



KEEPER CONVERSATIONS: A GATHERING OF COMMUNITY VOICES

Contemporary Safety Issues in First Nations Homes (Grade 8)

By listening to housing professionals Dorothy Naveau (FNHP), Tiffany Boyd (FNHP), and Sharon Stoker and by engaging with these resources, learners will understand safety issues First Nations people may experience in their homes. The resources are connected to the Keeper of My Home program, which teaches children and youth about caring for a home.

Inquiry Question

- How can I address contemporary First Nation housing issues?



► To learn more, visit:

- https://fnhpa.ca/Classroom_Content.html
- https://fnhpa.ca/Keeper_of_My_Home_Learning_Resource.html



Resource #1: Contemporary Safety Issues in First Nations Homes Video (Grade 8)

In this video, housing professionals Dorothy Naveau (FNHP), Tiffany Boyd (FNHP), and Sharon Stoker share their knowledge and experience of different safety issues First Nations homes face today. They discuss the causes of some of these issues and how to mitigate or fix them.

► Materials Needed

- chart paper (optional)



► Facilitator Tip

Learners may share many different ideas about homes. Personalizing the conversation may reveal some difficult living situations learners may not have control over. Provide time and space for respectful sharing in your lesson.

Instructional Strategies

- **Before the lesson:** Write “Safety” on the board or on a piece of chart paper. Ask learners to brainstorm how they can keep their homes safe and write their ideas on the board or chart paper. Try to keep the conversation general and focus on manageable safety issues, such as cleaning clutter off the floors.
- **After the lesson:** Encourage learners to think about the information shared in the video. Have learners revisit the previous conversation and encourage them to add anything new they learned from the video.





Resource #2: Creating a Fire Safety Plan Handout (Grade 8)

In this handout, learners create a fire safety plan. They will consider what safe exits are available in each room of their home and research fire tools that can help prevent the spread of fires.

► Materials Needed



- Internet-connected devices

Instructional Strategies

- **Before the lesson:** Unlock learners' prior knowledge by starting with a class discussion on fire safety. Ask learners to share what they know about fire prevention and what they should do if they see a fire.
- **During the lesson:** In Part 2 of the handout, consider showing learners how to identify safe fire exits. You can do this by identifying what fire exits are available in your room. Mention that a safe fire exit is both nearby and unobstructed.
- **After the lesson:** Facilitate a discussion on the fire safety tools. Gauge whether the information learners found online is sufficient.
- Optional: Encourage learners to share their 3-2-1 reflection with you or with another learner. Encourage learners to discuss the new information they learned.



► Sample Answers

Tool	What they do	How you use them
Smoke Detectors and Carbon Monoxide Alarms	Detect and alert you to smoke or dangerous levels of CO ₂ .	Install in ceilings or walls and test monthly.
Fire Extinguishers	Put out small fires by releasing fire suppressants.	Pull the pin, aim at the base of the fire, and squeeze the handle.
Fire Blankets	Put out small fires by removing the oxygen supply.	Place over a fire or wrap around an object that's on fire.
Escape Ladders	Provide a safe exit from the upper floors of a home or building.	Secure to a window and extend downwards.



Resource #3: Safety in the Home (Grade 8)

In this handout, learners will work towards creating a safe home environment by considering potential dangers and ways of preventing them. Learners will also conduct an interview to learn more about home safety and set a home safety goal.

► Materials Needed



- chart paper (optional)

Instructional Strategies

- **Before the lesson:** Consider reaching out ahead of time to trusted members of your community who learners can interview. This can support learners who may not have someone they can interview.
- **During the lesson:** Remind learners of any interview Protocols in your community. Consider having learners do mock interviews to practice before performing the actual interview.
- **After the lesson:** Check in periodically to see if learners have completed or are close to completing their home safety goal.



► Facilitator Tip

Part of this handout invites learners to share their knowledge through a Talking Circle. Please guide learners through learning the Talking Circle Protocols in your community. Consider having the Protocols displayed where they can see them.



► Sample Answers

Room	Potential Danger	How to Prevent It
Bedroom(s)	Clutter causing tripping hazards.	Clean up and make sure floors are clear.
Bathroom(s)	Slippery floors.	Use non-slip mats.
Dining Room and Kitchen	Sharp objects.	Store knives properly and keep them out of reach of children.
Living Room	Lit candles could catch fire.	Don't leave lit candles unattended.
Hallways and Other Areas	Loose cords.	Secure loose cords so they are out of the way.