



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 2
TEACHER'S
OUTLINE**



Foreword

Keeper of My Home (KMH) is a digital educational resource for Indigenous peoples that works toward improving awareness of Indigenous housing, health and safety. KMH has been designed for First Nation Kindergarten to Grade 12 students attending schools on-reserve. The project was initiated by Canada Mortgage and Housing Corporation (CMHC), the Government of Canada's national housing agency, and co-developed with Indigenous educators, artists and community members across Canada.

KMH is based on and evolved from My Home is My Tipi, a housing resource kit for Saskatchewan First Nation schools. Built on the philosophy that youth can be champions for change, the kit was designed to teach children and young people how to care for a home and make it a safe and healthy place to live.

CMHC led the project development in 2007, and since its launch in 2012 national interest in the project grew, motivating the renewal and expansion of the curriculum for national use.

The renewal of the learning objectives and resources for KMH has aligned learning content to curriculums for each province and territory in Canada. This outcome was realized through collaboration with Indigenous educators and community members and complemented by aligning design elements with the First Nation Holistic Lifelong Learning Model, as defined by the Canadian Council on Learning (CCL, 2009). Gamified e-learning content compliments the curriculum and was inspired by narratives (stories) created by past winners of Historica Canada's Indigenous Arts and Stories competition.

The alignment of source materials to national curriculums ensures that KMH will engage all students with the appropriate tone and presentation style for the level of educational development necessary. Classroom materials, as well as the e-learning is designed to present the curriculum's four themes:

1. Traditional Teaching of the Community
2. First Nation Housing Topics
3. Home Maintenance
4. Home Safety

This resource, Grade 2 Teacher's Outline, contains a housing topic chart, an overview resource chart and a more in-depth housing topic overview. The overview resource chart includes inquiry questions and corresponding KWL charts, housing concepts and main activities organized by curriculum themes. Main activities reference the use of CMHC training materials, but more heavily rely on local community knowledge, requesting support from Elders, housing staff and other community members. Teachers can use activities for additional learning and deliver the curriculum face-to-face, via e-learning or with a blended approach.

If you would like more information on how to use this tool in your classroom, obtain additional CMHC training materials or learn more about our initiatives visit us at www.cmhc.ca.

You can also reach us by phone at 1-800-668-2642 or visit www.keeperofmyhome.ca.








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- Marnie Ross
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Table of Contents

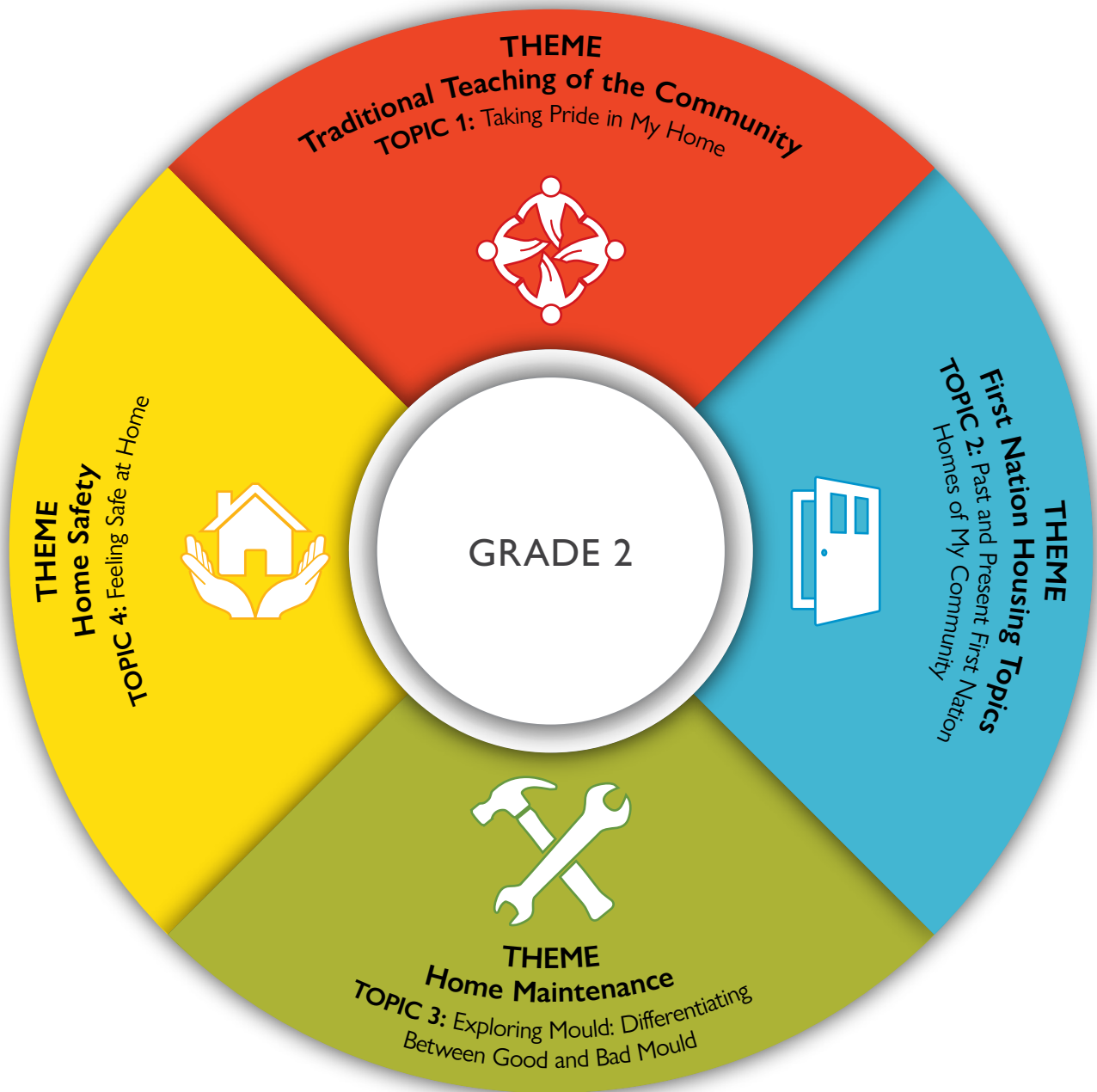
Foreword	ii
Acknowledgements	iii
 Grade 2 Overview	1
Housing Topic Chart	2
Overview Resource Chart	3
Housing Topic Overview	5
Reference List	7
 THEME: Traditional Teaching of the Community	8
HOUSING TOPIC 1	9
Lesson 2.1	14
KWL Chart	17
Elder Protocol Anchor Chart	18
Activity: Elder Teaching	19
 THEME: First Nation Housing Topics	20
HOUSING TOPIC 2	21
Lesson 2.2	26
KWL Chart	29
Homes in Our Community: Then and Now T-Chart	30
Housing in My First Nation: Then and Now Poster Rubric	31
 THEME: Home Maintenance	32
HOUSING TOPIC 3	33
Lesson 2.3	38
KWL Chart	41
Housing Quality Matters: Introduction to Indoor Air Quality	42
 THEME: Home Safety	57
HOUSING TOPIC 4	58
Lesson 2.4	63
KWL Chart	65
MY Fire Safety Booklet	66



GRADE 2 OVERVIEW



Housing Topic Chart





Overview Resource Chart

KWL Chart note: Lessons in grades 1 to 6 use a KWL chart to guide students' learning. This chart is a graphic organizer and is framed around an inquiry question.

The KWL chart helps consolidate students' learning by providing a place where they can document:

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

Students begin by recording everything they **know** about the topic in the K column of the chart. Next, they produce a list of questions about what they **want** to know about the topic in the W column of the chart. During or after the lesson, students answer the questions that are in the W column and the new information that they have **learned** is recorded in the L column of the chart. Classes can develop and refer back to this chart throughout each lesson.

TOPIC 1 THEME: Traditional Teaching of the Community

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to take pride in our homes?</i>	Taking pride in my home	Elder visit to teach about the community's traditional teachings of cleanliness

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to take pride in our homes?</i>	Past and present First Nation homes of my community	Housing inquiry project to learn about their community's past and present homes

*An inquiry question is an overarching question that can be asked at the beginning and revisited throughout.



TOPIC 3 THEME: Home Maintenance

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to take pride in our homes?</i>	Exploring mould: differentiating between good and bad mould	Viewing a CMHC PowerPoint presentation and exploring website lessons on mould




TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to take pride in our homes?</i>	Feeling safe at home	Creating a fire safety booklet and fire escape plan for home


*An inquiry question is an overarching question that can be asked at the beginning and revisited throughout.



Housing Topic Overview

Housing Topic	Housing Topic Description	Lesson Outcome
 <p>2.1 Taking pride in my home</p>	<p>First Nations have always valued and taken pride in their homes. They demonstrate this in many ways, such as turning a house into a home, staying organized and keeping spaces tidy and comfortable. First Nation people have deep respect for the environment, and this respect is also reflected in their homes. Each First Nation has its own ways of sharing and learning about its community's traditional teachings about taking pride in their homes.</p>	<p>Students will be able to explain how their community takes pride in its homes after listening to a community Elder or traditional knowledge keeper speak about what it means to have pride in their homes.</p>
 <p>2.2 Past and present First Nation homes of my community</p>	<p>First Nation community members have the same basic need for shelter. A timeline of First Nation housing shows different kinds of houses in different time periods, before and after contact with the newcomers who came from across the oceans. The shapes and sizes of houses have changed over the years. The history of housing in the local First Nation is no different. Children in the community need to know the history and development of their own local housing.</p>	<p>Students will have explored and learned about the history and development of their own local housing.</p>
 <p>2.3 Exploring mould: differentiating between good and bad mould</p>	<p>Air and water are elements all living things require to live. Mould is a living thing that grows in our homes. Some mould is good and some mould is bad. The bad mould in the house can be unhealthy. It is important for children to learn that mould growing in damp places and on damp clothes and fabric can cause breathing problems. Children need to learn that some mould is good. Learning about mould in a safe environment, like a classroom, will assist children in recognizing good and bad mould.</p>	<p>Students will be able to differentiate between good and bad mould and demonstrate an understanding that mould needs air and water to grow.</p>



Housing Topic	Housing Topic Description	Lesson Outcome
 2.4 Feeling safe at home	<p>A safe and healthy home environment is important. First Nation reserves employ housing personnel to help community members with home maintenance and other housing matters such as fire safety. Children can help by learning what fire safety means in their homes. Children need to learn how to protect themselves in case of a fire in their home. Safety information will help children feel safe in their homes.</p>	<p>Students will be able to demonstrate their knowledge of fire safety in the home by creating fire safety informational booklets.</p>



Reference List

Alberta Curriculum. (2017). Alberta Education.

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Nova Scotia Curriculum. Nova Scotia, Canada.

Ontario Curriculum. Ontario Ministry of Education.

Prince Edward Island Curriculum. Department of Education, Early Learning, and Culture.
Government of Prince Edward Island.

Quebec Curriculum. Quebec Ministry of Education.

Saskatchewan Curriculum. Saskatchewan, Canada.

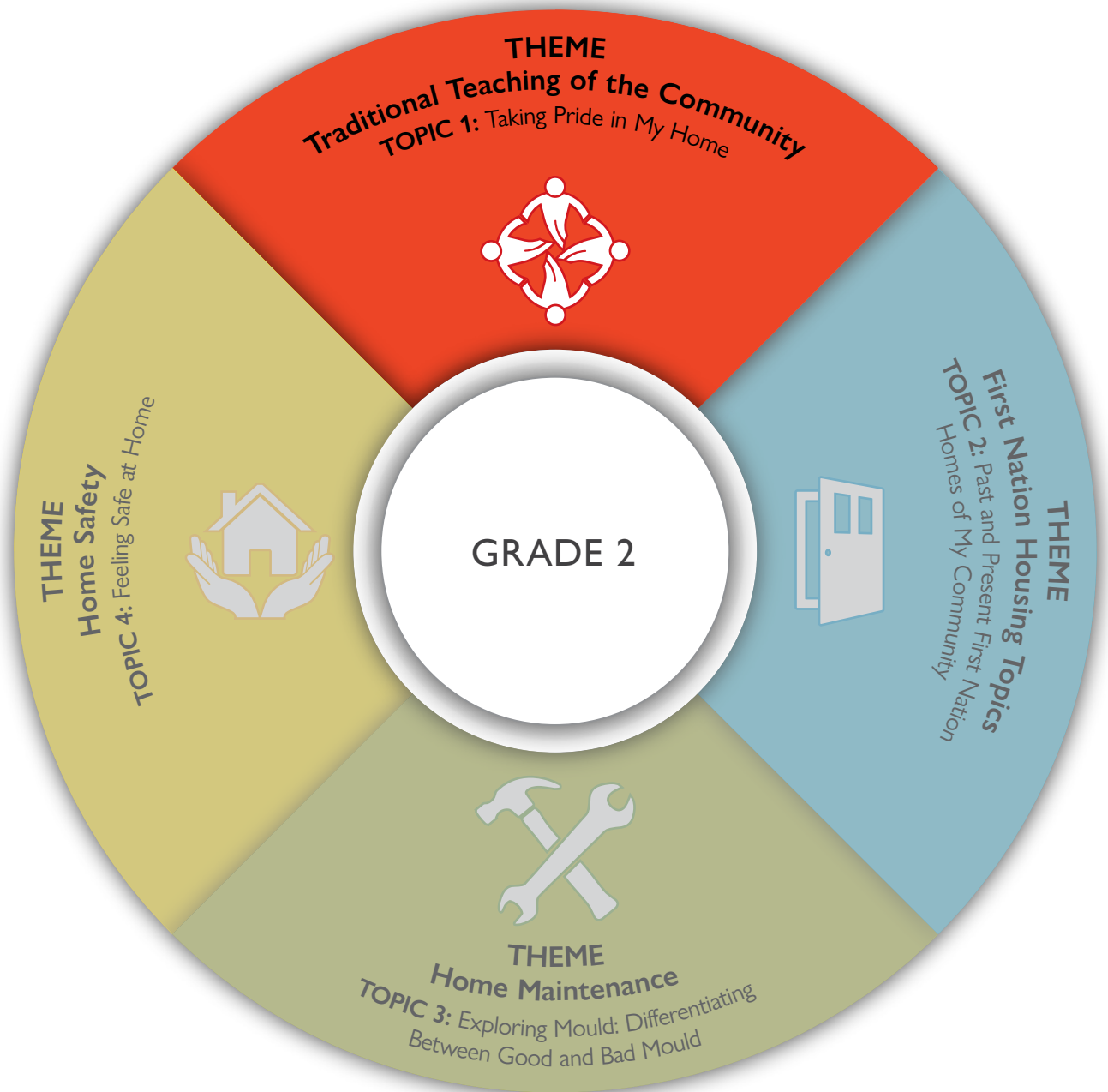
Western and Northern Canadian Protocol Curriculum.



TRADITIONAL
TEACHING OF
THE COMMUNITY

HOUSING TOPIC 1

Taking pride in my home



Inquiry question

- What does it mean to take pride in our homes?



WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>Identity Learning Outcomes</p> <p>2-K-I-004 Give examples of factors that shape who they are, for example, language, family, community, traditions, gender, where they live.</p> <p>2-K-I-005 Demonstrate awareness that stories of their groups and communities help shape who they are.</p> <p>2-K-I-005A Demonstrate awareness that their Elders and ancestors connect them to the past.</p> <p>2-K-I-006 Demonstrate awareness of their heritage and culture.</p> <p>2-K-I-006A Demonstrate awareness of their First Nation, Inuit or Métis heritage and culture.</p> <p>Time, Continuity and Change Outcomes</p> <p>1-V-T-011 Appreciate that stories of the past can help them understand the present.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Identity</p> <p>The core concept of identity provides a foundation for students to understand who they are as individuals and as social beings. As they reflect on and express who they are, they build upon their identities as contributing members of groups and communities.</p> <p>KI-007 Give examples of factors that shape who they are. Examples: language, family, community, traditions, gender, where they live.</p> <p>KI-008 Recognize that stories of their Elders, groups and communities help define who they are.</p> <p>KI-008A Recognize that their Aboriginal ancestors, Elders and communities connect them to the past, present and future.</p> <p>KI-010 Identify their heritage and culture.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>



WNCP and Provinces Curricular Outcomes by Province

British Columbia

English Language Arts 2

Show awareness of how story in First Peoples cultures connects people to family and community.

Elaborations

Traditional and contemporary First Peoples stories take many forms (prose, song, dance, poetry, theatre, carvings, pictures) and are told for several purposes.

- Teaching (life lessons, community responsibilities, rites of passage)
- Sharing creation stories
- Recording personal, family and community histories
- Ensuring cultural continuity (knowledge of ancestors, language)
- Healing

Alberta

2.1 Canada's Dynamic Communities

General outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Specific outcomes

Knowledge and understanding

2.1.3 Investigate the cultural and linguistic characteristics of an Inuit community, an Acadian community and a Prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)

Saskatchewan

Social Studies 2

Dynamic relationships

DR2.1 Investigate stories of significant events and persons in the local community's history to describe the contribution of those who lived in the community in earlier times.

- a. Plan and implement a process to learn about the past experiences of members of the local community (talk to long-term residents, view pictures or other artistic interpretations, visit an historic site).



WNCP and Provinces Curricular Outcomes by Province

Manitoba	<p>Social Studies 2 Cluster 1: Our local community</p> <p>2-KI-008 Recognize that stories of their Elders, groups and communities help shape who they are.</p> <p>2-KI-008A Recognize that their Elders, ancestors and communities connect them to the past, present and future.</p> <p>2-KI-010 Identify their heritage and culture.</p> <p>2-KI-010A Identify their Aboriginal heritage and culture.</p> <p>2-VH-008 Value personal connections to stories of their community's past.</p> <p>2-VH-008A Value personal connections to stories of their Aboriginal community's past.</p>
Ontario	<p>Social Studies 2 Strand A. Heritage and identity: Changing family and community traditions</p> <p>A3. Describe some of the major groups in their community, including different types of families, and some of the ways in which traditions and heritage are passed on by such groups.</p>
Quebec	<p>English Language Arts Language-learning processes</p> <p>A. Response process</p> <p>In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text:</p> <ul style="list-style-type: none">• Understands the purpose of reading, listening to and/or viewing (for enjoyment, to learn something, to escape to new places, for instructions)• Uses prior knowledge (what they already know about the topic, author, genre/text type)
Newfoundland and Labrador	<p>Social Studies 2 Unit 4: Environments</p> <p>2.4.1 Explain how and why physical environments change over time.</p> <ul style="list-style-type: none">• Give examples of how Aboriginal peoples interacted with the environment• Describe how people depended on their environment to survive and build communities
Prince Edward Island	<p>Social Studies Change</p> <p>Unit 4: Environment outcomes</p> <p>2.4.2 Describe how people's interactions with their environment have changed over time.</p>



WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

Social Studies 2

Outcome 2: Demonstrate an understanding of how individuals and cultural groups have contributed to change, including Acadians, African Nova Scotians, Gaels and Mi'kmaq (including Treaty Education) and other cultural groups.

Indicators

- Ask questions about individuals or groups that have contributed to positive change in their school or their community, including Acadians, African Nova Scotians, Gaels and Mi'kmaq (including Treaty Education) and other cultural groups (CT, COM, PCD, CZ)
- Explain how individuals and groups have contributed to change in their school or community, including Acadians, African Nova Scotians, Gaels, Mi'kmaq (including Treaty Education) and other cultural groups (COM, CT, CZ, CI, TF)

New Brunswick

2.2.1 Students will be expected to describe how people contribute to making change in communities

Elaborations

- Identify ways individuals and groups have contributed to change

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



Lesson 2.1

HOUSING TOPIC 2.1

Taking pride in my home

INQUIRY QUESTION

What does it mean to take pride in our homes?

HOUSING TOPIC DESCRIPTION

First Nations have always valued and taken pride in their homes. They demonstrate this in many ways, such as turning a house into a home, staying organized and keeping spaces tidy and comfortable. First Nation people have deep respect for the environment, and this respect is also reflected in their homes. Each First Nation has its own ways of sharing and learning about *its* community's traditional teachings about taking pride in their homes.

LESSON OUTCOME

By the end of this lesson, students will be able to explain how their community takes pride in its homes after listening to a community Elder or traditional knowledge keeper speak about what it means to have pride in their homes.

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.*
- *The students 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.*



MATERIALS

1. KWL Chart
2. Elder Protocol Anchor Chart
3. Chair and water/tea available for the Elder
4. Protocol material for inviting Elders into the classroom
5. Small gift for the Elder
6. Elder learning template (student sentences / picture of learning)
7. Create a list of student questions for the Elders at the afternoon tea. See prior to lesson section

PROCEDURE

Prior to the lesson

- Have the students plan an afternoon tea for the grandmothers and grandfathers who live in their First Nation. Prepare a list of questions to ask them. Have them focus their questions on what it means to take pride in their homes. How did the ancestors show pride in their homes? How did they respect their homes? What messages do they have for the young children of today? How can the children maintain traditions in their own lives?
- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about how the value of cleanliness for our homes was applied in the past and today. The students will share how they show respect for their homes. Be sure to follow the correct protocol on how to approach an Elder or traditional knowledge keeper from the community to come to the classroom. Use the local community protocol. If you do not know the protocol, ask a co-worker who is a community member.
- Co-construct the Elder Protocol Anchor Chart with the class.
 1. **Activate prior knowledge.** Ask the inquiry question to the class: “What does it mean to take pride in our homes?” Begin the KWL Chart with the class.
 2. Review the Elder protocol from the anchor chart with the students.
 3. Introduce Elder or the traditional knowledge keeper, following protocol.
 4. Invite the Elder or traditional knowledge keeper to share teachings about what it means to take pride in our homes.
 5. Take notes for future reference and review with students.
 6. Have the students ask questions (using class-generated questions, if needed).
 7. Thank the Elder or traditional knowledge keeper for coming in.



8. Consolidation: Use Activity: Elder Teaching to have students draw a picture of one idea that the Elder or traditional knowledge keeper shared.
9. Have the class share and create a bulletin board showing student learning.
10. Add to the KWL Chart, focusing on the “What have I learned” section.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Completion of student self-assessment for listening to and learning from an Elder
2. Completion of Elder learning template (student sentences / picture of learning)

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Have a class or small group discussion to activate prior knowledge to prepare and generate specific and tailored questions for the Elder.

KWL Chart

Inquiry question: What does it mean to take pride in our homes?

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



Elder Protocol Anchor Chart

An Elder protocol chart serves as a visual reminder of how students are to behave during visits from Elders or traditional knowledge keepers.

- ✓ Visual reminder
- ✓ Anchor chart
- ✓ Co-construction with class (ideally)
- ✓ Use of visuals to allow students to see what they are to do and how they should behave

Example

HOW DO WE LISTEN TO OUR ELDERS?

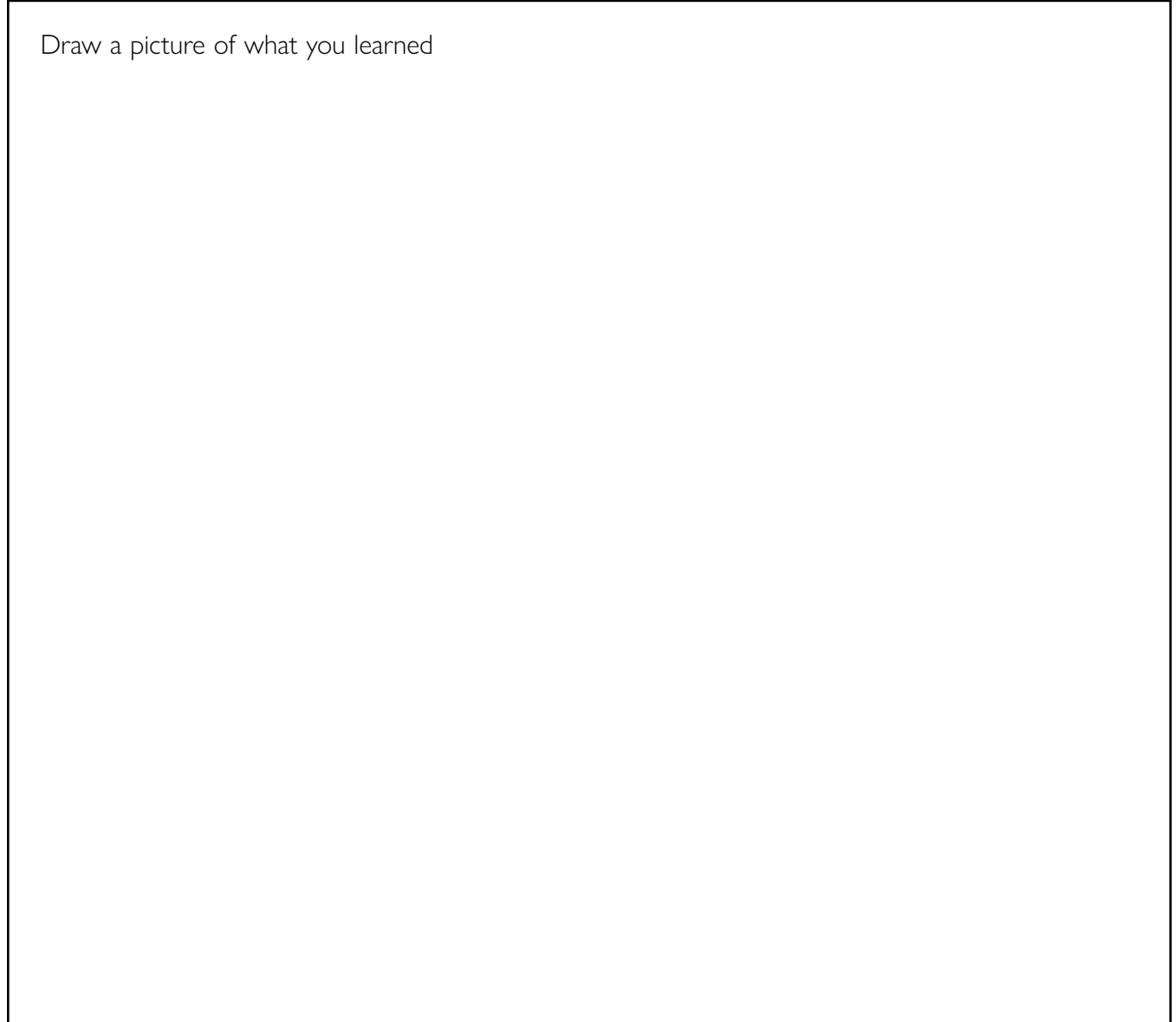
- We listen attentively.
- We wait to ask questions.
- We are kind.
- We are helpful.
- We learn from our Elders.

Helper of the day: _____

Activity: Elder Teaching

Name: _____

Draw a picture of what you learned



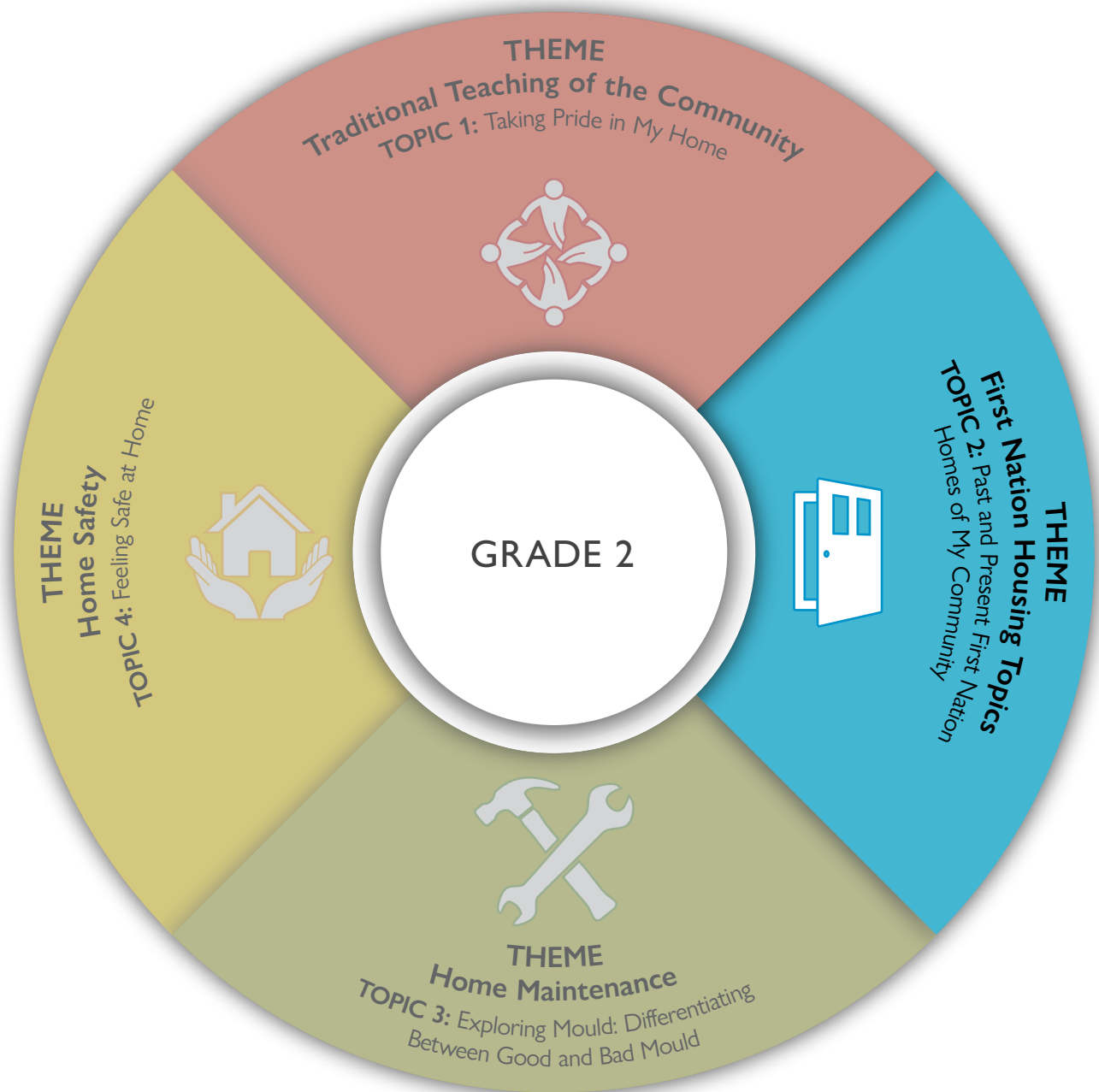
I learned...



FIRST NATION HOUSING TOPICS

HOUSING TOPIC 2

Past and present First Nation homes of my community



Inquiry question

- What does it mean to take pride in our homes?



WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>The Land: Places and People Outcomes</p> <p>1-V-L-008 Appreciate the beauty and benefits that the natural environment brings to their lives.</p> <p>1-V-L-009 Respect neighbourhoods, community places and landmarks.</p> <p>1-K-L-013 Give examples of how their community is influenced by its location, for example, work, clothing, diet.</p>
Yukon Territory	*Follows British Columbia's curriculum.
Northwest Territories	<p>Social Studies</p> <p>Time, continuity and change</p> <p>Explore how people, relationships, events and ideas of the past shape the present and influence the future.</p> <p>KT-025 Relate stories of significant events and people in their local community's past.</p> <p>KT-025A Relate stories of significant events and people in their local Aboriginal community.</p> <p>VT-008 Value personal connections to stories of their community's past.</p> <p>VT-008A Value personal connections to stories of the Aboriginal community's past.</p>
Nunavut	*Follows Alberta's curriculum.
British Columbia	<p>Social Studies 2</p> <p>Diverse characteristics of communities and cultures in Canada and around the world, including at least one Canadian First Peoples community and culture</p> <p>Elaborations</p> <p>Sample topics</p> <ol style="list-style-type: none"> Daily life in different communities (work, housing, use of the land, education, access to public services and utilities, transportation). Key cultural aspects (language, traditions, arts, food). Cultural diversity within your community. <p>Key question</p> <ul style="list-style-type: none"> What does community mean to you?



WNCP and Provinces Curricular Outcomes by Province

Alberta

Social Studies

2.2 A community in the past

General outcome

Demonstrate an understanding and appreciation of how a community emerged and of how the various interactions and co-operation among peoples ensure the continued growth and vitality of the community.

Specific outcomes

Values and attitudes

- 2.2.1 Appreciate how stories of the past connect individuals and communities to the present. (C, I, TCC)
- 2.2.2 Appreciate how Aboriginal and francophone peoples have influenced the development of the student's community. (C, CC, I)
- 2.2.4 Appreciate how connections to a community contribute to one's identity. (I)
- 2.2.5 Appreciate how cultural and linguistic exchanges connect one community to another. (CC)
- 2.2.7 Examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:
 - In what ways has the community changed over time (for example, changes in transportation, land use)? (CC, TCC)
 - What has caused changes in the community? (CC, TCC)
 - How has the population of the community changed over time (ethnic mix, age, occupations)? (CC, LPP, TCC)
 - How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
 - How is the presence of Aboriginal and/or francophone origins reflected in the community today? (CC)

Saskatchewan

Social Studies

Dynamic relationships

DR2.4 Describe the influence of Treaty and First Nation people on the local community.

- Share stories of the heritage of the community
- Investigate the relationship of traditional First Nations to the land
- Identify on a map the Treaty territory within which the local community is situated
- Describe the reasons for the Treaty from the perspective of the First Nations and the government



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies 2

Cluster 1: Our local community

2-KI-004 Identify the defining characteristics of communities.

2-KI-005 Describe characteristics of their local communities.

Examples: transportation, services, schools

2-KI-007 Give examples of factors that shape who they are. Examples: language, family, community, traditions, gender, where they live.

2-KL-017 Give examples of ways in which the natural environment influences their communities.

2-KH-025 Relate stories of significant events and people in the local community's past.

Ontario

Social Studies 2

B2. Inquiry: natural environments and ways of life

B2.2 Gather and organize information and data about some communities' locations, climate and physical features, and the ways of life of people in these communities (use atlases, globes, print, digital or interactive maps and/or satellite images to determine location and photographs in magazines or on the internet that provide information on people's food, shelter and/or clothing).

B2.5 Evaluate evidence and draw conclusions about some aspects of the interrelationship between the communities' natural environments and the ways of life of people in those communities.

Quebec

Geography, History and Citizenship Education

Knowledge related to the organization of a society in its territory

2. Human elements

2.1. Demographic situation

d. Name groups they belong to (family, friends, sports teams, class).

e. Describe the composition of the groups they belong to (for example, my soccer team is made up of boys and girls and one adult, the coach; my class is made up of boys and girls and one adult, the teacher).



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies 2

Unit 1: People

2.1.4 Predict ways their community might change in the future and how they can contribute to that future.

Identify and explain examples of changes that may take place in their community in the future.

Unit 2: Technology

2.2.2 Demonstrate an understanding that people have changed technology over time to meet their needs, wants and interests.

Prince Edward Island

Social Studies

Change

Unit 1: People

2.1.2 Demonstrate an understanding of how individuals and groups have contributed to change.

Unit 2: Technology

2.2.2 Demonstrate an understanding that people have changed technology over time to meet their needs, wants and interests.

Nova Scotia

Social Studies 2

Outcome 1: Describe changes in their lives and their reactions to these changes.

Indicators

- Identify types of changes that can occur in life (CT, COM, CZ, PCD)
- Discuss learning/perceptions/ideas about changes and their reaction to changes in their lives through listening, speaking and creating images (COM, CT, PCD, CI, TF)
- Ask questions about changes and why they may occur in a family or community (COM, CT, CZ, PCD)

New Brunswick

Unit 5: Change and the Physical Environment

2.5.3 Describe how people's interactions with the environment have changed over time.

Elaborations

- Give examples of the ways Aboriginal peoples interacted with the environment
- Describe how people depended on their environment to survive and to build communities
- Describe how their local environment has changed over time as people's needs and wants have changed

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



Lesson 2.2

HOUSING TOPIC 2.2

Past and present First Nation homes of my community

INQUIRY QUESTION

What does it mean to take pride in our homes?

HOUSING TOPIC DESCRIPTION

First Nation community members have the same basic need for shelter. A timeline of First Nation housing shows different kinds of houses in different time periods, before and after contact with the newcomers who came from across the oceans. The shapes and sizes of houses have changed over the years. The history of housing in the local First Nation is no different. Children in the community need to know the history and development of their own local housing.

LESSON OUTCOME

By the end of this lesson, students will have explored and learned about the history and development of their own local housing.

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](#).*
- *Students 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.*



MATERIALS

1. [KWL Chart](#)
2. [Homes in Our Community: Then and Now T-Chart](#)
3. Access to computers and the internet
4. Pictures of homes from the past and the present; gather these from local resources like the librarian, housing coordinators, books or the internet
5. Inquiry Placemat Guide
6. Access to computers, the internet and the library
7. Co-construct a poster rubric, use the [Housing in My First Nation: Then and Now Poster Rubric template](#)

PROCEDURE

1. Review the [KWL Chart](#), focusing on the “What do I want to learn” section with an emphasis on this lesson’s topic.
2. **Activate prior knowledge.** Ask students: “What did homes look like a long time ago?” “What do homes look like now?” Give students pictures of the traditional homes that the community loved in the pre-contact era, after contact and now. Have students place the pictures on a timeline and discuss the timeline as a class.
3. Begin housing inquiry project.
4. Place students into groups. Half of the groups will research “Our Community’s Homes of the Past” and the other half will research “Our Community’s Homes of the Present.” Students will create a poster presentation on “Housing in My First Nation: Then and Now.” They will do research using the student handout [Homes in Our Community: Then and Now T-Chart](#).
5. Have students work in groups. The cultural background of students and community members need to be reflected in the study. Identify what is already known and what students would like to learn. Include students in identifying possible resources and methods for organizing and presenting information.
6. Brainstorm with the students to identify all possible ways of accessing information about the community’s past, such as old letters, journals, diaries, photographs, interviews with family members, history books, museums, official records, birth and death certificates as well as listening to parents and grandparents, taking part in family traditions and asking questions.
7. Have students work on computers or in the library to find more information and use the inquiry placemats.



8. Students will create “Housing in My First Nation: Then and Now” posters.
9. Once students finish their posters, they will share them with their classmates and create a display of their learning to share with the school and community.
10. Add to the KWL Chart, focusing on the “What have I learned” section, and review as a class.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Completion of the Housing in My First Nation: Then and Now Poster Rubric
2. Observation of participation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Learn about buildings in your community. Obtain pictures of buildings in the past and compare them with the present. Make a timeline for some buildings, identifying their different uses. If possible, compare buildings depicted in old photographs with buildings in recent photographs. Descriptions could include the ways buildings, trees, other features and people have changed. Have the students analyze an old photograph and compare it to new photographs.

KWL Chart

Inquiry question: What does it mean to take pride in our homes?

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



Homes in Our Community: Then and Now T-Chart

Pre-contact homes in our community	Contemporary homes in our community

Housing in My First Nation: Then and Now Poster Rubric

Name: _____

	4	3	2	1
Content	All important information about types of housing is evident.	Most important information about types of housing is evident.	Some information about types of housing is evident.	Little information about types of housing is evident.
Pictures	All pictures are well chosen and accurately reflect the type of homes in use in the community at a particular time.	Pictures reflect the type of homes in use in the community at a particular time.	Some pictures accurately reflect the type of homes in use in the community at a particular time.	Pictures do not accurately reflect the type of homes in use in the community at a particular time.
Use of space	The poster is well laid out and there is little blank space.	There is little blank space on the poster.	There is some blank space on the poster.	There is lots of blank space on the poster.

TOTAL: _____ /12

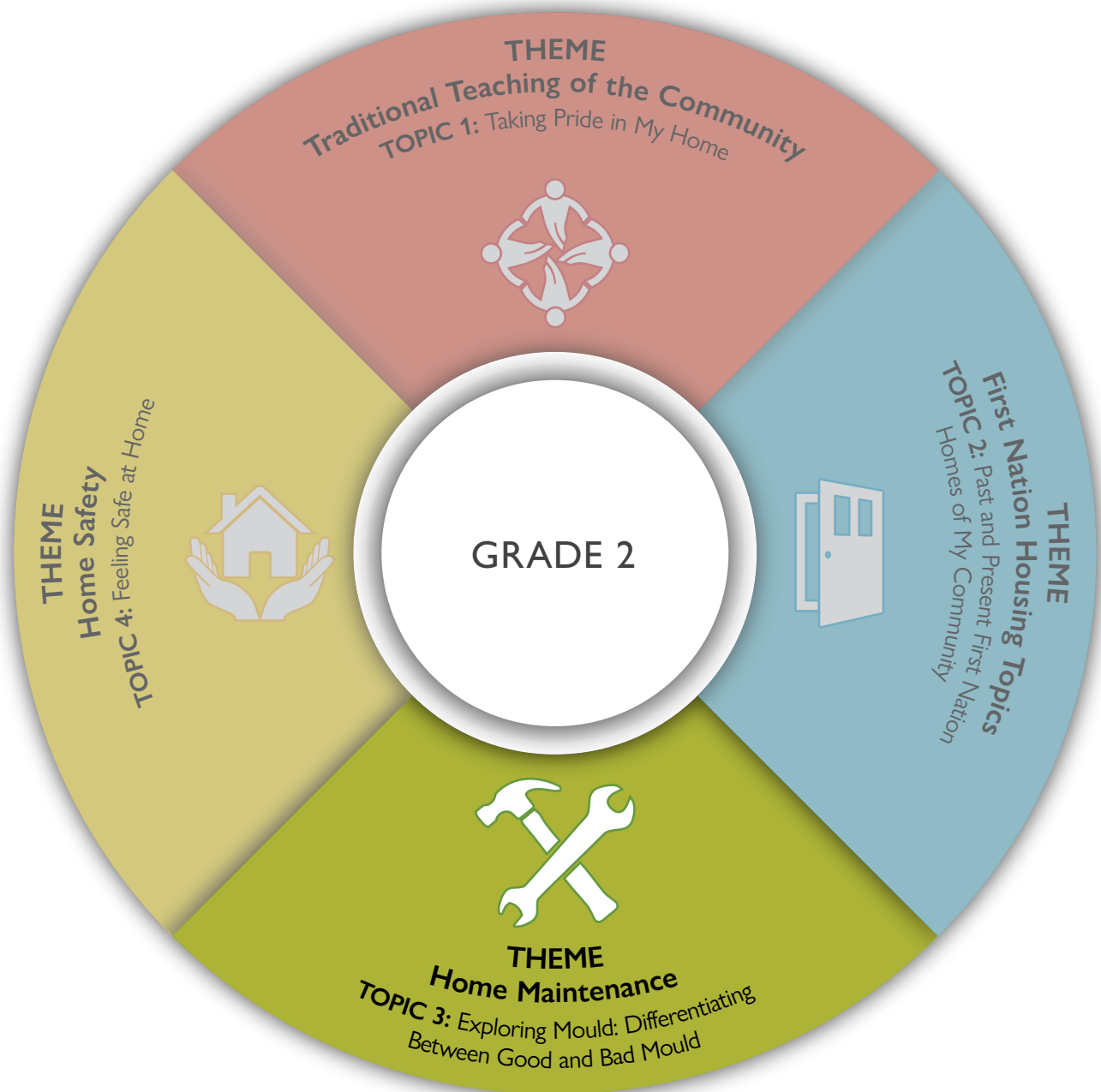
Notes



HOME MAINTENANCE

HOUSING TOPIC 3

Exploring mould: differentiating between good and bad mould



Inquiry question

- What does it mean to take pride in our homes?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Identity Learning Outcomes</p> <p>2-V-I-005 Demonstrate confidence that they can contribute to their groups and communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Science</p> <p>Big idea: all living things need water and “air” to survive</p> <p>General learning outcomes (by the end of Grade 2)</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the forms in which water and air are present in the environment and describe ways in which living things are affected by water and air • Investigate the visible effects of air and water in the environment • Describe ways in which clean air and water are vital for meeting the needs of humans and other living things
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies 2</p> <p>Roles and responsibilities of regional governments</p> <p>Elaborations</p> <p>Sample topics</p> <ul style="list-style-type: none"> • Examples of leaders in your community (mayor, town councillors, chief, Elders, community volunteers) and the places where they meet • Services, such as transportation, policing, firefighting, bylaw enforcement <p>Key questions</p> <ul style="list-style-type: none"> • How are decisions made in your region? • Should everyone be responsible for helping others in their community?
Alberta	<p>Social Studies</p> <p>2.1 Canada's dynamic communities</p> <p>General outcome</p> <p>Demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.</p> <p>Specific outcomes</p> <p>Values and attitudes</p> <p>2.1.1 Appreciate the physical and human geography of the communities studied.</p> <ul style="list-style-type: none"> • Demonstrate care and concern for the environment (C, ER, LPP)



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Social Studies

Power and authority

PA2.2 Assess and practice various approaches to resolving conflicting interests within the community.

- e. Identify ways of maintaining safety and harmony within communities (for example, police, firefighters, signage).

Manitoba

Science 2

Grade 2, cluster 4: air and water in the environment

2-4-01 Use appropriate vocabulary related to their investigations of air and water, including wind, air current, temperature, changes of state, water cycle, freeze, melt, condense, evaporate, sources of drinking water, pollution. (GLO: C6, D4, D5)

2-4-04 Identify positive and negative effects of changes in air temperature and air movement in indoor and outdoor environments. (GLO: B1, E3)

2-4-08 Investigate to determine factors that cause things to dry quickly or slowly. Examples: air temperature, amount of moisture in the air, amount of wind. (GLO: C2, D5, E3)

2-4-10 Describe different uses of water by humans. Examples: drinking, washing, cooking, canoeing, irrigating. (GLO: B1)

2-4-11 Explain and appreciate the importance of clean air and water for humans, plants and animals. (GLO: B5, D2)

Ontario

Health and Physical Education 2

Overall expectations (by the end of Grade 2)

- Outline safety rules and safe practices

Specific expectations

Personal safety and injury prevention

- Identify safety rules to be followed in the home, school and community (electrical safety, school yard rules, bus safety)

Science 2

1. Relating science and technology to society and the environment

By the end of Grade 2:

- Assess the impact of human activities on air and water in the environment, taking different points of view into consideration (for example, the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean



WNCP and Provinces Curricular Outcomes by Province

Quebec

Geography, History and Citizenship Education

Knowledge related to the organization of a society in its territory

3. Natural elements

b. Name elements of climate. (precipitation, temperature)

d. Name natural resources. (forest, water, fertile soil, minerals)

Science and Technology

Material world

A. Matter

1. Properties and characteristics of matter

Newfoundland
and Labrador

Science 2

3.0 Explore how air surrounds us, takes up space and can be felt as it moves.

8.0 Explore evidence of moisture in the environment, in materials and in living things.

11.0 Explore changes in the location, amount and form of moisture.

13.0 Investigate conditions that affect changes in the location, amount and form of moisture.

15.0 Explore changes in air conditions in indoor and outdoor environments and describe and interpret these changes.

18.0 Investigate ways to protect objects and materials under different conditions.

20.0 Explore how water is used, obtained and distributed in personal, local and regional environments.

22.0 Explore ways to protect and improve the quality of air and water in the environment.

Prince Edward Island

Grade 2 Life Science

Animal growth and changes

Investigating the needs and life cycle of an organism

- Observe and describe changes in the appearance and activity of an organism as it goes through its life cycle (101-7)
- Select and use materials to carry out their own explorations for observing the life cycle of an organism (200-4)
- Ask questions about an organism's needs and changes in growth patterns that lead to exploration and investigation (200-1)

WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

Science 2

Earth and space science: air and water in the environment

Outcome 1: Investigate air and water in the environment.

Indicators

- Ask questions about air and water in the environment (CT, CI, COM, TF, CZ)
- Use equipment properly to collect data about air and water (CT, CI, COM, TF)

New Brunswick

Grade 2

Unit 4: Healthy lifestyles

2.4.2 Appreciate the need for safety and self-protection in the home, school and in the community.

Elaborations

- Understand and practice personal safety skills
- Identify community resources that offer help to children

Grade 2

Unit 5: Change and the physical environment

2.5.1 Describe how air and water interact in the environment and how these elements impact people and places.

Elaborations

- Describe and explain changes in air conditions both indoors and outdoors
- Describe how water/moisture may change form and location
- Demonstrate that air takes up space and changes location
- Describe the effects of weather conditions and how objects can be protected from different moisture conditions
- Understand the importance of conserving water and having clean water to use

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



Lesson 2.3

HOUSING TOPIC 2.3

Exploring mould: differentiating between good and bad mould

INQUIRY QUESTION

What does it mean to take pride in our homes?

HOUSING TOPIC DESCRIPTION

Air and water are elements all living things require to live. Mould is a living thing that grows in our homes. Some mould is good and some mould is bad. The bad mould in the house can be unhealthy. It is important for children to learn that mould growing in damp places and on damp clothes and fabric can cause breathing problems. Children need to learn that some mould is good. Learning about mould in a safe environment, like a classroom, will assist children in recognizing good and bad mould.

LESSON OUTCOME

By the end of this lesson, students will be able to differentiate between good and bad mould and demonstrate an understanding that mould needs air and water to grow.

- Students will view a CMHC PowerPoint presentation titled Introduction to Indoor Air Quality to learn some facts about moisture, mould and indoor air quality in their homes.
- Students will talk about air and water and its importance for healthy living.
- Students will conduct an experiment to find out if mould needs air and water to grow.

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.*
- *Students 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.*



MATERIALS

1. CMHC PowerPoint presentation titled Introduction to Indoor Air Quality
2. Talking circle questions and talking circle procedure
3. Experiment procedure, found in the “How Does Mold Grow” experiment at <http://www.kidzone.ws/science/mold.htm>

PROCEDURE

1. Review the KWL Chart, focusing on the “What do I want to learn” section with an emphasis on this lesson’s topic.
2. **Activate prior knowledge.** Students will participate in a talking circle about air and water and its importance for healthy living.
3. Have students view the CMHC PowerPoint presentation Introduction to Indoor Air Quality.
4. **Class discussion:** Ask the children to look around their homes and list any areas that look like those seen on the PowerPoint presentation.
5. Have students conduct an experiment to find out if mould needs air and water to grow. They will learn to recognize good and bad mould by conducting mould experiments in the classroom.
6. Provide the experiment procedure and explain the procedure. Conduct the “How Does Mold Grow” experiment found at <http://www.kidzone.ws/science/mold.htm> to show the students the conditions needed for mould to grow, or go to “Kids Science Experiments – Growing Mold” at <http://www.kids-science-experiments.com/growingmold.html>.
7. Provide experiment materials and conduct the experiment.
8. Have students share their findings.
9. **Consolidation:** Have a closing talking circle to discuss their learning. Have students reflect on their initial question about the importance of air quality.



10. Have the students discuss how they can become responsible for their homes by doing chores to keep their homes clean and safe. Have them pay attention to the ways mould grows and how they can help reduce the chances of mould growing in their homes. Answers you are looking for include picking up damp clothing or towels from the floor; drying damp clothing or towels by hanging them up; turning off taps to prevent moisture from accumulating in the bathroom; opening windows or turning on a fan in the kitchen when cooking; and keeping their beds away from the walls to help the flow of air in the bedrooms.
11. Add to the KWL Chart, focusing on the “What have I learned” section.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

Observation of participation in talking circle and experiment

SUGGESTED STUDENT ACTIVITIES, FOR ADDITIONAL LEARNING

1. Invite one of the band's housing personnel for a visit with the class to talk about their jobs and how they can help with the issue of mould in housing.
2. Ask the students to write a letter to a band housing staff member to see if the band can assist with cleaning the mould in their houses.
3. Go to “Breaking the Mold” <http://enviromysteries.thinkport.org/breakingthemold/> to find lessons and a video explaining what happens when mould is bad and how it can affect your health. Go to “Kid's Help – Asthma” for information on asthma and allergy prevention at http://www.kidshealth.org/kid/asthma_basics/what/asthma.html.

KWL Chart

Inquiry question: What does it mean to take pride in our homes?

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

HOUSING QUALITY MATTERS

Introduction to Indoor Air Quality – Home Occupant



INTRODUCTION TO IAQ – HOME OCCUPANT

Objectives

Information you need to:

- understand more about mould and good indoor air quality;
- learn what causes poor indoor air quality;
- understand how to improve indoor air quality;
and
- clean up mould.

INTRODUCTION TO IAQ – HOME OCCUPANT

Good indoor air is important because:

- we spend a lot of time in buildings (up to 90%);
- one in five people has breathing problems;
- good indoor air means fewer pollutants in the air;
- pollutants enter our bodies by breathing, they are absorbed by the skin and can enter through what we eat and drink; and
- everybody is affected, some more than others (elders, children and those who are ill).

INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Good indoor air...

- is easy to breathe and has no odour or smells; and
- has fewer pollutants (such as mould, pollen, pet dander, strong cleaners, wood or cigarette smoke).

INTRODUCTION TO IAQ – HOME OCCUPANT

What can affect indoor air?

- Outdoor pollutants, such as car exhaust, pollens
- Occupant lifestyle—moisture from bathing, cooking and laundry, cigarette smoke, cleaning products
- Home furnishings—carpets, new furniture
- Building materials
- Moisture from leaks on foundations, plumbing
- Mechanical equipment (fans that don't work, leaky oil storage equipment)

INTRODUCTION TO IAQ – HOME OCCUPANT

If you had a skunk in the house would you:



- spray some room deodorizer?
- open a window?
- change your furnace filter?
- get rid of the skunk?

INTRODUCTION TO IAQ – HOME OCCUPANT

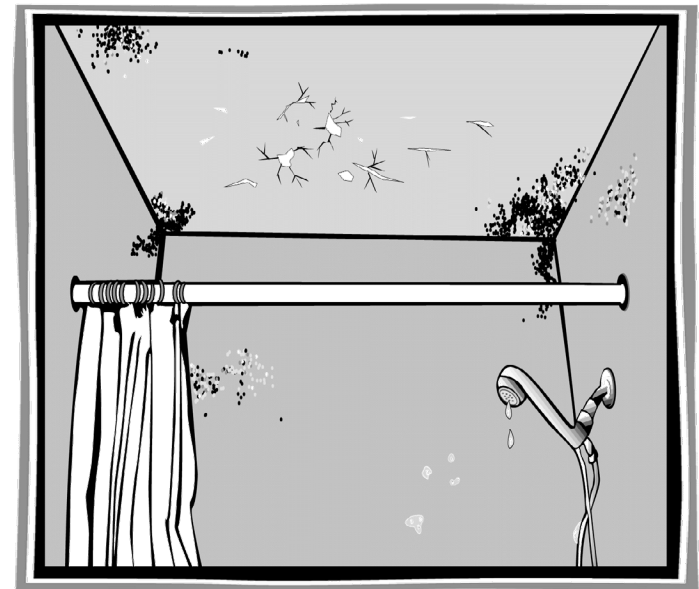
What *you* can do to improve indoor air quality

- Remove the sources of pollutants.
- Seal the pollutants.
- Ventilate or dilute the pollutants.
- Filter or catch the particles that are in the air.

INTRODUCTION TO IAQ – HOME OCCUPANT

Moisture Problems = Mould Problems

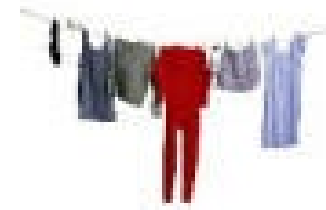
Moisture Makes Mould Grow.



INTRODUCTION TO IAQ – HOME OCCUPANT

Where does moisture in the home come from?

- Water boiling on the stove
- Steam from the shower or bath
- Clothes drying inside the house



INTRODUCTION TO IAQ – HOME OCCUPANT

Where else does moisture come from?

Each day our houses take in about 30 litres of water.

For example:

	<u>Litres per day</u>
Four people	5
Damp basement/crawl space	3 to 8
Bathing/showers	2 to 10
Firewood, per cord	1 to 3
Washing floors, laundry, etc.	2 to 5
Cooking	1 to 5
Plants (each)	0.2

Where does the moisture go?

INTRODUCTION TO IAQ – HOME OCCUPANT

FIRST NATIONS OCCUPANTS' GUIDE TO MOLD



 Indian and Northern Affairs Canada / Affaires indiennes et du Nord Canadien
 Health Canada / Santé Canada

62345

Canada



Cleaning up mould

MOLD IN HOUSING

An Information Kit for First Nations Communities



A JOINT PUBLICATION OF

 Indian and Northern Affairs Canada / Affaires indiennes et du Nord Canada



 Health Canada / Santé Canada

Canada



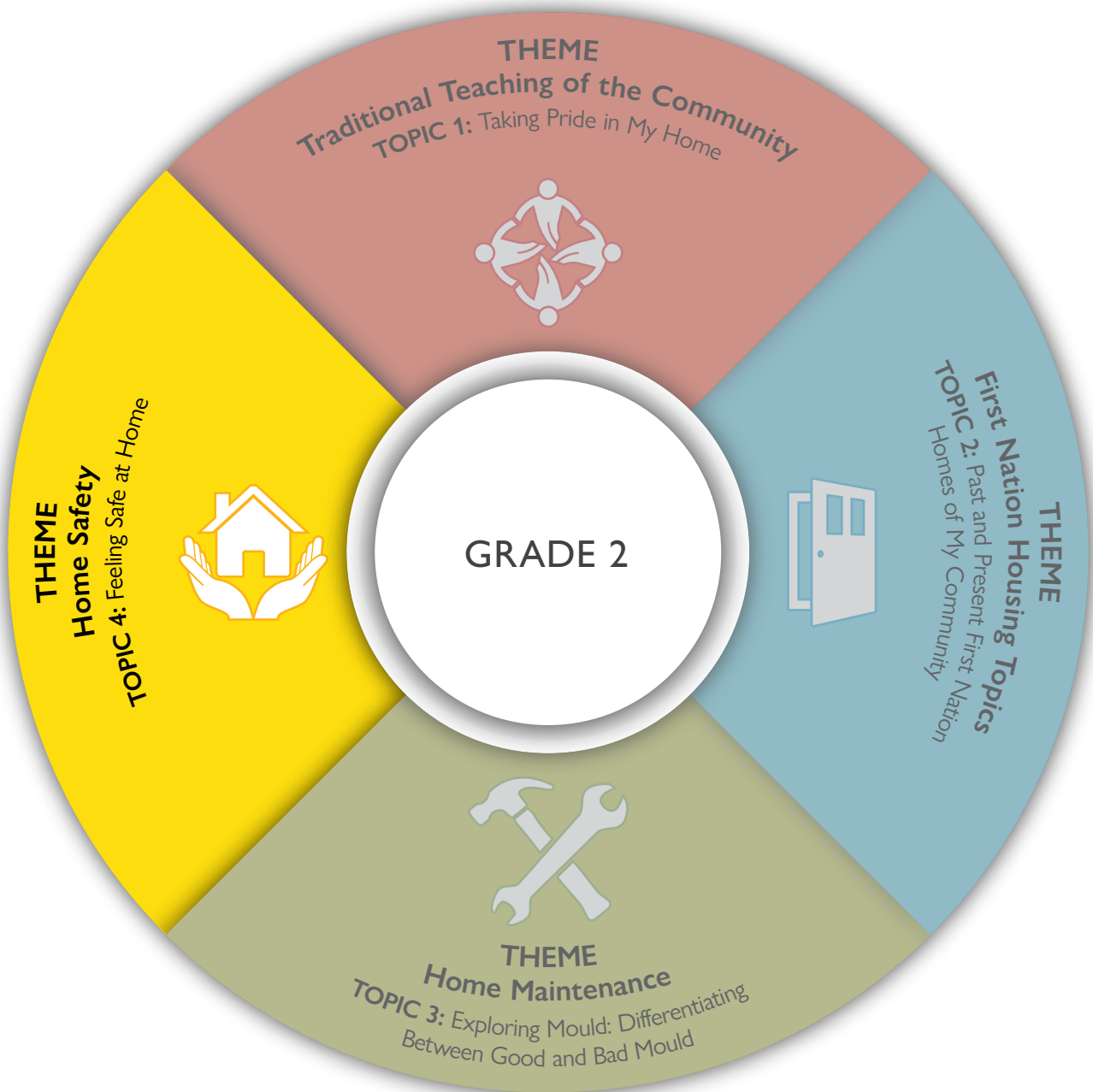


HOME SAFETY



HOUSING TOPIC 4

Feeling safe at home



Inquiry question

- What does it mean to take pride in our homes?

WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Economics and Resources Outcomes</p> <p>2-K-E-038 Demonstrate awareness of the needs and wants of people in Canadian communities studied.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Social Studies</p> <p>Economics and resources</p> <p>KE-037 Describe different types of work in Canadian communities studied.</p> <p>KE-038 Give examples of needs common to all Canadians.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Career Education 2</p> <p>Personal development</p> <p>Goal-setting strategies</p> <p>Risk taking and its role in self-exploration</p> <p>Elaborations</p> <p>Examples</p> <p>Identify steps required to help achieve short-term goals. Identify sources of support at home, at school and in the community.</p>
Alberta	<p>Social Studies</p> <p>2.2 A community in the past</p> <p>General outcome</p> <p>Demonstrate an understanding and appreciation of how a community emerged, and of how different kinds of interactions and co-operation among peoples ensure the continued growth and vitality of the community.</p> <p>Specific outcomes</p> <p>Values and attitudes</p> <p>2.2.3 Appreciate the importance of collaboration and living in harmony. (C, PADM)</p>
Saskatchewan	<p>Social Studies</p> <p>Interactions and interdependence of nations</p> <p>IN2.1 Determine the characteristics of a community.</p> <ul style="list-style-type: none"> e. Create an inventory of ways in which individuals and groups contribute to the well-being of the school and local community. f. Identify characteristics common to local communities (transportation and communication networks, educational and health care systems, arts, culture, sport and recreation infrastructure).



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies 2

Cluster 1: Our local community

2-KC-001 Recognize that all members of communities have responsibilities and rights.

2-VC-002 Be willing to contribute to their groups and communities.

Ontario

English Language Arts 2

Purpose

1.2 Identify several different purposes for reading and choose reading materials appropriate for those purposes (picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information).

Comprehension strategies

1.3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts (activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember).

Demonstrating understanding

1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence).

Extending understanding

1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts and to the world around them.

Quebec

English Language Arts

Language-learning processes

A. Response process

In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text.

- b. Understand the purpose of reading, listening and/or viewing (for enjoyment, to learn something, to escape to new places, for instructions).
- c. Use prior knowledge (what they already know about the topic, author, genre / text type).
- d. Preview the text (looks at the cover, dedication, title page and author's notes for clues that will add to understanding or enjoyment of the text).



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies 2

Unit 1: People

2.1.3 Explain how decisions made by individuals and diverse groups result in change (locally, nationally and globally).

- Give examples that show decision making is an important part of life
- Recognize that decisions are made in various ways and serve various purposes

Unit 3: Economics

- Explain how work, including children's work, has changed from the past to the present

Prince Edward Island

Social Studies

Change

Unit 1: People

2.1.3 Explain how decisions made by individuals and diverse groups result in change.

Unit 3: People

2.3.3 Demonstrate an understanding of the changing nature of work over time.

Nova Scotia

English Language Arts 2

Speaking and listening

Outcome 1: Communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)

Indicators

- Demonstrate active listening habits (skills) in keeping with the student's cultural context
- Ask and respond to questions to seek clarification of others' ideas to gather further information
- Describe a personal experience in sequential order and offer an opinion about an idea with at least two to three supporting details (teacher's note: be mindful of different communication styles.)
- Express and explain opinions and respond to questions from others
- Sustain focused one-to-one conversations and actively contribute to small- and large-group interaction
- Demonstrate comprehension of oral language by engaging in, responding to and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose
- Use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases and respond to and give directions that involve multiple steps



WNCP and Provinces Curricular Outcomes by Province

New Brunswick

Grade 2

Unit 4: Healthy lifestyles

2.4.2 Appreciate the need for safety and self-protection in the home, school and in the community.

Elaborations

- Understand and practise personal safety skills
 - Identify community resources that offer help to children
-

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



Lesson 2.4

HOUSING TOPIC 2.4

Feeling safe at home

INQUIRY QUESTION

What does it mean to take pride in our homes?

HOUSING TOPIC DESCRIPTION

A safe and healthy home environment is important. First Nation reserves employ housing personnel to help community members with home maintenance and other housing matters such as fire safety. Children can help by learning what fire safety means in their homes. Children need to learn how to protect themselves in case of a fire in their home. Safety information will help children feel safe in their homes.

LESSON OUTCOME

By the end of this lesson, students will be able to demonstrate their knowledge of fire safety in the home by creating fire safety informational booklets.

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](#).*
- *Students 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.*

MATERIALS

1. [KWL Chart](#)
2. [MY Fire Safety Booklet](#)



PROCEDURE

1. Review the KWL Chart, focusing on the “What do I want to learn” section with an emphasis on this lesson’s topic.
2. **Activate prior knowledge.** Think-pair-share: Have students discuss the following questions in pairs and then share: How can we practise safety at home? And how do we practise fire safety in our homes?
3. Hand out the MY Fire Safety Booklet to each student.
4. Work through the booklet as a class.
5. Have students start the fire safety plan for home individually and then take their fire safety booklet home and finish the plan with a family member.
6. Have students come back and share their plans with their classmates.
7. Add to the KWL Chart, focusing on the “What have I learned” section.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Observation of participation in class activities and completion of student work
2. Completion of student handouts
3. Completion of the “Fire Escape Plan” with their families

SUGGESTED STUDENT ACTIVITIES, FOR ADDITIONAL LEARNING

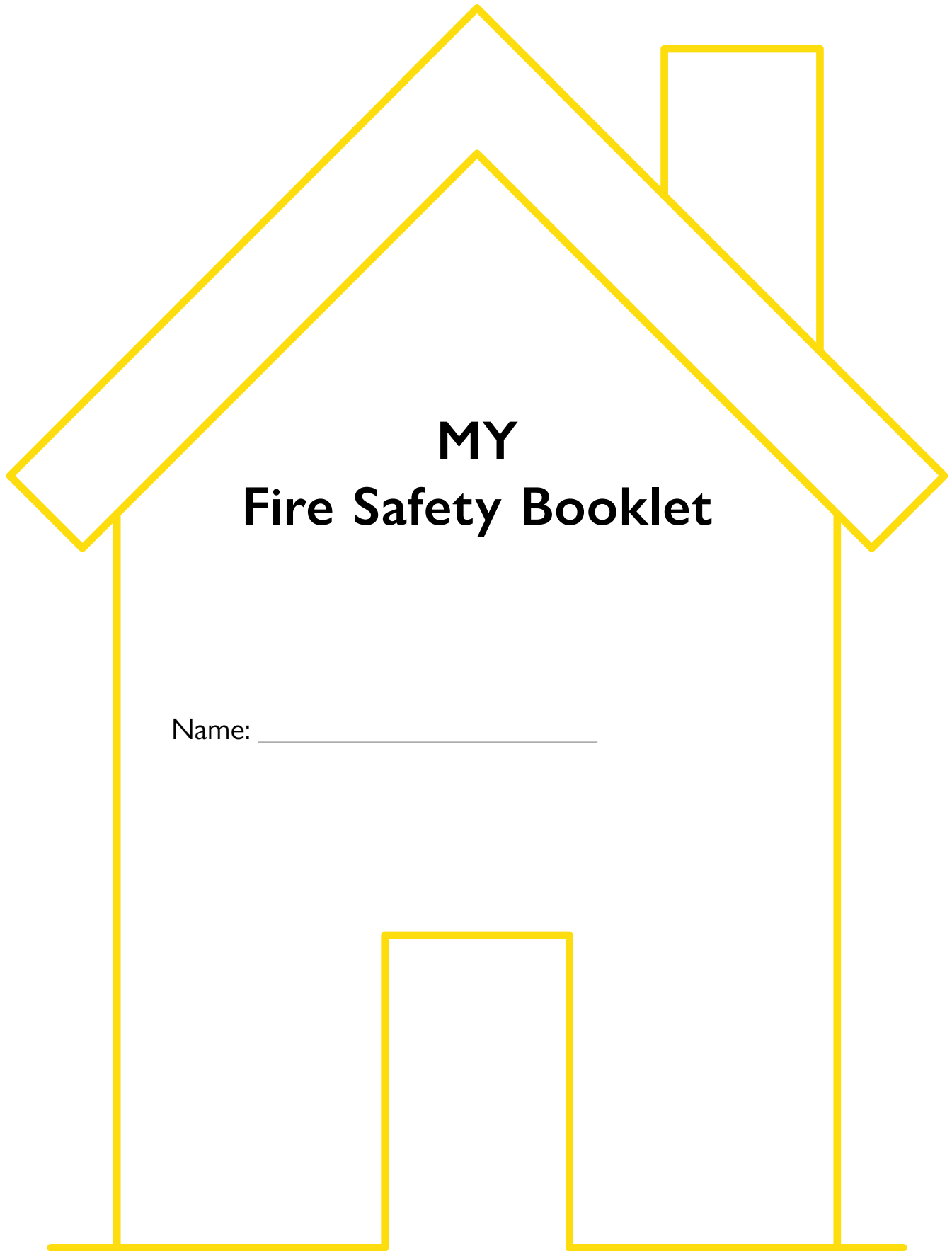
1. Brainstorm possible safety hazards in the home (electrical, kitchen, sewer, etc.). Make posters about safety in the home.
2. Staying Alive Inc. has a comprehensive fire safety program for children available at <http://www.stayingalive.ca>. A firefighter from Winnipeg gives a classroom presentation on fire safety. These presentations are on the CD.
3. Invite one of the band’s housing personnel to come to your classroom. Ask them to talk about their job and what they do to help the community.
4. Plan a field trip to your local fire department as the culminating activity to this unit.



KWL Chart

Inquiry question: What does it mean to take pride in our homes?

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



MY Fire Safety Booklet

Name: _____



FIRE!

- Every year thousands of people die in fires.
- More people die from fires in homes than other accidents.
- Most fires are “home fires,” started inside the home.
- Most home fires are caused by cigarettes.
- Other home fires start in the kitchen.



A few simple rules to prevent fires from being deadly:

1. Cigarettes should always be put out in ashtrays.
2. Pots should be carefully watched when cooking food and never left unattended on the stove.
3. Every home should have smoke alarms and fire extinguishers.
4. Everybody in the home should learn home fire safety.



Circle the correct answer

1. Most fires are...

- a. started in homes.
- b. started in the woods.
- c. started in the kitchen.
- d. started with smoke.



Circle the correct answer

2. People can be hurt in fires because...
- a. they smoke.
 - b. they do not watch their food.
 - c. they get burned and breathe in smoke.
 - d. they do not call the fire department.



Circle the correct answer

3. Most fires can be prevented by...

- a. not cooking and having a fire extinguisher.
- b. sprinkling fires with glitter.
- c. not smoking and paying attention when cooking.
- d. having a fire extinguisher.



4. Do you know what to do if there is a fire in your home?

Write your fire safety plan.
