



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 4
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 4 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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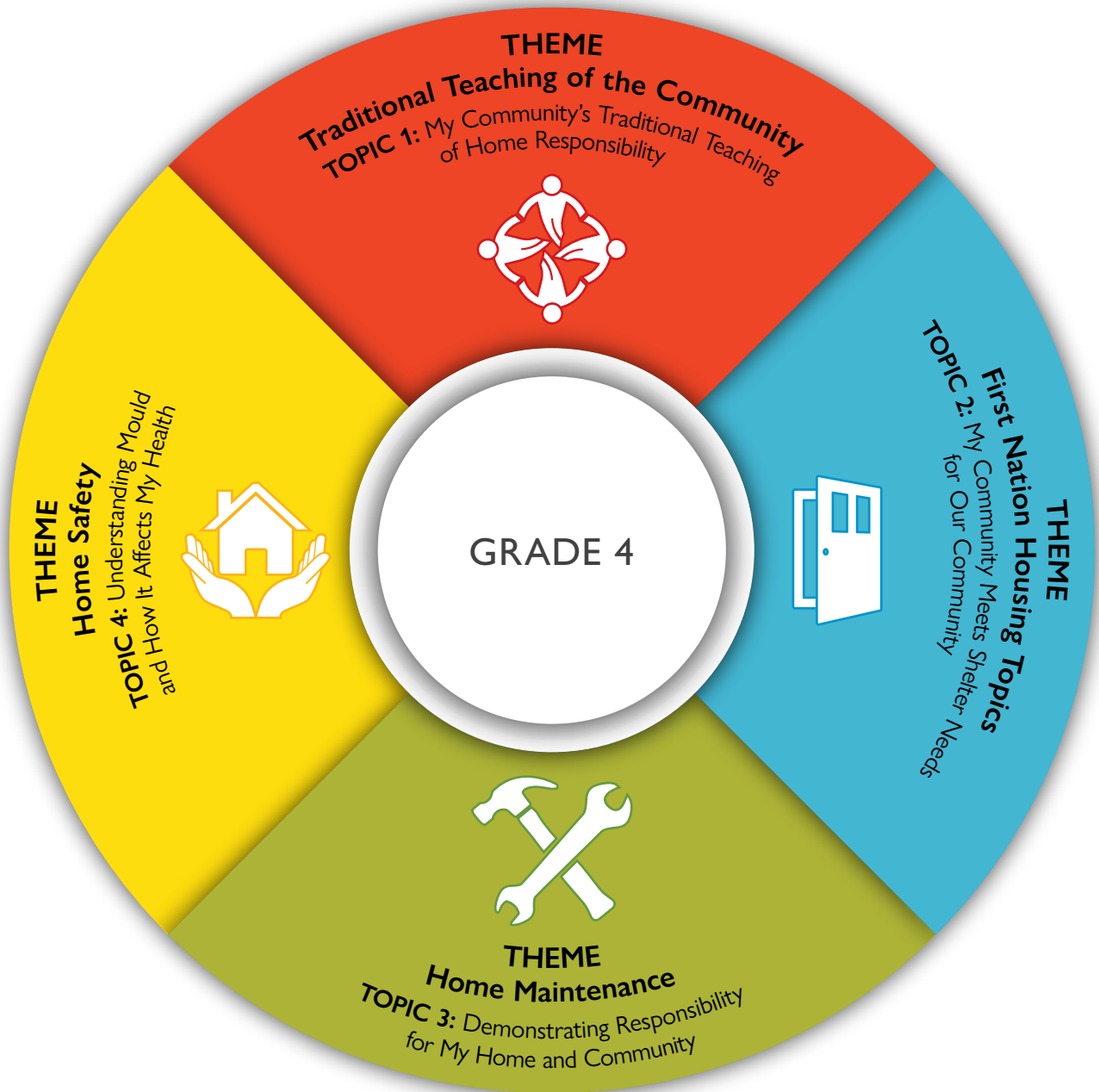
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GRADE 4 OVERVIEW



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 responsibility for helping take care of my home?</i>	My community's traditional teaching of home responsibility	Elder visit to teach about the traditional teaching of home responsibility

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to take responsibility for helping take care of my home?</i>	My community meets shelter needs for our community	Local First Nation housing personnel visit and creating a housing needs plan to present to an audience

*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 responsibility for helping take care of my home?</i>	Demonstrating responsibility for my home and community	Creating a home maintenance checklist and action plan for students' homes with help from parents/guardians





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to take responsibility for helping take care of my home?</i>	Understanding mould and how it affects my health	Exploring websites about mould and asthma

*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
 4.1 My community's traditional teaching of home responsibility	<p>Important traditional teachings and values are associated with First Nation home structures. One such teaching is home responsibility. Students must know what their own community's teachings are as well as learn and be proud of their history and how it connects to the present.</p>	<p>Students will be able to explain their community's traditional teachings of home responsibility after listening to an Elder or traditional knowledge keeper speak about this topic.</p>
 4.2 My community meets shelter needs for our community	<p>First Nation communities and tribal councils have housing personnel who work to meet the needs of community members in the area of housing. Although these band and tribal council employees assist with home maintenance training and other housing issues and concerns, tenants need to ensure their houses are kept healthy, safe and in good repair, since band housing resources are limited.</p>	<p>Students will be able to list some housing needs, realities and rights of First Nation housing.</p>
 4.3 Demonstrating responsibility for my home and community	<p>Regular home maintenance checks will identify the repairs to be done. Maintenance checks allow people in the home to develop the budget and home repair action plan. Prevention is key to being safe as well as empowering youth to identify possible safety issues.</p>	<p>Students will demonstrate responsibility for their homes and community, gaining an understanding of how to conduct regular home maintenance checks on the outside and inside of a house.</p>
 4.4 Understanding mould and how it affects my health	<p>Mould in houses can create health problems for the people who live in them. Not all moulds are harmful, in fact, some moulds are considered healthy. Understanding how mould grows in houses and its effects on people who live in these houses is important. Understanding leads to prevention. Children need to learn that mould can be harmful, especially in houses.</p>	<p>Students will be able to explain the causes and effects of good and bad mould.</p>



Reference List

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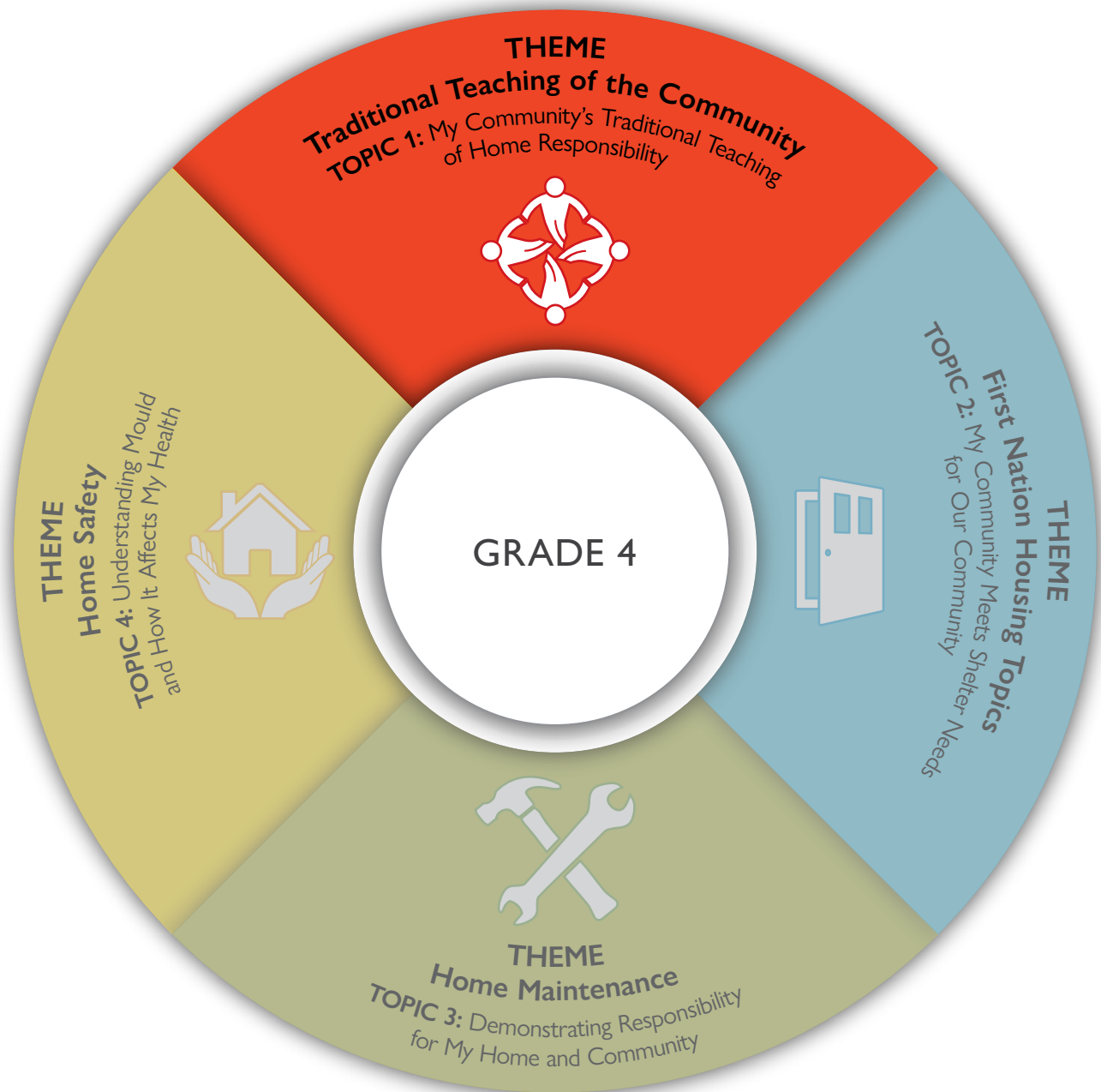


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's traditional teaching of home responsibility



Inquiry question

- What does it mean to take responsibility for helping take care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>4-K-CC-008 Describe how First Nations, Inuit, and Métis people have helped shape their province or territory.</p> <p>4-K-CC-008A Identify connections between their community and other First Nation, Inuit or Métis communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Identity</p> <p>4-V-I-012A Value their First Nation, Inuit or Métis identities.</p> <p>Critical and creative thinking</p> <p>4-S-022 Demonstrate an understanding that ways of living reflect values.</p> <p>The land, people and places</p> <p>4-K-L- 009 Locate traditional areas of Aboriginal peoples and language groups on a map of the N.W.T.</p> <p>4-K-L-012A Demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples.</p> <p>4-K-T-027 Give examples of how technology has changed ways of life in the N.W.T.</p> <p>4-V-L-010 Appreciate how changing ways of relating to the land affected the way people lived (that is, animals which had been used primarily for food, clothing and shelter becoming a source of income).</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies 4</p> <p>Big idea: The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada.</p> <p>Content outcome</p> <p>The history of the local community and of local First Peoples communities.</p> <p>Elaborations</p> <p>Sample topic</p> <p>Local archives and museums</p>



WNCP and Provinces Curricular Outcomes by Province

Alberta

4.1 Alberta: A Sense of the Land

General outcome

Demonstrate an understanding of and appreciation for how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

4.2 The Stories, Histories and Peoples of Alberta

General outcome

Demonstrate an understanding of and appreciation for the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Specific Outcomes

Values and attitudes

4.2.1 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity.

- Recognize how stories of people and events provide multiple perspectives on past and present events. (I, TCC)
- Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history. (CC, TCC)
- Recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity. (CC, I, TCC)
- Demonstrate respect for places and objects of historical significance. (I, LPP, TCC)

Saskatchewan

Dynamic Relationships

DR4.2 Explain the relationship of First Nations and Métis peoples with the land.

- Explore how the traditional worldviews and teachings of First Nations' Elders regarding land influence the lifestyle of First Nations people today.

DR4.3 Analyze the implications of the Treaty relationship in Saskatchewan.

- Investigate conditions, which precipitated Treaty negotiations in Saskatchewan.
- Research Treaty provisions, including the spirit and intent of Treaties as well as material considerations.



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies

Cluster 4: History of Manitoba

- 4-KI-011 Give examples of Aboriginal contributions to the history of Manitoba.
Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers.
- 4-KI-011A Recognize that their identities are connected to the history of their Aboriginal community.
- 4-KL-026 Describe the influence of the natural environment on settlement in Manitoba.
- 4-KH-034 Give examples of the impact of European settlement on Aboriginal communities in Manitoba. Include displacement of communities, disease, cultural change.
- 4-KH-035 Describe ways in which life in Manitoba has changed over time.
Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation.
- 4-VH-008 Value oral tradition as an important way to learn history.
- 4-VH-009 Appreciate the significance of history in their lives.

Ontario

Social Studies

A. Heritage and identity: Early societies, 3000 BCE–1500 CE

- A1.2 Compare aspects of the daily lives of different groups in an early society (for example, the work, family life, education, food, dress and/or housing of a slave and senator in ancient Rome, women of different castes in medieval India, a serf and lord in feudal England, a man and a woman in medieval China or Mohawk society, or a merchant and noble in Renaissance Italy), and explain how differences were related to the social organization of that society. (for example, the caste system in India; the matriarchal organization of some First Nations; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy).

Quebec

Social Science Cycle 2

C. Iroquoian society and Inca society around 1500

- Indicates differences between Iroquoian society and Inca society around 1500:
 - social structure (community; hierarchy)
 - dwellings (villages of longhouses; towns)
 - characteristics of the territory occupied (for example, relief, climate, bodies of water, resources)



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies 4

Unit 2: The nature of exploration

2.0 Demonstrate an understanding of the stories of various explorers of land, ocean, space and ideas.

2.1 Examine the ways in which we learn about the experiences of explorers.

2.2 Identify challenges faced by explorers.

2.3 Explain how explorers met challenges.

Prince Edward Island

Social Studies 4

Unit 3: Exploring our world

4.3.3 Examine the relationship between humans and the physical environment.

Nova Scotia

Social Studies 4

Outcome 2

Examine the stories of various explorers, inclusive of Acadians, African Nova Scotians, Gaels and Mi'kmaq, and additional cultures, of land, ocean, space, and ideas.

Outcome 4

Examine the relationship between humans and the physical environment.

New Brunswick

English Language Arts

2. Communicate information and ideas effectively and clearly, and to respond personally and critically.

By the end of grade 4:

Contribute to conversations and small-group and whole-group discussions, show an awareness of when to speak and when to listen.

Give and follow instructions and respond to questions and directions.

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



Lesson 4.1

HOUSING TOPIC 4.1

My community's traditional teaching of home responsibility

INQUIRY QUESTION

What does it mean to take responsibility for helping take care of my home?

HOUSING TOPIC DESCRIPTION

Housing for First Nations people has changed over time: from the traditional homes of the past to the modern-day homes of today. Students need to know how traditional homes were used and learn how they are used today. Important traditional teachings and values are associated with these home structures. One such teaching is home responsibility. Students must know what their own community's teachings are. Students can learn and be proud of their history as well as see how it connects to the present.

LESSON OUTCOME

By the end of this lesson, students will be able to explain their community's traditional teachings of home responsibility after listening to an Elder or traditional knowledge keeper speak about this topic.

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. Inquiry handout
3. Traditional Teachings Journal
4. Chair and water/tea available for the Elder
5. Small gift for the Elder

PROCEDURE

Prior to the lesson

- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about the traditional teaching of home responsibility and how it was practiced in the past and today. Ask them to share how they took care of their homes in the past and today. Be sure to follow the correct protocol on how to approach an Elder or traditional knowledge keeper 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.
 - **Activate prior knowledge:** What does it mean to take responsibility to help take care of my home? Begin the KWL Chart.
1. Review the Elder protocol with the students.
 2. Introduce the Elder or traditional knowledge keeper, following protocol.
 3. The Elder or traditional knowledge keeper will share teachings about what home responsibility means to their community.
 4. The teacher will take notes for future reference and review with students.
 5. Students can ask questions (can use class-generated questions, if needed)
 6. Thank the Elder or traditional knowledge keeper for coming in.
 7. Using the handout, Traditional Teachings Journal, have students write a journal about what they learned from the Elder.
 8. **Consolidation:** Add to the KWL Chart, focusing on the “What have I learned?” section and the teachings of the Elder or traditional knowledge keeper.



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

- Completion of the Traditional Teachings Journal
- Observation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Research other nation's traditional housing in the pre-contact era:
 - "Igloos – Traditional Inuit Dwellings"
<http://www.kstrom.net/isk/maps/houses/igloo.html>
 - "Scenes for the Eastern Woodlands"
<http://www.nativetech.org/scenes/buildingwigwam.html>
2. Have students find other resources and websites to research.
3. Have students work in pairs to answer the questions on the handout *Housing in First Nations' Communities—Then and Now* and prepare to report their findings to the class through the creation of a poster.



KWL Chart

Inquiry question: What does it mean to take responsibility for helping take care of my home?

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



Activity: Traditional Teachings Journal

Name: _____

After listening to and learning from what the Elder or traditional knowledge keeper shared about the traditional teachings of home responsibility, write a journal entry of one to two paragraphs summarizing and reflecting on what you learned, in the space below:

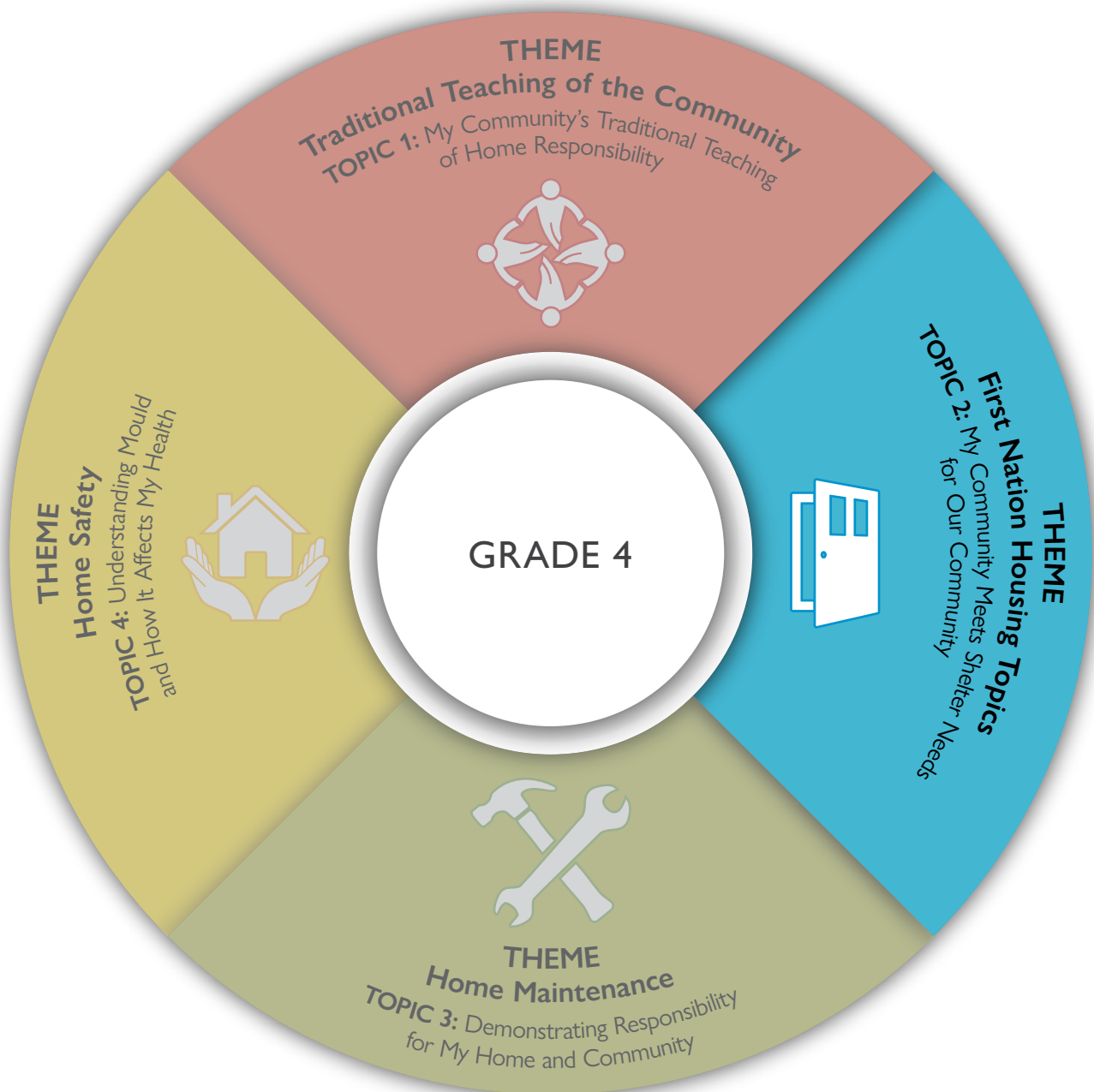


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

My community meets shelter needs for our community



Inquiry question

- What does it mean to take responsibility for helping take care of my home?



WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>Economics and Resources</p> <p>4-K-E-042 Give examples of public, private and community property.</p> <p>4-K-E-043 Give examples of how governments help people meet their needs, for example, education, health care, sanitation.</p> <p>Power and Authority</p> <p>4-K-P-038 Demonstrate awareness that in Canada there are different types/levels of government with different responsibilities, for example, municipal, provincial or territorial, federal, First Nations.</p> <p>4-K-P-040 Give examples of how the formal and informal exercise of power and authority affects their lives, for example, rules, laws, student councils, bullying, gangs.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Identity</p> <p>4-V-I-012A Value their First Nation, Inuit or Métis identities.</p> <p>Critical and creative thinking</p> <p>4-S-022 Demonstrate an understanding that ways of living reflect values.</p> <p>Citizenship</p> <p>4-K-C-038A Explain from a personal perspective what it means to live in the N.W.T. as a member of a First Nation, Inuit or Métis community.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Physical and Health Education 4</p> <p>Big idea: Personal choices and social and environmental factors influence our health and well-being.</p> <ul style="list-style-type: none"> Identify and apply strategies for pursuing personal healthy living goals. Describe and apply strategies that promote a safe and caring environment.
Alberta	<p>Life Roles and Career Development</p> <p>L-4.5 Relate personal interests to various occupations.</p> <p>L-4.6 Recognize that personal roles will change over time and circumstances.</p>



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Power and Authority

Demonstrate an understanding of the First Nation system of governance

- Research the structures of governance in First Nation communities (for example, local band council, tribal council, Federation of Saskatchewan Indian Nations, Assembly of First Nations).
- Compile an inventory of issues of current focus for First Nation governments in Saskatchewan.
- Research the structures of governance of Métis people in Saskatchewan (for example, Métis local, Métis Nation of Saskatchewan, Métis National Council).

Health Education 4

Understanding skills and confidences

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

- Discuss various safety rules and practices related to community safety needs.

Manitoba

Social Studies

Cluster 2: Living in Canada

4-KP-041 Explain the purposes of government.

4-KP-042 Identify levels of government in Canada and give examples of their responsibilities. Include municipal or local, provincial or territorial, First Nation and federal governments.

4-KE-047 Use examples to distinguish between public and private property.

4-KE-048 Identify various ways in which governments help people meet their needs. Examples: education, health care, sanitation.

Cluster 4: History of Manitoba

4-KH-035 Describe ways in which life in Manitoba has changed over time. Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation.

**WNCP and Provinces Curricular Outcomes by Province**

Ontario	<p>Social Studies</p> <p>B3. Understanding context: Regions in Canada</p> <p>B3.4 Identify various types of political regions in Canada (for example, provinces, territories, municipalities, First Nation bands and reserves) and describe some of their basic similarities and differences (for example, the powers of a province versus those of a territory).</p> <p>B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada's political regions (for example, job opportunities in Alberta's booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nation reserves; urban sprawl in the Greater Toronto Area).</p>
Quebec	Outcomes not identified.
Newfoundland and Labrador	<p>Unit 4: Exploring the Landscapes of Canada</p> <p>9.2 Explain some factors that influence where people live.</p> <p>10.0 Demonstrate an understanding of the political landscape of Canada.</p> <p>10.1 Explain how the federal government is organized.</p> <p>10.2 Explain how the federal government operates.</p>
Prince Edward Island	<p>Unit 4: Exploring the Landscapes of Canada</p> <p>4.4.3 Demonstrate an understanding of the political landscape of Canada.</p>
Nova Scotia	<p>Social Studies 4</p> <p>Outcome 3</p> <p>Examine the impact of exploration.</p> <p>Outcome 6</p> <p>Explore the political landscape of Canada, inclusive of First Nation governance.</p>
New Brunswick	<p>Health</p> <p>Develop knowledge of self and explore the world of work.</p> <p>4.2 Link skills and interests to specific careers.</p> <p>4.3 Explain good work habits at school that are transferable to the workplace.</p>

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



Lesson 4.2

HOUSING TOPIC 4.2

My community meets shelter needs for our community

INQUIRY QUESTION

What does it mean to take responsibility for helping take care of my home?

HOUSING TOPIC DESCRIPTION

First Nation communities have limited housing for their band members. This has been a concern for many years. Today, most First Nation communities and tribal councils have housing personnel who work to meet the needs of community members in the area of housing. Although these band and tribal council employees assist with home maintenance training and other housing issues and concerns, tenants need to ensure their houses are kept healthy, safe and in good repair, since band housing resources are limited. Tenants who take responsibility for repairing small problems around the house are being proactive in keeping their homes safe and healthy.

LESSON OUTCOME

By the end of this lesson, students will be able to list some housing needs, realities and rights of First Nation's housing in their community through the following:

1. The teacher will invite the Housing Manager to the class to discuss the demographics of the community and how this affects the need for homes and how funding is provided to the community for housing.
2. Students will use graphic organizers to give examples of how their First Nation helps meet the needs to the peoples (housing, sanitation, etc.).
3. The class will co-construct a housing needs plan for their community and present it to an audience.

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. Housing Personnel Speaker Notes
3. Meeting the Housing Needs of the Community
4. Community Housing Needs Plan

PROCEDURE

Prior to the lesson

- Invite the Housing Manager or housing personnel to the class to discuss the demographics of the community and how this affects the need for homes and how funding is provided to the community for housing.
1. Activate prior knowledge. What does it mean to take responsibility to help take care of my home? Add to the KWL Chart and co-generate questions to ask the housing personnel guest.
 2. Introduce the housing personnel guest and introduce the topic that will be talked about.
 3. Hand out the note-taking sheet Housing Personnel Speaker Notes and instruct students to take notes.
 4. After the presentation, save time for questions.
 5. Ask the students, either individually, in pairs or in small groups to use their notes to complete the chart Meeting the Housing Needs of the Community.
 6. Share out their work from the charts.
 7. Place students in small groups to create a presentation about meeting the needs of the community. Give each group the handout Community Housing Needs Plan.
 8. Have students prepare a presentation and have them present to an audience; the audience can be family, another class, staff, community, leadership or the housing department.
 9. Consolidation: Review the KWL Chart and continue to add to it, 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
2. Completion of the Housing Personnel Speaker Notes
3. Completion of the Meeting the Housing Needs of the Community activity
4. Completion of the Community Housing Needs Plan and presentation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Make a scale model of the reserve showing where the houses are located. Have students work in groups to identify where each student's house fits on the model. Label each student's house. Have students find their friends' houses on the model. You can use this exercise to calculate the distance in kilometres from one student's house to another student's house. Other distances can be calculated as well.
2. Ask the students to label where the band office, health clinic, school, water treatment plant, community hall and other important buildings are on the reserve.
3. Make a graph of the population on the reserve at the beginning, and go to every 50 years up to today. This will help students understand how the population is continually increasing, which results in growing housing needs in the community. Ask the band's housing representative to discuss the shortage of housing on the reserve and the problems with overcrowding in many of the homes.
4. Discuss why overcrowding produces the problems with mould. Have students brainstorm how they can prevent mould in their homes. Have students view the video *Indoor Air Quality and You: Moisture, Mold, and Indoor Air Quality in First Nations' Homes*.
5. Go to the following website "Reducing Household Water Use" for information on how to conserve water at <http://www.pbs.org/hometime/house/environ/water.htm>. Ask the students why they need to be aware of the environment and how they can preserve water.
6. Have students conduct a science experiment by growing mould on bread. Do an Internet search on "mould/mold on bread science experiment" for instructions or create "A Mold Terrarium" at http://www.exploratorium.edu/science_explorer/mold.html.
7. Have students keep a daily log to keep track of the changes that take place over time as mould grows. List the colours, the smell, how the mould spreads on the food and other variables you may wish the students to observe.



KWL Chart

Inquiry question: What does it mean to take responsibility for helping take care of my home?

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



Housing Personnel Speaker Notes

Name: _____

Use the space below to take notes on the important content of the presentation by the housing personnel:



Activity: Meeting the Housing Needs of the Community

Name: _____

Part One: In-Class List of Community Housing Needs	Part Two: Information from the Band's Housing Personnel
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Activity: Community Housing Needs Plan

Name: _____

Community housing need	Action plan
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

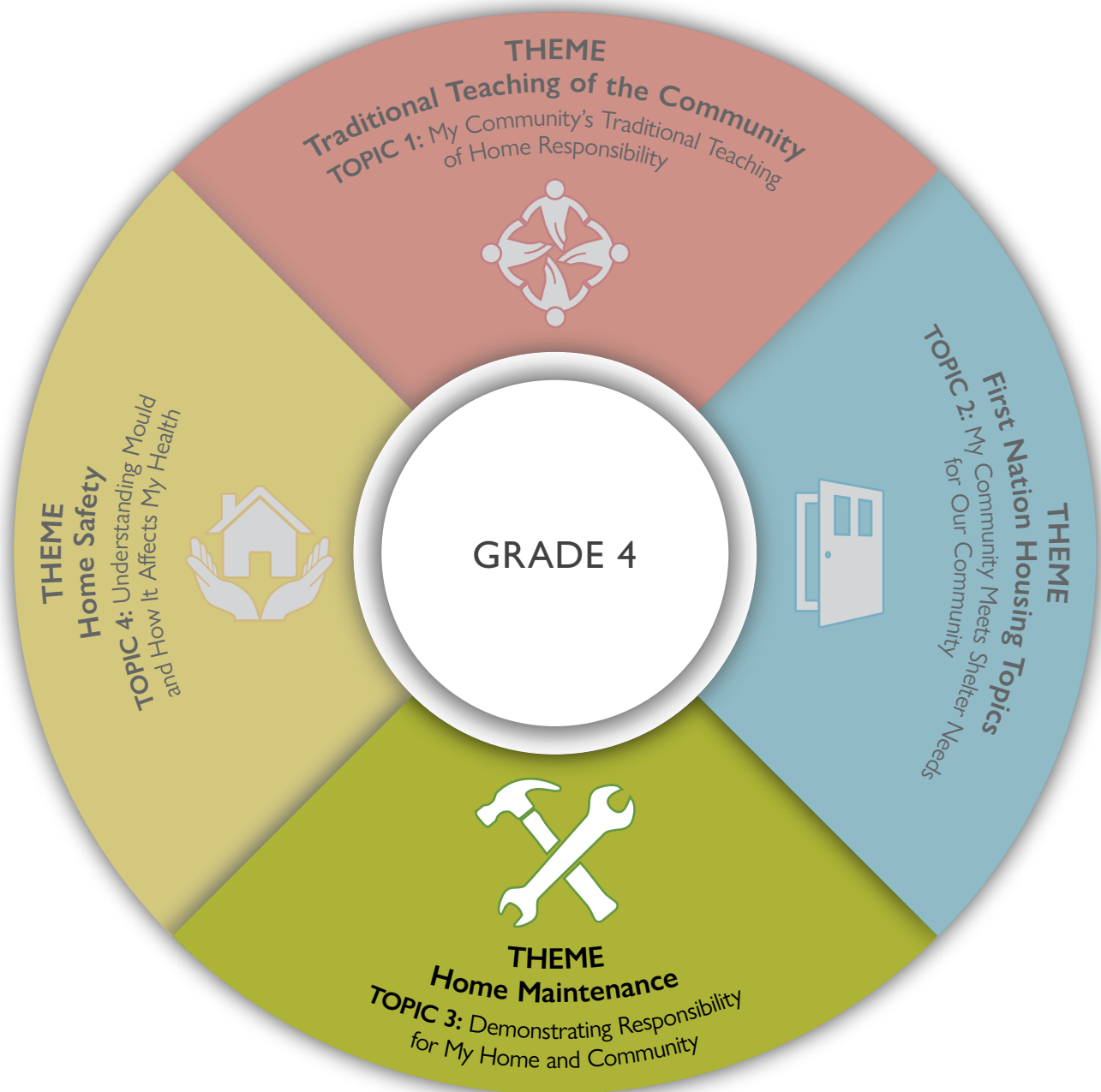
Be ready to present your plan to an audience!



HOME
MAINTENANCE

HOUSING TOPIC 3

Demonstrating responsibility for my home and community



Inquiry question

- What does it mean to take responsibility for helping take care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Economics and Resources</p> <p>4-V-E-016 Respect public, private and community property.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Identity</p> <p>4-V-I-012A Value their First Nation, Inuit or Métis identities.</p> <p>Critical and creative thinking</p> <p>4-S-022 Demonstrate an understanding that ways of living reflect values.</p> <p>Citizenship</p> <p>4-K-C-038A Explain from a personal perspective what it means to live in the N.W.T. as a member of a First Nation, Inuit or Métis community.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Physical and Health Education 4</p> <p>Big idea: Personal choices and social and environmental factors influence our health and well-being.</p> <ul style="list-style-type: none"> Identify and apply strategies for pursuing personal healthy living goals. Describe and apply strategies that promote a safe and caring environment.
Alberta	<p>Health</p> <p>Safety and responsibility</p> <p>W-4.8 Expand practices that provide safety for self and others; for example, develop guidelines for safe use of technology/chat lines.</p> <p>W-4.9 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; for example, lightning, avalanches, tornadoes.</p> <p>W-4.10 Describe and demonstrate ways to assist with the safety of others; for example, helping younger children play safely and cross streets safely.</p> <p>W-7.8 Analyze and appreciate differing personal perspectives on safety; for example, physical, emotional, social safety.</p> <p>W-7.9 Identify basic workplace safety procedures.</p>



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Health Education 4

Action planning

AP4.1 Design and apply, with guidance, two, four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity and stressors.

Understanding skills and confidences

USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.

- Explore critical safety needs (for example, cyber, hunting, water, fire, biking) of self and others in the local community.
- Investigate common personal and community activities/environments to identify those that involve greater safety risks.
- Examine laws, behaviours and community rules/regulations that are in place to minimize/prevent risks (for example, smoke detectors, fire bans, life jackets, supervised computer use, non-smoking public places).
- Review safety policies and/or plans (for example, harassment, fire, tornado) for a variety of local environments (for example, home, school, street).
- Distinguish behaviours that may jeopardize people's safety and those that increase people's safety in a variety of situations (for example, show-boating vs. being careful, not wearing/wearing personal protective equipment, not making and following/making and following a plan, not asking/asking permission).
 - Share expectations for personal safety and protection in various environments/situations.

Manitoba

Social Studies

Cluster 2: Living in Canada

4-VC-001 Be willing to contribute to their groups and communities.

Ontario

Social Studies

B3. Understanding context: Regions in Canada

B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada's political regions (for example, job opportunities in Alberta's booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nation reserves; urban sprawl in the Greater Toronto Area).

Quebec

Outcomes not identified.



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Health

Injury prevention and safety

- Recognize the potential dangers of power lines, fires and explosions.
- Know the safety rules which govern such activities as bicycling, rollerblading, skating, ice fishing, winter camping, riding all-terrain vehicles, using playground equipment and riding in a car.

Prince Edward Island

Health

Safety and responsibility

- Expand practices that provide safety for self and others. (W-4.7)
- Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions. (W-4.8)
- Describe and demonstrate ways to assist with the safety of others. (W-4.9)

Nova Scotia

Health 4

Literacy outcome

Apply literacy learning in social studies by engaging in listening and speaking, reading and viewing, writing and other ways of representing.

New Brunswick

Health

Make responsible and informed choices to promote and maintain a healthy lifestyle

1.6 Evaluate ways of minimizing risks in potentially dangerous situations.

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



Lesson 4.3

HOUSING TOPIC 4.3

Demonstrating responsibility for my home and community

INQUIRY QUESTION

What does it mean to take responsibility for helping take care of my home?

HOUSING TOPIC DESCRIPTION

Planning is a very important aspect of maintaining a home and ensuring it is safe and healthy for the people living in it. Regular home maintenance checks will identify the repairs to be done. Maintenance checks allow people in the home to develop the budget and home repair action plan. Prevention is key to being safe as well as empowering youth to identify possible safety issues.

LESSON OUTCOME

By the end of this lesson, students will demonstrate responsibility for their homes and community:

- Students will gain an understanding of how to conduct regular home maintenance checks on the outside and inside of a house.

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. Home Maintenance Checklist and Action Plan



PROCEDURE

1. Activate prior knowledge: Review with the students what they learned about home maintenance in the previous grade; if this is a new concept, ask them what they know about it.
2. Revisit the KWL Chart, add to the “What do I want to know?” section focusing on the topic of home maintenance.
3. Give students the following words to research and define what they are. Students can work individually or in groups to research one to a few words:
 - a. Soffits
 - b. Vent hoods
 - c. Exterior paint
 - d. Downspouts
 - e. Doors and weatherstripping
 - f. Foundations
 - g. Siding
 - h. Fridge and door gasket coils
 - i. Range hood filters and flaps
 - j. Appliance cleaning
 - k. Faucets and pipes
 - l. Crawl spaces
 - m. Bathroom caulking
4. Give students time to complete the research activity.
5. Have students present their work to the class or share in pairs.
6. Give the students the handout, Home Maintenance Checklist and Action Plan. Tell the class they will go for a group walk around the school to try doing a practice home maintenance check.
7. Have the class fill out their checklist as the class walks around the school.
8. Once the class comes back, have students work in groups to create a school maintenance action plan to present to the principal.
9. Groups will share their plan and the teacher will help the class co-construct a school maintenance plan.
10. Invite the principal in to share the co-constructed school maintenance plan.



11. **At home activity:** Prepare a letter to parents outlining what the students are learning about home maintenance in class. Have students go through the maintenance checklist and action plan and have them take it home and go through the home maintenance walk outside and inside the house with their parents/caregivers. Once the maintenance check is completed, ask the students to come back to class to work on an action plan outlining the work that needs to be done, how much it will cost, who will do the work and the deadlines for the work to be completed. Use the handout Home Maintenance Checklist and Action Plan to guide the development of the plan.
12. Have students come back and share how their home maintenance checks went at home and have them reflect on what they learned.
13. **Consolidation:** Revisit the KWL Chart and add to 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
2. Completion of in-class activities
3. Completion of Home Maintenance Checklist and Action Plan assignment at home

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Children at this age may be cooking for their siblings. They need to learn safety in the kitchen. Have students create short videos about safety in the kitchen.
2. Have a discussion with the students about fire safety outside the house. Tell the students some people burn the grass around their houses. Ask them how this practice could be unsafe. List these reasons on the board. Once the brainstorming is completed, ask the students how this could be avoided. The answer you are looking for is that “a lawn mower can be used.” Ask if any of the students mow their lawns. Remind students about safety around lawn mowers.



KWL Chart

Inquiry question: What does it mean to take responsibility for helping take care of my home?

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

Activity: Home Maintenance Checklist and Action Plan

Use the checklist below to do a home maintenance check at home with your family. Use your question sheet from the CMHC video *Closer to Home* to help explain each item on the maintenance checklist.

HOME MAINTENANCE CHECKLIST

Home Maintenance Check Areas	Good	Needs Attention
EXTERIOR CHECKLIST		
Foundations		
Siding		
Exterior paint		
Doors and weatherstripping		
Downspouts		
Vent hoods		
Soffits		
INTERIOR CHECKLIST		
Fridge and door gasket coils		
Range hood filters and flaps		
Appliance cleaning		
Faucets and pipes		
Crawl spaces		
Interior paint and dry wall		
Windows		
Mould problems		
Smoke alarm		
Bathroom caulking		
Toilets		



HOME MAINTENANCE ACTION PLAN

Once you have gone through the checklist at home, create a home maintenance action plan to address any housing maintenance issues that you have found.

Maintenance Plan	How Much Will It Cost?	Who Will Do the Maintenance?	Date for Completion
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

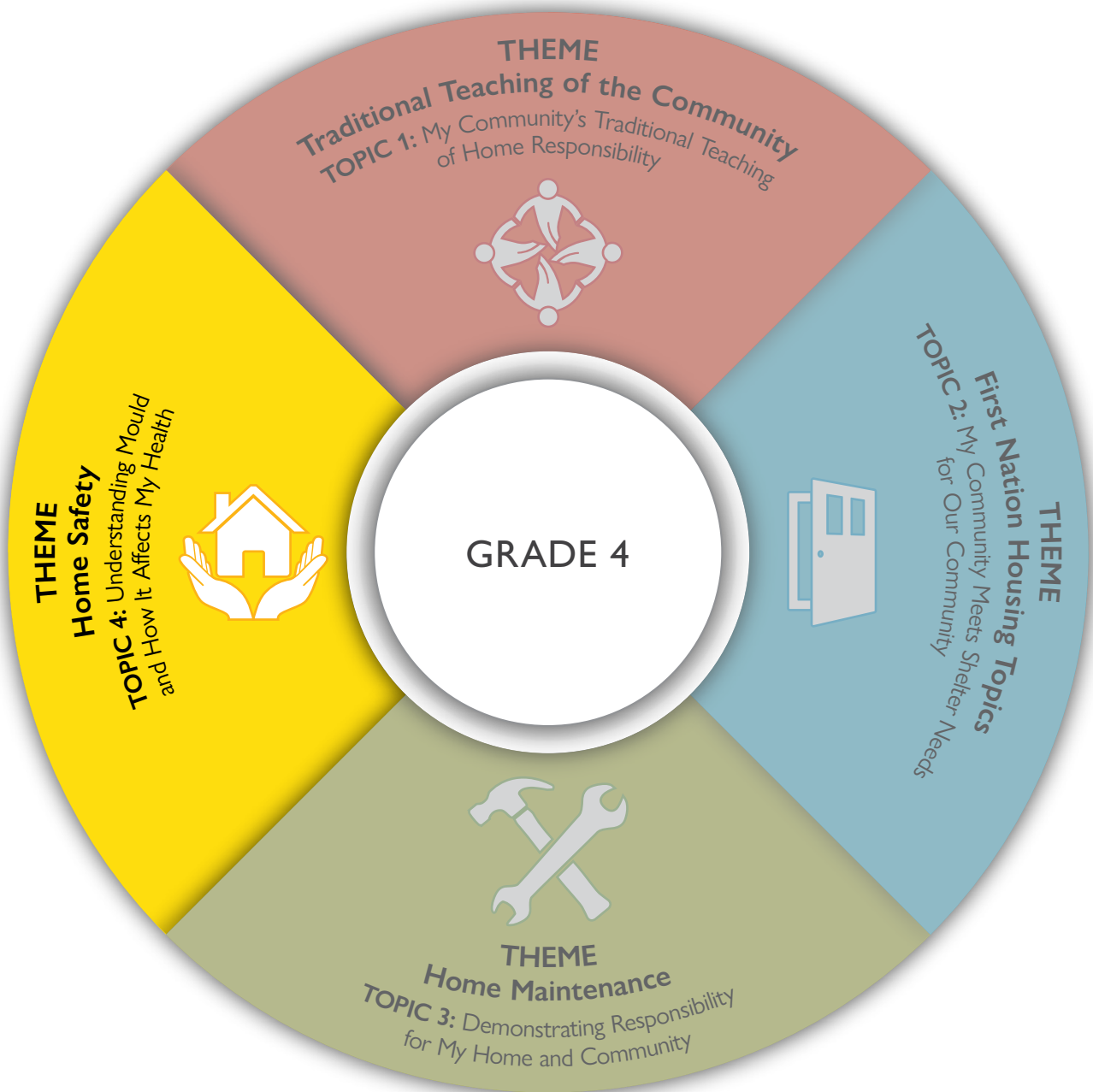


HOME SAFETY



HOUSING TOPIC 4

Understanding mould and how it affects my health



Inquiry question

- What does it mean to take responsibility for helping take care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Power and Authority</p> <p>4-V-P-014 Demonstrate willingness to take on leadership roles and responsibilities.</p> <p>Social Participation</p> <p>4-S-004 Collaborate with others to devise strategies for dealing with problems and issues.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Science</p> <ul style="list-style-type: none"> Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test and identify criteria for assessing solutions. Use appropriate vocabulary, including correct science and technology terms, in describing their investigations, explorations and observations (for example, habitat, population, ecological niche, community, food chain). Compile data gathered through investigation in order to record and present results, using tally charts, tables and labelled graphs produced by hand or with a computer (for example, display data gathered in a population simulation exercise, using a labelled graph; classify species of insects in the neighbourhood according to habitat, using a chart or table). Communicate the procedures and results of investigations for specific purposes and to specific audiences using electronic media, oral presentations, written notes and descriptions, drawings, pictograms and charts (for example, prepare a poster illustrating the components of a local habitat; trace a food chain in an illustrated chart, using the sun as the starting point).
Nunavut	<i>*Follows Alberta's curriculum.</i>



WNCP and Provinces Curricular Outcomes by Province

British Columbia

Science 4

- Identify questions about familiar objects and events that can be investigated scientifically.
- Make predictions based on prior knowledge.
- Suggest ways to plan and conduct an inquiry to find answers to their questions.
- Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate.
- Identify First Peoples perspectives and knowledge as sources of information.
- Express and reflect on personal or shared experiences of place.

Elaborations: Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture and establish identity. The connection between people and place is foundational to First Peoples' perspectives of the world.

Key questions

- How does what you know about place affect your observations, questions and predictions?
- How does understanding help you analyze information and recognize connections and relationships in your local environment?
- How does place connect with stewardship?
- How can you be a steward in your local environment?

Alberta

Science

General learner expectations

4–3 Investigate a practical problem and develop a possible solution.

4–4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

Saskatchewan

Science 4

Life science: Habitats and communities

HC4.3 Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats. [CP, DM]

- Categorize human activities by the effects they have or may have on habitats and communities.
- Assess intended and unintended consequences of natural and human-caused changes to specific habitats.



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Science

Cluster 0: Overall skills and attitudes

Initiating scientific inquiry

4-0-1a. Ask questions that lead to investigations of living things, objects and events in the local environment. (ELA 1.2.4, 3.1.2) GLO: A1, C2, C5

4-0-1b. Make and justify predictions based on observed patterns, collected data or data provided from other sources. Examples: graph, chart... (ELA 1.1.1, 1.2.1; Math PR-III.1.4) GLO: A1, C2

Design process

4-0-1c. Identify practical problems to solve in the local environment. GLO: C3

Researching

4-0-2a. Access information using a variety of sources. Examples: school libraries, videos, traditional knowledge, CD-ROMs, internet... (ELA 3.2.2, 3.2.4, TFS 2.1.1) GLO: C6

4-0-2b. Review information to determine its usefulness to inquiry or research needs. (ELA 3.2.3, 3.3.3) GLO: C6, C8

Planning

4-0-3a. Brainstorm, in small groups, one or more methods of finding the answer to a given question, and reach consensus on which method to implement. GLO: C2, C7

4-0-3b. Identify, in small groups, variables that have an impact on an investigation. GLO: A1, A2, C2, C7

4-0-3c. Create, in small groups, a plan to answer a given question. (ELA 3.1.4; Math SP-V.2.4) GLO: C2

Implementing a plan

4-0-4a. Carry out a plan and describe the purpose of the steps followed. (Math SP-V.2.4) GLO: C2

4-0-4e. Identify problems as they arise and work with others to find solutions. GLO: C3, C7

4-0-4f. Assume roles and share responsibilities as group members. (ELA 5.2.2) GLO: C7

4-0-4g. Communicate questions, ideas and intentions, and listen effectively to others during classroom-learning experiences. GLO: C6

4-0-4h. Use tools and apparatus in a manner that ensures personal safety and the safety of others. GLO: C1



WNCP and Provinces Curricular Outcomes by Province

Observing, measuring, recording

4-0-5a. Select and use tools to observe, measure and construct. Examples: tuning fork, prism, binoculars, measuring tape... GLO: C2, C3, C5

4-0-5b. Estimate and measure mass/weight, length, volume, area and temperature using standard units. (Math SS-IV.1.4, SS-I.1.4, SS-III.1.4, SS-II.1.4) GLO: C2, C3, C5

4-0-5c. Record observations in a variety of ways. Examples: point-form notes, sentences, labelled diagrams, charts... (ELA 2.1.1, 3.3.1, 4.1.1, 4.1.2; Math SP-1.2.4, SP-II.2.4) GLO: C2, C6

Conducting and applying

4-0-7a. Draw a conclusion based on evidence gathered through research and observation. GLO: A1, A2, C2

4-0-7b. Identify new questions that arise from what was learned. (ELA 3.3.4) GLO: A1, C2, C3

4-0-7d. Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge. (ELA 1.2.1, 2.1.2) GLO: A2, C6

4-0-7e. Communicate results and conclusions in a variety of ways. Examples: point-form lists, sentences, graphs, labelled diagrams, charts... (ELA 2.3.5, 4.2.5; Math SP-III.1.4, SP-III.2.4; TFS 2.1.4) GLO: C6

Ontario

Health

C1. Demonstrate an understanding of factors that contribute to healthy development.

C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.

C3. Demonstrate the ability to make connections that relate to health and well-being—how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Quebec

Social Science Cycle 2

3. Assets and limitations of the territory

- Explain why resources were assets (for example, the abundance of beavers enabled the development of the fur trade)

WNCP and Provinces Curricular Outcomes by Province

Newfoundland and Labrador	<p>Social Studies</p> <p>SCO i.0 Demonstrate proficiency in utilizing concepts from the social sciences.</p> <ul style="list-style-type: none"> i.1 Use an inquiry model to explore and resolve significant questions. i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends. i.3 Make reasoned assessments based on appropriate criteria.
Prince Edward Island	<p>Health</p> <p>Personal health</p> <ul style="list-style-type: none"> • Evaluate the impact of environmental factors on personal health; and develop positive environmental health habits. (W-4.2)
Nova Scotia	<p>Health 4</p> <p>Literacy outcome</p> <p>Apply literacy learning in social studies by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>
New Brunswick	<p>Health</p> <p>Make responsible and informed choices to promote and maintain a healthy lifestyle</p> <ul style="list-style-type: none"> 1.2 Explain strategies to promote healthy growth and development. 1.6 Evaluate ways of minimizing risks in potentially dangerous situations.

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



Lesson 4.4

HOUSING TOPIC 4.4

Understanding mould and how it affects my health

INQUIRY QUESTION

What does it mean to take responsibility for helping take care of my home?

HOUSING TOPIC DESCRIPTION

Mould in houses can create health problems for the people who live in them. Not all moulds are harmful, in fact, some moulds are considered healthy. Mould found in houses is usually “bad” mould. Understanding how mould grows in houses and its effects on people who live in these houses is important. Understanding leads to prevention. Children need to learn that mould can be harmful, especially in houses.

LESSON OUTCOME

By the end of this lesson, students will be able to explain the causes and effects of good and bad mould:

1. The students will learn how to write up and conduct a science experiment using a step-by-step process.
2. Students will understand that mould can grow in many places under certain conditions and can be good and bad for our health.

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. Mould in Houses
3. Kids health
4. “Breaking the Mold” website, found at <http://enviromysteries.thinkport.org/breakingthemold/>

PROCEDURE

1. Activate prior knowledge. Review with the students what they learned about home safety in the previous grade; if this is a new concept, ask them what they know about it.
2. Revisit the KWL Chart, add to the “What do I want to know?” section focusing on the topic of home safety.
3. Hand out the Mould in Houses activity sheet and do it together as a class.
4. Go to the “Breaking the Mold” website at <http://enviromysteries.thinkport.org/breakingthemold/> to view a video about mould and choose a lesson that explains what happens when the mould is bad and how it can affect your health.
5. To learn about how mould can create or affect health, go to “Asthma” http://www.kidshealth.org/kid/asthma_basics/what/asthma.html for information for kids about asthma.
6. Have students share their learning.
7. Consolidation: Revisit the KWL Chart and add to 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
2. Completion of KWL Chart discussions

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Handout to students pages 1–8 in the CMHC “Mould in Housing: An Information Kit for First Nations Communities” booklet for information on “Understanding Mold and Mold Problems.”
2. Have students prepare a report on how mould and mildew affect our health and what can be done to prevent respiratory illnesses like asthma. Review the importance of removing mould from houses where children live. Have them come up with ways that they can help in the prevention of mould in the houses where they live. Ask them how they can inform parents and the community about the effects of mould on the health of people who live in homes that have mould.



KWL Chart

Inquiry question: What does it mean to take responsibility for helping take care of my home?

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



Activity: Mould in Houses

DO YOU BELIEVE EVERYTHING YOU HEAR AND READ?

Decide if the phrase is true or false.

Studies have shown that mould may be a major factor in asthma. _____

Mould and its spores can trigger allergic reactions. _____

Mould does not grow in homes that have high moisture levels. _____

Some kinds of mould, and the organic compounds they produce, can make you more vulnerable to a wide variety of health problems. _____

Mould is a microscopic organism that lives on plants or animal matter. _____

You should never be concerned about mould in your home. _____

List some common sources of moisture in your home that would cause mould.

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.