



Lesson Overview

Title: Introduction to Homelessness

Grade Level

7-8

Lesson Type

Individual

Duration

Subject

Social Studies

Skill(s) Developed

Critical Thinking
Creative Thinking
Communication



Topic: What is Homelessness?

Learning Goals :

By the end of this lesson, learners should be able to answer the following questions: What does *home* mean to you? What do you need in order to “feel at home”? And what does it mean to be homeless?

Materials Needed:

- Pencils/Markers
- No fixed address activity worksheet (included)
- Mind Mapping activity worksheet (included)
- SBP Discuss and Reflect activity worksheet (included)
- Evaluation Rubric(s): Critical Thinking Skills, Creative Thinking Skills

Prerequisites

Pre-lesson Activity: No fixed address



INTRODUCTION TO HOMELESSNESS

LESSON PLAN: 7-8

OBJECTIVE

Understand what homelessness is

PREPARATION

To prepare yourself and the learners for the lesson please see the **Teacher's Glossary** for explanations of concepts related to homelessness, at risk homelessness and hidden homelessness, as well as intersectionality. Additionally, instructor should review all resources and discussion questions to provide additional understanding to learners. (see resources).

ACTIVITIES

- Pre-lesson Activity: No fixed address
- Activity 1: Mind Mapping
- Activity 2: Discuss and Reflect

RESOURCES

[No fixed Address - Audible book](#)

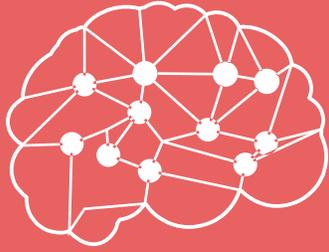
Teacher's Guide- The teachers's guide provides and introduction the the shoebox project lessons. This includes information about The Shoebox Project, why it matters and the learning objectives for these lesson plans. Please [click here](#) for details.

LESSON OUTLINE

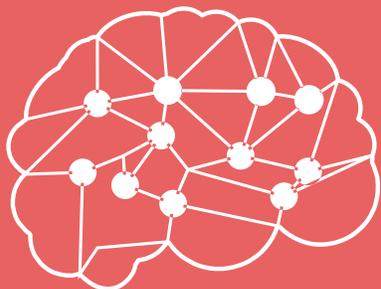
1 Instructor will begin this lesson with **Pre-lesson Activity** : No fixed address. Instructor and learners will read the story 'No fixed address' by Susan Neilson followed by the discussion questions below. Next, instructor will complete **Activity 1**: One Step Forward. **2** Follow up the initial activity with the discussion questions before having each learner individually complete **Activity 2: Mind Mapping** , followed by **Activity 3: Discuss and Reflect**. **3** Complete all activity discussion questions **4** Instructor should follow up this lesson with **Introduction to Homelessness, part 2**.

EVALUATION

- **Evaluation Rubric(s):** Critical Thinking Skills, Creative Thinking Skills, Communication skills



Activity



Pre-lesson Activity: No Fixed Address

Grade Level

7-8

Subject

Social Studies

Lesson Type

Class Activity

Skill(s) Category:

Analyzing
Brainstorming

Duration



Topic: Introduction to Homelessness

Materials Needed:

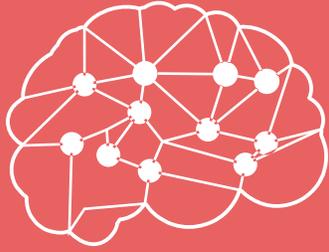
- No fixed address - Audible book
- No fixed address discussion questions (included)

Instructions :

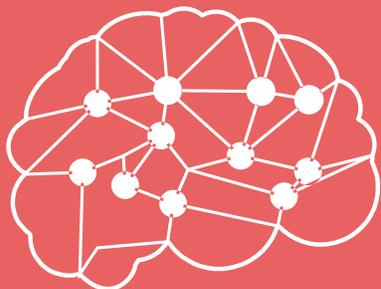
1. The pre-lesson activity begins with a class reading of Susan Neilson's 'No fixed address'
2. Once read, instructor will follow up with the discussion questions below.
3. Instructor should refer to the Teacher's glossary for additional definitions and resources.

Discussion Questions:

- 1) Felix tells the story of Astrid's childhood and her life up till now. What events from her past do you think have contributed to her situation in the novel? What could she have done differently, if at all?
- 2) We aren't told until half-way through the full story of Felix's dad, Daniel. Why do you think Felix takes so long to tell the reader about him?
- 3) What scene most stands out to you?
- 4) Discuss Dylan and Winnie, Felix's two very different friends. In what ways are they similar and different?
- 5) Felix finds Winnie deeply annoying when he first meets her at school, and tries to avoid including her to begin with. Discuss how his feelings towards her change throughout the book.
- 6) No Fixed Address has many characters who turn out to be very different to what Felix or the reader thinks at first. Compare one main character and one minor character and the ways in which they defy expectations when we learn more about them.
- 7) No Fixed Address takes a look at the lives of the 'hidden homeless' – the people who are without a permanent home and are just about finding alternatives to sleeping rough on the streets. What aspect of Felix's precarious existence would you find hardest to deal with?
- 8) How do you think Felix's experience living in a van will inform his adulthood? 9) What was the funniest scene to you?



Activity



Title: Mind Mapping

Grade Level

7-8

Lesson Type

Individual Activity

Duration


15 - 20 min.

Subject

Skill(s) Category:

Introduction

Analyzing

Compare and Contrast

Brainstorming

Topic: Introduction to Homelessness

Materials Needed:

- Pencils/Markers
- SBP Mind Map included)
- Chart Paper (optional)

Instructions :

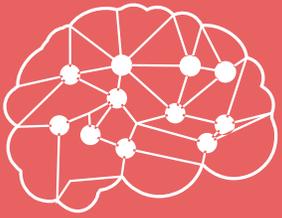
1 Print and handout a copy of the SBP mind mapping template to each learner

2 Using the mind map , the learners will brainstorm ideas, definitions or words associated with the following question: What does it mean to be homeless?

3 Once complete , each learner will present their ideas to the class and instructor will follow up with discussion questions 1 and 2.

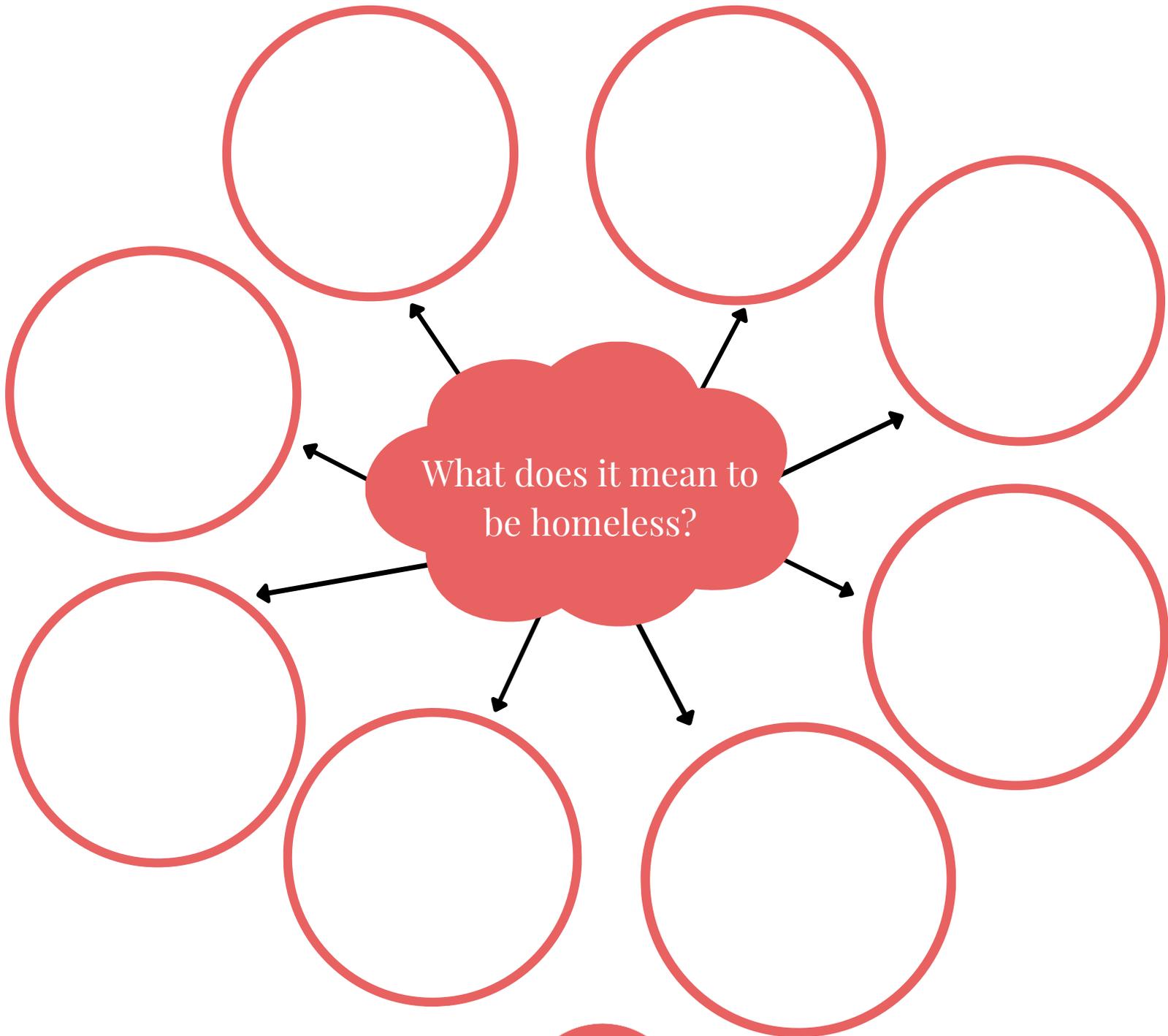
Discussion Questions:

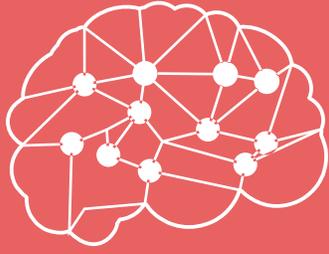
1. What does home mean to you?
2. What are the things that my home provides that makes it feel like home?



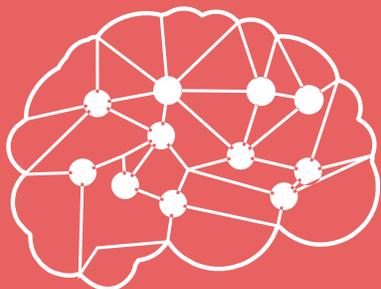
SHOEBOX PROJECT : MIND MAP

Instructions: Use the mind map below to fill in the blanks.





Activity



Title: Discuss and Reflect

Grade Level

7-8

Lesson Type

Class/Individual Activity

Subject

Social Studies

Skill(s) Category:

**Analyzing
Writing or Typing**

Duration



20-25 min.

Topic: Introduction to Homelessness

Materials Needed:

- Pencils
- SBP Reflection template (included)

Instructions :

1 As a class, discuss questions 1-3.

2 Once the class discussion is complete , print and handout a copy of the SBP reflection template.

3 Learners will complete the reflection questions using the SBP reflection template.

Discussion Questions:

1. How might being homeless affect someone's life?
2. What does homelessness look like?
3. What is the difference between at risk and hidden homelessness?

[See teachers glossary]





Glossary



Grade Level

7-8

Subject

Social Studies

Lesson Title

Introduction to Homelessness

Description

The glossary section provides definitions, explanations and resources for the lesson.

DEFINITIONS

Homelessness

Being homeless means not having a stable or safe place to live. Homelessness can include:

- Couch surfing
- Sleeping outside
- Living or sleeping in a car
- Staying in a shelter, hostel or refuge
- Living in an abandoned house or building
- Staying in overcrowded housing
- Living in temporary accommodation

Being homeless means not having a stable place to live, not feeling safe, not having privacy and not having control over your living arrangements. [Kids Help Phone](#)

At-Risk Homelessness

The term “at risk of homelessness” means, with respect to an individual or family, that the individual or family—

(A) has income below 30 percent of median income for the geographic area; (B) has insufficient resources immediately available to attain housing stability; and (C) (i) has moved frequently because of economic reasons; (ii) is living in the home of another because of economic hardship; (iii) has been notified that their right to occupy their current housing or living situation will be terminated; (iv) lives in a hotel or motel; (v) lives in severely overcrowded housing; (vi) is exiting an institution; or (vii) otherwise lives in housing that has characteristics associated with instability and an increased risk of homelessness.

Such a term includes all families with children and youth defined as homeless under other Federal statutes. [Click here](#) for more information

Hidden Homelessness

Hidden homelessness refers to people who are “provisionally accommodated.” It refers to people who live temporarily with others, without the guarantee for continued residency or an ability to access permanent housing. A term used a “couch surfing” is used to describe people who are staying with relatives, friends, neighbors or strangers because they have no other option. It is important to keep in mind that these are not a sustainable long-term living arrangement. This population is considered to be “hidden” because they usually do not access homeless supports and services even though they are improperly or inadequately housed.

Evlaution rubrics- [Click here](#) to download