

CONCEPT MAP OF HOMELESSNESS UNIT

Living
Health
History
Background



TOPIC

Homelessness

TEAM

Museum of Homelessness

KEY STAGE

3

EDUCATING ABOUT HOMELESSNESS

Additional Information at museumofhomelessness.org

KEY LEARNING(S)

-) Social Issues
-) Sensitivity/Understanding

UNIT ESSENTIAL QUESTIONS

-) What is Homelessness?
-) How are you affected by homelessness?
-) How is homelessness changing?

OPTIONAL INSTRUCTIONAL TOOLS

-) PowerPoint
-) Testimonial Videos

LIVING

-) The housing crisis in England
-) Generation Rent

HEALTH

-) National Health Care
-) GP/ A&E

HISTORY

-) How the picture of homelessness has changed over time.
-) Common Misconceptions: discussion of myths

BACKGROUND

-) The statistics
-) SMD
-) Defining Homelessness
-) Possessions

KEY QUESTIONS

-) What is a home?
-) What does it mean to have a home?
-) What is 'Generation Rent'?

KEY QUESTIONS

-) What do you do when you get sick?
-) What would you do if you didn't have access to a doctor?

KEY QUESTIONS

-) What are homeless stereotypes?
-) How can these stereotypes be combated?

KEY QUESTIONS

-) What are the different types of homelessness?
-) What possessions mean the most to you?
-) What is your identity?

KEY TERMS

-) Rough Sleeping
-) Temporary Accommodation
-) The Housing (Homeless Peoples) Act
-) Local Housing Allowance

KEY TERMS

-) NHS
-) GP

KEY TERMS

-) Down & Out
-) Dossier

KEY TERMS

-) Squatting
-) Hidden Homelessness
-) Sofa Surfing
-) Identity

MATERIALS

-) The Housing Map of England- 1992

MATERIALS

-) NHS Card Testimonial
-) Healthcare Images


MATERIALS

-) Dossier's Bible
-) Glue Pony's
-) SHARE Publication

MATERIALS

-) The Hat Testimonial

Notes:

CONCEPT MAP OF HOMELESSNESS UNIT Living Health History Background		TOPIC	Homelessness
		TEAM	Museum of Homelessness
		KEY STAGE	4
EDUCATING ABOUT HOMELESSNESS Additional Information at museumofhomelessness.org			

KEY LEARNING(S)	UNIT ESSENTIAL QUESTIONS	OPTIONAL INSTRUCTIONAL TOOLS
<ul style="list-style-type: none">) Social Issues) Sensitivity/Understanding 	<ul style="list-style-type: none">) What is the extent of the homelessness problem in the UK?) How does it affect the community?) What can you do? 	<ul style="list-style-type: none">) PowerPoint) Testimonial Videos

LIVING	HEALTH	HISTORY	BACKGROUND
<ul style="list-style-type: none">) The price of owning a home in England today. 	<ul style="list-style-type: none">) The gravity of the problems that can stem from addiction. 	<ul style="list-style-type: none">) The age of homelessness through history.) Teen Homelessness 	<ul style="list-style-type: none">) Hard Edges Mapping
KEY QUESTIONS	KEY QUESTIONS	KEY QUESTIONS	KEY QUESTIONS
<ul style="list-style-type: none">) What is an ASBO?) How do ASBO's affect the homeless population? 	<ul style="list-style-type: none">) What are some of the consequences of addiction?) What is the real cost of addiction? 	<ul style="list-style-type: none">) How are teenagers affected by homelessness?) What is day to day life like as a homeless teen? 	<ul style="list-style-type: none">) What are causes for homelessness?) What does severe and multiple disadvantage mean?
KEY TERMS	KEY TERMS	KEY TERMS	KEY TERMS
<ul style="list-style-type: none">) ASBO 	<ul style="list-style-type: none">) Naloxone Kit) Addiction) Overdose 	<ul style="list-style-type: none">) Sofa Surfing) Dossier) Teenage Homelessness 	<ul style="list-style-type: none">) Severe and Multiple Disadvantage) Period Poverty
MATERIALS	MATERIALS	MATERIALS	MATERIALS
<ul style="list-style-type: none">) ASBO Testimonial 	<ul style="list-style-type: none">) Naloxone Kit Testimonial 	<ul style="list-style-type: none">) Tate testimonial publication) Snags & Hazards) Dossier's Bible 	<ul style="list-style-type: none">) SHARE Publication (excerpts)) Glue Pony's (excerpts)

Notes:

BACKGROUND



Subject

Homelessness

Prepared By

Museum of Homelessness

Key Stage

3/4

Overview

The purpose of this lesson is to expose students to stories and narratives of people who have experienced homelessness. Through poetry, and short stories students can reflect on what their views of the homeless are how their perceptions could change.

Goals

Students will be able to identify with people their own age who have or are experiencing homelessness in the United Kingdom. They will work on creatively interpreting the material that they read from the excerpts.

Materials Required

- PowerPoint (provided)
- Lined Paper

Additional Resources

- Glue Pony's Excerpts (KS4)
- SHARE Excerpts (KS3)

Teacher Guide

Student Goals

Goals		Students will read pieces from either publication for comprehension. The pieces are written by or about younger individuals who are/ were homeless.	Students will gain an understanding of other perspectives on homelessness from people who have been and still are homeless through creative writing.
Information		Excerpts from each publication are attached, they can be printed and handed out to students either randomly, or by choice having evenly distributed pieces.	
Introduction	5 Min	Introduce types of homelessness and background of homelessness. Give a background of each publication on Slide XX of the PowerPoint.	Students will have an understanding of the source of the pieces that they are reading.
Activity	20 Min	<ul style="list-style-type: none"> Break up into groups of five or six and have each person in the group pick a different poem. Each student will be the reporter on that poem, and will give feedback to the group as each poem is discussed. 	Students will be encouraged to participate in a small group to work on speaking in front of others as well as interpreting writing.
Summary	20 Min	Have all of the students who read the same poem then move together and discuss what they thought the poem meant- come up with a collaborative answer as to what the poems or stories meaning is and present it to the class.	They will have an understanding of different perspectives on homelessness from teens and young adults.

Rubric



	4	3	2	1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
Comprehension	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details	Answers lack the required detail or are incomplete.
Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Grammar	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct.	Work contained several spelling and grammar errors.	Work contains many spelling and grammar errors.

Curriculum Fit:

-) PSHE Living in the Wider World:
 - L3: the similarities, differences and diversities among people
 - L4: strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
 - L5: about the potential tensions between human rights, British law and cultural and religious expectations and practices
-) PSHE Health & Wellbeing:
 - 1: how to manage transition
 - H19: that identity is affected by a range of factors

Subject	Overview
<p>Homelessness</p> <p>Prepared By</p> <p>Museum of Homelessness</p> <p>Key Stage</p> <p>4</p>	<p>The purpose of this lesson is to explain the tremendous effects that drugs and alcohol can have on the community, both homeless and not. Students will also learn how an individual's drug abuse can affect friends and family and become a public health problem for society at large.</p> <p style="text-align: center;">Goals</p> <p>Students will be able to identify the use of Naloxone and the effects of addiction on the homeless community.</p>

Materials

- PowerPoint
- Poster Paper
- Pencils/ Markers

Additional Resources

- Naloxone Kit Testimonial Video
- BBC Class Clips: <http://www.bbc.co.uk/education/topics/z9982hv/resources/1>

Additional Notes

Additional information can be found at museumofhomelessness.org

Teacher Guide		Student Goals
Objectives	To encourage student understanding of the effects of drugs and alcohol, specifically opiates, on an individual and how a person's life changes with addiction.	Garner an understanding of opiate use/abuse and how it affects the body, as well as the ways that addiction shapes lives, particularly homeless.
Information	The testimonial in the video on Slide 5 of the PowerPoint details a man's experience with overdose and addiction and discusses a topic that may be difficult to discuss.	Students should gain an understanding of opiates and the physiological effects that the drug has on the body.
Introduction	15 min Create a safe space for this discussion by introducing rules, or understandings that will be held for the entirety of the lesson (i.e. nothing shared leaves this room, mutual respect, etc.).	Learn what the development of addiction does to the individual as well as the community.
Activity	20 min <ul style="list-style-type: none">) Break up into groups of four or five, and discuss what thoughts students had on the video.) Assign a scribe to each group, and have that person note what key discussion points were creating an anchor chart for the topic.) Bring the discussion to the entire class and have each group sum up key points that they thought were striking.) Hang the charts on the board, and compare the observations of each group. 	Further, students should understand the toll that opioid addiction takes on an individual- specifically a homeless person.
Summary	15 min <ul style="list-style-type: none">) From the collaborative discussion, create a singular chart that sums up the viewpoints of the students and what can be learned from the testimonial video.) What can students do? 	To understand perspectives of classmates about opioid addiction and be able to be open to other opinions. Become aware of the assistance that is out there for themselves or people they know.

	4	3	2	1
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Curriculum Fit:

-) NSES (Life Sciences) Health: the effects of recreational drugs (including substance misuse) on behaviour, health and life processes
-) PSHE Health & Wellbeing:
 - H24: the positive and negative roles played by drugs in society
 - H25: factual information about legal and illegal substances, including alcohol, volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.



Name: _____

Date: _____

Educating About Homelessness

Opioid PowerPoint Notes

Fill in the information on the worksheet as you learn about it in the presentation. Record any questions in the notes section on the bottom of the second page to ask during the class.

Naloxone Kit Testimonial Video

List three things that you found interesting about the video:

1.

2.

3.

Categories of Substances

List the 3 categories of substances: _____

Define each category:

Name

Definition

_____: _____

_____: _____

_____: _____



Opioids

Write each word or set of words listed below in the appropriate box, then connect which effects are present in each of the parts or systems in the body.

Body Parts	Effects

Spinal Cord, Slow Breathing, Limbic System, Pleasure/Relaxation, Brainstem, Decreased Pain

Naloxone

What does Naloxone do? _____

What is the brand name for Naloxone? _____

Summary

What did you learn from the video? _____

What more would you like to know? _____

Write one thing that you found interesting about this lesson and why you found it interesting:

Subject

Homelessness

Prepared By

Museum of Homelessness

Key Stage

3

Overview

With the current housing crisis in the country, and the shift from renting to owning, the picture of housing is quickly changing. This has led to a change in what people are able to afford with high housing prices.

Goals

Students will be able to identify the difference between a house and a home. As well as be able to understand the shift in housing tendencies in the United Kingdom in the last 40 years.

Materials

- PowerPoint
- Printable Worksheet
- Large Paper: enough for each group

Additional Resources

Additional information can be found at museumofhomelessness.org

Teacher Guide

Student Goals

Goals		To encourage student understanding of the changes in the housing market in the last 40 years in England. Students will be able to define what homes and houses are and how they differ.	Gain a deeper understanding for the meaning of home and how that word carries different meanings for different individuals.
Information		Print attached worksheet before the class period for activity 1. All other necessary information is in the PowerPoint titled Housing	
Introduction	15 min	Slides 3-5 in the PowerPoint that explain the shift in housing in the last 40 years from a rental to a buying market and how that changed the economy.	Students will gain a brief understanding of how the change in renting and buying has effected the economy and how it has changed the community.
Activity (1)	10 min	<ul style="list-style-type: none">) Students will define a house and a home individually on the provided worksheet.) They will then be able to collaborate with each other to create a collaborative definition of this by differentiated between the two nouns. 	They will be able to define both house and home and understand why they are two different words.
Activity (2)	10 min	<ul style="list-style-type: none">) Students will be handed income cards. On each card are an income, needs, location and distance to work. (write weekly salaries on index cards/ paper)) Students will choose a house or apartment that they would choose to live in.) They would then explain why on the worksheet. 	Students will learn what an income can provide them and what they would need/ want in a future house or apartment.
Summary	15 min	Conclude with key common understandings that the students came up with by creating an anchor chart that displays the common themes.	Students will be able to compile a chart that encompasses the entirety of the activities and the lesson.

RUBRIC



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Curriculum Fit:

) PSHE Living in the Wider World



Name: _____

Date: _____

Educating About Homelessness

House v. Home

Take a few minutes, and define the terms house and home in your own words. Come together as a class and create a definition for each, clarifying similarities and differences in the words.

	House	Home
Brainstorm Definition		
Class Definition		

Thought Box:



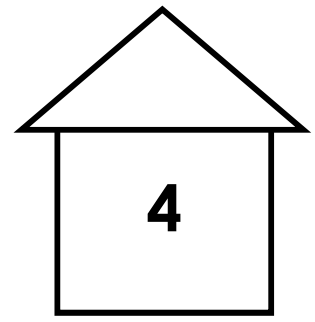
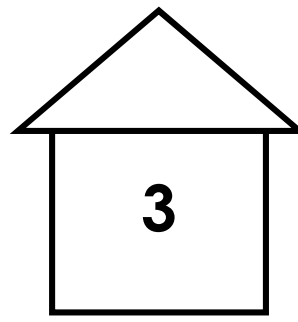
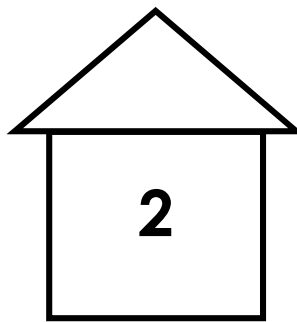
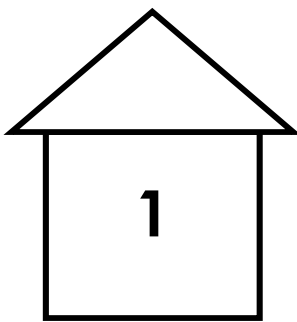
Name: _____

Date: _____

Educating About Homelessness

A Place to Live

Based on the card that you are dealt, choose a flat or house that fits your needs. Be mindful of the budget that you are given, as well as the other needs listed on the card.



Which house/flat would you choose? _____

Why did you choose this option?

What did you like/dislike about the option that you choose?

Thought Box:

Subject

Homelessness

Prepared By

Museum of Homelessness

Key Stage

3

Overview

The purpose of this lesson is to introduce what an ASBO is, and have students learn through role play the effects that displacement has on homeless individuals.

Outcomes

Students will learn what their daily basic needs would be as an individual who is homeless, and will discover what happens when an ASBO is issued.

Materials

- PowerPoint
- Worksheet
- Pencils

Additional Resources

- ASBO Testimonial
- <https://www.gov.uk/asbo>

Additional Notes

Additional information can be found at museumofhomelessness.org

Teacher Guide

Student Goals

Objectives		To convey the uses of ASBO's and how they are used in different areas. Encourage students to take on the mindset of a homeless person who has been issued an ASBO.	Students will learn to take on a role and make decisions from another perspective, while understanding the gravity of the topic being discussed.
Information		Split the room into areas provided on the list in the PowerPoint. The room will reflect a new area that students are displaced to, they will need to find shelter, food and healthcare as well as any other necessities.	
Introduction	15 min	Introduce what an ASBO is using the PowerPoint attached to this lesson. Following the background information, introduce the activity below.	Students will understand what an ASBO is and the laws surrounding them.
Activity	20 min	<ul style="list-style-type: none">) Assign students a number between 1 and 4.) Distribute the "Where would you go?" worksheet, read the instructions to the students, and let them answer the first set of questions (5 min).) Discuss the answers, taking a few examples for each question.) Introduce the role play activity and ask students to move throughout the room and rank the level of need for each of the locations (shelter, food, showers, etc.)) Ask why they ranked as they did. 	Students will analyze the basic human needs from a homeless perspective, then prioritizing those needs as if they were in the role of a homeless person who had been displaced.
Summary	15 min	<ul style="list-style-type: none">) Give students 5 minutes to reflect on the activity, then bringing the group together to discuss what their thoughts were on the difficulty of the exercise and what they thought was the hardest part. 	Students will reflect on the activity, and understand how to empathize with homeless individuals who had been in this situation.

RUBRIC



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Curriculum Fit

) PSHE Living in the Wider World:

- L5: about the potential tensions between human rights, British law and cultural and religious expectations and practices

Name: _____

Date: _____

Educating About Homelessness

Where would you go?

You are 16 and homeless living in Central London under an overhang between buildings. This morning you were issued an ASBO and are no longer able to live where you have been for the last few months. You have until the end of the day to relocate, where would you go?

Part 1: Answer the following questions based on the above prompt.

What number were you assigned? _____

What are your basic needs?

Rank these in order of what you would think is your highest priority:

Where would you go to access what you need?

Part 2: After the activity, answer the remaining questions.

Did your classmates agree with your choices? Why, or why not?

What do you think the most difficult part of displacement is for a homeless person?

Thought box:

