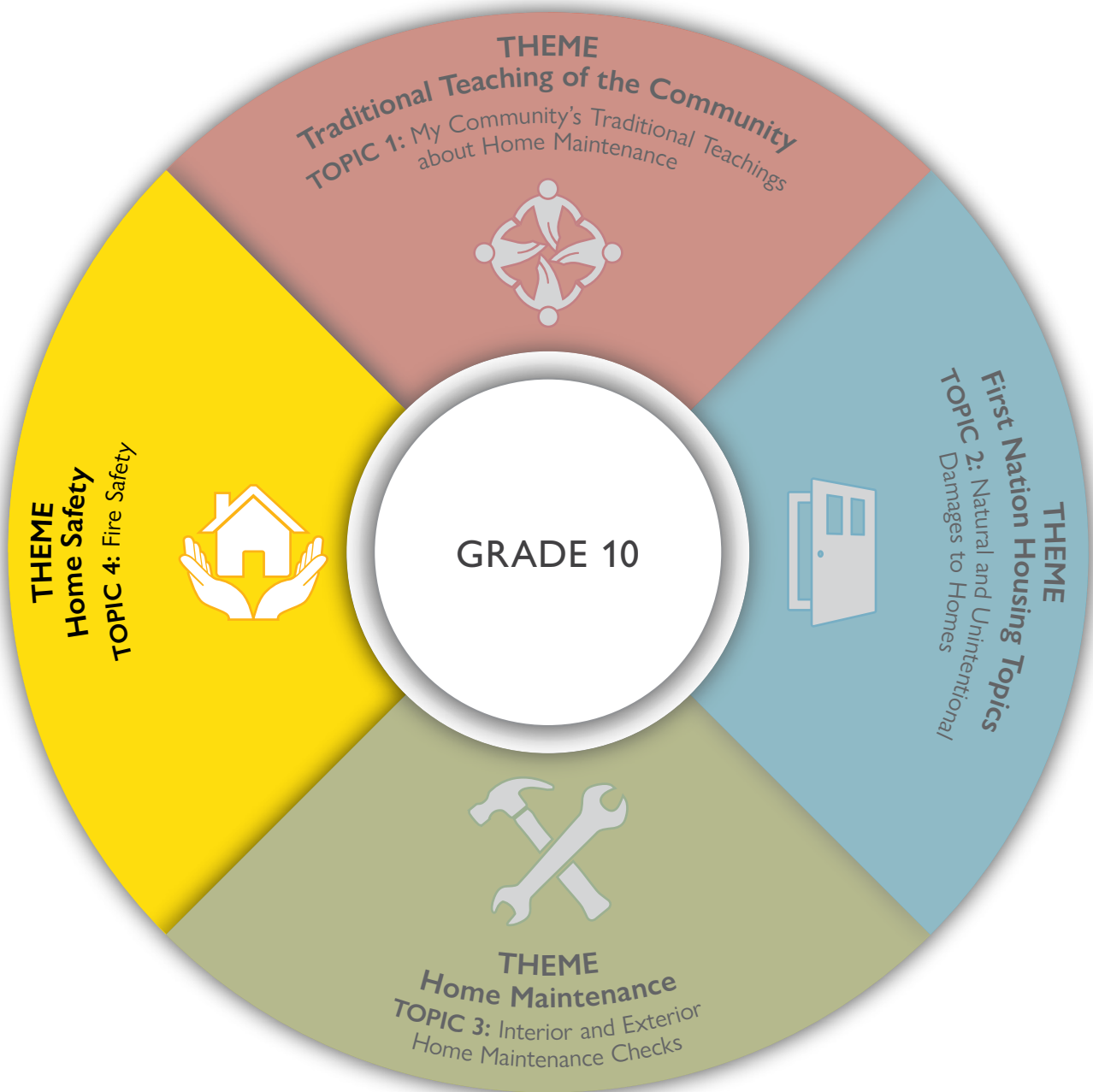




HOME SAFETY

# HOUSING TOPIC 4

Fire safety



## Inquiry question

- What is involved in effective home maintenance?



**WNCP and Provinces Curricular Outcomes by Province**

Western and Northern Canadian Protocol	<b>English Language Arts</b> General outcome 3: Listen, speak, read, write, view, and represent to manage ideas and information. <ul style="list-style-type: none"><li>• Create and follow a plan</li><li>• Develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources</li></ul>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<i>*Follows Alberta's curriculum.</i>
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<b>Social Studies</b> Assess how prevailing conditions and the actions of individuals or groups influence events, decisions, or developments (cause and consequence).
Alberta	<b>Social Studies 10</b> S.4 Demonstrate skills of decision making and problem solving. <ul style="list-style-type: none"><li>• Demonstrate leadership in groups to achieve consensus, solve problems, formulate positions and take action, if appropriate, on important issues.</li><li>• Develop inquiry strategies to make decisions and solve problems.</li><li>• Generate and apply new ideas and strategies to contribute to decision making and problem solving.</li><li>• Describe a plan of action to use technology to solve a problem.</li><li>• Use appropriate tools and materials to accomplish a plan of action.</li></ul>
Saskatchewan	<b>Native Studies 10</b> <ul style="list-style-type: none"><li>• Use effective decision-making techniques to solve a problem.</li><li>• Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underlie self-concept.</li></ul>
Manitoba	<b>Social Studies 10</b> Social studies skills: Managing information and ideas <ul style="list-style-type: none"><li>• Select and use appropriate tools and technologies to accomplish tasks.</li></ul> Critical and creative thinking <ul style="list-style-type: none"><li>• Propose and defend innovative options or solutions to address issues and problems.</li></ul>

**WNCP and Provinces Curricular Outcomes by Province**

Ontario	<p><b>Native Studies 10: Sovereignty</b>  Overall expectations  By the end of this course:</p> <ul style="list-style-type: none"> <li>Identify historic and contemporary events affecting the self-determination of Aboriginal peoples.</li> </ul> <p>Specific expectations  Aboriginal world view</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of the importance of self-determination to the lives of Aboriginal peoples.</li> </ul> <p>Renewal and reconciliation</p> <ul style="list-style-type: none"> <li>Describe how Aboriginal peoples are achieving dignity and self-reliance.</li> </ul>
Quebec	<p><b>Secondary Cycle 2: Contemporary World</b>  Content area: Tensions and conflicts</p> <p>Competency 2: Takes a position on a contemporary world issue.  Establishes a critical distance by:</p> <ul style="list-style-type: none"> <li>making connections between the views of actors and their interests and values; and</li> <li>identifying the advantages and disadvantages of the solutions proposed.</li> </ul> <p>Expresses a well-founded opinion by:</p> <ul style="list-style-type: none"> <li>taking into account the influence of the actors on his/her opinion; and</li> <li>suggesting possible actions.</li> </ul> <p>Critically assesses his/her process by indicating other contexts in which the learning could be applied.</p>
Newfoundland and Labrador	<p><b>Social Studies: Canadian History 1201</b></p> <p>SCO 1.0 Examine the growth of Canada during the Laurier era.</p> <p>1.3 Changes in society: the place of women, children, urban poor, Aboriginal peoples and minorities.</p> <p>SCO 7.0 Demonstrate an understanding of important contemporary issues in Canada.</p> <p>7.1 Aboriginal rights: legislation, women’s rights, land claims, self-government.</p>
Prince Edward Island	<p><b>Canadian Studies 401A</b>  Unit 4: Canada’s work and worth (individuals, societies, and economic decisions)  10-4-8 Evaluate some of the benefits and costs of social programs in Canada.</p>



## WNCP and Provinces Curricular Outcomes by Province

Nova Scotia

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

---

New Brunswick

### Social Studies

Foundational document

Foundation for the Atlantic Canada Social Studies Curriculum

### General outcomes for culture and diversity

Analyse the factors that contribute to the perceptions of self and the development of worldview.

### Interdependence

Evaluate and propose possible solutions to issues resulting from interactions among individuals, groups and societies.

---

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



## Lesson 10.4

### HOUSING TOPIC 10.4

Fire safety

---

#### INQUIRY QUESTION

What is involved in effective home maintenance?

#### HOUSING TOPIC DESCRIPTION

Homes need to be regularly monitored for health and safety hazards. These hazards should be addressed early, before they become costly to repair or cause injury. Home hazard checks are recommended at least twice a year, and adult are responsible for completing them. Keeping homes healthy and safe helps create more comfortable and enjoyable living conditions for everyone..

#### LESSON OUTCOME

By the end of this lesson, learners will be able to demonstrate their understanding of fire safety by developing a detailed fire escape plan for their homes and researching the safety measures included in their plan.

#### 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. Paper and colour utensils



## PROCEDURE

1. Activate prior knowledge by leading a discussion on fire and electrical safety. Ask learners what they already know about preventing fires in the home, identifying electrical hazards, and responding safely during emergencies. Encourage them to think about real-life scenarios, such as overloaded outlets, damaged cords, or improper use of heating equipment, as well as common household risks. This discussion will help learners connect their existing understanding to the importance of creating a detailed fire escape plan and recognizing how electrical safety plays a role in overall home safety.
2. Have learners draw a picture of their home and label all rooms, primary and secondary exit routes, windows that could be used as exits, smoke alarms, fire extinguishers, and a safe meeting place outside the home.
3. Ask learners to create a list of common household fire hazards, then develop a fire-prevention checklist that can be applied to their own home layout.

### 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 is involved in effective home maintenance?

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