



# KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 10  
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, are 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 10 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](http://www.cmhc.ca).

You can also reach us by phone at 1-800-668-2642 or visit [www.keeperofmyhome.ca](http://www.keeperofmyhome.ca).








# Acknowledgements

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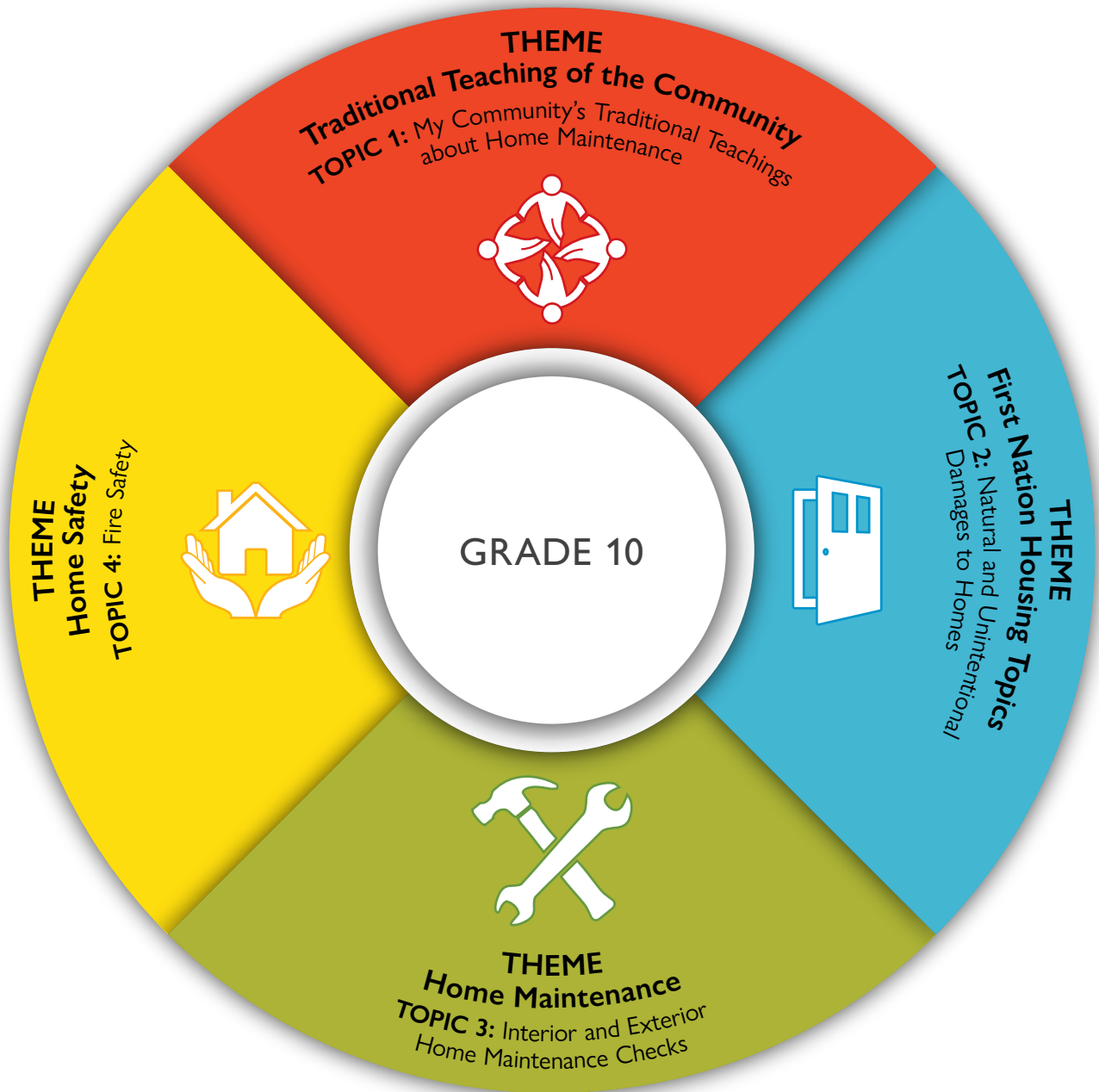
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## GRADE 10 OVERVIEW



# Housing Topic Chart





# Overview Resource Chart

KWL Chart note: Lessons in grades 7 to 12 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 is involved in effective home maintenance?</i>	My community's traditional teachings about home maintenance	Elder presentation and teaching on how local Indigenous peoples maintained their homes

## TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What is involved in effective home maintenance?</i>	Natural and unintentional damages to homes	Housing personnel teaching and student activity on different types of damage to homes and how to address them

\*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 is involved in effective home maintenance?</i>	Interior and exterior home maintenance checks	Students learn about general and preventive maintenance and performing maintenance checks

### TOPIC 4 THEME: Home Safety




Inquiry Question*	Housing Topic	Main Activity
<i>What is involved in effective home maintenance?</i>	Fire safety	Students develop a detailed fire escape plan for their homes

\*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
 10.1 My community's traditional teachings about home maintenance	<p>Home maintenance refers to the work required for home upkeep. Indigenous peoples have traditionally taken very good care of their homes and had specific ways they repaired areas of their home or maintained the home close to its initial condition, both structurally and visually. Students can learn how this was a natural part of everyday life for the Indigenous nation of the area.</p>	<p>Students will be able to describe the ways that local Indigenous peoples maintained their homes by listening to an Elder or traditional knowledge keeper and writing a journal.</p>
 10.2 Natural and unintentional damages to homes	<p>Occupants need to maintain their homes against wear and tear from the natural elements and regular use. There are also deliberate and intentional acts that make houses unsafe and unhealthy and lead to many repairs that could have been prevented. Community members need to be aware of the costs of repairing homes when they are vandalized. First Nation communities may be able to enforce bylaws that ensure members who vandalize homes face consequences for their actions.</p>	<p>Students will be able to demonstrate their learning of the different types of damages to homes by developing a plan to address these issues in their community.</p>
 10.3 Interior and exterior home maintenance checks	<p>Interior and exterior checks must be performed on homes every year to ensure that the required home maintenance is done. This will ensure that homes are healthy and safe. Conducting home maintenance checks helps increase the longevity of homes. Each First Nation employs housing personnel that will assist tenants and homeowners in conducting interior and exterior maintenance checks. Each First Nation has a housing policy that establishes who is responsible for the home maintenance repairs.</p>	<p>Students will be able to conduct exterior and interior home maintenance checks of their home.</p>



Housing Topic	Housing Topic Description	Lesson Outcome
 10.4 Fire safety	<p>Homes need to be continuously monitored for health and safety hazards. These hazards need to be addressed before the problems become expensive to fix or someone is injured. Home hazard checks should be performed at least twice a year. Adult family members need to take responsibility for performing these checks. Ensuring homes are healthy and safe provides more enjoyable living conditions for the occupants.</p>	<p>Students will be able to show their learning about fire safety by developing a detailed fire escape plan for their homes and researching to check the safety measures shown in their fire escape plans.</p>

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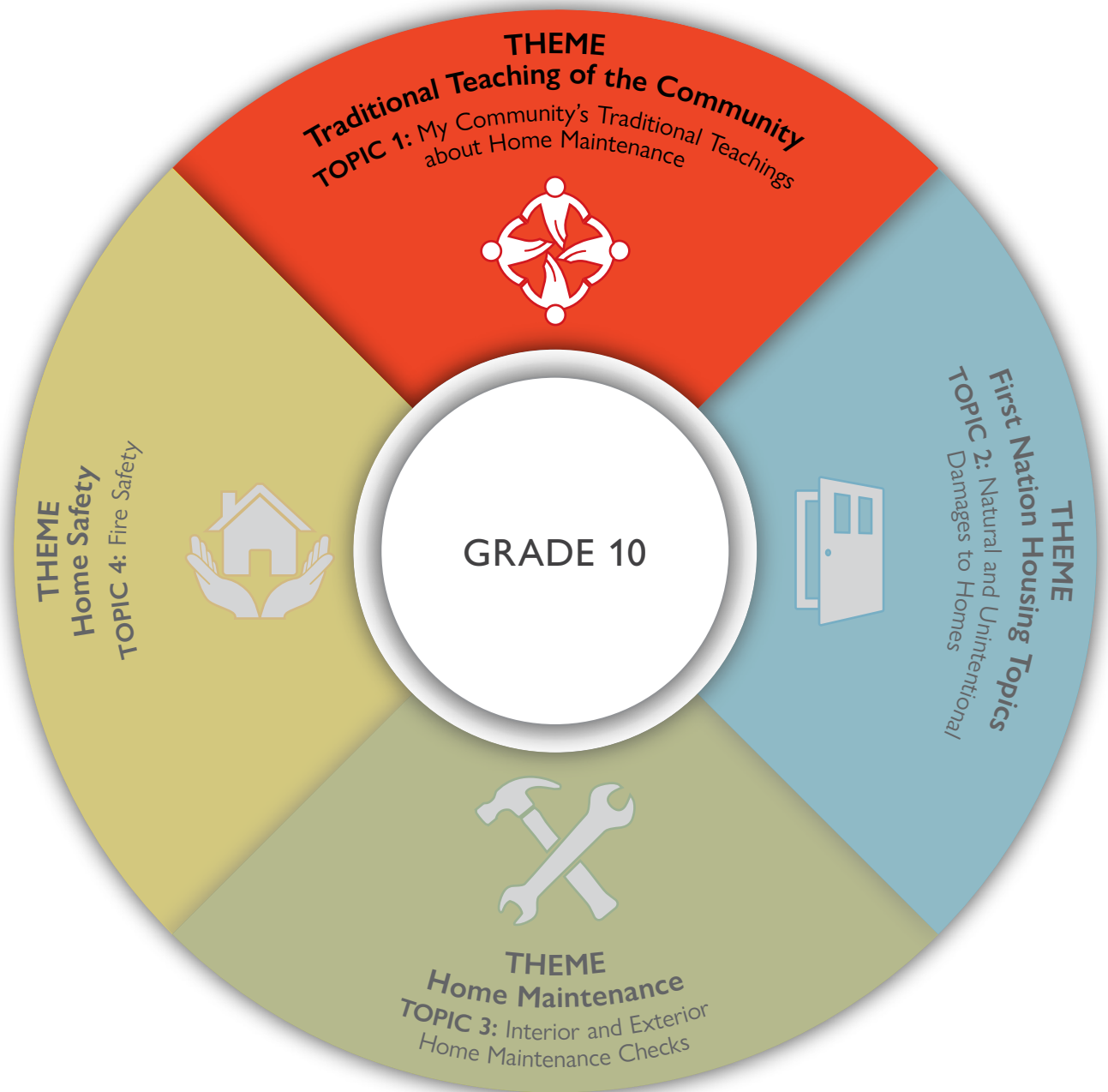


TRADITIONAL  
TEACHING OF  
THE COMMUNITY



# HOUSING TOPIC 1

My community's traditional teachings about home maintenance



## Inquiry question

- What is involved in effective home maintenance?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<b>English Language Arts</b> General outcome 1: Listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences. <ul style="list-style-type: none"><li>• Consider others' ideas.</li><li>• Seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding.</li></ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<b>Social Studies</b> Compare and contrast continuities and changes for different groups during this period (continuity and change).
Alberta	<b>Social Studies</b> S.2 Develop skills of historical thinking. Analyze multiple historical and contemporary perspectives within and across cultures.
Saskatchewan	<b>Native Studies 10</b> Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.
Manitoba	<b>Social Studies 10</b> Cluster 1 Geographic literacy S2.1.3 Place and identity <ul style="list-style-type: none"><li>• Explain the relationship between place and identity.</li><li>• Appreciate the importance of place to their identity.</li></ul>
Ontario	<b>Native Studies 10: Identity</b> Overall expectations Demonstrate understanding of the experiences of Aboriginal peoples in the twentieth century. Specific expectations: Aboriginal world view Describe the basic values of modern Aboriginal society and how these values influence the political, social, economic, and legal affairs of Aboriginal communities in Canada.



## WNCP and Provinces Curricular Outcomes by Province

Quebec	<p><b>Secondary Cycle 2: Contemporary World</b> Content area: Tensions and conflicts</p> <p>Competency 2: Takes a position on a contemporary world issue. Establishes a critical distance by making connections between the views of actors and their interests and values.</p>
Newfoundland and Labrador	<p><b>Social Studies: Canadian History 1201</b></p> <p>SCO 1.0 Examine the growth of Canada during the Laurier era.</p> <p>1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities.</p> <p>SCO 7.0 Demonstrate an understanding of important contemporary issues in Canada.</p> <p>7.1 Aboriginal rights: legislation, women's rights, land claims, self-government.</p>
Prince Edward Island	<p><b>Canadian Studies 401A</b> Unit 2: Canada's voices from the past (time, continuity, and change)</p> <p>10-2-3 Describe several personalities (past and present) who have contributed to the growth and development of Canada.</p>
Nova Scotia	<p><b>Social Studies</b> Foundational document</p> <p>Foundation for the Atlantic Canada Social Studies Curriculum</p> <p><b>General outcomes for culture and diversity</b></p> <p>Analyse the factors that contribute to the perceptions of self and the development of worldview.</p> <p><b>Interdependence</b></p> <p>Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>
New Brunswick	<p><b>Social Studies</b> Foundational document</p> <p>Foundation for the Atlantic Canada Social Studies Curriculum</p> <p><b>General outcomes for culture and diversity</b></p> <p>Analyse the factors that contribute to the perceptions of self and the development of worldview.</p> <p><b>Interdependence</b></p> <p>Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.</p>

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



## Lesson 10.1

### HOUSING TOPIC 10.1

My community's traditional teachings about home maintenance

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#### INQUIRY QUESTION

What is involved in effective home maintenance?

#### HOUSING TOPIC DESCRIPTION

Home maintenance refers to the work required for home upkeep. Indigenous peoples have traditionally taken very good care of their homes and had specific ways they repaired areas of their home or maintained the home close to its initial condition, both structurally and visually. Students can learn how this was a natural part of everyday life for the Indigenous nation of the area.

#### LESSON OUTCOME

Students will be able to describe the ways that the Indigenous peoples of the area maintained their homes by listening to an Elder or traditional knowledge keeper and writing a journal.

#### 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. Chair and water/tea available for the Elder
3. 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 how Indigenous people of the area maintain their homes. Be sure to follow the correct protocol on how to approach an Elder 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 a rubric for listening to Elder’s teachings.
1. **Activate prior knowledge:** Ask the inquiry question to the class: What is involved in effective home maintenance? Begin the KWL Chart.
  2. Have students write a quick answer to the following questions: What is home maintenance? How did the Indigenous people of this area maintain their homes?
  3. Review the Elder protocol with the students.
  4. Introduce the Elder or traditional knowledge keeper, following protocol.
  5. Ask the Elder or traditional knowledge keeper to share teachings about how the Indigenous people of this area maintain their homes.
  6. Take notes for future reference and review with students.
  7. Have students ask questions.
  8. Thank the Elder or traditional knowledge keeper for coming in.
  9. **Journal entry:** Have students write a response to the following writing prompt: How did the Indigenous people of this area maintain their homes? What similarities and differences do you see in how we maintain our homes today?
  10. **Consolidation:** 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. Co-construction of a rubric for listening to Elder's teachings
2. Completion of Elder Teaching Assignment
3. Completion of journal entry

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Invite a member of housing personnel to speak about home maintenance. Have students create a Venn diagram of the Elder's teachings and the housing personnel's teachings.

# KWL Chart

Inquiry question: What is involved in effective home maintenance?

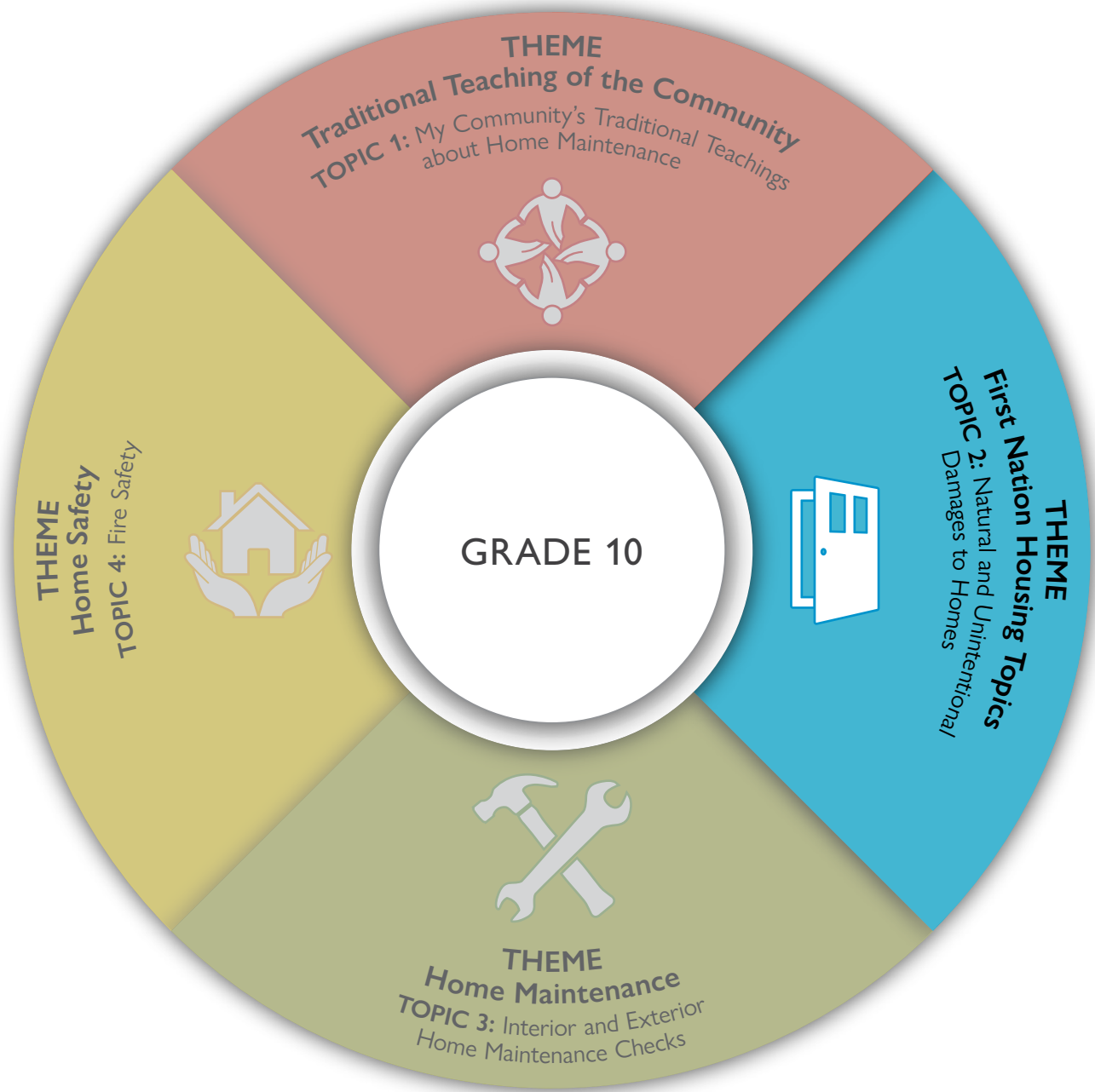
K	W	L
What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?



# FIRST NATION HOUSING TOPICS

# HOUSING TOPIC 2

Natural and unintentional damages to homes



### Inquiry question

- What is involved in effective home maintenance?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<b>English Language Arts</b> General outcome 3: Listen, speak, read, write, view and represent to manage ideas and information. <ul style="list-style-type: none"><li>• Create and follow a plan.</li><li>• Develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources.</li></ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<b>Social Studies</b> Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence).
Alberta	<b>Social Studies 10</b> S.4 Demonstrate skills of decision making and problem solving. <ul style="list-style-type: none"><li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li><li>• Develop inquiry strategies to make decisions and solve problems.</li><li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li><li>• Describe a plan of action to use technology to solve a problem.</li><li>• Use appropriate tools and materials to accomplish a plan of action.</li></ul>
Saskatchewan	<b>Native Studies 10</b> <ul style="list-style-type: none"><li>• Use effective decision-making techniques to solve a problem.</li><li>• Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.</li></ul>
Manitoba	<b>Social Studies 10</b> Social studies skills: Active democratic citizenship <ul style="list-style-type: none"><li>• Collaborate with others to achieve group goals and responsibilities.</li><li>• Make decisions that affect social responsibility.</li></ul>



## WNCP and Provinces Curricular Outcomes by Province

Ontario

### Native Studies 10: Sovereignty

Overall expectations

By the end of this course:

- Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.

Specific expectations

Aboriginal world view

- Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.

Renewal and reconciliation

- Describe how Aboriginal peoples are achieving dignity and self-reliance.

Quebec

### Secondary Cycle 2: Contemporary World

Content area: Tensions and conflicts

Competency 2: Takes a position on a contemporary world issue.

Establishes a critical distance by:

- making connections between the views of actors and their interests and values; and
- identifying the advantages and disadvantages of the solutions proposed.

Expresses a well-founded opinion by:

- taking into account the influence of the actors on his/her opinion; and
- suggesting possible actions.

Critically assesses his/her process by indicating other contexts in which the learning could be applied.

Newfoundland  
and Labrador

### Social Studies: Canadian History 1201

SCO 1.0 Examine the growth of Canada during the Laurier era.

1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities.

SCO 7.0 Demonstrate an understanding of important contemporary issues in Canada.

7.1 Aboriginal rights: legislation, women's rights, land claims, self-government.

Prince Edward Island

### Canadian Studies 401A

Unit 4: Canada's work and worth (individuals, societies, and economic decisions)

10-4-8 Evaluate some of the benefits and costs of social programs in Canada.



## WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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New Brunswick

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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





## Lesson 10.2

### HOUSING TOPIC 10.2

Natural and unintentional damages to homes

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#### INQUIRY QUESTION

What is involved in effective home maintenance?

#### HOUSING TOPIC DESCRIPTION

Occupants need to maintain their homes against wear and tear from the natural elements and regular use. There are also deliberate and intentional acts that make houses unsafe and unhealthy and lead to many repairs that could have been prevented. Community members need to be aware of the costs of repairing homes when they are vandalized. First Nation communities may be able to enforce bylaws that ensure members who vandalize homes face consequences for their actions.

#### LESSON OUTCOME

Students will be able to demonstrate their learning of the different types of damages to homes by developing a plan to address these issues in their community.

#### 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.*

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#### MATERIALS

1. [KWL Chart](#)
2. [Home Damages T-Chart](#)
3. [Housing Personnel Presentation](#) note-taking sheet
4. [Community Planning](#) template



## PROCEDURE

1. **Activate prior knowledge:** Ask the inquiry question to the class: What is involved in effective home maintenance? Add to the KWL Chart.
2. Ask the students if they can name other deliberate actions that cause damage to their homes. You are looking for the following:
  - a. Events in homes that may cause damages (holes in walls, cigarette burns on flooring, broken doors and windows, etc.)
  - b. Colouring or writing on walls
  - c. Accidental or willful damage to the house
  - d. Poor home maintenance by tenants (screens in need of repair, broken windows, holes in walls, too much moisture causing mould, poor air quality, etc.)
  - e. Other
3. Invite housing personnel to the class to discuss the critical state of housing on the reserve. This will provide the student with information about the cost of housing on the reserve. Ask the housing personnel to give information on the funding the reserve has for housing and break down the different levels of funding and what it is to be spent on.
  - a. If possible, ask them to focus on willful damage to the homes on the reserve and how this creates a backlog of home repairs for which the reserve does not have funds.
  - b. Have the housing personnel discuss with the students that they may have the treaty right to shelter but with every right comes responsibilities. The responsibility for repairing willful damage to a home rests with the tenants of that home.
4. Using the class discussions and the content shared by the housing personnel, have the students work in groups to develop a community plan to address either natural damages or unintentional damages.
5. **Consolidation:** 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
2. Participation in discussion
3. Completion of community development plan self-assessment

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Give each student a case study from the CMHC booklet “Fire Prevention in Aboriginal Communities.” To access this booklet, visit [cmhc.ca](http://cmhc.ca) and click on the CMHC library at the bottom of the page. Have them complete the student handout “Fire Prevention in Aboriginal Communities – A Case Study.” Once the assignment is complete, have the student make an oral presentation of their case study to the class. Use the “Oral Presentation Rubric” to assess the presentation.



## KWL Chart

Inquiry question: What is involved in effective home maintenance?

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





# Activity: Housing Personnel Presentation

Notes

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# Activity: Community Planning

Action	Who will do the work?	Timeline	Budget

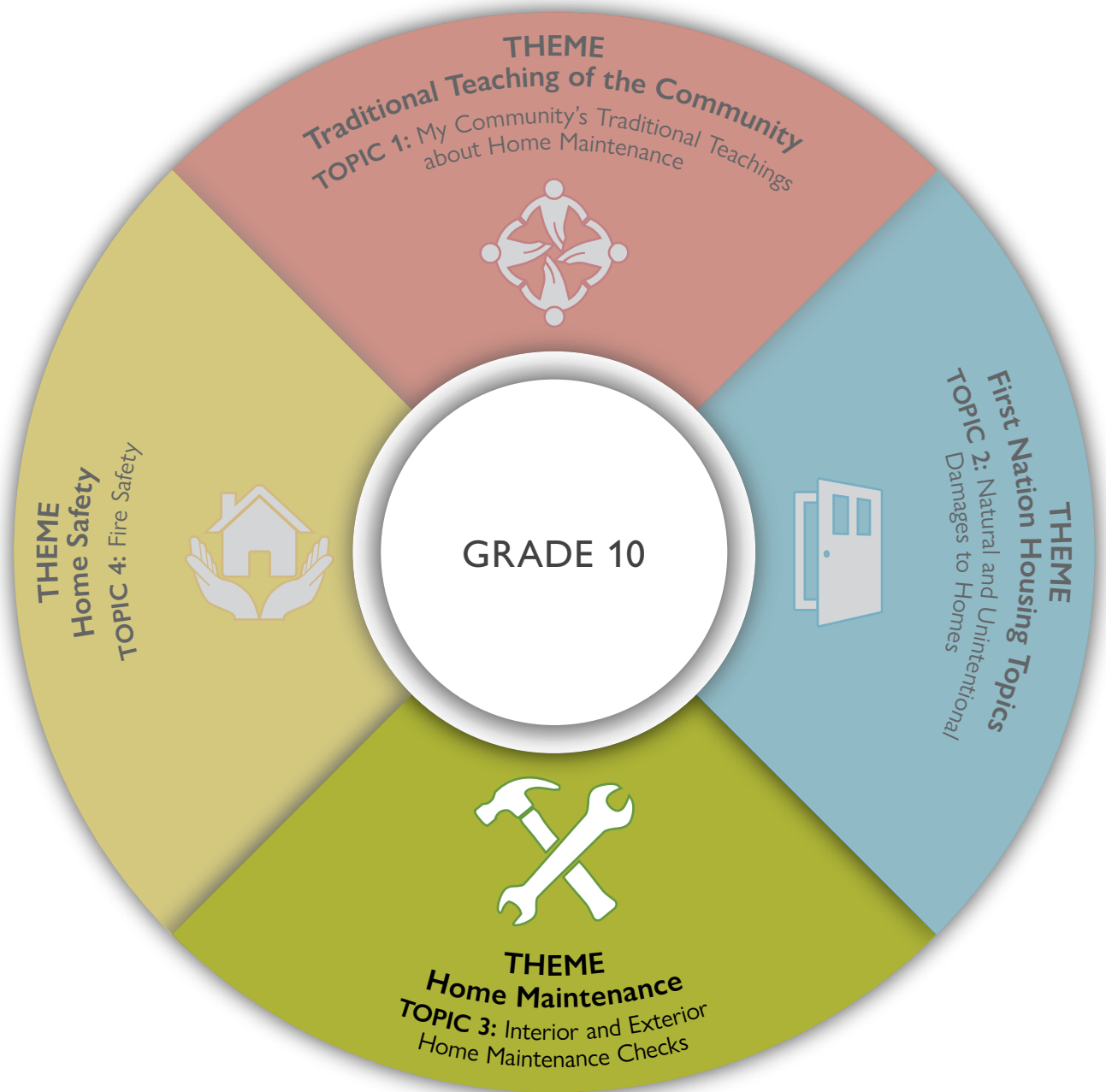


HOME  
MAINTENANCE



# HOUSING TOPIC 3

Interior and exterior home maintenance checks



### Inquiry question

- What is involved in effective home maintenance?



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<b>English Language Arts</b> General outcome 3: Listen, speak, read, write, view, and represent to manage ideas and information. <ul style="list-style-type: none"><li>• Create and follow a plan.</li><li>• Develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources.</li></ul>
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Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<b>Social Studies</b> Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence).
Alberta	<b>Social Studies 10</b> S.4 Demonstrate skills of decision making and problem solving. <ul style="list-style-type: none"><li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li><li>• Develop inquiry strategies to make decisions and solve problems.</li><li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li><li>• Describe a plan of action to use technology to solve a problem.</li><li>• Use appropriate tools and materials to accomplish a plan of action.</li></ul>
Saskatchewan	<b>Native Studies 10</b> <ul style="list-style-type: none"><li>• Use effective decision-making techniques to solve a problem.</li><li>• Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.</li></ul>
Manitoba	<b>Social Studies 10</b> Social studies skills: Managing information and ideas <ul style="list-style-type: none"><li>• Select and use appropriate tools and technologies to accomplish tasks.</li><li>• Critical and creative thinking</li><li>• Propose and defend innovative options or solutions to address issues and problems.</li></ul>



## WNCP and Provinces Curricular Outcomes by Province

Ontario

### Native Studies 10: Sovereignty

Overall expectations

By the end of this course:

- Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.

Specific expectations

Aboriginal world view

- Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.

Renewal and reconciliation

- Describe how Aboriginal peoples are achieving dignity and self-reliance.

Quebec

### Secondary Cycle 2: Contemporary World

Content area: Tensions and conflicts

Competency 2: Takes a position on a contemporary world issue.

Establishes a critical distance by:

- making connections between the views of actors and their interests and values; and
- identifying the advantages and disadvantages of the solutions proposed.

Expresses a well-founded opinion by:

- taking into account the influence of the actors on his/her opinion; and
- suggesting possible actions.

Critically assesses his/her process by indicating other contexts in which the learning could be applied.

Newfoundland  
and Labrador

### Social Studies: Canadian History 1201

SCO 1.0 Examine the growth of Canada during the Laurier era.

1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities.

SCO 7.0 Demonstrate an understanding of important contemporary issues in Canada.

7.1 Aboriginal rights: legislation, women's rights, land claims, self-government.

Prince Edward Island

### Canadian Studies 401A

Unit 4: Canada's work and worth (individuals, societies, and economic decisions)

10-4-8 Evaluate some of the benefits and costs of social programs in Canada.



## WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

New Brunswick

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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



## Lesson 10.3

### HOUSING TOPIC 10.3

Interior and exterior home maintenance checks

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#### INQUIRY QUESTION

What is involved in effective home maintenance?

#### HOUSING TOPIC DESCRIPTION

Interior and exterior checks must be performed on homes every year to ensure that the required home maintenance is done. This will ensure that homes are healthy and safe. Conducting home maintenance checks helps increase the longevity of homes. Each First Nation employs housing personnel that will assist tenants and homeowners in conducting interior and exterior maintenance checks. Each First Nation has a housing policy that establishes who is responsible for the home maintenance repairs.

#### LESSON OUTCOME

Students will be able to conduct exterior and interior home maintenance checks of their home.

#### 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. Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants' Guide
3. Basic Home Maintenance handout
4. Journal topic

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## PROCEDURE

1. **Activate prior knowledge:** Ask the inquiry question to the class: What is involved in effective home maintenance? Add to the KWL Chart.
2. Have the students read “What is Home Maintenance?” on page 1 in the Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants' Guide booklet to find out what “preventative” and “general” maintenance are and why it is important to continually monitor and perform regular checks both inside and outside the home.
3. Give the students the Basic Home Maintenance handout and ask them to choose one home maintenance topic on the list, read the information in the Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants' Guide booklet and complete the four questions. Have students share their work with a partner.
4. Have the students create a plan for exterior and interior home maintenance checks of their home using pages 2 and 3 in Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants' Guide booklet.
5. **For homework:** Have students perform exterior and interior home maintenance checks of their home.
6. **Next class:** Have the class write a journal entry about why it is important for everyone in the home to know about home maintenance checks and be able to help in some way.
7. **Consolidation:** 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
2. Participation
3. Completion of Basic Home Maintenance handout
4. Completion of journal entry

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Have a class discussion about Healthy Housing and Indoor Air Quality after reading pages 65–74 in the Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants' Guide booklet.
2. Have a class discussion about mould and how it affects one's health. You can also have the student read pages 77–79 in the Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants' Guide booklet. You may spend more time on this topic if you wish. Mould is a perpetual and critical issue in First Nation houses on-reserve. The CMHC *Mould in Housing* booklet will provide you and your students with all the information you require.
3. Examples of experiential activities for further learning:
  - a. Volunteer with the housing department to understand and practise home maintenance in the local community. Some examples of volunteering and learning are fixing a window screen, checking and changing furnace filters or any activity that can be done with the guidance of the housing department and is also possible for students to try at home. Speak to the housing department about what these options could be.
  - b. Receive credit for this work; speak to the school administrator.



## KWL Chart

Inquiry question: What is involved in effective home maintenance?

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





## Activity: Basic Home Maintenance

Topic: \_\_\_\_\_

Student name: \_\_\_\_\_

### TOPICS

#### Exterior

- a. Safety with ladders
- b. Crawl spaces
- c. Sealing siding penetrations
- d. Repairing vinyl siding/wood siding
- e. Cleaning siding and stucco
- f. Eavestroughs and downspouts
- g. Roofing repair—asphalt and wood shingles

#### Interior

- h. Main shut-offs
- i. Windows
- j. Doors
- k. Repairing walls and ceilings
- l. Painting
- m. Cleaning sinks, tubs and shower stalls
- n. Replacing caulking in bathroom and kitchens
- o. Fixing leaks in waste plumbing
- p. Repairing faucets
- q. Repairing toilets
- r. Water heaters
- s. Maintaining septic tanks

Use your notebook or loose leaf to answer the following questions:

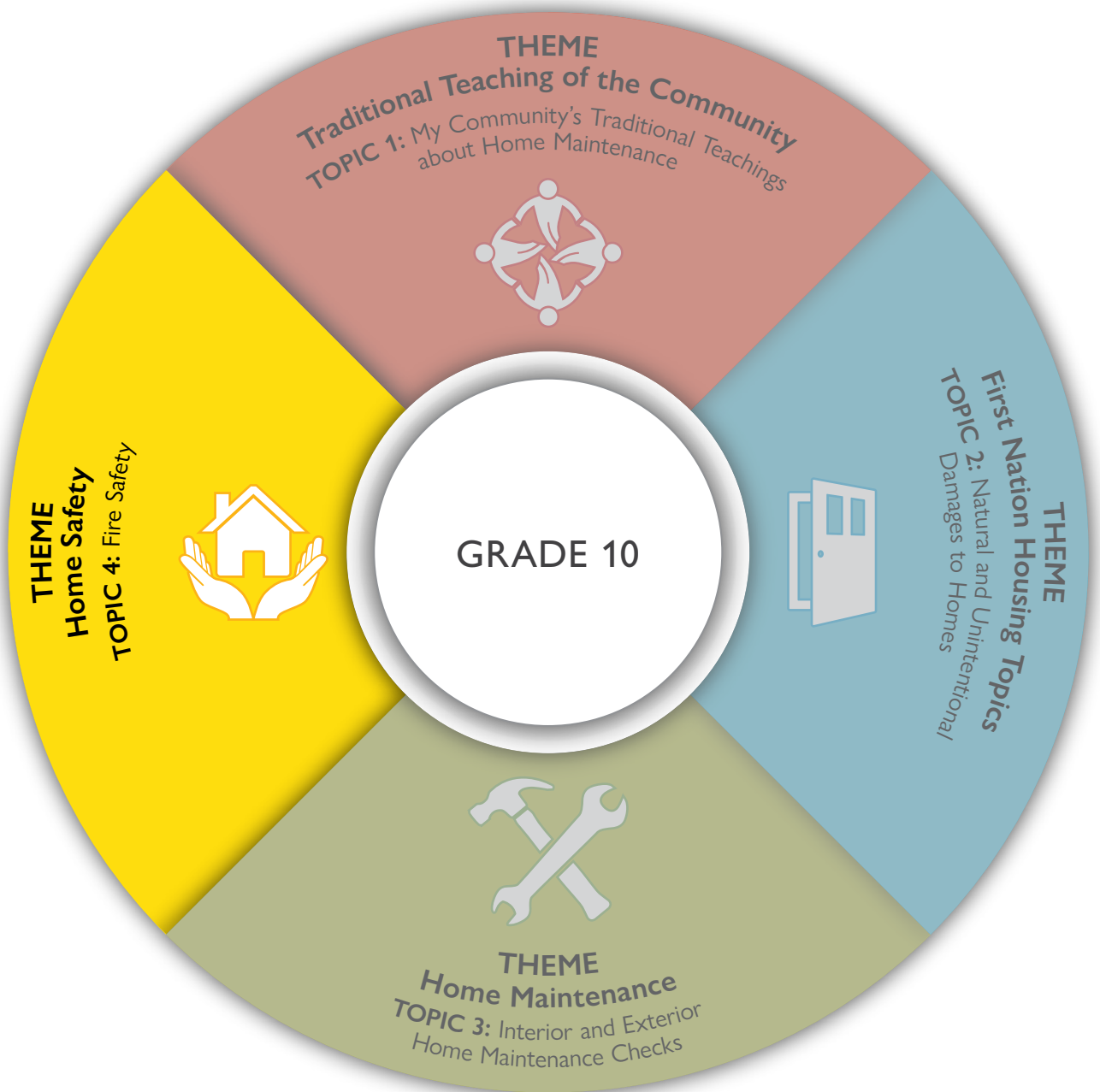
1. Summarize the information
2. What was most interesting to you?
3. What was most challenging for you?
4. How could you use this information at home?



HOME SAFETY

# HOUSING TOPIC 4

Fire safety



## Inquiry question

- What is involved in effective home maintenance?



## WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<b>English Language Arts</b> General outcome 3: Listen, speak, read, write, view, and represent to manage ideas and information. <ul style="list-style-type: none"><li>• Create and follow a plan</li><li>• Develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources</li></ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<b>Social Studies</b> Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence).
Alberta	<b>Social Studies 10</b> S.4 Demonstrate skills of decision making and problem solving. <ul style="list-style-type: none"><li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li><li>• Develop inquiry strategies to make decisions and solve problems.</li><li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li><li>• Describe a plan of action to use technology to solve a problem.</li><li>• Use appropriate tools and materials to accomplish a plan of action.</li></ul>
Saskatchewan	<b>Native Studies 10</b> <ul style="list-style-type: none"><li>• Use effective decision-making techniques to solve a problem.</li><li>• Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.</li></ul>
Manitoba	<b>Social Studies 10</b> Social studies skills: Managing information and ideas <ul style="list-style-type: none"><li>• Select and use appropriate tools and technologies to accomplish tasks.</li></ul> Critical and creative thinking <ul style="list-style-type: none"><li>• Propose and defend innovative options or solutions to address issues and problems.</li></ul>

**WNCP and Provinces Curricular Outcomes by Province**

Ontario	<p><b>Native Studies 10: Sovereignty</b>  Overall expectations  By the end of this course:</p> <ul style="list-style-type: none"> <li>Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.</li> </ul> <p>Specific expectations  Aboriginal world view</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.</li> </ul> <p>Renewal and reconciliation</p> <ul style="list-style-type: none"> <li>Describe how Aboriginal peoples are achieving dignity and self-reliance.</li> </ul>
Quebec	<p><b>Secondary Cycle 2: Contemporary World</b>  Content area: Tensions and conflicts</p> <p>Competency 2: Takes a position on a contemporary world issue.  Establishes a critical distance by:</p> <ul style="list-style-type: none"> <li>making connections between the views of actors and their interests and values; and</li> <li>identifying the advantages and disadvantages of the solutions proposed.</li> </ul> <p>Expresses a well-founded opinion by:</p> <ul style="list-style-type: none"> <li>taking into account the influence of the actors on his/her opinion; and</li> <li>suggesting possible actions.</li> </ul> <p>Critically assesses his/her process by indicating other contexts in which the learning could be applied.</p>
Newfoundland and Labrador	<p><b>Social Studies: Canadian History 1201</b></p> <p>SCO 1.0 Examine the growth of Canada during the Laurier era.</p> <p>1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities.</p> <p>SCO 7.0 Demonstrate an understanding of important contemporary issues in Canada.</p> <p>7.1 Aboriginal rights: legislation, women’s rights, land claims, self-government.</p>
Prince Edward Island	<p><b>Canadian Studies 401A</b>  Unit 4: Canada’s work and worth (individuals, societies, and economic decisions)  10-4-8 Evaluate some of the benefits and costs of social programs in Canada.</p>



## WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

New Brunswick

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

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



## Lesson 10.4

### HOUSING TOPIC 10.4

Fire safety

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#### INQUIRY QUESTION

What is involved in effective home maintenance?

#### HOUSING TOPIC DESCRIPTION

Homes need to be continuously monitored for health and safety hazards. These hazards need to be addressed before the problems become expensive to fix or someone is injured. Home hazard checks should be performed at least twice a year. Adult family members need to take responsibility for performing these checks. Ensuring homes are healthy and safe provides more enjoyable living conditions for the occupants.

#### LESSON OUTCOME

Students will be able to show their learning about fire safety by developing a detailed fire escape plan for their homes and researching to check the safety measures shown in their fire escape plans.

#### 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.*

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#### MATERIALS

1. [KWL Chart](#)
2. Access to the Internet
3. 8x11.5 graph paper



## PROCEDURE

1. **Activate prior knowledge:** Ask the inquiry question to the class: What is involved in effective home maintenance? Add to the KWL Chart.
2. Have a discussion about home safety. What does home safety mean to the students? Do they know the rules for fire and electrical safety? Ask the students to share some of their personal stories about safety incidents they witnessed or were involved in. Did they know what to do in these instances? Do they think their homes are electrical and fire safe?
3. Inform the students that they are going to develop a fire escape plan for their homes.
4. Hand out a sheet of graph paper and ask the students to draw a floor plan of their home. If there is more than one floor, give the students more graph paper and ask them to draw the floor plans of these floors as well.
5. Have them take the plans home and work with their caregivers to plan two exits from every room in the house.
6. Have them identify a meeting place outside their homes where family members are to meet if there is a fire in their home. Stress that this meeting place must remain the same—it is not to be changed.
7. Inform them that they need to have fire drills with their families to ensure everyone knows how to get out of the house in the case of a fire.
8. Have the students search fire safety websites once they have developed their fire escape plan to ensure they have included everything they need to be safe. Have the class share their findings in class the next day.
9. **Consolidation:** 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 fire escape plan
2. Completion of Internet research rubric

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## SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Use the Internet and the Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants' Guide booklet (pages 85–92) to do this activity. Assign one of these topics to each student. Have the students research fire safety information on the following topics:
  - a. Smoke alarms
  - b. Wood stoves, chimneys and stove pipes
  - c. “Stop, drop and roll”
  - d. Fire extinguishers
  - e. Candles and lamps
  - f. Electrical outlets
  - g. Christmas trees
  - h. Matches
  - i. Cooking in the kitchen
  - j. Space heaters
  - k. Paint and gas storage
  - l. Clothes dryer
  - m. Burning grass around the house
  - n. Frayed electrical cords
  - o. Smoking—Cigarettes and cigarette butts

Once the students have found the information, ask them to share their findings with the class.

2. Using the results from the lesson—the home hazard checklist—ask the students to complete the “Electrical and Fire Hazard Action Plan.” Have each student indicate how they are going to work with their parents/caregivers to ensure their home is safe both from fire and electrical hazards. They may have learned some simple ways to make small changes at home based on what they found during the hazard hunt.



3. Examples of experiential activities for further learning:
  - a. Volunteer with the housing department to understand and practise home maintenance in the local community. Some examples of volunteering and learning are fixing a window screen, checking and changing furnace filters or any activities that can be done with the guidance of the housing department and is also possible for students to try at home. Speak to the housing department about what these options could be.
  - b. Receive credit for this work; speak to the school administrator.



# KWL Chart

Inquiry question: What is involved in effective home maintenance?

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