



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 6
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 6 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

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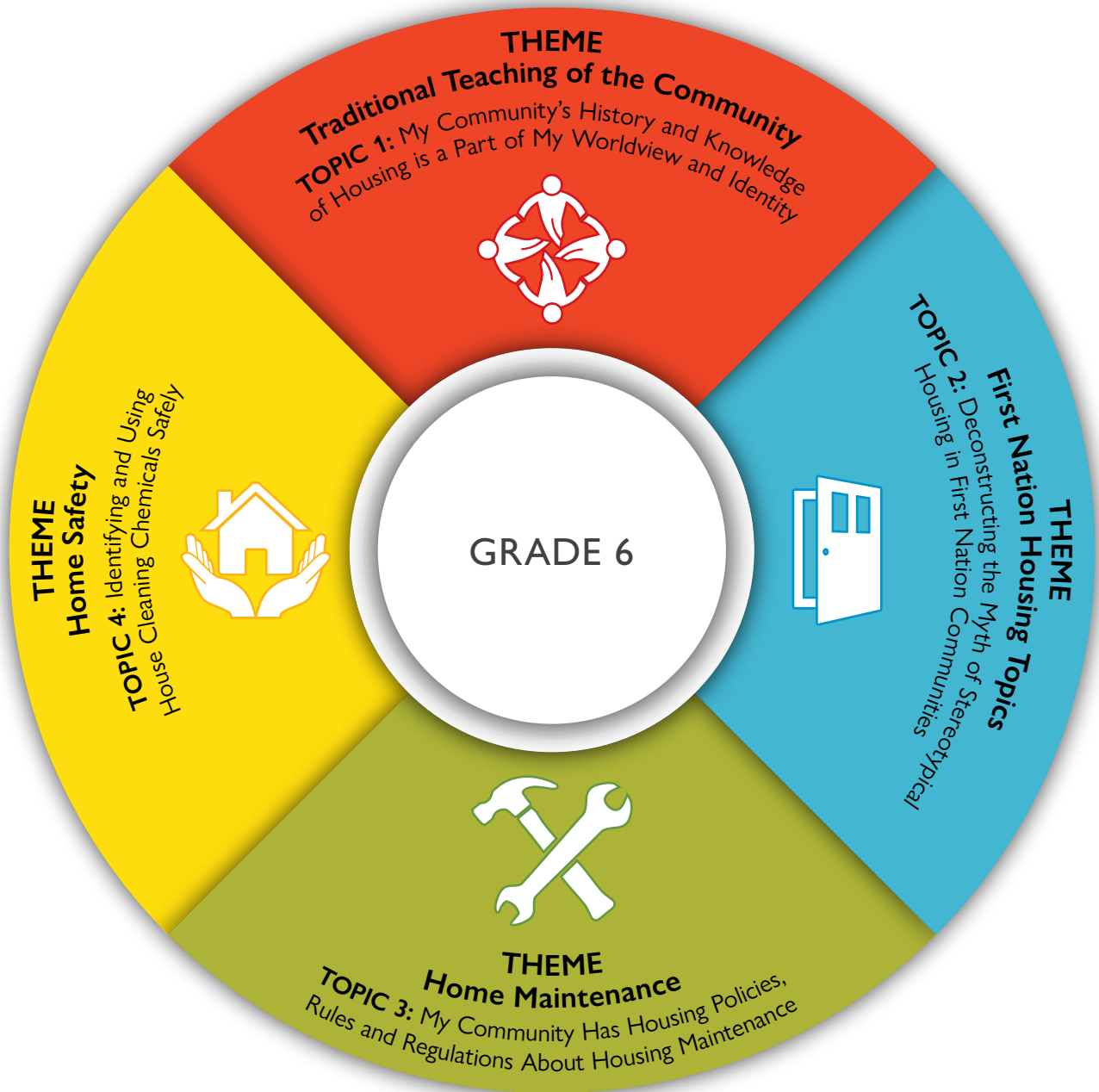
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GRADE 6 OVERVIEW



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 the housing rights in my First Nation?</i>	My community's history and knowledge of housing is a part of my worldview and identity	Elder visit to teach about their community's housing history and natural laws

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What are the housing rights in my First Nation?</i>	Deconstructing the myth of stereotypical housing in First Nation communities	'Structured controversy' class activity on deconstructing the myth of stereotypical First Nation housing

*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 the housing rights in my First Nation?</i>	My community has housing policies, rules and regulations about housing maintenance	Reviewing a housing policy and local First Nation housing personnel visit to speak about housing policies, rules and regulations about home maintenance





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>What are the housing rights in my First Nation?</i>	Identifying and using house cleaning chemicals safely	Online research to identify safe use of house cleaning chemicals and making an informational video on their findings

*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
 6.1 My community's history and knowledge of housing is a part of my worldview and identity	<p>Learning the history of housing is important for young people in their local First Nation. Embedded in this history are the natural laws that govern the life and guide the identity of the community. Students should learn about how their homes and understandings about home affect their identity and worldview.</p>	<p>Students will be able to describe some of the natural laws as related to homes of their local First Nation by listening and learning from community Elders or traditional knowledge keepers speak about where their natural laws about housing come from.</p>
 6.2 Deconstructing the myth of stereotypical housing in First Nation communities	<p>Students should learn about how their homes and understandings about home affect their identity and worldview. Therefore, it is important for students to not only know the history of housing but to also know and be able to deconstruct the stereotypes about First Nation housing.</p>	<p>Students will be able to deconstruct the myth of stereotypical housing in First Nation communities.</p>
 6.3 My community has housing policies, rules and regulations about housing maintenance	<p>Housing policies and procedures assist a First Nation's administration or housing department to look after existing houses and in planning for future housing needs. These administrative policies need to be in place so that members of each First Nation have equal opportunities to housing. Some on-reserve housing tenants may have difficulty understanding how these policies, rules and regulations can assist them.</p>	<p>Students will be able to list and describe some laws, regulations and rules that contribute to healthy and safe housing in their First Nation from their local First Nation's housing personnel.</p>
 6.4 Identifying and using house cleaning chemicals safely	<p>Chemical products were developed to help us clean our homes. Some of these products are dangerous and must be stored in safe places. There are now many safe and environmentally friendly products available in stores. Many common products found in the home can also be used to clean.</p>	<p>Students will identify and describe house cleaning chemical products and their elements and will explain how and when to use them.</p>



Reference List

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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.

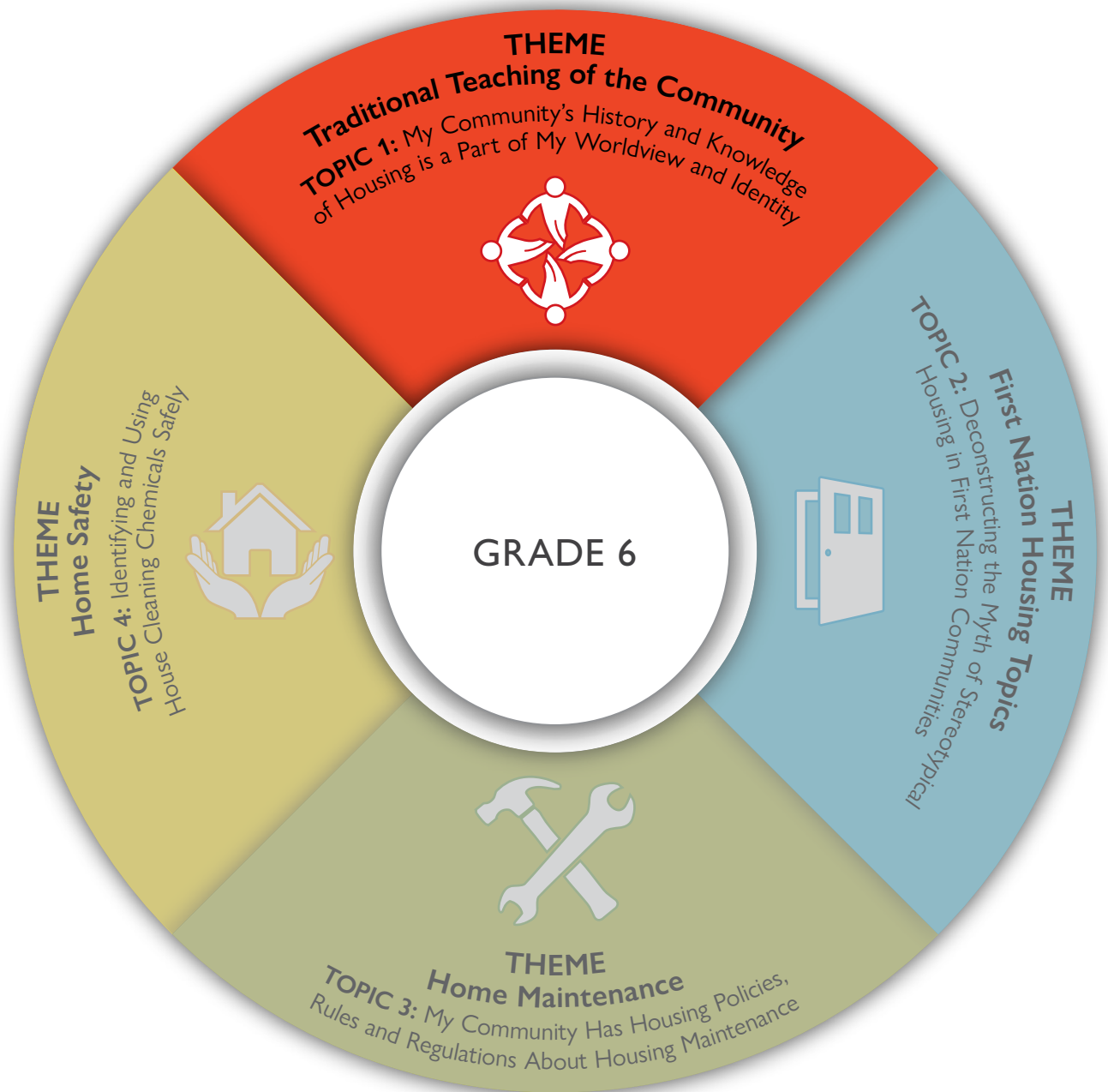


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

My community's history and knowledge of housing is a part of my worldview and identity



Inquiry question

- What are the housing rights in my First Nation?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>6-K-CC-008 Describe family and community roles and responsibilities of young people in regions studied.</p> <p>Global Connections</p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples and of how the justice system affects young people.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Strand 6</p> <ul style="list-style-type: none"> • How do geographical features affect people's lives in each region? (B) • Who were the various peoples who make up Canada? (C) • Where did these various peoples come from and why? (C) • Who were the First Peoples to live in Canada and where are they now located? (C)
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: Different systems of government</p> <p>Elaborations</p> <p>Sample topic</p> <p>Indigenous governance</p>
Alberta	<p>Social Studies</p> <p>6.1 Citizens participating in decision making</p> <p>General outcome</p> <p>Demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.</p>



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Social Studies

Dynamic relationships

DR6.3 Appraise the strategies human societies have used to orient themselves within time and place in the natural environment.

- Investigate the Aboriginal understanding of day, night, and seasons as part of global cycles.
- Describe and compare diverse approaches to natural resource and land use among First Nations and Métis peoples in Canada, among indigenous peoples in countries bordering the Atlantic Ocean, and non-indigenous peoples of these regions, and explore how these diverse approaches have come into conflict and been in harmony in various time periods and locations.

Manitoba

Social Studies

Cluster 1: Building a Nation

6-KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. Examples: indigenous rights, no right to vote, permission needed to leave a reserve.

Ontario

Social Studies

Strand A. Heritage and identity: Communities in Canada, past and present

A2. Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada.

Quebec

Social Studies

Quebec society around 1980

2.2. Cultural situation

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

Newfoundland
and Labrador

Social Studies

Unit one: An introduction to culture

6.1.1 Explore the concept of culture and demonstrate an understanding of its role in their lives.

- Classify elements of culture as material or non-material.
- Investigate how cultures are transmitted from generation to generation.
- Identify factors that shape culture.



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Social Studies

Culture and diversity

- Appreciate that there are different worldviews.
- Appreciate the different approaches of cultures to meeting needs and wants.

Nova Scotia

Social Studies

Outcome 1: Explore the concept of culture and demonstrate an understanding of its role in their lives, inclusive of Acadians, African Nova Scotians, Gaels, Mi'kmaq, and additional cultures.

Indicators

- Explore the role of culture in their lives. (CZ, Com, CI, CT, TF)
- Identify factors that shape culture. (Com, CI, CT)
- Investigate how culture is passed on from generation to generation.

New Brunswick

Social Studies

Time, continuity and change

- Value society's heritage.
- Recognize contributions of the past to present-day society.

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



Lesson 6.1

HOUSING TOPIC 6.1

My community's history and knowledge of housing is a part of my worldview and identity

INQUIRY QUESTION

What are the housing rights in my First Nation?

HOUSING TOPIC DESCRIPTION

Learning the history of housing is important for young people in their local First Nation. Embedded in this history are the natural laws that govern the life and guide the identity of the community. Students should learn about how their homes and understandings about home affect their identity and worldview.

LESSON OUTCOME

By the end of this lesson, students will be able to describe some of the natural laws as related to homes of their local First Nation by listening and learning from community Elders or traditional knowledge keepers speak about where their natural laws about housing come from.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

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



MATERIALS

1. KWL Chart
2. Chair and water/tea available for the Elder
3. Elder Protocol Anchor Chart
4. Small gift for the Elder
5. Traditional Teachings on Natural Laws and the History of the Homes in Our Community

PROCEDURE

Prior to the lesson

- Invite an Elder from the community to the classroom to talk about the natural laws that govern their First Nation. Be sure to follow the correct protocol on how to approach an Elder to come to the classroom. Use the local community protocol. If you do not know the protocol, ask a co-worker who is a community member. Co-construct a rubric for listening to an Elder's teachings.
1. Activate prior knowledge. Ask the inquiry question to the class: What are the housing rights in my First Nation? Begin the KWL Chart.
 2. Have a class discussion on the following questions: What are natural laws and why is it important for us to learn about the natural laws of our First Nation?
 3. **For inquiry:** Generate questions about why knowledge and history of homes and housing is important for students to know? What do students want to know about this topic? Save questions for when the Elder or the traditional knowledge keeper comes in.
 4. Review the Elder Protocol Anchor Chart with the students.
 5. Introduce the Elder or traditional knowledge keeper, following protocol.
 6. The Elder or traditional knowledge keeper will share teachings about the local community's natural laws.
 7. The teacher will take notes for future reference and review with students.
 8. Students can ask questions (can use class-generated questions, if needed)
 9. Thank the Elder or traditional knowledge keeper for coming in.



10. **Consolidation:** Use the Traditional Teachings on Natural Laws and the History of the Homes in Our Community sheet to have students show what they have learned from what the Elder or traditional knowledge keeper shared in their teachings.
11. Have the class share, create a bulletin board showing student learning.
12. **Consolidation:** Add to the KWL Chart, focusing on the “What have I learned” section.



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

STUDENT ASSESSMENT

1. Co-construction of a rubric for listening to an Elder’s teachings
2. Completion of the Elder teaching assignment

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Students will develop a fire escape plan with their parents to follow in case of a fire in their home.
2. Through research, students will gain an understanding about mould and how it grows.
3. Students will design safety and home maintenance posters to be displayed at a housing fair and later in the classroom, school and community offices.
4. Students will invite parents to the Housing Fair called “Home Safety and Maintenance” to show their posters and to discuss ways in which everyone can work together to uphold the laws, regulations and rules for home safety and maintenance.
5. Students can go home to interview their own family about natural laws and teachings. Students can share their learning with the class.
6. Teachers can research the natural laws that exist for the communities by working with local traditional knowledge keepers. Use the appropriate protocol, if needed, ask your school administrator for help.
7. Students can create reflective art of the teachings shared by the Elder or traditional knowledge keeper.

KWL Chart

Inquiry question: What are the housing rights in my First Nation?

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



Elder Protocol Anchor Chart

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

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

Example

HOW DO WE LISTEN TO OUR ELDERS?

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

Helper of the day: _____



Activity: Traditional Teachings on Natural Laws and the History of the Homes in Our Community

What I learned from the Elder or traditional knowledge keeper's teachings:

1.

2.

3.

4.

Why is it important that I know the natural laws of my people?

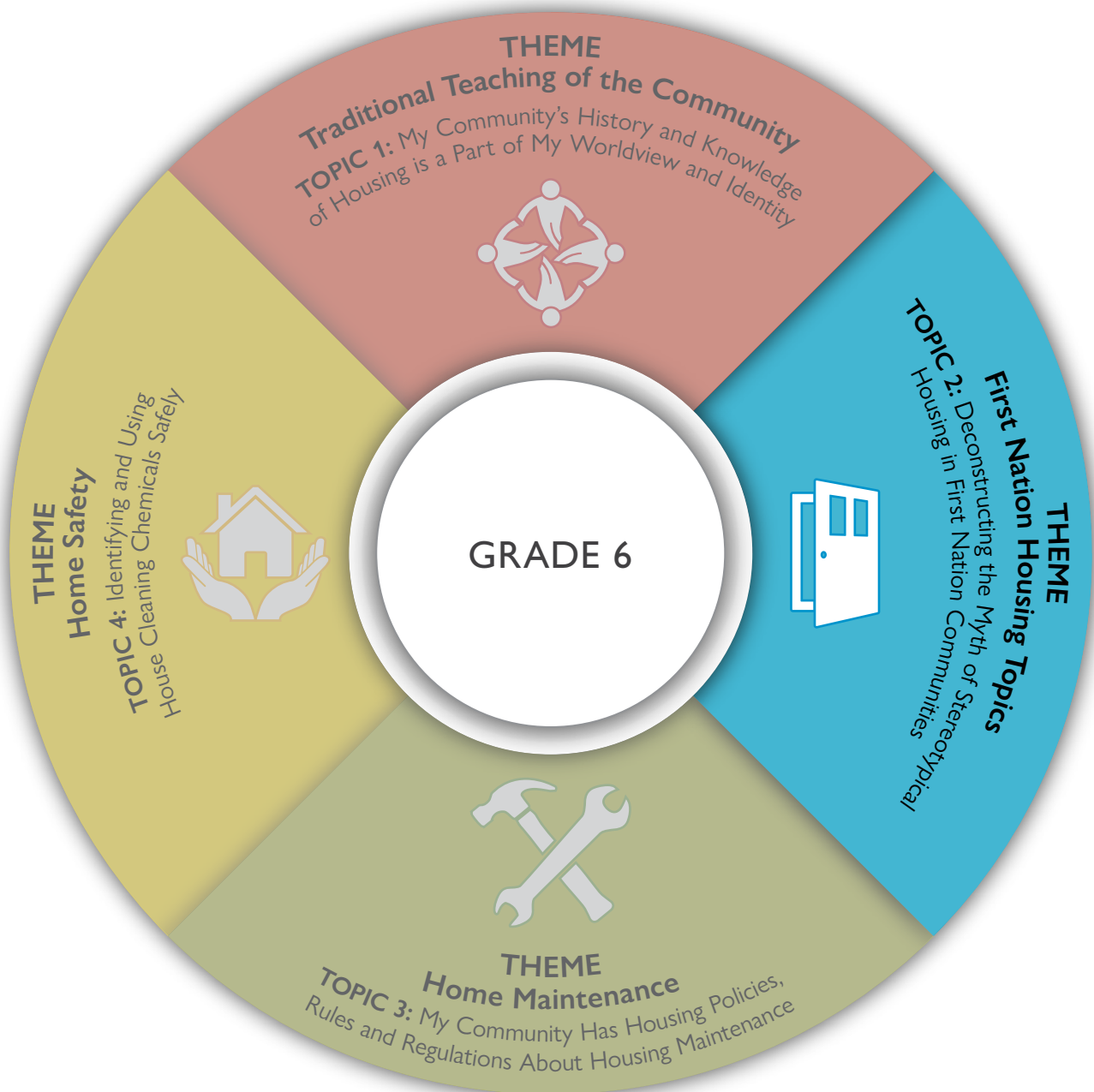


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

Deconstructing the myth of stereotypical housing in First Nation communities



Inquiry question

- What are the housing rights in my First Nation?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>The Land: Places and People</p> <p>6-K-L-014 Demonstrate understanding of how the land affects human settlement and social organization.</p> <p>Global connections</p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples and of how the justice system affects young people.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies Strand 6</p> <p>Develop and pursue a problem-solving strategy to answer an outstanding question about some element of Canadian culture. (BC)</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: Global poverty and inequality issues, including class structure and gender</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> • Treatment of minority populations in Canada and in other cultures and societies you have studied (for example, segregation, assimilation, integration, and pluralism; multiculturalism policies; settlement patterns; residential schools, South African Apartheid, the Holocaust, internment of Japanese-Canadians, Head Tax on Chinese immigrants; caste and class systems) • Unequal distribution of wealth • Social justice • Treatment of indigenous people <p>Key questions</p> <p>How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past or in other societies (for example, systemic discrimination, overt racism)?</p>
Alberta	<p>Health Safety and responsibility</p> <p>W-6.7 Identify and communicate values and beliefs that affect healthy choices.</p>



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Social Studies

Power and authority

PA6.3 Explore examples and explain how people, such as ethnic minority groups, the disabled, youth, and the elderly, may be affected by injustice or abuses of power.

- Describe incidents of the misuse of power in groups of which students are aware.
- Research laws that specifically affect young people, minority groups, the disabled, and the elderly to determine the disposition of governments toward the status of these groups, and evaluate the reasons for and effectiveness of such laws.
- Propose changes needed in human behaviour and institutions in order to prevent the abuse of power.
- Investigate the relationship between people and their governments in Canada and a selection of countries bordering the Atlantic Ocean. Include such things as human rights, treatment of minorities, history with indigenous peoples, infrastructure for health, and education (including reference to residential schools and the intergenerational impact of those experiences).

Manitoba

Social Studies

Cluster 1: Building a Nation

6-KI-007 Give reasons for the establishment of treaties and reserves and describe their impact on individuals, families, and communities. Examples: indigenous rights, no right to vote, permission needed to leave a reserve.

Ontario

Social Studies

Strand A. Heritage and identity: Communities in Canada, past and present

A3. Demonstrate an understanding of significant experiences of, and major changes and aspects of life in, various historical and contemporary communities in Canada.

Quebec

Social Studies

Quebec society around 1980

2.2 Cultural situation

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

2.4 Political situation

- Indicates the means of selecting leaders: the people elected representatives.
- Indicates the means of decision making: the representatives passed laws.



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Health

Environmental health

1. Identify projects for neighbourhood improvement.

Social Studies

Unit five: World issues

6.5.1 Analyse the effects of the distribution of wealth around the world.

- Use statistical data to represent the distribution of wealth around the world.
- Examine the effects of the uneven distribution of wealth on quality of life.
- Define poverty and give examples of its effects.

Prince Edward Island

Social Studies

Culture and diversity

- Recognize and respond in appropriate ways to stereotyping/discrimination.

Health

Safety and responsibility

- Identify and communicate values and beliefs that affect healthy choices.
- Evaluate the impact of personal behaviour on the safety of self and others.
- Demonstrate responsibility for, and skills related to, the safety of self and others.

Nova Scotia

Social Studies

Outcome 6: Students will take age-appropriate actions to demonstrate an understanding of responsibilities as global citizens.

Indicators

- Examine the importance of the rights and responsibilities of being an active global citizen. (CZ, Com, CT, PCD, TF)
- Examine various perspectives to support a position on a local/national/international issue. (CZ, Com, CT, PCD, TF)
- Plan and take age-appropriate actions to address local/national/international problems or issues. (CZ, Com, CI, CT, PCD, TF)

New Brunswick

Social Studies

Culture and diversity

- Recognize and respond in appropriate ways to stereotyping/discrimination.

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



Lesson 6.2

HOUSING TOPIC 6.2

Deconstructing the myth of stereotypical housing in First Nation communities

INQUIRY QUESTION

What are the housing rights in my First Nation?

HOUSING TOPIC DESCRIPTION

Students should learn about how their homes and understandings about home affect their identity and worldview. Therefore, it is important for students to not only know the history of housing but to also know and be able to deconstruct the stereotypes about First Nation's housing.

LESSON OUTCOME

By the end of this lesson, students will be able to deconstruct the myth of stereotypical housing in First Nation communities.

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. “Structured Controversy” questions and procedure, in procedure of lesson
3. Examples of stereotyping of First Nation housing in media and advertising



PROCEDURE

1. Activate prior knowledge. Revisit the KWL Chart, ask the class the inquiry question again: What are the housing rights in my First Nation? Add to the chart, focusing on the “What do I want to know” section with a sub focus on this lesson’s topic.
2. Discuss stereotyping. In small groups, brainstorm some stereotypes of First Nations and other cultures that are commonly used and portrayed in the media. Ask the students what kind of pictures they have seen or read in the media regarding First Nations’ homes.
3. Take students to the computer lab to find images to share or the teacher can gather four images to show students.
4. As a class, discuss how this stereotypical image continues in present times and discuss the housing issues and concerns of their reserve.
5. Ask the students what kind of messages are put forth by the media and society about First Nations’ homes on-reserves. Ask them to discuss in groups and provide an overview of the discussion and analysis on the following questions: Are these messages true? Why do you think these stereotypes are promoted in society? How can we change these stereotypes? Is it up to us to change them? Add your own questions.
6. Utilize the “Structured Controversy” activity to explore stereotyping of First Nations housing:
 - a. Place students in small groups, give each group a stereotype to defend a stance on. Each group will prepare a stance on supporting or refuting the stereotype, using the following framework:
 - Each group will present their argument to the class.
 - After the arguments have been heard, the student groups will have to switch and create an argument that supports the other stance on supporting or refuting the stereotype and present their argument.
 - Each group will present their new argument to the class.
 - After all arguments have been presented, have a class discussion reflecting on the issue of stereotyping of First Nation housing.
7. **Consolidation:** Challenge students to commit to an action that will fight the issue of stereotyping of First Nation housing. Students will create a visual with their commitment written on it. Students will share their commitment with their class.
8. **Consolidation:** Add to the KWL Chart, focusing on the “What have I learned” section.



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



STUDENT ASSESSMENT

1. Observation
2. Participation in structured controversy activity

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Ask someone from the housing department to arrange for a field trip on the reserve to look at various houses and buildings the community. If a house is being built, ask if the students can go to the site to learn what is involved in building a house and why it is important to build good quality housing.
2. Students will use case studies to find out how First Nations' communities across Canada are improving fire prevention methods and housing in their communities.



KWL Chart

Inquiry question: What are the housing rights in my First Nation?

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

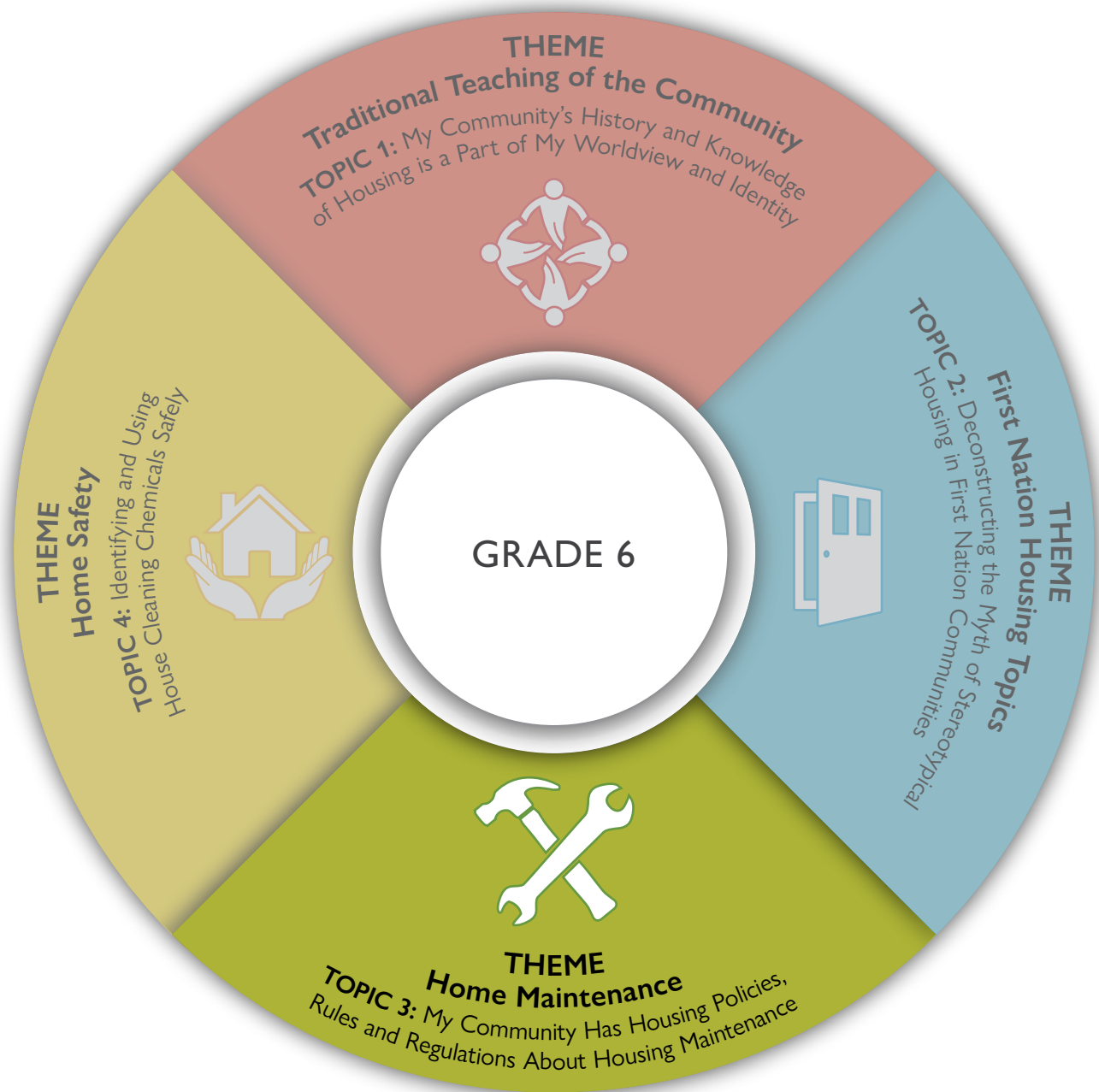


HOME
MAINTENANCE



HOUSING TOPIC 3

My community has housing policies, rules and regulations about housing maintenance



Inquiry question

- What are the housing rights in my First Nation?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Economics and Resources</p> <p>6-K-E-038 Identify factors that affect quality of life for young people in the world, for example, labour practices, access to education, shelter, food and water, health care.</p> <p>Global Connections</p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples in the regions studied.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Strand 6</p> <ul style="list-style-type: none"> • How do geographical features affect people's lives in each region? (B) • Where did these various peoples come from and why? (C) • Who were the First Peoples to live in Canada and where are they now located? (C)
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: Different systems of government</p> <p>Elaborations</p> <p>Sample topic</p> <ul style="list-style-type: none"> • Indigenous governance <p>Content outcome: Economic policies and resource management, including effects on indigenous peoples</p> <p>Elaborations</p> <p>Sample topics</p> <ul style="list-style-type: none"> • Infrastructure development • Relocation of communities



WNCP and Provinces Curricular Outcomes by Province

Alberta

Health

Safety and responsibility

W-6.8 Analyze how laws, regulations and rules contribute to health and safety practices.

Social Studies

6.1 Citizens participating in decision making

General outcome

Demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific outcomes

Values and attitudes

6.1.1 Recognize how individuals and governments interact and bring about change within their local and national communities.

- Recognize and respect the democratic rights of all citizens in Canada. (C, I)

Saskatchewan

Social Studies

Interactions and interdependence of Nations

IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.

- Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education, sport, music, literature, art, dance and architecture.

Manitoba

Social Studies

Cluster 1: Building a Nation

6-KC-002 Compare responsibilities and rights of citizens of Canada at the time of Confederation to those of today.

Include Aboriginal peoples, francophones, women.

Ontario

Social Studies

Strand A. Heritage and identity: Communities in Canada, past and present

A2. Use the social studies inquiry process to investigate different perspectives on the historical and/or contemporary experiences of two or more distinct communities in Canada.

WNCP and Provinces Curricular Outcomes by Province

<p>Quebec</p>	<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.
<p>Newfoundland and Labrador</p>	<p>Social Studies Unit 3: Some elements of culture</p> <p>6.3.2 Describe how government relates to culture in a selected country.</p> <ul style="list-style-type: none"> • Describe the government of the selected country. • Give examples of how government influences, and has influenced, culture.
<p>Prince Edward Island</p>	<p>Health Safety and responsibility</p> <p>Analyse how laws, regulations, and rules contribute to health and safety practices and demonstrate responsibility for, and skills related to, the safety of self and others.</p>
<p>Nova Scotia</p>	<p>Social Studies</p> <p>Outcome 5: Examine selected examples of child rights issues around the world inclusive of Aboriginal human rights issues in Canada.</p> <p>Indicators</p> <p>Form questions about and investigate selected child rights issues, inclusive of Aboriginal human rights issues. (CZ, Com, CI, CT, TF)</p>
<p>New Brunswick</p>	<p>Social Studies Citizenship, power and governance</p> <ul style="list-style-type: none"> • Develop attitudes that balance rights with responsibilities. • Value decision making that results in positive change.

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



Lesson 6.3

HOUSING TOPIC 6.3

My community has housing policies, rules and regulations about housing maintenance

INQUIRY QUESTION

What are the housing rights in my First Nation?

HOUSING TOPIC DESCRIPTION

Housing policies and procedures assist a First Nation's administration or housing department to look after existing houses and in planning for future housing needs. These administrative policies need to be in place so that members of each First Nation have equal opportunities to housing. Some on-reserve housing tenants may have difficulty understanding how these policies, rules and regulations can assist them.

LESSON OUTCOME

By the end of this lesson, students will be able to list and describe some laws, regulations and rules that contribute to healthy and safe housing in their First Nation from their local First Nation's housing personnel.

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. Prior knowledge question
2. KWL Chart
3. Local First Nation Housing Personnel Speaker Notes
4. Local First Nation Housing Policy, see housing manager for a copy of this
5. Housing research resources

PROCEDURE

1. Activate prior knowledge. Revisit the KWL Chart, ask the class the inquiry question again: What are the housing rights in my First Nation? Add to the chart, focusing on the “What do I want to know” section with a sub focus on this lesson’s topic.
2. Assess group knowledge or individual knowledge about the lesson topic. Have students write a short response to what they know about the topic and housing concept OR engage in a class discussion by asking what they know about the topic and housing concept.
3. Put the following words on the board and have the students look them up in a dictionary and write the definitions for each. Have students give you examples of each from their knowledge and experiences.
 - a. rules regulations laws
4. Discuss the importance of rules, regulations, policies and laws in any society. Begin the discussion by asking these questions:
 - a. Do you know some bylaws that govern your First Nation?
 - b. What would happen if there were no rules, policies or laws?
 - c. What are some natural laws given by the Creator to First Nations’ people?
(Have the students research these laws by interviewing Elders in their First Nation or by reading oral histories, stories, and lifestyles of First Nations pre-contact. A study of the historical worldviews of First Nations’ cultures will provide students with an understanding of these natural laws.)
5. Have students work in groups of four to review their First Nation’s Housing Policy (Ask housing personnel to provide this document). Ask them to provide a brief point summary of the document.
6. Review the document with the students.



7. Have students work in groups of four to research various federal and provincial laws, regulations and policies of housing. Have them find out what their First Nation has in terms of housing laws, regulations and policies by inviting housing personnel to come in and speak to these topics.
8. Hand out the Local First Nation Housing Personnel Speaker Notes sheet for students to take notes during the presentation.
9. Review lesson activity and speaker notes.
10. Students will complete an informational video or visual about their learning and research.
11. Have students display their work to the school.
12. 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. Student notes on housing guest speakers

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. First Nations lived by natural laws prior to the coming of the Europeans. Have students go and interview local traditional knowledge keepers to learn about their nation’s natural laws and natural laws related to housing.
2. Have students research their right to housing in their community.

KWL Chart

Inquiry question: What are the housing rights in my First Nation?

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



Activity: Local First Nation Housing Personnel Speaker Notes

Name: _____

Write jot notes in the space below:

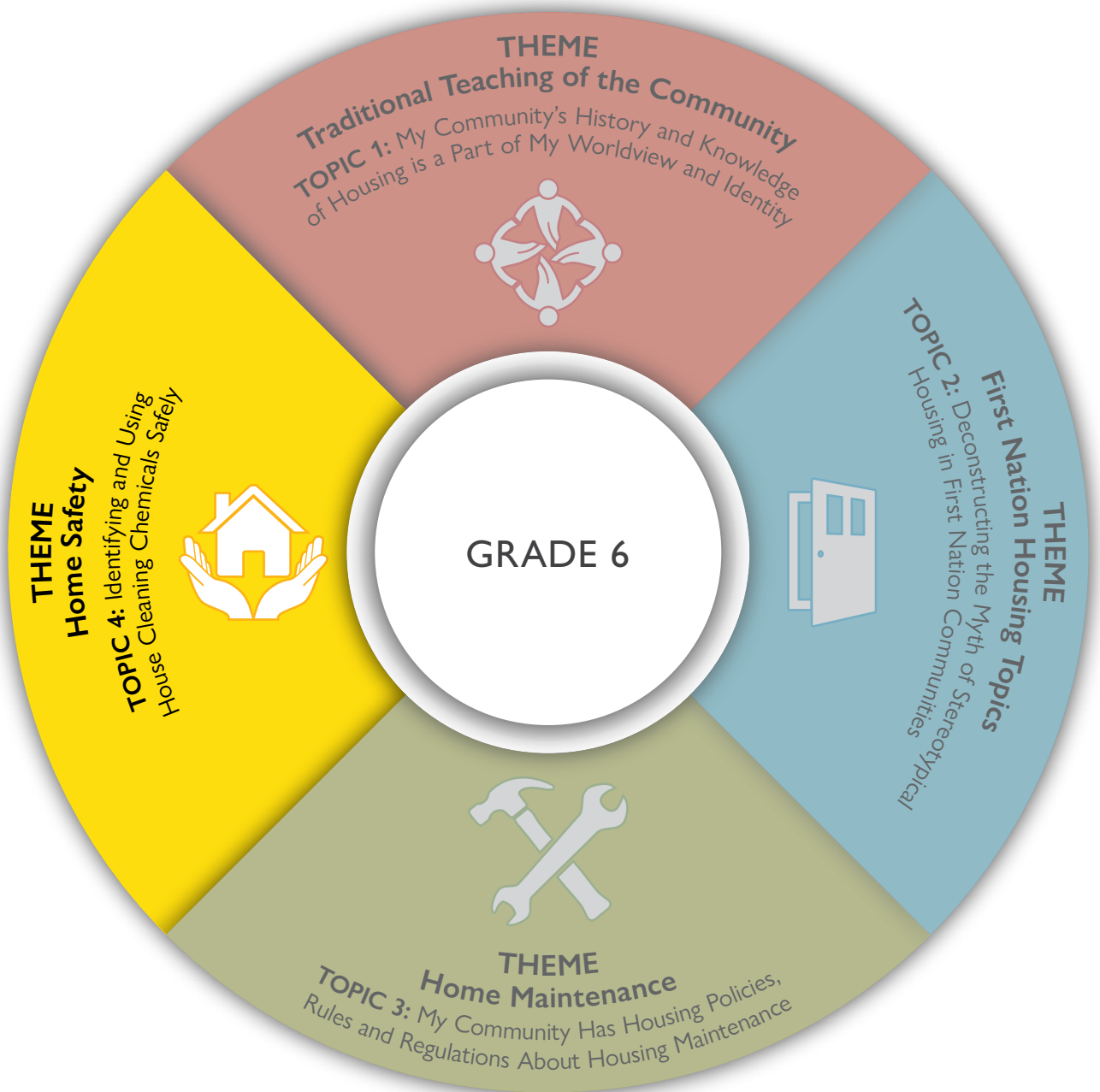


HOME SAFETY



HOUSING TOPIC 4

Identifying and using house cleaning chemicals safely



Inquiry question

- What are the housing rights in my First Nation?

WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Global Connections</p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Health</p> <p>Theme: Lifestyle</p> <p>Concept: Positive safety and first aid lifestyle practices save lives and minimize the effects of injuries.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Assess first aid for life-threatening situations. • Explain the importance of first aid. • Identify organizations and professionals who train and deliver safety and first aid programs. • Design a personal safety and first aid program v) evaluate the effectiveness of the program.
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Health 6</p> <p>Content outcome: Sources of health information</p> <p>Elaborations could include:</p> <ul style="list-style-type: none"> • magazines • internet • advertisements on TV • flyers from health stores <p>Content outcome: Basic principles for responding to emergencies</p> <p>Elaborations basic principles include:</p> <ul style="list-style-type: none"> • following safety guidelines • having an emergency response plan • knowing how to get help



WNCP and Provinces Curricular Outcomes by Province

Alberta

Health

Life learning choices

Use resources effectively to manage and explore life roles and career opportunities and challenges.

L–6.2 Identify personal skills, and skill areas, for development in the future.

Saskatchewan

Health

Understanding, skills, and confidences

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

- Examine safety risks for common/local adolescent activities (for example, based on needs and interests of community).
- Reflect on and communicate personal and family attitudes toward safety.
- Represent a personalized, thoughtful, and coherent understanding of the importance of a healthy attitude toward personal safety.
- Investigate and analyze the intent of the rules, regulations, and laws related to safety practices for common and local adolescent activities.
- Evaluate the rights and responsibilities associated with rules, regulations, and laws related to a variety of safety practices to create healthy and safe community environments (for example, tobacco legislation, personal protective equipment).
- Examine the possible physical, social, and emotional consequences of not understanding and/or not following safety rules, regulations and laws.
- Determine when safety and personal standards about individual responsibility for safety and accident prevention may be challenged.
- Affirm personal standards with respect to individual rights and responsibilities for creating and supporting safe environments.
- Defend the statement “community safety is everyone’s responsibility.”



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Health
Safety

K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (that is, playgrounds, babysitting, internet use, shaken baby syndrome).

Ontario

Health
Personal safety and injury prevention

- Identify and describe appropriate methods for preventing and treating ailments (for example, sunburn, minor cuts)
- Identify the responsibilities associated with caring for themselves and others (for example, while babysitting)

Quebec

Science
Common household products

- Associates the uses of certain household products with their properties (for example, cleaning products remove grease, vinegar and lemon juice help preserve certain foods).
- Recognizes commonly used products that are potentially dangerous (safety-related symbols).

Newfoundland
and Labrador

Health
Injury prevention and safety

- Demonstrate some basic first aid procedures.
- Identify injuries which are prevalent in the community and describe ways of preventing them.
- Assess an area of the community for injury risk, that is, home, school, recreational facility, neighbourhood or roadways.
- Discuss procedures and responsibilities involved in providing help in lifesaving situations.



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Health

Safety and responsibility

- Identify and communicate values and beliefs that affect healthy choices.
- Analyse how laws, regulations, and rules contribute to health and safety practices.
- Evaluate the impact of personal behaviour on the safety of self and others.
- Demonstrate responsibility for, and skills related to, the safety of self and others.

Nova Scotia

English

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 Education

Personal wellness

- B1) Describe the domains of wellness and identify strategies for promoting their own wellness.
- B3) Identify how environments influence health choices.

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



Lesson 6.4

HOUSING TOPIC 6.4

Identifying and using house cleaning chemicals safely

INQUIRY QUESTION

What are the housing rights in my First Nation?

HOUSING TOPIC DESCRIPTION

Chemical products were developed to help us clean our homes. Some of these products are dangerous and must be stored in safe places. There are now many safe and environmentally friendly products available in stores. Many common products found in the home can also be used to clean.

LESSON OUTCOME

By the end of this lesson, students will identify and describe house cleaning chemical products and their elements and will explain how and when to use them.

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 library, internet, computers, video equipment (cells/camera)
3. Informational videos / informational poster exemplars
4. Informational poster / video rubric



PROCEDURE

1. Activate prior knowledge. Ask the inquiry question to the class: What are the housing rights in my First Nation? Add to the KWL Chart.
2. Formative assessment: In preparation for learning, prior to teaching the lesson: activate prior knowledge by either assessing group knowledge or individual knowledge. Have students write a short response to what they know about the topic and housing concept OR engage in a class discussion by asking what they know about the topic and housing concept.
3. Have students research and find cleaning substances, homemade and store-bought, to share with the class. Have the students use a search engine like www.google.ca to search for “commercial and natural cleaning solutions.”
4. Students will do a safety campaign focusing on identifying and using house cleaning products safely.
5. Place students in small groups. They will complete safety videos or informational posters that give information on identifying and using house cleaning products.
6. Have students do presentations for their class and/or school to share their learning.
7. Consolidation: Add to the KWL Chart, focusing on the “What have I learned” section.



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



STUDENT ASSESSMENT

1. Observation of student discussion and participation
2. Co-construction of an informational poster / video rubric with students

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Hand out pages 77-80 “Occupants’ Guide to Mold” from *Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants’ Guide*. Ask the students to find out how to mould-proof their homes. This guide is available at http://publications.gc.ca/collections/collection_2017/schl-cmhc/NH15-426-2007-eng.pdf.
2. Hand out pages 65-67 “Healthy Housing™ and Indoor Air Quality” from *Housing Quality Matters for First Nations: Basic Home Maintenance: Home Occupants’ Guide* to learn about the three keys to making homes healthier (Eliminate, Separate and Ventilate). This guide is available at http://publications.gc.ca/collections/collection_2017/schl-cmhc/NH15-426-2007-eng.pdf.
3. The teacher will show the PowerPoint presentation *Introduction to Indoor Air Quality*. Students will take notes and identify three key elements to make their homes healthier. Then, the teacher will invite someone from the housing department at the band office or the tribal council to an afternoon and/or an evening session with students and parents/caregivers to conduct the workshop “Housing Quality Matters: Introduction to Indoor Air Quality – Home Occupant.” Create certificates of participation to give to the students and parents/caregivers.



KWL Chart

Inquiry question: What are the housing rights in my First Nation?

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