

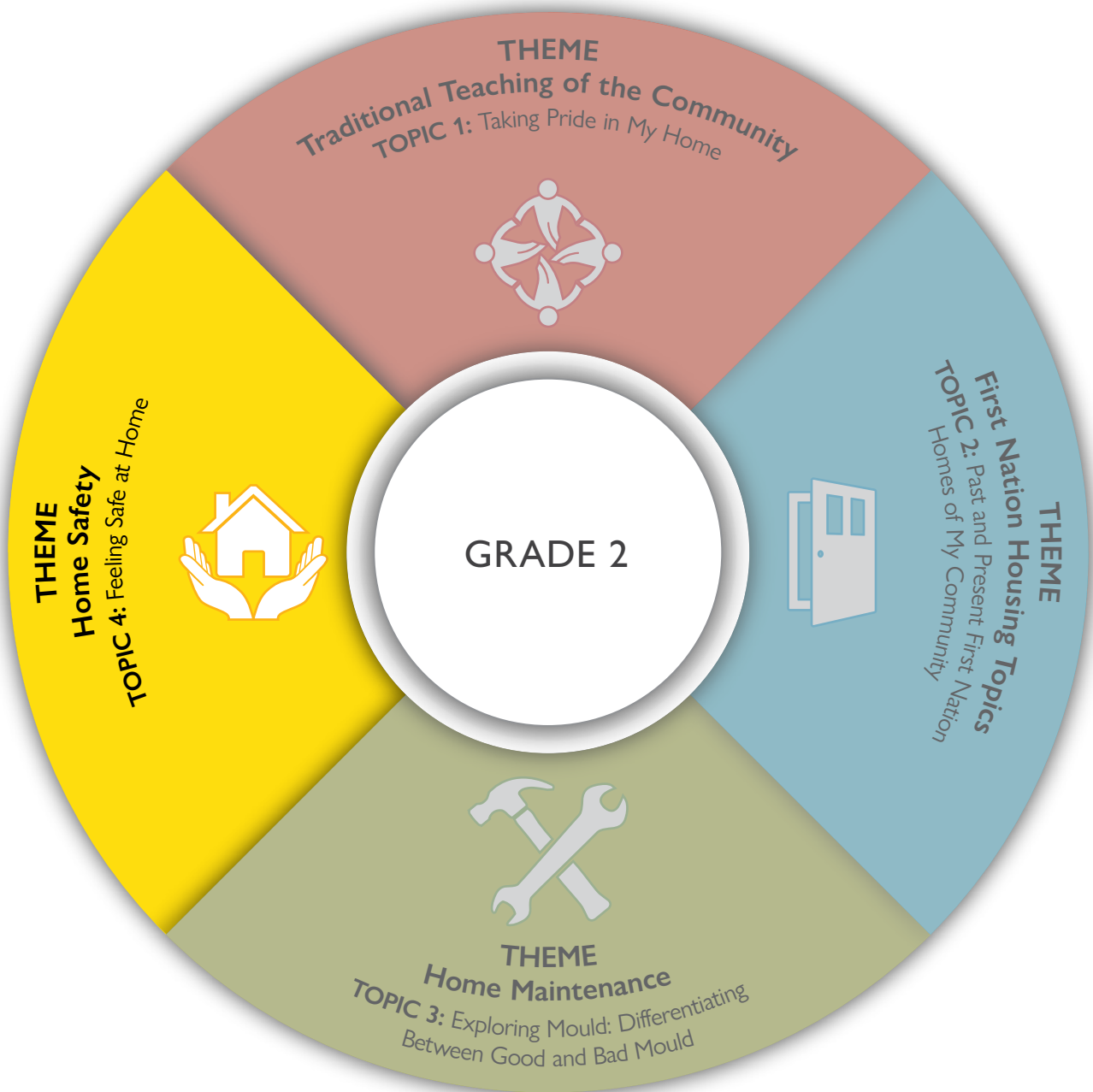


HOME SAFETY



HOUSING TOPIC 4

Feeling safe at home



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>Economics and Resources Outcomes</p> <p>2-K-E-038 Demonstrate awareness of the needs and wants of people in Canadian communities studied.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>Social Studies</p> <p>Economics and resources</p> <p>KE-037 Describe different types of work in Canadian communities studied.</p> <p>KE-038 Give examples of needs common to all Canadians.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Career Education 2</p> <p>Personal development</p> <p>Goal-setting strategies</p> <p>Risk taking and its role in self-exploration</p> <p>Elaborations</p> <p>Examples</p> <p>Identify steps required to help achieve short-term goals. Identify sources of support at home, at school and in the community.</p>
Alberta	<p>Social Studies</p> <p>2.2 A community in the past</p> <p>General outcome</p> <p>Demonstrate an understanding and appreciation of how a community emerged, and of how different kinds of interactions and co-operation among peoples ensure the continued growth and vitality of the community.</p> <p>Specific outcomes</p> <p>Values and attitudes</p> <p>2.2.3 Appreciate the importance of collaboration and living in harmony. (C, PADM)</p>
Saskatchewan	<p>Social Studies</p> <p>Interactions and interdependence of nations</p> <p>IN2.1 Determine the characteristics of a community.</p> <ul style="list-style-type: none"> e. Create an inventory of ways in which individuals and groups contribute to the well-being of the school and local community. f. Identify characteristics common to local communities (transportation and communication networks, educational and health care systems, arts, culture, sport and recreation infrastructure).



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Social Studies 2

Cluster 1: Our local community

2-KC-001 Recognize that all members of communities have responsibilities and rights.

2-VC-002 Be willing to contribute to their groups and communities.

Ontario

English Language Arts 2

Purpose

1.2 Identify several different purposes for reading and choose reading materials appropriate for those purposes (picture books for entertainment or reflection, familiar favourite books to build fluency, simple factual and visual texts for research, a picture atlas for information).

Comprehension strategies

1.3 Identify several reading comprehension strategies and use them before, during and after reading to understand texts (activate prior knowledge to ask questions or make predictions about the topic or story; use visualization to help clarify the sights and sounds referred to in the text; ask questions to monitor understanding during reading; identify important ideas to remember).

Demonstrating understanding

1.4 Demonstrate understanding of a text by retelling the story or restating information from the text, with the inclusion of a few interesting details (retell a story or restate facts in proper sequence or correct time order, with a few supporting details; restate the important ideas from a short informational text about the life cycle of a butterfly in the correct sequence).

Extending understanding

1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts and to the world around them.

Quebec

English Language Arts

Language-learning processes

A. Response process

In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text.

- b. Understand the purpose of reading, listening and/or viewing (for enjoyment, to learn something, to escape to new places, for instructions).
- c. Use prior knowledge (what they already know about the topic, author, genre / text type).
- d. Preview the text (looks at the cover, dedication, title page and author's notes for clues that will add to understanding or enjoyment of the text).



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Social Studies 2

Unit 1: People

2.1.3 Explain how decisions made by individuals and diverse groups result in change (locally, nationally and globally).

- Give examples that show decision making is an important part of life
- Recognize that decisions are made in various ways and serve various purposes

Unit 3: Economics

- Explain how work, including children's work, has changed from the past to the present

Prince Edward Island

Social Studies

Change

Unit 1: People

2.1.3 Explain how decisions made by individuals and diverse groups result in change.

Unit 3: People

2.3.3 Demonstrate an understanding of the changing nature of work over time.

Nova Scotia

English Language Arts 2

Speaking and listening

Outcome 1: Communicate effectively and clearly and respond personally and critically. (CZ, COM, CI, CT, TF)

Indicators

- Demonstrate active listening habits (skills) in keeping with the student's cultural context
- Ask and respond to questions to seek clarification of others' ideas to gather further information
- Describe a personal experience in sequential order and offer an opinion about an idea with at least two to three supporting details (teacher's note: be mindful of different communication styles.)
- Express and explain opinions and respond to questions from others
- Sustain focused one-to-one conversations and actively contribute to small- and large-group interaction
- Demonstrate comprehension of oral language by engaging in, responding to and reflecting upon informal oral presentations with sensitivity and respect, considering audience and purpose
- Use complex sentences that begin to incorporate rich vocabulary and transition words to connect phrases and respond to and give directions that involve multiple steps



WNCP and Provinces Curricular Outcomes by Province

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 practise personal safety skills
 - Identify community resources that offer help to children
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Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



Lesson 2.4

HOUSING TOPIC 2.4

Feeling safe at home

INQUIRY QUESTION

What does it mean to take pride in our homes?

HOUSING TOPIC DESCRIPTION

A safe and healthy home is very important. On First Nation reserves, housing staff work to help families take care of their homes and stay safe — including making sure everyone knows about fire safety. Children can help by learning what fire safety means and how to protect themselves if there is ever a fire in their home. Learning this information helps children feel safe, confident, and ready to take care of their home.

LESSON OUTCOME

By the end of this lesson, learners will be able to demonstrate their knowledge of fire safety in the home by creating fire safety informational booklets.

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. My Fire Safety Booklet activity



PROCEDURE

1. Print the My Fire Safety Booklet handout.
2. Have learners reflect on how they can practice fire safety at home and fill out their Fire Safety Booklet.

KWL

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