Lesson Plans

Introducing Homelessness	**Kindergarten and Primary**
Grades: K,1,2,3	**Big Idea:** Inspired to Act
Subject: Media Literacy	**Learning Goals:** To explore the meaning of homelessness and to critically examine the types of people who experience homelessness in Canada.
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 not to have a home? What does the word homelessness mean? What types of people experience homelessness? What is something new you have learned about homelessness?
Relevance: Homelessness affects people from every demographic and group. By showing students pictures of a variety of people experiencing homelessness, pre-existing biases can be examined and deconstructed.	**Terminology:** *Homelessness: the experience of not having a home.*
Delivering the Lesson	
Minds On: Show students a few of the photos (Picture Cards 1.1) of various people experiencing homelessness in Canada. Ask students: "What does it mean to not have a home?" Write students responses on chart paper.	**Materials for All Components of Lesson:** ● Copy of the Picture Cards 1.1 ● Printer/Projector ● Chart Paper ● Markers ● List of Essential Questions ● Markers ● Tape or Magnets ● T-Chart (used to identify which people in the photos are experiencing homelessness and which are not).
Guided Practice: Through a think/pair/share ask students to talk about what they know about the word 'homelessness.' Students can complete this with their elbow partner or in small groups. Choose students to share what they discussed with their partner/group with the class and add those ideas to the chart paper of student responses. Finally, ask students: "What type of people do you think experience homelessness?"	

Write student responses on the chart paper.

Independent/Group Practice:

Explain to students: "I am going to show you the photos of different people from around Canada and your task is to decide if the person in the picture is experiencing homelessness or not. Once you decide, you will be asked to place the picture onto the T-Chart into either the side that states "Homeless" or the side that states "Not Homeless."

Have students take turns analyzing the pictures presented to them and deciding if the person in the picture is experiencing homelessness or not experiencing homelessness. When students are finished asked them to tape their picture into one of the columns on the chart.

Consolidation:

When students are finished taping their photos to the chart ask students to explain why they think the people in the not homeless section were placed there. This is an opportunity to challenge existing biases that students may already hold about people experiencing homelessness - how did the students sort or classify?

Disclose to the students that despite the way some people are dressed, or the colour of their skin, every single picture showed to them featured a person who has or is experiencing homelessness.

For younger primary students, ask them: "What is one new thing you learned today about people who experience homelessness?"

For older primary students: have them write or draw one new piece of information they learned about people who experience homelessness.

Picture Cards 1.1

What Homelessness Looks and Feels Like	Kindergarten and Primary
Grades: K,1,2,3	**Big Idea:** Education for Awareness
Subject: Media Literacy	**Learning Goals:** To explore what homelessness looks like and feels like to encourage perspective taking, compassion and empathy.
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 types of people experience homelessness? What does homelessness look and feel like? What could you do to help someone experiencing homelessness?
Relevance: Homelessness affects people from every demographic and group. This is further demonstrated through the use of the text "Still a Family" which shows a family of colour experiencing homelessness. The family is not depicted in a stereotypical way, which may challenge students' current ideas about the types of people who experience homelessness and what homelessness looks like and feels like.	**Terminology:** *Shelter: is a place for people to live temporarily when they cannot live in their previous home. Shelters often provide meals, support groups and hygiene products.* *Family: a group of people who come from the same ancestor or belief systems. Families often share a home.*
Delivering the Lesson	
Minds On: **Ask students**: what does homelessness look and feel like? Take some ideas from students. Show students a clip from the movie, The Good Dinosaur (2015). The video clip is 3 minutes and 47 seconds. **Video Description:** When a rainstorm washes poor Arlo downriver, he ends up bruised, lonely and miles away from home. This scene features Arlo explaining how much he misses his family to his new friend Spot. https://www.youtube.com/watch?v=q1nZPifUkf0&feature=share&fbclid=IwAR3GQZsvUZ3cE7pnrEUjUPeE6dFwj2H2FclyMPXIv2j5wXl3doFT4-V8W8A	**Materials for All Components of Lesson:** ● Projector or Computer/Internet Access ● YouTube video from The Good Dinosaur https://www.youtube.com/watch?v=q1nZPifUkf0&feature=share&fbclid=IwAR3GQZsvUZ3cE7pnrEUjUPeE6dFwj2H2FclyMPXIv2j5wXl3doFT4-V8W8A ● Chart Paper ● Markers ● Picture Book "Still a Family" by Brenda Reeves Sturgis ● Also available on YouTube: https://www.youtube.com/watch?v=uewvnoSaPII

Guided Practice:

Tell students: I am going to put you into groups and give you markers and a piece of chart paper so we can do a placement activity together. With your group you are going to write or draw about how the dinosaur in the video, Arlo, who is away from his home and family might feel some of the same feelings as someone who is experiencing homelessness.

Possible Questions:

Did you make any connections between the video and how someone experiencing homelessness might feel?

Arlo is away from his family and home. How might he be feeling? How do you think people experiencing homelessness feel?

Independent/Group Practice:

Read the book "Still A Family" by Brenda Reeves Sturgis or watch the story on YouTube: https://www.youtube.com/watch?v=uewvnoSaPlI

Suggested Questions to ask when Reading:

- How can we tell if this family is experiencing homelessness?
- What is a shelter?
- Why did the family have to separate to use the shelters?
- What challenges does the family face when trying to find a home?
- How do you think the little girl feels?

Consolidation:

Homelessness is a big issue that happens all over Canada and the world. It is also an issue that all the adults in the world have yet to solve. This is why it is important for us to talk about. We never know who might be experiencing homelessness - it could be someone we know or even a member of our family. Here is one video about So, what do you think we can to help people experiencing homelessness?

Awareness Project	**Kindergarten and Primary**
Grades: K,1,2,3	**Big Idea:** Empowered to Serve
Subject: Media Literacy	**Learning Goals:** To create posters to decorate the school that bring awareness to the topic of 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 could we do to help people experiencing homelessness? How can we bring awareness to the topic to others in our school? What do we want to tell others about homelessness?
Relevance: Homelessness is a big issue that affects people all around the world and has yet to be solved. By challenging students to synthesize their learning on the topic of homelessness and create awareness posters to educate other students, this lesson will help empower students to be change makers and advocates.	**Terminology:** *Awareness: knowledge or understanding of a situation or fact.* *Advocacy: public support for an issue or cause*
Delivering the Lesson	
Minds On: Show students the video from The Push for Change Ambassador Loren. https://www.youtube.com/watch?v=ACAzd5ZChoA Tell students that today they will be working together to complete awareness posters to help teach other students in the school about homelessness.	**Materials for All Components of Lesson:** ● Printer/Projector or Computer/Internet Access ● YouTube Video from The Push for Change: https://www.youtube.com/watch?v=ACAzd5ZChoA ● Paper for Posters ● Markers ● Chart Paper ● Word Bank for Poster ● 1.2 Examples of Awareness Posters ● Tape
Guided Practice: **Ask:** What do you think we need to tell other students about homelessness? Write down student ideas. **Tell:** You have come up with a great list of ideas that will really help with making a poster. **Ask:** Now, how can we put these ideas on a poster? What does a poster look like? * Show students some posters made by previous students through the Upstream Project with The Push for Change.	

Independent/Group Practice: Provide materials for students will create awareness posters about homelessness to post around the school.
Consolidation: Have students go around the school in small groups or as a whole class to hang their poster.

1.2 Examples of Awareness Posters from The Push for Change