



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

GRADE 9 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 9 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.








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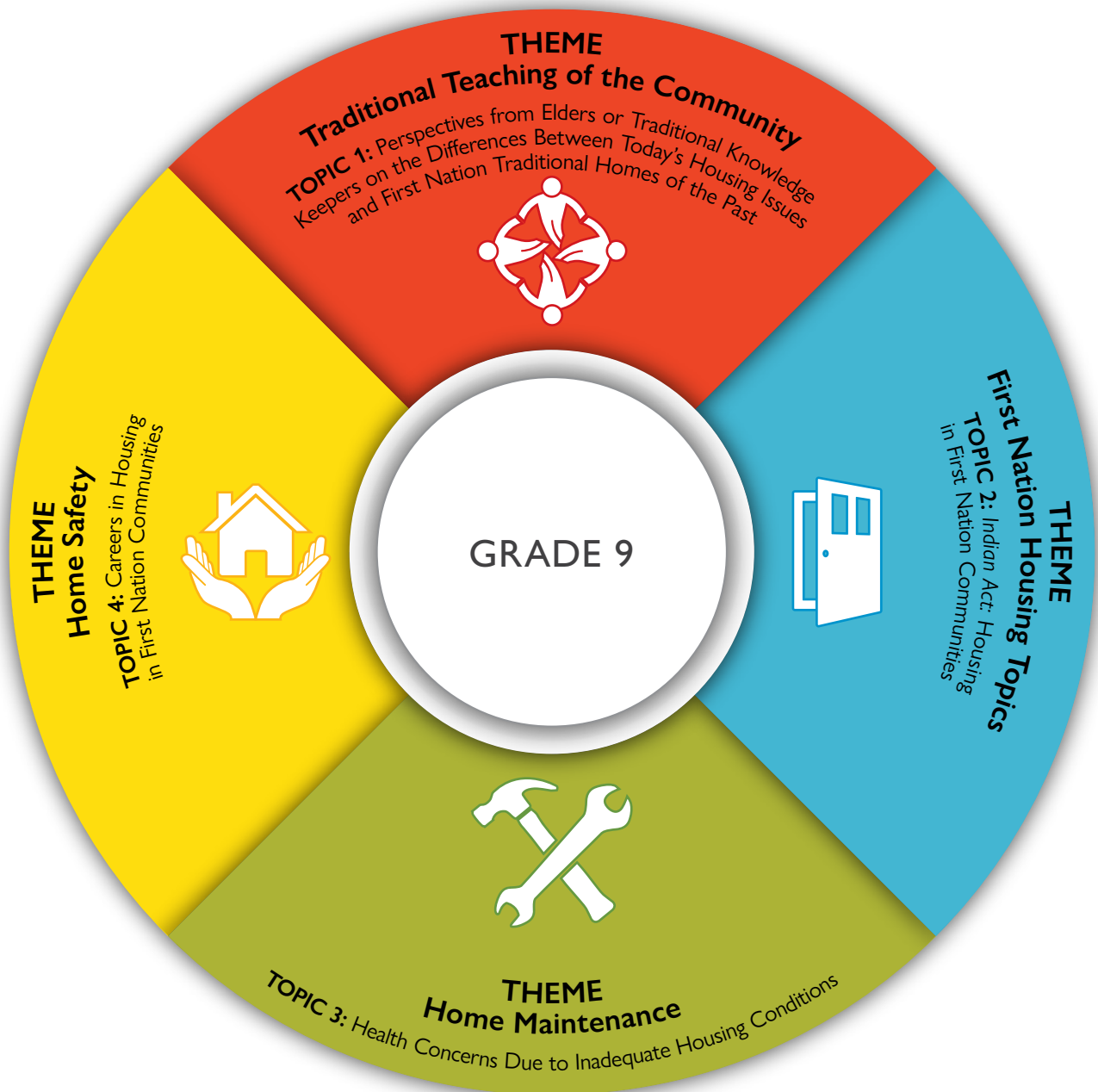
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GRADE 9 OVERVIEW



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 are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?</i>	Perspectives from Elders or traditional knowledge keepers on the differences between today's housing issues and First Nation traditional homes of the past	Elder visit to teach about to the differences between today's housing issues and First Nation traditional homes of the past



TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?</i>	<i>Indian Act</i> : Housing in First Nation communities	Poster presentation to demonstrate understanding of the <i>Indian Act</i> pertaining to 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>How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?</i>	Health concerns due to inadequate housing conditions	Oral presentation on health conditions resulting from inadequate housing





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?</i>	Careers in housing in First Nation communities	Informational brochure on housing careers within the 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
 9.1 Perspectives from Elders or traditional knowledge keepers on the differences between today's housing issues and First Nation traditional homes of the past	<p>Indigenous people have been significantly affected by acts, policies and regulations regarding housing in First Nation communities. Elders or traditional knowledge keepers of the local community have a wealth of knowledge about the ways housing has changed over the years. Their perspective sheds light on how acts, policies and regulations have affected First Nation communities.</p>	<p>Students will be able to learn new perspectives on the differences between today's housing issues and First Nation traditional homes of the past by listening to Elders or traditional knowledge keepers share stories of their experience.</p>
 9.2 <i>Indian Act</i> : Housing in First Nation communities	<p>According to the <i>Indian Act</i>, there is no individual homeownership or ownership of the land on which the houses are built within First Nation reserves. There are other rules and regulations that affect housing on First Nation reserves.</p>	<p>Students will be able to demonstrate their understanding of the <i>Indian Act</i> sections on housing for First Nations by creating a poster presentation.</p>
 9.3 Health concerns due to inadequate housing conditions	<p>For many years, First Nation people have faced health-related issues as a result of poor housing conditions, such as overcrowding and poorly built homes. Students need to learn about housing issues and concerns in order to find ways to be proactive in their communities in regard to housing.</p>	<p>Students will be able to describe health concerns resulting from inadequate housing conditions in an oral presentation.</p>
 9.4 Careers in housing in First Nation communities	<p>The careers available in housing on First Nation reserves have continued to evolve over time. With the settlement of the West by newcomers, the role of men and women in housing construction changed. There are opportunities for employment in housing for First Nation men and women on reserves.</p>	<p>Students will explore careers in housing by researching the education levels, and training and experience criteria needed to qualify for these jobs and creating an informational brochure on housing careers to share with the community.</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.

Manitoba Curriculum. (2017). Manitoba.ca.

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

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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.

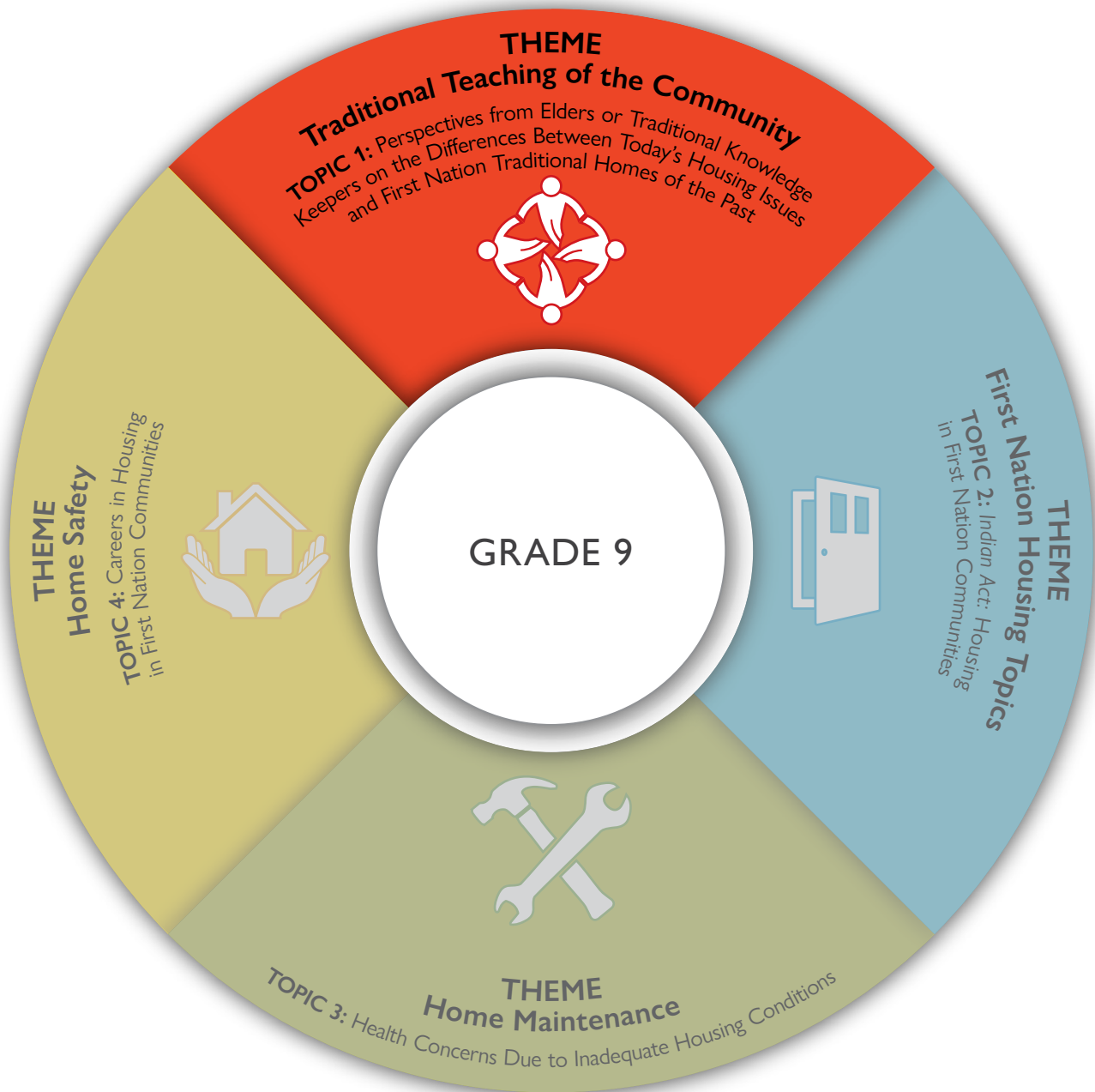


TRADITIONAL
TEACHING OF
THE COMMUNITY



HOUSING TOPIC 1

Perspectives from Elders or traditional knowledge keepers on the differences between today's housing issues and First Nation traditional homes of the past



Inquiry question

- How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?



WNCP and Provinces	Curricular Outcomes by Province
Western and Northern Canadian Protocol	Time, Continuity and Change Evaluate the effects of negotiated political arrangements on Canadians, for example, treaties, federal-provincial agreements, the constitution.
Yukon Territory	*Follows British Columbia's curriculum.
Northwest Territories	English Language Arts Listen, speak, read, write, view and present to access and explore prior knowledge and experiences of self and others. 1.1.1 Engage in exploratory communication to discover own interpretation and understanding.
Nunavut	*Follows Alberta's curriculum.
British Columbia	Social Studies Using oral, written, visual and digital texts, students are expected individually and collaboratively to be able to comprehend and connect. Recognize and identify the role of personal, social and cultural contexts, values and perspectives in texts.
Alberta	Social Studies Communication 9.S.8 Demonstrate skills of oral, written and visual literacy. Make reasoned comments relating to the topic of discussion and listen to others to understand their perspectives.
Saskatchewan	English Language Arts CR9.5a Listen purposefully to understand, analyze and evaluate oral information and ideas from a range of texts including conversations, discussions, interviews and speeches. Demonstrate effective, active listening behaviours including listening with clearly identified purpose in mind; adapting listening and focus to purpose and situation; keeping an open mind and considering ideas that differ from own; making notes to assist recall and inquiry; recognizing overall organization, transition cues, and key ideas and issues; interacting appropriately for clarification; recalling and summarizing main ideas and conclusions.
Manitoba	Social Studies Communication skills S-400 Listen to others to understand their perspectives. Opportunities and challenges VH-010 Appreciate that knowledge of the past helps to understand the present and prepare for the future.



WNCP and Provinces Curricular Outcomes by Province	
Ontario	<p>English Extending understanding of texts</p> <p>1.6 Extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience and insights; other texts; and the world around them (listen to a reading circle member's opinion of a text and respond by sharing their own opinion; investigate topics presented in an oral text, using online sources, in order to assess the speaker's credibility).</p>
Quebec	<p>Secondary English Language Arts Competency 2: Represents her/his literacy in different media.</p> <p>Text, audience, producer—Considers the stance of different media texts about issues and concerns of interest to young adolescents.</p>
Newfoundland and Labrador	<p>English Language Arts Speaking and listening</p> <p>Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences.</p>
Prince Edward Island	<p>English Language Arts</p> <p>GCO3 Interact with sensitivity and respect, considering the situation, audience and purpose.</p> <p>Demonstrate an awareness that spoken language has different conventions in different situations and cultures, and use language appropriate to the situation.</p>
Nova Scotia	<p>English Language Arts</p> <p>GCO1 Use oral language to learn.</p> <p>1.1 Reinforce or develop new understanding from what others share during a discussion.</p>
New Brunswick	<p>English Language Arts</p> <ul style="list-style-type: none"> • Speak and listen to explore, extend, clarify and reflect on their thoughts, ideas, feelings and experiences. • Construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed.

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



Lesson 9.1

HOUSING TOPIC 9.1

Perspectives from Elders or traditional knowledge keepers on the differences between today's housing issues and First Nation traditional homes of the past

INQUIRY QUESTION

How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

HOUSING TOPIC DESCRIPTION

Indigenous people have been significantly affected by acts, policies and regulations regarding housing in First Nation communities. Elders or traditional knowledge keepers of the local community have a wealth of knowledge about the ways housing has changed over the years. Their perspective sheds light on how acts, policies and regulations have affected First Nation communities.

LESSON OUTCOME

Students will be able to learn new perspectives on the differences between today's housing issues and First Nation traditional homes of the past by listening to Elders or traditional knowledge keepers share stories of their experience.

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 the differences between today's housing issues and First Nation traditional homes of the past. 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 are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities? Begin the KWL Chart.
 2. Have students write a quick answer to the following question: How have housing issues changed over time in our community?
 3. Have students generate questions for the Elder or traditional knowledge keeper.
 4. Review the Elder protocol with the students.
 5. Introduce the Elder or traditional knowledge keeper, following protocol.
 6. Ask the Elder or traditional knowledge keeper to share their perspective on the differences between today's housing issues and those of the past when First Nation peoples lived in their traditional homes. Be sure to prepare the Elder by letting them know what you would like them to share.



7. Take notes for future reference and review with students.
8. Have students ask questions, using class-generated questions if needed.
9. Thank the Elder or traditional knowledge keeper for coming in.
10. **Consolidation:** Add to the KWL Chart, focusing on the “What have I learned?” section.



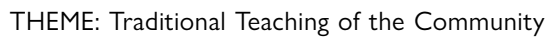
KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Participation in group discussion
2. Observation of student engagement when listening to guest speaker

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Have students ask family members what they have experienced or know about the changes in housing in their community. Have students share their learning with the class.



Inquiry question: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

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

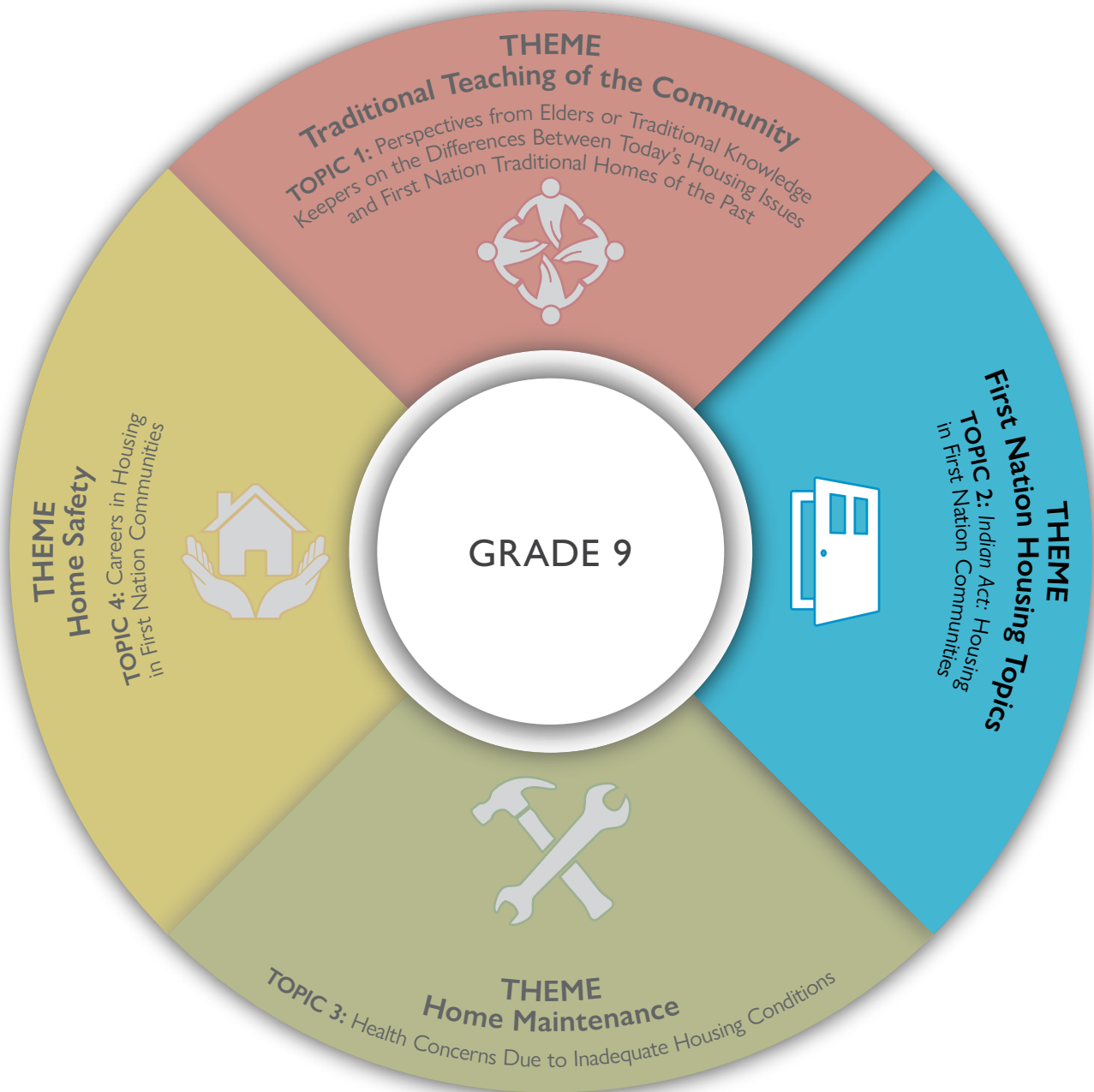


FIRST NATION HOUSING TOPICS



HOUSING TOPIC 2

Indian Act: Housing in First Nation communities



Inquiry question

- How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	Power and Authority 9-K-P-053 Demonstrate awareness of issues related to the <i>Indian Act</i> and Aboriginal rights in Canada.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	Social Studies Processing skills Identify cause and effect in historical development.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	Social Studies Learning standard 1750-1919 The continuing effects of imperialism and colonialism on Indigenous peoples in Canada and around the world.
Alberta	Social Studies Communication 9.S.8 Demonstrate skills of oral, written and visual literacy. Communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration.
Saskatchewan	English Language Arts CR9.1a View, listen to, read, comprehend, and respond to a variety of texts that address identity (The Search for Self), social responsibility (Our Shared Narratives), and efficacy (Doing the Right Thing). View, listen to, read and respond to a variety of visual, oral, print and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility and efficacy including those that reflect diverse personal identities, worldviews and backgrounds (appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway). Interpret and report on information from texts viewed, heard or read.
Manitoba	Social Studies Pluralism and integration KI-018 Evaluate effects of assimilative policies on cultural and linguistic groups in Canada. Communication skills S-403 Present information and ideas in a variety of formats appropriate for audience and purpose.

**WNCP and Provinces Curricular Outcomes by Province**

Ontario	<p>Secondary Social Sciences</p> <p>Knowledge and understanding: Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).</p> <p>Thinking: The use of critical and creative thinking skills and/or processes and use of processing skills (analyzing, detecting point of view and bias, interpreting, evaluating, synthesizing, forming conclusions).</p>
Quebec	<p>Secondary English Language</p> <p>Competency 4: Writes a variety of genres for personal and social purposes.</p> <p>Follows a process to produce written texts in specific contexts, adapts process, strategies and writerly practices to suit own needs.</p> <p>History and Citizen Education Program</p> <p>Competency 3: Constructs his/her consciousness of citizenship through the study of history.</p> <p>Considers the factors that govern social participation.</p>
Newfoundland and Labrador	<p>Social Studies</p> <p>SCO i.0 Demonstrate proficiency in utilizing concepts and processes from the social science.</p> <p>i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends.</p>
Prince Edward Island	<p>Social Studies</p> <p>SCO 9.2.3 Assess the impact of the globalization of culture.</p> <p>2.3.3 Explain challenges and limitations that may arise from the globalization of culture.</p>
Nova Scotia	<p>Social Studies</p> <p>2 Culture</p> <p>2.3 Demonstrate the local and global factors that have shaped cultures of the Atlantic.</p>
New Brunswick	<p>Social Studies</p> <p>Challenges and opportunities</p> <p>9.5.2 Analyze the political challenges and opportunities that may affect Canada's future, examine issues related to Aboriginal autonomy and self-government.</p>

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



Lesson 9.2

HOUSING TOPIC 9.2

Indian Act: Housing in First Nation communities

INQUIRY QUESTION

How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

HOUSING TOPIC DESCRIPTION

According to the *Indian Act*, there is no individual homeownership or ownership of the land on which the houses are built within First Nation reserves. There are other rules and regulations that affect housing on First Nation reserves.

LESSON OUTCOME

Students will be able to demonstrate their understanding of the *Indian Act* sections on housing for First Nations by creating a poster presentation.

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. KWL Chart—Housing Issues and Concerns student handout
3. Chart paper and poster-making materials
4. Computer access or copy of the *Indian Act* section on housing



PROCEDURE

1. Activate prior knowledge. Ask the inquiry question to the class: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities? Add to the KWL Chart.
2. *Indian Act* Section 2 housing:
 - Assign the students to work in groups of three or four and preview the following Indigenous and Northern Affairs of Canada website: <https://www.aadnc-aandc.gc.ca/eng/1100100010715/1100100010719>.
 - Or provide students with computer access or a copy of the *Indian Act* section on housing.

Assign each group one of the following questions:

Group one: According to the *Indian Act*, how is reserve land held?

Group two: How is land allocated on reserves?

Group three: How is housing on reserves determined?

Group four: How does Indigenous and Northern Affairs Canada define housing under the *Indian Act*?

- Have the students paraphrase and share their findings with the larger group; students can record their findings on chart paper.
3. Provide each student with a copy of the student handout KWL Chart—Housing Issues and Concerns. Allow students time to complete the chart. Have the students create a list of strategies to address the housing concerns and issues in their First Nation community.
 4. Have students create an informational poster of their research and strategies and prepare a group presentation.
 5. Invite a representative from the local First Nation housing authority to share and present workable strategies to consider.
 6. **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

Co-construction of a rubric for the *Indian Act*: Housing in First Nation Communities poster presentation

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Act, code and policies
 - a. Assign the students to groups of three or four and have them contact their First Nation band office to conduct research on the following topics: *Land Management Act*, Housing Policy and Land Code.
 - b. Allow the student groups to share their findings and create a PowerPoint presentation that they will present to the class.



KWL Chart

Inquiry question: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

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

<p>What do we know about First Nation housing issues and concerns?</p>	<p>What do we want to do about First Nation housing issues and concerns?</p>
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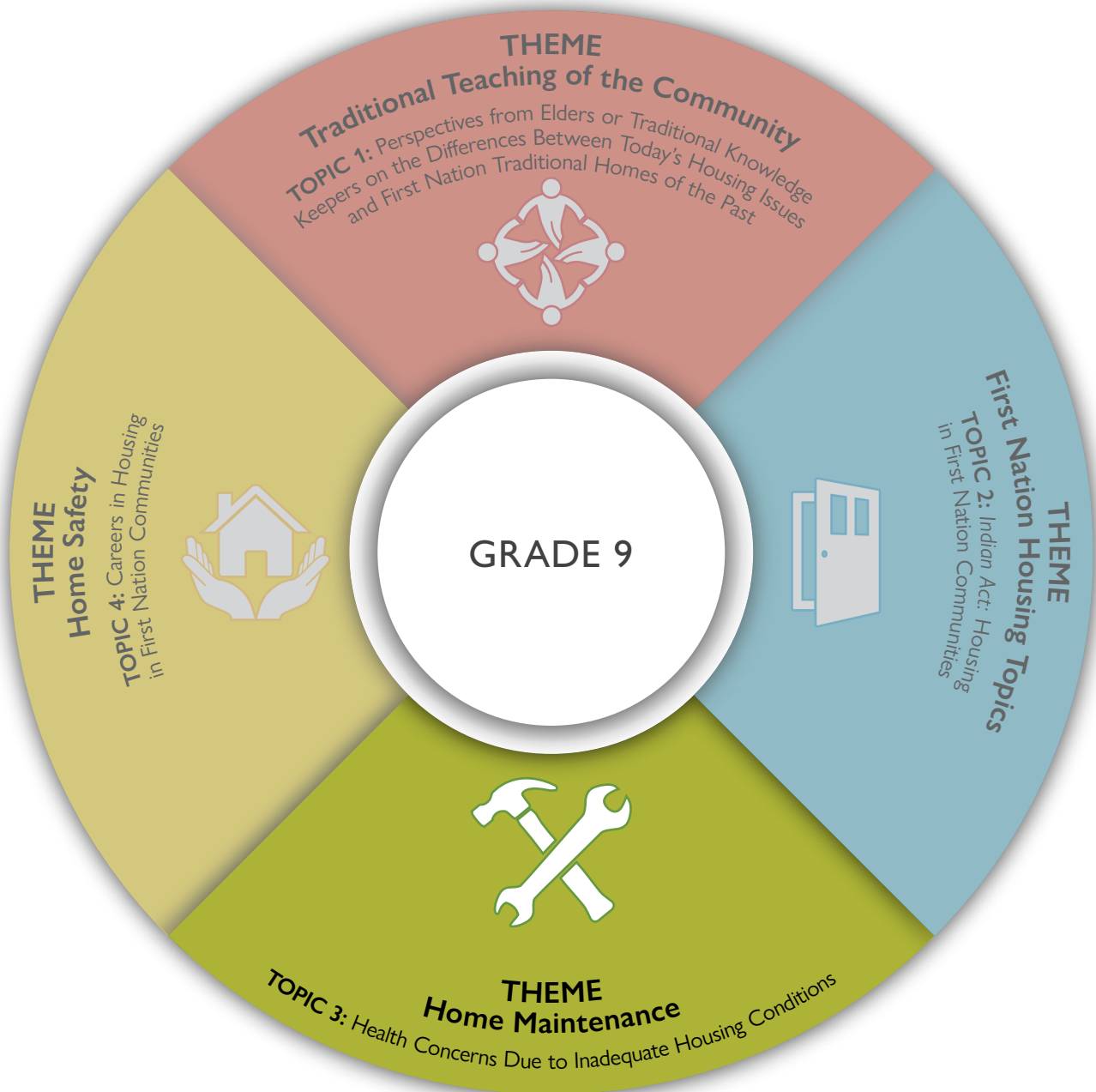


HOME
MAINTENANCE



HOUSING TOPIC 3

Health concerns due to inadequate housing conditions



Inquiry question

- How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	Citizenship Learning Outcomes 9-V-C-001A Demonstrate willingness to exercise their roles, responsibilities and rights as First Nation, Inuit or Métis citizens of Canada.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	Social Studies Processing skills <ul style="list-style-type: none"> Compare sources of information for accuracy, relevancy, reliability and validity. Draw inferences from information.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	Social Studies Learning standards 1750-1919 Discriminatory policies, attitudes and historical wrongs English Language Arts Using oral, written, visual and digital texts: Express an opinion and support it with credible evidence.
Alberta	Social Studies Dimensions of thinking 9.S.1 Develop skills of critical thinking and creative thinking. Demonstrate the ability to analyze current affairs from multiple perspectives and re-evaluate personal opinions to broaden understanding of a topic or an issue.
Saskatchewan	Social Studies Interactions and interdependence of Nations IN9.1 Explain what constitutes a society. Analyze the effects of ethnocentrism on Indigenous peoples.
Manitoba	Social Studies Communication S-405 Articulate their perspectives on issues. Social Justice in Canada KI-023 Identify possible ways of resolving social injustices in Canada.



WNCP and Provinces Curricular Outcomes by Province	
Ontario	<p>Secondary Social Sciences</p> <p>Communication: The conveying of meaning and expression through various forms</p> <p>Organization and expression of ideas, information and understandings in oral, visual and/or written forms (oral: role plays, interviews, presentations, debates; visual: demonstrations, multimedia presentations, posters, graphic organizers; written: pamphlets, journals, reports, web pages).</p>
Quebec	<p>Secondary English Language Program</p> <p>Competency 1: Uses language/talk to communicate and to learn.</p> <ul style="list-style-type: none"> • Inquiry process—Action research • Initiates collaborative action research project. • Defines the issue to be researched. • Develops a research process to collect data. • Analyzes the data and constructs a working theory to explain and interpret the data.
Newfoundland and Labrador	<p>Social Studies</p> <p>SCO 12 Demonstrate an understanding of the significance of citizenship in the context of liberal democratic society.</p> <p>12.4 Illustrate the importance of active citizenship.</p>
Prince Edward Island	<p>Social Studies</p> <p>SCO 9.5.1 Investigate the significance of the universal human rights movement in Canada and the global community.</p> <p>5.1.5 Examine past and present human rights issues involving Canada's Aboriginal peoples through the lenses of sustainability: societal, economic and political.</p>
Nova Scotia	<p>Social Studies</p> <p>GCO 5 Conduct research.</p> <p>5.1 Identify relevant or interesting topics or questions for further study.</p>
New Brunswick	<p>Social Studies</p> <p>9.5.3 Analyze the social and cultural challenges and opportunities that may affect Canada's future.</p> <p>Predict challenges and opportunities that ethnic and cultural groups may face as Canada evolves.</p>

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



Lesson 9.3

HOUSING TOPIC 9.3

Health concerns due to inadequate housing conditions

INQUIRY QUESTION

How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

HOUSING TOPIC DESCRIPTION

For many years, First Nation people have faced health-related issues as a result of poor housing conditions, such as overcrowding and poorly built homes. Students need to learn about housing issues and concerns in order to find ways to be proactive in their communities in regard to housing.

LESSON OUTCOME

Students will be able to describe health concerns resulting from inadequate housing conditions in an oral presentation.

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. Poor Housing Conditions: Venn Diagram student handout
3. Oral Presentation Rubric

PROCEDURE

1. Activate prior knowledge. Ask the inquiry question to the class: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities? Add to the KWL Chart.
2. Discuss/brainstorm with students the health issues/problems that can arise from minor things such as an untidy house or a house that is not large enough to accommodate the size of the family living there. You may want to talk about issues that arise from overall poor housing conditions.
3. After students have brainstormed health issues/concerns that may arise from poor housing conditions, have them make a comparison using the Poor Housing Conditions: Venn Diagram student handout to list factors that they can or cannot control to create a healthy environment in their homes.
4. Plan to host a housing panel to discuss the topic. Ask people from the following community departments to come in:
 - Invite someone from the band's housing department to discuss housing issues that they deal with on a daily basis. Often many of these housing issues affect people's health.
 - Ask someone involved with health on the reserve to come in and discuss health issues resulting from poor housing conditions that affect First Nation people.
5. Have students take notes during the housing panel to include in their research.
6. Have students work in groups to research and compile information on health concerns/issues resulting from poor housing that affect First Nation people. They will present this information in the form of an oral report.
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. Participation
2. Observation
3. Completion of the Oral Presentation Rubric

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

Ask local Elders to come in to discuss the differences between today's housing issues and those of the past.

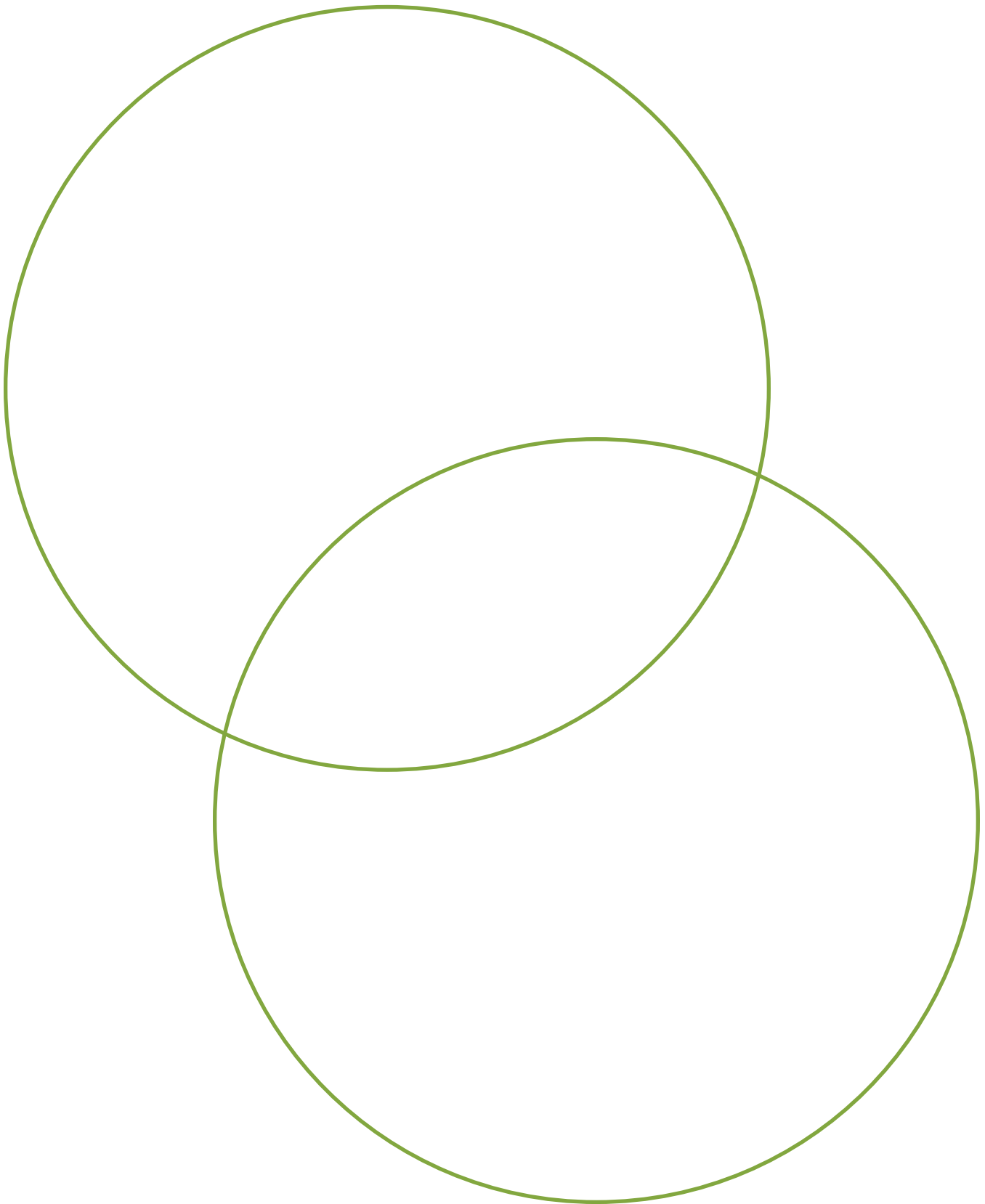
KWL Chart

Inquiry question: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

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



Activity: Poor Housing Conditions: Venn Diagram





Activity: Oral Presentation Rubric: First Nation Health – Poor Living Conditions

Student name: _____

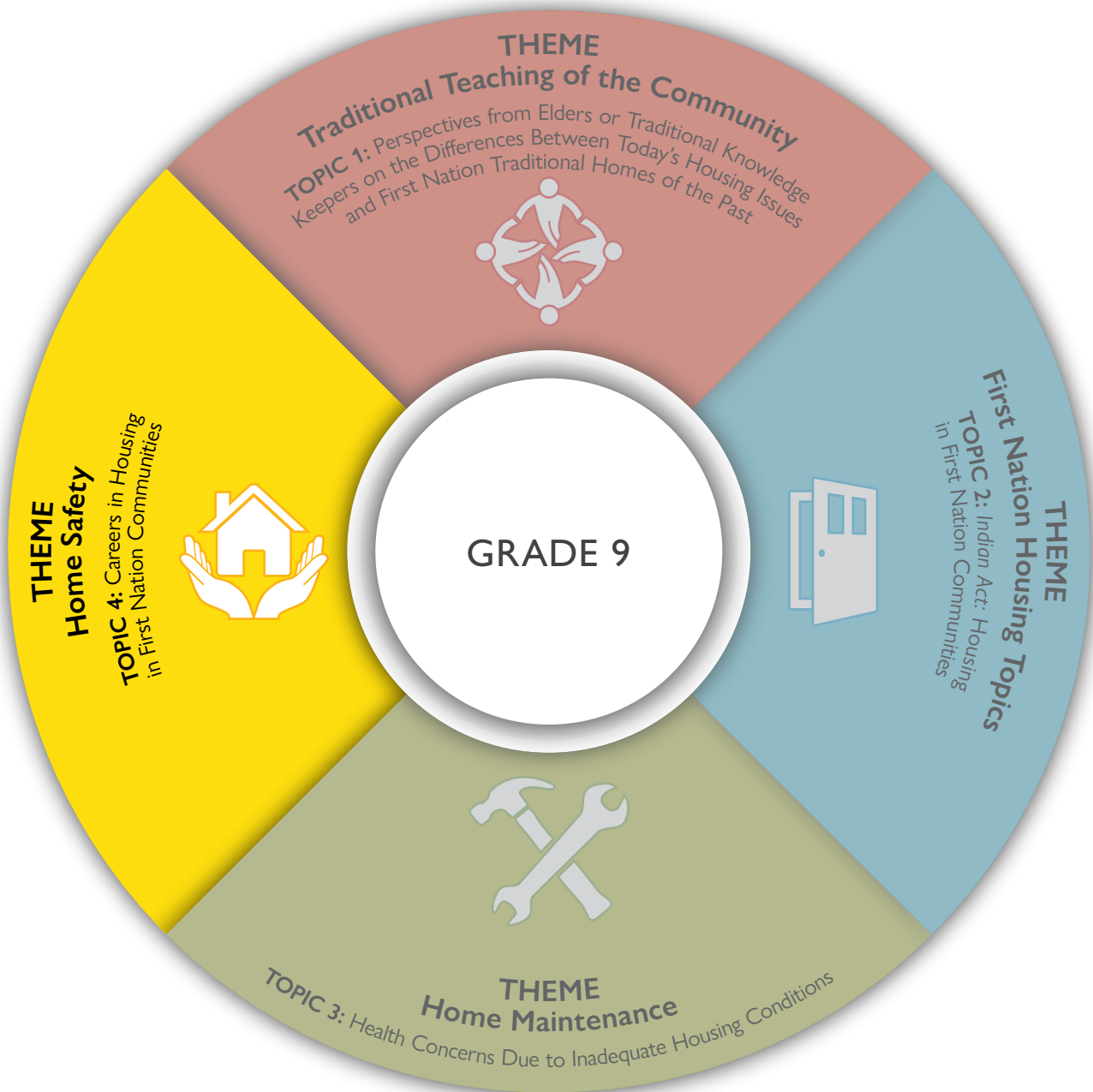
Category	4	3	2	1
Preparedness	Completely prepared and has obviously rehearsed.	Pretty prepared but might have needed a couple more rehearsals.	Somewhat prepared, but it is clear that rehearsal was lacking.	Does not seem at all prepared to present.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Clarity of speech	Speaks clearly and distinctly all (95 to 100%) the time, and does not mispronounce any words.	Speaks clearly and distinctly all (95 to 100%) the time, but mispronounces one word.	Speaks clearly and distinctly most (85 to 94%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Collaboration with peers	Almost always listens to, shares with and supports the efforts of others in the group. Tries to keep people working well together.	Usually listens to, shares with and supports the efforts of others in the group. Does not cause "waves" in the group.	Often listens to, shares with and supports the efforts of others in the group but sometimes is not a good team member.	Rarely listens to, shares with or supports the efforts of others in the group. Often is not a good team member.
Ability to stay on topic	Stays on topic all (100%) of the time.	Stays on topic most (90 to 99%) of the time.	Stays on topic some (75 to 89%) of the time.	It was hard to tell what the topic was.
Neatness	Presentation is very organized and neat.	Most of the presentation is very organized and neat.	Some of the presentation is very organized and neat.	Presentation is unorganized and a bit messy.



HOME SAFETY

HOUSING TOPIC 4

Careers in housing in First Nation communities



Inquiry question

- How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	Social Studies Citizenship learning outcomes 9-K-C-006 Identify factors that may affect citizens' willingness and ability to participate in Canadian society, for example, gender, age, language and culture, socio-economic situation, physical challenges.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	Career and Technology (follows Alberta's curriculum) CTF is working independently and with others while exploring careers and technology. <i>I collaborate to achieve common goals.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	Career Education Apply a variety of research skills to expand their knowledge of diverse career possibilities and understand career clusters—factors affecting types of jobs in the community.
Alberta	Career and Technology CTF is exploring interests, passions and skills while making personal connections to career possibilities. <i>I explore my interests and passions while making personal connections to career possibilities.</i>
Saskatchewan	Career Education 9 CC9.1 Utilize career information to construct an organized plan of career building which reflects an attitude and expectation of lifelong learning. Conduct research using digital resources into the requirements of a variety of work roles and work environments and determine how one's transferable skills, knowledge and attitudes can fulfill the requirements.
Manitoba	Career Development GLO D Locate and effectively use life/work information. 2.D.2 Locate various sources of work information. 2.D.4 Select and review information resources that provide career information.



WNCP and Provinces Curricular Outcomes by Province	
Ontario	Secondary Social Sciences <ul style="list-style-type: none"> • Application—The use of knowledge and skills to make connections within and between various contexts. • Making connections within and between various contexts (past, present, future; environmental, personal, social, religious, cultural, socio-economic contexts).
Quebec	Moral Education Program Competency 3: Engages in moral dialogue. Envisages possible ways of using new learning in other contexts.
Newfoundland and Labrador	Career Development Intermediate GCO 5 Life/work information 5.301 Evaluate how one can contribute to the community (family, school) through work.
Prince Edward Island	Health <ul style="list-style-type: none"> • Life learning choices—Use resources effectively to manage and explore life roles and career opportunities and challenges. • Apply personal time management skills to a variety of learning opportunities.
Nova Scotia	Social studies Culture 9.2.6 Demonstrate an understanding of and appreciation for the link between culture and occupations/lifestyles in Atlantic Canada.
New Brunswick	Personal Development and Career Planning GCO 3.0 Locate, evaluate and effectively use life/work information. 3.3 Evaluate life/work information.

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



Lesson 9.4

HOUSING TOPIC 9.4

Careers in housing in First Nation communities

INQUIRY QUESTION

How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

HOUSING TOPIC DESCRIPTION

The careers available in housing on First Nation reserves have continued to evolve over time. With the settlement of the West by newcomers, the role of men and women in housing construction changed. There are opportunities for employment in housing for First Nation men and women on reserves.

LESSON OUTCOME

Students will explore careers in housing by researching the education levels, and training and experience criteria needed to qualify for these jobs and creating an informational brochure on housing careers to share with the community.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout; use the KWL Chart.*
- *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. Categories for Careers/Jobs in Housing student handout, or use one for the whole class
3. Access to computers and the Internet
4. Brochure-making materials or access to a word or publisher software

PROCEDURE

1. Activate prior knowledge. Ask the inquiry question to the class: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities? Add to the KWL Chart.
2. Brainstorm various careers in housing with the students. Write these on the board. Once they have finished brainstorming, have students put each career into categories. Use the student handout Categories for Careers/Jobs in Housing. The students will ask: When is the career needed? They will write the name of the career into one of the following columns: planning, building, decorating, home maintenance (some careers may fit in more than one category).
3. Invite the Housing Coordinator who works for your First Nation to the class. Ask them to list the careers in housing in your First Nation. Have the Housing Coordinator discuss the need for band members to train for the careers on the reserve. Continue to add new careers to the list and put them into a category if the guest brings up careers not previously identified.
4. Have the students work in pairs to find out what education and/or experience is needed to be qualified for the careers in housing on the reserve. Assign each group two careers. They will need access to the Internet and training calendars from universities and other training programs and facilities in the provinces that the student may be interested in exploring as possibilities for training.
5. In their groups, have students create a brochure on the housing career they researched. They can make copies and share their brochure in the community.
6. **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 brochure

SUGGESTED STUDENT ACTIVITY, FOR ADDITIONAL LEARNING

1. Give the students the opportunity to research one career that they are interested in and would like to know more about. Ask them to prepare a presentation for the class and include the following: experience, education, levels of training, salary in today's market, a description of the career, and why they decided to research the career.
2. Ask the Housing Coordinator to come in to discuss the jobs that relate directly to home maintenance on the reserve. If possible, invite the electrician, plumber, carpenter and others to the class to talk about their jobs. Have each student come up with a question for each guest. Discuss the possibilities of someone from the class entering one of these careers.

KWL Chart

Inquiry question: How are Indigenous people affected by the acts, policies and regulations regarding housing in First Nation communities?

[illegible]



Activity: Categories for Careers/Jobs in Housing

[illegible]