Lesson Plans

What is Homelessness?	Intermediate
Grades: 7,8	**Big Idea:** Inspired to Act
Subject: Social Studies	**Learning Goals:** 1. Explore the meaning of homelessness. 2. Critically examine the types of people who experience homelessness in Canada and examine preconceived notions.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	**Essential Questions:** What does it mean to experience homelessness? What do you notice about the photos placed in the homeless section? What do you notice about the photos placed in the not homeless section? How do your own preconceived notions affect where you placed the photo of the person? Why? Why is homelessness an issue that affects all of us?
Relevance: Homelessness affects people from every demographic and group. By showing students pictures of a variety of people experiencing homelessness and having them make decisions on whether the person featured in a photo is or has experienced homelessness provides a visual way of showing students how our own preconceived notions affect the way we think about those experiencing homelessness.	**Terminology:** *Homelessness: the experience of living without a home.*
Delivering the Lesson	
Minds On: Give each student a photo of a person from the picture cards provided (Picture Cards 1.1) and a magnet or piece of tape. Ask students: “What does it mean to experience homelessness?” Take a few students’ answers. Next, tell students: “I have given each of you a photo of a person who lives in Canada. You will need to	**Materials:** Picture Cards 1.1 *Make sure you have a photo for every student T-Chart labelled Homeless/Not Homeless Magnets or tape for each student Markers Chart paper for student groups

determine if the person in your photo has or is experiencing homelessness. Once you have made a decision about the person in your photo, you can come up to the front of the class and place your photo under one of the two categories on the T-Chart **Homeless** or **Not Homeless.** Make sure you can explain your reason for choosing one category over another as I will ask for some of you to share your thinking." Give students an opportunity to place a photo on the t-chart.	Internet access Printer/Projector or Computer/Internet Access YouTube Video: https://www.youtube.com/watch?v=qf6v0Umj_ow Materials for Consolidation or Worksheet 1.2 Clipboard, paper and pencil for each group's note taker

Guided Practice:

Ask students "Take a look at the t-chart and who the class believes is or has experienced homelessness and those who have not. What do you notice about the photos placed in the homeless section? What do you notice about the photos placed in the 'not homeless' section? What do you think these decisions mean?"

Provide time for students to engage in a discussion about what they notice about the photos and if feeling comfortable, give them a chance to share the reasons why they placed a certain photo on the side of the t-chart that they did.

*This is an opportunity to challenge existing biases that students may already hold about people experiencing homelessness. How do our own preconceived notions affect where we placed the photo of the person? Why?

Independent Practice:

Show students the following 3 minute and 53 second video on homelessness:
https://www.youtube.com/watch?v=qf6v0Umj_ow

After the video, ask students: "Why is homelessness an issue that affects all of us?"

Take some ideas from students.

Provide students with an opportunity to reflect on the question and respond through collage, drawing, or other form of assessment. If you want students to complete a written response, you can use Worksheet 1.3.

Consolidation:

Divide students into groups of 4 and assign one student the task of note taking (provide clipboard, paper and pencil) and another student the role of presenting the groups findings. Everyone else in the group is a collaborator.

Tell students: "In your small groups, you will share some of the ideas you came up with on why homelessness affects us all. The note taker will write down the ideas shared and after reviewing the notes as a group, the presenter will share your group's ideas with the class."

Picture Cards 1.1
Worksheet 1.3

The Image of Homelessness	Intermediate
Grades: 7,8	**Big Idea:** Education for Awareness
Subject: Social Studies	**Learning Goals:** To explore in more depth the stereotypical image of people experiencing homelessness portrayed by mainstream media.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	**Essential Questions:** What messages do we get from the media? How do we know if the way the people we are reading about are represented in a way that is realistic or stereotypical? How do our own biased views affect the way we may perceive the way we look at the issue of homelessness? What could an author or illustrator do to change an image so that the audience knows that all types of people can and do experience homelessness?
Relevance: Stereotypes are portrayed in a variety of ways to our students. One such way is the use of picture books. Through the text "The Can Man" students will explore some of the stereotypical images and ideas within the book and work together to come up with a way to represent the images from one page of the book in a way that is free from stereotypes. This lesson helps students evaluate the power of the media, the various ways stereotypes are portrayed, and the role students can play in reducing such stereotypes.	**Terminology:** *Stereotypes: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.* *Bias: cause to feel or show favour or prejudice for or against someone or something.*
Delivering the Lesson	
Minds On: Read students the picture book "The Can Man" by Laura E. Williams or have them watch the video on Youtube. *Questions to Ask When Reading:* ● How is the person experiencing homelessness presented to us? ● Does this provide us with an image of all the types of people who experience homelessness? ● Who is the "can man?"	**Materials:** Picture Book: "The Can Man" by Laura E. Williams also available on Youtube at: https://www.youtube.com/watch?v=GT-RoncEmjM Photocopy the pages from "The Can Man" for each student/group to retell through drama

● I wonder if the boy, Tim realizes that by collecting the cans he is taking away the money the "can man" relies on? ● Why is the storekeeper cautious about giving the cans to Tim? ● What makes Tim change his mind and give the money from collecting cans to the "can man?" ● What do you think Tim learned in this story?	Have an example prepared for one of the pages about how to change one aspect of the story "The Can Man" in order to change the stereotypical images and ideas? Ex: using a child or person of colour as the person experiencing homelessness.

Guided Practice:

Ask students: Think to yourself, what could the author or illustrator do to change this story so that the reader knows that all types of people can and do experience homelessness?"

Individually, or in groups, provide students with a photocopy of one of the 17 two page spreads from inside the picture book "The Can Man".

Tell students: Your task is to visually retell your page of "The Can Man" using coloured pencils and paper. The goal of this task is for you and your group to figure out a new way to represent your page that addresses the stereotypical images we see about people experiencing homelessness.
Model an example for students of your expectations.

Clarify terminology. Ex: stereotypical.

Independent Practice:

Have students work independently or in small groups to brainstorm how they might change the stereotypical images and ideas in the book about people experiencing homelessness.

Next, have students continue to work independently or in small groups and have them create a visual retell from a specific page from "The Can Man" while also demonstrating an understanding of the word stereotype and how they can make changes to stereotypical images about people experiencing homelessness that are embedded within the story.

Supervise and provide guidance as required.

Consolidation:

Students will share their image with their peer through a gallery walk. Students will display their art work and their peers will walk around the classroom to view their works, similar to a museum.

When students meet together again as a group ask them if they noticed any patterns in the way students tried to get rid of stereotypical ideas. What was done well? What could be done better? Did we get rid of stereotypes or create new ones?

Homelessness in Canada	**Intermediate**
Grades: 7,8	**Big Idea:** Education for Awareness
Subject: Social Studies	**Learning Goals:** To learn about: 1. The homelessness crisis in Canada through an educational video that discusses the various definitions of homelessness. 2. The number of people experiencing homelessness. 3. Issues experienced by people who are homeless, such as housing and mental health supports.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have, and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	**Essential Questions:** Why is homelessness like an iceberg? Who are the hidden homeless? Why do people experience homelessness? How can homelessness be solved? What can we do to help bring awareness to the issue of homelessness? Is homelessness a personal failing or structural problem?
Relevance: Homelessness is a large issue that affects people all over the world. It is not an issue that we can solve on our own but one that we need to understand in order to play a role in the solution. Through this lesson students will learn more detailed information about homelessness in Canada including what it means to be part of the hidden homeless population and some of the issues people experiencing homelessness face. This lesson helps students learn new factual information that supports their learning, especially as they break apart previously held stereotypes.	**Terminology:** *Homelessness: the experience of not having a home.* *Houselessness: the experience of not having a house, however, you may still feel that you have a home.* *Emergency Shelter: a place for people to live temporarily when they cannot live in their previous home.* *Rough Sleeper: a person who often sleeps outside.* *Couch Surfer: a person who sleeps at their friends' houses.* *Personal Failure: each person defines their own idea of success and failure.* *Hidden Homeless: people who experience homelessness without anyone else knowing.* *Structural Problem: an issue with a structure or society which cannot be fixed easily.* *Stereotype: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.* *Cost Efficient: something that is a good value, where the benefits and usage are worth at least what is paid for them.* *Humane: having the best qualities of a human or the best conditions for a human.*

Delivering the Lesson

Minds On:

What do you remember about our discussions on the topic of homelessness?

Do you have any questions about homelessness that have not been answered?

Materials:

Post it notes

Writing utensils

YouTube video: https://www.youtube.com/watch?v=1XSWAbxQLLA

Reflection Sheet or Game Show

Chart Paper

Markers

Computer/Ipad/Internet/Projector

Guided Practice:

Have students watch the following 17 minute video on YouTube: https://www.youtube.com/watch?v=1XSWAbxQLLA

Independent Practice:

Provide students with one or all of the reflection questions provided on Worksheet 1.4 after watching the YouTube video.

The reflection questions can be provided in paper format, given through a platform such as Google Classroom, or developed into a Jeopardy format game for the entire class to participate in.

Consolidation:

Ask students: Homelessness is a big issue that adults have yet to solve. We may not be able to solve world homelessness together but we can make steps to raise awareness about homelessness and spread accurate information about the challenges faced.

I have given each of you a post it note and writing utensil. Take some time to think about how we as a class could work together to raise awareness about homelessness and when you have thought of an idea, write it on your post it note and come and stick it on the board.

When students have finished: read the responses on the post it notes out loud.

Worksheet 1.4

*These questions are gathered from the YouTube video as are the answers.

1. **Approximately how many people experience homelessness in Canada each year?**
   Answer: 300,000 to 1 million.

2. **Why is homelessness like an iceberg?**
   Answer: We only see 10% of an iceberg, the other 90% is below the water and it is the same when we look at the issue of homelessness. We only see 10% of people experiencing homelessness on the streets, the others experiencing it are hidden.

3. **What does the hidden homeless mean?**
   Answer: Those who are experiencing homelessness who are not sleeping on the streets, such as those who are couch surfing or sharing a living space with more than one family.

4. **What is the top reason people experience homelessness in Canada?**
   Answer: Poverty.

5. **What stereotypical image do we normally associate with homelessness?**
   Answer: middle-aged, older man with a beard and ragged clothing.

6. **Is there one look to homelessness? Do people experiencing it look a specific way?**
   Answer: No. You can't see homelessness.

7. **What argument did Pascal make as the most cost-efficient and humane response to homelessness?**
   Answer: Offer housing first and then offer resources and supports for mental health, addiction and other challenges faced.

8. **How much does it cost the shelter system to house a person experiencing homelessness?**
   Answer: $78

9. **How much money is saved compared to the cost of shelters when we put someone experiencing homelessness into affordable housing?**
   Answer: $78-$25 = $53 less

10. **In your opinion, is homelessness a personal failing or a structural problem? Explain your answer.**

Indigenous Homelessness in Canada	Intermediate
Grades: 7,8	**Big Ideas:** Empowered to Serve
Subject: Social Studies	**Learning Goals:** 1. Students will learn about Indigenous homelessness in Canada by looking at the 12 dimensions of Indigenous homelessness as identified by Jesse Thistle. 2. Students will learn about The Push for Change, explore a variety of community based charities that work to prevent homelessness, vote on a charity and brainstorm ways to fundraise for the charity.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	**Essential Questions:** What does it mean to bring awareness? How can we help others? What is fundraising? How does it help? How do we work to prevent homelessness? What promises do we make to each other going forward? What needs to happen to stop homelessness from happening? Even though we are a small group, how can we make a difference in the world together?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students gather research on various community based charities, students will begin to understand the need for different types of interventions when addressing and preventing homelessness.	**Terminology:** *Indigenous: originating or occurring naturally in a particular place.* ** Refer to the 12 Dimensions of Indigenous Homelessness Infographic for the following definitions.* *Historic Displacement* *Contemporary Geographic Separation* *Spiritual Disconnection* *Mental Disruption and Imbalance* *Cultural Disintegration and Loss* *Overcrowding* *Relocation and Mobility* *Going Home Homelessness* *Nowhere to Go Homelessness* *Escaping or Evading Harm Emergency Crisis* *Climatic Refugee*

Delivering the Lesson

Minds On:
When you think of homelessness, what type of people do you think are affected?
Is there a specific demographic or group of people that you think are at a higher risk of experiencing homelessness? Why?

Materials:

Internet access/computer/projector

YouTube video:
https://www.youtube.com/watch?v=STus-mw1BLs

Photocopies of each of the 12 dimensions of Indigenous homelessness identified by Jesse Thistle (2017) for student groups:
https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf

12 Dictionaries or Online Dictionary Access

Guided Practice:

Students will be introduced to Indigenous homelessness and its prevalence within Canada by watching the following video on YouTube by Jesse Thistle https://www.youtube.com/watch?v=STus-mw1BLs

Next, show students the following YouTube video on access to water on First Nation reserves across Canada: https://www.youtube.com/watch?v=NTNa15e4KxA

Ask students to reflect on what homelessness truly means. Is it simply not having access to shelter or does not having access to water also put people in jeopardy of experiencing homelessness?

Ask: In a country like Canada, why do we have access to safe and clean water while our Indigenous citizens do not?

Independent Practice:

Divide students into 12 groups and provide each group with a copy of Jesse Thistle's 12 dimensions of Indigenous homelessness. Student groups will be asked to read about one of the dimensions as a group, decipher the meaning together (dictionary or other word definition tool should be available) and try to relate the definition to their previous knowledge on the topic of homelessness.

Consolidation:

Student groups will come together and share the dimension they worked with the class.

How Can We End Homelessness?	Intermediate
Grades: 7,8	**Big Ideas:** Education for Awareness
Subject: Social Studies	**Learning Goals:** In this lesson students will look at the ways in which we as a country can work together to end homelessness. 1. Students will look at the Universal Declaration of Human Rights to investigate if housing is in fact a right. 2. Look at current policy, including Canada's most recent National Housing Strategy Act, in order to understand the relationship between homelessness and policy. 3. Students will be challenged to question if policy is enough to end homelessness in Canada and encouraged to make inquiries about other ways Canada could end homelessness.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	**Essential Questions:** What is the Universal Declaration of Human Rights? Is housing a right? How can policy help people experiencing homelessness? What is rights based policy? What is Canada's National Housing Strategy Act? What does it involve? Is policy enough to solve homelessness in Canada? What other ways of solving homelessness can you think of?
Relevance: This lesson provides students with the opportunity to explore homelessness as it relates to policy. Students will learn about the Universal Declaration of Rights and other Canadian policies such as the National Housing Strategy Act to gain knowledge about what Canada is currently doing to combat homelessness. Finally, students will be challenged to question if policy is enough to end homelessness in Canada while being encouraged to make inquiries about other ways Canada could prevent homelessness from continuing.	**Terminology:** *Rights: that which is morally correct, just, or honorable.* *Universal Declaration of Human Rights: is an international document that states basic rights and fundamental freedoms to which all human beings are entitled.* *Rights based policy: Government practises that are based on following human rights, but are not enforced by law.* *National Housing Strategy Act: rights-based legislation to implement the government's commitment to the implementation of the right to housing.* *Policy: a course or principle of action adopted or proposed by a government.* *Royal Assent: the process by which a bill becomes an act of Parliament and part of the law of Canada.*

Delivering the Lesson

Minds On:
Ask students: As human beings we all have rights. Is housing a human right? Why or why not?
As a class, have students look at the Universal Declaration of Human Rights which lists 30 universal rights.
Have students read one of the rights off the list.

Materials:

Internet Access/projector/Computer

The Universal Declaration of Human Rights
http://www.un.org/en/universal-declaration-human-rights/

Article for each student::
https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing-/

Guided Practice:

Ask students: Now that we know housing is a universal right, why do you think people are still experiencing homelessness here in Canada?

Record student ideas.

Explain to students: Like in many other countries, we know that homelessness exists in Canada. In any given year, at least 235,000 people are homeless across Canada (Gaetz, Gulliver and Richter, 2014). Unfortunately, this shows us that the right to housing described in the Universal Declaration of Human RIghts is not a reality for many people. The good news, however, is that Canada is moving in the right direction.

Provide each student with this article and as a class read the article on housing as a right:
https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing-/

Let your students know that the National Housing Strategy Act was passed by the Senate and received Royal Assent on June 21st, 2019 is now law.

Explain to students: The National Housing Strategy Act includes the right to housing legislation and a federal requirement to develop and maintain a National Housing Strategy that takes into account a rights-based approach. Passage of this law puts Canada amongst a small group of countries internationally who have taken a rights-based approach to housing.

Independent Practice:

Assign students: Think about the article we just read, the videos we have watched on Indigenous homelessness and other lessons we have done together and reflect on how the National Housing Strategy Act could assist Canada in putting an end to homelessness. Is policy enough?

*Students can reflect on any method the teacher chooses.

Consolidation:

We have learned about the importance of policy when looking at the issue of homelessness but we also know that policy does not solve everything. Therefore, what else could we do as individual people or a collective classroom to prevent homelessness in Canada?

The Promise Project	Intermediate
Grades: 7,8	**Big Ideas:** Empowered to Serve
Subject: Social Studies	**Learning Goals:** Students will learn about various advocacy initiatives, such as The Push for Change, explore a variety of community based charities that work to prevent homelessness, and design a student initiated learning project to make a difference in the lives of those experiencing homelessness.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	**Essential Questions:** What does it mean to bring awareness? How can we help others? What is fundraising? How does it help? How could we work to prevent homelessness? What promises do we make to each other going forward in our commitment to end homelessness? What needs to happen to stop homelessness? How can we make a difference in the world together?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students learn about various homelessness advocacy initiatives and their mission and values, students will begin to understand the need for different types of interventions when addressing the prevention of homelessness.	**Terminology:** *Fundraising: the seeking of financial support for a charity or cause.* *Charity: an organization set up to provide help and raise money for those in need.* *Awareness: knowledge or understanding of a situation or fact.* *The Push for Change: a fundraising campaign to end homelessness.* *The Promise Project: an awareness campaign to end homelessness.*
Delivering the Lesson	
Minds On: I want to introduce you to Joe Roberts who experienced homelessness himself and was inspired to do something to "pay it forward" to help other young people. The Push for Change was created to inspire and engage Canadians to take action and make a commitment to help support youth homelessness prevention. Let's watch this video: https://www.youtube.com/watch?v=HZ39uBDdStk	**Materials:** Computer/Projector/Internet Paper Writing Utensils YouTube video: https://www.youtube.com/watch?v=HZ39uBDdStk

	Chart Paper Markers iPads for Charity Research YouTube video: https://www.youtube.com/watch?v=fc6zGxY8CZ

Guided Practice:

After the video, tell students: It all started with a simple promise by Joe, and that promise continues today. Not everyone can walk across Canada to make a difference, but each and every one of us can push for change in our communities, one promise at a time. Joe has given us a challenge. He wants every student in Canada to create a promise to help bring awareness and attention to an issue related to homelessness.

Independent Practice:

Today you are going to work in small groups using the iPads to explore some local charities in our community that work to support people experiencing homelessness. As a group you will be responsible for choosing a charity of interest, read about the charity, identify the mission and values of the charity and describe how the charity creates change for people experiencing homelessness. When you have explored a charity in more detail, write down five questions you have about the work they do. Keep in mind that you will be asked to reach out to the charity to get your questions answered either over email, phone or in person.

Consolidation:

Based on what you have learned about the mission and values of charities today, what do you think you could do to inspire others and make change?

Discuss.

Homework:

Student groups will be asked to reach out to their charity of choice through phone, email, social media or in person to answer the five questions they have. The charities selected by students must have charitable status recognized by Canada Revenue Agency. Students will take notes of the charities' response and be ready to report their findings to the class.

The Promise Project	Intermediate
Grades: 7,8	**Big Ideas:** Empowered to Serve Student Led Action
Subject: Social Studies	**Learning Goals:** Students will work to create a service based learning project that addresses and helps solve critical issues that put youth at risk, in their schools and communities, of experiencing homelessness. Students will: pick an area they are passionate about, implement a team project as a potential solution to an issue and create a video about their project for a chance to win $5000 for their charity or to further their project.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons. Please consult The Promise Project Toolkit for further guidance.	**Essential Questions:** What is a student based learning project? (see The Promise Project Toolkit for further information) What does it mean to bring awareness? How can we help others? What does the mission and values of a charity mean? How can we support charities in meeting their mission and values? What critical issues can put youth at risk of experiencing homelessness? What is an area of homelessness that you are passionate about? How can we make a difference in the world? Is there a way to put an end to homelessness? How can we share our learning with others?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. In this lesson, students will learn how to use their own critical thinking and empathy skills to problem solve ways to raise awareness for a charity. Students will work to create a service based learning project that addresses and helps solve the critical issues that put youth at risk, in their schools and communities, of experiencing homelessness. Students will pick an area they are passionate about, implement a team project and create a video about their project for a chance to win $5000 for their charity or to further their own innovative team project.	**Terminology:** *Fundraising: the seeking of financial support for a charity or cause.* *Charity: an organization set up to provide help and raise money for those in need.* *Awareness: knowledge or understanding of a situation or fact.* *The Push for Change: a fundraising campaign to end homelessness.* *The Promise Project: an awareness campaign to end homelessness.* *Service Based: an organization that is based on providing services to those in need.* *Democratic: supporting or practicing a system of government by the whole population or all the eligible members of a state, typically through elected representatives.*

Delivering the Lesson

Minds On:
Students will be asked to present their findings on the charity of choice to the class (from the previous lesson); or alternatively discuss an idea they have that could act as a contributing solution to preventing youth homelessness.

Ask students to listen carefully to group presentations, because when they are finished, the entire class will be voting on a charity/charities where they will create a service based team project to help the charity meet their values and mission.

The teacher will write down the name of each charity and summarize the mission and values of said charity on chart paper.

Materials:

Markers

Chart Paper

Student Charity Research/Questions

The Push for Change I Promise Campaign video on YouTube:
https://www.youtube.com/watch?v=fc6zGxY8CZ

Access to internet/projector/computer

iPads for student use

Padlet accounts for each student

Teacher designed Padlet template for student use

Guided Practice:

Reread the charities written on the chart paper including their mission and values to students.

Review with students how a democratic vote works and ask students to vote on their favourite charity/charities keeping in mind the end goal is to assist the charity in meeting their mission and values. The number of charities the class chooses will depend on the teacher's direction. The entire class could choose a charity, the class could be divided into two with each group working with a different charity, or this could be implemented in small groups with several charities being the class' focus.

Record the results of the vote on the chart paper and announce the results of the vote to students.

Tell students: Now, we have to decide how we can design a team project and what that might look like. We must keep in mind that the goal of this project is to create a service based project that helps solve the issues that put our youth at risk of experiencing homelessness. This project could align/support an existing charity, or it could be an independent project that addresses an issue that could lead to youth homelessness.

Please use The Promise Project Toolkit for further guidance on creating a Promise Project. This can be found on The Push for Change website: www.thepushforchange.com

Ask: Reflecting on what we just learned about individual charities, does anyone have any ideas of an issue that puts youth at risk of experiencing homelessness?

Take ideas and write them down on a new piece of chart paper made into a T-chart labelled 'Issues/Ideas.'

To get some inspiration going, let's watch the following video made by The Push for Change and see how other students who have designed their own service based project have done so.
https://www.youtube.com/watch?v=fc6zGxY8CZ

Provide other videos for students to look at on various ways to assist charities.

After the video ask: How can we make a difference in the lives of people experiencing homelessness by helping (charity name(s))? What types of ways can we raise awareness?

Write down student ideas on the chart paper.

Independent Practice:

Students will reflect on the charities chosen and brainstorm ideas for a school/class/group/individual project using Padlet. By using Padlet each student will have the opportunity to contribute to the overall ideas creating a template that can be expanded and changed as students work together to design and implement their learning project together.

Teacher guidance will be required to help students organize their thinking and assist students in turning their ideas into student led action.

Consolidation:

Students will implement a project and create a video about their project for a chance to win $5000 for their charity, or to further their own independent team projects. See The Promise Project Toolkit for further details. The toolkit is available on The Push for Change website.