



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

**GRADE 8
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 8 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

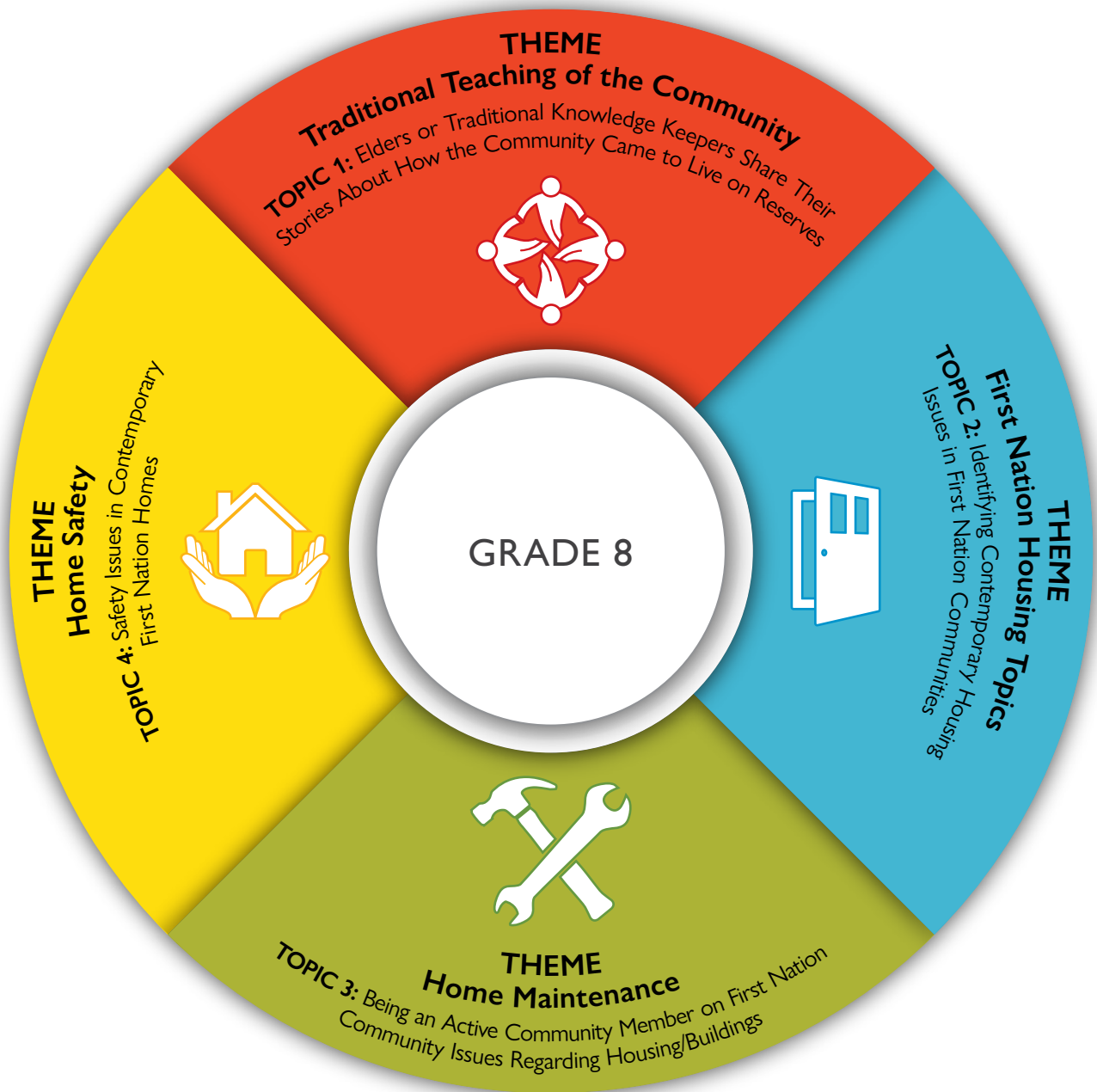
Foreword	ii
Acknowledgements	iii
 Grade 8 Overview	1
Housing Topic Chart	2
Overview Resource Chart	3
Housing Topic Overview	5
Reference List	6
 THEME: Traditional Teaching of the Community	7
HOUSING TOPIC 1	8
Lesson 8.1	11
KWL Chart	14
 THEME: First Nation Housing Topics	15
HOUSING TOPIC 2	16
Lesson 8.2	19
KWL Chart	22
Activity: Brick Template	23
 THEME: Home Maintenance	24
HOUSING TOPIC 3	25
Lesson 8.3	28
KWL Chart	30
Contemporary Buildings: Observation Chart	31
Activity: Living in My First Nation Community	32
 THEME: Home Safety	33
HOUSING TOPIC 4	34
Lesson 8.4	37
KWL Chart	39
Activity: Housing Personnel Presentation	40
Activity: Class Video Campaign Assignment	41
Alternative Assignment: Poster Campaign	41



GRADE 8 OVERVIEW



Housing Topic Chart





Overview Resource Chart

KWL Chart note: Lessons in grades 7 to 12 use a KWL chart to guide students' learning. This chart is a graphic organizer and is framed around an inquiry question.

The KWL chart helps consolidate students' learning by providing a place where they can document:

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

Students begin by recording everything they **know** about the topic in the K column of the chart. Next, they produce a list of questions about what they **want** to know about the topic in the W column of the chart. During or after the lesson, students answer the questions that are in the W column and the new information that they have **learned** is recorded in the L column of the chart. Classes can develop and refer back to this chart throughout each lesson.

TOPIC 1 THEME: Traditional Teaching of the Community

Inquiry Question*	Housing Topic	Main Activity
<i>How can I address contemporary First Nation housing issues?</i>	Elders or traditional knowledge keepers share their stories about how the community came to live on reserves	Elder visit to teach about the community's housing over time

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>How can I address contemporary First Nation housing issues?</i>	Identifying contemporary housing issues in First Nation communities	Brick template activity to teach students what they can do to address housing issues

*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>How can I address contemporary First Nation housing issues?</i>	Being an active community member on First Nation community issues regarding housing/buildings	Writing a letter to local leadership





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>How can I address contemporary First Nation housing issues?</i>	Safety issues in contemporary First Nation homes	Create a video or poster campaign to share with the school/community

*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
 <p>8.1 Elders or traditional knowledge keepers share their stories about how the community came to live on reserves</p>	<p>Contemporary First Nation housing dates to the time when First Nations came to live on reserves. Local Elders or traditional knowledge keepers can share their stories or their experiences of how housing has changed over time. Students can learn their community's history through the stories of their Elders or traditional knowledge keepers.</p>	<p>Students will learn how the community came to live on-reserve and how housing has changed over time by listening to Elders or traditional knowledge keepers share their stories and experiences.</p>
 <p>8.2 Identifying contemporary housing issues in First Nation communities</p>	<p>Students need to be aware of the housing issues that affect First Nation communities across Canada. They also need to know the specific housing issues that affect their own community. Some examples of contemporary housing issues are overcrowding, lack of housing and inadequate education about First Nation housing.</p>	<p>Students will be able to identify contemporary housing issues in First Nation communities and offer ideas for addressing these issues through group work and a journal.</p>
 <p>8.3 Being an active community member on First Nation community issues regarding housing/buildings</p>	<p>Contemporary housing issues in First Nation communities require people to be active and engaged citizens when it comes to housing. Students can learn about housing issues and needs and become informed citizens.</p>	<p>Students will demonstrate being an active community member by identifying housing and building issues and needs in a letter to local leadership.</p>
 <p>8.4 Safety issues in contemporary First Nation homes</p>	<p>Every community must deal with safety issues, either with a prevention plan or a response plan. Communities budget for housing needs as they arise and keep track of what type of resources and supports are given to the community to ensure home safety.</p>	<p>Students will create an informational video campaign to educate others about home safety issues in First Nation communities.</p>



Reference List

Alberta Curriculum. (2017). Alberta Education.

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

"Canada's Water Crisis: Indigenous Families at Risk." Human Rights Watch.

Hume, Karen. *ProPak: Identifying Learning Targets*.

Manitoba Curriculum. (2017). Manitoba.ca.

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

Newfoundland and Labrador Curriculum. Newfoundland and Labrador, Canada.

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

Nova Scotia Curriculum. Nova Scotia, Canada.

Ontario Curriculum. Ontario Ministry of Education.

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

Quebec Curriculum. Quebec Ministry of Education.

Saskatchewan Curriculum. Saskatchewan, Canada.

Western and Northern Canadian Protocol Curriculum.

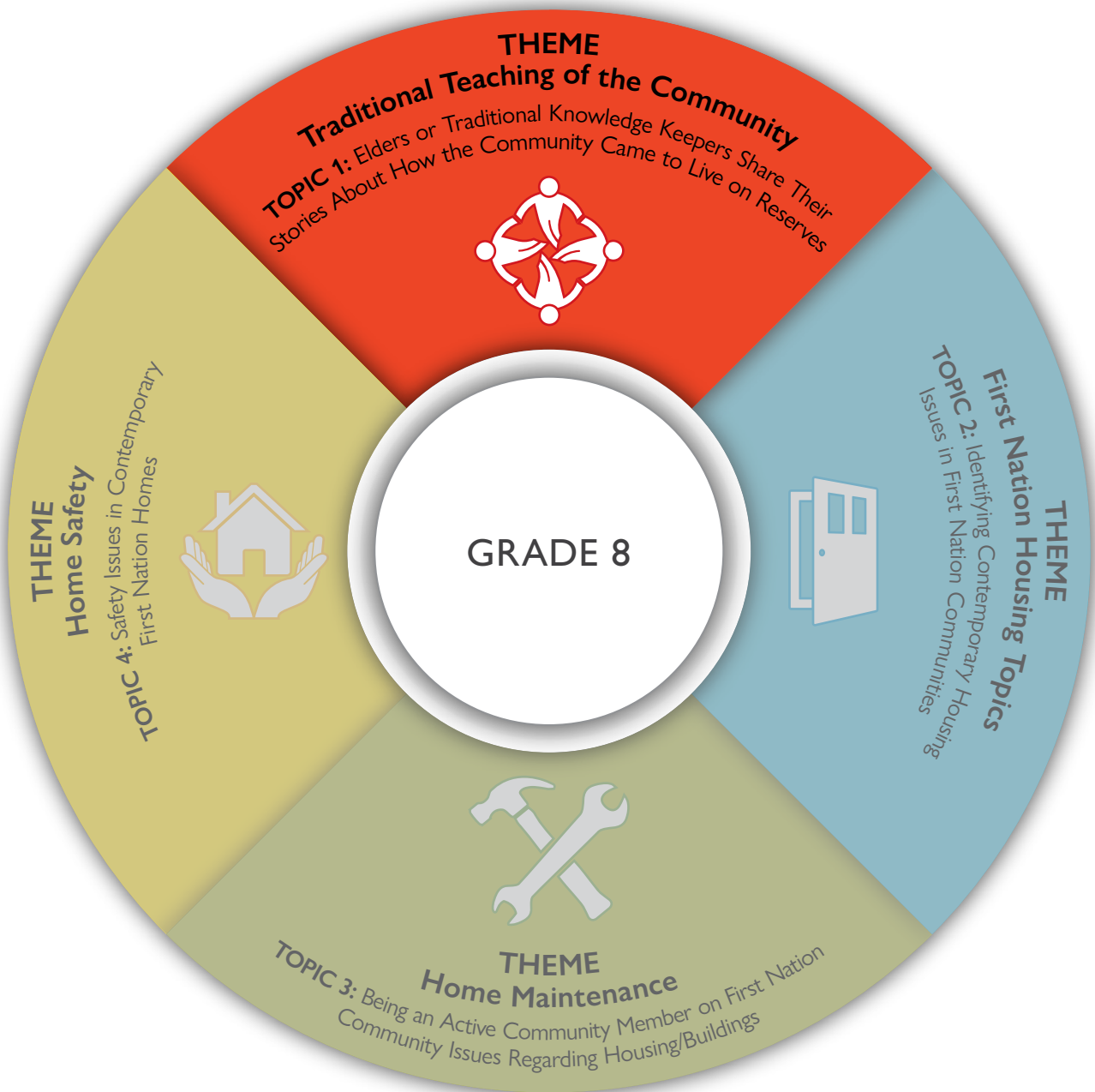


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Elders or traditional knowledge keepers share their stories about how the community came to live on reserves



Inquiry question

- How can I address contemporary First Nation housing issues?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Time, Continuity and Change</p> <p>8-V-T-010 Appreciate that knowledge of societies of the past helps to understand contemporary societies.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Demonstrate knowledge of the main features of ancient societies with regard to beliefs, lifestyles, social organization, government, technology, economic activities, transportation and communication.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Assess the significance of people, places, events or developments at particular times and places.</p>
Alberta	<p>Social Studies</p> <p>8.S.2 Develop skills of historical thinking.</p> <p>Use historical and community resources to organize the sequence of historical events.</p>
Saskatchewan	<p>Social Studies</p> <p>PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.</p> <p>Investigate the provisions of the <i>Indian Act</i>, and its effects on people of Aboriginal ancestry.</p>
Manitoba	<p>Social Studies</p> <p>World history: Societies of the past: Managing information and ideas</p> <p>Information-management skills enable students to access, select, organize and record information and ideas using a variety of sources, tools and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.</p> <p>S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships or chronological events.</p>
Ontario	<p>Social Studies</p> <p>Strand A. Creating Canada, 1850–1890</p> <p>A3. Describe various significant events, developments and people in Canada between 1850 and 1890, and explain their impact.</p>
Quebec	<p>Social Studies</p> <p>Competency 2: Interpret change in a society and its territory</p> <p>Recognition of changes in the location of the territory.</p>



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies

SCO 1.1 Demonstrate an understanding and appreciation of history.

1.1.2 Examine how historical sources (art, documents, photos, stories, artifacts and music) are windows into the past. (A)

Prince Edward Island

English Language Arts

GCO1 Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences. (SCO 1.1-1.4)

Listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details.

Nova Scotia

English Language Arts

GCO1 Use oral language to learn.

1.1 Invite others to participate in discussions and think about what other people have said during a discussion.

New Brunswick

English Language Arts

Speaking and listening

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

Contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk.

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



Lesson 8.1

HOUSING TOPIC 8.1

Elders or traditional knowledge keepers share their stories about how the community came to live on reserves

INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

HOUSING TOPIC DESCRIPTION

Contemporary First Nation housing dates to the time when First Nations came to live on reserves. Local Elders or traditional knowledge keepers can share their stories or their experiences of how housing has changed over time. Students can learn their community's history through the stories of their Elders or traditional knowledge keepers.

LESSON OUTCOME

Students will learn how the community came to live on reserves and how housing has changed over time by listening to Elders or traditional knowledge keepers share their stories and experiences.

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. Protocol material for inviting Elders into the classroom
4. Small gift for the Elder

PROCEDURE

Prior to the lesson

- Invite an Elder or traditional knowledge keeper from the community to the classroom to talk about how the community came to live on the reserve and how housing has changed over time. Be sure to follow the correct protocol on how to approach an Elder to come to the classroom. Use the local community protocol. If you do not know the protocol, ask a co-worker who is a community member. Co-construct a rubric for listening to Elder's teachings.
1. **Activate prior knowledge.** Ask the inquiry question to the class: How can I address contemporary First Nation housing issues? Begin the KWL Chart.
 2. Have students generate questions for the guest about how the community came to live on reserves.
 3. Review the Elder protocol with the students.
 4. Introduce the Elder or traditional knowledge keeper, following protocol.
 5. Ask the Elder or traditional knowledge keeper to share how the community came to live on reserves.
 6. Take notes for future reference and review with students.
 7. Have students ask the questions that were generated or any other questions.
 8. Thank the Elder or traditional knowledge keeper for coming in.
 9. **Consolidation:** Add to the KWL Chart, focusing on the "What have I learned" section.



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



STUDENT ASSESSMENT

1. Observation of student engagement when listening to an Elder or traditional knowledge keeper
2. Participation in class discussion

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Invite different Elders to share their perspectives.
2. Have students go and speak to their own families to learn their perspectives. They can share their learning with the class.



KWL Chart

Inquiry question: How can I address contemporary First Nation housing issues?

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

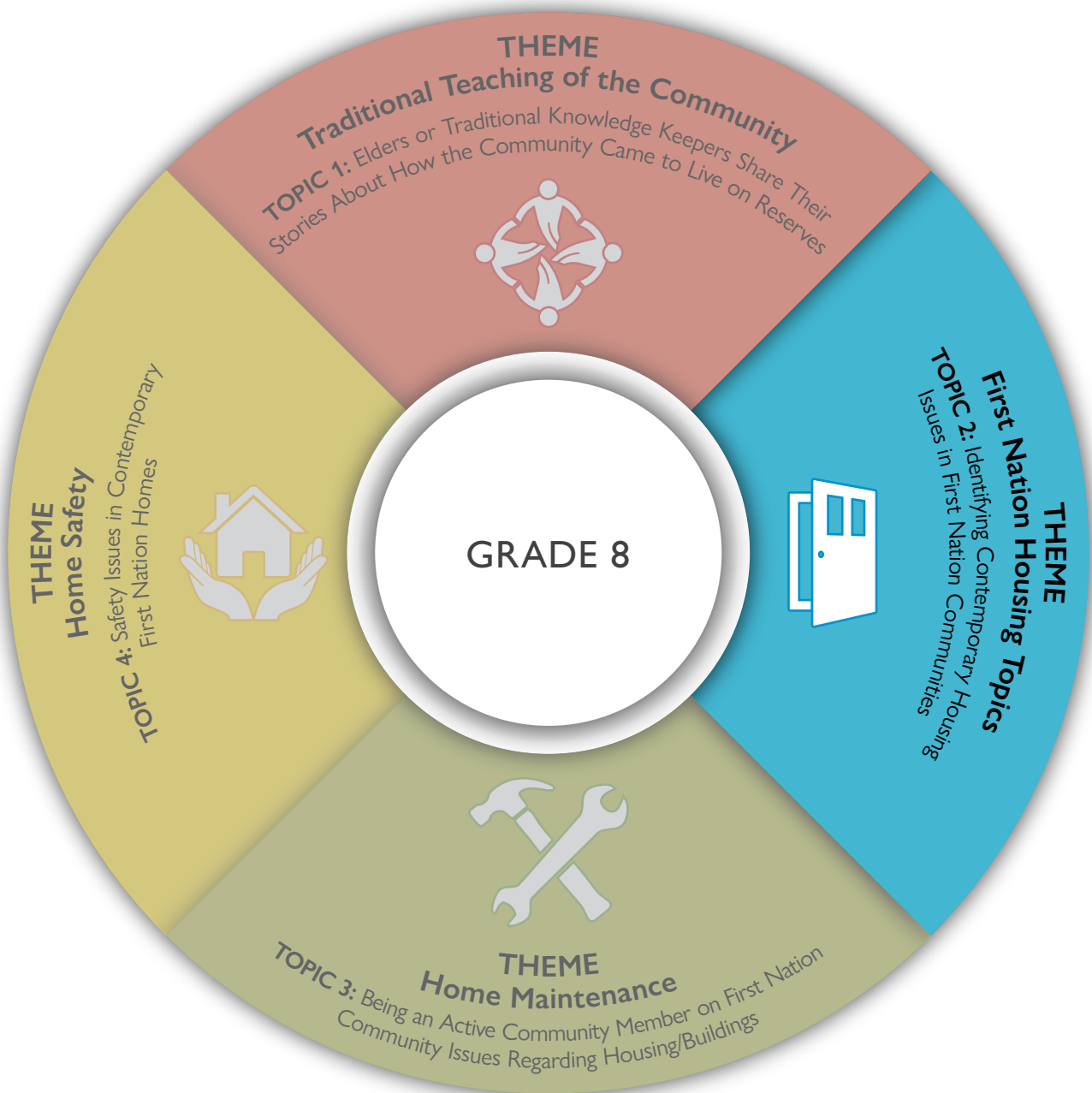


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

Identifying contemporary housing issues in First Nation communities



Inquiry question

- How can I address contemporary First Nation housing issues?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Power and Authority</p> <p>8-K-P-034 Describe the impact of empire-building and territorial expansion on indigenous populations and other groups in societies studied.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Demonstrate knowledge of the main social and ethical issues of the modern age.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>English Language Arts</p> <p>Using oral, written, visual and digital texts:</p> <p>Create and communicate (writing, speaking, representing).</p> <p>Exchange ideas and viewpoints to build shared understanding and extend thinking.</p>
Alberta	<p>English Language Arts</p> <p>Communication</p> <p>8.S.8 Demonstrate skills of oral, written and visual literacy; offer reasoned comments related to a topic of discussion, listen to others to understand their points of view.</p>
Saskatchewan	<p>Social Studies</p> <p>PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians.</p> <p>Investigate the provisions of the <i>Indian Act</i>, and its effects on people of Aboriginal ancestry.</p>
Manitoba	<p>Social Studies</p> <p>Managing information and ideas</p> <p>Information-management skills enable students to access, select, organize and record information and ideas using a variety of sources, tools and technologies. These skills include inquiry and research skills that enhance historical and geographical thinking.</p> <p>S-204 Create timelines and other visual organizers to sequence and represent historical periods, figures, relationships or chronological events.</p>
Ontario	<p>Social Studies</p> <p>Listening to understand—Demonstrating understanding</p> <p>1.4 Demonstrate an understanding of the information and ideas in increasingly complex and difficult oral texts in a variety of ways (compare views about an oral text with two other classmates and prepare a joint summary to present to the class; cite details from an oral text to support their opinions about it in a small-group discussion; use visual art, music or drama to represent important ideas in an oral text).</p>



WNCP and Provinces Curricular Outcomes by Province

Quebec	English Language Arts Language to communicate Uses language to communicate information, experiences and point of view by sharing information with peers and teacher.
Newfoundland and Labrador	English Language Arts GCO1 Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences. 1.1 Reflect upon the contribution of others' ideas during discussion.
Prince Edward Island	English Language Arts Speaking and listening GCO3 Interact with sensitivity and respect, considering the situation, audience and purpose; demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language.
Nova Scotia	English Language Arts Writing and representing GCO8 Use many kinds of writing to think and learn. 8.2 Write to extend, to explore and to reflect.
New Brunswick	English Language Arts Speaking and listening 2. Communicate information and ideas effectively and clearly, and respond personally and critically. Contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk.

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



Lesson 8.2

HOUSING TOPIC 8.2

Identifying contemporary housing issues in First Nation communities

INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

HOUSING TOPIC DESCRIPTION

Students need to be aware of the housing issues that affect First Nation communities across Canada. They also need to know the specific housing issues that affect their own community. Some examples of contemporary housing issues are overcrowding, lack of housing and inadequate education about First Nation housing.

LESSON OUTCOME

Students will be able to identify contemporary housing issues in First Nation communities and offer ideas for addressing these issues through group work and a journal.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

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

MATERIALS

1. [KWL Chart](#)
2. Sticky notes or printed and cut pictures of the [Brick template activity](#)
3. Paper for journal writing



PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: How can I address contemporary First Nation housing issues? Add to the KWL Chart.
2. Ask students what they know about housing issues in First Nation communities. Have a brief discussion.
3. Give each student a pile of paper bricks (from the Brick template activity) and ask them the following question:
 - a. What are the barriers to fixing housing issues in First Nation communities?
4. Give everyone five to seven minutes to respond to the question by writing out as many barriers as they can, with one barrier per brick.
5. Once everyone has brainstormed and has written on a pile of bricks, they will then be placed in groups to share and put all their bricks together.
6. Once the groups have shared their work, give them a sheet of poster paper that has three columns with the following headings: “What do we have control over?;” “Undecided;” “What do we NOT have control over?” Each group will then categorize ALL their bricks under these columns. They can attach their answers to the poster with mounting putty (fun-tak) if they wish.
7. Allow the groups to discuss their posters.
8. Have a share-out or a poster-walk to see what other groups have done.
9. **Explanation**
 - a. This activity allows us to identify barriers and determine what factors we have control over. This allows us to focus on the spheres of influence that we have the most control over and make more effective action plans or strategies for our work.
10. Have students write a journal entry outlining what they can do in their community to address housing issues.
11. **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. Participation in the Brick template activity
2. Observation
3. Completion of journal

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Students can read “The Myth of Free Housing” in Chelsea Vowel’s book, *Indigenous Writes*, or her article on the myth of free housing, available at <http://apihtawikosisan.com/2012/08/the-free-housing-for-natives-myth/> and have a class discussion on their reading.



KWL Chart

Inquiry question: How can I address contemporary First Nation housing issues?

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

Activity: Brick Template

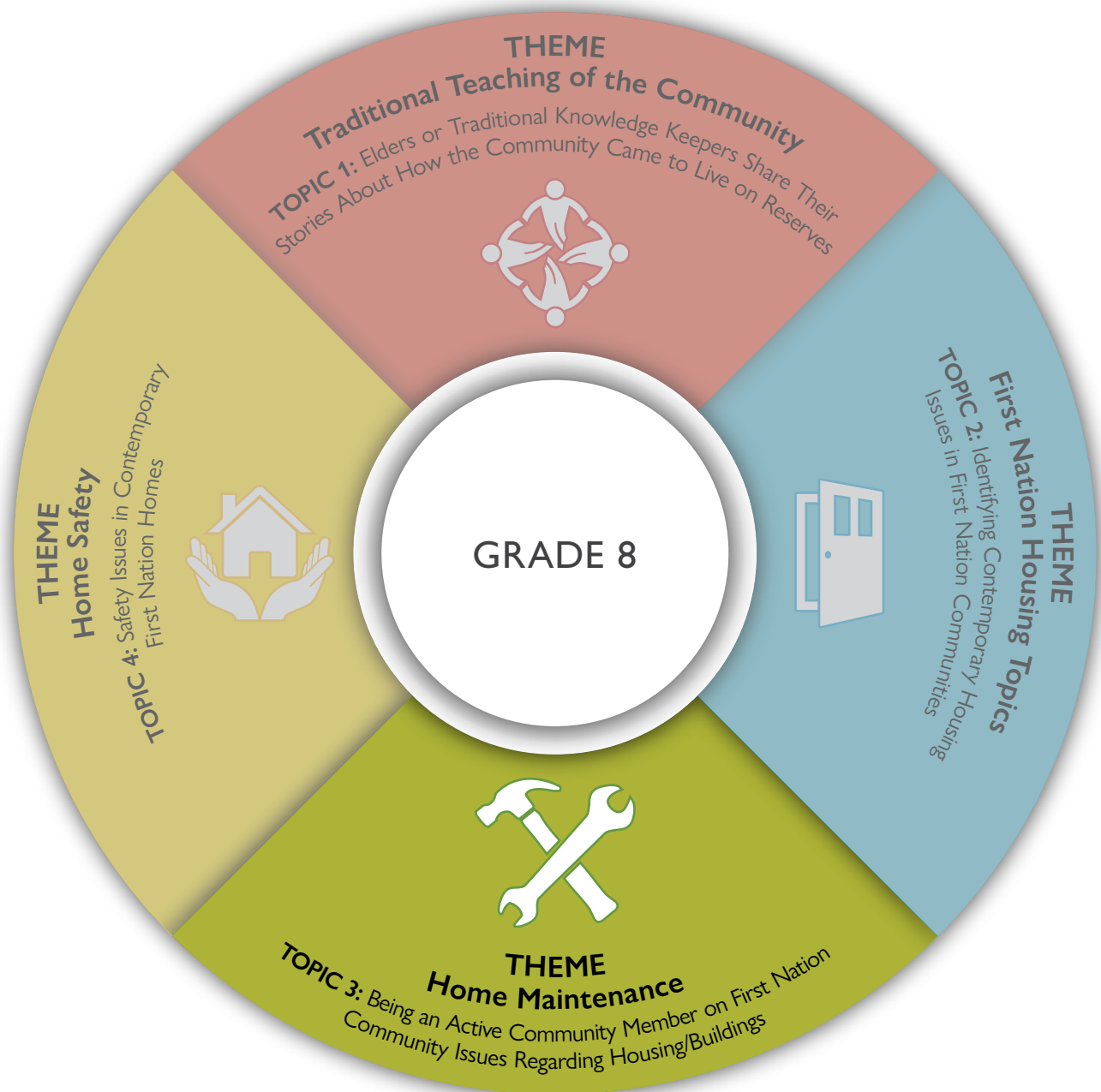




HOME
MAINTENANCE

HOUSING TOPIC 3

Being an active community member on First Nation community issues regarding housing/buildings



Inquiry question

- How can I address contemporary First Nation housing issues?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Social Participation</p> <p>8-S-003 Collaborate with others to devise strategies for dealing with problems and issues.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Demonstrate knowledge of the main social and ethical issues of the modern age.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>English Language Arts</p> <p>Comprehend and connect (reading, listening, viewing)</p> <p>Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy and reliability.</p>
Alberta	<p>English Language Arts</p> <p>Social participation as a democratic practice</p> <p>8.S.6 Develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community.</p>
Saskatchewan	<p>English Language Arts</p> <p>PA8.4 Assess the impact of citizens' willingness and ability to actively engage in the Canadian political processes.</p> <p>Construct an action plan for his or her personal involvement in the Canadian political system.</p>
Manitoba	<p>Social Studies</p> <p>Active democratic citizenship</p> <p>8-S-100 Collaborate with others to establish and carry out group goals and responsibilities.</p>
Ontario	<p>Social Studies/English Language Arts</p> <p>Developing and organizing content—Purpose and audience</p> <p>1.1 Identify the topic, purpose and audience for more complex writing forms (a personal memoir about the school experience to share with classmates, family and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government).</p>

WNCP and Provinces Curricular Outcomes by Province

Quebec	<p>English Language Arts Writing process Writing for specific purposes and in different contexts.</p>
Newfoundland and Labrador	<p>English Language Arts Writing and representing GCO8 Use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences and learnings; and to use their imaginations. 8.2 Use writing and representing to extend, explore and reflect on ideas, values and attitudes.</p>
Prince Edward Island	<p>English Language Arts Writing and representing 10. Use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision and effectiveness.</p>
Nova Scotia	<p>English Language Arts Writing and representing GCO9 Create a variety of texts. 9.1 Further develop previously introduced writing forms and expand on them (stories, cartoons, journals, business letters, speeches, reports, interviews, messages, poems, ads).</p>
New Brunswick	<p>English Language Arts Speaking and listening Communicate information and ideas effectively and clearly, and respond personally and critically. Contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk.</p>

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



Lesson 8.3

HOUSING TOPIC 8.3

Being an active community member on First Nation community issues regarding housing/buildings

INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

HOUSING TOPIC DESCRIPTION

Contemporary housing issues in First Nation communities require people to be active and engaged citizens when it comes to housing. Students can learn about housing issues and needs and become informed citizens.

LESSON OUTCOME

Students will show the skills of being an active community member by identifying housing and building issues and needs in a letter to local leadership.

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. Contemporary Buildings: Observation Chart student handout
3. Living in My First Nation Community student handout
4. Paper or computer access to type out letters



PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: How can I address contemporary First Nation housing issues? Continue to add onto the KWL Chart.
2. Hand out the Contemporary Buildings: Observation Chart sheet.
3. Take students on a community walk.
4. Once back in the classroom, give students time to fill out their charts.
5. Have the class share what they put in their chart.
6. Give each student the Living in My First Nation Community sheet, and ask them to fill it out. Ask some students to share their work.
7. Tell students that they will now write a letter to local leadership giving feedback and ideas on how to improve their community, from a student's perspective.
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. Completion of letter to the local leadership
2. Observation
3. Participation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Students can present their work on housing and learning about First Nation housing at a band meeting or put a display for community members.



KWL Chart

Inquiry question: How can I address contemporary First Nation housing issues?

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

Contemporary Buildings: Observation Chart

	1	2	3	4	5
Types of buildings you see in your community (barns, homes, band office, etc.)					
Approximate number of types of buildings					
Primary use of the building and its function: What is it used for?					
Physical characteristics of the building: What does it look like?					
What construction material is it made of?					

What is the most important factor that influences the design of the buildings in your community?



Activity: Living in My First Nation Community

Pros	Cons

Suggestions for improvement

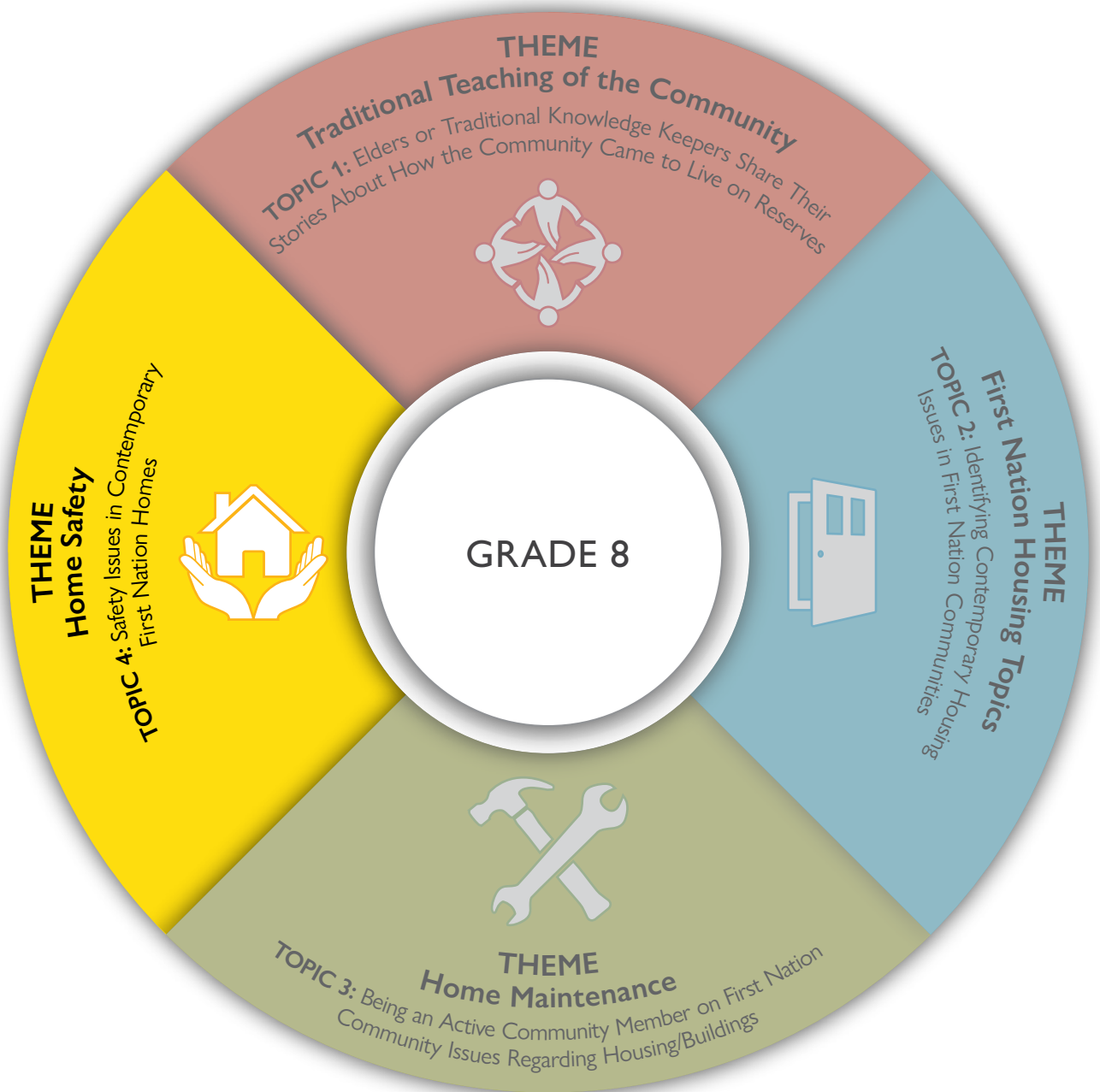


HOME SAFETY



HOUSING TOPIC 4

Safety issues in contemporary First Nation homes



Inquiry question

- How can I address contemporary First Nation housing issues?

WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Communication</p> <p>8-S-012 Present information and ideas using oral, visual, material, print or electronic media.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>English Language Arts</p> <p>Effective presentations</p> <p>4.4.1 Present and or publish text (oral, print and other media).</p> <p>Use a variety of techniques to engage audience and present text (oral, print and other media) effectively.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>English Language Arts</p> <p>Using oral, written, visual and digital texts:</p> <p>Construct meaningful personal connections between self, text and world.</p>
Alberta	<p>English Language Arts</p> <p>Communication</p> <p>8.S.8 Demonstrate skills of oral, written and visual literacy.</p> <p>Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.</p>
Saskatchewan	<p>English Language Arts</p> <p>CC8.9 Experiment with a variety of text forms (Reader's Theatre, role play, humorous instructions, an electronic presentation, a dramatization, a mini-debate) and techniques (imagery, music, graphics and statistics in a multimedia presentation).</p>
Manitoba	<p>English Language Arts</p> <p>Listen, speak, read, write, view and represent to celebrate and build community.</p> <p>5.2 Encourage, support and work with others.</p> <p>5.2.1 Co-operate with others.</p> <p>Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.</p>
Ontario	<p>English Language Arts</p> <p>Producing media texts</p> <p>3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions and techniques.</p>



WNCP and Provinces Curricular Outcomes by Province

Quebec

English Language Arts

Talk for learning and thinking

Use of technology resources for problem solving and communication of thoughts and ideas, for example, educational software, videos and logical thinking programs.

Newfoundland
and Labrador

English Language Arts

Writing and representing

GCO10 Use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

10.3 Use various technologies in communicating for a range of purposes with a variety of audiences.

Prince Edward Island

English Language Arts

Writing and representing

GCO10 Use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision and effectiveness.

SCO10.4 Demonstrate a commitment to crafting pieces of writing and representations.

Nova Scotia

English Language Arts

Writing and representing

GCO10 Produce clear and effective writing and other representations.

10.3 Use various technologies for the purpose of communicating (video, email, word processing, audiotape, Internet).

New Brunswick

English Language Arts

5. Interpret, select and combine information, using a variety of strategies, resources and technologies.

Employ various relevant research strategies such as generating questions, drafting an outline or interviewing peers to determine what questions they would like answered by their research.

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



Lesson 8.4

HOUSING TOPIC 8.4

Safety issues in contemporary First Nation homes

INQUIRY QUESTION

How can I address contemporary First Nation housing issues?

HOUSING TOPIC DESCRIPTION

Every community must deal with safety issues, either with a prevention plan or a response plan. Communities budget for housing needs as they arise and keep track of what type of resources and supports are given to the community to ensure home safety.

LESSON OUTCOME

Students will be able to create an informational video campaign to educate others about home safety issues 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.*
- *Students need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*

MATERIALS

1. KWL Chart
2. Housing Personnel Presentation student handout
3. Class Video Campaign Assignment sheet



PROCEDURE

1. **Activate prior knowledge.** Ask the inquiry question to the class: How can I address contemporary First Nation housing issues? Add to the KWL Chart.
2. Ask students what they know about the major safety issues regarding housing in First Nation communities. Ask students to generate questions for the housing personnel that will come speak to the class.
3. Invite the housing personnel to speak about housing safety issues in the community. Ask them to share data on resources and supports that are given to the community to ensure home safety.
4. Ask the housing personnel guest to share the top 5 to 10 safety issues that exist in the local First Nation community.
5. Have students take notes during the presentation and ask questions.
6. Have students work in pairs to make an informational video or poster on one of the top 5 to 10 safety issues in the local First Nation community to create a video or poster campaign to share with the community.
7. Have students share their videos in class and with the school/community.
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. Participation
2. Observation
3. Completion of video

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Students can write a persuasive essay discussing a preventative plan to ensure home safety in the community.



KWL Chart

Inquiry question: How can I address contemporary First Nation housing issues?

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



Activity: Housing Personnel Presentation

TOP 5–10 HOME SAFETY ISSUES IN OUR COMMUNITY

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Activity: Class Video Campaign Assignment

Your assignment is to create a video with a camera or cell phone that educates others about a major safety issue in housing in First Nation communities.

Content: / _____

Length: / _____

Creativity: / _____

Alternative Assignment: Poster Campaign

If you do not have access to a video camera, create a poster presentation that educates others about a major safety issue in housing in First Nation communities.

Content: / _____

Creativity: / _____