

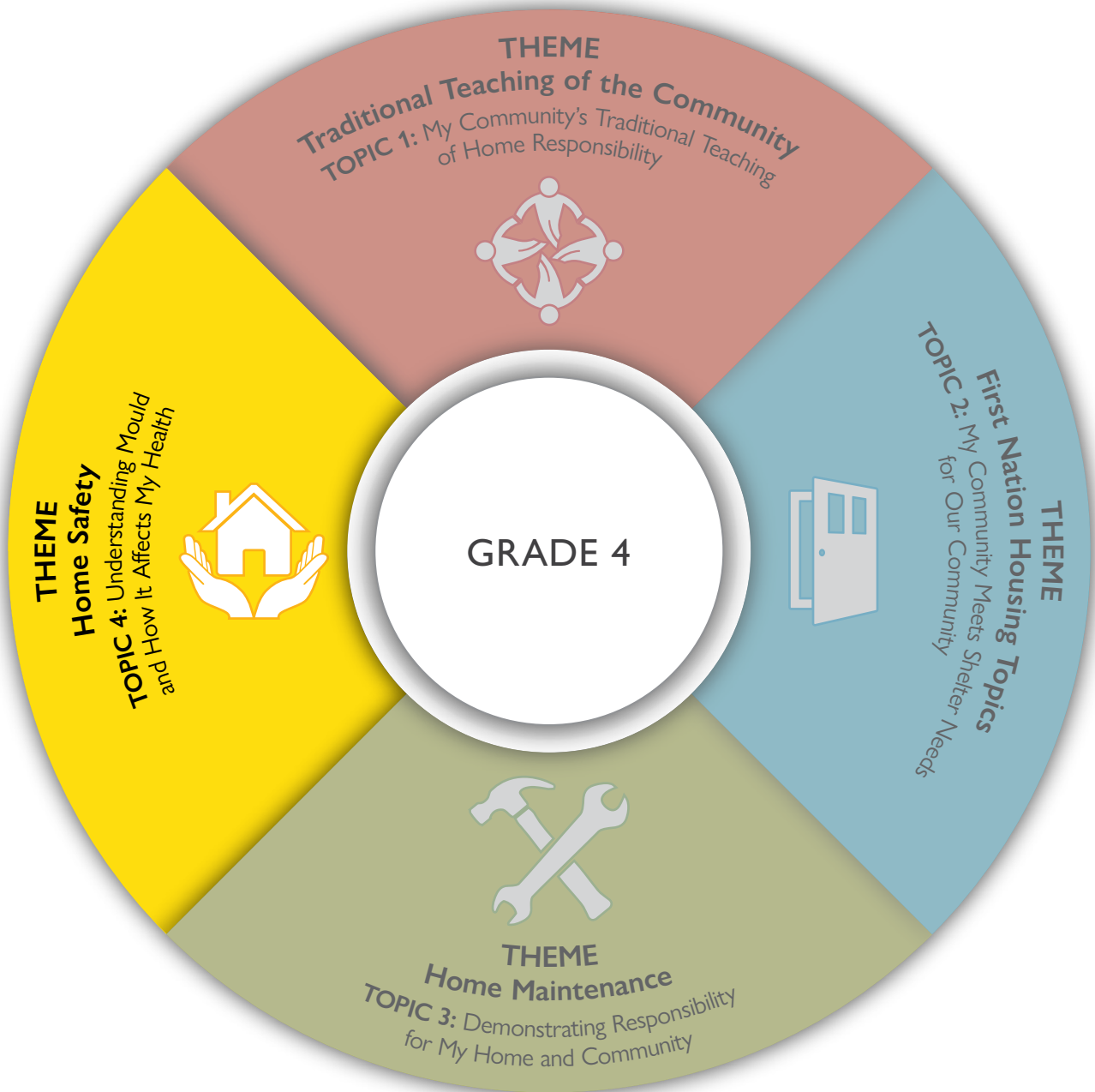


HOME SAFETY



# HOUSING TOPIC 4

Understanding mould and how it affects my health



## Inquiry question

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



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<p><b>Power and Authority</b></p> <p>4-V-P-014 Demonstrate willingness to take on leadership roles and responsibilities.</p> <p><b>Social Participation</b></p> <p>4-S-004 Collaborate with others to devise strategies for dealing with problems and issues.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Plan investigations for some of these answers and solutions, identify variables that need to be held constant to ensure a fair test and identify criteria for assessing solutions.</li> <li>Use appropriate vocabulary, including correct science and technology terms, in describing their investigations, explorations and observations (for example, habitat, population, ecological niche, community, food chain).</li> <li>Compile data gathered through investigation in order to record and present results, using tally charts, tables and labelled graphs produced by hand or with a computer (for example, display data gathered in a population simulation exercise, using a labelled graph; classify species of insects in the neighbourhood according to habitat, using a chart or table).</li> <li>Communicate the procedures and results of investigations for specific purposes and to specific audiences using electronic media, oral presentations, written notes and descriptions, drawings, pictograms and charts (for example, prepare a poster illustrating the components of a local habitat; trace a food chain in an illustrated chart, using the sun as the starting point).</li> </ul>
Nunavut	<i>*Follows Alberta's curriculum.</i>



## WNCP and Provinces Curricular Outcomes by Province

British Columbia

### Science 4

- Identify questions about familiar objects and events that can be investigated scientifically.
- Make predictions based on prior knowledge.
- Suggest ways to plan and conduct an inquiry to find answers to their questions.
- Safely use appropriate tools to make observations and measurements, using formal measurements and digital technology as appropriate.
- Identify First Peoples perspectives and knowledge as sources of information.
- Express and reflect on personal or shared experiences of place.

**Elaborations:** Place is any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture and establish identity. The connection between people and place is foundational to First Peoples' perspectives of the world.

#### Key questions

- How does what you know about place affect your observations, questions and predictions?
- How does understanding help you analyze information and recognize connections and relationships in your local environment?
- How does place connect with stewardship?
- How can you be a steward in your local environment?

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Alberta

### Science

#### General learner expectations

4-3 Investigate a practical problem and develop a possible solution.

4-4 Demonstrate positive attitudes for the study of science and for the application of science in responsible ways.

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Saskatchewan

### Science 4

#### Life science: Habitats and communities

**HC4.3** Assess the effects of natural and human activities on habitats and communities, and propose actions to maintain or restore habitats. [CP, DM]

- Categorize human activities by the effects they have or may have on habitats and communities.
- Assess intended and unintended consequences of natural and human-caused changes to specific habitats.

**WNCP and Provinces Curricular Outcomes by Province**

## Manitoba

**Science**

## Cluster 0: Overall skills and attitudes

## Initiating scientific inquiry

4-0-1a. Ask questions that lead to investigations of living things, objects and events in the local environment. (ELA 1.2.4, 3.1.2) GLO: A1, C2, C5

4-0-1b. Make and justify predictions based on observed patterns, collected data or data provided from other sources. Examples: graph, chart... (ELA 1.1.1, 1.2.1; Math PR-III.1.4) GLO: A1, C2

## Design process

4-0-1c. Identify practical problems to solve in the local environment. GLO: C3

## Researching

4-0-2a. Access information using a variety of sources. Examples: school libraries, videos, traditional knowledge, CD-ROMs, internet... (ELA 3.2.2, 3.2.4, TFS 2.1.1) GLO: C6

4-0-2b. Review information to determine its usefulness to inquiry or research needs. (ELA 3.2.3, 3.3.3) GLO: C6, C8

## Planning

4-0-3a. Brainstorm, in small groups, one or more methods of finding the answer to a given question, and reach consensus on which method to implement. GLO: C2, C7

4-0-3b. Identify, in small groups, variables that have an impact on an investigation. GLO: A1, A2, C2, C7

4-0-3c. Create, in small groups, a plan to answer a given question. (ELA 3.1.4; Math SP-V.2.4) GLO: C2

## Implementing a plan

4-0-4a. Carry out a plan and describe the purpose of the steps followed. (Math SP-V.2.4) GLO: C2

4-0-4e. Identify problems as they arise and work with others to find solutions. GLO: C3, C7

4-0-4f. Assume roles and share responsibilities as group members. (ELA 5.2.2) GLO: C7

4-0-4g. Communicate questions, ideas and intentions, and listen effectively to others during classroom-learning experiences. GLO: C6

4-0-4h. Use tools and apparatus in a manner that ensures personal safety and the safety of others. GLO: C1



**WNCP and Provinces Curricular Outcomes by Province**

Observing, measuring, recording

4-0-5a. Select and use tools to observe, measure and construct. Examples: tuning fork, prism, binoculars, measuring tape... GLO: C2, C3, C5

4-0-5b. Estimate and measure mass/weight, length, volume, area and temperature using standard units. (Math SS-IV.1.4, SS-I.1.4, SS-III.1.4, SS-II.1.4) GLO: C2, C3, C5

4-0-5c. Record observations in a variety of ways. Examples: point-form notes, sentences, labelled diagrams, charts... (ELA 2.1.1, 3.3.1, 4.1.1, 4.1.2; Math SP-1.2.4, SP-II.2.4) GLO: C2, C6

Conducting and applying

4-0-7a. Draw a conclusion based on evidence gathered through research and observation. GLO: A1, A2, C2

4-0-7b. Identify new questions that arise from what was learned. (ELA 3.3.4) GLO: A1, C2, C3

4-0-7d. Construct meaning in different contexts by connecting new experiences and information to prior experiences and knowledge. (ELA 1.2.1, 2.1.2) GLO: A2, C6

4-0-7e. Communicate results and conclusions in a variety of ways. Examples: point-form lists, sentences, graphs, labelled diagrams, charts... (ELA 2.3.5, 4.2.5; Math SP-III.1.4, SP-III.2.4; TFS 2.1.4) GLO: C6

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Ontario	<p><b>Health</b></p> <p>C1. Demonstrate an understanding of factors that contribute to healthy development.</p> <p>C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.</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>
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Quebec	<p><b>Social Science Cycle 2</b></p> <p>3. Assets and limitations of the territory</p> <ul style="list-style-type: none"> <li>• Explain why resources were assets (for example, the abundance of beavers enabled the development of the fur trade)</li> </ul>
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**WNCP and Provinces Curricular Outcomes by Province**

Newfoundland and Labrador	<p><b>Social Studies</b></p> <p>SCO i.0 Demonstrate proficiency in utilizing concepts from the social sciences.</p> <ul style="list-style-type: none"> <li>i.1 Use an inquiry model to explore and resolve significant questions.</li> <li>i.2 Apply intellectual tools to analyze events, ideas, issues, patterns and trends.</li> <li>i.3 Make reasoned assessments based on appropriate criteria.</li> </ul>
Prince Edward Island	<p><b>Health</b></p> <p>Personal health</p> <ul style="list-style-type: none"> <li>• Evaluate the impact of environmental factors on personal health; and develop positive environmental health habits. (W-4.2)</li> </ul>
Nova Scotia	<p><b>Health 4</b></p> <p>Literacy outcome</p> <p>Apply literacy learning in social studies by engaging in listening and speaking, reading and viewing, writing, and other ways of representing.</p>
New Brunswick	<p><b>Health</b></p> <p>Make responsible and informed choices to promote and maintain a healthy lifestyle</p> <ul style="list-style-type: none"> <li>1.2 Explain strategies to promote healthy growth and development.</li> <li>1.6 Evaluate ways of minimizing risks in potentially dangerous situations.</li> </ul>

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



## Lesson 4.4

### HOUSING TOPIC 4.4

Understanding mould and how it affects my health

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### INQUIRY QUESTION

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

### HOUSING TOPIC DESCRIPTION

Mould in homes can cause health problems for the people living there. While some types of mould are harmless or even helpful, the mould found in houses is usually harmful. It's important to understand how mould grows and how it affects people. This knowledge helps with prevention. Youth should learn that mould can be especially harmful in homes.

### LESSON OUTCOME

By the end of this lesson, learners will be able to explain the causes and effects of both helpful and harmful mould.

### 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. Keeper of My Home Adventure Series video - Mould
3. Mould in Houses activity



## PROCEDURE

1. Ask learners to reflect on what they already know about mould. What is mould? Why does it grow? What is the difference between good mould and bad mould?
2. Play the **Keeper of My Home Adventure Series** video on mould.
3. Have them complete the **Mould is Houses** activity sheet.

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