



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

GRADE 5 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 5 Teacher's Outline, contains a housing topic chart, an overview resource chart and a more in-depth housing topic overview. The overview resource chart includes inquiry questions and corresponding KWL charts, housing concepts and main activities organized by curriculum themes. Main activities reference the use of CMHC training materials, but more heavily rely on local community knowledge, requesting support from Elders, housing staff and other community members. Teachers can use activities for additional learning and deliver the curriculum face-to-face, via e-learning or with a blended approach.

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

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








Acknowledgements

CMHC acknowledges the valuable contributions of the Keeper of My Home Steering Committee members and others who have inspired and supported this long-term effort.

- Pauline Auger
- Susan Beaudin
- Lorraine Bellegarde
- Ben Benedict
- Martha Campiou
- Claudette Commanda
- Wayne Christian
- Sally Duff
- Brent Johnson
- Lorne Keeper
- Rebecca Majoy
- Darlene Marshall
- Fred McGregor
- Gwen Merrick
- Marnie Ross
- Chris Scribe
- Natasha Spence
- Corey Tarbell



Table of Contents

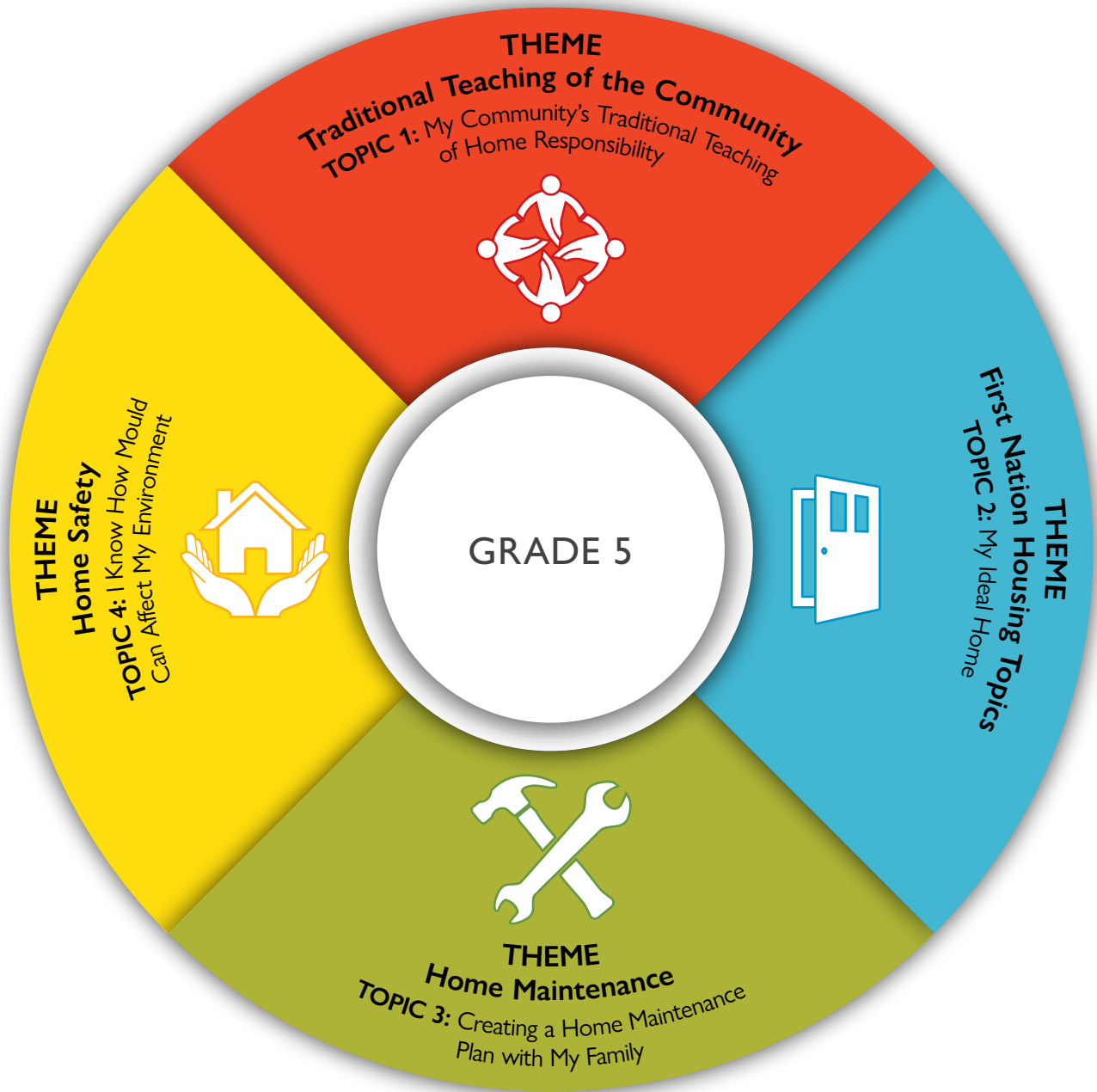
Foreword	ii
Acknowledgements	iii
 Grade 5 Overview	1
Housing Topic Chart	2
Overview Resource Chart	3
Housing Topic Overview	5
Reference List	6
 THEME: Traditional Teaching of the Community	7
HOUSING TOPIC 1	8
Lesson 5.1	12
KWL Chart	15
Activity: Home Responsibility Poster	16
 THEME: First Nation Housing Topics	17
HOUSING TOPIC 2	18
Lesson 5.2	22
KWL Chart	24
 THEME: Home Maintenance	25
HOUSING TOPIC 3	26
Lesson 5.3	30
KWL Chart	33
Activity: Home Maintenance Checklist and Action Plan	34
 THEME: Home Safety	36
HOUSING TOPIC 4	37
Lesson 5.4	41
KWL Chart	44
Housing Quality Matters: Introduction to Indoor Air Quality	45



GRADE 5 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 are my responsibilities for taking care of my home?</i>	My community's traditional teaching of home responsibility	Elder visit to teach about the traditional teaching of home responsibility and what needs to be done to take care of our homes

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What are my responsibilities for taking care of my home?</i>	My ideal home	Designing a dream home with attention to safety, mould prevention and home maintenance

*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 are my responsibilities for taking care of my home?</i>	Creating a home maintenance plan with my family	Students create a home maintenance checklist and action plan for their homes, following a presentation by housing department/tribal council member and family discussion





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>What are my responsibilities for taking care of my home?</i>	I know how mould can affect my environment	Learning how to address the clean up of mould if it is found in the home

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



Housing Topic Overview

Housing Topic	Housing Topic Description	Lesson Outcome
 5.1 My community's traditional teaching of home responsibility	<p>First Nation people have always respected and valued their homes. Teachings about home responsibility are one way of showing this respect and value. Students need to understand and learn these teachings and values from their local nation's and community's traditional perspectives. Elders and traditional knowledge keepers are the holders of these teachings and should be invited into the classroom to share them with the students.</p>	<p>Students will be able to describe their community's traditional teaching of home responsibilities after listening to an Elder or traditional knowledge keeper from their community speak about the traditional responsibilities of taking care of their homes.</p>
 5.2 My ideal home	<p>Everyone has an idea of what kind of house they would like to live in. Expressing one's ideas through visual art is one way of taking steps in the future. Students need to start thinking about the home they will live in when they are adults. This will help them to plan for the future. They will use information they have learned in this unit to ensure they have safe and healthy homes.</p>	<p>Students will be able to demonstrate and explore their own ideas, feelings, cultural identities and creativity through visual arts expressions to create their dream house and will identify a safety plan for their home.</p>
 5.3 Creating a home maintenance plan with my family	<p>Planning for healthy living includes living in a safe and healthy home and knowing how to clean and fix things to prevent an unsafe and unhealthy home.</p>	<p>Students will be able to put together a maintenance and budget plan for their homes by working with a representative from the band housing department and their parents/guardians.</p>
 5.4 I know how mould can affect my environment	<p>Large areas of mould in a home can be very detrimental to the health of the tenants. Mould can cause asthma and other respiratory illnesses. Children must be made aware of the dangers of touching or trying to clean these areas on their own. The housing personnel employed by the band need to be informed so they can assist in removing mould from homes. Home maintenance checks conducted at least twice a year will assist the tenant in finding out if there is mould in the house.</p>	<p>Students will be able to differentiate between good and bad mould and how these types of mould can have a positive or negative effect on their health. They will learn how poor air quality and mould in housing can affect their health.</p>



Reference List

Alberta Curriculum. (2017). Alberta Education.

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

Manitoba Curriculum. (2017). Manitoba.ca.

Government of Canada. (2012). *Mould and Your Health*.

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.

United States Environmental Protection Agency. (2018). *Mold*.

Western and Northern Canadian Protocol Curriculum.

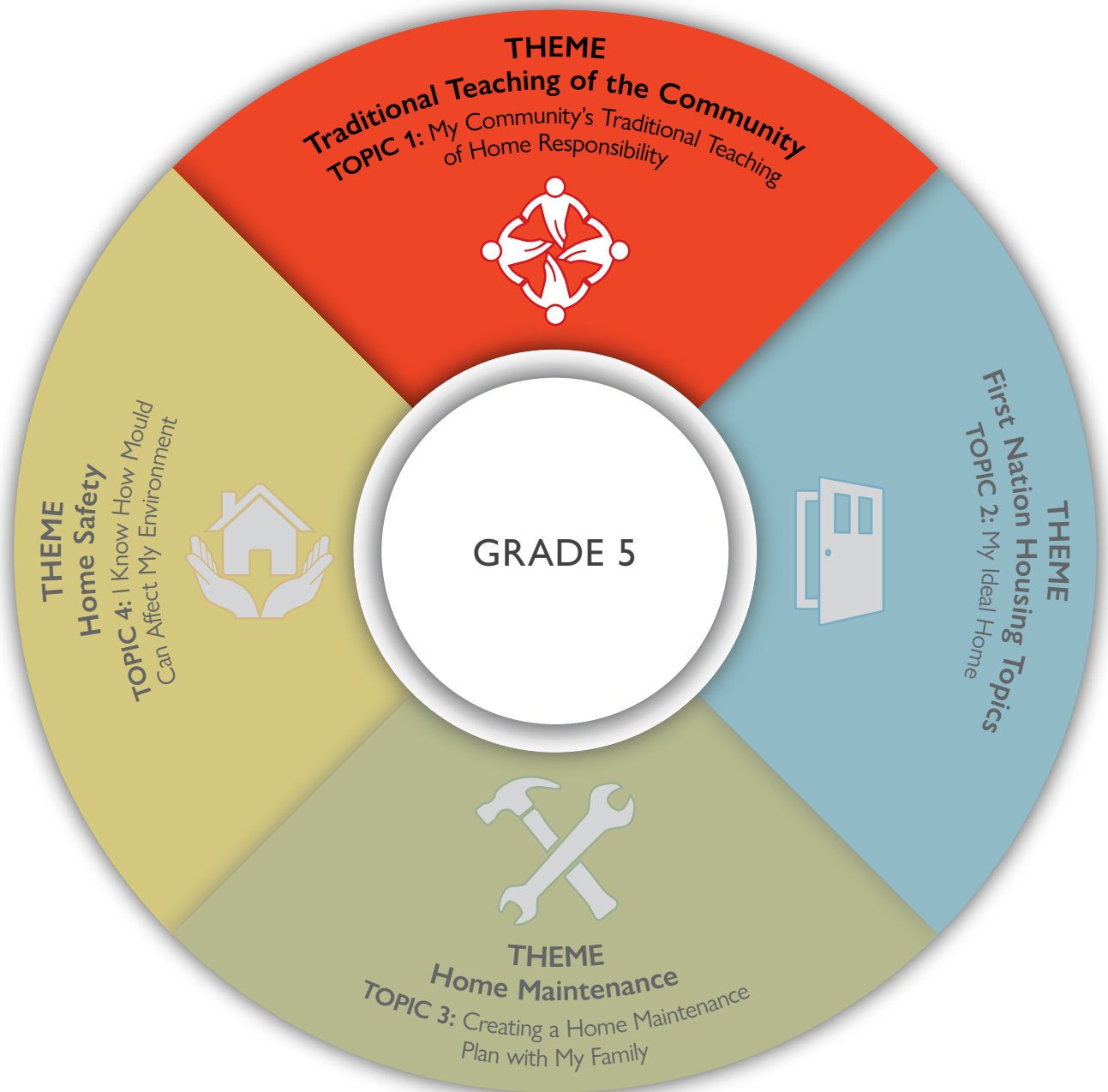


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's traditional teaching of home responsibility



Inquiry question

- What are my responsibilities for taking care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>5-V-CC-007 Appreciate the diversity of First Nation, Inuit and Métis cultures and communities in Canada.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies: Strand 5</p> <p>Related questions</p> <ul style="list-style-type: none"> • Who were the first people to live in these northern latitudes and where did they come from? (A) • When did they arrive? What drew them here? (A) • How did aboriginal peoples relate to one another? (A) • How are regional decisions made? Is there adequate opportunity for individual and group input? (C)
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: Levels of government (First Peoples, federal, provincial and municipal), their main functions and sources of funding</p> <p>Elaborations</p> <p>Summarize the responsibilities of government (for example, providing and administering services, making laws, collecting and allocating taxes).</p> <p>Content outcome: participation and representation in Canada's system of government</p> <p>Elaborations</p> <p>First Peoples governance</p>
Alberta	<p>Social Studies</p> <p>5.3 Canada: Shaping an identity</p> <p>General outcome</p> <p>Demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.</p> <p>Specific outcomes</p> <p>Values and attitudes</p> <p>5.3.1 Appreciate how changes impact citizenship and identity</p> <ul style="list-style-type: none"> • Recognize how economic and political changes impact ways of life of citizens. (C, ER, I, PADM)



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan	<p>Social Studies 5 Dynamic relationships</p> <p>DR5.2 Assess the impact of the environment on the lives of people living in Canada.</p> <ul style="list-style-type: none">• Explain how different traditional worldviews of Earth affect the use of resources in Canada (for example, Aboriginal and European attitudes toward ownership, treaties, Crown land, homesteads, and the seigniorial system).• Investigate the relationship of various First Nation peoples with the environment, including economic relationships, migration and settlement patterns prior to Confederation.
Manitoba	<p>Social Studies Critical and creative thinking</p> <p>5-S-301 Evaluate the advantages and disadvantages of solutions to a problem.</p> <p>Cluster 1: The First Peoples</p> <p>5-KI-006 Compare daily life in diverse First People communities. Examples: food, clothing, shelter; roles of men, women, children, Elders.</p>
Ontario	<p>Social Studies Strand B. People and environments: The role of government and responsible citizenship</p> <p>B1. Assess responses of governments in Canada to some significant issues and develop plans of action for governments and citizens to address social and environmental issues.</p>
Quebec	<p>Social Studies Quebec society around 1980</p> <p>2.2 Cultural situation</p> <ul style="list-style-type: none">• Describes elements of everyday life: food, clothing, entertainment, customs. <p>2.4 Political situation</p> <ul style="list-style-type: none">• Indicates the means of selecting leaders: the people elected representatives.• Indicates the means of decision making: the representatives passed laws.
Newfoundland and Labrador	<p>Social Studies Decision making</p> <p>4.0 Explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE).</p> <p>5.0 Explain the decision-making practices used by First Nation and Inuit societies in the Atlantic region (c. 1000-1400 CE).</p>



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Social Studies

Investigating the past

5.1.1 Demonstrate an understanding of how we learn about the past.

Nova Scotia

Social Studies

Outcome 3: Demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada.

Indicator

Explore how artifacts provide information on the diversity of First Nation and Inuit cultures and societies. (This must be a First Nations perspective on artifacts—elaboration.) (Com, CI, CT)

New Brunswick

Social Studies

Unit 4: Decision making

5.4.2 Examine decision-making practices in First Nation and Inuit societies in what later became Atlantic Canada.

Unit 6: My society

5.6.1 Illustrate the similarities and differences of past societies and your society.

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



Lesson 5.1

HOUSING TOPIC 5.1

My community's traditional teaching of home responsibility

INQUIRY QUESTION

What are my responsibilities for taking care of my home?

HOUSING TOPIC DESCRIPTION

First Nation people have always respected and valued their homes. Teachings about home responsibility are one way of showing this respect and value. Students need to understand and learn these teachings and values from their local nation's and community's traditional perspectives. Elders and traditional knowledge keepers are the holders of these teachings and should be invited into the classroom to share them with the students.

LESSON OUTCOME

By the end of this lesson, students will be able to describe their community's traditional teaching of home responsibilities after listening to an Elder or traditional knowledge keeper from their community speak about the traditional responsibilities of taking care of their homes.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout; use the KWL Chart.*
- *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. Protocol material for inviting Elders into the classroom
4. Small gift for the Elder
5. Home Responsibility Poster
6. Posters and poster-making materials

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 today. The students will share how they show respect for their homes. Be sure to follow the correct protocol on how to approach an Elder or traditional knowledge keeper 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.
1. **Activate prior knowledge.** Ask the inquiry question to the class: What are my responsibilities for taking care of my home? Begin the KWL Chart.
 2. In small groups, the students will discuss what home responsibility means as citizens of their First Nation.
 3. Ask the class to generate some questions about what traditional home responsibilities are in their community. Have them write them down and keep for later.
 4. Review the Elder protocol from the anchor chart with the students.
 5. Introduce the Elder or traditional knowledge keeper, following protocol.
 6. The Elder or traditional knowledge keeper will share the local community's traditional teachings of home responsibility and how they traditionally took care of their homes.
 7. Students will listen to the guest share their knowledge. While they are listening, have students write down two big ideas they learned from the speaker.
 8. Students will ask the questions they created and the teacher will facilitate a group discussion.



9. Have students thank the speaker and give a small gift, if possible.
10. Students will make a poster campaign that educates others about the traditional teaching of home responsibility.
11. Hand out the Home Responsibility Poster sheet.
12. Students will make a poster.
13. Make a poster bulletin board in the school for students to share their learning.
14. **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. Completion of the guest presenter rubric
3. Completion of the poster rubric

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Have discussions about home and fire safety with the students. Ask them to identify some ways to keep safe at home. Put the students into five groups.
 - a. The students can work in groups to develop brochures and art-related activities. Give each group a fact sheet that provides safety information on these five topics:
 - i. kitchen safety tips
 - ii. fire drills: the great escape
 - iii. working smoke alarms save lives
 - iv. electrical safety
 - v. carbon monoxide

KWL Chart

Inquiry question: What are my responsibilities for taking care of my home?

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



Activity: Home Responsibility Poster

Make an informational poster about the traditional teaching of home responsibility. Be sure to include the following on your poster:

- ✓ A traditional teaching of home responsibility, as learned from the community Elder or traditional knowledge keeper
- ✓ Colour, picture(s) and text
- ✓ Title
- ✓ Name of the nation/community
- ✓ Name of the Elder or traditional knowledge keeper
- ✓ Your name and grade

Use the box below to make a poster plan:

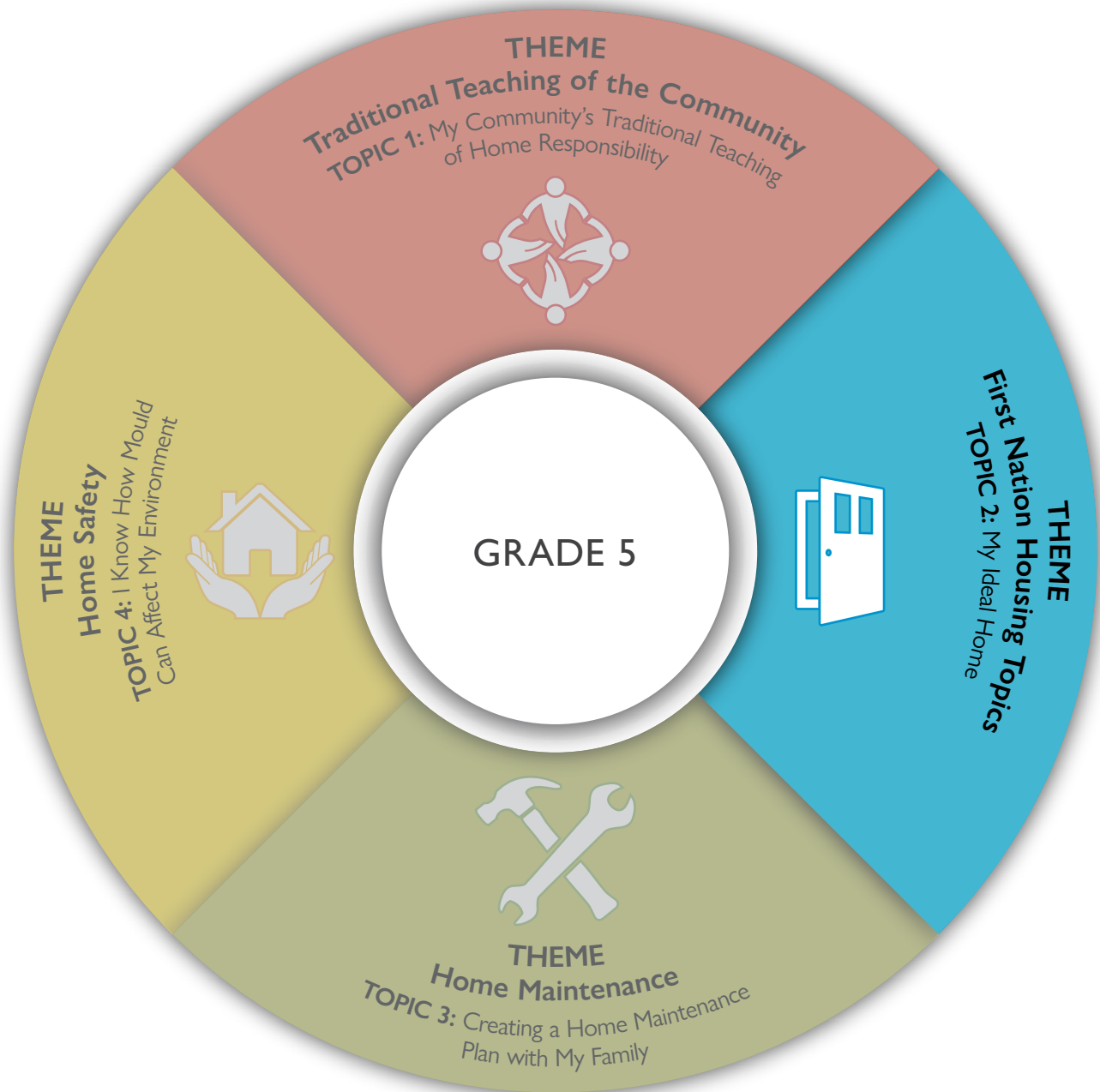


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

My ideal home



Inquiry question

- What are my responsibilities for taking care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>5-V-CC-011A Demonstrate willingness to contribute to the enrichment and growth of their First Nation, Inuit or Métis communities.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Social Studies: Strand 5</p> <p>Related questions</p> <p>To what extent do our resources satisfy our needs? Satisfy the needs of others elsewhere? (B)</p> <p>Health</p> <p>Theme: Fire safety</p> <p>Concept: There are safety rules to follow to prevent fires.</p> <ul style="list-style-type: none"> List common causes of fires around the house. Identify fire prevention strategies.
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Social Studies</p> <p>Content outcome: First Peoples land ownership and use</p> <p>Elaborations</p> <p>Sample topic</p> <ul style="list-style-type: none"> Housing <p>Key question</p> <ul style="list-style-type: none"> How do First Peoples balance economic development with traditional uses of the land?
Alberta	<p>Health</p> <p>Safety and responsibility</p> <p>W-5.8 Promote safety practices in the school and community.</p> <p>Life learning choice</p> <p>L-5.4 Analyze factors that affect the planning and attaining of goals; for example, personal commitment, habits.</p>



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Health 5

Understanding, skills and confidences

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure and self-regulation.

- Determine health challenges and opportunities.
- Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.

Manitoba

Social Studies

Communication

5-S-403 Present information and ideas orally, visually, concretely, or electronically.

Cluster 1: The First Peoples

5-KI-006 Compare daily life in diverse First Peoples communities. Examples: food, clothing, shelter; roles of men, women, children, Elders.

Ontario

Social Studies

Strand B. People and environments: The role of government and responsible citizenship

B3.7 Describe some different ways in which citizens can take action to address social and environmental issues.

Quebec

Social Studies

Quebec society around 1980

2.2 Cultural situation

- Describes elements of everyday life: food, clothing, entertainment, customs.

Newfoundland and Labrador

Social Studies

Continuity and change

7.0 Compare past societies and present-day society.

7.1 Identify similarities and differences of past societies and present-day societies.

7.2 Determine the most significant similarity(ies) and difference(s) of past societies and present-day societies.

7.3 Predict how societies might change in the future.



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Health

Safety and responsibility

- Determine appropriate safety behaviours for community recreational situations.
- Affirm personal skill development.
- Analyze factors that affect the planning and attaining of goals.

Nova Scotia

English Language Arts

Outcome 1: Listening and speaking

Communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)

New Brunswick

Health

Wellness

- 1.1 Assess personal health habits and their relationship to wellness.
- 1.2 Analyze the impact of using strategies to promote healthy growth and development.
- 1.6 Select personal safety practices that promote injury prevention.

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



Lesson 5.2

HOUSING TOPIC 5.2

My ideal home

INQUIRY QUESTION

What are my responsibilities for taking care of my home?

HOUSING TOPIC DESCRIPTION

Everyone has an idea of what kind of house they would like to live in. Expressing one's ideas through visual art is one way of taking steps in the future. Students need to start thinking about the home they will live in when they are adults. This will help them to plan for the future. They will use information they have learned in this unit to ensure they have safe and healthy homes.

LESSON OUTCOME

By the end of this lesson, students will be able to demonstrate and explore their own ideas, feelings, cultural identities and creativity through visual arts expressions to create their dream house and will identify a safety plan for 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](#).*
 - *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. Access to the internet, magazines, DVDs and books about homes
3. Materials for building their fantasy house (for example, cardboard boxes, shoe boxes, paint)



PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What are my responsibilities for taking care of my home? Add to the KWL Chart.
2. Students will design their dream house and include the safety and healthy components they have learned about in this unit.
3. Have students review the videos, DVDs, websites and books used in the lessons to gather information on what they will need in their homes to make them safe and healthy. (Teachers will have to gather these resources, either through own research or by seeking help. Speak to the school librarian to help gather resources. Contact the housing coordinator in the community to help with resources as well.)
4. Ask students to identify home and fire safety, mould prevention and maintenance concerns and issues.
5. They can draw and describe their dream/fantasy home. They can express their ideas through pencil drawings, collages, three-dimensional art and other forms available to them.
6. Students will either write a report or do a presentation sharing and discussing their house and all the features of a safe and healthy home.
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. Completion of the poster
2. Observation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Students can make a housing-type bulletin board for their classroom—for building prior knowledge of the group. They can identify the elements of each type of home.



KWL Chart

Inquiry question: What are my responsibilities for taking care of my home?

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

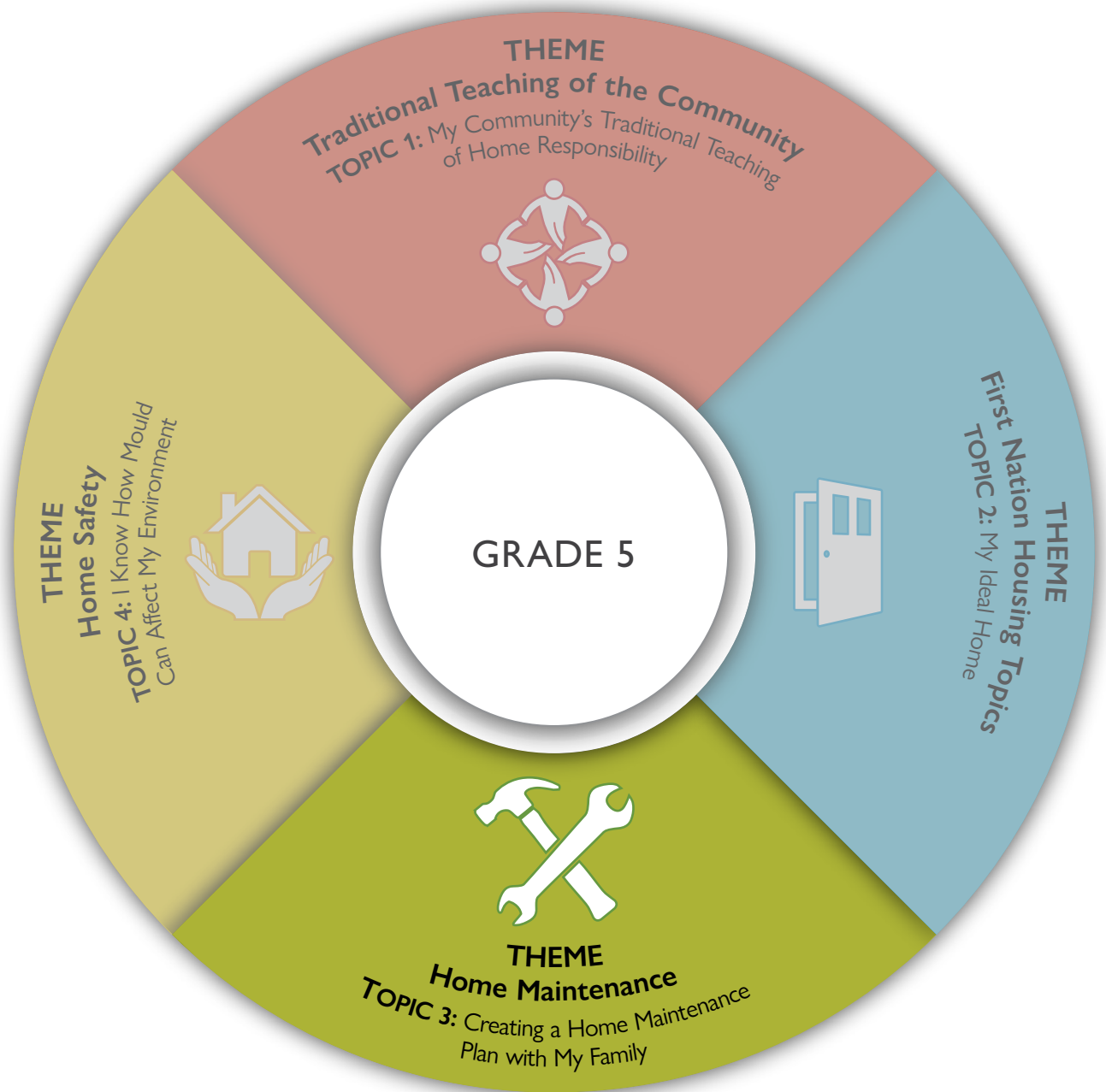


HOME MAINTENANCE



HOUSING TOPIC 3

Creating a home maintenance plan with my family



Inquiry question

- What are my responsibilities for taking care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>5-V-CC-011A Demonstrate willingness to contribute to the enrichment and growth of their First Nation, Inuit or Métis communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Health</p> <p>Theme: Families</p> <p>Concept: Family activities can enhance family living.</p> <ul style="list-style-type: none"> Identify activities which a family can do together.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: First Peoples land ownership and use</p> <p>Elaborations</p> <p>Sample topic</p> <ul style="list-style-type: none"> Housing <p>Key question</p> <ul style="list-style-type: none"> How do First Peoples balance economic development with traditional uses of the land?
Alberta	<p>Health</p> <p>Safety and responsibility</p> <p>W-5.8 Promote safety practices in the school and community.</p> <p>W-5.10 Describe and demonstrate ways to assist with injuries of others; for example, basic first aid.</p>
Saskatchewan	<p>Social Studies 5</p> <p>Power and authority</p> <p>PA5.2 Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.</p> <ul style="list-style-type: none"> Investigate the structure of First Nation governments in Canada, using accurate terminology (for example, elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations).



WNCP and Provinces Curricular Outcomes by Province

Manitoba	<p>Social Studies Active democratic citizenship</p> <p>5-S-100 Collaborate with others to establish and carry out group goals and responsibilities.</p> <p>5-S-103 Make decisions that reflect care, concern and responsibility for the environment.</p>
Ontario	<p>Social Studies Strand B. People and environments: The role of government and responsible citizenship</p> <p>B3. Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada.</p>
Quebec	<p>Social Studies Quebec society around 1980</p> <p>2.2 Cultural situation</p> <ul style="list-style-type: none">• Describes elements of everyday life: food, clothing, entertainment, customs. <p>2.4 Political situation</p> <ul style="list-style-type: none">• Indicates the means of selecting leaders: the people elected representatives.• Indicates the means of decision making: the representatives passed laws.
Newfoundland and Labrador	<p>Health Safety</p> <p>4. Explain appropriate fire safety procedures for home, school and public buildings.</p> <p>5. Recognize the basic types of fire extinguishers and know when it is appropriate to use them.</p>
Prince Edward Island	<p>Health Group roles and processes</p> <ul style="list-style-type: none">• Develop strategies to address personal roles and responsibilities in groups.• Identify respectful communication strategies that foster group/team development.

**WNCP and Provinces Curricular Outcomes by Province**

Nova Scotia

Social Studies

Outcome 4: Examine decision-making practices in First Nation and Inuit societies in what later became Atlantic Canada.

- Examine social structures in First Nation and Inuit societies. (Com, CI, CT)
- Investigate the decision-making practices of First Nation and Inuit societies in what later became Atlantic Canada. (CZ, Com, CI, CT, TF)
- Discuss how social structure within First Nations influenced decision making. (Com, CI, CT, CZ)

New Brunswick

**Health
Wellness**

- 1.1 Assess personal health habits and their relationship to wellness.
- 1.2 Analyze the impact of using strategies to promote healthy growth and development.
- 1.6 Select personal safety practices that promote injury prevention.

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



Lesson 5.3

HOUSING TOPIC 5.3

Creating a home maintenance plan with my family

INQUIRY QUESTION

What are my responsibilities for taking care of my home?

HOUSING TOPIC DESCRIPTION

Planning for healthy living includes living in a safe and healthy home and knowing how to clean and fix things to prevent an unsafe and unhealthy home.

LESSON OUTCOME

By the end of this lesson, students will be able to put together a maintenance and budget plan for their homes by working with a representative from the band housing department and their parents/guardians.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

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

MATERIALS

1. KWL Chart
2. Materials needed for inviting a guest speaker from the housing department to the class.
3. Home Maintenance Checklist and Action Plan



PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What are my responsibilities for taking care of my home? Add to the [KWL Chart](#).
2. **Prior to lesson.** Ask the students to brainstorm things that a family may need to get fixed in their homes. Have them make a list of the work in preparation for the visit from the person who works in the housing department on the reserve.
3. Have students review the document and complete the activity in class, to the best of their knowledge.
4. Invite a representative of the housing department on the reserve or the tribal council to come to your classroom. Ask them to talk about the concerns and issues in the area of housing on their First Nation.
 - Then, have them take it home and review their work with their family. Tell students they can change/add and complete the checklist and plan with their families.
5. Ask the housing personnel to speak about what home maintenance is and how people can do a home maintenance check in their homes.
 - Ask students to return their plan to class.
6. Have students discuss ways they can fix things in their homes to keep them maintained.
 - Students can share their learning in the class either in pairs, large group or have them write a personal response to the activity.
7. Hand out a copy of the [Home Maintenance Checklist and Action Plan](#) document.
 - **Consolidation:** Add to the [KWL Chart](#), focusing on the “What have I learned” section.
8. Give students their [Home Maintenance Checklist and Action Plan](#) to use with family at 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. Participation in discussions and activities
2. Observation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Have students do a journal prompt. How can I take responsibility to maintain my home?
2. Have students do a school maintenance check and an action plan. Utilize the same process for the home but replace home with school. Have students present their action plans to the administrator and/or community leadership or housing personnel.

KWL Chart

Inquiry question: What are my responsibilities for taking care of my home?

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



Activity: Home Maintenance Checklist and Action Plan

Use the checklist below to do a home maintenance check at home with your family.

HOME MAINTENANCE CHECKLIST

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

HOME MAINTENANCE ACTION PLAN

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

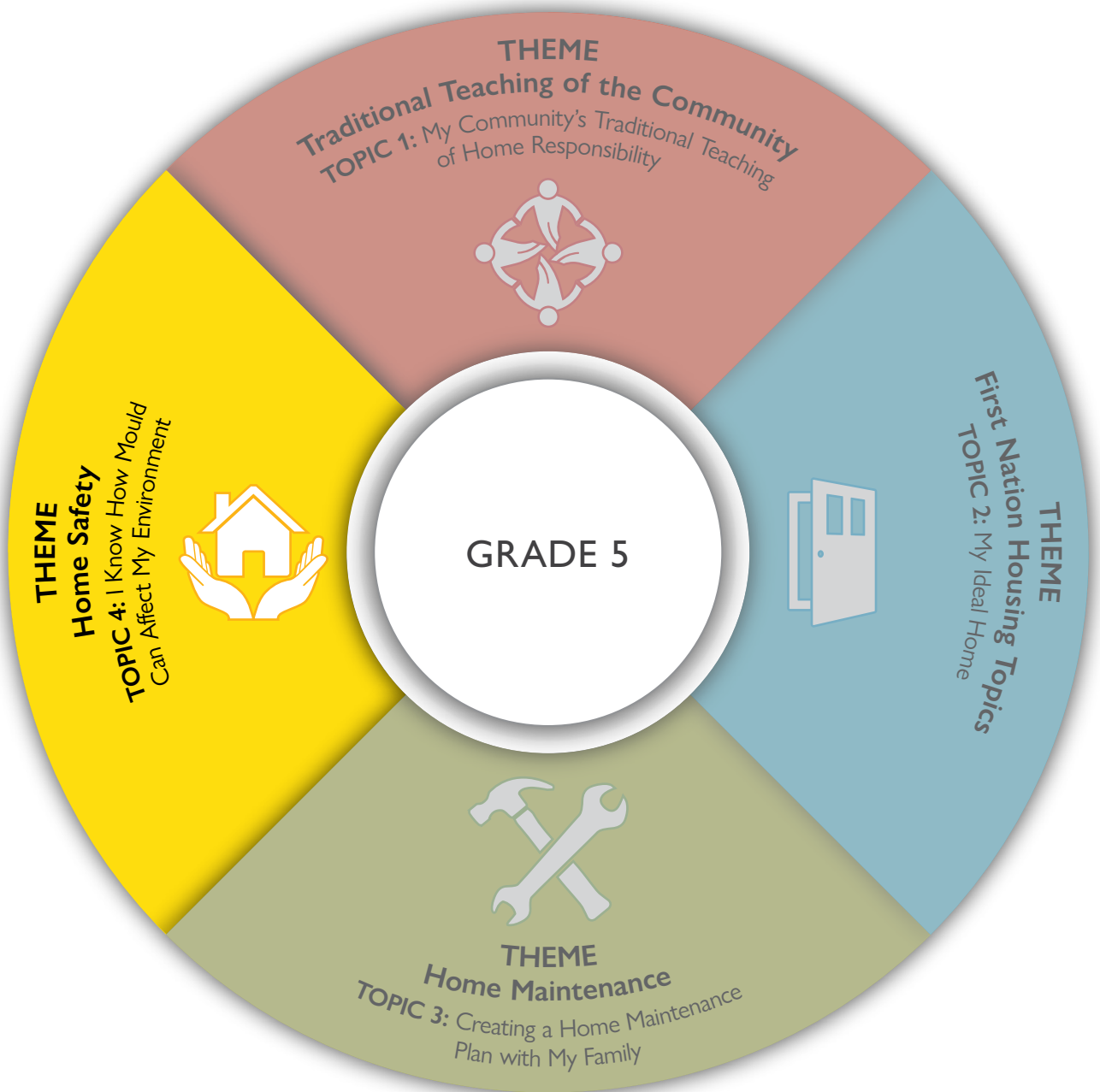
Maintenance Plan	How Much Will It Cost?	Who Will Do the Maintenance?	Date for Completion
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			



HOME SAFETY

HOUSING TOPIC 4

I know how mould can affect my environment



Inquiry question

- What are my responsibilities for taking care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	The Land: Places and People 5-V-L-014 Demonstrate care and concern for the environment in their actions.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	Health Theme: Body systems Concept: The respiratory system is essential for getting oxygen into and carbon dioxide out of the body. Objectives <ul style="list-style-type: none">• Name and locate the main parts of the respiratory system.• Describe the functions of the respiratory system.• State the importance of the respiratory system.• Name common problem conditions related to the respiratory system.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	Science Content outcome: Solutions and solubility Elaborations Properties of solutions: concentration, pH, etc. Core outcome Contribute to care for self, others and community through personal or collaborative approaches.
Alberta	Health Safety and responsibility W-5.8 Promote safety practices in the school and community. Group roles and processes R-5.8 Develop strategies to address personal roles and responsibilities in groups; for example, dealing with conflict in group situations.

WNCP and Provinces Curricular Outcomes by Province

Saskatchewan	<p>Health 5 Understanding, skills, and confidences</p> <p>DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure and self-regulation.</p> <ul style="list-style-type: none"> • Identify common barriers to adolescent well-being (for example, peer pressure, time). • Determine health challenges and opportunities. • Question why particular health opportunities and challenges exist. • Recognize why health opportunities may not be embraced. • Determine that people respond to health challenges and opportunities in various ways. • Analyze positive and negative consequences of people's responses to health challenges and opportunities. • Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities. • Create a class goal statement to address identified health challenges and/or embrace particular health opportunities.
Manitoba	<p>Health Safety</p> <p>K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles and unsupervised areas.</p> <p>K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (for example, floods, fires, extreme weather conditions, icy conditions, lightning) relevant to self and others.</p> <p>K.3.5.B.4 Identify available community supports that promote safety and community health (for example, helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents).</p>
Ontario	<p>Health Personal safety and injury prevention</p> <p>Apply strategies (for example, anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (for example, swarming, threatening, harassment).</p>



WNCP and Provinces Curricular Outcomes by Province

Quebec	Science A Matter Describes the various ways in which the quality of water, soil or air affects living things.
Newfoundland and Labrador	Health Self-care 6. Explain the difference between virus and bacteria.
Prince Edward Island	Health Safety and responsibility Promote safety practices in the school and community.
Nova Scotia	English Language Arts Outcome 1: Listening and speaking Communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)
New Brunswick	Science Physical science: Properties and changes in materials 301-11 Describe changes that occur in the properties of materials when materials interact with each other. Health 1.1 Assess personal health habits and their relationship to wellness. 1.2 Analyze the impact of using strategies to promote healthy growth and development.

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



Lesson 5.4

HOUSING TOPIC 5.4

I know how mould can affect my environment

INQUIRY QUESTION

What are my responsibilities for taking care of my home?

HOUSING TOPIC DESCRIPTION

Large areas of mould in a home can be very detrimental to the health of the tenants. Mould can cause asthma and other respiratory illnesses. Children must be made aware of the dangers of touching or trying to clean these areas on their own. The housing personnel employed by the band need to be informed so they can assist in removing mould from homes. Home maintenance checks conducted at least twice a year will assist the tenant in finding out if there is mould in the house.

LESSON OUTCOME

By the end of this lesson, students will be able to differentiate between good and bad mould and how these types of mould can have a positive or negative effect on their health. They will learn how poor air quality and mould in housing can affect their health.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

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



MATERIALS

1. CMHC PowerPoint [Introduction to Indoor Air Quality](#)
2. [KWL Chart](#)
3. Access to computers and internet
4. Link to website *Mould and Your Health* at <https://www.canada.ca/en/indigenous-services-canada/services/first-nations-inuit-health/health-promotion/environmental-public-health/environmental-health/your-health-at-home/mould.html>

PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: What are my responsibilities for taking care of my home? Add to the [KWL Chart](#).
2. Use CMHC's PowerPoint [Introduction to Indoor Air Quality](#) to show students where mould can be found in their homes and what mould looks like. Discuss with the students how mould can cause respiratory illnesses like asthma.
3. Ask students to develop an inquiry question surrounding what they would like to find out about mould. Start a classroom KWL chart that the class will fill as they learn throughout the lesson.
4. Have students add to the [KWL Chart](#), in the "What do I want to know" section. Have students brainstorm questions of what they want to learn about mould.
5. Mould needs to be cleaned up and/or removed from homes as soon as possible. As they watch the videos have them write down what needs to be done if there is mould in a house. Have the students go to the website <https://www.canada.ca/en/indigenous-services-canada/services/first-nations-inuit-health/health-promotion/environmental-public-health/environmental-health/your-health-at-home/mould.html> to find information on mould and to learn about what to do in case of mould.
6. Be sure to remind students that they need to let adults clean and/or remove the mould in their homes. Information on cleaning chemicals and materials can be found on various websites, including the one that they will be visiting.
7. Have students find information on mould online, if computers and internet access are available.



8. Add to the KWL Chart by indicating what they learned from the air quality PowerPoint, assigned reading and research.
9. **Consolidation:** Have students make informational posters about mould for the school and post them in the school and community.
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. Completion of questions
2. Participation and observation
3. Co-construction of a student self-assessment rubric for informational posters

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Have students write a journal about their learning about mould. Give them the writing prompt: What is the difference between good and bad mould in the home? What can you do if you find either at home?
2. Mould can be prevented. Have students use the information found at <http://www.epa.gov/mold/prevention.html>.



KWL Chart

Inquiry question: What are my responsibilities for taking care of my home?

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

HOUSING QUALITY MATTERS

Introduction to Indoor Air Quality – Home Occupant



INTRODUCTION TO IAQ – HOME OCCUPANT

Objectives

Information you need to:

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

INTRODUCTION TO IAQ – HOME OCCUPANT

Good indoor air is important because:

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

INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Signs of poor air quality



INTRODUCTION TO IAQ – HOME OCCUPANT

Good indoor air...

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

INTRODUCTION TO IAQ – HOME OCCUPANT

What can affect indoor air?

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

INTRODUCTION TO IAQ – HOME OCCUPANT

If you had a skunk in the house would you:



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

INTRODUCTION TO IAQ – HOME OCCUPANT

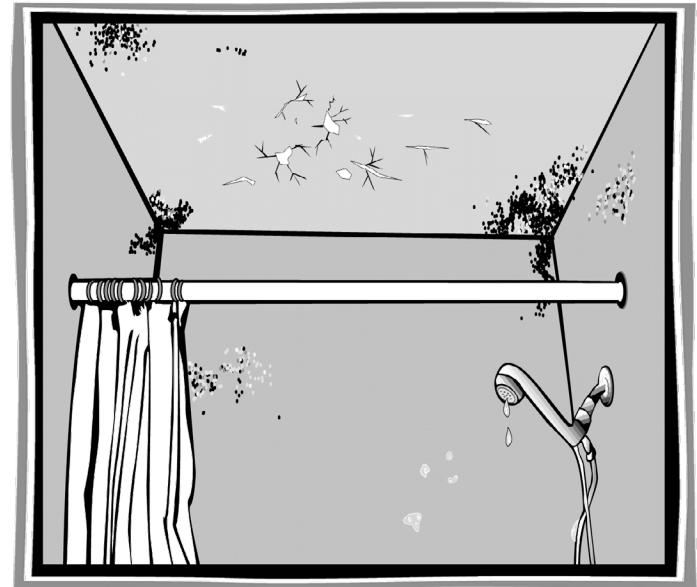
What *you* can do to improve indoor air quality

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

INTRODUCTION TO IAQ – HOME OCCUPANT

Moisture Problems = Mould Problems

Moisture Makes Mould Grow.



INTRODUCTION TO IAQ – HOME OCCUPANT

Where does moisture in the home come from?

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



INTRODUCTION TO IAQ – HOME OCCUPANT

Where else does moisture come from?

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

For example:

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

Where does the moisture go?

INTRODUCTION TO IAQ – HOME OCCUPANT

FIRST NATIONS OCCUPANTS' GUIDE TO MOLD



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

62345

Canada



Cleaning up mould

MOLD IN HOUSING

An Information Kit for First Nations Communities



A JOINT PUBLICATION OF

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



 Health Canada / Santé Canada

Canada

