



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

GRADE 1 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 1 Teacher's Outline, contains a housing topic chart, housing topic list and an overview resource chart. 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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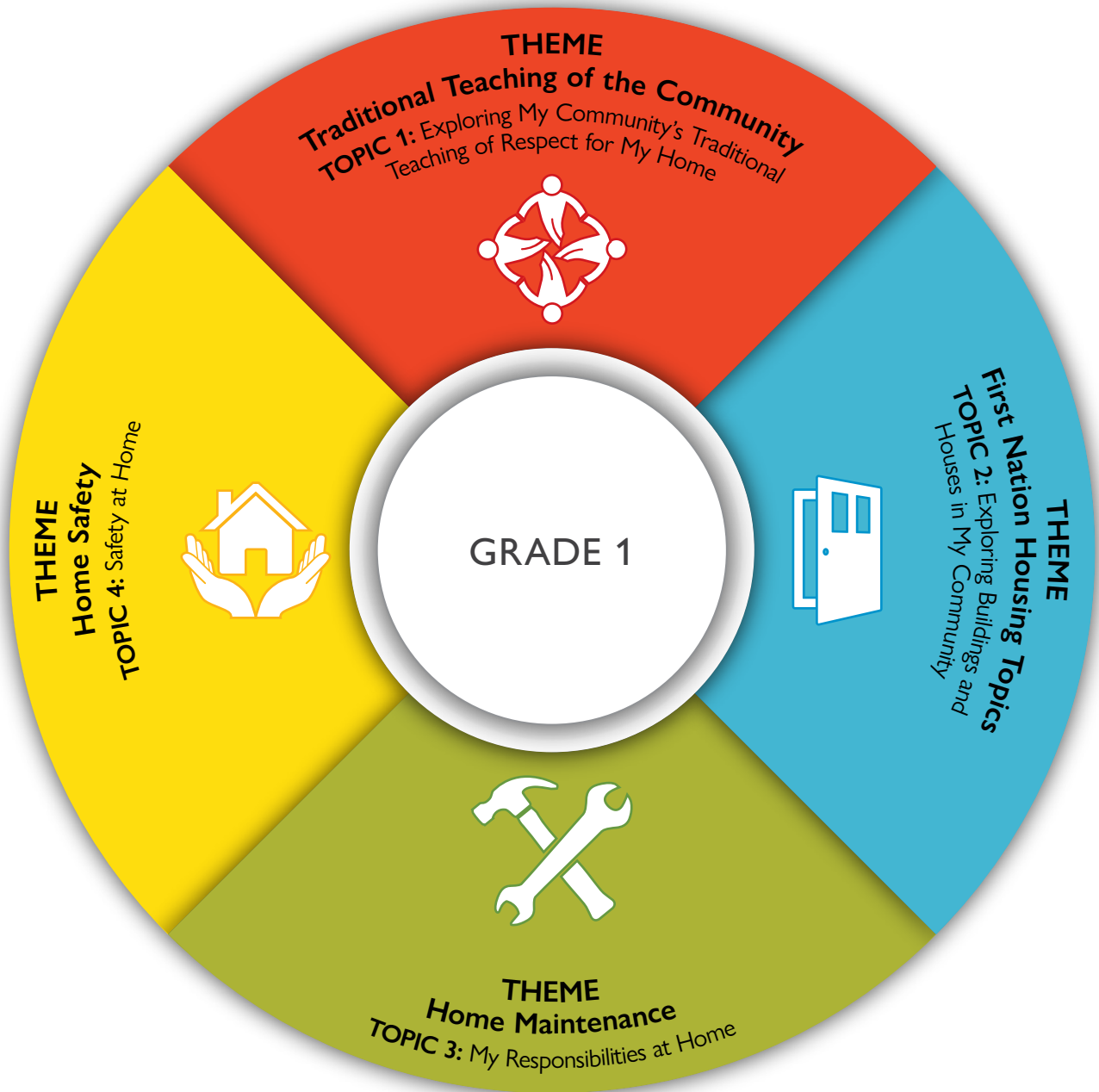
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GRADE 1 OVERVIEW



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 respect my home?</i>	Exploring my community's traditional teaching of respect for my home	Elder visit to teach about respect for our homes

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to respect my home?</i>	Exploring buildings and houses in my community	Mapping their community

*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 respect my home?</i>	My responsibilities at home	Identifying chores that keep their homes safe and chore goal setting





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to respect my home?</i>	Safety at home	Group work to construct sentences about safety rules at home and in school

*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
 1.1 Exploring my community's traditional teaching of respect for my home	<p>The students will learn that all First Nation cultures have values that determine how they live. Their ancestors applied these values every day of their lives. They needed to have clean homes to live in. This important value is "Respect." Young children need to learn how this value was applied in the past and is being applied today from the Elders or traditional knowledge keepers of their community. Children need to connect the past to the present to identify with their cultural values.</p>	<p>Students will be able to explain how they can show respect for their home after listening to a community Elder or traditional knowledge keeper speak about the traditional teaching of respect from their First Nation's perspective and knowledge.</p>
 1.2 Exploring buildings and houses in my community	<p>Young children need to find out about their community by learning about the various houses and buildings that are an important part of their lives. Every First Nation community has a map that identifies where all the houses and community buildings are located. Young children are curious about where they live in relation to where their friends live as well as where important community buildings are located on the map.</p>	<p>Students will be able to locate buildings in their community by drawing their homes, community landmarks and important places on a mural showing a big map of the reserve in the classroom or hallway.</p>
 1.3 My responsibilities at home	<p>Young children need to learn that they are responsible for keeping their rooms clean and tidy. They need to do chores in the home. All occupants need to be part of keeping their home safe and clean. Children need to learn about ways they can help keep their homes safe and clean by taking responsibility for doing chores around the house.</p>	<p>Students will be able to identify the chores they can do to help take care of their homes and make their homes safe.</p>
 1.4 Safety at home	<p>The students will become knowledgeable about ways they can keep their classroom and homes safe. They will learn that identifying and following safety rules help them to live in a safe home. Children will feel safer and empowered when they know how to be safe both in the classroom and at home.</p>	<p>Students will be able to explain the concept of rules and how rules relate to safety; and list some family rules at home and rules at school that help them be safe.</p>



Reference List

Alberta Curriculum. (2017). Alberta Education.

British Columbia Curriculum. (2017). BC's New Curriculum.

Manitoba Curriculum. (2017). Manitoba.ca.

My Home is My Tipi: K-12 Housing Curriculum Kit. (2012). Canada Mortgage and Housing Corporation, 2009.

New Brunswick Curriculum. (2017). New Brunswick, Canada.

Newfoundland and Labrador Curriculum. Newfoundland and Labrador, Canada.

Northwest Territories Curriculum. Education, Culture & Employment. Government of the Northwest Territories.

Nova Scotia Curriculum. Nova Scotia, Canada.

Ontario Curriculum. Ontario Ministry of Education.

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

Quebec Curriculum. Quebec Ministry of Education.

Saskatchewan Curriculum. Saskatchewan, Canada.

Western and Northern Canadian Protocol Curriculum.

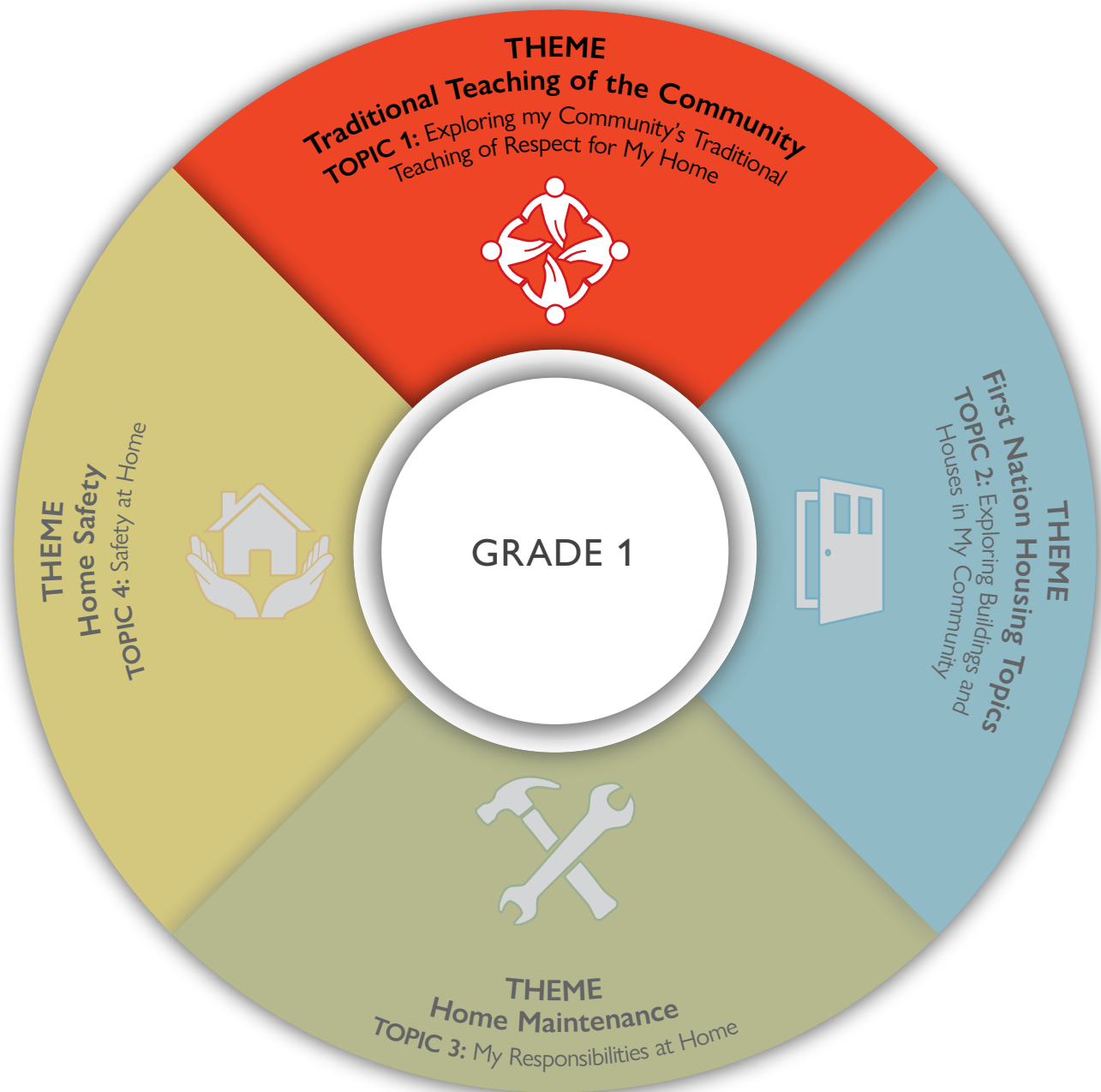


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Exploring my community's traditional teaching of respect for my home



Inquiry question

- What does it mean to respect my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community Social studies</p> <p>1-V-CC-006 Respect the traditions, celebrations and stories of others.</p> <p>1-K-CC-010 Demonstrate awareness of the diversity of people, languages and ways of life in their communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies Time, continuity, and change</p> <p>Explore how people, relationships, events and ideas of the past shape the present and influence the future.</p> <p>KT-017A Recognize that stories, traditions and celebrations of their Aboriginal community connect them to previous generations. Examples: Chief Jimmy Bruneau, Behchoko; Chief Julius, Fort McPherson.</p> <p>VT-009 Value stories of the past as an important way to learn about the present.</p> <p>VT-009A Value oral histories of the past as an important way to learn about the present.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies Diverse cultures, backgrounds and perspectives within the local and other communities</p> <p>Elaborations Sample topic</p> <p>Different languages, customs, art, music, traditions, holidays, food, clothing and dress.</p>
Alberta	<p>Social Studies</p> <p>1.1.2 Value the groups and communities to which they belong.</p> <ul style="list-style-type: none"> • Demonstrate a willingness to share and co-operate with others (C, PADM)
Saskatchewan	<p>Social Studies Resource and wealth</p> <p>RW1.1 Describe the influence of physical, spiritual, emotional and intellectual needs and wants on personal well-being.</p> <p>c. Share oral stories or traditional narratives on the theme of meeting various types of needs and wants (physical, spiritual, social/emotional, intellectual).</p> <p>e. Explain how First Nation people engage traditional teachings in meeting needs and wants (medicine wheel representation for the domains of spiritual, emotional, physical and intellectual being).</p>



WNCP and Provinces Curricular Outcomes by Province

Manitoba	<p>Social Studies</p> <p>1.1.2 Cultural expression (cluster 1: I Belong)</p> <p>1-VI-005A Value the stories, languages, traditions and celebrations of their First Nation, Inuit or Métis community.</p>
Ontario	<p>Social Studies</p> <p>A3. Understanding context: roles, relationships and respect.</p> <p>A3.2 Identify some of the significant people, places and things in their life, including their life in the community (people: parent, teacher, Elder, doctor; places: school, friends' homes, the library, parks or playgrounds, their place of worship; things: pets, culturally specific items in their home, toys and comfort items), and describe their purpose or the role they have.</p>
Quebec	<p>Social Studies</p> <p>Geography, history and citizenship education</p> <p>Knowledge related to change in a society and its territory</p> <p>1. Past and present</p> <ul style="list-style-type: none">• First representation of time (cycle one)• Names changes in everyday objects (toys, CDs, iron, computer, bicycle)• Indicates differences between his/her environment and an unfamiliar environment
Newfoundland and Labrador	<p>Social Studies</p> <p>Unit 3: Place and time</p> <p>1.3.2 Demonstrate an understanding that the way people live in their community evolves over time.</p> <p>1.3.3 Demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time.</p>
Prince Edward Island	<p>Social Studies</p> <p>Unit 3: Place and time</p> <p>1.3.2 Demonstrate an understanding that the way people live in their community evolves over time.</p> <p>1.3.3 Demonstrate an understanding that Aboriginal peoples' relationship with place has changed over time.</p>



WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

Social Studies

Outcome 1: Demonstrate an understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and other cultural groups.

Indicators

Ask questions to gain an understanding of the diversity of cultural groups, including Acadians, African Nova Scotians, Gaels, Mi'kmaq, including Treaty Education and other cultural groups. (COM, CT, CZ)

New Brunswick

Social Studies

Unit 4: Community

1.4.1 Demonstrate an understanding that the way people live in their community evolves over time.

1.4.3 Recognize that Aboriginal peoples' relationship with place has changed over time.

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



Lesson 1.1

HOUSING TOPIC 1.1

Exploring my community's traditional teaching of respect for my home

INQUIRY QUESTION

What does it mean to respect my home?

HOUSING TOPIC DESCRIPTION

The students will learn that all First Nation cultures have values that determine how they live. Their ancestors applied these values every day of their lives. They needed to have clean homes to live in. This important value is "Respect." Young children need to learn how this value was applied in the past and is being applied today from the Elders or traditional knowledge keepers of their community. Children need to connect the past to the present to identify with their cultural values.

LESSON OUTCOME

By the end of this lesson, students will be able to explain how they can show respect for their home after listening to a community Elder or traditional knowledge keeper speak about the traditional teaching of respect from **their** First Nation's perspective and knowledge.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout; use the KWL Chart.*
- *The students need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*



MATERIALS

1. KWL Chart
2. Elder Protocol Anchor Chart
3. Chair and water/tea available for the Elder
4. Protocol material for inviting Elders into the classroom
5. Small gift for the Elder
6. Activity: Elder Teaching

PROCEDURE

Prior to the lesson

- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about how the value of respect for our homes was applied in the past and is being applied today. The students will share how they show respect for their homes. Be sure to follow the correct protocol on how to approach an Elder to come to the classroom. Use the local community protocol. If you do not know the protocol, ask a co-worker who is a community member.
- Co-construct the Elder Protocol Anchor Chart with the class.
 1. Activate prior knowledge. Ask the inquiry question to the class: What does it mean to respect my home? Complete the KWL Chart.
 2. Review the Elder protocol from the anchor chart with the students.
 3. Introduce the Elder or traditional knowledge keeper, following protocol.
 4. Invite the Elder or traditional knowledge keeper to share teachings about the local community's value of respect for our homes.
 5. Take notes for future reference and review with students.
 6. Have students ask questions (using class-generated questions, if needed).
 7. Thank the Elder or traditional knowledge keeper for coming in.



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



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

STUDENT ASSESSMENT

Completion of the Learning from Elder Rubric

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Ask students to go home and ask their parents a question about the housing topic. Generate this question as a class and have them come back and share their answers the next day.

KWL Chart

Inquiry question: What does it mean to respect my home?

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



Elder Protocol Anchor Chart

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

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

Example

HOW DO WE LISTEN TO OUR ELDERS?

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

Helper of the day: _____



Learning from Elder Rubric

Name: _____

	Beginning to meet	Meeting	Exceeding
Listened attentively			
Showed gratitude			
Completed picture activity			
Demonstrated an understanding of the Elder's teaching			

Notes



Activity: Elder Teaching

Name: _____

Draw a picture of what you learned

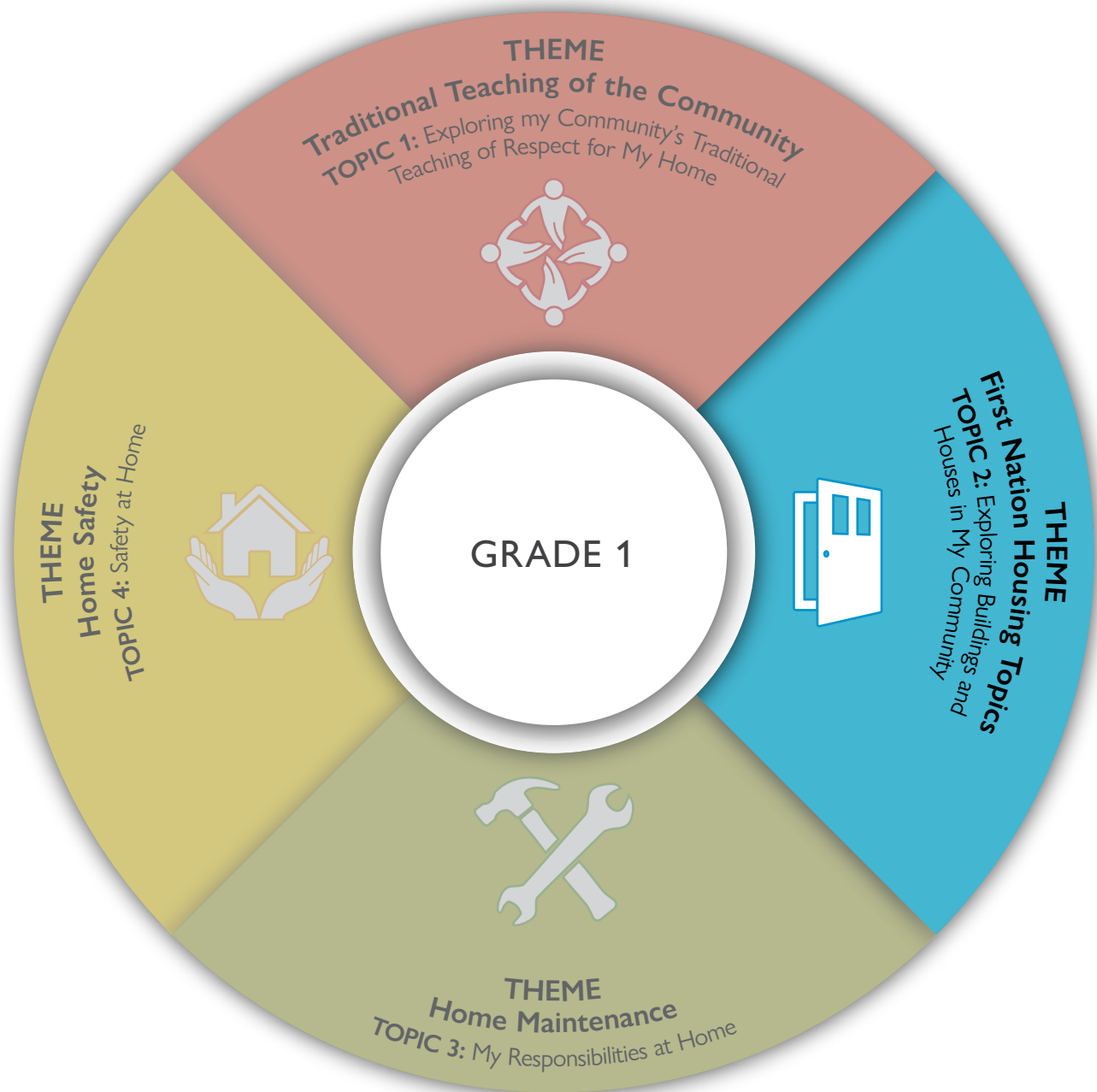


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

Exploring buildings and houses in my community



Inquiry question

- What does it mean to respect my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Social Studies The land: places and people: knowledge and understanding</p> <p>1-K-L-015 Describe neighbourhood and community landmarks.</p> <p>1-K-L-015A Describe local First Nation, Inuit or Métis landmarks and significant places.</p> <p>1-K-L-019 Describe the relative location of places in the school and neighbourhood.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies The land: places and people</p> <p>Explore people's dynamic relationships with the land, places and environments.</p> <p>KL-013 Identify their address or describe the relative location of their home in their community, town or city.</p> <p>KL-016 Identify and locate landmarks and significant places using relative terms. Example: The statue is in the park beside the river.</p> <p>KL-016A Identify local Aboriginal landmarks and significant places.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies Natural and human-made features of the local environment</p> <p>Sample topics</p> <ul style="list-style-type: none"> Natural features: mountains, forests, waterways, local plants and animals Human-made features: buildings, bridges, dams, dykes <p>Key question</p> <ul style="list-style-type: none"> How does the rural environment differ from the urban environment? Parks and other recreational areas Financial services
Alberta	<p>Citizenship: Belonging & Connecting</p> <p>1.1 My world: home, school and community</p> <p>1.1.5 Distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> What are some familiar landmarks and places in my community? (CC, TCC) Why are these landmarks and places significant features of the community? (CC, I, TCC)



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Social Studies

Dynamic relationships

DR 1.5 Identify and represent the orientation in space (where) and time (when) of significant places and events in the lives of students.

- g. Describe the relative location of places in the classroom and school neighbourhood.
- h. Construct and use maps to represent familiar places, such as the location of the student's desk, part of the classroom or playground, incorporating the cardinal directions (north, south, east and west).

Manitoba

Social Studies

1.2.4 My community (cluster 2: My Environment)

1-KL-016 Identify and locate landmarks and significant places using relative terms.
Example: The statue is in the park beside the river.

1-KL-016A Identify local Aboriginal landmarks and significant places.

1-VL-008 Respect neighbourhood and community places.

Ontario

Social Studies

A2. Inquiry: Roles, responsibility and identity

A2.3 Analyze and construct simple maps as part of their investigations into places that are significant to them or to their family.

B3. Understanding context: The elements of the local community

B3.1 Identify some of the natural and built features of their community.

B3.2 Identify some distinct areas in the local community.

Quebec

Geography, History and Citizenship Education

Knowledge related to the organization of a society in its territory

Location in space and time

- a. Orients himself/herself in space, a simple drawing, an illustration or a scale model.

Techniques specific to geography and history

- a. Interprets simple maps.
- b. Reads the title.
- c. Decodes the legend.
- d. Reads the scale.

WNCP and Provinces Curricular Outcomes by Province

<p>Newfoundland and Labrador</p>	<p>Social Studies Unit 2: Environments</p> <p>1.2.1 Recognize that environments have natural and constructed features (local, national and global).</p> <ul style="list-style-type: none"> Identify and describe examples of the constructed environment in their area, their province, Canada and the world
<p>Prince Edward Island</p>	<p>Social Studies Unit 3: Community</p> <p>E.3.1 Begin to develop an awareness of their community.</p> <p>E.3.3 Begin to develop an awareness of maps.</p>
<p>Nova Scotia</p>	<p>Social Studies Outcome 3: Demonstrate an understanding of Mi'kmaq communities in the province.</p>
<p>New Brunswick</p>	<p>Social Studies Unit 4: Community</p> <p>1.4.2 Demonstrate an understanding that signs, symbols, direction and scale are used to represent landmarks and locations.</p>

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



Lesson 1.2

HOUSING TOPIC 1.2

Exploring buildings and houses in my community

INQUIRY QUESTION

What does it mean to respect my home?

HOUSING TOPIC DESCRIPTION

Young children need to find out about their community by learning about the various houses and buildings that are an important part of their lives. Every First Nation community has a map that identifies where all the houses and community buildings are located. Young children are curious about where they live in relation to where their friends live as well as where important community buildings are located on the map.

LESSON OUTCOME

By the end of this lesson, students will be able to locate buildings in their community by drawing their homes, community landmarks and important places on a mural showing a big map of the reserve in the classroom or hallway.

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. Map of the community—get a map from the housing department or create one
3. Printed pictures of various buildings in the community
4. Template for drawing pictures of their house



PROCEDURE

Note

- Some mapping skills need to be reviewed or taught for this lesson.
1. Review the KWL Chart, focusing on the “What do I want to know” section with an emphasis on this lesson’s topic.
 2. Check prior knowledge about housing through a class discussion: Ask questions about the buildings in their community. Have students share what they like best about their homes. Ask them how their homes protect them. Discuss shelter as one of the basic needs all humans need to survive.
 3. Ask students if they know where their home is. Have them share where they think their home is located.
 4. Ask the students if they know where the band office, health clinic, school, water treatment plant, community hall and other important buildings on the reserve are located. Show the class where they are located and where important buildings are on the community map.
 5. Tell the class that they will be constructing a map together.
 6. Ask the students to identify different buildings that exist in their community from pictures: school, band office, health centre, homes, arena, community centre, etc.
 7. As a class, begin to place the pictures on the class-constructed community map. Discuss location and placement on the map.
 8. Have students draw a picture of their home. They should draw the exterior of their home.
 9. Add to the KWL Chart, focusing on the “What have I learned” section.



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



STUDENT ASSESSMENT

1. Completion of student activity
2. Co-construction of a student rubric based on the following two outcomes:
 - Students will be able to locate their home in their community on a map
 - Students will verbally describe where their house is in relation to the school

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Invite one of the band's housing personnel to come to your classroom. Ask them to talk about their job and what they do to help the community look after the homes and buildings on the reserve.
2. Ask the housing personnel to bring a map of the houses and buildings on the reserve, and ask them to speak about the map.
3. Discuss with the students what would happen if they did not have houses to live in. Ask them why it would be important to look after their houses. List the reasons on the board or flip chart.

KWL Chart

Inquiry question: What does it mean to respect my home?

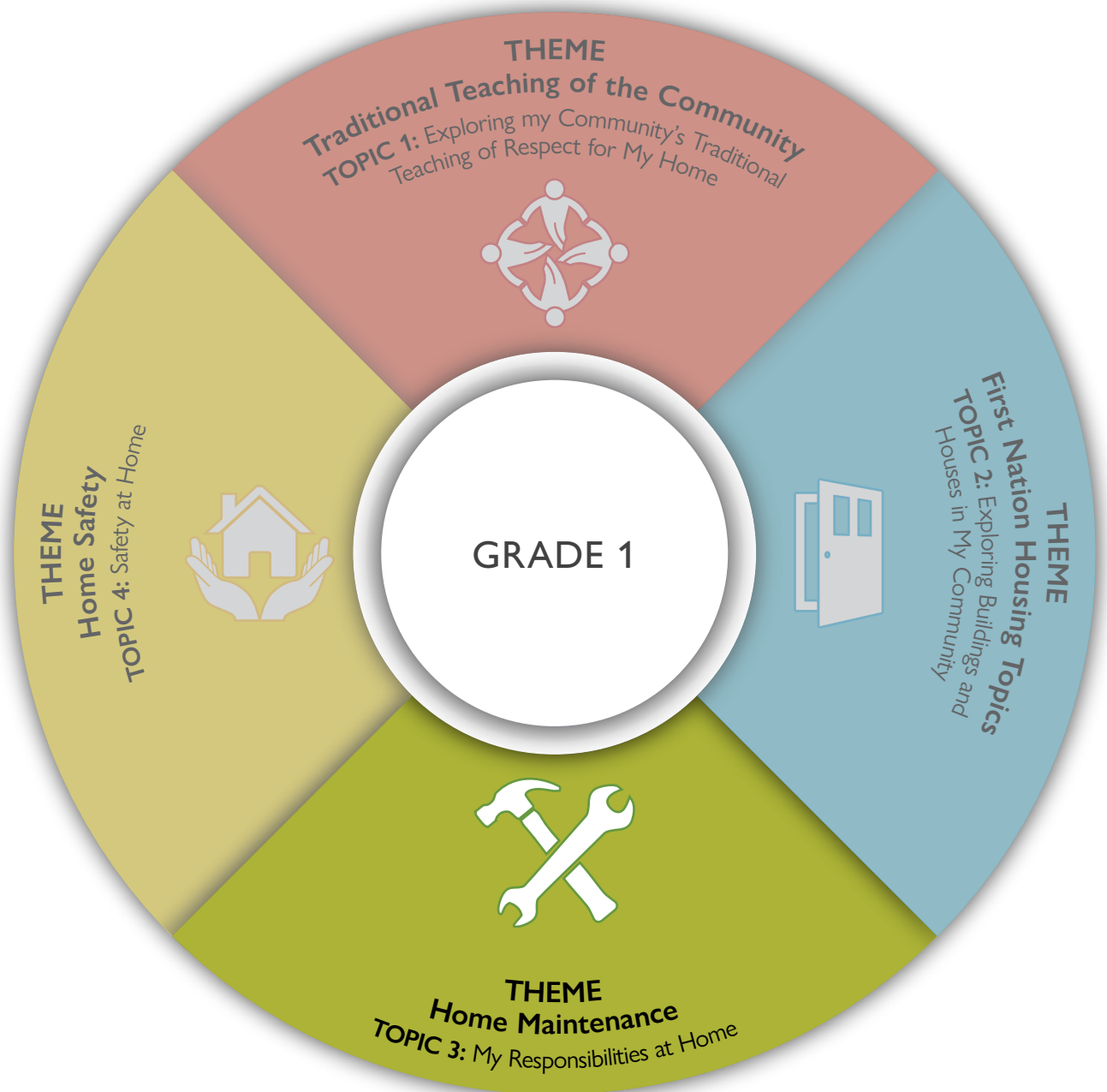
K	W	L
What do I know ?	What do I want to know?	What have I learned ?



HOME
MAINTENANCE

HOUSING TOPIC 3

My responsibilities at home



Inquiry question

- What does it mean to respect my home?



WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>Social Studies Economics and resources</p> <p>1-K-E-029 Describe ways in which work may be shared in families, schools, groups and communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies Power and authority</p> <p>KE-029 Describe ways in which work may be shared in families, schools and communities.</p> <p>KE-030 Recognize the need to care for personal property.</p> <p>VE-013 Respect differences between their own and others' needs and wants.</p> <p>VE-014 Respect their own and others' property.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies Rights, roles and responsibilities of individuals and groups</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> • Roles (roles within a family or on a sports team; roles as a friend, peer, student) • Responsibilities to self, others and the environment <p>Key questions</p> <ul style="list-style-type: none"> • Do your rights, roles and responsibilities change between home and school? • Who makes decisions about what happens at home or school?
Alberta	<p>Social Studies Knowledge and understanding</p> <p>1.1.3 Examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <p>What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)</p>

WNCP and Provinces Curricular Outcomes by Province

Saskatchewan	<p>Social Studies Resource and wealth</p> <p>RW1.1 Describe the influence of physical, spiritual, emotional and intellectual needs and wants on personal well-being.</p> <ul style="list-style-type: none"> d. Represent various ways in which families meet their physical, spiritual, emotional and intellectual needs and wants. f. Identify ways in which respecting others' needs and wants helps classrooms and homes function effectively.
Manitoba	<p>Social Studies</p> <p>1.3.2 Respect, responsibility and rights (cluster 3: Connecting with others).</p> <p>1-KE-030 Recognize the need to care for personal property.</p> <p>1-VE-014 Respect their own and others' property.</p>
Ontario	<p>Social Studies</p> <p>A3. Understanding context: roles, relationships and respect</p> <p>A3.1 Describe some of their own roles, relationships and responsibilities (as a student, member of a family, friend, member of the community).</p>
Quebec	<p>Physical Education and Health To adopt a healthy, active lifestyle</p> <p>Lifestyle habits</p> <ul style="list-style-type: none"> • Explains in his/her own words the concepts of lifestyle habits and health (action often carried out every day for one's health; state of physical and psychological well-being) • Names lifestyle habits that are conducive to health and well-being • Names lifestyle habits that are detrimental to health and well-being
Newfoundland and Labrador	<p>Social Studies</p> <p>Unit 1: Groups</p> <p>1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities and take age-appropriate actions to demonstrate their responsibilities as citizens (local, national and global).</p>



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Social Studies

Unit 1: Groups

1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities.

Nova Scotia

Social Studies

Outcome 2: Take age-appropriate action to practise responsible behaviour in caring for the environment.

Indicators

- Discuss responsible behaviour and caring for the environment. (teacher's note: Be mindful of Mi'kmaq beliefs and practices in relation to the environment.) (COM, PCD)

New Brunswick

Social Studies

Unit 1: Groups

1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities.

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



Lesson 1.3

HOUSING TOPIC 1.3

My responsibilities at home

INQUIRY QUESTION

What does it mean to respect my home?

HOUSING TOPIC DESCRIPTION

Young children need to learn that they are responsible for keeping their rooms clean and tidy. They need to do chores in the home. All occupants need to be part of keeping their home safe and clean. Children need to learn about ways they can help keep their homes safe and clean by taking responsibility for doing chores around the house.

LESSON OUTCOME

By the end of this lesson, students will be able to identify the chores they can do to help take care of their homes and make their homes safe.

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.*
- *Be mindful that students' various experiences with chores may differ. An idea to help students prepare for this lesson is to ask them to go home and conduct a chore that they can share with the class. Tell students they can describe what they did and how it made them feel to be part of keeping their homes clean and tidy.*

MATERIALS

1. Hand out or use with whole class: Chores That Keep My Home Safe
2. Student handout: Keeping My Home Safe
3. Student handout: Goal Setting: Keeping My Home Safe



PROCEDURE

1. Check prior knowledge: Start by revisiting the KWL Chart by adding to their chart, focusing on what they want to learn moving forward on this topic.
2. Talk about why it is important to help around the house. Brainstorm how they can help keep their homes safe by keeping them clean and tidy. Use the student handout Chores That Keep My Home Safe and draw the diagram on the board or flip chart. Fill in student answers as they brainstorm with you.
3. Have each student draw a picture in the house shown on the student handout Keeping My Home Safe and ask each student to share with the class one chore they perform to keep their home safe.
4. Consolidation: Distribute the Goal Setting: Keeping My Home Safe handout. Students will create a goal of completing an important chore at home. Ask the class to try that evening and have a talk about it with their caregivers. Tell students to be prepared to come back to school to share about their chore goal and conversation with family.
5. 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 the student handout Chores That Keep My Home Safe and the Goal Setting: Keeping My Home Safe goal activity
2. Observation of student participation and concept understanding through verbal sharing and discussion

SUGGESTED STUDENT ACTIVITIES, FOR ADDITIONAL LEARNING

Discuss what a fire escape plan is and create one for the students' classroom and homes.

KWL Chart

Inquiry question: What does it mean to respect my home?

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



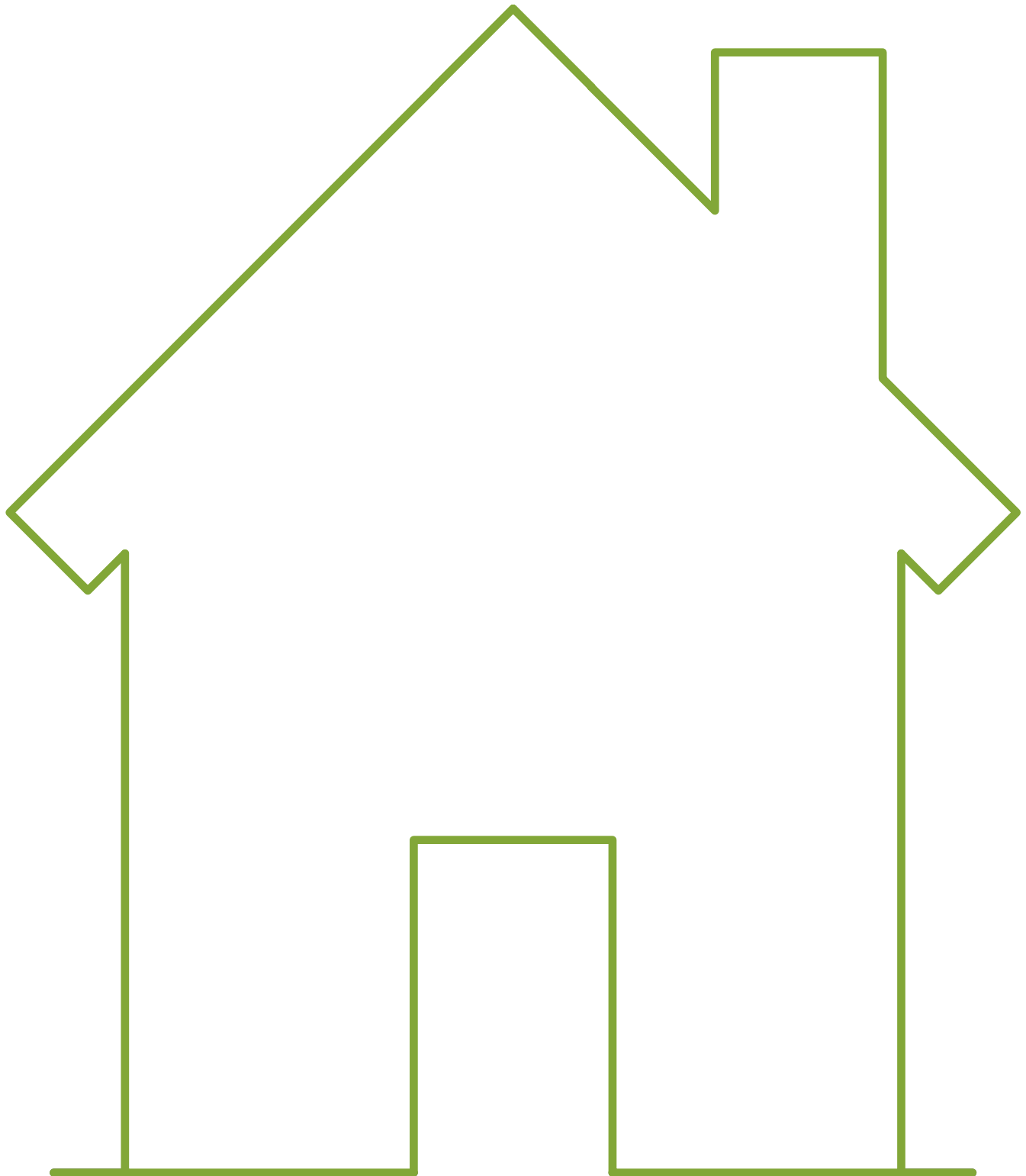
Activity: Chores That Keep My Home Safe

List below:

Activity: Keeping My Home Safe

Name: _____

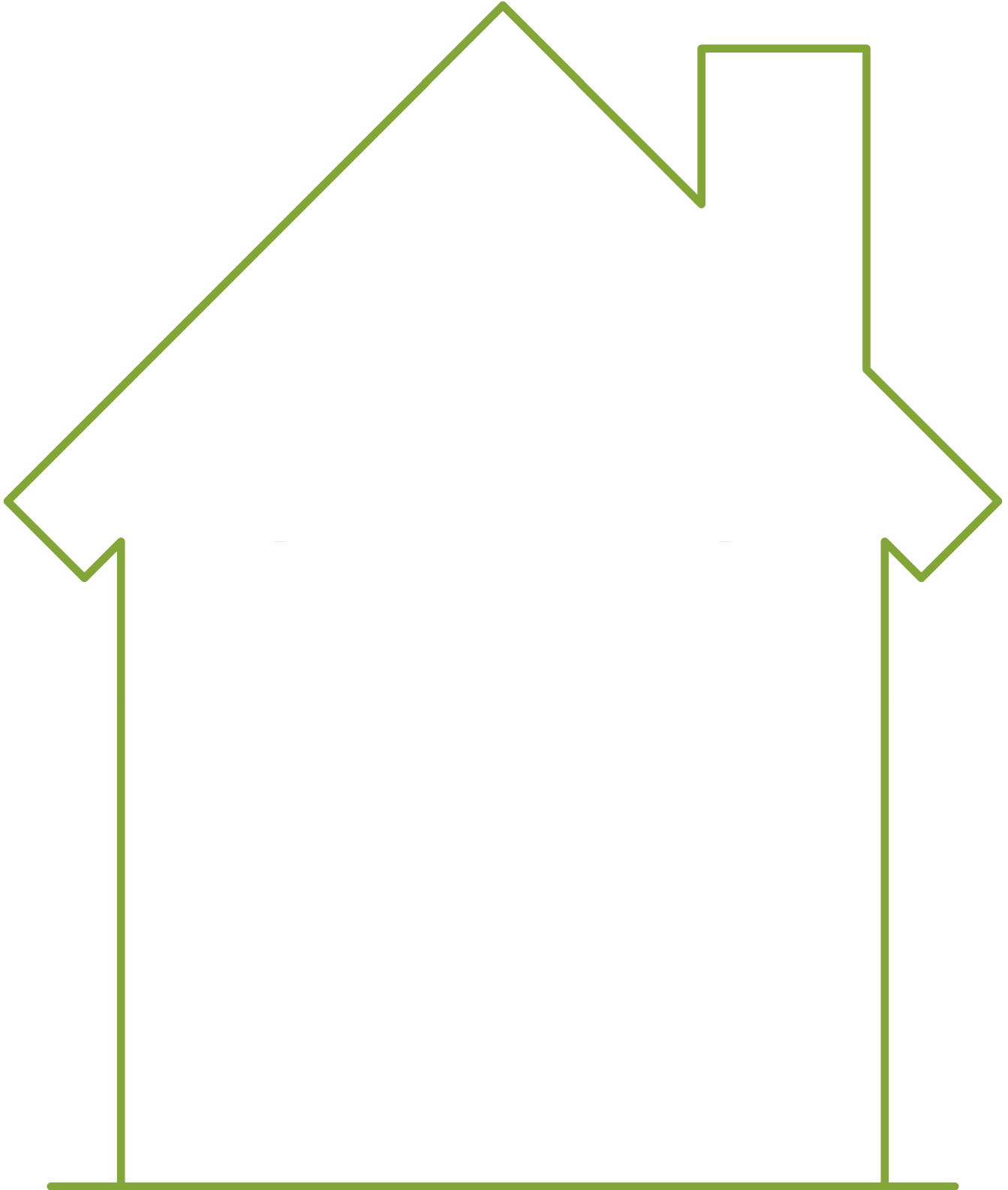
Draw a picture of a chore you can do at home:





Goal Setting: Keeping My Home Safe

Our goals:



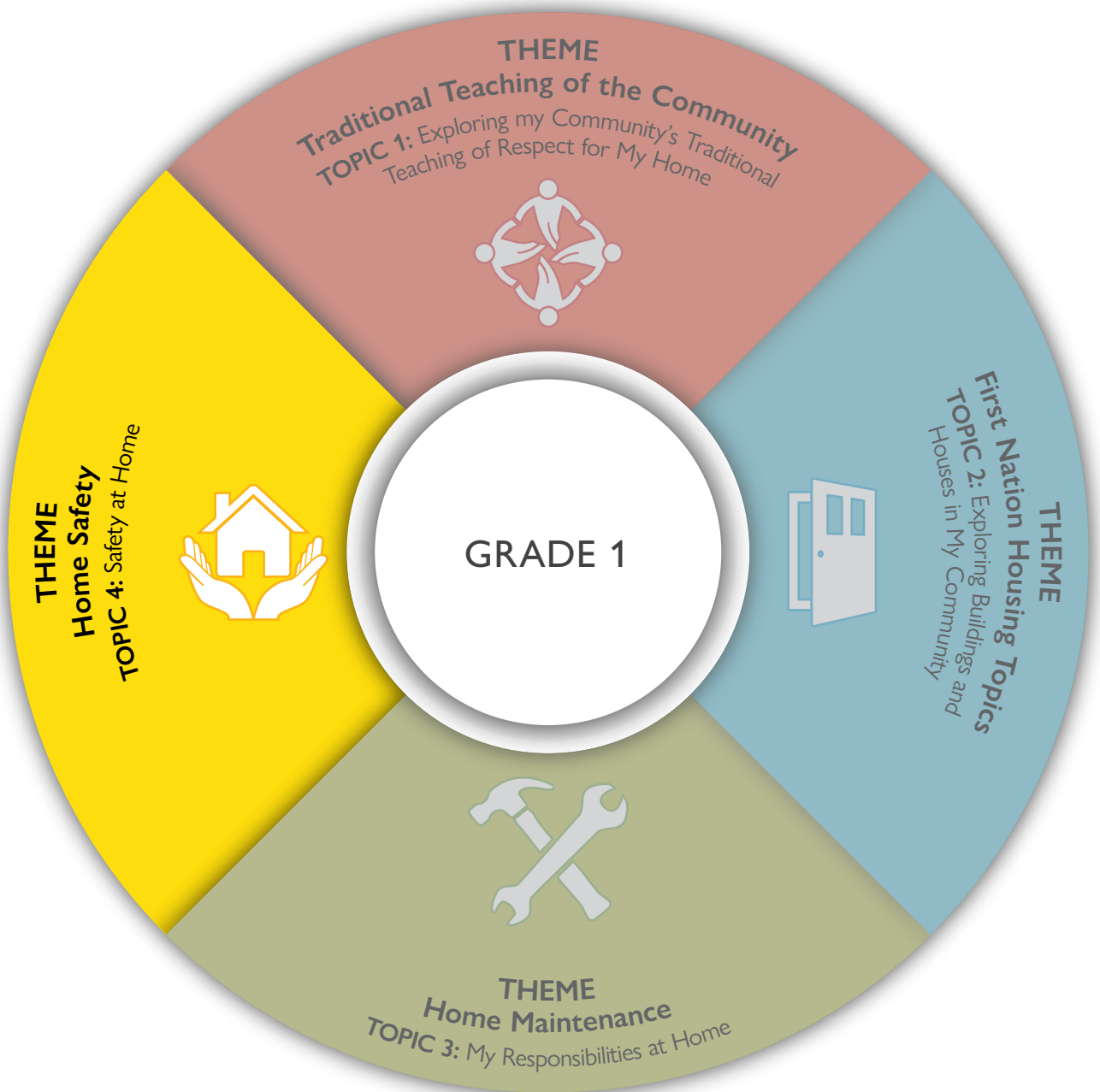


HOME SAFETY



HOUSING TOPIC 4

Safety at home



Inquiry question

- What does it mean to respect my home?

WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Social Studies Power and authority</p> <p>1-V-P-013 Respect rules and laws in their school and community.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Social Studies Power and authority</p> <p>Explore the processes and structures of power and authority, and their implications for individuals, relationships, communities and nations.</p> <p>KP-024 Explain purposes of rules and laws in the school and community.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Social Studies Roles, rights and responsibilities in the local community</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> • Individual rights and interests versus the “public interest” • Responsibilities to other people and the environment <p>Key questions</p> <ul style="list-style-type: none"> • Who gets to make decisions and why? • How do decisions affect different people?
Alberta	<p>Social Studies</p> <p>1.1.4 Determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <p>How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)</p>
Saskatchewan	<p>Social Studies Power and authority</p> <p>PA 1.2 Analyze the causes of disharmony and ways of returning to harmony.</p> <ol style="list-style-type: none"> Identify decision-making approaches, which may result in positive outcomes, and decision-making approaches, which may result in less positive results. Illustrate how peace and harmony are exemplified in the classroom, playground and family.



WNCP and Provinces Curricular Outcomes by Province	
Manitoba	<p>Social Studies</p> <p>1.3.2 Respect, responsibility and rights</p> <p>1-KC-005 Describe their responsibilities and rights in the school and community.</p> <p>1-VC-001 Respect the needs and rights of others.</p> <p>1-VE-014 Respect their own and others' property.</p>
Ontario	<p>Social Studies</p> <p>A3. Understanding context: roles, relationships and respect</p> <p>A3.4 Identify some elements of respectful behaviour that they can practice in their everyday life (for example, sharing, co-operating, being courteous, not damaging natural or built environment).</p>
Quebec	<p>Physical education and health</p> <p>To adopt a healthy, active lifestyle</p> <p>Lifestyle habits</p> <ul style="list-style-type: none"> • Explains in his/her own words the concepts of lifestyle habits and health • Names lifestyle habits that are conducive to health and well-being • Names lifestyle habits that are detrimental to health and well-being
Newfoundland and Labrador	<p>Social Studies</p> <p>Unit 2: Environments</p> <p>1.2.3 Take age-appropriate action to practice responsible behaviour in caring for the environment.</p>
Prince Edward Island	<p>Social Studies</p> <p>Unit 2: Environments</p> <p>1.2.3 Take age-appropriate action to practice responsible behaviour in caring for the environment.</p>
Nova Scotia	<p>Social Studies</p> <p>Outcome 2: Take age-appropriate action to practice responsible behaviour in caring for the environment.</p>
New Brunswick	<p>Social Studies</p> <p>Unit 3: Healthy lifestyles</p> <p>1.3.1 Understand, develop and maintain a healthy lifestyle.</p> <p>1.3.4 Understand and practice safety skills.</p>

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



Lesson 1.4

HOUSING TOPIC 1.4

Safety at home

INQUIRY QUESTION

What does it mean to respect my home?

HOUSING TOPIC DESCRIPTION

The students will become knowledgeable about ways they can keep their classroom and homes safe. They will learn that identifying and following safety rules help them to live in a safe home. Children will feel safer and empowered when they know how to be safe both in the classroom and at home.

LESSON OUTCOME

By the end of this lesson, students will be able to explain the concept of rules and how rules relate to safety; and list some family rules at home and rules at school that help them be safe.

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 the unit.*
- *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. [Rules T-Chart](#). Either in anchor chart form or on a Word document for whiteboard or projector
3. [Classroom Safety Anchor Chart](#)
4. [Our Classroom Rules for Safety](#)



PROCEDURE

1. Check prior knowledge. Start with revisiting the KWL Chart by adding to their chart, focusing on what they want to learn moving forward on this topic.
2. Ask the class to define the word “rules” and then have them provide examples of rules.
3. Show students the Rules T-Chart, whether it is an anchor chart or a Word document. Brainstorm how rules keep us safe, record student answers on one side of the Rules T-Chart. Once this section is full, brainstorm ways that unsafe situations can happen.
4. Review by asking students to share their favourite rule in their classroom or school, either in pairs or with the class.
5. Tell students that rules keep us all safe and that some of the most important rules that keep us safe are the rules at school. Tell students that rules exist everywhere in the world and that it is important for us to know the school safety rules and how to be safe when we are in school.
6. Invite the principal into the class and ask them to share the school rules and how rules help keep people safe at school.
7. Co-construct a classroom safety anchor chart. Hand out the Classroom Safety Anchor Chart.
8. Break the students in groups and have them make up one rule to share and construct sentences using the student handout Our Classroom Rules for Safety.
9. Put all their pictures and sentences together. Make a bulletin board about classroom safety rules using their work.
10. Consolidation
 - a. Add to the KWL Chart, focusing on the “What have I learned” section. Have a class discussion about the KWL Chart.
 - b. End with a talking circle. Ask students: “What does it mean to respect my home?”



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. Student discussion and participation in activities
2. Observation / anecdotal notes

SUGGESTED STUDENT ACTIVITIES, FOR ADDITIONAL LEARNING

Reserves in rural areas sometimes have different ways of dealing with sewage, some of which can create unsafe and dangerous areas around the house. Children need to know that playing with fire is very dangerous. They also need to know that, for their safety, they must stay away from lagoons and septic tanks.

1. Plan a field trip to visit a fire station with the class OR invite a firefighter to tell students about their job and fire safety. The students will listen to a firefighter talk about their job and the equipment worn on the job.
2. Invite a member of housing personnel to come and speak to students about home safety, specifically with regard to sewage, lagoons and septic tanks.
 - a. Materials needed for this visit: Rules for Septic Tanks, Lagoons and Jet Systems student handout
3. Use computer games to:
 - a. explore safety:
 - i. “Sparky the Dog” <http://www.sparky.org/>
 - ii. “Smokey Bear Games” <https://smokeybear.com/en/smokey-for-kids>
 - iii. “The Great Escape” at <http://www.stayingalive.ca>.
An interactive game that takes children on a risk-free journey in a simulated house fire. It can be downloaded for free!

Teacher’s note

- ✓ Smokey the Bear resources: A teacher’s guide and an activity book are free to download.



KWL Chart

Inquiry question: What does it mean to respect my home?

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

Activity: Rules T-Chart

Examples of rules at school	Examples of rules at home

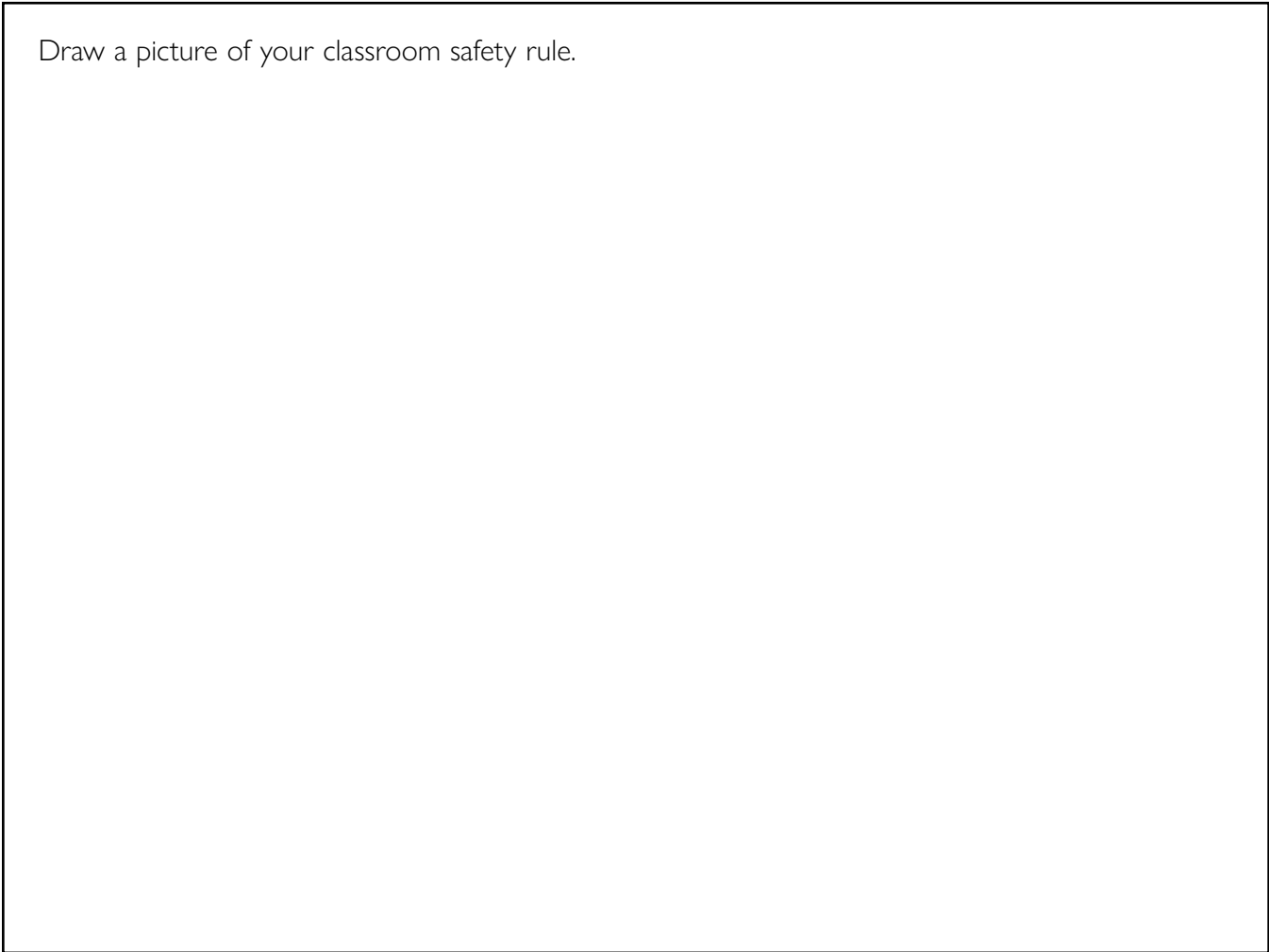


Activity: Classroom Safety Anchor Chart

How can we be safe in our classroom? Let's co-construct our ideas!

Our Classroom Rules for Safety

Draw a picture of your classroom safety rule.



Our classroom safety rule is:

Our classroom safety rule is:

Our classroom safety rule is:

Our classroom safety rule is:

Our classroom safety rule is:
