



Lesson Overview

Title: Introduction to Homelessness 2

Grade Level

7-8

Lesson Type

Group Activity

Duration

Subject

Introduction

Skill(s) Developed

Critical Thinking Skills



1-1.5 hr

Topic: What Causes Homelessness?

Learning Goals :

By the end of this lesson learners will begin to understand the concept of intersectionality by exploring differences and identity values, and explore the general causes of homelessness, through various instructor-led activities. Instructor should follow up this lesson with : **'Introduction to The Shoebox**

Project! Materials Needed:

- One step forward activity worksheet (included)
- The Dilemma pt. 1 and 2 activity worksheets (included)
- Evaluation rubric(s): Critical Thinking Skills, Creative Thinking Skills , Collaboration Skills

Prerequisites

Introduction to Homelessness



INTRODUCTION TO HOMELESSNESS 2

LESSON PLAN: 7-8

OBJECTIVE

Understanding different causes of homelessness

PREPARATION

To prepare yourself and the learners for the lesson, instructor should review the **Teacher's glossary** at the end of this lesson for definitions/explanations related to intersectionality, identity values, and general causes of homelessness including poverty, natural disasters, lack of resources etc.

ACTIVITIES

- Activity 1: One Step Forward
- Activity 2: The dilemma
- Activity 3: The dilemma pt. 2

RESOURCES

Teacher's Guide- The teachers's guide provides an introduction to 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.

OUTLINE

1 Begin the lesson by asking the learners to think about what makes them unique. Ask :What makes the life you live different from others? **2** Instructor will assign **Activity 1: One Step forward** to introduce the learners to the concept of intersectionality , and identity values. **4** Once complete , instructor will complete **Activity 2 and the 3: The dilemma pt. 1 and 2** , to introduce learners to concepts related to poverty, accessibility and its connection to homelessness. **5** Instructor should follow up this lesson plan with **Introduction to the Shoebox Project**.

EVALUATION

After the completion of the pre-lesson activity, and activity 1-2, instructor may use the Evaluation rubrics to assess learning goals.

Evaluation Rubric(s): Critical Thinking Skills, Creative Thinking Skills, Collaboration Skills



Activity



Title: One Step Forward

Grade Level

7-8

Lesson Type

Class Activity

Subject(s)

Social Studies

Skill(s) Category

Analyzing

Duration



Topic: Introduction to Homelessness 2

Materials Needed:

- Chart Paper (optional)
- Marker (optional)
- One Step Forward activity worksheet

Instructions :

1. Begin the activity by explaining to the class that our differences make us unique individuals. We might not all like the same things or live similar lives, and that's okay!
2. Explain the concept of intersectionality and how it leads us to experience life in different ways, with discussion question 1
3. Have students stand in a straight line next to each other (you may have to move items around to make space)
4. Students will follow the instructions in the 'One step forward' worksheet to complete the activity.
5. Follow up the activity with discussion question 2 and 3.

Discussion Questions:

1. What makes you/your life unique. - either in a positive way or in a challenging way.

Introduce the concept of intersectionality and its relation to privilege and experiences in our everyday lives. [Click here for more information.](#)

2. How can intersectionality affect our individual lives?

Explain: Some of these steps forward were not because of choices you made (like if you have brown hair or if you wear glasses). Some of these differences are beyond our control. Similarly, some people have differences that make getting a great job or housing more difficult than others. Think about someone who is experiencing homelessness. Consider the various obstacles they may have faced in their life that were beyond their control.

3. Why do you think some people live a more privileged life than others?

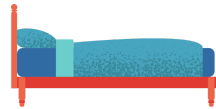
One Step Forward

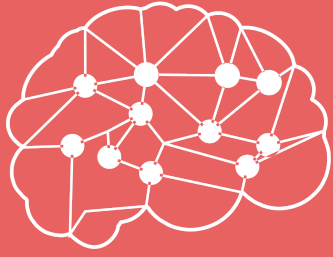
Instructions:

Facilitators will line each member of the group next to each other on a taped/roped line. Facilitators will ask a series of questions that get more “serious” in nature as the game goes on. Learners will step forward if the statement applies to them. Follow up activity with discussion questions/ analysis.

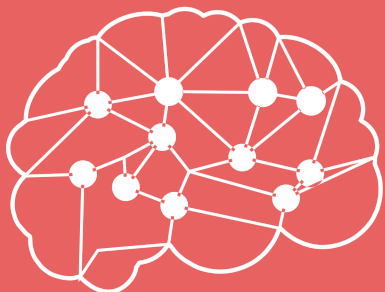
Take one step forward if...

- 1.... you are wearing glasses
- 2.... you speak more than one language
- 3.... you've ever lived in another country
- 4.... you share a bedroom
- 5.... you live close to school
- 6.... you have a pet at home
- 7.... your grandparents live with you
- 8.... you or your parents were born in a different country
- 9.... you have family in a different country
- 10.... you live in a house
- 11.... you live in an apartment
- 12.... you live in a condo
- 13.... you have more than one sibling





Activity



Title: The Dilemma

Grade Level

7-8

Lesson Type

Group Activity

Duration



Subject

Social Studies

Skill(s) Category:

Problem Solving
Decision Making
Team Building

Topic: Introduction to Homelessness 2

Materials Needed:

- Pencils
- SBP Dilemma template

Instructions :

- 1 Begin the activity by putting learners into pairs
 - 2 Print and handout a copy of the SBP Dilemma template to each pair.
 - 3 Learners will complete the worksheet and instructor will follow up with discussion questions
- 1 - 3.

Discussion Questions:

1. What is the most important item that you chose? Explain.
2. What items would you find most challenging to leave behind?
3. Do you think you could fit everything that you need to survive in your backpack?



The Dilemma

You and your family must leave your home. You are not sure if you'll ever be back. You only have 20 minutes to choose what to take with you. What you choose must fit into your backpack. List the items and explain why you chose them.

Item #1:

Explanation:

Item #2:

Explanation:

Item #3:

Explanation:

Item #4:

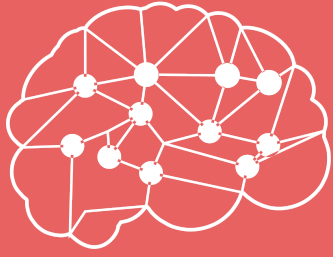
Explanation:

Item #5:

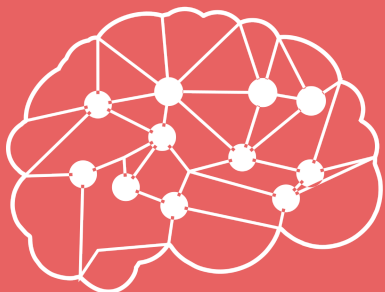
Explanation:

Item #6:

Explanation:



Activity



Title: The Dilemma Pt. 2

Grade Level

7-8

Lesson Type

Individual Activity

Subject

Introduction

Skill(s) Category:

**Problem Solving
Decision Making
Team Building**

Duration



Topic: Introduction to Homelessness 2

Materials Needed:

- Pencils
- SBP Dillema pt. 2 template

Instructions :

- 1** Begin the activity by reviewing Maslow's Hierarchy of Needs [see glossary], followed by discussion question 1.
- 2** Print and handout a copy of the SBP Dilemma pt. 2 template to each learner.
- 3** Learners will complete the worksheet and discuss answers as a class.

Discussion Questions:

- 1.** Why do you think physiological and safety needs make up the foundation of Maslow's pyramid?



The Dilemma Pt. 2

You've got mail! You just received notice of some overdue bills: Rent (housing), and Insurance (health). You also noticed a hole in your work shoes and you must replace them. You just checked the fridge and you are also running low on food. You only have enough to pay 2 out of 4 bills this week. Which 2 will you choose and and which 2 will you live without for now? Explain:



Glossary



Grade Level

7-8

Subject

Social Studies

Lesson Title

Introduction to Homelessness 2

Description

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

DEFINITIONS

[Click here](#) for more information on Maslow's Hierarchy of Needs

Intersectionality

Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.

[Click here](#) for more information

Identity Values

We can define our identity, by looking at the things that make up who we are, such as:

- Where we come from
- Religion
- Language
- Interests
- Hobbies
- Personality (how we express ourselves & our emotions)

To better understand who we are, we can start by looking at our values. Our values are ideas, beliefs and areas in life that are important to us. They could include things like:

- Honesty
- Kindness
- Determination
- Creativity

[Click here](#) for more information..

Poverty

Poverty can arise from systematic inequities in the economy and society, and is largely the result of factors (lack of work, low wages, or discrimination) beyond the control of individuals. Poverty occurs on a wide scale across race, gender, ability and citizenship status. It is clear that despite misconceptions of poverty and/or homelessness as individualized failures, the massive scale at which 1 in 7 Canadians experience poverty, signifies that it is a systemic problem that requires structural and systemic solutions.

Affordable Housing

In Canada, housing is considered “affordable” if it costs less than 30% of a household’s before-tax income. The cost of housing in almost every city across all provinces is so high that a person earning minimum wage cannot afford to rent a home. In major cities like Toronto, Ottawa and Vancouver, the wage needed to rent an average two-bedroom apartment is over \$25/hour. [Click here](#) for more information.

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