



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

GRADE 12 TEACHER'S OUTLINE

Location: **Northwestern Quebec**

Nation: **Innu**



Description of the e-learning resources of Keeper of my Home

GRADE 12

GENERAL

These e-learning activities can be used conjointly with the classroom content, or independently, as stand-alone activities.

After successfully completing each game, the students will receive a “carving,” a virtual token of completion. Upon completing all four games in a grade, the student will have the opportunity to print a certificate of completion from which they can cut out the four carvings. The teacher or the school can print out and put up on a wall a [tree design](#) on which the students can paste their cut out carvings.



In each game, the student can listen to the audio instructions again by clicking on the audio bubble in the upper left corner.



12.1

Description:

The student needs to help Teresa with her home expenses. To complete the activity, the student must associate each of the 12 amounts shown with the appropriate good or service.

Learning objective:

In this game, the student learns that owning a home in the city comes with a lot of expenses. The player needs to think about, and analyze, each of the costs, as some are monthly and others are yearly. The game also helps the student understand that certain services, such as clean water, are free in Quebec, while other services are expensive, like the mortgage. When completing the activity, the student discovers a traditional toy, the cup and pin game.

Visual:



Answer key



\$235

The amount spent on food every week for a family of 4 people.



\$105

The amount for the electrical bill, which needs to be paid each month based on how much electricity you used.



\$95

The monthly cost to use public transportation in the city.



	\$200	The yearly amount for books and school supplies at a public elementary school.
	\$60	The amount for a monthly mobile phone plan that includes unlimited long-distance calls and 8GB to 12GB of data.
	\$3 380	The amount you need to spend, every year, on residential property taxes for a small house.
	\$6 375	The amount each year for university fees and books.
	\$285	The monthly cost for heating your home during the winter.
	\$90	The monthly amount for your home insurance to protect your house and your belongings.
	\$1 800	The monthly amount for the mortgage for a small house.
	\$0	The amount you must pay for the water consumed in your house in the province of Quebec.
	\$25	The monthly amount of money you need to pay for a basic cable package.

Because the story is based in the province of Quebec, numbers are based on Quebec average prices. The game specifies that prices vary by provinces.



To obtain the carving, the student must associate each of the 12 amounts with the corresponding bill.

Carving: Cup and pin game



“In older times, one of the favorite games of our Innu people was the cup and pin game made of caribou foot bones, that was played in teams or alone.”



12.2

Description:

The student needs to help Teresa choose the best home for each family. The player must first observe each family's needs, as shown by the colored squares next to them. These indicate how many blocks they need to be from a school (blue), a workplace (green) and a hospital (red). To complete the game, the student must find a house that matches the criteria for each family over 3 rounds, and within the allotted time.

Learning objective:

In this game, the student needs to find a location for each family based on the needs of its members. The student must demonstrate strong observation and analytical skills in order to find the optimal home for each family. This mathematics-based game also helps the student become aware of important factors to consider when choosing a home such as proximity to school/daycare, workplace, hospital, etc. When completing the game, the player learns about the traditional home of the Innu Nation, the ridge pole lodge.

Visual:



Answer key:

Family	Correct Houses for Rounds 1 & 2	Correct House for Round 3
A	2, 4, 5, 6, 7	2
B	1, 3, 5, 7	1
C	4, 6	4
D	5, 7	5
E	3, 4, 6, 7	3
F	4, 6	6
G	7	7



To obtain the carving, the student must place each family in the correct house over 3 rounds, and within the allotted time.

Carving: Ridge pole lodge



“In older times, our Innu people were nomadic, and they would move their ridge pole lodges to follow animal herds such as moose or caribou. These dwellings were made of wood poles covered with bark or animal skins.”



12.3

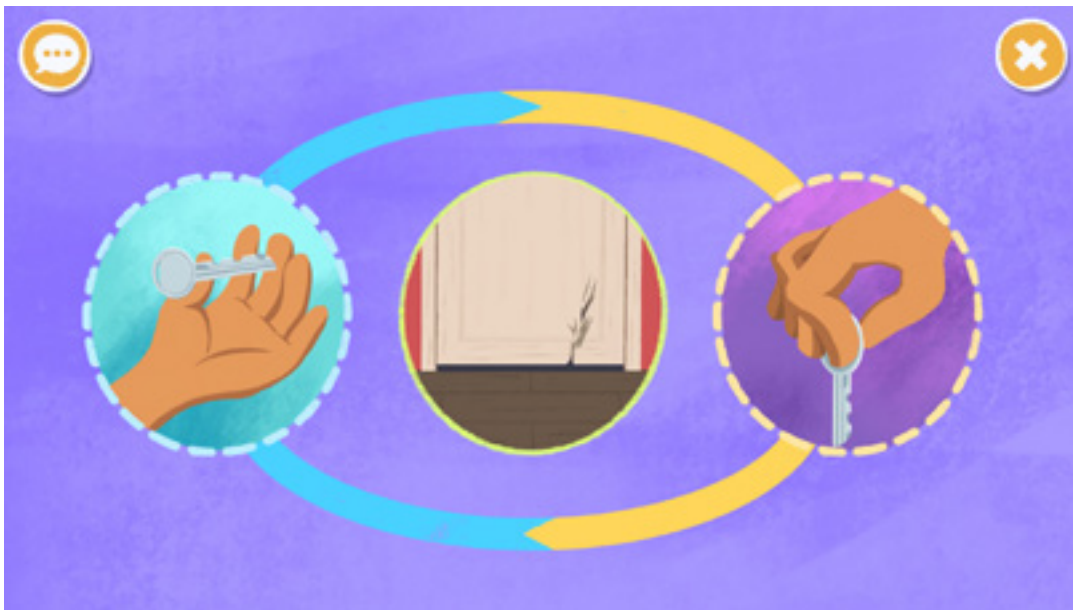
Description:

This quiz features 13 questions to help the student learn more about the responsibilities of a home renter versus a homeowner or landlord. The player needs to slide the image to the left if the item is the renter's responsibility, and to the right if the item is the owner's responsibility. To complete the game, the player must answer all 13 questions within the allotted time.

Learning objective:

This game helps students think about certain household chores and determine whether the renter or owner is responsible for them. By playing this game, the student will become aware that most minor repairs, such as doing small paint touch-ups, fall under the renter's purview, while major repairs, like fixing a broken window or getting rid of a bug infestation, are up to the owner. The student also receives useful advice to help them avoid future issues with their first home rental. When completing the game, the student learns about an important symbol of the Innu Nation, the double-curve motif.

Visual:



Answer key:

- Changing a light bulb: **Renter**
- Doing small paint touch-ups: **Renter**
- Paying rent on time every month: **Renter**
- Taking out the garbage and keeping the residence clean: **Renter**
- Taking care of a bug infestation: **Owner**
- Repairing a broken door: **Owner**



- Repairing a leaky pipe: **Owner**
- Repairing the roof: **Owner**
- Repairing a broken window: **Owner**
- Repairing a broken step on a staircase: **Owner**
- Leaving the residence in its initial condition: **Renter**
- Getting home insurance: **Renter**
- Maintaining reasonable noise levels: **Renter**

To obtain the carving, the student must answer correctly all 13 questions within the allotted time.

Carving: Double-curve motif



“Today, when we build a new building on our Innu territory, we try to incorporate symbols that represent our Innu Nation. The double-curve motif has been used for generations on many objects and is now used in architecture.”



12.4

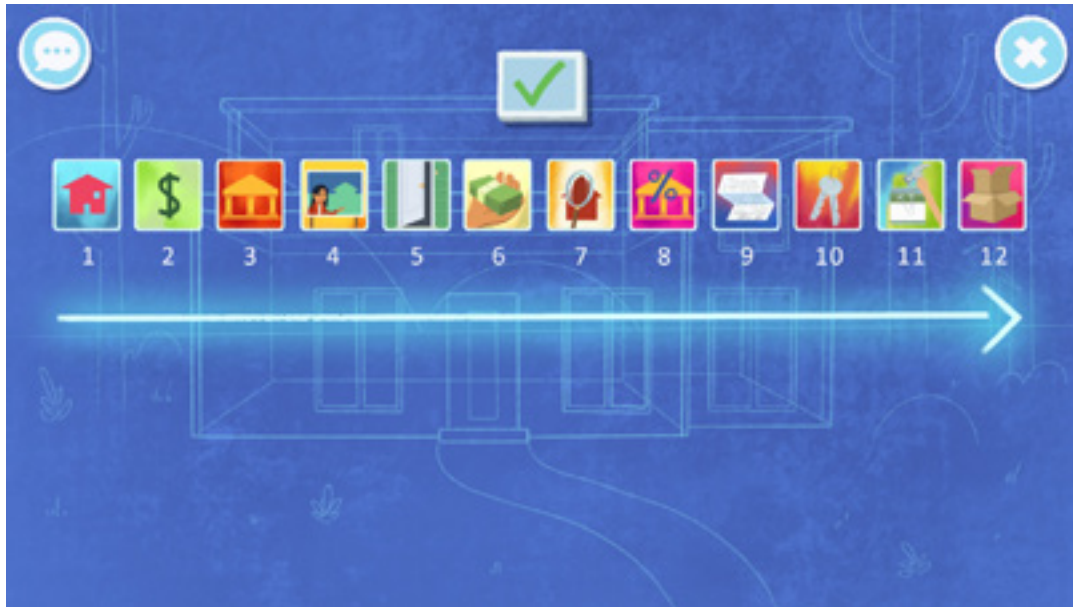
Description:

This game illustrates 12 steps that need to be accomplished when buying a new home. The student needs to place all 12 steps in the correct order to complete the activity.

Learning objective:

In this game, the student learns about the different steps involved when buying a new home, while receiving useful advice and discovering the average costs of each task. By playing the game, the student will understand that purchasing a home off reserve is a long process that involves receiving assistance from many different people such as a real estate agent, a loans officer at the bank, a home inspector and/or family members. Thanks to this game, the student will have to use their observation and analytical skills to determine the order of the steps to be undertaken. When completing the game, the student learns about a popular traditional object of the Innu Nation, the coat.

Visual and answer key:



Steps

- | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Determine what kind of house you want | Determine how much money you want to spend and can afford | Contact the bank | Decide on a real estate agent | Visit houses | Make an offer |



Steps

7



Get a home inspection

8



Select your loan

9



Sign the contract

10



Receive the keys

11



Complete repairs or paint

12



Move in

To obtain the carving, the student must place all 12 steps in the correct order.

Carving: Coat



“In older times, our Innu people created caribou skin coats. There were two types of coats, one with fur on the outside and one without any fur. Men usually wore the second type, which sometimes featured elegantly painted motifs.