



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

GRADE 8 TEACHER'S OUTLINE

Location: **Northwestern Coast
of British Columbia**

Nation: **Haida**



Description of the e-learning resources of Keeper of my Home

GRADE 8

GENERAL

These e-learning activities can be used conjointly with the classroom content, or independently, as stand-alone activities.

After successfully completing each game, the students will receive a “carving,” a virtual token of completion. Upon completing all four games in a grade, the student will have the opportunity to print a certificate of completion from which they can cut out the four carvings. The teacher or the school can print out and put up on a wall a [tree design](#) on which the students can paste their cut out carvings.



In each game, the student can listen to the audio instructions again by clicking on the audio bubble in the upper left corner.



8.1

Description:

This “True or False” game features 8 questions – out of a total of 10 potential questions – that introduces the concept of life on reserve, as well as the Indian Act. The student needs to move the image to the left if the answer to the question is true, and to the right, if it is false. The player needs to respond to all 8 questions in the time allotted to complete the game.

Learning objective:

In this game, the student learns how First Nations Peoples have come to live in reserves and how a legal document, the Indian Act written in 1876, is still used today and affects many aspects of the lives of people who have Indian status. This game also touches upon other concepts, such as the traditional territory versus reserve territory, the reasons why the British government implemented the reserve system, as well as what is required to rent housing on a reserve. When they complete the game, the student learns the importance of totem poles for the Haida Nation.

Visual:



Answer key:

- The first reserve in Canada was created in 1952: **False**
- First Nations Peoples have always been living on reserve: **False**
- The British government viewed the creation of reserves as a solution to land dispute between First Nations Peoples and settlers, as well as to encourage First Nations to adopt agriculture as a way of living: **True**
- The Indian Act of 1876 is the document that states the regulations of the reserve system: **True**
- A reserve and a First Nations' traditional territory is the same: **False**



- It's impossible to rent a house on a reserve: **False**
- On reserve, almost all houses are owned by the Band Council: **False**
- The regulations on housing from the Indian Act of 1876 are still applied today: **True**
- Nowadays, you only need an Indian status card to rent a house on reserve: **False**
- At the beginning of the 20th century, the Government agents decided who lived on a reserve: **True**

To obtain the carving, the student must answer all 8 questions correctly within the allotted time.

Carving: Totem pole



“Our people used to carve symbolic images on totem poles to document stories and histories.”



8.2

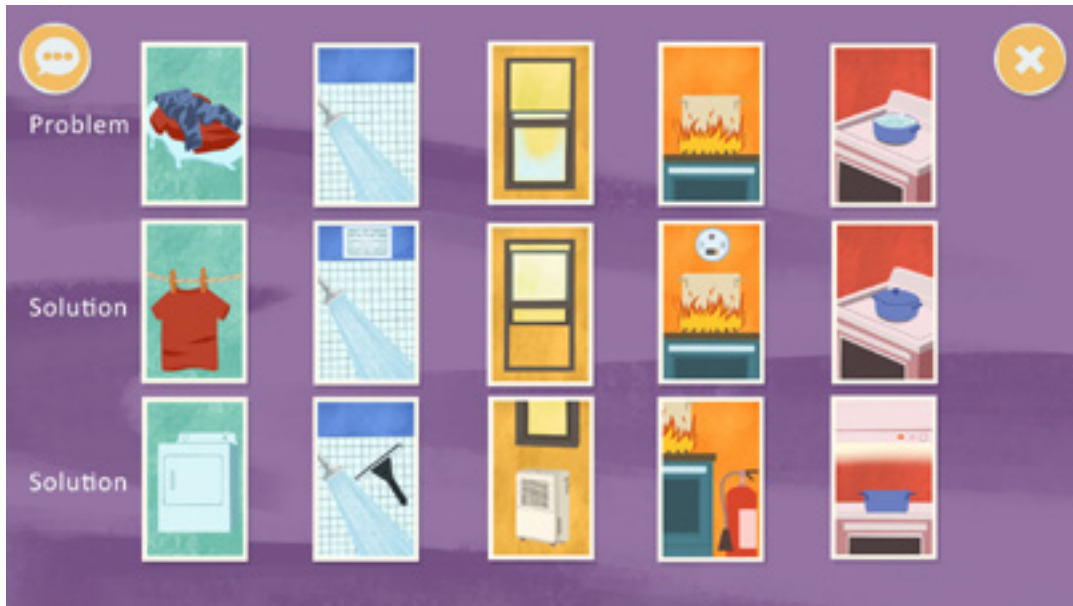
Description:

This memory game is composed of 15 cards that need to be matched in trios of cards. Each trio features one card illustrating a household problem associated with water or fire, and two cards illustrating potential solutions to that problem. The 3 cards in a trio all share the same background color. The player needs to find and match all 5 trios within the allotted time to complete the activity.

Learning objective:

This game helps the student understand that various household activities – boiling water, drying clothes, taking a shower or a bath – can lead to problems with humidity or mould, especially in an overcrowded home. By playing, the student will learn some of the causes of humidity in a home, as well as two ways of preventing or fixing these problems. They will also learn about fire prevention and safety. This game develops the student's ability to reason, as they will need to associate each problem with its two solutions. By completing the game, the student learns about the Haida hat, an important object for the members of that nation.

Visual:





Answer key:

- Drying laundry in a house will increase moisture and can lead to mould. Solutions: **line-dry your clothes outside when the weather permits it or use a dryer.**
- Taking a bath or a shower creates a lot of moisture in a bathroom. Solutions: **turn on the bathroom fan and use a squeegee on the shower walls.**
- Breathing creates humidity. Solutions: **frequently open the windows to ventilate the house or use a dehumidifier.**
- Fire safety is very important, even more so when a house is overcrowded. Solutions: **use fire detectors on each floor and own a fire extinguisher.**
- A boiling pot of liquid creates moisture in the kitchen. Solutions: **put a lid over the pot and turn on the kitchen fan.**

To obtain the carving, the student must find and match each of the 5 trios of cards in the game.

Carving: Haida hat



“In older time, women created traditional Haida hats with carefully split spruce roots. An animal form was often painted on them by their husband.”



8.3

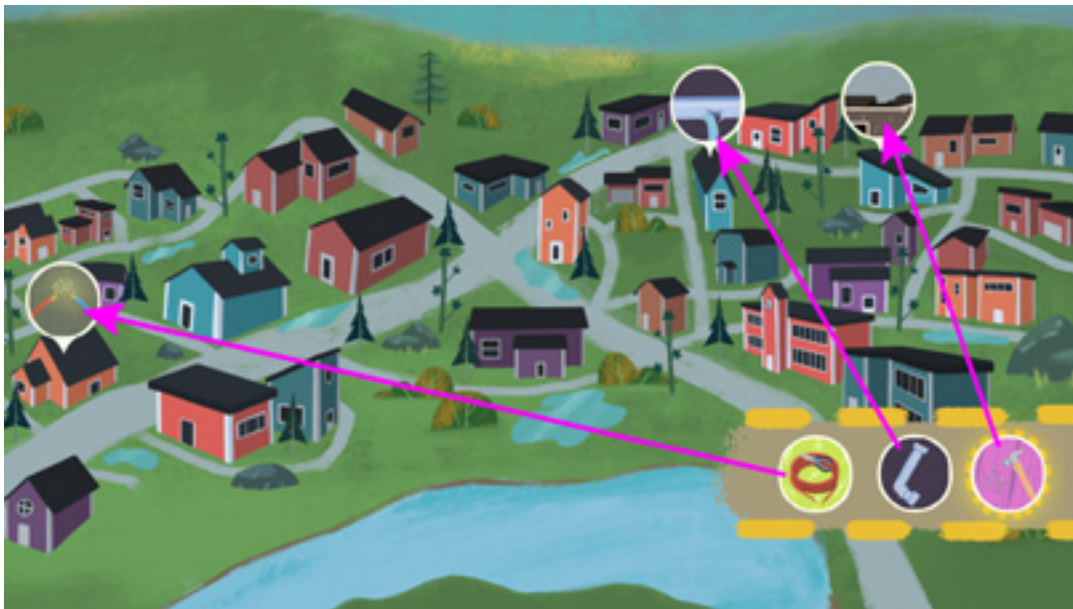
Description:

The student needs to help Jesse and her grandfather solve the plumbing, electrical and roofing issues in their community following a storm. To do this, the player must first click to select the right trade icon and then click on the building that needs maintenance. To complete the game, the student needs to fix all of the issues that appear in the game within the allotted time.

Learning objective:

In this game, the student reviews the role of certain trades – electrician, plumber and carpenter – and receives useful advice about home maintenance. The student must be quick and pay attention to detail. The student will understand the importance of quickly repairing any maintenance problems in a home to avoid even larger, more expensive maintenance work in the future. The game also touches upon notions of action/consequence, allowing the player to think about what causes certain problems and what the consequences are if they are not resolved quickly. By completing the game, the student learns about an ancient object and its usefulness, the bentwood box, commonly used by the Haida people.

Visual and answer key:



To obtain the carving, the student must quickly repair all of the maintenance issues that appear within the allotted time.

Carving: Bentwood box



“In the past, our people used bentwood boxes of different sizes to keep clothing, food, household, and ceremonial items in order. Some of these boxes were nicely painted or carved.”



8.4

Description:

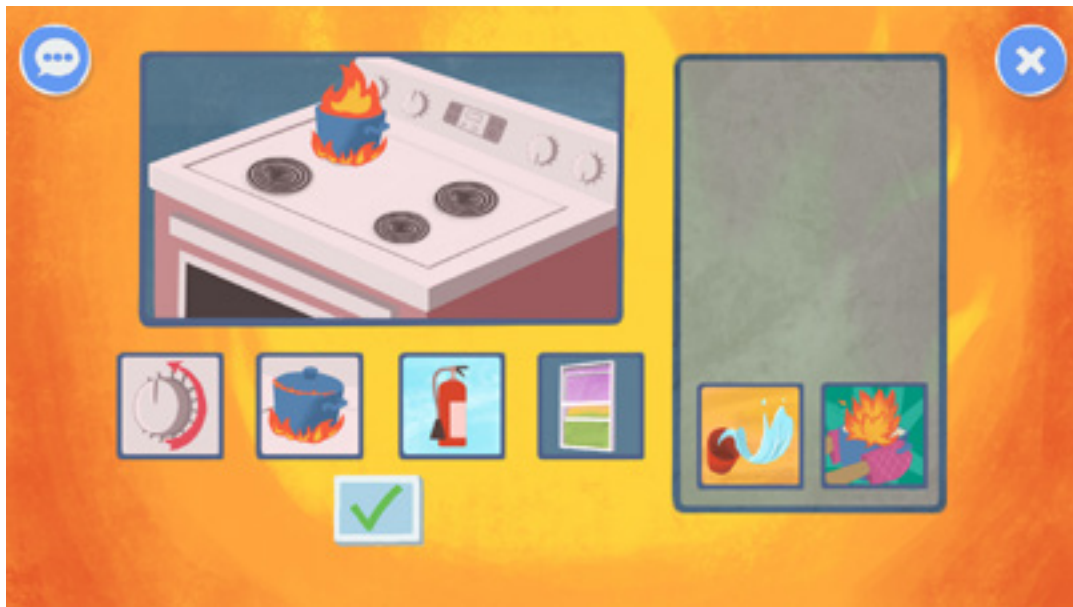
This game features two scenarios that relate to fire prevention in the home. For each scenario, the player needs to find the 4 steps to take and place them in the correct order. To complete the game, the player must complete both scenarios within the allotted time.

Learning objective:

In this game, the student learns or reviews the various notions surrounding fire prevention, as well as the different actions to undertake in case of fire. The student must think about and prioritize these different actions to solve the situation. The player learns that putting water on a stove fire or moving a burning object is dangerous and can be harmful.

The student also understands that the best thing to do during a fire is to crawl and exit quickly through a door or a window before dialing 9-1-1. When they complete the game, the student learns about an important fish for the Haida Nation, the salmon.

Visual and answer key:



A fire has started in the kitchen! The pot and the stove are on fire. What steps should you follow?

1. Turn off the stove.
2. Cover the pot to smother the flames inside.
3. Use a fire extinguisher on the flames.
4. Open the window to let the smoke out of the house.



Your house is on fire! It's too big to put out yourself. You are alone in the house. What should you do? Put the steps that you should follow in order.

1. Crawl on the floor.
2. Leave the house by a door or window.
3. Call 9-1-1.
4. Make sure everyone is safe and inform firefighters if someone is missing.

To obtain the carving, the student must place the steps in order for both scenarios within the allotted time.

Carving: Salmon



“The salmon is a symbol of determination. It is also a symbol of abundance, wealth and prosperity.”