

# Lesson Plan 1

## Time

- 5 minutes for introduction
- 10 minutes for group work
- 5 minutes for presentation

## Materials/Resources

- Chart paper
- Magazines
- Glue sticks

## Teaching/Learning Activities



20 Minutes

### What's in my home?

- Divide the class into small groups of four or five students and give each group a piece of chart paper, a collection of magazines, scissors and glue sticks.
- Ask the students to create a collage of pictures that represent items found in their homes.
- Provide students with some examples to get them started including tangibles such as furniture, family or pets, as well as non-tangibles such as fun, laughter, and love.
- After students have had time to create their collages, bring the class back together and have groups present their collage to the class, pointing out key elements/ideas from their work.

# Lesson Plan 2

## Time

- 5 minutes for introduction
- 10 minutes for group work
- 5 minutes for presentation

## Materials/Resources

- Chart paper
- Markers/pens

## Teaching/Learning Activities



20 Minutes

### House vs. home brainstorm

- Divide the class into small groups of four or five students and provide each group with a piece of chart paper and a marker/pen.
- Ask one student to be the recorder for the group (this student is responsible for writing down the group's ideas) and another to be the reporter (responsible for sharing the ideas later with the class as a whole).
- Instruct recorders to divide their sheet in two by drawing a line down the middle — one side with a title "House", the other with "Home".
- Ask students to brainstorm the characteristics of both "house" and "home", highlighting what distinguishes one from the other. For example, a "house" is a physical structure with a roof, walls, furniture, etc. A "home" involves family, love, holidays, etc.
- After students have had time to create their lists, bring the class back together to share.
- One by one, ask the reporters to present their group's list.
- Teachers should create a list on the board that compiles the various answers from the class.

# Lesson Plan 3

## Time

- 5 minutes for introduction
- 30 minutes for group or lone work
- 10 minutes for class discussion

## Materials/Resources

- Story from [www.habitat.ca/stories](http://www.habitat.ca/stories)
- Main idea and evidence worksheet
- Writing utensils

## Teaching/Learning Activities



45 Minutes

### The importance of a safe home

- The goal of this activity is to encourage students to identify the main point of the story, analyze how the author uses evidence to support it, and learn about Habitat's mission and the significance of having a safe and secure home.
- Introduce the vocabulary, "main idea", "reasons", "evidence", and "support".
- Model how to support a main idea with details.
- Tell students you are going to prove your idea that (name of your school) is the best school in the world! Display this sentence and label it, "main idea".
- Ask students to give you reasons to support why it is the best school. Record three of their answers and label them, "reason or evidence."
- Students can work on their own, in pairs, or in groups to find evidence in the story to support the main idea. You can find a story at [www.habitat.ca/stories](http://www.habitat.ca/stories).

# Main idea and evidence worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

**Main idea**

**Reason or  
evidence #1**

**Reason or  
evidence #2**

**Reason or  
evidence #3**

**The author of this article makes a good point!  
Explain how the main idea is shown and supported.**



# Lesson Plan 4

## Time

- 5 minutes for introduction
- 15 minutes for group or lone work
- 5 minutes for class discussion

## Materials/Resources

- Rylan's story "If Home Were the 5 Senses"
- Sensory poem worksheet
- Writing utensils

## Teaching/Learning Activities



25 Minutes

### Five senses writing activity

- The goal of this activity is to have students think about their five senses and how they can relate them to the meaning of home.
- Introduce the five senses: touch, sight, sound, taste, and smell.
- Discuss how these senses can make you feel emotions (hearing a certain song can make you happy or sad, feeling your mother's hug makes you feel safe, etc.).
- Have students close their eyes and think about their favourite thing about home.
- Have students draw the object on the worksheet in the provided box.
- Then have them work on their own to describe the object using the five senses.
- And finally have them describe the emotions they feel when they think about this object and why.
- Bring the class back together to discuss the activity and read them the grade 5 grand prize winning entry from the 2022 Meaning of Home contest "If Home Were the 5 Senses". You can read this [online by clicking here](#) (or go to [meaningofhome.ca/page/winners2022](https://meaningofhome.ca/page/winners2022)) or email [meaningofhome@habitat.ca](mailto:meaningofhome@habitat.ca) to request a hard copy.

# Sensory Poem Worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_

**Think of an object that reminds you of home. Draw it below**

**Describe the object.**

**I see...**

**I feel...**

**I smell...**

**I taste...**

**I hear...**

**Describe your emotions when you think about this object.**

# Lesson Plan 5

## Time

- 10 minutes for class discussion

## Materials/Resources

- Habitat for Humanity Canada fact sheet

## Teaching/Learning Activities



25 Minutes

### Lessons: Community involvement

- Following the introductory activities outlined previously, pose the question to the class: "What is special about your home? Explain the meaning of 'home' to you personally".
- Introduce the idea that some families in your community do not have a safe, decent and affordable place to call home. Using the Habitat for Humanity Canada fact sheet, provide a brief background on housing challenges in Canada. To find out more about projects in your community, go to [habitat.ca](https://www.habitat.ca) to find a local Habitat for Humanity near you.
- Begin a class discussion about ways students can get involved in their community. This can either be a class brainstorm or lecture-style. Using the Getting Involved in Your Community Fact Sheet, point out ways in which students can give back to their community — from gathering food for the food bank, to participating in clothing drives, and the Meaning of Home contest.
- Provide a brief introduction to Habitat for Humanity, using the Habitat for Humanity Canada fact sheet.

# Habitat for Humanity Canada fact sheet

## Canada's affordable housing crisis

- Homeownership has become too far out of reach.
- That's because a shortage of housing supply and rising construction costs have driven up home prices. As mortgage rates have increased, borrowing money to buy a home has become more expensive.
- Incomes have not kept pace with the rising cost of housing, food, clothing and transportation, making it very difficult to save for a downpayment.

## Habitat for Humanity Canada

- Habitat for Humanity Canada was founded in 1985 and is a national, non-profit organization working toward a world where everyone has a safe and decent place to live.
- Habitat for Humanity brings people together to build homes, communities and hope.
- In Canada, Habitat for Humanity is comprised of local Habitat organizations working in every province and the North.
- Since 1985, over 8,500 people have benefited from affordable homeownership through an ongoing partnership with Habitat for Humanity in Canada.



## Habitat for Humanity programs

- Habitat for Humanity Canada helps individuals and families in need of a safe and decent place to live access affordable homeownership.
- Habitat Canada is able to do this because we build our homes at the lowest cost possible, with donations of funds, products and labour.
- Habitat Canada's Global Village program is a volunteer program that sends Canadians around the globe to build alongside families who don't have a decent and affordable place to live.
- Habitat Canada's Every Youth Initiative is a youth skills program that provides hands-on learning opportunities that equip young people with valuable construction experience while helping them give back in their communities.
- Habitat ReStores are building supply stores that accept and resell quality new and used building materials. They generate funds to support Habitat's building programs, while reducing the amount of materials that are headed for overflowing landfills!

To learn more about how we help, visit [habitat.ca/how-we-help](https://www.habitat.ca/how-we-help).



# Tip sheet:

## Talking to students about community involvement

### Overall talking points

- According to the Canada Survey on Giving, Volunteering and Participating, Canada's youth are the volunteering generation.
- The study indicated that Canadian teenagers between the ages of 15 and 19 are more likely than those in any other age group to volunteer.
- Statistics show that youth who have early, positive volunteer experiences are more likely to volunteer as they get older.



### Volunteering starts at home

- Kids can begin by volunteering at home — help set the table, wash dishes, or read to a younger sibling.
- Children can also accompany their parents as they help out their neighbours by watering their plants or collecting their mail while they are away.
- Start local — kids can volunteer to rake leaves or garden for an elderly neighbour.

### Benefits of volunteering

Along with the experience of giving back to the community and helping others, youth volunteers also benefit in other ways:

- They discover their strengths and talents.
- They develop critical thinking and teamwork.
- skills. They build self-esteem and confidence.
- They feel needed and valued.





# Lesson Plan 6

## Time

- 5 minute for introduction
- 25 minutes independent writing time

## Materials/Resources

- Word search
- Writing tips sheet

## Teaching/Learning Activities



30 Minutes

### Lessons: Community involvement (Continued)

- After providing a brief lesson on “Community Involvement”, tell students they also have an exciting opportunity to help a family in need of safe, decent and affordable housing by writing a composition, essay or poem on what home means to them, which will ultimately help to fund a Habitat for Humanity build in their community.
- Inform students of the contest, including requirements and prizing, and let them know they will be completing a writing assignment that can be submitted to the contest
- Give students class time to work independently on their writing assignment — they can use the writing tips sheet to help.
- Plan to have a period of peer-editing, either on the same day or following day, depending on individual class time frames
- Collect writing assignments and work with students to submit their entries, either online if computer/internet is available, or by mail.
- If students finish early, they can also work on the word search.

# Meaning of Home

T A T I B A H G N I D L I U B S P W R H  
G V S R M H Y U N C V D D R H S S J S P  
B K F A R I Y I C Q Y G N O C L M A C K  
G V Y B N C Q O E Z P M D E E V F T G Z  
U S R H O M E E C N E D N E P E D N I O  
H X J T M P M J P O Z J P B T S K J M F  
X A C C E S S I B L E V W Y X V R F B X  
M M I Y R E T L E H S Z C S B D T T J X  
V H C O M F O R T A B L E Q A Y F A X F  
R O P D T C H I L D R E N P M N H A P U  
K I M L O V E Z Y G N Q K E B U T N Z N  
Q Z Y X H T C S K B R B W K M T N G I L  
G I L H Y B R F S F W P H A F W G Z T K  
T S I B T I I E F D W G N E L H U X Y J  
Q T M P D L I W K N O I U M T O G S Z H  
V N A Q Y R A M M G T C C D X S N I F V  
P P F K O B V E X Y T I L I B A T S Z R  
B D W M D L I Y H U Q Y Z O S U A R I I  
E R E M I Q R K V H P N P M T D R I J G  
P M G D H T K O E A B G P Y S B N Q I H

HABITAT  
HUMANITY  
HOME  
STABILITY  
INDEPENDENCE  
SAFETY

SHELTER  
BUILDING  
LOVE  
FAMILY  
MEMORIES  
FUN

SLEEP  
HEALTHY  
COMFORTABLE  
CHILDREN  
ACCESSIBLE

# Meaning of Home

H G K G R L B A L R E B U I L D E S U K  
P F V T F G R Y T P P Y T I N A M U H O  
B I O Q E D H U Q Y W O I N F D E H L P  
J D L O L P B G Q M Q G P C R T M K W Z  
X Z U O W S K Q B K U G I P I V K O N W  
D N N T F O C J S U P P O R T L P M K Z  
H G T P I H S R E N T R A P D W I Z C T  
A W E I E S E N T G U T D T N P G O V S  
Y M E E L B A D R O F F A E M T M R A E  
L Z R X K G Z T Z K R V I O Q M P E U R  
E P T T C O Q X X H G G X N U D K W B V  
Y T I U Q E C U E Z H G O N L I P O E I  
Q F A Y H B N H C B R Z I I K K L P S C  
B B E C O T G B O X U T U P E K Z M Q E  
N O I T A D N U O F Y B H V D O E E I E  
O R T E T B R U W J R K O Z O S E E Z O  
V K G B H N J Q M S Z L P I V H V Y D S  
R D Q P D N A E X Q S Q E Y K U Q S A H  
I T K N P P U T Z U I H D A N B A I Z H  
E O Z Y J Y V S L B T O I H M V D N A L

VOLUNTEER  
COMMUNITY  
LOVE  
BUILD  
HOPE

EQUITY  
PARTNERSHIP  
FOUNDATION  
SUPPORT  
AFFORDABLE

HUMANITY  
EMPOWER  
REBUILD  
NEIGHBOUR  
SERVICE





**With the right words, you can change the world.**

E.B. White, *Charlotte's Web*

## Writing tips

Here are some tips to get you started:

### 1. Read, Read, Read

The more you read the better you'll write.

### 2. Brainstorm

Start by writing a list of memories or descriptive words that represent what "home" means to you.

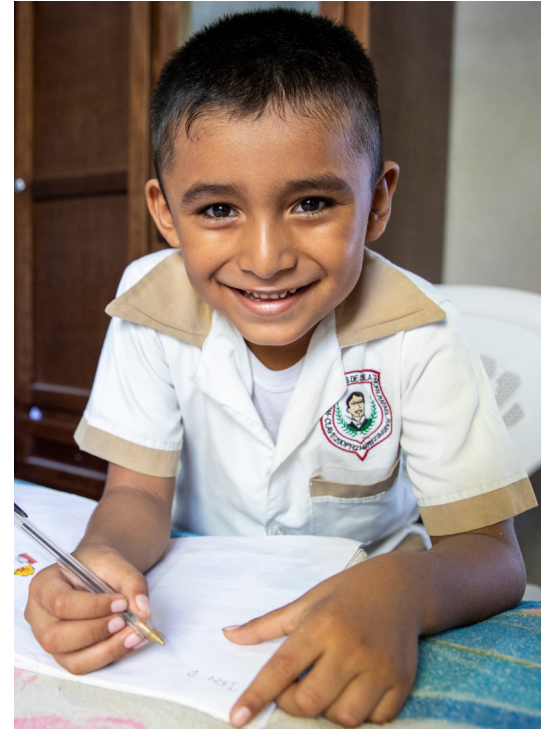
### 3. Write about a topic you know

Look around for inspiration and ideas.

### 4. Edit your work

Once your story is complete, it's time to edit your work! Follow these helpful tips:

- Read your story out loud to find mistakes as missing words.
- Ask a friend, family member, or teacher to read your story.



## Checklist

Here's a checklist of things to look for when editing your story:

- Is every paragraph indented at the beginning?
- Do all sentences begin with a capital letter?
- Do all sentences in your story make sense?
- Does your story have a variety of long and short sentences?
- Is there a variety of words in your story?
- Did you use descriptive words?
- Do you repeat a certain word too many times?
- Is the spelling correct? (Be careful of words that sound the same but have different meanings. For example: 'no' and 'know')
- Will the reader understand what the meaning of home means to you?
- Does the story have a good title?