

Scheme of work for homelessness

YEAR GROUP: KS3

DURATION: 5 LESSONS

LEARNING OBJECTIVES:

Generally: know the causes and consequences of homelessness; recognise the dangers of running away from home; know ways in which an individual can help fight homelessness; know how the issue of homelessness is dealt with in local government and the voluntary sector, generally and in Devon

Educational: practise dealing with a complex ethical issue; develop empathy for complex problems encountered by others; deal with an aspect of social exclusion; recognise prejudice including one's own; investigate how society deals with social problems

Citizenship objectives: local democracy; specifically, homelessness as an issue in local society and ways of dealing with it. Citizenship aims 1.1 b, 1.2 a, b, c, 1.3 a; 2.1 a, b, d; 3 a, b, g; 4 a, b, c, d, e, f, g,

PSHE objectives: 1.1 c, 1.2 a, b, 1.3 a, 1.4 a, c, 1.5 a, b; 2.1 a, 2.2 a, b, 2.3 b, d; 3 a, d, g, h; 4 a, b, c, d, e, g

ASSESSMENT AND DIFFERENTIATION:

Assessment can be by setting exercises by pupils or by observing individual pupils engaged in group work or class presentations. Lesson 5 provides an opportunity for more formal assessment of the leaflet design exercise, while lesson 4 is ideally suited to speaking and listening assessment. The lessons give scope for contributions by pupils of almost any ability level.

RESOURCES:

Lesson plans, case studies, background information, DVD. Especially for lesson 2, teachers should also be aware of their school's policy on disclosure and read the notes on dealing with sensitive subjects contained in appendix 9 of the teachers' guide to Citizenship KS3, or the advice paper 'Information Sharing: Practitioners' Guide' on the government's every child matters website. This is particularly relevant in lessons 2 and 3.

Lessons and worksheets can be printed, copied onto OHPs or projected using Powerpoint as required.

CONTENT AND SEQUENCE OF LESSONS:

ACTIVITIES

Lesson 1

Topic coverage: Citizenship 1.1 b weighing up what is fair and unfair
1.2 c investigate ways in which rights can compete.
PSHE 1.5 a appreciating similarities as well as differences between people
2.3 b use the social skill of negotiation within relationships
2.3 d, valuing differences and demonstrate empathy about people different from themselves

Learning focus: To introduce the subject of what a 'home' is as a preliminary to examining homelessness.

Outcomes: Pupils will

- list the more important aspects of home as a safe place for a family;
- develop opinions about the relative importance of various aspects of 'home';
- develop empathy with others with whom that might not agree.

Watch DVD, study worksheet, work in small groups, class discussion, report back to whole class, develop character

Lesson 2	
<p>Topic coverage: Citizenship 3 g the needs of the local community and how these are met through public services and the voluntary sector.</p> <p>PSHE 1.1 c understanding that self-esteem can change with personal circumstances</p> <p>1.5 a appreciating similarities as well as differences between people</p> <p>1.5 b understanding that all forms of prejudice must be challenged</p> <p>Learning focus: how people become homeless</p> <p>Outcomes: pupils can explain that</p> <ul style="list-style-type: none"> • there are many ways that people become homeless; • there is often more than one cause in any one case; • people become homeless through circumstances they can't easily control. 	<p>Watch DVD; small-group analysis and discussion of selected case studies, and report back; develop character</p>
Lesson 3	
<p>Topic coverage: PSHE 1.1 b, understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives and that there is help and support available</p> <p>1.4 a, Understanding that relationships affect everything we do in our lives...</p> <p>Learning focus: the effects of becoming homeless</p> <p>Outcomes: pupils understand that</p> <ul style="list-style-type: none"> • homelessness has effects on both physical and mental health; • there are also social and psychological effects of homelessness, making people feel powerless and excluded; • these effects make it harder to find help and treatment. 	<p>Watch DVD; whole-class and small-group discussion and analysis of selected case studies; present results to class</p>
Lesson 4	
<p>Topic coverage: Citizenship 3b the roles of the law... and how these relate to young people.</p> <p>PSHE 1.3 a understanding and managing risk</p> <p>1.4 a, Understanding that relationships affect everything we do in our lives...</p> <p>1.4 c understanding that relationships can cause strong feelings and emotions</p> <p>2.2 a use knowledge and understanding to make informed choices about safety, health and wellbeing</p> <p>2.2 b find information and support from a variety of sources</p> <p>3 g ways of recognising and reducing risk and getting help in risky situations</p> <p>Learning focus: how young people can avoid becoming homeless</p> <p>Outcomes: pupils</p> <ul style="list-style-type: none"> • can identify likely results of a teenager running away; • can identify possible sources of help and decide who they could turn to for support. 	<p>Watch DVD; read and study passage from 'Junk'; whole-class discussion resulting in mind map; pair exercise (role play); presentation to the whole class</p>

Lesson 5	
<p>Topic coverage: Citizenship 2.1 b research, plan and undertake enquiries into issues and problems using a range of information</p> <p>Learning focus: how homelessness is dealt with in Devon</p> <p>Outcomes: pupils will be able to</p> <ul style="list-style-type: none"> • understand that there are many agencies dealing with homelessness in Devon; • design a leaflet to persuade young people to get help if they are threatened with homelessness. 	<p>Watch DVD; small-group work and class discussion; plan and carry out an enquiry into local homelessness agencies; design leaflet; display and explain it</p>