



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

GRADE 9 TEACHER'S OUTLINE

Location: Nova Scotia

Nation: Mi'kmaq



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

GRADE 9

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.



9.1

Description:

This activity is a puzzle composed of 12 pieces that allow the student to build a wigwam in four basic steps. They must place the various pieces in the center of the image in the correct order to build the structure: starting with the vertical poles, then the horizontal poles, followed by the tree bark walls and the door made of animal hide.

Learning objective:

In this game, the student learns the different steps to build a wigwam and needs to analyze the components to determine the correct order. This puzzle game allows the player to form a connection between past and present, as they will discover the modern equivalent to each part of the wigwam: the interior structure -or foundation-, the walls, the siding and the entrance. By completing the game, the student receives information about how to build a wigwam, and learns about the importance of water to First Nations peoples.

Visual:





Vertical structures



Horizontal structure rings



Exterior bark rings



Hide door

To obtain the carving, the student must place each of the 12 pieces in the correct order within the allotted time.

Carving: Water



“This is the element of Water. Mother Earth gave us this most life-sustaining gift. Water shapes the land; it comes in many forms and is home to many living creatures. It has the strength to transform mountains while being soft and flexible.”



9.2

Description:

This “True or False” game features 8 questions and helps the player learn about the Indian Act and the laws that govern lodging on a reserve. The player needs to move the image to the left if the answer is true, and to the right, if the answer is false. To complete the game, the student must answer all 8 questions correctly within the allotted time.

Learning objective:

This game helps the player learn about various historical and legal notions regarding the Indian Act. They will also see that the Indian Act has evolved over time but still impacts the lives of people living on reserves today. By completing the game, the student will also learn about the significance of the Earth element for First Nations peoples.

Visual:



Answer key:

- The owner of reserve lands is the band council: **False**
- According to the original Indian Act, a band’s reserve land can be sold to another First Nation’s band: **False**
- Today, the Crown still owns the land on reserve that is not assigned to an individual: **True**
- Still today, only the Crown can allot land to individual members of a reserve: **False**
- According to the original Indian Act, a member of a band with Indian status can own a house: **False**
- The Indian Act has many restrictions regarding housing: **True**



- Renting a house on reserve from a First Nation is permitted: **True**
- A person needs to be registered as a Status Indian under the Indian Act to live on a reserve: **False**

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

Carving: Earth



“Mother Earth provides us with food, clean water, materials for our homes, tools, and clothing. We need to take care of her in return.”



9.3

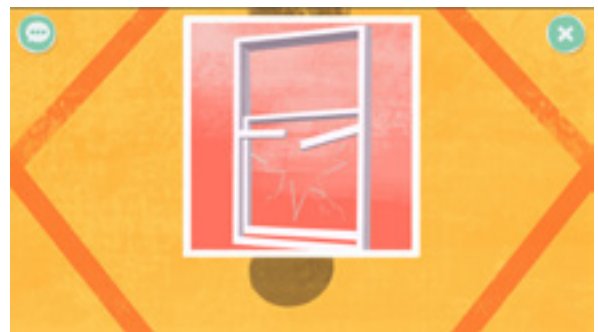
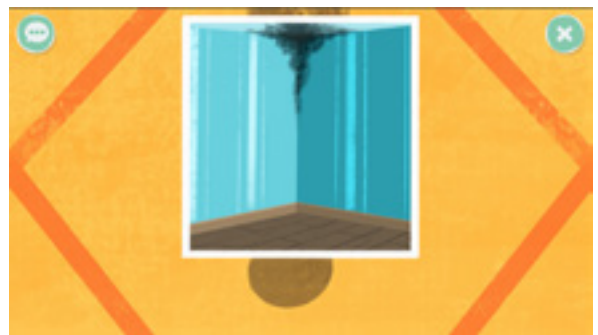
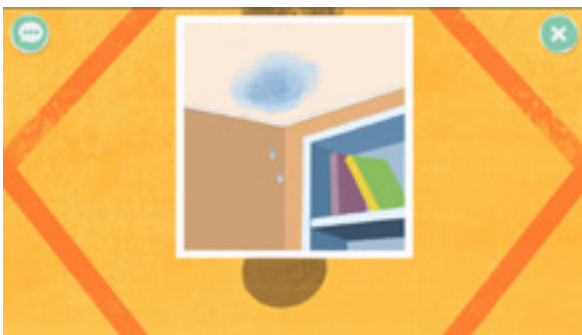
Description:

The student needs to help Tim identify all the health and safety risks around his house. The game features 3 separate puzzles randomly selected out of a total of 6, each composed of 12 pieces and illustrating various household issues such as mould on the walls, water leaks, loose roof shingles, a cracked window, a broken staircase and a damaged electrical outlet. To complete the game, the player must finish all 3 puzzles within the allotted time.

Learning objective:

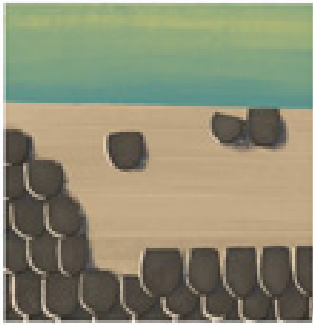
In this game, the student will learn important notions to help prevent leaks, mould or fire in the house. By playing, they will receive useful advice to help them understand what potential health and safety risks exist in a house and ways to avoid them. The game also touches upon the notion of cause and consequence. The student will become aware of the importance of quickly fixing any problems in a house to avoid bigger and more expensive repairs, as well as preventing any potential health risks. By completing the game, the student will also learn about the significance of the Air element for First Nations peoples.

Visual and answer key:





Problems



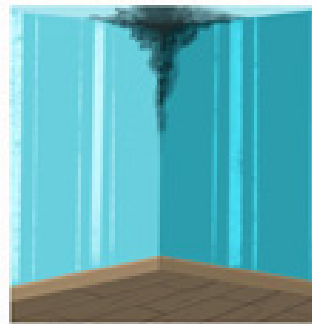
Broken roof



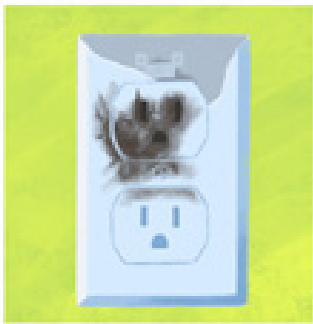
Broken window



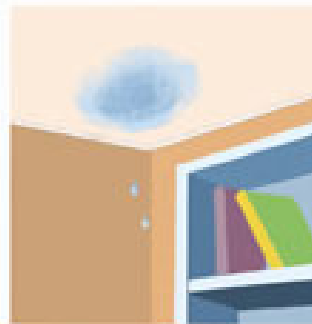
Broken stairs



Mould



Broken power outlet



Leaking ceiling

To obtain the carving, the student must complete each of the 3 puzzles within the allotted time.

Carving: Air



“Air is essential to survival. Clean air is crucial to all forms of life.”



9.4

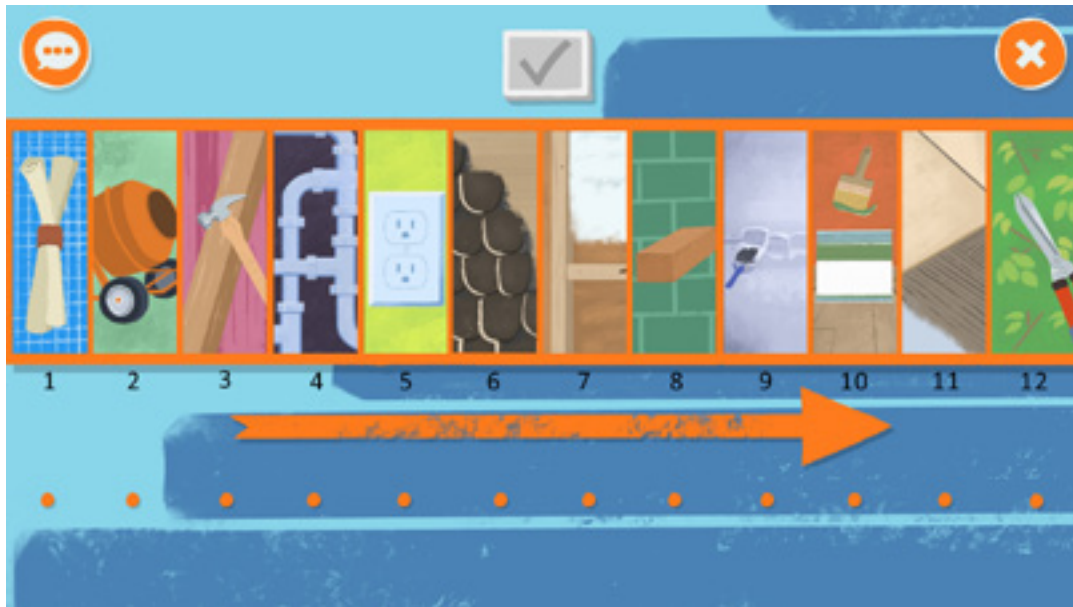
Description:

The student needs to help Tim build a house by putting the various steps of home construction in order. The player needs to move each of the 12 trades on a timeline before clicking on the checkmark to validate their placement. Each image is accompanied by an audio recording that describes the trade, as well as the responsibilities of this worker, and gives the student clues about its placement on the timeline. To complete the game, the student must put the 12 steps in the correct order.










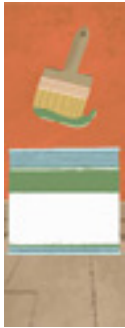


Learning objective:

In this game, the student learns about the various steps needed to build a house. By playing, the student will gain an understanding of the different trades involved in the process and their responsibilities. For example, the concrete finisher makes the foundation and concrete slabs. They are also responsible for determining the amount of materials required, such as wood and concrete, and waterproofing all concrete surfaces. The student needs to think about and prioritize each trade to put them in the correct order. By completing the game, the student will also learn about the significance of fire for First Nations peoples.

Visual and answer key:





Construction steps					
1	2	3	4	5	6
					
Architect	Concrete finisher	Carpenter	Plumber	Electrician	Rofer
7	8	9	10	11	12
					
Insulation installer	Bricklayer	Drywall	Painter	Floor installer	Landscaper

To obtain the carving, the student must place all 12 trades in the correct order on the timeline.

Carving: Fire



“Mother Earth gave the gift of fire to provide warmth and energy. It requires care and attention because it can bring new life but can also take it away.”