

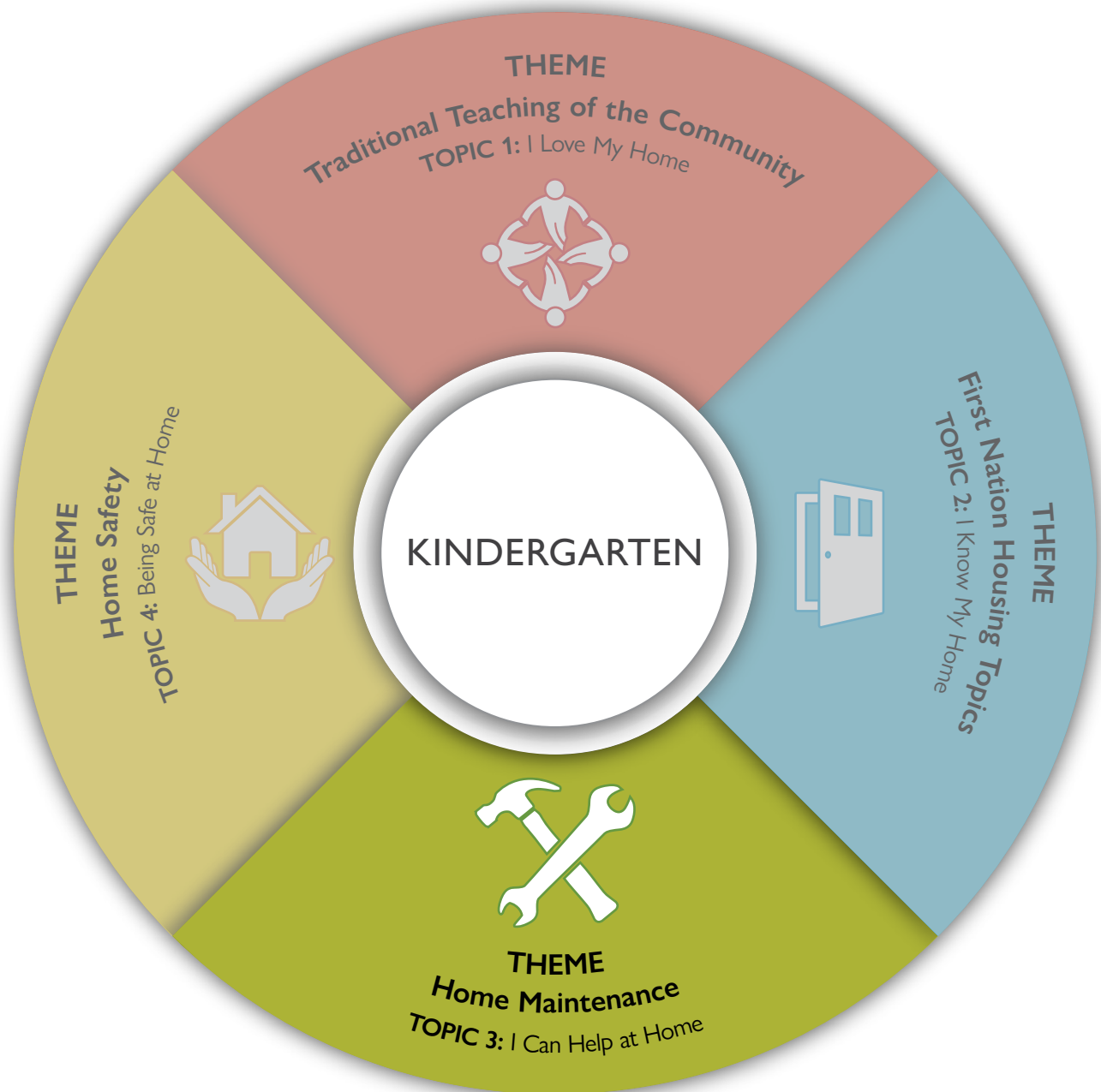


HOME MAINTENANCE



HOUSING TOPIC 3

I can help at home



Inquiry question

- What does it mean to love my home?

WNCP and Province	Curricular Outcomes by Province
Western and Northern Canadian Protocol	<p>Social Studies Citizenship learning outcomes</p> <p>0-K-C-003 Describe their responsibilities at home and in school.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>JK/K Curriculum Citizenship</p> <ul style="list-style-type: none"> Encourage children to respect the feelings, rights and property of others
Nunavut	<p>Health and Life Skills Safety and responsibility</p> <p>W-K.9 Describe and observe safety rules in the home and the school; for example, bathroom, kitchen, stairs, playground.</p>
British Columbia	<p>Social Studies Rights, roles and responsibilities of individuals and groups</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> Responsibilities to self, others and the environment <p>Key questions</p> <ul style="list-style-type: none"> Do your rights, roles and responsibilities change between home and school?
Alberta	<p>Health and Life Skills Safety and responsibility</p> <p>W-K.9 Describe and observe safety rules in the home and the school; for example, bathroom, kitchen, stairs, playground.</p>
Saskatchewan	<p>Health Understanding, skills and confidences</p> <p>USCK 2 Establish behaviours that support safety of self and others (including safety at school and at home).</p>
Manitoba	<p>Social Studies Dynamic relationships</p> <p>DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.</p>
Ontario	<p>The Kindergarten Program</p> <p>24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.</p>



WNCP and Province	Curricular Outcomes by Province
Quebec	<p>Physical Education and Health Competency 3: To adopt a healthy, active lifestyle</p> <p>A. Lifestyle habits</p> <ol style="list-style-type: none">1. Explains in his/her own words the concepts of lifestyle habits and health (action often carried out every day for one's health; state of physical and psychological well-being).
Newfoundland and Labrador	<p>English Language Arts GCO 2 Communicate information and ideas effectively and clearly, and respond personally and critically.</p>
Prince Edward Island	<p>Social Studies 1. I am unique</p> <ol style="list-style-type: none">1.3 Demonstrate that co-operation is an important part of being a member of a group.
Nova Scotia	<p>English Language Arts Primary Listening and speaking</p> <p>Outcome 1: Communicate effectively and clearly and respond personally and critically (CZ, COM, CT, TF).</p>
New Brunswick	<p>Social Studies Unit 4: Place and community</p> <p>K4.3 Demonstrate an awareness of the need for personal safety in the home, school and community, and be able to act accordingly.</p>

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



Lesson K.3

HOUSING TOPIC K.3

I can help at home

INQUIRY QUESTION

What does it mean to love my home?

HOUSING TOPIC DESCRIPTION

All children should contribute to their homes by helping with chores, allowing them to learn responsibility and develop important values.

LESSON OUTCOME

By the end of this lesson, learners will demonstrate ways to help at home by sharing the chores that they can do to help care for their living space.

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 the unit.*
 - *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. Access to a computer and printer
2. Chores Wheel activity
3. My Chores at Home activity
4. Suggested Activity: Talking circle special item



PROCEDURE

1. Print and distribute the **Chores Wheel** and **My Chores at Home** activity sheets.
2. Encourage learners to brainstorm chores they can do to help take care of their home and write them down in their **Chores Wheel**.
3. Have them complete the **My Chores at Home** activity sheet by drawing pictures of how they keep their home safe and clean.
4. Ask Display their work on a bulletin board or wall.



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.

SUGGESTED ACTIVITY, FOR ADDITIONAL LEARNING

Gather learners in a circle and introduce the talking circle, explaining that only the person holding a special item, such as a rock, may speak. Guide the discussion with questions that encourage them to reflect on helping at home, such as how they contribute, what a chore is, whether they have chores, and ways they can take care of their home. This activity allows learners to share their experiences while learning from one another.