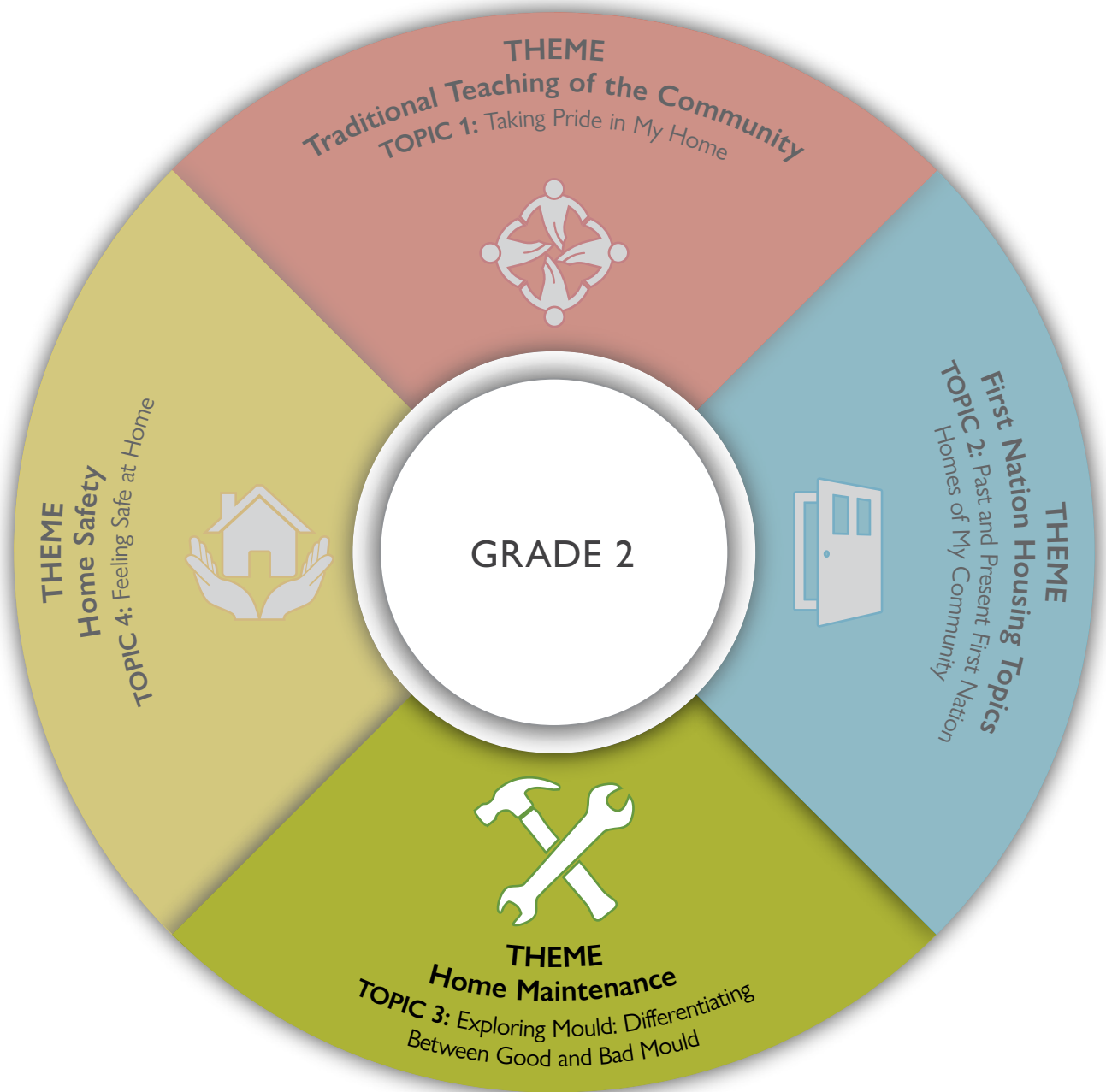




HOME
MAINTENANCE

HOUSING TOPIC 3

Exploring mould: differentiating between good and bad mould



Inquiry question

- What does it mean to take pride in our homes?



WNCP and Provinces Curricular Outcomes by Province

Western and Northern Canadian Protocol	<p>Identity Learning Outcomes</p> <p>2-V-I-005 Demonstrate confidence that they can contribute to their groups and communities.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Science</p> <p>Big idea: all living things need water and “air” to survive</p> <p>General learning outcomes (by the end of Grade 2)</p> <ul style="list-style-type: none"> • Demonstrate an awareness of the forms in which water and air are present in the environment and describe ways in which living things are affected by water and air • Investigate the visible effects of air and water in the environment • Describe ways in which clean air and water are vital for meeting the needs of humans and other living things
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Social Studies 2</p> <p>Roles and responsibilities of regional governments</p> <p>Elaborations</p> <p>Sample topics</p> <ul style="list-style-type: none"> • Examples of leaders in your community (mayor, town councillors, chief, Elders, community volunteers) and the places where they meet • Services, such as transportation, policing, firefighting, bylaw enforcement <p>Key questions</p> <ul style="list-style-type: none"> • How are decisions made in your region? • Should everyone be responsible for helping others in their community?
Alberta	<p>Social Studies</p> <p>2.1 Canada's dynamic communities</p> <p>General outcome</p> <p>Demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.</p> <p>Specific outcomes</p> <p>Values and attitudes</p> <p>2.1.1 Appreciate the physical and human geography of the communities studied.</p> <ul style="list-style-type: none"> • Demonstrate care and concern for the environment (C, ER, LPP)



WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

Social Studies

Power and authority

PA2.2 Assess and practice various approaches to resolving conflicting interests within the community.

- e. Identify ways of maintaining safety and harmony within communities (for example, police, firefighters, signage).

Manitoba

Science 2

Grade 2, cluster 4: air and water in the environment

2-4-01 Use appropriate vocabulary related to their investigations of air and water, including wind, air current, temperature, changes of state, water cycle, freeze, melt, condense, evaporate, sources of drinking water, pollution. (GLO: C6, D4, D5)

2-4-04 Identify positive and negative effects of changes in air temperature and air movement in indoor and outdoor environments. (GLO: B1, E3)

2-4-08 Investigate to determine factors that cause things to dry quickly or slowly. Examples: air temperature, amount of moisture in the air, amount of wind. (GLO: C2, D5, E3)

2-4-10 Describe different uses of water by humans. Examples: drinking, washing, cooking, canoeing, irrigating. (GLO: B1)

2-4-11 Explain and appreciate the importance of clean air and water for humans, plants and animals. (GLO: B5, D2)

Ontario

Health and Physical Education 2

Overall expectations (by the end of Grade 2)

- Outline safety rules and safe practices

Specific expectations

Personal safety and injury prevention

- Identify safety rules to be followed in the home, school and community (electrical safety, school yard rules, bus safety)

Science 2

1. Relating science and technology to society and the environment

By the end of Grade 2:

- Assess the impact of human activities on air and water in the environment, taking different points of view into consideration (for example, the point of view of parents, children, other community members), and plan a course of action to help keep the air and water in the local community clean



WNCP and Provinces Curricular Outcomes by Province

Quebec

Geography, History and Citizenship Education

Knowledge related to the organization of a society in its territory

3. Natural elements

b. Name elements of climate. (precipitation, temperature)

d. Name natural resources. (forest, water, fertile soil, minerals)

Science and Technology

Material world

A. Matter

1. Properties and characteristics of matter

Newfoundland
and Labrador

Science 2

3.0 Explore how air surrounds us, takes up space and can be felt as it moves.

8.0 Explore evidence of moisture in the environment, in materials and in living things.

11.0 Explore changes in the location, amount and form of moisture.

13.0 Investigate conditions that affect changes in the location, amount and form of moisture.

15.0 Explore changes in air conditions in indoor and outdoor environments and describe and interpret these changes.

18.0 Investigate ways to protect objects and materials under different conditions.

20.0 Explore how water is used, obtained and distributed in personal, local and regional environments.

22.0 Explore ways to protect and improve the quality of air and water in the environment.

Prince Edward Island

Grade 2 Life Science

Animal growth and changes

Investigating the needs and life cycle of an organism

- Observe and describe changes in the appearance and activity of an organism as it goes through its life cycle (101-7)
- Select and use materials to carry out their own explorations for observing the life cycle of an organism (200-4)
- Ask questions about an organism's needs and changes in growth patterns that lead to exploration and investigation (200-1)

WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

Science 2

Earth and space science: air and water in the environment

Outcome 1: Investigate air and water in the environment.

Indicators

- Ask questions about air and water in the environment (CT, CI, COM, TF, CZ)
- Use equipment properly to collect data about air and water (CT, CI, COM, TF)

New Brunswick

Grade 2

Unit 4: Healthy lifestyles

2.4.2 Appreciate the need for safety and self-protection in the home, school and in the community.

Elaborations

- Understand and practice personal safety skills
- Identify community resources that offer help to children

Grade 2

Unit 5: Change and the physical environment

2.5.1 Describe how air and water interact in the environment and how these elements impact people and places.

Elaborations

- Describe and explain changes in air conditions both indoors and outdoors
- Describe how water/moisture may change form and location
- Demonstrate that air takes up space and changes location
- Describe the effects of weather conditions and how objects can be protected from different moisture conditions
- Understand the importance of conserving water and having clean water to use

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



Lesson 2.3

HOUSING TOPIC 2.3

Exploring mould: differentiating between good and bad mould

INQUIRY QUESTION

What does it mean to take pride in our homes?

HOUSING TOPIC DESCRIPTION

Air and water are essential for all living things to survive, including mould. Mould is a living organism that can grow inside our homes. While some types of mould are helpful, others can be harmful. The harmful kinds that grow in damp areas or on wet clothes and fabrics can cause breathing problems. That's why it's important for children to understand the difference.

LESSON OUTCOME

By the end of this lesson, learners will be able to differentiate between good and bad mould and demonstrate an understanding of how to prevent mould in their homes.

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](#).*
 - *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.*
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MATERIALS

1. KWL Chart
2. Access to a computer
3. Keeper of My Home Adventure Series video - Mould

PROCEDURE

1. **Before the lesson:** Ask learners if they know what mould is and where they might have seen it.
2. **During the lesson:** Play the *Keeper of My Home Adventure Series* video on mould.
3. **After the lesson:** Invite learners to share where they might find mould and how to keep their homes clean and dry to prevent mould growth.

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 take pride in our homes?

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