Lesson Plans

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<tr><td>Grades:

4-6</td><td>Big Idea:

Education for Awareness</td></tr>
<tr><td>Subject:

Social Studies</td><td>Learning Goals:

To explore in more depth the stereotypical image of people experiencing homelessness portrayed by mainstream media.</td></tr>
<tr><td>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.</td><td>Essential Questions:

What messages do we get from images?
How do we know if images are real or stereotypical?
What does homelessness look like?
What are stereotypes?
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?</td></tr>
<tr><td>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.</td><td>Terminology:

Homelessness: the experience of not having a home.

Stereotype: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</td></tr>
<tr><td colspan="2">Delivering the Lesson</td></tr>
<tr><td>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?”
● I wonder if the boy, Tim, realizes that by collecting the cans he is taking away the money the “can man” relies on?</td><td>Materials:

Picture Book: “The Can Man” by Laura E. Williams also available on YouTube at:
https://www.youtube.com/watch?v=GT-RoncEmjM

Photocopy of the pages from “The Can Man” for each student/group to retell through drama

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</td></tr>
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● 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?	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 that 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 artwork and their peers will walk around the classroom to view their works, similar to a museum.

When students meet together again hold a group discussion with them by asking 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	**Junior**
Grades: 4-6	**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 friend's 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 a 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 is the top reason young people experience homelessness in Canada?**
   Answer: Family breakdown.

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

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

8. **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.

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

10. **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

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

The Promise Project	Junior
Grades: 4-6	**Big Ideas:** Empowered to Serve
Subject: Social Studies	**Learning Goals:** 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 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 or computers 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 or computers 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. Students will take notes of the charities response and be ready to report their findings to the class. Each charity must be recognized by the Canada Revenue Agency.

The Promise Project	**Junior**
Grades: 4-6	**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 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 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.	**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.i.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 classes focus. Each charity must be recognized by the Canada Revenue Agency.

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.

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?

Do you have any ideas for projects that could either: assist those charities, or that could independently (i.e. without assisting a specific charity), help those experiencing homelessness?

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.