# Concept Map of Homelessness Unit

## Key Learning(s)
- Social Issues
- Sensitivity/Understanding

## Key Questions
- What is a home?
- What does it mean to have a home?
- What is 'Generation Rent'?
- What do you do when you get sick?
- What would you do if you didn't have access to a doctor?
- What are homeless stereotypes?
- How can these stereotypes be combated?
- What are the different types of homelessness?
- What possessions mean the most to you?
- What is your identity?

## Key Terms
- Rough Sleeping
- Temporary Accommodation
- The Housing (Homeless Peoples) Act
- Local Housing Allowance
- NHS
- GP
- Down & Out
- Dossier
- Squatting
- Hidden Homelessness
- Sofa Surfing
- Identity

## Materials
- The Housing Map of England-1992
- NHS Card Testimonial
- Healthcare Images
- Dossier’s Bible
- Glue Pony’s
- SHARE Publication
- The Hat Testimonial

## Unit Essential Questions
- What is Homelessness?
- How are you affected by homelessness?
- How is homelessness changing?
- How the picture of homelessness has changed over time.
- Common Misconceptions: discussion of myths
- What are homeless stereotypes?
- How can these stereotypes be combated?
- What are the different types of homelessness?
- What possessions mean the most to you?
- What is your identity?

## Optional Instructional Tools
- PowerPoint
- Testimonial Videos
- The statistics
- SMD
- Defining Homelessness
- Possessions

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**EDUCATING ABOUT HOMELESSNESS**

Additional Information at museumofhomelessness.org

Notes:
## Concept Map of Homelessness Unit

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<thead>
<tr>
<th>Living</th>
<th>Health</th>
<th>History</th>
<th>Background</th>
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### Key Learning(s)
- Social Issues
- Sensitivity/Understanding

### Unit Essential Questions
- What is the extent of the homelessness problem in the UK?
- How does it affect the community?
- What can you do?

### Optional Instructional Tools
- PowerPoint
- Testimonial Videos

### Living
- The price of owning a home in England today.

### Health
- The gravity of the problems that can stem from addiction.

### History
- The age of homelessness through history.
- Teen Homelessness

### Background
- Hard Edges Mapping

### Key Questions
- What is an ASBO?
- How do ASBO’s affect the homeless population?
- What are some of the consequences of addiction?
- What is the real cost of addiction?
- How are teenagers affected by homelessness?
- What is day to day life like as a homeless teen?
- What are causes for homelessness?
- What does severe and multiple disadvantage mean?

### Key Terms
- ASBO
- Naloxone Kit
- Addiction
- Overdose
- Sofa Surfing
- Dossier
- Teenage Homelessness
- Severe and Multiple Disadvantage
- Period Poverty

### Materials
- ASBO Testimonial
- Naloxone Kit Testimonial
- Tate testimonial publication
- Snags & Hazards
- Dossier’s Bible
- SHARE Publication (excerpts)
- Glue Pony’s (excerpts)

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Notes:
### Background

**Subject**
- Homelessness

**Prepared By**
- Museum of Homelessness

**Key Stage**
- 3/4

**Overview**

The purpose of this lesson is to expose students to stories and narratives of people who have experienced homelessness. Through poetry, and short stories students can reflect on what their views of the homeless are and how their perceptions could change.

**Goals**

Students will be able to identify with people their own age who have or are experiencing homelessness in the United Kingdom. They will work on creatively interpreting the material that they read from the excerpts.

### Teacher Guide

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<th>Goals</th>
<th>Students will read pieces from either publication for comprehension. The pieces are written by or about younger individuals who are/ were homeless.</th>
<th>Students will gain an understanding of other perspectives on homelessness from people who have been and still are homeless through creative writing.</th>
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<td>Information</td>
<td>Excerpts from each publication are attached, they can be printed and handed out to students either randomly, or by choice having evenly distributed pieces.</td>
<td>Students will have an understanding of the source of the pieces that they are reading.</td>
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<tr>
<td>Introduction</td>
<td>5 Min</td>
<td>Introduce types of homelessness and background of homelessness. Give a background of each publication on Slide XX of the PowerPoint.</td>
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| Activity | 20 Min | • Break up into groups of five or six and have each person in the group pick a different poem.  
• Each student will be the reporter on that poem, and will give feedback to the group as each poem is discussed. |
| Summary | 20 Min | • Have all of the students who read the same poem then move together and discuss what they thought the poem meant- come up with a collaborative answer as to what the poems or stories meaning is and present it to the class. |

### Additional Resources

- Glue Pony’s Excerpts (KS4)
- SHARE Excerpts (KS3)

### Materials Required

- PowerPoint (provided)
- Lined Paper
**Rubric**

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**Curriculum Fit:**

- **PSHE Living in the Wider World:**
  - L3: the similarities, differences and diversities among people
  - L4: strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives
  - L5: about the potential tensions between human rights, British law and cultural and religious expectations and practices

- **PSHE Health & Wellbeing:**
  - H1: how to manage transition
  - H19: that identity is affected by a range of factors
# Opioids

## Overview

The purpose of this lesson is to explain the tremendous effects that drugs and alcohol can have on the community, both homeless and not. Students will also learn how an individual’s drug abuse can affect friends and family and become a public health problem for society at large.

### Goals

Students will be able to identify the use of Naloxone and the effects of addiction on the homeless community.

## Teacher Guide

### Objectives

To encourage student understanding of the effects of drugs and alcohol, specifically opiates, on an individual and how a person’s life changes with addiction.

Garner an understanding of opiate use/abuse and how it affects the body, as well as the ways that addiction shapes lives, particularly homeless.

### Information

The testimonial in the video on Slide 5 of the PowerPoint details a man’s experience with overdose and addiction and discusses a topic that may be difficult to discuss.

Students should gain an understanding of opiates and the physiological effects that the drug has on the body.

### Introduction

Create a safe space for this discussion by introducing rules, or understandings that will be held for the entirety of the lesson (i.e. nothing shared leaves this room, mutual respect, etc.).

Learn what the development of addiction does to the individual as well as the community.

### Activity

- Break up into groups of four or five, and discuss what thoughts students had on the video.
- Assign a scribe to each group, and have that person note what key discussion points were creating an anchor chart for the topic.
- Bring the discussion to the entire class and have each group sum up key points that they thought were striking.
- Hang the charts on the board, and compare the observations of each group.

Further, students should understand the toll that opioid addiction takes on an individual - specifically a homeless person.

### Summary

- From the collaborative discussion, create a singular chart that sums up the viewpoints of the students and what can be learned from the testimonial video.
- What can students do?

To understand perspectives of classmates about opioid addiction and be able to be open to other opinions. Become aware of the assistance that is out there for themselves or people they know.

## Materials

- PowerPoint
- Poster Paper
- Pencils/ Markers

## Additional Resources

- Naloxone Kit Testimonial Video
- BBC Class Clips: [http://www.bbc.co.uk/education/topics/z9982hv/resources/1](http://www.bbc.co.uk/education/topics/z9982hv/resources/1)

## Additional Notes

Additional information can be found at museumofhomelessness.org
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## Curriculum Fit:

- **NSES (Life Sciences) Health:** the effects of recreational drugs (including substance misuse) on behaviour, health and life processes
- **PSHE Health & Wellbeing:**
  - H24: the positive and negative roles played by drugs in society
Educating About Homelessness

**Opioid PowerPoint Notes**

Fill in the information on the worksheet as you learn about it in the presentation. Record any questions in the notes section on the bottom of the second page to ask during the class.

**Naloxone Kit Testimonial Video**

List three things that you found interesting about the video:

1. 
2. 
3. 

**Categories of Substances**

List the 3 categories of substances: __________________________________________________________

Define each category:

<table>
<thead>
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<th>Name</th>
<th>Definition</th>
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### Opioids

Write each word or set of words listed below in the appropriate box, then connect which effects are present in each of the parts or systems in the body.

<table>
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<th>Body Parts</th>
<th>Effects</th>
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<td>Spinal Cord, Slow Breathing, Limbic System, Plesure/Relaxation, Brainstem, Decreased Pain</td>
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### Naloxone

What does Naloxone do? __________________________________________________________________________
__________________________________________________________________________________________________
What is the brand name for Naloxone? _______________________________________________________________

### Summary

What did you learn from the video? ____________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
What more would you like to know? ____________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
Write one thing that you found interesting about this lesson and why you found it interesting:
__________________________________________________________________________________________________
__________________________________________________________________________________________________
__________________________________________________________________________________________________
### Subject

**Homelessness**

**Prepared By**

Museum of Homelessness

**Key Stage**

3

### Overview

With the current housing crisis in the country, and the shift from renting to owning, the picture of housing is quickly changing. This has led to a change in what people are able to afford with high housing prices.

**Goals**

Students will be able to identify the difference between a house and a home. As well as be able to understand the shift in housing tendencies in the United Kingdom in the last 40 years.

### Teacher Guide

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<th>Student Goals</th>
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<td>To encourage student understanding of the changes in the housing market in the last 40 years in England. Students will be able to define what homes and houses are and how they differ.</td>
<td>Print attached worksheet before the class period for activity 1. All other necessary information is in the PowerPoint titled Housing</td>
<td>Gain a deeper understanding for the meaning of home and how that word carries different meanings for different individuals.</td>
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| Introduction | 15 min | Slides 3-5 in the PowerPoint that explain the shift in housing in the last 40 years from a rental to a buying market and how that changed the economy. | Students will gain a brief understanding of how the change in renting and buying has effected the economy and how it has changed the community. |

| Activity (1) | 10 min | • Students will define a house and a home individually on the provided worksheet.  
• They will then be able to collaborate with each other to create a collaborative definition of this by differentiated between the two nouns. | They will be able to define both house and home and understand why they are two different words. |

| Activity (2) | 10 min | • Students will be handed income cards. On each card are an income, needs, location and distance to work. (write weekly salaries on index cards/ paper)  
• Students will choose a house or apartment that they would choose to live in.  
• They would then explain why on the worksheet. | Students will learn what an income can provide them and what they would need/ want in a future house or apartment. |

| Summary | 15 min | Conclude with key common understandings that the students came up with by creating an anchor chart that displays the common themes. | Students will be able to compile a chart that encompasses the entirety of the activities and the lesson. |
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**Curriculum Fit:**
- PSHE Living in the Wider World
Educating About Homelessness

House v. Home

Take a few minutes, and define the terms house and home in your own words. Come together as a class and create a definition for each, clarifying similarities and differences in the words.

Thought Box:
Educating About Homelessness

**A Place to Live**

Based on the card that you are dealt, choose a flat or house that fits your needs. Be mindful of the budget that you are given, as well as the other needs listed on the card.

Which house/flat would you choose? __________________________

Why did you choose this option?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

What did you like/dislike about the option that you choose?
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

Thought Box:
### Subject
Homelessness

### Prepared By
Museum of Homelessness

### Key Stage
3

### Overview
The purpose of this lesson is to introduce what an ASBO is, and have students learn through role play the effects that displacement has on homeless individuals.

### Outcomes
Students will learn what their daily basic needs would be as an individual who is homeless, and will discover what happens when an ASBO is issued.

### Teacher Guide

#### Objectives
To convey the uses of ASBO’s and how they are used in different areas. Encourage students to take on the mindset of a homeless person who has been issued an ASBO.

#### Information
Split the room into areas provided on the list in the PowerPoint. The room will reflect a new area that students are displaced to, they will need to find shelter, food and healthcare as well as any other necessities.

#### Introduction
15 min
Introduce what an ASBO is using the PowerPoint attached to this lesson. Following the background information, introduce the activity below.

#### Activity
20 min
- Assign students a number between 1 and 4.
- Distribute the “Where would you go?” worksheet, read the instructions to the students, and let them answer the first set of questions (5 min).
- Discuss the answers, taking a few examples for each question.
- Introduce the role play activity and ask students to move throughout the room and rank the level of need for each of the locations (shelter, food, showers, etc.)
- Ask why they ranked as they did.

#### Summary
15 min
- Give students 5 minutes to reflect on the activity, then bringing the group together to discuss what their thoughts were on the difficulty of the exercise and what they thought was the hardest part.

### Additional Resources
- ASBO Testimonial
- [https://www.gov.uk/asbo](https://www.gov.uk/asbo)

### Additional Notes
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**Curriculum Fit**
- PSHE Living in the Wider World:
  - L5: about the potential tensions between human rights, British law and cultural and religious expectations and practices
Educating About Homelessness

Where would you go?
You are 16 and homeless living in Central London under an overhang between buildings. This morning you were issued an ASBO and are no longer able to live where you have been for the last few months. You have until the end of the day to relocate, where would you go?

Part 1: Answer the following questions based on the above prompt.

What number were you assigned? ____________________________

What are your basic needs?
__________________________________________________________

__________________________________________________________

Rank these in order of what you would think is your highest priority:
__________________________________________________________

__________________________________________________________

__________________________________________________________

Where would you go to access what you need?
__________________________________________________________

__________________________________________________________

Part 2: After the activity, answer the remaining questions.

Did your classmates agree with your choices? Why, or why not?
__________________________________________________________

__________________________________________________________

__________________________________________________________

What do you think the most difficult part of displacement is for a homeless person?
__________________________________________________________

__________________________________________________________

__________________________________________________________

Thought box: