

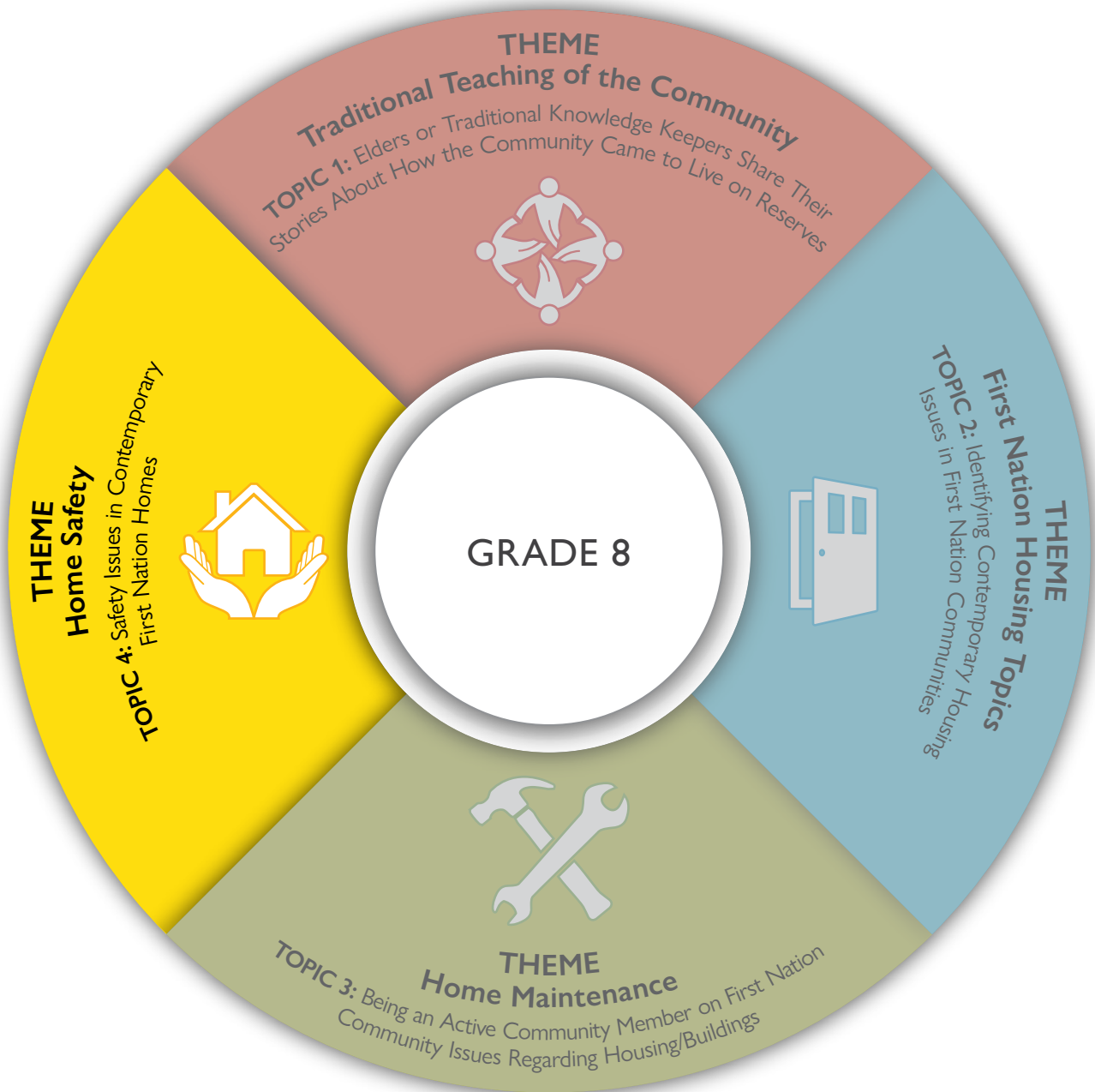


HOME SAFETY



# HOUSING TOPIC 4

Safety issues in contemporary First Nation homes



## Inquiry question

- How can I address contemporary First Nation housing issues?

<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>Communication</b></p> <p>8-S-012 Present information and ideas using oral, visual, material, print or electronic media.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p><b>English Language Arts</b> Effective presentations</p> <p>4.4.1 Present and or publish text (oral, print and other media). Use a variety of techniques to engage audience and present text (oral, print and other media) effectively.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p><b>English Language Arts</b> Using oral, written, visual and digital texts: Construct meaningful personal connections between self, text and world.</p>
Alberta	<p><b>English Language Arts</b> Communication</p> <p>8.S.8 Demonstrate skills of oral, written and visual literacy. Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.</p>
Saskatchewan	<p><b>English Language Arts</b></p> <p>CC8.9 Experiment with a variety of text forms (Reader's Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (imagery, music, graphics and statistics in a multimedia presentation).</p>
Manitoba	<p><b>English Language Arts</b></p> <p>Listen, speak, read, write, view and represent to celebrate and build community.</p> <p>5.2 Encourage, support and work with others. 5.2.1 Co-operate with others. Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.</p>
Ontario	<p><b>English Language Arts</b> Producing media texts</p> <p>3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques.</p>



## WNCP and Provinces Curricular Outcomes by Province

Quebec	<p><b>English Language Arts</b> Talk for learning and thinking</p> <p>Use of technology resources for problem solving and communication of thoughts and ideas, for example, educational software, videos and logical thinking programs.</p>
Newfoundland and Labrador	<p><b>English Language Arts</b> Writing and representing</p> <p>GCO10 Use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.</p> <p>10.3 Use various technologies in communicating for a range of purposes with a variety of audiences.</p>
Prince Edward Island	<p><b>English Language Arts</b> Writing and representing</p> <p>GCO10 Use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision and effectiveness.</p> <p>SCO10.4 Demonstrate a commitment to crafting pieces of writing and representations.</p>
Nova Scotia	<p><b>English Language Arts</b> Writing and representing</p> <p>GCO10 Produce clear and effective writing and other representations.</p> <p>10.3 Use various technologies for the purpose of communicating (video, email, word processing, audiotape, Internet).</p>
New Brunswick	<p><b>English Language Arts</b></p> <p>5. Interpret, select and combine information, using a variety of strategies, resources and technologies.</p> <p>Employ various relevant research strategies such as generating questions, drafting an outline or interviewing peers to determine what questions they would like answered by their research.</p>

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



## Lesson 8.4

### HOUSING TOPIC 8.4

Safety issues in contemporary First Nation homes

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### INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

### HOUSING TOPIC DESCRIPTION

Every community must address safety issues, either by having a prevention plan or a response plan in place. Communities budget for housing needs as they come up and keep track of the resources and supports provided to ensure homes remain safe.

### LESSON OUTCOME

By the end of this lesson, learners will be able to create an informational poster to educate others about home safety issues in First Nation communities.

### 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 Safety Issues activity



## PROCEDURE

1. Print and distribute the **Home Safety Issues** handout to each learner.
2. Activate prior knowledge by having learners reflect on contemporary home safety issues in First Nation communities.
3. Ask learners to use the handout to write down 5–10 home safety issues they have noticed or know exist in their community.
4. Have learners choose one of these issues and create a poster campaign to share with the community. This poster could include: a clear title and description of the safety issues, why it is important, tips or steps for prevention or what to do if the issue happens, pictures or drawings to help share the message.

## 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: How can I address contemporary First Nation housing issues?

K What do I <b>know</b> ?	W What do I <b>want</b> to know?	L What have I <b>learned</b> ?