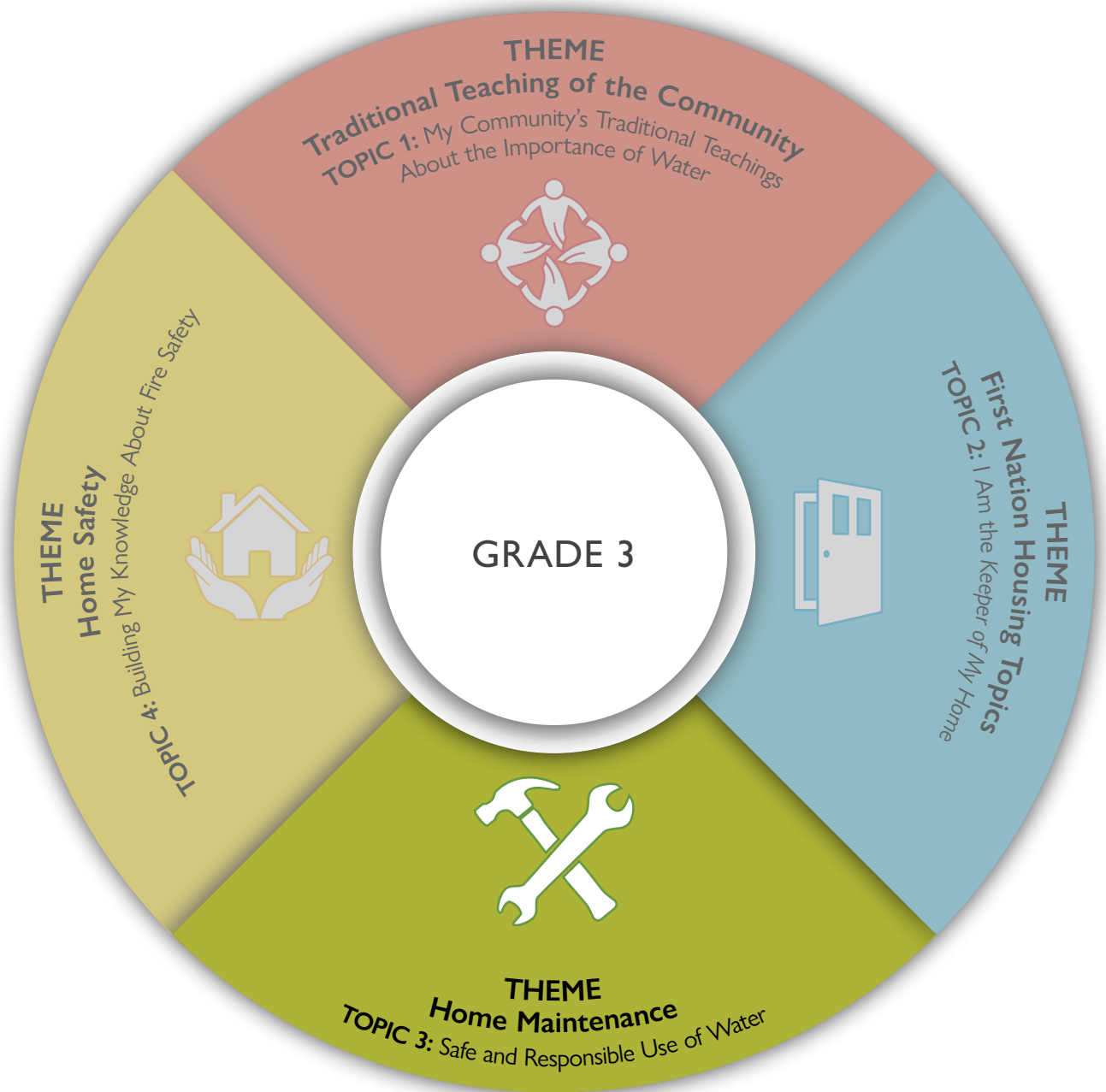




# HOME MAINTENANCE

# HOUSING TOPIC 3

Safe and responsible use of water



### Inquiry question

- How is water important for our nation and in our homes?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p><b>Social Studies</b> Economics and resources</p> <p>3-V-E-020 Appreciate the role of work in communities.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p><b>Social Studies</b> Economics and resources</p> <p>KE-035 Give examples of work, goods and technologies in the communities studied.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p><b>Social Studies 3</b> Aspects of life shared by and common to peoples and cultures</p> <p><b>Elaborations</b> Sample topics</p> <ul style="list-style-type: none"> <li>• family</li> <li>• work</li> </ul> <p><b>Physical and Health Education 3</b> Strategies for accessing health information</p> <p>Elaborations could include:</p> <ul style="list-style-type: none"> <li>• speaking to a trusted adult; and</li> <li>• looking for health and safety signs.</li> </ul>
Alberta	<p><b>Grade 3 Health</b> Safety and responsibility</p> <p>W-3.8 Employ practices that provide safety for self and others; for example, describe strategies for safely preparing and storing food.</p>
Saskatchewan	<p><b>Social Studies 3</b> Resources and wealth</p> <p>RW3.2 Analyze the creation and distribution of wealth in communities studied.</p> <ul style="list-style-type: none"> <li>• Assess the role of work in communities, including the value of paid and unpaid work.</li> </ul>
Manitoba	<p><b>Social Studies</b> Cluster 1: Connecting with Canadians</p> <p>3-VC-002 Be willing to contribute to their groups and communities.</p>

**WNCP and Provinces Curricular Outcomes by Province**

<p>Ontario</p>	<p><b>Healthy Living Grade 3</b></p> <p>C3. Demonstrate the ability to make connections that relate to health and well-being—how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p>
<p>Quebec</p>	<p><b>Physical Education and Health Cycle 2</b></p> <p>Competency 2: To interact with others in different physical activity settings</p> <p>A. Principles of communication</p> <p>2. Name a few ways of being receptive to others’ messages (for example, listening without interrupting, looking at the person who is speaking).</p>
<p>Newfoundland and Labrador</p>	<p><b>Social Studies 3</b></p> <p>Unit 3: Citizenship</p> <p>SCO 8.0 Demonstrate an understanding of citizenship.</p> <p>8.1 Explain what it means to be an active citizen.</p> <p>8.2 Explain the rights and responsibilities of being a Canadian citizen.</p>
<p>Prince Edward Island</p>	<p><b>Social Studies 3</b></p> <p>Unit 1: Place</p> <p>3.1.3 Examine where people live and how people make a living in their province.</p>
<p>Nova Scotia</p>	<p><b>Social Studies</b></p> <p>Outcome 4: Examine the rights and responsibilities of citizens in a democracy.</p> <p>Indicators</p> <ul style="list-style-type: none"> <li>Express ideas of what it means to be a responsible citizen, including digital citizenship (PCD, CZ, COM, CT)</li> <li>Identify rights and responsibilities in various social settings and how they influence group decision making (an opportunity to consider treaties as promises with rights and responsibilities) (CT, CZ, COM, PCD)</li> </ul>
<p>New Brunswick</p>	<p><b>Grade 3 Health</b></p> <p>Develop knowledge of self and explore the world of work</p> <p>4.2 Recognize how skills and interests can influence career choices.</p> <p>4.3 Recognize the importance and diversity of work.</p>

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



## Lesson 3.3

### HOUSING TOPIC 3.3

Safe and responsible use of water

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#### INQUIRY QUESTION

How is water important for our nation and in our homes?

#### HOUSING TOPIC DESCRIPTION

Everyone is responsible for keeping their homes in good condition by performing regular maintenance checks and fixing things that need attention. Youth can help care for their homes by using water safely and responsibly. Simple actions, such as reducing water use, can make a difference and involve the whole family.

#### LESSON OUTCOME

By the end of this lesson, learners will practice home safety and identify how they can contribute to keeping their homes safe by using water in a safe and responsible way.

#### 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. Water Use Experiment handout
4. Experiment materials: Toothbrush, toothpaste, cup of water, timer, jug with markings for measurement, access to a sink
5. Budget for Home Maintenance Supplies handout

## PROCEDURE

1. Print and prepare the **Water Use Experiment** and the **Budget for Home Maintenance Supplies** handouts and gather all necessary materials.
2. Activate prior knowledge by asking learners how water is used in their homes. Encourage them to estimate how much water they use when brushing their teeth.
3. Have learners complete the **Water Use Experiment** following the procedure outlined in the handout.
4. Ask learners to reflect on the cost of some common home maintenance supplies. Discuss why budgeting for these supplies is important for maintaining a safe and healthy home, and how regular maintenance can prevent costly repairs in the future.
5. Have learners complete the **Budget for Home Maintenance Supplies** handout by first estimating the cost of each item, then researching to find the actual cost.

### 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: How is water important for our nation and in our homes?

K	W	L
What do I <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?