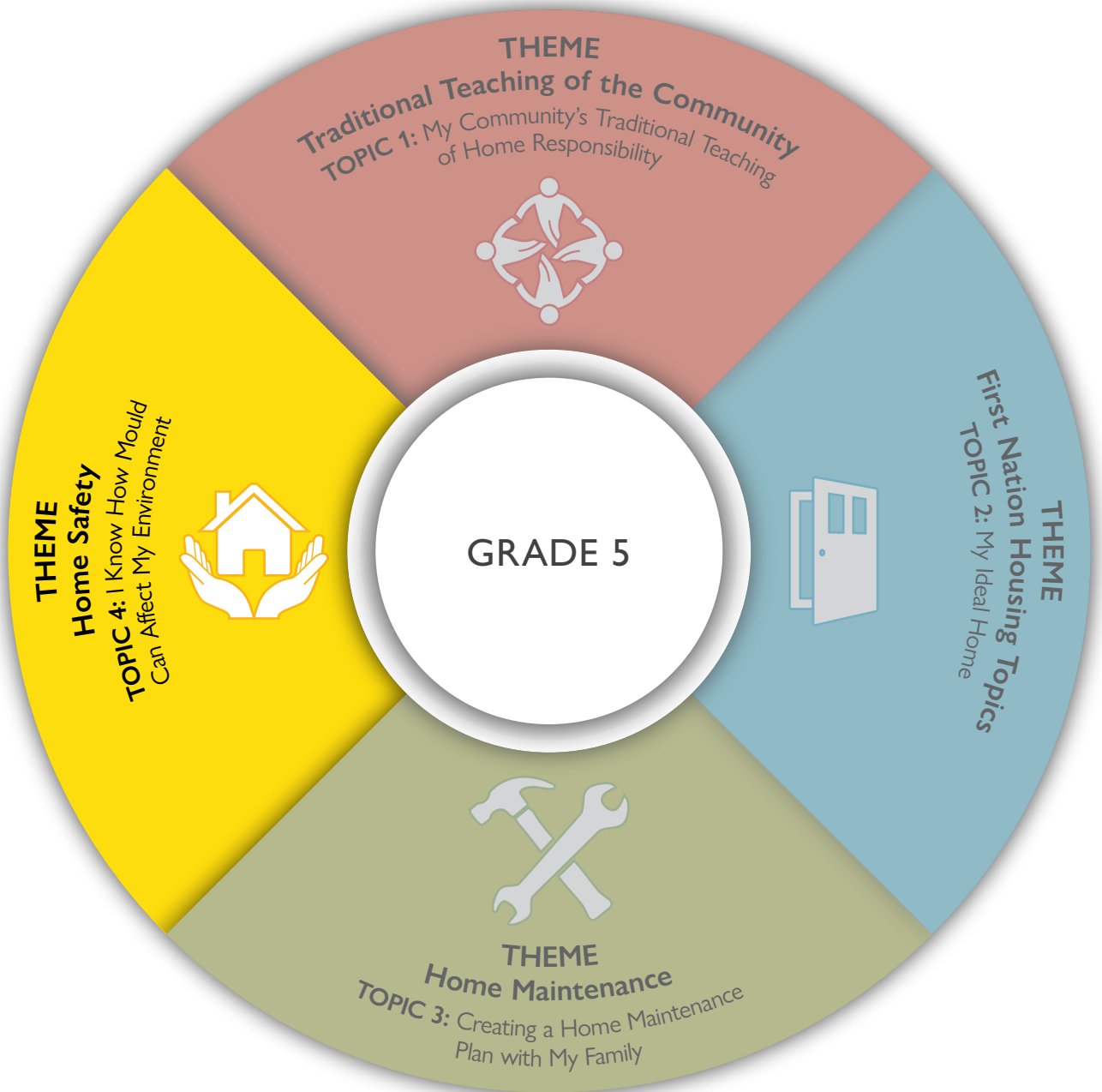




HOME SAFETY

# HOUSING TOPIC 4

I know how mould can affect my environment



## Inquiry question

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



<b>WNCP and Provinces Curricular Outcomes by Province</b>	
Western and Northern Canadian Protocol	<b>The Land: Places and People</b> 5-V-L-014 Demonstrate care and concern for the environment in their actions.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<b>Health</b> Theme: Body systems Concept: The respiratory system is essential for getting oxygen into and carbon dioxide out of the body.  <b>Objectives</b> <ul style="list-style-type: none"><li>• Name and locate the main parts of the respiratory system.</li><li>• Describe the functions of the respiratory system.</li><li>• State the importance of the respiratory system.</li><li>• Name common problem conditions related to the respiratory system.</li></ul>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<b>Science</b> Content outcome: Solutions and solubility  Elaborations Properties of solutions: concentration, pH, etc.  Core outcome Contribute to care for self, others and community through personal or collaborative approaches.
Alberta	<b>Health</b> Safety and responsibility W-5.8 Promote safety practices in the school and community.  Group roles and processes R-5.8 Develop strategies to address personal roles and responsibilities in groups; for example, dealing with conflict in group situations.



## WNCP and Provinces Curricular Outcomes by Province

Saskatchewan

### Health 5

Understanding, skills, and confidences

DM5.1 Analyze possible obstacles and envision solutions to addressing health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure and self-regulation.

- Identify common barriers to adolescent well-being (for example, peer pressure, time).
- Determine health challenges and opportunities.
- Question why particular health opportunities and challenges exist.
- Recognize why health opportunities may not be embraced.
- Determine that people respond to health challenges and opportunities in various ways.
- Analyze positive and negative consequences of people's responses to health challenges and opportunities.
- Formulate healthy strategies for addressing possible health challenges and/or embracing possible health opportunities.
- Create a class goal statement to address identified health challenges and/or embrace particular health opportunities.

Manitoba

### Health Safety

K.3.5.B.1 Investigate safety concerns in the community and/or the media related to roads, traffic, bus transportation, recreational vehicles and unsupervised areas.

K.3.5.B.2 Describe ways to respond appropriately to potentially dangerous situations related to environmental conditions (for example, floods, fires, extreme weather conditions, icy conditions, lightning) relevant to self and others.

K.3.5.B.4 Identify available community supports that promote safety and community health (for example, helplines, dentists, doctors, nurses, police officers, social workers, security guards, lifeguards, natural healing modalities, physiotherapists, Block Parents).

Ontario

### Health

Personal safety and injury prevention

Apply strategies (for example, anger management, assertiveness, conflict resolution) to deal with personal-safety and injury-prevention situations (for example, swarming, threatening, harassment).



## WNCP and Provinces Curricular Outcomes by Province

Quebec	<b>Science</b> A Matter Describes the various ways in which the quality of water, soil or air affects living things.
Newfoundland and Labrador	<b>Health</b> Self-care 6. Explain the difference between virus and bacteria.
Prince Edward Island	<b>Health</b> Safety and responsibility Promote safety practices in the school and community.
Nova Scotia	<b>English Language Arts</b> Outcome 1: Listening and speaking Communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)
New Brunswick	<b>Science</b> Physical science: Properties and changes in materials 301-11 Describe changes that occur in the properties of materials when materials interact with each other.  <b>Health</b> 1.1 Assess personal health habits and their relationship to wellness. 1.2 Analyze the impact of using strategies to promote healthy growth and development.

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



## Lesson 5.4

### HOUSING TOPIC 5.4

I know how mould can affect my environment

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### INQUIRY QUESTION

What are my responsibilities for taking care of my home?

### HOUSING TOPIC DESCRIPTION

Large areas of mould in a home can seriously affect the health of the people living there. Mould can cause asthma and other breathing problems. It's important for youth to understand the dangers of touching or trying to clean mould themselves. Instead, mould problems should be reported to housing personnel employed by the band, who can help safely remove it. Doing home maintenance checks at least twice a year can help identify mould early and keep homes safe and healthy.

### LESSON OUTCOME

By the end of this lesson, learners will be able to distinguish between good and bad mould and explain how each can affect their health. They will also understand how poor air quality and mould in homes can impact overall well-being.

### 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. Access to a computer
  3. Keeper of My Home Adventure Series video - Mould
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## PROCEDURE

1. **Before the lesson:** Ask learners if they know what mould is and where they might have seen it.
2. **During the lesson:** Play the **Keeper of My Home Adventure Series** video on mould.
3. **After the lesson:** Invite learners to share where they might find mould and how to keep their homes clean and dry to prevent mould growth.

### 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.
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*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 <b>know</b> ?	What do I <b>want</b> to know?	What have I <b>learned</b> ?