



# Lesson Overview

## Title: Introduction to The Shoebox Project

Grade Level

2-3

Lesson Type

Group/ Individual

Duration

Subject(s)

Social Studies

Skill(s) Developed

Critical Thinking  
Collaboration



**Topic:** Supporting people experiencing homelessness

### Learning Goals:

By the end of this lesson, learners should be able to identify some of the support systems that address homelessness in the community. This is an introduction for the learners into these systems and community organizations like The Shoebox Project.

### Materials Needed:

- Shelter vs. Home activity worksheet (included)
- Brainstorming activity worksheet (included)
- The Shoebox Project - Fact Sheet (included)
- Myth Busting Quiz 2 (included)
- Evaluation Rubric(s) : Critical Thinking Skills, Collaboration Skills

### Prerequisites:

Introduction to Homelessness

Introduction to Homelessness 2



# Introduction to The Shoebox Project

## Lesson Plan:2-3

### OBJECTIVE

Learn various support systems for homelessness.

### PREPARATION

To prepare yourself and the learners for the lesson please see the **Teacher's Glossary** below for explanations related to: lack of affordable housing , poverty , and support systems for people experiencing homelessness. See resources for additional preparation.

### ACTIVITIES

- Activity 1: Shelter vs Home
- Activity 2: Brainstorming prompt
- Activity 3: Myth Busting Quiz 2

### RESOURCES

1. Myth Busting Quiz-Answer Key

### LESSON OUTLINE

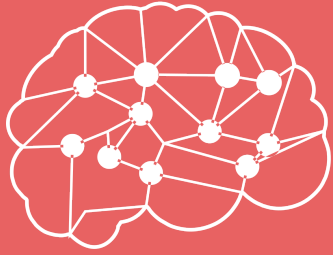
**1** In this lesson, students will be introduced to community support systems for people experiencing homelessness. **2** Learners will Complete **Activity 1:** Shelter vs. Home followed by **Activity 2:** Brainstorming prompt **3** Instructors will introduce The Shoebox Project to learners followed by **Activity 3:** Myth Busting Quiz 2 to evaluate their understanding of concepts related to poverty, the shelter system, and additional myths about homelessness.

### EVALUATION

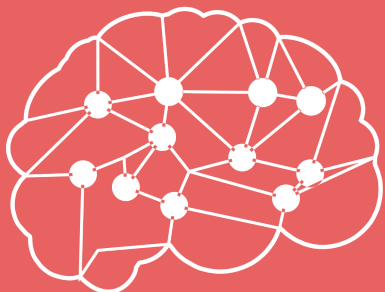
After the completion of Activity 1-3 , instructor may use the Evaluation rubrics to assess learning goals.

**Evaluation Rubric(s):** Critical Think Skills, Collaboration Skills





# Activity



## Title: Shelter vs. Home

Grade Level

2-3

Subject(s)

Social Studies

Lesson Type

Group/ Individual

Skill(s) Category

Compare and Contrast  
Analyzing

Duration



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Topic: Introduction to The Shoebox Project

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### Instructions :

1. As a class, read 'A Place to Stay: shelter story' by Erin Gunti.
2. Print and hand out a copy of 'The Shelter System' activity worksheet for each learner.
3. Learners will list similarities and differences between their own home and the shelter in the story.
4. Instructor will follow up the activity with discussion questions 1-4.

### Discussion Questions:

1. What makes you feel safe when you're away from home?
2. What are some similarities and differences between your home and the shelter in the story that you came up with?
3. Why do you think shelters exist?

Explain: Lack of affordable housing

4. How do you think shelters help people?



# Shelter Vs. Home

Instructions: List some similarities and differences between your own home and a shelter for people experiencing homelessness.



## Similarities

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## Differences

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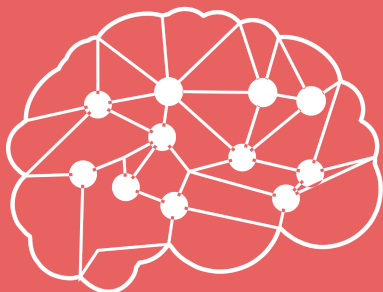
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# Activity



## Title: Brainstorming Prompt

Grade Level

2-3

Subject(s)

Social Studies

Lesson Type

Group

Skill(s) Category

Brainstorming

Duration



Topic: Introduction to The Shoebox Project

### Instructions :

1. Begin the activity by explaining to the learners that there are different ways in our community to support people experiencing homelessness.
2. In pairs or groups of 3, learners will brainstorm these additional supports/ways of helping.
3. Follow up the brainstorming activity with discussion questions 1 and 2, then introduce learners to The Shoebox Project.- SBP Fact Sheet

### Discussion Questions:

1. Of all the homelessness supports we came up with, what do you think are the most important and why?
2. When you are feeling lonely and scared, what helps you feel better?
3. How do you let your friends and family know you care about them?
4. What acts of kindness would help someone experiencing homelessness feel cared for?



# Brainstorming Prompt



Instructions: Brainstorm ways that we can support people experiencing homelessness in the community.

A red cloud shape with five arrows pointing outwards to horizontal lines for brainstorming.

How can I support people who  
are homeless?



WHO

# The Shoebox Project

The Shoebox Project for Women is an unaffiliated, non-religious, charity that collects and distributes gift-filled Shoeboxes for women impacted by homelessness in communities across Canada.

Founded in 2011 in Toronto, the organization works through volunteer-led chapters who partner with women's shelters and community agencies that serve women impacted by, or at risk of, homelessness.

The Mission of The Shoebox Project is to share empathy, kindness, and compassion with local women impacted by homelessness through the collection and distribution of gift-filled Shoeboxes and messages of support. They believe in a world where all women are seen, valued, and treated with dignity and compassion.



WHY



## It's More than a Gift

Often, women impacted by homelessness report feeling disconnected from society, invisible and alone. A Shoebox gift is a powerful reminder for a woman that she has not been forgotten and that she remains a valued and respected member of her community.

## Kindness Matters!

The Shoebox Project is a tangible and creative opportunity to give back directly to someone in your very own community. It's a small, simple gesture of kindness that has an immediate, positive impact on the person who receives it.

Since its founding year, The Shoebox Project has distributed more than 251,000 Shoeboxes, with gifts and essentials valued at a total of \$14 Million.

## Get Involved!

You can create and donate Shoeboxes either at home with your friends and family, together with your class, or as a school-wide event!

We also love receiving your special letters, cards and greetings for women impacted by homelessness.

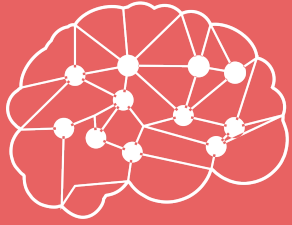
[Register here to get started!](#)



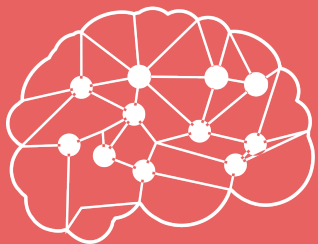
About The Shoebox Project

WHAT

MOH



# Activity



## Title: Myth Busting Quiz 2

Grade Level

2-3

Lesson Type

Class Activity

Duration



Subject

Skill(s) Category

Language

Classifying

Media Literacy

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**Topic:** Introduction to The Shoebox Project

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### Instructions :

Circle True or False to answer the following questions about the myths of homelessness, then discuss the answers as a class.

### Questions:

1. Usually people who experience homelessness don't have enough money to pay for their basic needs. **T / F**
2. Women and girls experience homelessness in a different way than others. **T / F**
3. You can always tell when someone is experiencing homelessness. **T / F**
4. Racialized and Indigenous women are more likely to face homelessness. **T / F**
5. There is nothing we can do to support women who are experiencing homelessness. **T / F**



# Title: Myth Busting Quiz 2 (answer key)

Grade Level

2-3

Lesson Type

Class Activity

Subject

Language  
Media Literacy



Topic: Introduction to the Shoebox Project

## Instructions :

Circle True or False to answer the following questions about the myths of homelessness, then discuss the answers as a class. More detail for each question can be found in the SBP Teachers Guide.

## Questions:

1. Usually people who experience homelessness don't have enough money to pay for their basic needs. **T** / **F**

Everyone who is homeless has their own story, but it is usually linked to one or more causes including Insufficient income - therefore many do not have enough money to pay for the basic necessities of life, much less special items that offer comfort and joy.

2. Women and girls experience homelessness in a different way than others. **T** / **F**

Women face different challenges with regards to homelessness. For example, women are more likely to have children to care for and face some unique safety concerns.

3. You can always tell when someone is experiencing homelessness. **T** / **F**

You can never tell what is going on in someone's personal life just by looking at them, and everyone experiencing homelessness has a different story of how they got there.

4. Racialized and Indigenous women are more likely to face homelessness. **T** / **F**

Throughout Canadian history, Indigenous people and people of colour - particularly women - have been treated differently because of their race. Because of this mistreatment, they are less likely to have well-paying jobs and more likely to experience poverty and homelessness.

5. There is nothing we can do to support women who are experiencing homelessness. **T** / **F**

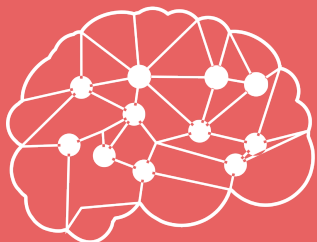
There are three main solutions to homelessness

1. Ensuring people have enough income to pay for their basic needs.
2. Ensuring there are enough affordable places available for people to live.
3. Ensuring that people who need help managing their health and daily living needs have access to those services.

There are also many charities that you can support, such as **The Shoebox Project** that work hard to support people experiencing homelessness.



# Activity





# Glossary



## Grade Level

2-3

## Subject

**Social Studies**

## Lesson Title

**Introduction to The Shoebox Project**

## Description

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

## DEFINITIONS

### **Affordable Housing**

In Canada, housing is considered “affordable” if it costs less than 30% of a household’s before-tax income. The cost of housing in almost every city across all provinces is so high that a person earning minimum wage cannot afford to rent a home. In major cities like Toronto, Ottawa and Vancouver, the wage needed to rent an average two-bedroom apartment is over \$25/hour.

[Click here](#) for more information

### **Poverty**

Poverty can arise from systematic inequities in the economy and society, and is largely the result of factors (lack of work, low wages, or discrimination) beyond the control of individuals. Poverty occurs on a wide scale across race, gender, ability and citizenship status. It is clear that despite misconceptions of poverty and/or homelessness as individualized failures, the massive scale at which 1 in 7 Canadians experience poverty, signifies that it is a systemic problem that requires structural and systemic solutions.

### **Homelessness Support Services**

Homelessness support services help people experiencing homelessness understand the health & social services available to them. People experiencing homelessness can access support on a short or medium term basis to help them access suitable, affordable and stable housing and learn how to navigate the service system.

[Click here](#) for some resources and services located in Toronto, can be found here:

## RESOURCES

1. **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.
2. **Evaluation rubrics-** [Click here](#) to download