

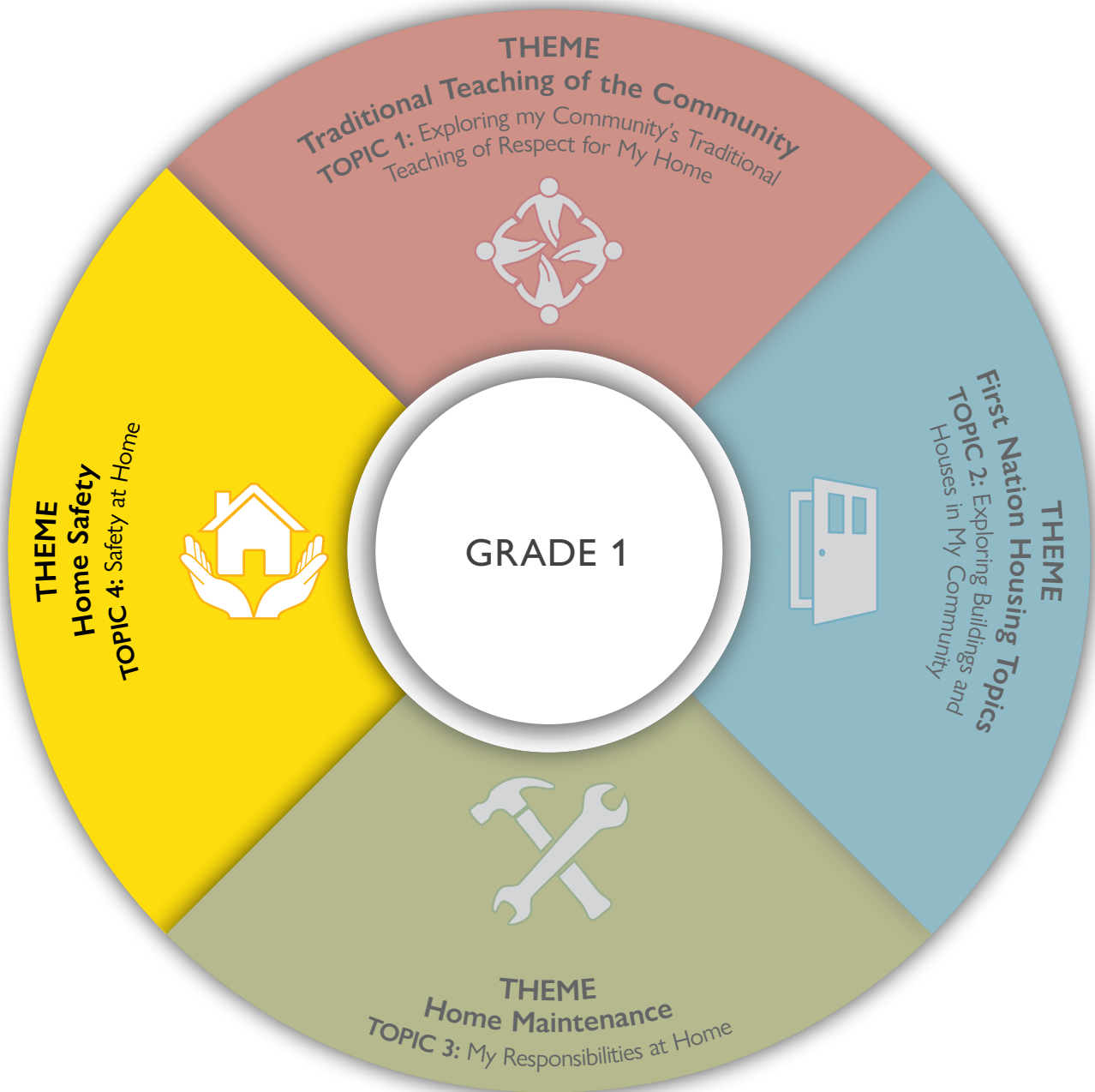


HOME SAFETY



HOUSING TOPIC 4

Safety at home



Inquiry question

- What does it mean to respect my home?

WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>Social Studies Power and authority</p> <p>1-V-P-013 Respect rules and laws in their school and community.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Social Studies Power and authority</p> <p>Explore the processes and structures of power and authority, and their implications for individuals, relationships, communities and nations.</p> <p>KP-024 Explain purposes of rules and laws in the school and community.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Social Studies Roles, rights and responsibilities in the local community</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> • Individual rights and interests versus the “public interest” • Responsibilities to other people and the environment <p>Key questions</p> <ul style="list-style-type: none"> • Who gets to make decisions and why? • How do decisions affect different people?
Alberta	<p>Social Studies</p> <p>1.1.4 Determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <p>How do our actions and decisions contribute to the well-being of groups and communities? (C, I, PADM)</p>
Saskatchewan	<p>Social Studies Power and authority</p> <p>PA 1.2 Analyze the causes of disharmony and ways of returning to harmony.</p> <ol style="list-style-type: none"> a. Identify decision-making approaches, which may result in positive outcomes, and decision-making approaches, which may result in less positive results. b. Illustrate how peace and harmony are exemplified in the classroom, playground and family.



WNCP and Provinces Curricular Outcomes by Province	
Manitoba	<p>Social Studies</p> <p>1.3.2 Respect, responsibility and rights</p> <p>1-KC-005 Describe their responsibilities and rights in the school and community.</p> <p>1-VC-001 Respect the needs and rights of others.</p> <p>1-VE-014 Respect their own and others' property.</p>
Ontario	<p>Social Studies</p> <p>A3. Understanding context: roles, relationships and respect</p> <p>A3.4 Identify some elements of respectful behaviour that they can practice in their everyday life (for example, sharing, co-operating, being courteous, not damaging natural or built environment).</p>
Quebec	<p>Physical education and health</p> <p>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• Names lifestyle habits that are conducive to health and well-being• Names lifestyle habits that are detrimental to health and well-being
Newfoundland and Labrador	<p>Social Studies</p> <p>Unit 2: Environments</p> <p>1.2.3 Take age-appropriate action to practice responsible behaviour in caring for the environment.</p>
Prince Edward Island	<p>Social Studies</p> <p>Unit 2: Environments</p> <p>1.2.3 Take age-appropriate action to practice responsible behaviour in caring for the environment.</p>
Nova Scotia	<p>Social Studies</p> <p>Outcome 2: Take age-appropriate action to practice responsible behaviour in caring for the environment.</p>
New Brunswick	<p>Social Studies</p> <p>Unit 3: Healthy lifestyles</p> <p>1.3.1 Understand, develop and maintain a healthy lifestyle.</p> <p>1.3.4 Understand and practice safety skills.</p>

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



Lesson 1.4

HOUSING TOPIC 1.4

Safety at home

INQUIRY QUESTION

What does it mean to respect my home?

HOUSING TOPIC DESCRIPTION

Learners will learn how to keep their classroom and homes safe by identifying and following safety rules. Understanding these rules will help them create a safer living environment. By gaining this knowledge, children will feel more secure and empowered to take responsibility for their own safety.

LESSON OUTCOME

By the end of this lesson, learners will be able to explain the concept of rules and how rules relate to safety; and list some family rules at home and rules at school that help them be safe.

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 the unit.*
- *Learners 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. Access to a computer and a printer
3. Rules T-Chart activity
4. Classroom Safety Anchor Chart activity
5. Our Classroom Rules for Safety activity



PROCEDURE

1. Print the activity sheets: **Rules T-Chart**, **Classroom Safety Anchor Chart**, and **Our Classroom Rules for Safety**.
2. Ask learners to define "rules" and discuss their importance and why they should be followed.
3. Have learners brainstorm examples of rules at home and school, then fill in the **Rules T-Chart** handout.
4. Encourage learners to think about ways to stay safe in the classroom and record their ideas on the **Classroom Safety Anchor Chart** handout.
5. Ask learners to identify a few classroom safety rules they follow and draw a picture of one on the **Our Classroom Rules for Safety** handout.

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 ?