Lesson Plans

Homelessness exists in Canada: What does that say about us?	**Secondary**
Grades: 9,10,11, 12	**Big Idea:** Inspired to Act
Subject: Social Studies	**Learning Goals:** To explore the meaning of homelessness, critically examine the types of people who experience homelessness in Canada and examine preconceived notions students might hold about homelessness. Students will then learn about the homelessness crisis in Canada through an educational video that discusses the various definitions of homelessness, the number of people experiencing homelessness, and issues experienced by people who are homeless, such as lack of 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:** What does it mean to experience homelessness? What do you notice about the photos placed in the homeless/not homeless section? How did you classify your photo? Why? 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? 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? What does the existence of homelessness say about us as a society?
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. Through this lesson students will learn more detailed information about	**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.*

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.	*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: 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 determine if the person in your photo has or is experiencing homelessness. How you determine this is up to you but be prepared to justify your reasoning. 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. 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 discuss their decisions.	**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 Post it notes Writing utensils YouTube video: https://www.youtube.com/watch?v=1XSWAbxQLLA Reflection Sheet 1.4 or Game Show

*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?	

Guided Practice:

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

Independent Practice:

Provide students with one/ 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: What does is say about us as human beings that homelessness still exists in our world?

I have given each of you a post it note and a writing utensil. Take some time to reflect about what the existence of homelessness demonstrates about us as human beings. When you have thought of an idea, write it on your post it note and come up to stick it on the board.

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

Ask students: Are there any commonalities in the ideas presented on the post it notes? Do we collectively share the same ideas about what the existence of homelessness means about us as people?

Picture Cards 1.1

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.**

Housing is a human right, right?	**Secondary**
Grades: 9, 10, 11, 12	**Big Idea:** 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. Students will look at the Universal Declaration of Human Rights to investigate if housing is in fact a right, and then look at current policy, including Canada's most recent National Housing Strategy Act, in order to understand the relationship between homelessness and policy. Finally, 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 supposed to do? Who 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. **Ask students**: Now that we know housing is a universal right, why do you think people are still experiencing it here in Canada? Take 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.	**Materials:** Internet Access/projector/Computer The Universal Declaration of Human Rights http://www.un.org/en/universal-declaration-human-rights/ YouTube Video: https://globalnews.ca/video/3656347/rent-rising-due-to-commercial-properties-using-airbnb iPads for each student Article on National Housing Strategy Act for each student: https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing-/
Guided Practice: Together we will watch the following video on YouTube about rising rents due to the use of Airbnbs: https://globalnews.ca/video/3656347/rent-rising-due-to-commercial-properties-using-airbnb Now you will be given an iPad and will be asked to identify a city anywhere in the world that you will be hypothetically renting an Airbnb in. Once you have chosen a city, take a few minutes to research that City's policies around the management of Airbnb and short term rentals. What is the current vacancy rate for the City? What affects that vacancy rate? Try using these keywords in your google search: 'short term rental rules'; 'airbnb rules'; 'fairbnb'; 'ghost hotels'	
Independent Practice: Students will be asked to reflect on the following questions and provide written answers explaining their learning process for each: ○ Were you able to find the city's policies or rules for airbnbs? Was this process simple or complex? ○ Does your city have regulations in place for short term rentals? ○ Do short term rentals impact the rental vacancy rate for the city you have selected? ○ How do you believe Airbnb impacts individuals' human right to housing? ○ Do you believe these two issues are interrelated? Why or why not?	

- Is there a way to use short term rentals more responsibly?
- If you have used Airbnb in the past will you continue to do so? Why or why not?

Consolidation:

Does anyone know what National Act was recently passed by the Senate and received Royal Assent on June 21st, 2019?

Take student answers.

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

To consolidate knowledge, you will be asked to read the following opinion piece from a paper written in Windsor Ontario about some of the hopes advocates for housing have about this recent act becoming Canadian law. https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing-/

Finally, students will write 500 words on how they believe the new National Housing Strategy Act will help or hinder people experiencing homelessness across Canada.

Indigenous Experience of Homelessness	**Secondary**
Grades: 9,10, 11, 12	**Big Idea:** Education for Awareness
Subject: Social Studies	**Learning Goals:** Students will learn about Indigenous homelessness in Canada by looking at the 12 dimensions of Indigenous homelessness as identified by Jesse Thistle (2017).
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?
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:** *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?	**Materials:** Internet access/computer/projector

Is there a specific type of person that you think is at a higher risk of experiencing homelessness? Why?	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 Full article for students available online

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 and make a connection between the definition and their own lives through personal and learned experiences.

Consolidation:

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

Media Representation of Homelessness	**Secondary**
Grades: 9, 10, 11, 12	**Big Ideas:** Education for Awareness
Subject: Social Studies	**Learning Goals:** Students will use the internet to look for media articles that discuss an issue related to homelessness and find three examples of how the media stereotypically portrays people who experience homelessness. Through this investigation, students will be asked to identify the stereotypical words, ideas and visuals that are uncovered and share their learning with small groups.
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 stereotypes do you hold about people experiencing homelessness? Is it possible for the media to realistically represent people experiencing homelessness? What common words do you notice being used to describe people experiencing homelessness in media articles? If you had no prior knowledge about homelessness, would you believe the media's representation is accurate? Why? How is the media responsible for stereotypical thinking? Who is the audience for the article you selected? Is the information in the article biased? Does the article provide various viewpoints? Given the way the media represents people experiencing homelessness, how do you think they could improve their representations? Is there one image of people who experience homelessness?
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:** *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?
- How does this book reinforce societal stereotypes about people experiencing homelessness?
- Does this book deconstruct any societal stereotypes about homelessness? If so, how?

Materials:

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

YouTube video on the Human for Human campaign:

https://www.youtube.com/watch?v=VN2HHfn-3zo
Internet Access

Computer/iPads

Media Articles

Guided Practice:

Have students watch the Humans for Humans social media campaign video where people who experience homelessness respond to negative stereotypical tweets about homeless people on YouTube: https://www.youtube.com/watch?v=VN2HHfn-3zo

When finished the video, use one or all of the following discussion questions:

- How do you think reading negative things about your experiences on social media would make you feel?
- How do all of us play a role in passing stereotypical views onto others?
- What can we do to combat stereotypical views?
- Can you think of a time you negatively stereotyped someone without really knowing the person or their situation? Explain.

Independent Practice:

Students will use the internet to look for media articles that discuss an issue related to homelessness and find three examples of how the media stereotypically portrays people who experience homelessness and be prepared to provide evidence of these examples. Through this investigation, students will be asked to identify the stereotypical words, ideas and visuals that are uncovered.

Consolidation:

Students will be divided into smaller groups to share their article and provide three examples with evidence to represent how the media stereotypically portrays people experiencing homelessness.

Who is at Risk of Homelessness?	**Secondary**
Grades: 9, 10, 11, 12	**Big Ideas:** Education for Awareness
Subject: Social Studies	**Learning Goals:** Students will learn that although no one is immune to homelessness, there are certain demographics of people in Canada who are at a higher risk of experiencing it. Students will be asked to identify and define various demographic groups, analyze why the specific group is more at risk of experiencing homelessness, and connect one of the 12 dimensions of Indigenous homelessness identified by Jesse Thistle to one selected demographic group. Finally, students will be asked to identify how Indigenous knowledge can be used in their own lives.
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:** Who is at risk of experiencing homelessness? Does anyone have immunity? Are some groups of people more at risk of experiencing homelessness? Why? How do the 12 dimensions of Indigenous homelessness relate and connect to other demographic groups that do not identify as Indigenous? Can we use Indigenous knowledge in our everyday lives? How? What is something new you learned today?
Relevance: No one is immune from experiencing homelessness, however, there are certain groups of people who are at a disproportionately higher risk of experiencing it. Students will become aware of a variety of demographic groups in Canada and the reasons some groups of people are at a higher risk of experiencing homelessness than others. Finally, students will connect their knowledge about risk to Indigenous ways of knowing and to their own personal lives.	**Terminology:** *Demographic: a particular sector of a population.* *Indigenous Knowledge: Indigenous knowledges are living ways of making sense of the world embedded in community practices, rituals, and relationships.*
Delivering the Lesson	
Minds On: **Ask:** What demographic of people are more likely to experience homelessness and why?	**Materials:** iPads for student groups

Today you will be asked to read the following short article on some people who are more likely to experience homelessness due to certain risk factors. While you read the article think about what other groups of people may be at a higher risk of experiencing homelessness and why. https://www.homelesshub.ca/about-homelessness/homelessness-101/who-homeless	Article for each student: https://www.homelesshub.ca/about-homelessness/homelessness-101/who-homeless List of Demographic Groups with (Ex: Women, Youth, Newcomers, Women, LGTBQ2S+, Indigenous People, Racialized People, Veterans, Seniors, and Single Men). Photocopies of the 12 dimensions of Indigenous homelessness identified by Jesse Thistle (2017) for student groups: https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf

Guided Practice:

Ask: We know that no one is immune to experiencing homelessness, but we also know that certain groups of people are at a higher risk of experiencing homelessness. The article you read only listed a few groups of people affected by homelessness. Can you think of others?

Make a list of the various demographic groups that are at higher risk of experiencing homelessness with participation from students and define each. Ex: Women, Youth, Newcomers, Women, LGTBQ2S+, Indigenous People, Racialized People, Veterans, Seniors, and Single Men.

Independent Practice:

Divide students into 10 small groups and provide each group with an iPad and a copy of Jesse Thistle's list of the 12 dimensions of Indigenous homelessness. Student groups will each be assigned a demographic group and will be asked to:

1) find out why their assigned demographic group is at a higher risk of experiencing homelessness;

2) Relate one of the 12 dimensions of Indigenous homelessness to the assigned demographic group; and

3) Present group findings to the class.

Consolidation:

Ask students to choose a representative from their group to present the demographic findings to the class.

Give each group a chance to present.

Ask: How do the 12 dimensions of Indigenous homelessness relate and connect to other demographic groups that do not identify as Indigenous? How can we use Indigenous knowledge in our everyday lives?

The Promise Project	**Secondary**
Grades: 9, 10, 11, 12	**Big Ideas:** Education for Awareness
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 finally, students will design a learning project on a topic they are passionate about that relates to homelessness in order 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 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.	**Materials:** Computer/Projector/Internet Paper Writing Utensils

Lets watch this video: https://www.youtube.com/watch?v=HZ39uBDdStk	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 independently or in small groups to explore some local charities in our community that work to support people experiencing homelessness. You will be responsible for choosing a charity of interest, learning about the charity, identify the mission and values of the charity, and describe how the charity creates change for people experiencing homelessness. You will be presenting your charity to the class.	
Consolidation: Based on what you have learned about the mission and values of charities today, what do you think you could personally do to inspire others and make change? Discuss.	

*Please only use charities that are recognized by the Canada Revenue Agency

The Promise Project	**Secondary**
Grades: 9, 10, 11, 12	**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.
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? 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 independent 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.*

<table>
<tr><td colspan="2">Delivering the Lesson</td></tr>
<tr><td>Minds On:
Students will be asked to present their findings on their charity of choice to the class and include information on the mission, values, fundraising needs, outreach, advocacy work the organization is part of and ideas about how the student may be able to assist the charity.</td><td>Materials:

Student Information Charity Sheets

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</td></tr>
<tr><td colspan="2">Guided Practice:

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.

Students will reflect on some of the ways we can help charities meet their mission and values by posting their ideas on Padlet. By using Padlet each student will have the opportunity to contribute to the overall idea that will guide this assignment.</td></tr>
<tr><td colspan="2">Independent Practice:

Students will work individually or in small groups 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 projector campaign, and create a video about their project for a chance to win $5000 for their charity or to or to further their own independent team project.</td></tr>
<tr><td colspan="2">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.</td></tr>
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