

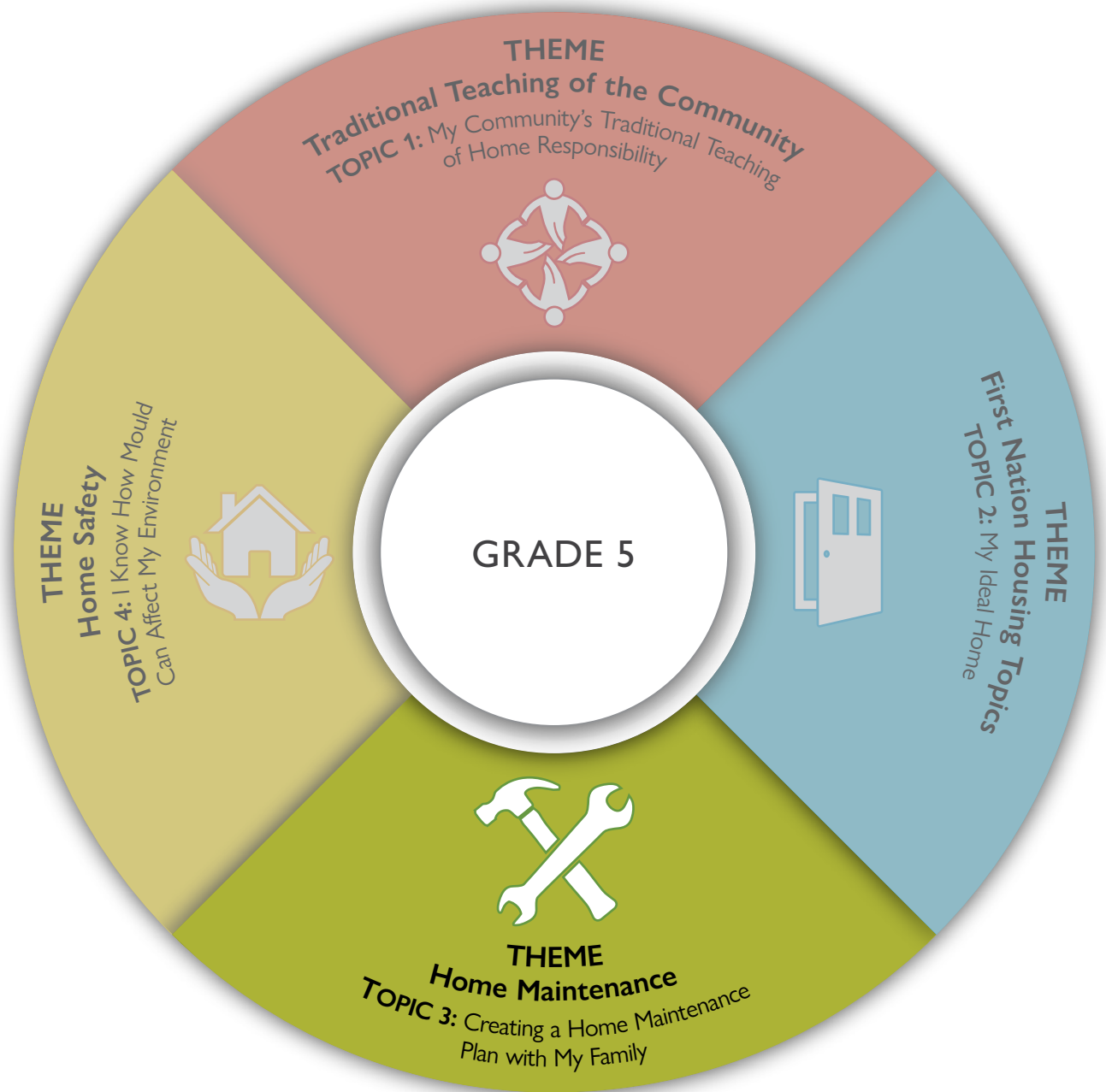


HOME
MAINTENANCE



HOUSING TOPIC 3

Creating a home maintenance plan with my family



Inquiry question

- What are my responsibilities for taking care of my home?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Culture and Community</p> <p>5-V-CC-011A Demonstrate willingness to contribute to the enrichment and growth of their First Nation, Inuit or Métis communities.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Health</p> <p>Theme: Families</p> <p>Concept: Family activities can enhance family living.</p> <ul style="list-style-type: none"> Identify activities which a family can do together.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies</p> <p>Content outcome: First Peoples land ownership and use</p> <p>Elaborations</p> <p>Sample topic</p> <ul style="list-style-type: none"> Housing <p>Key question</p> <ul style="list-style-type: none"> How do First Peoples balance economic development with traditional uses of the land?
Alberta	<p>Health</p> <p>Safety and responsibility</p> <p>W-5.8 Promote safety practices in the school and community.</p> <p>W-5.10 Describe and demonstrate ways to assist with injuries of others; for example, basic first aid.</p>
Saskatchewan	<p>Social Studies 5</p> <p>Power and authority</p> <p>PA5.2 Explain the purposes and functions of governance structures in Canada, including First Nations systems and those patterned on the Westminster parliamentary system.</p> <ul style="list-style-type: none"> Investigate the structure of First Nation governments in Canada, using accurate terminology (for example, elected chief, hereditary chief, band, band council, treaty, self-government, Assembly of First Nations).



WNCP and Provinces Curricular Outcomes by Province

Manitoba	<p>Social Studies Active democratic citizenship</p> <p>5-S-100 Collaborate with others to establish and carry out group goals and responsibilities.</p> <p>5-S-103 Make decisions that reflect care, concern and responsibility for the environment.</p>
Ontario	<p>Social Studies Strand B. People and environments: The role of government and responsible citizenship</p> <p>B3. Demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada.</p>
Quebec	<p>Social Studies Quebec society around 1980</p> <p>2.2 Cultural situation</p> <ul style="list-style-type: none">• Describes elements of everyday life: food, clothing, entertainment, customs. <p>2.4 Political situation</p> <ul style="list-style-type: none">• Indicates the means of selecting leaders: the people elected representatives.• Indicates the means of decision making: the representatives passed laws.
Newfoundland and Labrador	<p>Health Safety</p> <p>4. Explain appropriate fire safety procedures for home, school and public buildings.</p> <p>5. Recognize the basic types of fire extinguishers and know when it is appropriate to use them.</p>
Prince Edward Island	<p>Health Group roles and processes</p> <ul style="list-style-type: none">• Develop strategies to address personal roles and responsibilities in groups.• Identify respectful communication strategies that foster group/team development.

WNCP and Provinces Curricular Outcomes by Province

Nova Scotia	<p>Social Studies</p> <p>Outcome 4: Examine decision-making practices in First Nation and Inuit societies in what later became Atlantic Canada.</p> <ul style="list-style-type: none"> • Examine social structures in First Nation and Inuit societies. (Com, CI, CT) • Investigate the decision-making practices of First Nation and Inuit societies in what later became Atlantic Canada. (CZ, Com, CI, CT, TF) • Discuss how social structure within First Nations influenced decision making. (Com, CI, CT, CZ)
New Brunswick	<p>Health</p> <p>Wellness</p> <p>1.1 Assess personal health habits and their relationship to wellness.</p> <p>1.2 Analyze the impact of using strategies to promote healthy growth and development.</p> <p>1.6 Select personal safety practices that promote injury prevention.</p>

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



Lesson 5.3

HOUSING TOPIC 5.3

Creating a home maintenance plan with my family

INQUIRY QUESTION

What are my responsibilities for taking care of my home?

HOUSING TOPIC DESCRIPTION

Planning for healthy living includes having a safe and healthy home, and knowing how to clean and take care of it to prevent problems that could make the home unsafe or unhealthy.

LESSON OUTCOME

By the end of this lesson, learners will be able to create a basic home maintenance and budget plan with support from a band housing representative and their parents or guardians.

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. Home Maintenance Checklist and Action Plan handouts



PROCEDURE

1. Activate prior knowledge by having learners brainstorm things in a home that may need to be fixed or taken care of, such as leaky taps, broken lights, or drafty windows.
2. Print the **Home Maintenance Checklist** and **Action Plan** handouts.
3. Encourage learners to complete the checklist at home with a parent or guardian to check for any maintenance needs.
4. After completing the home check, ask learners to fill out the action plan to identify any issues and describe how they could be fixed or prevented.

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 are my responsibilities for taking care of my home?

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