

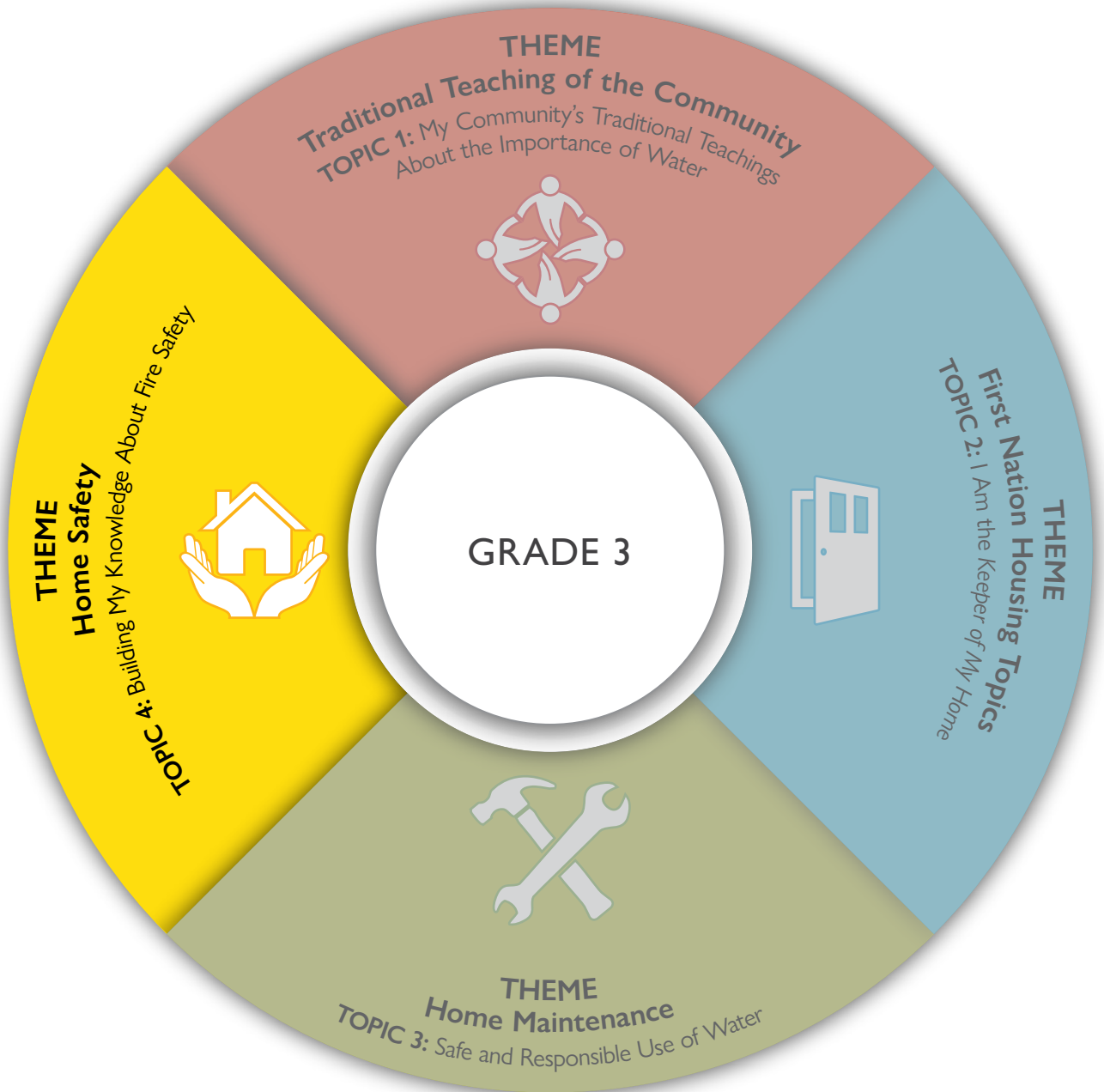


HOME SAFETY



HOUSING TOPIC 4

Building my knowledge about fire safety



Inquiry question

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

WNCP and Provinces Curricular Outcomes by Province

<p>Western and Northern Canadian Protocol</p>	<p>Culture and Community 3-K-CC-007 Describe characteristics of daily life in the communities studied, for example, housing, tools, work, use of the land, games, education. 3-K-CC-009 Give examples of challenges faced by communities.</p> <p>Global connections 3-K-G-023 Describe ways in which communities help assure basic human rights, for example, food and water, shelter, clothing, education, safety.</p>
<p>Yukon Territory</p>	<p><i>*Follows British Columbia's curriculum.</i></p>
<p>Northwest Territories</p>	<p>Social Studies Economics and resources KE-037 Describe diverse ways in which communities meet their members' needs.</p>
<p>Nunavut</p>	<p><i>*Follows Alberta's curriculum.</i></p>
<p>British Columbia</p>	<p>Physical and Health Education 3 Strategies and skills to use in potentially hazardous, unsafe or abusive situations</p> <p>Strategies for accessing health information Elaborations could include:</p> <ul style="list-style-type: none"> • speaking to a trusted adult; and • looking for health and safety signs.
<p>Alberta</p>	<p>Grade 3 Health 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> <p>W-3.9 Describe, apply and analyze appropriate safety behaviours in the local community; for example, street, railway crossings, dugouts, farm equipment, waterfront.</p> <p>W-3.10 Describe and apply age-appropriate behaviours when encountering an emergency; for example, call for assistance, do not move an injured person.</p>
<p>Saskatchewan</p>	<p>Social Studies 3 Interactions and interdependence of Nations</p> <p>IN3.1 Analyze daily life in a diversity of communities. Describe characteristics of daily life in the communities studied and compare the ways in which the needs are met by individuals in diverse communities (for example, housing, tools, work, use of the land, games, education).</p>



WNCP and Provinces Curricular Outcomes by Province

Manitoba	<p>Social Studies Cluster 2: Exploring the world 3-KG-027 Give examples of concerns common to communities around the world.</p> <p>Cluster 3: Communities of the world 3-KL-017 Describe the influence of natural phenomena on ways of life in the communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms.</p> <p>3-KE-037 Describe diverse ways in which the communities meet their members' needs.</p>
Ontario	<p>Healthy Living: Grade 3 Personal safety and injury prevention</p> <p>C2.2 Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom (for example, guidelines for water safety; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe internet use; personal hygiene guidelines; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) (CT).</p>
Quebec	<p>Physical Education and Health Cycle 2 Competency 2: To interact with others in different physical activity settings</p> <p>A. Principles of communication</p> <p>2. Names a few ways of being receptive to others' messages. (for example, listening without interrupting, looking at the person who is speaking)</p>
Newfoundland and Labrador	<p>Health 3 Unit 3: All around me: My family, friends and community</p> <p>GCO 1 Demonstrate an understanding of the aspects of their health and the issues and challenges which impact health and well-being.</p> <p>19.0 Recognize situations that threaten one's sense of personal safety.</p> <p>20.0 Understand that interventions are available when one's sense of personal safety is threatened.</p> <p>21.0 Demonstrate the ability to enlist help in situations threatening personal safety.</p> <p>22.0 Apply strategies to promote personal safety.</p> <p>23.0 Assess personal engagement in daily activities and the use of safety practices.</p>

WNCP and Provinces Curricular Outcomes by Province	
Prince Edward Island	<p>Social Studies 3 Unit 3: Citizenship</p> <p>3.3.1 Examine the purpose, function and structure of governments in the province.</p> <p>3.3.2 Examine the rights and responsibilities of citizens.</p>
Nova Scotia	<p>Social Studies Outcome 3: Take action to promote positive interactions among people.</p> <p>Indicators</p> <ul style="list-style-type: none"> • Generate ideas for an action plan to promote positive action among people that includes research and inquiry in regards to peoples and cultures in the province, including Acadian, African Nova Scotian, Gaels, Mi'kmaq and additional cultural groups (CT, COM, CZ, PCD, CI)
New Brunswick	<p>Grade 3 Health Make responsible and informed choices to promote and maintain a healthy lifestyle</p> <p>1.6 Describe behaviours and procedures that contribute to personal safety</p>

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



Lesson 3.4

HOUSING TOPIC 3.4

Building my knowledge about fire safety

INQUIRY QUESTION

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

HOUSING TOPIC DESCRIPTION

Fire is one of the greatest gifts given to humankind, and First Nation peoples believe it must be treated with respect. Understanding fire and its elements helps create rules for fire prevention. Learners need to understand how to stay safe in the event of a fire in their homes.

LESSON OUTCOME

By the end of this lesson, learners will demonstrate their understanding and appreciation of fire safety by developing home fire safety guidelines and creating a fire escape plan.

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.*
 - *The 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. Fire Safety Acrostic Poem activity
4. My Family's Fire Escape Plan for Home activity

PROCEDURE

1. Print and distribute the **Fire Safety Acrostic Poem** and **My Family's Fire Escape Plan for Home** handouts.
2. Activate prior knowledge by asking learners to reflect on the components of fire and discuss potential fire-related issues that can occur in the home.
3. Have learners fill out the **Fire Safety Acrostic Poem** handout by writing a poem using the first letters of the words FIRE SAFETY.
4. Ask learners to complete the **My Family's Fire Escape Plan for Home** by drawing a picture of their home, labeling the rooms and primary escape paths, and identifying a safe meeting spot.

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.

SUGGESTED ACTIVITIES, FOR ADDITIONAL LEARNING

1. Invite a firefighter to visit and talk about the dangers of fire, their job roles and responsibilities, and how to stay safe at home.
2. Check out the Smokey the Bear Resources at <http://www.smokeybear.com/resources.asp>

KWL Chart

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

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