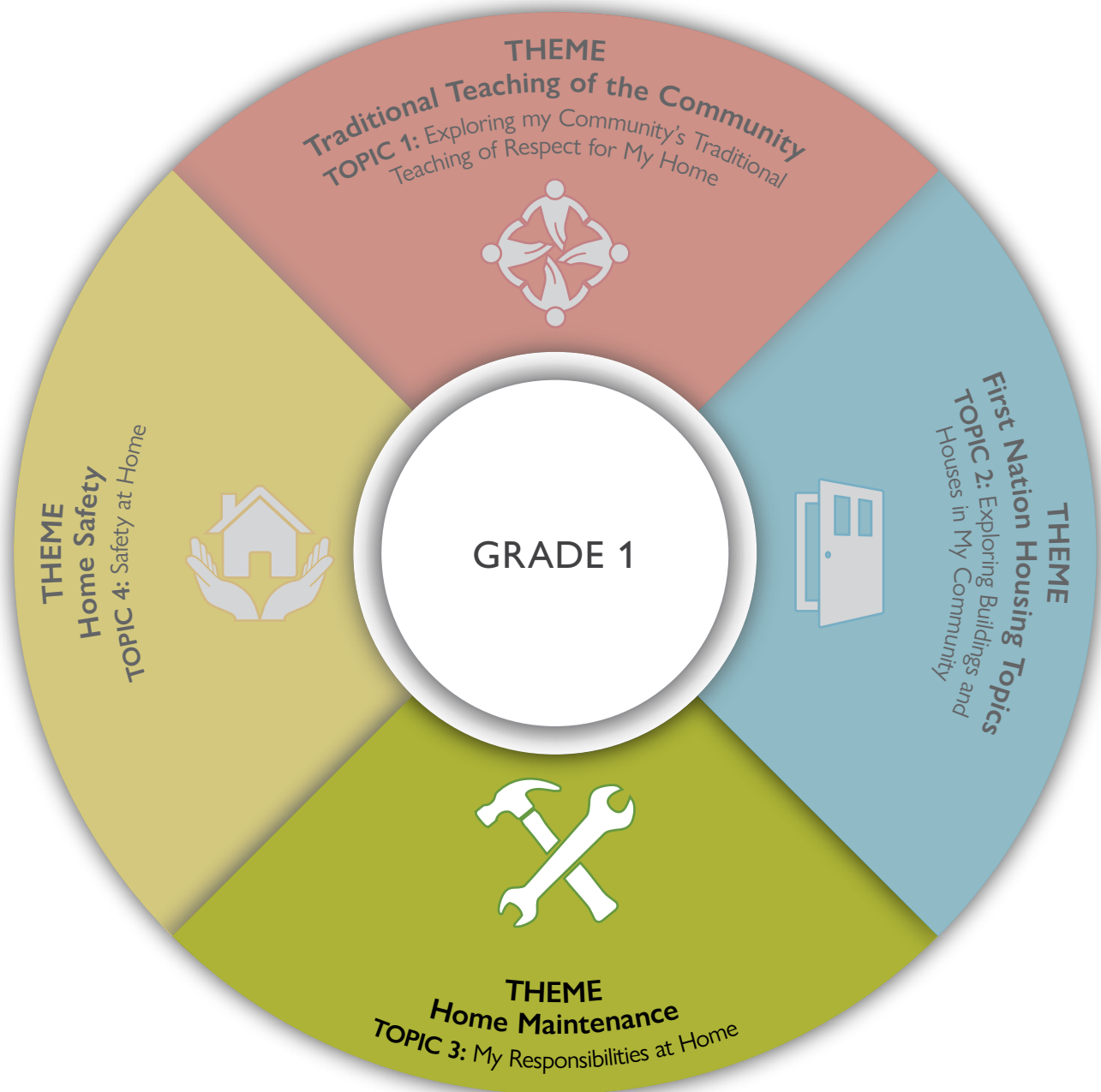




HOME
MAINTENANCE

HOUSING TOPIC 3

My responsibilities at home



Inquiry question

- What does it mean to respect my home?



WNCP and Provinces Curricular Outcomes by Province

<p>Western and Northern Canadian Protocol</p>	<p>Social Studies Economics and resources 1-K-E-029 Describe ways in which work may be shared in families, schools, groups and communities.</p>
<p>Yukon Territory</p>	<p><i>*Follows British Columbia's curriculum.</i></p>
<p>Northwest Territories</p>	<p>Social Studies Power and authority KE-029 Describe ways in which work may be shared in families, schools and communities. KE-030 Recognize the need to care for personal property. VE-013 Respect differences between their own and others' needs and wants. VE-014 Respect their own and others' property.</p>
<p>Nunavut</p>	<p><i>*Follows Alberta's curriculum.</i></p>
<p>British Columbia</p>	<p>Social Studies Rights, roles and responsibilities of individuals and groups Elaborations Sample topics</p> <ul style="list-style-type: none"> • Roles (roles within a family or on a sports team; roles as a friend, peer, student) • Responsibilities to self, others and the environment <p>Key questions</p> <ul style="list-style-type: none"> • Do your rights, roles and responsibilities change between home and school? • Who makes decisions about what happens at home or school?
<p>Alberta</p>	<p>Social Studies Knowledge and understanding 1.1.3 Examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry: What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I)</p>

WNCP and Provinces Curricular Outcomes by Province

<p>Saskatchewan</p>	<p>Social Studies Resource and wealth</p> <p>RW1.1 Describe the influence of physical, spiritual, emotional and intellectual needs and wants on personal well-being.</p> <ul style="list-style-type: none"> d. Represent various ways in which families meet their physical, spiritual, emotional and intellectual needs and wants. f. Identify ways in which respecting others' needs and wants helps classrooms and homes function effectively.
<p>Manitoba</p>	<p>Social Studies</p> <p>1.3.2 Respect, responsibility and rights (cluster 3: Connecting with others).</p> <p>1-KE-030 Recognize the need to care for personal property.</p> <p>1-VE-014 Respect their own and others' property.</p>
<p>Ontario</p>	<p>Social Studies</p> <p>A3. Understanding context: roles, relationships and respect</p> <p>A3.1 Describe some of their own roles, relationships and responsibilities (as a student, member of a family, friend, member of the community).</p>
<p>Quebec</p>	<p>Physical Education and Health To adopt a healthy, active lifestyle</p> <p>Lifestyle habits</p> <ul style="list-style-type: none"> • Explains in his/her own words the concepts of lifestyle habits and health (action often carried out every day for one's health; state of physical and psychological well-being) • Names lifestyle habits that are conducive to health and well-being • Names lifestyle habits that are detrimental to health and well-being
<p>Newfoundland and Labrador</p>	<p>Social Studies</p> <p>Unit 1: Groups</p> <p>1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities and take age-appropriate actions to demonstrate their responsibilities as citizens (local, national and global).</p>



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Social Studies

Unit 1: Groups

1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities.

Nova Scotia

Social Studies

Outcome 2: Take age-appropriate action to practise responsible behaviour in caring for the environment.

Indicators

- Discuss responsible behaviour and caring for the environment. (teacher's note: Be mindful of Mi'kmaq beliefs and practices in relation to the environment.) (COM, PCD)
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New Brunswick

Social Studies

Unit 1: Groups

1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities.

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



Lesson 1.3

HOUSING TOPIC 1.3

My responsibilities at home

INQUIRY QUESTION

What does it mean to respect my home?

HOUSING TOPIC DESCRIPTION

Young children need to understand that they play an important role in keeping their rooms clean and tidy. Contributing to household chores helps maintain a safe and healthy home. By taking responsibility for daily tasks, children learn the importance of working together with their family to care for their living space.

LESSON OUTCOME

By the end of this lesson, learners will be able to identify and explain the chores they can do to help maintain a clean, safe, and well-cared-for home.

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](#).*
- *Be mindful that learners' various experiences with chores may differ. An idea to help learners prepare for this lesson is to ask them to go home and conduct a chore that they can share with the class. Tell learners they can describe what they did and how it made them feel to be part of keeping their homes clean and tidy.*

MATERIALS

1. KWL Chart
2. Access to a computer and a printer
3. Chores That Keep My Home Safe activity
4. Keeping My Home Safe activity
5. Goal Setting: Keeping My Home Safe activity



PROCEDURE

1. Print the activity sheets: **Chores That Keep My Home Safe**, **Keeping My Home Safe**, and **Goal Setting: Keeping My Home Safe**.
2. Discuss why helping at home is important. Brainstorm ways to keep homes safe and tidy using the **Chores That Keep My Home Safe** handout.
3. Have learners draw a picture of a chore inside the house illustration on the **Keeping My Home Safe** handout and share one chore they do at home.
4. Give learners the **Goal Setting: Keeping My Home Safe** handout. Ask them to write down a few goals for chores they will complete at home.

KWL Chart

1. Have learners complete a KWL chart by identifying what they already know, what they want to know, and what they have learned throughout the lesson.



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

KWL Chart

Inquiry question: What does it mean to respect my home?

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