



Around the Home

QLWG
Essential Life Skills
Unit 2

QLWG Skills for Life

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QLWG Skills for Life Series

THEMATIC UNITS

Competency-based learning meets the needs of all learners. It is important to keep in mind, however, that all learners are different. In order to address the needs and interests of all learners, units have been divided by *Essential Life Skills* and *Individual Life Skills*.

Essential Life Skills are important for everyone, while *Individual Life Skills* address the needs and interests of different learners. Once learners have completed the “Essential” units, they may choose a unit that is applicable to their interests and lifestyle.

| Essential Life Skills Units | Individual Life Skills Units |
|---|---|
| 1. Orientation Unit 2. Around the Home 3. My Community 4. Being a Canadian Citizen 5. What’s for Dinner? 6. Managing My Money 7. Smart Shopping 8. My Health 9. All About Me 10. Communication Skills 11. Living in Quebec 12. Strategies for Reading 13. Strategies for Writing 14. Strategies for Grammar 15. Strategies for Numbers 1: Understanding Numbers 16. Strategies for Numbers 2: Adding & Subtracting 17. Strategies for Numbers 3: Multiplying, Dividing & Fractions | 18. My Hobbies and Leisure Time 19. Employment Skills 20. On the Job 21. My Family 22. Entertainment (music and film) 23. Fitness and the Great Outdoors 24. Getting Around (travel and transportation) 25. Career Exploration 26. Getting My Driver’s Licence 27. Learning in Quebec 28. Living Green 29. Handling Legal Concerns 30. The Retirement Years |

QLWG *Skills for Life Series*

Around the Home

Unit # 2

Table of Contents

| | page |
|---|-------|
| WELCOME LEARNER!..... | (i) |
| Introduction..... | 1 |
| What I Already Know..... | 2 |
| Writing Tips..... | 3 |
| My Home | 4 |
| Managing My Home..... | 5 |
| Household Tasks..... | 6 |
| Making Your House a Home Sweet Home (article)..... | 9 |
| Household Hazards..... | 11 |
| Fire Safety..... | 20 |
| How are you doing? | 28 |
| Reduce, Reuse and Recycle: How to Help the Environment from My Home | 29 |
| Me and My Home..... | 37 |
| What I Know Now | 40 |
| Checking My Writing..... | 41 |
| Around the Home: Learning Checklist | 42 |

WELCOME LEARNER!

This workbook is meant to help you develop important life skills. As you work on different activities, try to see the purpose in what you are doing, stay motivated and enjoy!

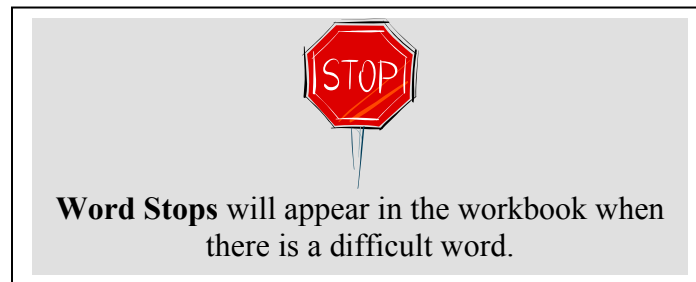
Things to Look for:

Checkpoints

You will finish every unit of study with a Checkpoint (in blue). Once you have completed the Checkpoint questionnaire, you will send this document to your distance education tutor. Make sure you fill in the **date**, **your name**, **your phone number** and the **distance education tutor's name** on the cover of this document.

Word Stops

Word Stops will explain more difficult words. Look for words in bold print (example: **bold**). A **Word Stop** will follow to tell you what that word means.



If you do not understand, follow these steps:

1. Look at titles and pictures. Do they tell you anything?
2. Try to find the general meaning.
3. Look for Word Stops.
4. Use a dictionary.
5. If you still do not understand, contact your distance education tutor.

Before you contact your distance education tutor:

1. Prepare your questions. What do you want to ask?
2. Give the page number and section title to your tutor so they know where you are.



“Act the part; walk and talk exactly as if you were already the person you want to be.”

~Brian Tracy

Around the Home

"A good home must be made, not bought." ~Joyce Maynard



Introduction:

A home can be a very important part of one's life. A home is not only a shelter; it is where you go to relax and be with your family. This is why it is a good idea to think of ways to improve your home and keep it safe.

In this unit, you will:

- think about how to manage your household tasks.
- find out about possible household **hazards**.
- practice reading warning labels.
- create an **inventory** of products in your home.
- learn about fire safety.
- think about how to help the environment.
- create a plan of action to reduce, reuse and recycle.



WORD STOP

1. **hazard** (haz-urd): danger or risk.
2. **inventory** (in-vun-tor-ee): a list of items that are found in one place.

What I Already Know



Explain what you know about homes and household management. This list will help to keep track of what you learn.

Writing Tips



These tips target ways to make sure your writing is clear. They will help you to write sentences that focus on one idea.

1. Think about what you want to say.
2. Say things out loud before you write.
3. Use “everyday” words.
4. Be clear.
5. Stay focused on what you want to say.
6. Read over what you write.
7. Make sure each sentence is clear and easy to read.
8. Ask someone to read over what you write.

“The best place to find a helping hand is
at the end of your own arm.”

~Author unknown

My Home

Make a list of the things that you **associate** with *your* home.

Example:

I **associate** “home” with...

Family
The bedroom
Eating breakfast

Cooking
Housework
Studying

I **associate** “home” with...

1. _____
2. _____
3. _____
4. _____
5. _____



Everyone’s idea of “home” is based on his or her own values. Write your own definition of “home”.

“Home” to me is...



WORD STOP

1. **associate** (ah-so-she-ate): to connect one thing with another.

Managing My Home

REFLECTION:

The following questions will help you to identify changes that should be made in your home.

1. In your opinion, what is a well-managed home?

2. What changes would you like to make in your home?

3. What kind of a difference would such changes make?



Household Tasks

Whether you live alone or with others, it is a good idea to decide how to get things done in the home. This next section will help you to manage household tasks.



ACTIVITY: Make a list of your weekly household tasks.

Example:

| |
|--|
| <i>1. I buy the groceries.</i> |
| <i>2. I do the dishes after each meal.</i> |
| <i>3. I clean the kitty litter.</i> |
| <i>4. I take out the garbage.</i> |
| <i>5. I do the laundry.</i> |
| <i>6. I get the kids ready for school.</i> |

"Mid pleasures and palaces though we may roam, be it ever so humble, there's no place like home."
 ~John Howard Payne

My household tasks:

| |
|-----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |
| 10. |

Most of us spend a lot of time in the home. This is why it is important to think about how to manage what we do there. Your list of household tasks will help you to see what you *are* doing, and what you *are not* doing to improve life in your home.



REFLECTION:

1. What changes can you make with your household tasks in order to improve life in your home?

2. How will these changes improve your home life?

3. How can you begin to make such changes?

ACTIVITY:

Read the article “Making Your House a Home Sweet Home” (on the next page).

STEP 1:

Prepare yourself for reading. Look at the title and picture for this article. What do you think it is about?

STEP 2:

Use your reading strategies to help you read the article.

PURPOSE:

Preparing for reading will help you to understand what you read.



PREPARING FOR READING:

What do the title and picture tell you about this article? What do you think it is about?

Making Your House a Home Sweet Home

by Victoria Wolfe

Francesca Crenshaw's life can get very busy at times. During the day she works as a legal secretary at a law firm and in the evening she attends law school. Throw in two energetic children under the age of five, a dog, and a cat, and things get down right crazy.

"My life is pretty nuts right now", admits the busy woman, "but somehow I make it all work."

What is Francesca's secret?



"Having a supportive husband helps," says Crenshaw. "But what really has made the difference is having a relaxing space to come home to and unwind when things get really stressful."

For years, experts have told us about the importance of reducing stress in our busy lives. Stress is any physical, chemical or emotional situation that causes tension or strain and that makes our bodies or minds compensate to bring balance. With this in mind, Crenshaw has turned to the ancient Chinese art known as feng shui.

Feng shui (pronounced "fung shway") is the art of creating a home environment that supports the life you wish to live. A key element of feng shui is creating a smooth flow of chi (positive energy) through your space.

Here are a few simple tips to improve your own feng shui without spending a dime.

- Do not stress out about the placement of your things. Decorate one room at a time.
- Change the color scheme of the room with your accessories. Rugs, throws, and artwork can really change the energy in a room.
- Common sense plays an important role in decorating. No glass tables with small children.
- A simple change is more powerful than a grandiose idea that is never started.
- Do not follow the decorating trends. Decorating trends are fads and only last a season or two. Decorate using your own style and ideas.
- Look at your room from different angles. For example, the room may look great from the north side but not feel right from the west side of the room. Bring balance to the room from all angles.
- Get rid of the mess! It takes away from the space you are decorating.

REFLECTING ON READING:

1. What is this article about?

2. What are some new words that you discovered in this article?

3. According to the article, what is stress?

4. Why does Francesca like having a relaxing place to come home to?

5. What can you do to make your house a “home sweet home”?

Household Hazards

Most people are not aware of possible dangers in the home. In this section, you will read about household hazards and think about ways to make your home safer.

Defining “Hazardous”

Hazardous is a word that is used to describe something that presents a danger or risk. Products that are dangerous include: **flammables**, **explosives**, **irritants**, and acids.



WORD STOP

1. **flammables** (flam-uh-buls): things that catch fire easily.
2. **explosives** (ek-sploh-sivs): things that blow up if heated.
3. **irritants** (ir-uh-tunts): things that burn or bother the skin.

"Precaution is better than cure."

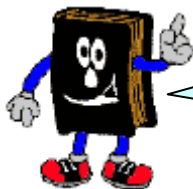
~Edward Coke

REFLECTION:

What do you know about common hazardous products in the home?



Medication can be harmful too. Keep all medicine in a safe place.



Did you know that **more than half** of all hospital visits for children under five years old are due to poisoning and other injuries from common household products?

Source: Health Canada

What You Need to Know

1. A product is hazardous when its use, storage, or disposal could be harmful or dangerous.
2. Household cleaners and car products are often hazardous.
3. Words like *warning, caution, danger, poison, toxic, irritant, caustic, flammable, combustible, radioactive, explosive* tell us that a product is hazardous.
4. It is important to know what you are dealing with.
5. Nail polish and nail polish remover contain hazardous solvents.
6. Aerosol sprays can explode when used near a source of heat or a spark.
7. Never add ammonia to a chlorine-based powder. The two together produce a poisonous gas.
8. The word "toxic" on a label means that it is poisonous.
9. Toxic substances can enter your body through inhalation (breathing), ingestion (eating or drinking), or skin contact.
10. If a child swallows or touches a toxic substance, you should call Poison Control right away (1-800-463-5060 in Quebec) or Emergency (9-1-1).



Keep emergency numbers
where you can find them.
For example: on the fridge
or by the phone

Knowing the Hazard Symbols

Warning labels on products will help you to understand hazardous products in your home.

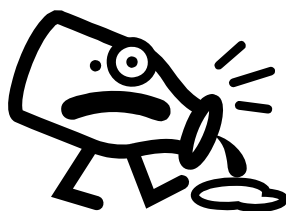
Two frames are used around warning symbols:



An inverted triangle looks like a yield sign. It means that the **container** is dangerous.







An octagon looks like a traffic stop sign. It means that the **contents** inside are dangerous.



WORD STOP

1. **container** (kon-tane-ur): where a substance is kept (example: bottle, can, etc.).
2. **contents** (kon-tents): what's inside a container.

| Symbol | What It Means | Product Examples |
|---|---|---|
| Explosive  | The container could explode if heated or punctured. Flying pieces of metal or plastic can cause injury. | <ul style="list-style-type: none"> ● water repellent for shoes or boots (aerosol container) ● spray paint (aerosol container) |
| Corrosive  | The product will burn the skin or eyes upon contact. It will also burn the throat and stomach if swallowed. | <ul style="list-style-type: none"> ● toilet bowl cleaner ● oven cleaner |
| Flammable  | The product (or its fumes) will catch fire easily. It should not go near heat, flames or sparks. | <ul style="list-style-type: none"> ● contact adhesives ● gasoline |
| Poison  | Licking, eating, drinking or sometimes smelling this product will cause illness or death. | <ul style="list-style-type: none"> ● windshield washer fluid ● furniture polish |

SOURCE: Health Canada



ACTIVITY:

Discover the hazardous products in your home by completing the “Hazardous Products in My Home” chart.

**STEP 1:**

Examine different containers and products in your home. Look at their labels for symbols or warnings.

STEP 2:

Once you know what kind of danger a product poses, complete your chart. Include the name of the product, explain the danger that it poses, and explain how you should handle it.




PURPOSE:

You should know about possible dangers in your home. An inventory of these products will help you to decide where to keep different products.





Where to Look

Common hazardous products are usually kept in certain rooms of the home. Here are some ideas for where to look.

| | |
|--|--|
| <p>Kitchen</p>  | <p>Look at detergent, disinfectant, bleach, oven cleaner, wax, polish, glue, etc.</p> |
| <p>Bathroom</p>  | <p>Look at medicine, aerosol spray, nail polish remover, bleach, cleaning products, etc.</p> |
| <p>Shed/garage</p>  | <p>Look at gasoline, car products, insect spray, weed killer, lighter fluid, superglue, rat poison, etc.</p> |

Example:

| Product | What the symbol (or warning) means | How I should handle this product |
|---|------------------------------------|---|
| <p><i>Bleach</i></p>  | <p><i>It is corrosive.</i></p> | <p><i>This product will burn the skin and eyes. It should not touch the skin and should be kept in a safe place away from the kids.</i></p> |
| <p><i>Hairspray</i></p>  | <p><i>It is explosive.</i></p> | <p><i>This product may explode near heat. I must make sure to keep it away from heat or sparks from my lighter.</i></p> |



Hazardous Products in My Home

| Product | What the symbol (or warning) means | How I should handle this product |
|---------|------------------------------------|----------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

| Product | What the symbol (or warning) means | How I should handle this product |
|----------------|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |

"Safety doesn't happen by accident." ~Author Unknown

Fire Safety

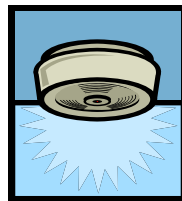
Fire is the third leading cause of accidental death in Canada. Most fire-related deaths happen in the home. In this section, you will learn ways to prevent fire in your home.



Smoke Alarms Save Lives

Fire deaths often occur in the home because a smoke alarm did not go off. Most homes have a smoke alarm, but they do not always work. This is usually because the batteries are dead, or someone has taken them out.

If you are sleeping when a fire breaks out, the smoke won't necessarily wake you up. This is why you must have a smoke alarm *that works*. The best place to keep a smoke alarm is just outside or inside the bedroom.



Fire Prevention

In Montreal, on May 2, 2004, a house fire took the lives of three children. Fire officials think that these deaths could have been prevented if the family had had a working smoke alarm in the house.

This is only one of many tragic examples of what can happen when fire prevention methods are not in place.

ACTIVITY: Read the following list and check off what you need to do in your home.

Fire Safety “To Do” List

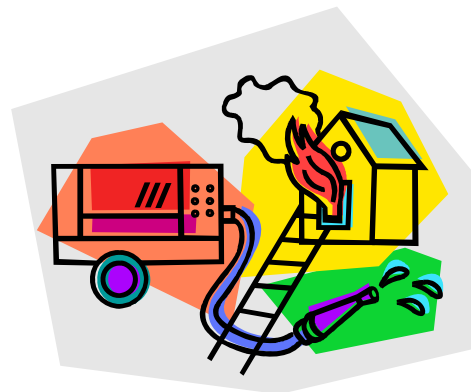
| “To Do” | Needs to Be Done |
|--|------------------|
| 1. Make sure smoke alarms are on every level. | |
| 2. Check the test button on your smoke alarm. Do this at least once a month. | |
| 3. Replace batteries in your smoke alarm once a year. | |
| 4. Replace smoke alarms that are more than ten years old. | |
| 5. Find two emergency escape exits in every room. | |
| 6. Practice a fire escape plan. | |
| 7. Keep escape routes clutter free. | |
| 8. Make sure you have a fire extinguisher in the kitchen. | |



If you live in an apartment building, your landlord is responsible for all smoke alarms. You can ask him or her to replace an alarm.

Did You Know?

Most home fires start between the hours of midnight and 6:00 a.m.; this is when most people are fast asleep.



What *Not* to Do

| Don't... |
|---|
| 1. Don't leave space heaters near any clothes or paper. |
| 2. Don't leave matches or lighters where kids may find them. |
| 3. Don't leave the kitchen when food is cooking on the stove. |
| 4. Don't put any cloth or paper on top of a lamp or light bulb. |
| 5. Don't forget to wet cigarettes before putting them in the trash. |
| 6. Don't use a barbecue grill indoors. |
| 7. Don't leave candles burning when you are not in the room. |
| 8. Don't let kids burn candles or incense in their rooms. |
| 9. Don't overload electrical outlets. |
| 10. Don't bring gasoline inside the home. |
| 11. Don't plug too many things into one plug. |



ACTIVITY: Create a Fire Escape Plan

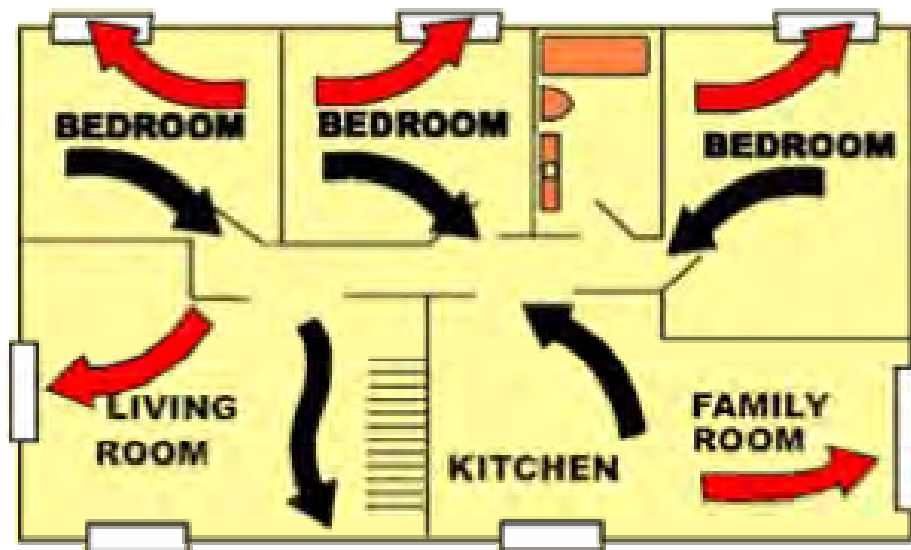
Plan an escape route from each bedroom in your home in the case of a fire. Your escape plan will focus on how to get out from the bedrooms because this is where most fire-related deaths occur.

STEP 1:

To begin, draw a floor plan (see sample below). Follow these guidelines:

1. Make an outline of your entire floor area (on pages 25 and 26).
2. Now add each room on the floor and label them (bedroom, bathroom, kitchen, living room, etc.).
3. Add all windows, doors and stairways to your drawing.

Sample Fire Escape Plan



SOURCE: Staying Alive, <http://www.stayingalive.ca/index.html>

STEP 2:

1. Go to each bedroom and see if there is a suitable window for an emergency escape. If there are two windows, choose the one that would be best for an escape.
2. Test the windows or screens to see that they can be easily opened.
3. Make sure windows are low enough for an escape.

STEP 3: The "Escape Plan"

1. Use black arrows to show a normal exit through the hall or stairways.
2. Use red arrows to show an emergency exit route in the event of a fire that blocks the hallway or stairs (see example on the previous page).

PURPOSE:

Your escape plan will help you and your family to stay safe. Share this with other people in your home so they know what to do in case of a fire.

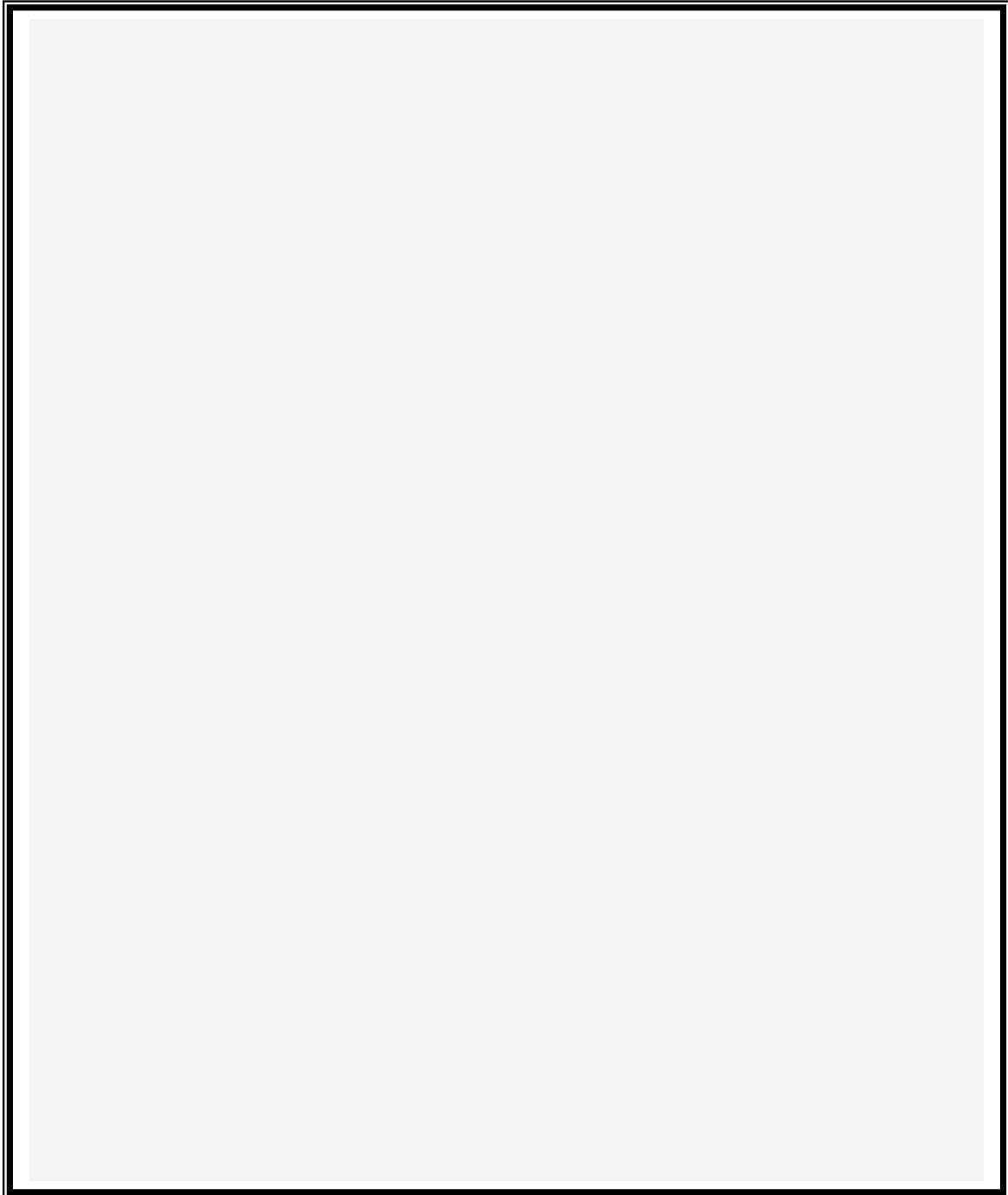


Practice your fire escape plan so that you know what to do in an emergency situation.

My Fire Escape Plan

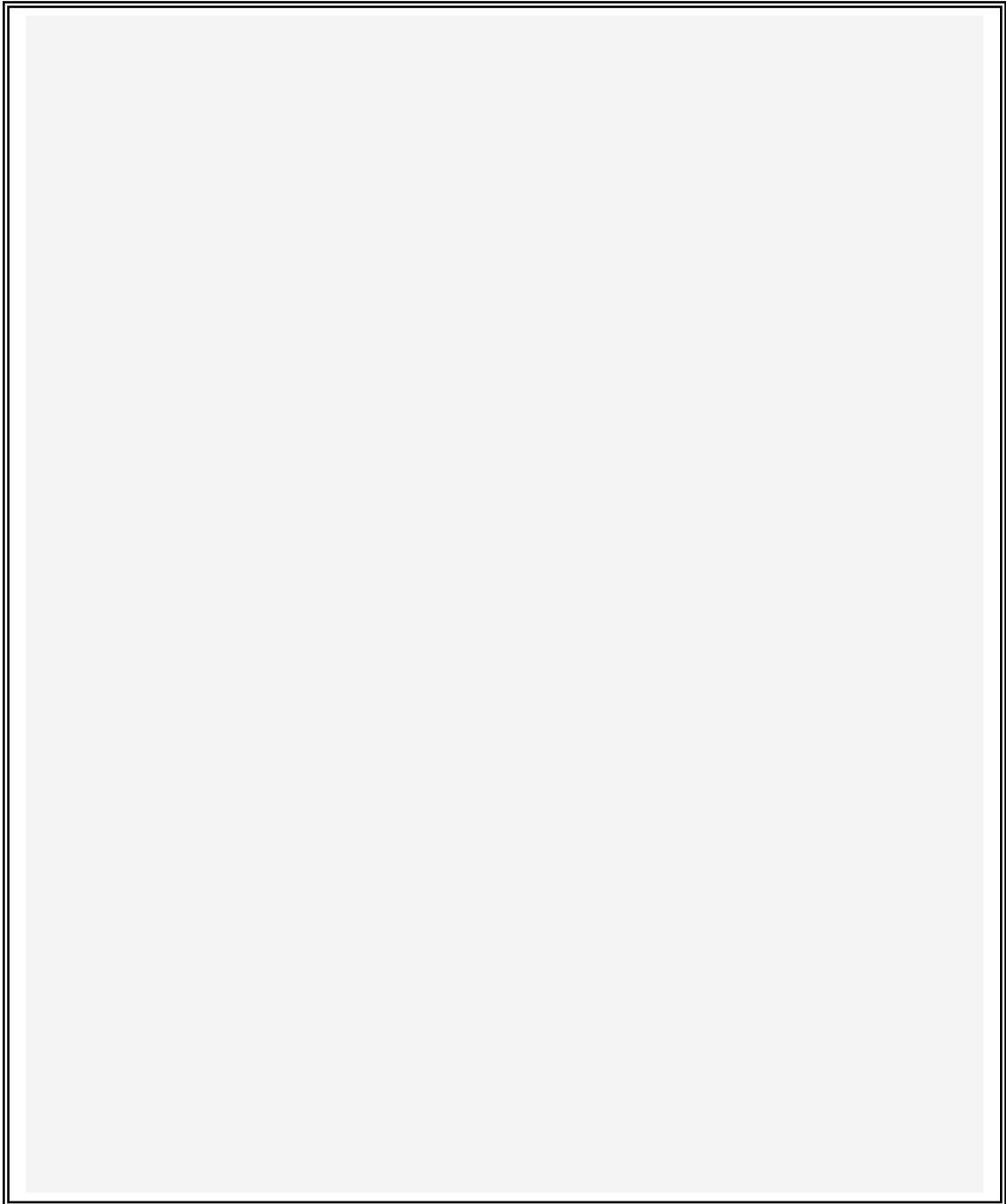
Main Floor

Draw your floor plan in the following box. If you have more than one level to your home, use the second page.



My Fire Escape Plan

Second Floor



REFLECTION:

1. What have you learned about fire prevention in the home?

2. What can you do in order to prevent a fire in your home?

3. What would you do in case of a fire?



How are you doing?



Complete the questionnaire to keep track of your learning.

1. Have you completed all reading and activities to this point? (*Circle your answer.*)

Yes No

2. If you answered “No”, explain what you did not complete and why.

3. What was easy and why?

4. What was difficult and why?

5. General comments. (*Do you have any comments on the work that you have done?*)

Reduce, Reuse and Recycle:

How to Help the Environment from My Home



In this section you will learn about some problems with our environment. You will think about ways to **reduce, reuse and recycle** (see below).

Reduce: You make less garbage. Instead of buying small juice boxes, for example, buy a large container of juice.

Reuse: You use an item more than once. When you get a plastic bag from the grocery store, for example, keep it and use it again the next time you go shopping.

Recycle: An item is turned into another useful item. Scrap paper can be turned into newspaper if it goes to a recycling plant. Most paper and plastic is recyclable.



Recycling
Symbol

Background Information

In the past, we thought our environment was so great that it could handle all the waste we produced. Today, we know that this is not true. In order to save the environment, we must change our way of thinking and reduce, reuse and recycle.



Canada's Role

Canadians waste a lot! On average, Canadians produce three kilograms of waste per day. We need to cut back on what we use and throw away.

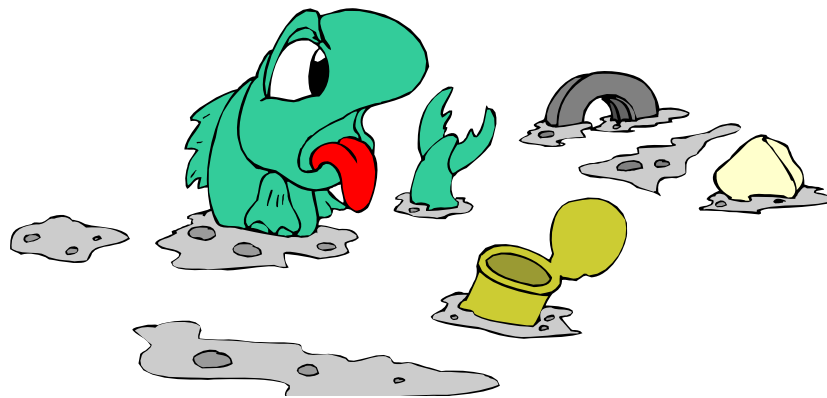
On average, Canadians use 390 litres of water per day. This is almost twice as much as the average European.

What You Can Do to Save Water

1. Think about how much water you use and where you can cut back.
2. Turn off the tap when brushing your teeth or washing your face.
3. Have quick showers.
4. Use low-flow showerheads.



How Reducing, Reusing and Recycling Help Our Environment



Where to Start

Think about the effects that your daily life has on the environment. Are there things that you can do differently?

How Change Helps

- When we recycle **aluminum** instead of making 'new' aluminum, water and air **pollution** drops. It also cuts back on the use of energy.
- Recycling motor oil keeps some toxic substances from polluting the earth.



WORD STOP

1. **aluminum** (uh-loo-muh-num): a commonly used metal.
2. **pollution** (puh-loo-shun): the unwanted waste that is added to the environment.

Reducing, reusing and recycling means less disposal problems and less pollution!



ACTIVITY:

List materials in your home that can be reduced, reused and recycled.

STEP 1:

Think about the material in your home that:

1. adds waste.
2. can be used again.
3. can be recycled.

STEP 2:

Fill in the chart (on the next page).

PURPOSE:

The environment is everybody's responsibility. You can make a difference!

Material I can reduce (use less)

Example: *individual juice packages*

Material I can reuse (use again)

Example: *plastic grocery bags*

Material I can recycle (change and use again)

Example: *cans, plastic bottles*

Some Pointers

Reduce

Before you buy something, ask yourself:

1. Do I really need this?
2. Will I be able to use this for a long time? Is it durable?
3. Will I have to throw this away?
4. What will happen to this when I throw it away?
5. Is this packaged with a lot of plastic, paper or cardboard?

Reuse

Before you throw an item away, ask yourself if the item can be used in another way.

Recycle

Recycle *everything* you can! This includes glass, paper, plastic and aluminum cans. Buy items that come in recycled packages.



"Earth provides enough to satisfy every man's need, but not every man's greed."

~Mahatma Gandhi

ACTIVITY: Create a household plan of action to help the environment.

Explain how you will reduce, reuse and recycle in your home.

STEP 1:

Think about what you have learned about reducing, reusing and recycling.

STEP 2:

Think about ways that you can make a difference in your home.

STEP 3:

Create a Plan of Action by completing the chart on page 36.

PURPOSE:

Your Plan of Action will help you to make a difference.



"The earth is what we all have in common."
~Wendell Barry



My Household Plan of Action

| | |
|---|--|
| <p>Explain <i>why</i> you want to help the environment.</p> | |
| <p>Explain <i>what</i> you will do in your home to help the environment.</p> | |
| <p>Explain <i>how</i> this will make a difference.</p> | |

Me and My Home

Now that you have thought about ways to make your home healthier, happier, and friendlier to the environment, you are ready to observe how your home affects your everyday life.

ACTIVITY:

Pay close attention to the world around you to find examples of how your home affects your life.

STEP 1:

Reflect on what you know about homes.

STEP 2:

Observe the world around you for several days and take note of how your home affects your life (or others' lives).

STEP 3:

Answer the questions on the following page. Provide solid examples of what you observed about your home (or homes in general).

PURPOSE:

Learning is most valuable when you can apply it to your own life.

Where to find real-life examples:

1. Look at the people around you. Are their homes important?
2. Watch TV to see what kind of messages popular programs share about home life.
3. Look at your family and consider how they are affected by your home.
4. Observe how you act in your home. What does your home do for you?
5. Observe ways you or others help the environment from the home.

Me and My Home

REFLECTION

Provide solid examples of what you have observed in the past few days. How does your home affect your everyday life?

How do you feel about what you observed? Why do you feel this way?



What I Know Now



Go back to the beginning of this unit and look at the list of things you knew before you started. Describe what you know now. What have you learned?

Checking My Writing

Check your writing in this unit. Put a check mark next to each item that you have successfully completed.

| | |
|--|---|
| Sentences | ✓ |
| I put periods at the end of my sentences. | |
| I used correct spelling. | |
| My sentences are clear. | |
| My sentences are complete. | |
| Word Choice | ✓ |
| My choice of words is correct. | |
| Capitalization | ✓ |
| My sentences begin with a capital. | |
| I start months and days with a capital. | |
| I start names of people and places with a capital. | |

Reflecting on How I Wrote:

| | |
|--|---|
| Checking for Clarity | ✓ |
| I have thought about what I wanted to say. | |
| I focused on what I wanted to say. | |
| I read over what I wrote. | |
| I checked each sentence to see that it is clear and concise. | |
| I had someone read over my writing to make sure that is clear. | |



Around the Home

Learning Checklist

Check off each item on this list that you can do as “ACHIEVED”. If you feel that you have to improve on something, check “IN PROGRESS”. Review your Learning Checklist with your tutor.

| COMPETENCIES What I can do. | IN PROGRESS | ACHIEVED |
|--|------------------------|-----------------|
| 1. I can list words about the home. | | |
| 2. I can explain what a home is. | | |
| 3. I can describe a well-managed home. | | |
| 4. I can describe changes I want in my home. | | |
| 5. I can list my household tasks. | | |
| 6. I can make changes to my household tasks. | | |
| 7. I can think about ways to improve my home life. | | |
| 8. I can prepare for reading by looking at the title and pictures of an article. | | |
| 9. I can write about what I read. | | |
| 10. I can identify new words when I read. | | |
| 11. I can find the meaning of new words. | | |
| 12. I can reflect on what I read. | | |

| COMPETENCIES What I can do. | IN PROGRESS | ACHIEVED |
|---|------------------------|-----------------|
| 13. I can define “hazardous”. | | |
| 14. I can find hazardous products in my home. | | |
| 15. I can identify symbols on warning labels. | | |
| 16. I can store hazardous products in a safe place. | | |
| 17. I can use hazardous products in a safe way. | | |
| 18. I can explain how smoke alarms save lives. | | |
| 19. I can check my smoke alarm. | | |
| 20. I can find two emergency escapes in every room. | | |
| 21. I can create a fire escape plan. | | |
| 22. I can practice a fire escape plan. | | |
| 23. I can explain how to prevent fires in the home. | | |
| 24. I can define “reduce”. | | |
| 25. I can define “reuse”. | | |
| 26. I can define “recycle”. | | |
| 27. I can explain how reducing, reusing and recycling can help the environment. | | |
| 28. I can explain how to save water. | | |
| 29. I can list materials that can be reduced, reused or recycled. | | |

| COMPETENCIES What I can do. | IN PROGRESS | ACHIEVED |
|--|------------------------|-----------------|
| 30. I can create a household Plan of Action to help the environment. | | |
| 31. I can make changes to my writing. | | |
| 32. I can connect what I learned to my life. | | |
| 33. I can look around me for examples of what I have learned. | | |
| 34. I can observe how my home affects my life. | | |
| 35. I can write about what I observe. | | |
| 36. I can keep track of my learning in a journal. | | |

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