



Lesson Overview

Title: Introduction to Homelessness 2

Grade Level

2-3

Lesson Type

Group/ Individual

Duration

Subject(s)

Social Studies

Skill(s) Developed

Critical Thinking
Analyzing



Topic: What causes homelessness?

Learning Goals:

By the end of this lesson learners will begin to understand: the concept of intersectionality by exploring differences and identities , the general realities of homelessness, and some stigmas about people experiencing homelessness. Instructors should follow up the lesson with : **'Introduction to The Shoebox Project'**

Materials Needed:

- Chart Paper
- Marker
- Video: I was once homeless
- One step forward activity worksheet (included)
- Myth Busting Quiz 1 (included)

Prerequisites

Introduction to Homelessness



Introduction to Homelessness 2

Lesson Plan:2-3

OBJECTIVE

To understand different causes of homelessness

PREPARATION

To prepare yourself and the learners for the lesson, watch '**I was once homeless.**' Please see the **Teacher's Glossary** below for explanations related to intersectionality, privilege. Instructor should review the Myth Busting Quiz answer key to evaluate learner understanding of myths related to homelessness.

ACTIVITIES

- Activity 1: One Step Forward
- Activity 2: Watch and Discuss
- Activity 3: Myth Busting Quiz

RESOURCES

1. I Was Once Homelessness- Video
2. Myth Busting Quiz-Answer Key

LESSON OUTLINE

1 Ask learners if they know what makes them different. Take note of responses. To introduce the lesson you will complete **Activity 1: One Step Forward**, a game that will help learners to understand human differences and social barriers. **2** You will then watch the video: '**I was once homeless**' (see resources) as a class. Discuss the video by having learners answer the questions in **Activity 2: watch and discuss.** **3** Once complete, provide learners with **Activity 3: Myth Busting Quiz 1** to evaluate their understanding around stereotypes associated with homelessness. Instructor should follow up this lesson with **Introduction to The Shoebox Project.**

EVALUATION

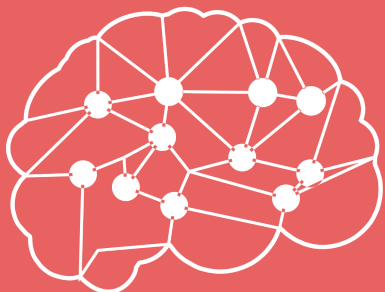
After the completion of **Activity 1: One Step forward** and **Activity 2: watch and discuss** instructor will test the learners using **Activity 3: Myth busting quiz 1** to assess their understanding.

Evaluation Rubric(s)- Critical Thinking Skills





Activity



Title: One Step Forward

Grade Level

2-3

Lesson Type

Class Activity

Duration

Subject(s)

Social Studies

Skill(s) Category

Analyzing



Topic: Introduction to Homelessness 2

Materials Needed:

- Chart Paper (optional)
- Marker (optional)
- One Step Forward activity worksheet

Instructions :

1. Begin the activity by explaining to the class that our differences make us unique individuals. We might not all like the same things or live similar lives, and that's okay!
2. Have students stand in a straight line next to each other (you may have to move items around to make space)
3. Students will follow the instructions in the 'One step forward' worksheet to complete the activity.
4. Follow up the activity with discussion question 1.

Discussion Question:

1. Why is it important to recognize differences in ourselves and others?

Introduce the learners to the concept of intersectionality as it relates to differences, circumstances and experiences in our everyday lives.

Explain: Some of these steps forward were not because of choices you made (like if you have brown hair or if you wear glasses). Some of these differences are beyond our control. Similarly, some people have differences that make getting a great job or housing more difficult than others. Think about someone who is experiencing homelessness. Consider the various obstacles they may have faced in their life that were beyond their control.

One Step Forward

Instructions:

Facilitators will line each member of the group next to each other on a taped/roped line. Facilitators will ask a series of questions that get more “serious” in nature as the game goes on. Learners will step forward if the statement applies to them. Follow up activity with discussion questions/ analysis.

Take one step forward if...

1.... you are wearing a t-shirt



2.... you have brown hair

3.... you are wearing glasses



4.... you have more than two siblings

5.... you share a bedroom

6.... speak more than one language



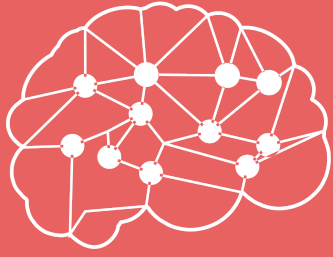
7.... you have a pet at home

8.... one or both of your parents weren't born in Canada

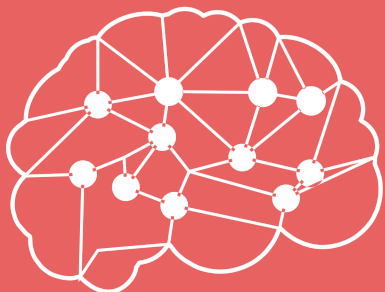
9.... one or both of your grandparents live with you



...



Activity



Title: Watch and Discuss

Grade Level

2-3

Lesson Type

Class Activity

Duration



Subject(s)

Medial Literacy
Social Studies

Skill(s) Category

Analyzing

Topic: Understanding Homelessness

Materials Needed:

- I Was Once Homelessness- Video
- Evaluation Rubric(s)- Critical Thinking Skills

Instructions :

- 1 Begin the activity by watching the video 'I was once homeless' as a class.
- 2 Follow up the video with discussion questions 1-7 below.

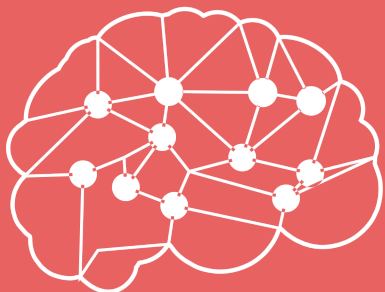
Discussion Questions:

1. Did you learn anything new about homelessness from this video?
2. What do you think would be the hardest part about experiencing homelessness?
3. What do you think causes people to become homeless?
4. If you had an opportunity to interview someone who is homeless, what would you ask?
5. Think about the circumstances that make you and the man in the video different. If you were in his situation, how do you think it would affect your own life?
6. Would your life become more difficult or less difficult if you were in his situation?
7. How does this relate to intersectionality as discussed earlier in this lesson

Explain : Expand on the concept of intersectionality and privilege.
[Click here for some examples.](#)



Activity



Title: Myth Busting Quiz 1

Grade Level

2-3

Subject

Social Studies

Lesson Type

Class Activity

Skill(s) Category

Classifying

Duration



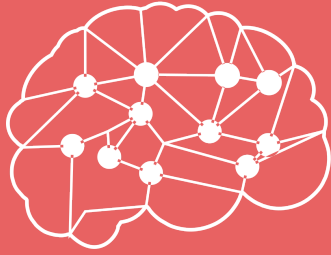
Topic: Causes of homelessness

Instructions :

Answer the following questions about the myths of homelessness, then discuss the answers as a class.

Questions:

1. All people who are homeless live on the street **T / F**
2. Everyone who is homeless is unemployed (ie. they don't have jobs). **T / F**
3. There are no homeless children. **T / F**
4. Children experiencing homelessness don't go to school **T / F**
5. People experiencing homelessness are dangerous and violent. **T / F**



Activity



Title: Myth Busting Quiz (Answer Key)

Grade Level

2-3

Lesson Type

Class Activity

Duration

Subject

Social Studies

Skill(s) Category

Classifying

10 min.

Topic: Introduction to the Shoebox Project

Instructions : Evaluation Rubric(s)- Critical Thinking Skills

Answer the following questions about the myths of homelessness then discuss the answers as a class.

Answers:

1. All people who are homeless live on the street **T / F**

False- 3/4 people that are homeless do not live on the street - [Click here for more information on hidden homelessness.](#)

2. Everyone who is homeless is unemployed (ie. they don't have jobs) **T / F**

False- Housing has become so expensive in many parts of Canada that many people with full-time jobs cannot always afford to pay rent or their mortgage.

3. There are no homeless children **T / F**

False- Unfortunately there are many children who face homelessness alongside their family, and youth homelessness (between ages 13-24) is a big problem in Canada.

4. Homeless children don't go to school **T / F**

False- Its important for homeless families (especially children) to still do regular daily activities such as attend school despite their circumstances

5. People experiencing homelessness are dangerous and violent. **T / F**

False- People experiencing homelessness, particularly women and non-binary people, are far more likely to be the victims of violence rather than the perpetrators.



Glossary



Grade Level

2-3

Subject

Social Studies

Lesson Title

Introduction to Homelessness 2

Description

The glossary section provides definitions ,explanations and resources for the lesson.

DEFINITIONS

Intersectionality

Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.

[Click here](#) for more information

Privilege

A special right, advantage or immunity granted or available only to a particular person or group.

[Click here](#) for more information

RESOURCES

1. **I Was Once Homelessness**-Video link

2. **Teacher's Guide**- The teachers's guide provides an introduction to the shoebox project lessons. This includes information about The Shoebox Project, why it matters and the learning objectives for these lesson plans.Please [click here](#) for details.

3. **Evaluation rubrics**- [Click here](#) to download

