

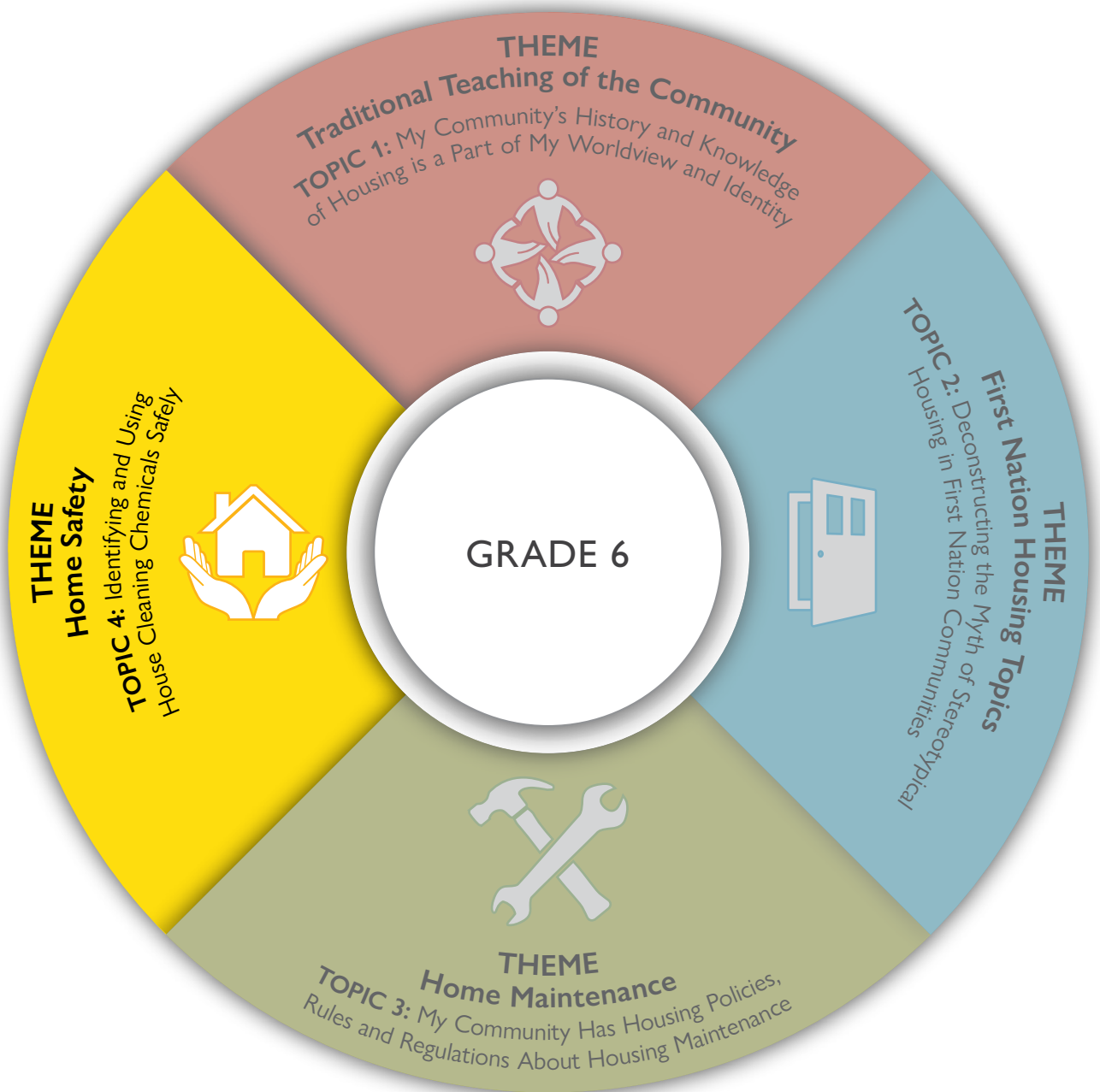


HOME SAFETY



HOUSING TOPIC 4

Identifying and using house cleaning chemicals safely



Inquiry question

- What are the housing rights in my First Nation?



WNCP and Provinces Curricular Outcomes by Province	
Western and Northern Canadian Protocol	<p>Global Connections</p> <p>6-K-G-027 Demonstrate awareness of indigenous peoples.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>Health</p> <p>Theme: Lifestyle</p> <p>Concept: Positive safety and first aid lifestyle practices save lives and minimize the effects of injuries.</p> <p>Objectives</p> <ul style="list-style-type: none"> • Assess first aid for life-threatening situations. • Explain the importance of first aid. • Identify organizations and professionals who train and deliver safety and first aid programs. • Design a personal safety and first aid program v) evaluate the effectiveness of the program.
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Health 6</p> <p>Content outcome: Sources of health information</p> <p>Elaborations could include:</p> <ul style="list-style-type: none"> • magazines • internet • advertisements on TV • flyers from health stores <p>Content outcome: Basic principles for responding to emergencies</p> <p>Elaborations basic principles include:</p> <ul style="list-style-type: none"> • following safety guidelines • having an emergency response plan • knowing how to get help



WNCP and Provinces Curricular Outcomes by Province

Alberta

Health

Life learning choices

Use resources effectively to manage and explore life roles and career opportunities and challenges.

L–6.2 Identify personal skills, and skill areas, for development in the future.

Saskatchewan

Health

Understanding, skills, and confidences

USC6.6 Develop and demonstrate the knowledge, skills, and personal standards necessary for establishing and supporting safe practices and environments related to various community activities.

- Examine safety risks for common/local adolescent activities (for example, based on needs and interests of community).
- Reflect on and communicate personal and family attitudes toward safety.
- Represent a personalized, thoughtful, and coherent understanding of the importance of a healthy attitude toward personal safety.
- Investigate and analyze the intent of the rules, regulations, and laws related to safety practices for common and local adolescent activities.
- Evaluate the rights and responsibilities associated with rules, regulations, and laws related to a variety of safety practices to create healthy and safe community environments (for example, tobacco legislation, personal protective equipment).
- Examine the possible physical, social, and emotional consequences of not understanding and/or not following safety rules, regulations and laws.
- Determine when safety and personal standards about individual responsibility for safety and accident prevention may be challenged.
- Affirm personal standards with respect to individual rights and responsibilities for creating and supporting safe environments.
- Defend the statement “community safety is everyone’s responsibility.”



WNCP and Provinces Curricular Outcomes by Province

Manitoba

Health
Safety

K.3.6.B.1 Describe safe and unsafe situations at home, at school, and in the community while caring for self and others (that is, playgrounds, babysitting, internet use, shaken baby syndrome).

Ontario

Health
Personal safety and injury prevention

- Identify and describe appropriate methods for preventing and treating ailments (for example, sunburn, minor cuts)
- Identify the responsibilities associated with caring for themselves and others (for example, while babysitting)

Quebec

Science
Common household products

- Associates the uses of certain household products with their properties (for example, cleaning products remove grease, vinegar and lemon juice help preserve certain foods).
- Recognizes commonly used products that are potentially dangerous (safety-related symbols).

Newfoundland
and Labrador

Health
Injury prevention and safety

- Demonstrate some basic first aid procedures.
- Identify injuries which are prevalent in the community and describe ways of preventing them.
- Assess an area of the community for injury risk, that is, home, school, recreational facility, neighbourhood or roadways.
- Discuss procedures and responsibilities involved in providing help in lifesaving situations.



WNCP and Provinces Curricular Outcomes by Province

Prince Edward Island

Health

Safety and responsibility

- Identify and communicate values and beliefs that affect healthy choices.
- Analyse how laws, regulations, and rules contribute to health and safety practices.
- Evaluate the impact of personal behaviour on the safety of self and others.
- Demonstrate responsibility for, and skills related to, the safety of self and others.

Nova Scotia

English

Outcome 1: Listening and speaking

Communicate effectively and clearly and respond personally and critically, respecting cultural contexts. (CZ, COM, CI, CT, PCD)

New Brunswick

Health Education

Personal wellness

- B1) Describe the domains of wellness and identify strategies for promoting their own wellness.
- B3) Identify how environments influence health choices.

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



Lesson 6.4

HOUSING TOPIC 6.4

Identifying and using house cleaning chemicals safely

INQUIRY QUESTION

What are the housing rights in my First Nation?

HOUSING TOPIC DESCRIPTION

Chemical products were developed to help us clean our homes, but some can be dangerous and must be stored safely. Today, many safer and environmentally friendly cleaning products are available in stores, and several common household items can also be used for cleaning.

LESSON OUTCOME

By the end of this lesson, learners will be able to identify and describe common house-cleaning chemical products and their components, and explain how and when to use them safely.

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. Cleaning My Home Safely resource kit



PROCEDURE

1. Introduce the Cleaning My Home Safely resource kit, explaining that learners will explore safe cleaning practices, learn about traditional First Nation cleaning methods, and compare commercial and traditional cleaning products through a science experiment.
2. Print all necessary handouts.
3. Refer to the lesson plan for detailed instructions.



Learning Activities

1. What's on your hands? (Video)
2. Why is cleaning my home important? (Presentation)
3. What cleaning products were used before commercial cleaning products became available? (Video)
4. Traditional Versus Commercial Cleaning Products (Handout)
5. Spread the Word, Not Germs! (Handout)

Resource #1: What's on your hands? Video

- Play the video for learners
- Consider having learners perform the demonstration described in the video.
- Discuss the questions that appear at the end of the video

Resource #2: Why is cleaning my home important? Presentation

- Present the presentation on why cleaning your home is important and use the four domains of self to guide the understanding the benefits of cleaning their homes.
- Encourage learners to answer the questions on the slides throughout the presentation.

Resource #3: What cleaning products were used before commercial cleaning products became available? Video

- Play the video for learners
- Encourage learners to respond to the prompts in the video.
- Discuss the questions that appear at the end of the video



Resource #4: Traditional Versus Commercial Cleaning Products Handout

- Distribute handout to learners.
- Gather commercial cleaning products (e.g., Mr. Clean, Windex, Lysol) and traditional or homemade cleaning products (varies by community).
- Guide learners while they complete their experiments.
- Have them reflect on the results

Resource #5: Spread the Word, Not Germs! Handout

- Distribute handout to learners.
- Have learners create an informational poster or a Public Service announcement about a cleaning product of their choice.

KWL Chart

1. Have learners complete a KWL chart by identifying what they already know, 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 the housing rights in my First Nation?

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