



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

GRADE 2 TEACHER'S OUTLINE

Location: Newfoundland

Nation: Mi'kmaq



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

GRADE 2

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.



2.1

Description:

This coloring game is composed of 12 zones, which the student needs to fill in with the correct color. The student can color each part of the drawing with any color they choose, but to complete the game, they must correctly reproduce the colors of the model image shown in the top right of the screen.

Learning objective:

In this game, the student uses their sense of observation. To complete the activity, the player needs to properly analyze every detail in the image, especially given that certain colors, such as the pink area in the dinosaur's mouth or the yellow lines on the small dinosaur's back, can be difficult to notice. By completing the game, the student learns that the Mi'kmaq people used porcupines' quills as decorative elements on various objects, such as birch bark baskets.

Visual and answer key:



To obtain the carving, the student must fill in each of the 12 zones of the drawing with the correct color, according to the model image.

Carving: Porcupine quill



“Mi'kmaq people make beautiful things. They used to sew porcupine quills on their birch bark baskets.”



2.2

Description:

In this puzzle, the student needs to place the 30 puzzle pieces in the correct location to discover the 4 types of housing used by First Nations: the tipi, the wigwam, the pit house and the Haida house.

Learning objective:

This game allows the student to discover 4 types of housing used by First Nations. The user must use a measure of strategy to find the edge pieces, which can be hidden behind other pieces, to begin the puzzle and complete it more easily. By completing the activity, the student learns that the wigwam was the traditional housing of the Mi'kmaq Nation.

Visual and Answer Key:



To obtain the carving, the student must place all 30 pieces of the puzzle correctly.

Carving: Wigwam



“It’s important to have pride and look after our homes, as the Mi’kmaq people did with their wigwams.”



2.3

Description:

The student must help Jared repair his home. To complete the game, the player needs to answer each of the 6 questions correctly, by choosing the right tool or task to fix the roof, fix the windows, mop up the water or scrub away the mould.

Learning objective:

This game helps the student think about, and associate, various tools with their function. It touches on notions of prioritization and of action/consequence, in a playful manner. Thanks to this quiz, the player will become conscious of the fact that their actions have consequences and that it is important to find the cause of the problem and fix it to extend the life of the house. By completing the game, the student discovers a tool, invented by First Nations peoples, that was very useful to get around during the winter: snowshoes.

Visual:



Answer key:

- Which of these house repairs should Jared do first? **Fix the roof**
- What should Jared use to fix his broken roof? **Roofing shingles**
- What should Jared use to clean up the water? **A mop**
- What should Jared use to clean the mould? **A sponge**
- What tool should Jared use to replace his broken window? **A new window frame**



To obtain the carving, the student must answer all 6 questions correctly.

Carving: Snowshoe



“Our ancestors were nomadic, so they used snowshoes to hunt moose and caribou, or to tend their trap lines in winter.”



2.4

Description:

This memory game features 12 cards, among which the user must find 6 pairs of matching cards to complete the game. Each card represents a fire hazard or a fire prevention rule.

Learning objective:

In this game, the student learns various fire safety rules that help prevent fires, such as the importance of having a working smoke detector and changing its batteries regularly. Given that each card is unique, the player must use their judgment and properly analyze the images to choose the correct fire prevention rule associated with each fire hazard. The student will also receive advice on how to act in case of fire: crawl on the floor to avoid smoke inhalation, let an adult put out the fire with an extinguisher, etc. By completing the game, the student discovers one of the traditional objects carried by young Mi'kmaq women: the cap.

Visual and answer key:



To obtain the carving, the student must find all 6 matching pairs of cards.

Carving: Mi'kmaq cap



“In the past, when Mi'kmaq girls became of age, they received these beautiful peaked caps that recreate traditional geometric patterns.”