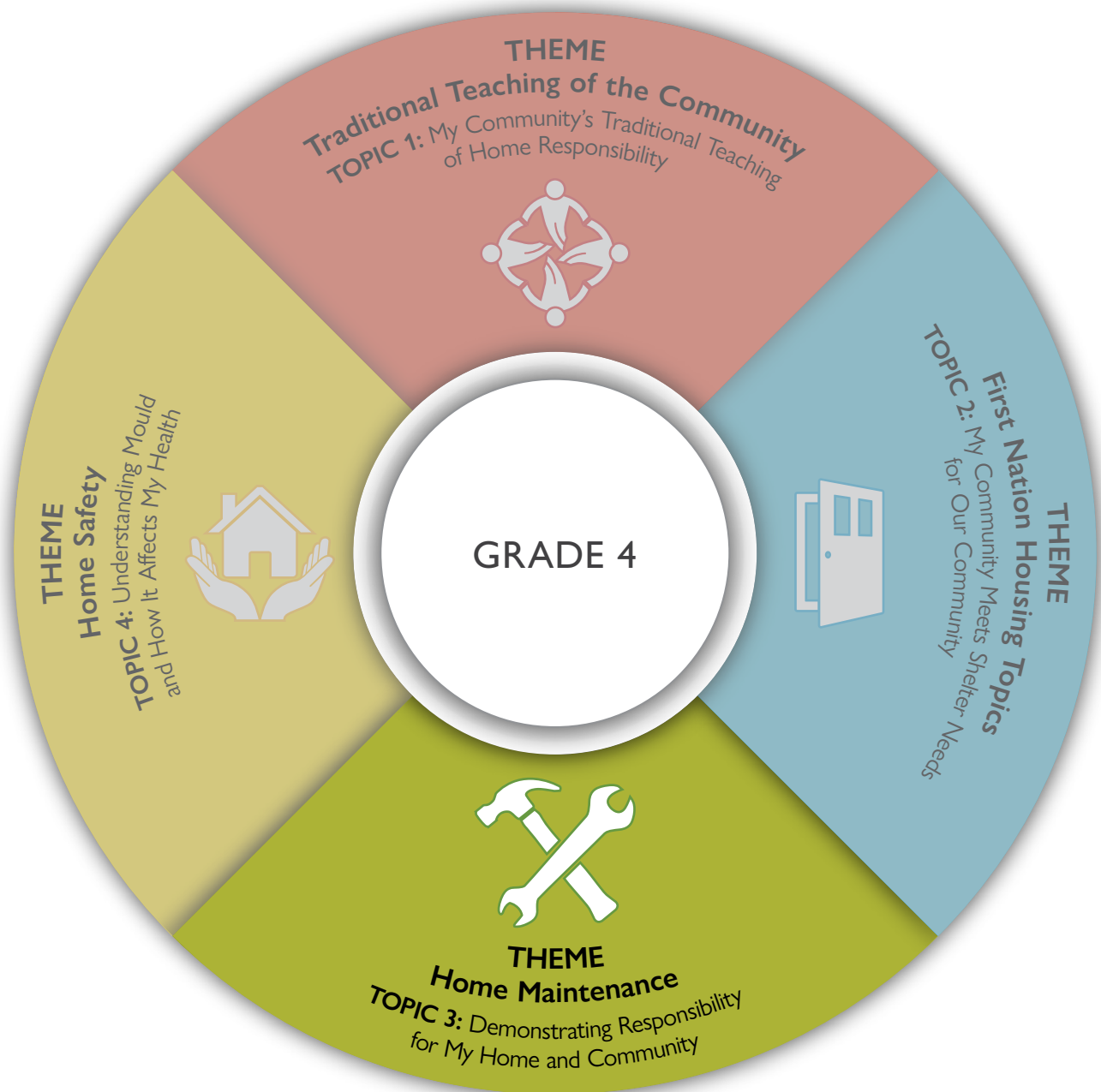




HOME MAINTENANCE

HOUSING TOPIC 3

Demonstrating responsibility for my home and community



Inquiry question

- What does it mean to take responsibility for helping take care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Economics and Resources</p> <p>4-V-E-016 Respect public, private and community property.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Social Studies</p> <p>Identity</p> <p>4-V-I-012A Value their First Nation, Inuit or Métis identities.</p> <p>Critical and creative thinking</p> <p>4-S-022 Demonstrate an understanding that ways of living reflect values.</p> <p>Citizenship</p> <p>4-K-C-038A Explain from a personal perspective what it means to live in the N.W.T. as a member of a First Nation, Inuit or Métis community.</p>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Physical and Health Education 4</p> <p>Big idea: Personal choices and social and environmental factors influence our health and well-being.</p> <ul style="list-style-type: none"> Identify and apply strategies for pursuing personal healthy living goals. Describe and apply strategies that promote a safe and caring environment.
Alberta	<p>Health</p> <p>Safety and responsibility</p> <p>W-4.8 Expand practices that provide safety for self and others; for example, develop guidelines for safe use of technology/chat lines.</p> <p>W-4.9 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions; for example, lightning, avalanches, tornadoes.</p> <p>W-4.10 Describe and demonstrate ways to assist with the safety of others; for example, helping younger children play safely and cross streets safely.</p> <p>W-7.8 Analyze and appreciate differing personal perspectives on safety; for example, physical, emotional, social safety.</p> <p>W-7.9 Identify basic workplace safety procedures.</p>

WNCP and Provinces Curricular Outcomes by Province

Saskatchewan	<p>Health Education 4 Action planning</p> <p>AP4.1 Design and apply, with guidance, two, four-day action plans that require communication related to healthy eating and physical activity, prevention/management of health challenges, negotiating disagreements, safety and protection, personal identity and stressors.</p> <p>Understanding skills and confidences</p> <p>USC4.4 Determine basic personal responsibility for safety and protection in various environments/situations.</p> <ul style="list-style-type: none"> • Explore critical safety needs (for example, cyber, hunting, water, fire, biking) of self and others in the local community. • Investigate common personal and community activities/environments to identify those that involve greater safety risks. • Examine laws, behaviours and community rules/regulations that are in place to minimize/prevent risks (for example, smoke detectors, fire bans, life jackets, supervised computer use, non-smoking public places). • Review safety policies and/or plans (for example, harassment, fire, tornado) for a variety of local environments (for example, home, school, street). • Distinguish behaviours that may jeopardize people’s safety and those that increase people’s safety in a variety of situations (for example, show-boating vs. being careful, not wearing/wearing personal protective equipment, not making and following/making and following a plan, not asking/asking permission). • Share expectations for personal safety and protection in various environments/situations.
Manitoba	<p>Social Studies Cluster 2: Living in Canada</p> <p>4-VC-001 Be willing to contribute to their groups and communities.</p>
Ontario	<p>Social Studies B3. Understanding context: Regions in Canada</p> <p>B3.6 Describe significant opportunities and challenges related to quality of life in some of Canada’s political regions (for example, job opportunities in Alberta’s booming resource sector; loss of jobs in the fishing industry in Newfoundland and Labrador; pollution generated in the Alberta oil sands; challenges related to employment and housing on First Nation reserves; urban sprawl in the Greater Toronto Area).</p>
Quebec	Outcomes not identified.



WNCP and Provinces Curricular Outcomes by Province

Newfoundland
and Labrador

Health

Injury prevention and safety

- Recognize the potential dangers of power lines, fires and explosions.
- Know the safety rules which govern such activities as bicycling, rollerblading, skating, ice fishing, winter camping, riding all-terrain vehicles, using playground equipment and riding in a car.

Prince Edward Island

Health

Safety and responsibility

- Expand practices that provide safety for self and others. (W-4.7)
- Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions. (W-4.8)
- Describe and demonstrate ways to assist with the safety of others. (W-4.9)

Nova Scotia

Health 4

Literacy outcome

Apply literacy learning in social studies by engaging in listening and speaking, reading and viewing, writing and other ways of representing.

New Brunswick

Health

Make responsible and informed choices to promote and maintain a healthy lifestyle

1.6 Evaluate ways of minimizing risks in potentially dangerous situations.

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



Lesson 4.3

HOUSING TOPIC 4.3

Demonstrating responsibility for my home and community

INQUIRY QUESTION

What does it mean to take responsibility for helping take care of my home?

HOUSING TOPIC DESCRIPTION

Planning is essential for keeping a home safe and healthy. Regular maintenance checks help identify needed repairs and support the creation of a budget and action plan. These checks also encourage prevention and empower youth to spot potential safety issues.

LESSON OUTCOME

By the end of this lesson, learners will demonstrate responsibility for their homes and community by understanding how to conduct regular home maintenance checks inside and outside the house.

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.*

MATERIALS

1. KWL Chart
2. Home Maintenance Checklist and Action Plan activity



PROCEDURE

1. Explain to learners that a home maintenance checklist is a list of tasks that helps keep a home in good condition. It can prevent costly repairs and extend the life of appliances and systems. Encourage learners to walk through their home, observe the items listed on the **Home Maintenance Checklist** handout, and mark whether each one is in good condition or needs attention.
2. For any items that need attention, have learners fill in the **Home Maintenance Action Plan** handout and outline the steps to address the issues they identified.

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 responsibility for helping take care of my home?

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