>Interdependence</p> <p>Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>

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



Lesson 10.1

HOUSING TOPIC 10.1

My community's traditional teachings about home maintenance

INQUIRY QUESTION

What is involved in effective home maintenance?

HOUSING TOPIC DESCRIPTION

Home maintenance refers to the work required to keep a home in good condition. First Nation peoples have traditionally cared for their homes with great attention, using specific methods to repair and maintain them so they remained close to their original condition, both structurally and visually. Learners can explore how this was a natural part of everyday life for the First Nation of the area.

LESSON OUTCOME

By the end of this lesson, learners will be able to describe the ways that First Nations peoples have maintained their homes after completing the Keeper Conversations resource kit.

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. Keeper Conversations: A Gathering of Community Voices Resource Kit - Home Maintenance (Grade 10)
4. Optional: Chart Paper



PROCEDURE

1. Introduce the **Keeper Conversations: Home Maintenance** resource kit. Explain to learners that the Elder and housing professionals featured in the video will help guide their understanding of the importance of home maintenance and how it supports safe and healthy homes.

Resource #1: Home Maintenance Video

1. **Before the lesson:** Write “home maintenance” on the board or chart paper. Ask learners to define it and brainstorm examples. Consider sharing personal examples of what you do to maintain your home. Consider inviting a community member who works in a maintenance-related career to share their experiences.
2. **During the lesson:** Pause the video when prompted. Consider having learners share their answers with you or with others.
3. **After the lesson:** Encourage learners to think about the information shared in the video. Ask learners to consider who is responsible for maintaining different places they visit daily, such as their school or a community centre, and how they can help support the maintenance of these places.

Resource #2: Maintaining a Home Handout

1. **Before the lesson:** Define “preventive” and “reactive” and consider sharing an example to outline the difference. Remind learners that we can often prevent larger problems by taking preventive actions.
2. **During the lesson:** To build engagement for Part 1, ask learners to find a partner and have one person be “preventive” and the other be “reactive.” Encourage them to debate their positions and decide on the best way of handling a certain scenario. For Part 2, remind learners to identify realistic tasks that someone in their household can take ownership of. Provide learners with a larger piece of paper if they need more space for their floor plan.
3. **After the lesson:** As an extension activity, encourage learners to make a “maintenance calendar” by setting reminders for the maintenance tasks they planned on a physical calendar or smartphone.

Resource #3: Planning for Maintenance Handout

1. **Before the lesson:** Introduce how home maintenance tasks require tools, time, and money. Illustrate this point by stating how an everyday task like maintaining your front lawn requires a lawnmower.



2. **During the lesson:** For Part 1, support learners by discussing what unique problems can arise during each season, such as excessive rain during spring or snow during winter. Ask learners to consider how these can affect their homes and what maintenance tasks they will need to do to prevent problems from arising. For Part 2, provide learners with a list of websites and stores available in your community so they can search for estimated costs. Before starting Part 3, consider reading each statement and asking them to stand on one side of the room if they think it's true or on the other if they think it's false. Ask learners to remember their answers so you can revisit them.

3. **After the lesson:** As a bonus activity, consider asking learners to share what they learned about home maintenance by making an informational poster.

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 an Elder or Traditional Knowledge Keeper to visit and share how First Nations peoples have traditionally maintained their homes. Follow the proper community protocol when approaching them, seeking guidance if needed.

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 ?