“Never Give Up on Anyone”
Increasing Awareness about Homelessness through Education

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What Is the Museum of Homelessness?
Co-Founders: Matt and Jess Turtle

Contact Us:
matt@museumofhomelessness.org
jess@museumofhomelessness.org
Homelessness: History & Facts

- Homelessness in the U.K.
- Definition of Homelessness
- Causes
Number of Accepted Homelessness Assistance Applicants

![Graph showing the number of accepted homelessness assistance applicants from 2008/09 to 2015/16. The graph shows a decrease from 2008/09 to 2009/10, followed by an increase until 2013/14, and a slight decrease in 2014/15, with a slight increase in 2015/16.]

Definition of Homelessness

**Homeless without Accommodation is Someone...**

- Rough sleepers
- No license to occupy
- Legally evicted

**Homeless with Accommodation is Someone...**

- Cannot legally resist removal.
- Experiencing violence, abuse, or harassment in their home.
- Conditions that are damaging to health
- Illegally evicted
- Temporary accommodation
Reported Reason For Homelessness (2016)

- End of Assured Shorthold Tenancy: 31%
- Mortgage or Rent Arrears: 4%
- Relationship Breakdown with Partner: 16%
- Lost Accommodation with Friends/Relatives: 26%
- Other: 16%
- Loss of Rented Housing: 7%

## Causes: Generation Rent

<table>
<thead>
<tr>
<th></th>
<th>Average Annual Salary in U.K.</th>
<th>Average Cost of Buying a House in U.K.</th>
<th>Average Cost of Buying a House in London</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009</strong></td>
<td>£22,800</td>
<td>£154,452</td>
<td>£268,780</td>
</tr>
<tr>
<td><strong>2017</strong></td>
<td>£27,600</td>
<td>£220,094</td>
<td>£482,779</td>
</tr>
<tr>
<td><strong>Increase</strong></td>
<td><strong>21%</strong></td>
<td><strong>42%</strong></td>
<td><strong>80%</strong></td>
</tr>
</tbody>
</table>

Sources:  
https://tradingeconomics.com/united-kingdom/wages  
https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/housepriceindex/apr2017
Sources:  https://tradingeconomics.com/united-kingdom/wages
https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/housepriceindex/apr2017
Homelessness: The Human Aspect

- Misrepresentation in Data
- Violence
- Severe and Multiple Disadvantage
- Stigmas
Tip of the Iceberg

Eligible for assistance, unintentionally homeless, and in priority need

73,600 Households
The Rest of the Iceberg

- Eligible for assistance, unintentionally homeless, and in priority need: 73,600 Households
- Intentionally Homeless: 31,600 Households
- Not Priority Need
- Ineligible for Assistance

Adapted from Policy: Report, Rights and Wrongs, Shelter 2007
Deaths from Discriminatory Violence

Number of Deaths

Year

Source: Vulnerable to Hate, National Coalition for the Homeless, 2014
Severe and Multiple Disadvantage

Source: Hard Edges, LankellyChase Foundation, 2015
The amount of people who have turned around to me and said, ‘Oh it must be so nice being back in society,’ and I’m like well actually I never fucking left! You know just because I was homeless doesn’t mean I’m not part of society. Society and the general public or just human beings, we seem to think that when someone’s living on the street that they’re some sort of animal - almost like they’re not a human being and they’re not part of us. That upsets me and not just upsets me but gets me angry, pisses me off… I want people to realise that you know it’s good to go and talk to people.
Project Goal: Citizenship Curriculum KS 3 and 4

Develop an educational publication and online resource

- *Objective 1*: Identify needs and perspectives of educators
- *Objective 2*: Evaluate how museums and other organizations develop resources
- *Objective 3*: Evaluate the MoH collection and identify objects and stories to use
- *Objective 4*: Clarify learning outcomes
- *Objective 5*: Develop materials and resources
Educating about Homelessness
Citizenship

- Rights & Responsibilities
- Identity & Diversity
- Healthy Lifestyles
- Relationships

PSHE

- Living in the Wider World
- Health & Wellbeing
- Relationships
Methods

- Interviews
- Workshops
- Cataloging
Key Findings from Interviews with Educators

<table>
<thead>
<tr>
<th>Good Practice Guide</th>
<th>Discussions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Video Clips &amp; Visuals</th>
<th>Piloting</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Learn More

Teacher Resources
- Lesson Plans
- Good Practice Guide

About Homelessness
- Homelessness in 2017
- Ten Articles to Read

Objects and Stories
- Videos and Descriptions
- Naloxone Needle, ASBO, Hat, NHS Card
Learn More

The museum is dedicated to promoting understanding and tolerance about the subject of homelessness through comprehensive and accurate resources.

The educational materials provided may be used by teachers, parents, and any member of the general public who would like to broaden their knowledge on homelessness.

About Homelessness

These resources provide an overview of important information to begin to understand the complex topic of homelessness.

Objects and Their Stories

Hear the stories of some of the objects in the museum’s collection in the donor’s own words.

Teacher Resources [Coming Soon]

Materials created specifically to be used in classrooms by teachers, as well as anyone who wants to begin a lesson or discussion on homelessness.
About Homelessness

Homelessness is a broad, multi-faceted topic, and no two people’s experiences are the same. It can be difficult to know where to begin learning about the subject of homelessness. These resources provide an overview of important information to begin to understand the complex topic.

Ten Articles to Read

Ten articles selected by the museum that can serve as a starting point for understanding homelessness and its effect on each one of us.
The Big Picture

Legal Definition of Homelessness
An introduction to the legal definitions of homelessness as provided by the homelessness charity Shelter.

Homelessness Reduction Bill Becomes Law
In April 2017 new measures were introduced to ensure local authorities can provide more meaningful support to people. The bill receives cross party support and has been heralded by homelessness charities yet there is no date for it to come into force.

More Than 250,000 are Homeless in England
At the turn of 2012, Shelter release statistics showing huge numbers of hidden homeless people, the government claims to not recognise these figures.
Hear the stories of some of the objects in the museum’s collection in the donor’s own words, performed by actors and actresses from Cardboard Citizens.

MHC collects objects from anyone with a story to tell about homelessness. Each story is told in the words of the person who gave the object and you can hear the words of the donor at the beginning and end of the video.

For more information Contact Us

Naloxone Kit
Donated by a worker in Glasgow, performed by Ben Smithies.

I’m a heroin addict. I had this used on me. It brought me back from overdose, or I would have been dead. But since I’ve got into recovery and started volunteering with the Slaxon Community, I’ve had to administer it. I didn’t really put much thought into it, I done it all and it was just kind of instinctive, you know. And then, when I went home that night and realised, that guy’s still alive today. It makes life all worthwhile, you know?
School Database

- Schools that teach the Citizenship Curriculum
- Help the MoH to push materials into schools
- Information based on the Ofsted reports and website of each school
- Findings
  - PSHE > Citizenship Curriculum
  - PSHCE (Personal, Social, health, Citizenship & Economic Education)
  - Focus on the Citizenship Curriculum/PSHE varies
<table>
<thead>
<tr>
<th>School’s Name</th>
<th>Website</th>
<th>Address</th>
<th>Contact Info</th>
<th>Topics related</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Arnold House School</td>
<td><a href="https://www.arnoldhouse.co.uk">https://www.arnoldhouse.co.uk</a></td>
<td>1 Loudoun Road, St. John’s Wood, London, NW8 0LH</td>
<td>T: 020 7266 4840 E: <a href="mailto:office@arnoldhouse.co.uk">office@arnoldhouse.co.uk</a></td>
<td>• Religious Studies</td>
<td>CC and PSHE</td>
</tr>
<tr>
<td>Kensington Aldridge Academy</td>
<td><a href="http://www.kensingtonaldridgeacademy.co.uk/">http://www.kensingtonaldridgeacademy.co.uk/</a></td>
<td>1 Silchester Road, London, W10 6EX</td>
<td>T: 0207 313 5800 E: <a href="mailto:info@kaa.org.uk">info@kaa.org.uk</a></td>
<td>• Impact of stereotyping</td>
<td>Only PSHE is taught</td>
</tr>
<tr>
<td>The Fulham Boys School</td>
<td><a href="http://www.fulhamboysschool.org/">http://www.fulhamboysschool.org/</a></td>
<td>Mund St, Gibbs Green, London, W14 9LY</td>
<td>T: 020 7381 7100 E: <a href="mailto:info@fulhamboysschool.org">info@fulhamboysschool.org</a></td>
<td>PSHCE is provided</td>
<td></td>
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</table>
Good Practice Guide: Overview

- Final product resulted in an initial draft
- Outlines certain topics and approaches to teaching homelessness
- Direct teachers to the appropriate resources such as lesson plans, PowerPoints, and activities
Good Practice Guide

Introduction

Homelessness in 2017

What is Out There

Teaching Homelessness

Lesson Plans

Further Links

Taking Action
Teaching Homelessness: Approaches

- Preparing Teachers
  - Self-Reflection
  - Sensitivity & Framing

- In the Classroom
  - Visually Representing Info
  - Case Studies
  - Guest Speakers
  - Discussions

- Conclusions
  - Pre-Post Test Evaluation
  - Support
# OPIOIDS

## Subject
- Homelessness

## Prepared By
- Museum of Homelessness

## Key Stage
- 4

## 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 Narcoze and the effects of addiction on the homeless community.

## Materials
- PowerPoint
- Poster Paper
- Pencils/Markers

## Additional Resources
- Narcoze Kit Testimonial Video
- BBC Class Clips: [http://www.bbc.co.uk/education/topics/z99h2hv/resources/](http://www.bbc.co.uk/education/topics/z99h2hv/resources/)

## Additional Notes
Additional information can be found at museumofhomelessness.org

## Teacher Guide

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

### 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.

### 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.).

### 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.

### 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?

## Student Goals
- Gaining an understanding of opioid use abuse and how it affects the body, as well as the ways that addiction shapes lives, particularly homeless.

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

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

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

- 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.
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 Kill 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>
<tr>
<th>Name</th>
<th>Definition</th>
</tr>
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<tbody>
<tr>
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<td></td>
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<td></td>
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</tbody>
</table>

**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:

**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>
<thead>
<tr>
<th>Body Parts</th>
<th>Effects</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

Spinal Cord, Slow Breathing, Limbic System, Pleasure/Relaxation, Brainstem, Decreased Pain

**Naloxone**

What does Naloxone do? ________________________________

What is the brand name for Naloxone? ________________________________

---

**Notes:**

- **Date:** __________

---

**Comments:**

- **Name:** ________________________________
<table>
<thead>
<tr>
<th>Rubric</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation</strong></td>
<td>Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.</td>
<td>Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.</td>
<td>Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.</td>
<td>Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Answers are mostly complete, extensive, and include many details.</td>
<td>Answers are usually complete and include several details.</td>
<td>Answers contain some details</td>
<td>Answers lack the required detail or are incomplete.</td>
</tr>
<tr>
<td><strong>Use of Information</strong></td>
<td>Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.</td>
<td>Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.</td>
<td>Answers include occasional supporting evidence from the text when necessary.</td>
<td>Answers do not include supporting evidence from the text when necessary.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>Answers are very easy to understand. They are clear and concise.</td>
<td>Answers are always easy to understand.</td>
<td>Answers are sometimes understandable, but need to be more to the point.</td>
<td>Answers are difficult to understand.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Conventional spelling and grammar is mostly correct.</td>
<td>Conventional spelling and grammar is usually correct.</td>
<td>Work contains several spelling and grammar errors.</td>
<td>Work contains many spelling and grammar errors.</td>
</tr>
</tbody>
</table>

**Curriculum Fit:**
- NSES (Life Sciences) Health: the effects of recreational drugs (including substance misuse) on behavior; health and life processes
- PSHE Health & Wellbeing:
  - H24: the positive and negative roles played by drugs in society
Overall Conclusions & Recommendations
Overall Conclusions

- Homelessness is inherently problematized by society.
- Materials on homelessness are desired by educators.
  - MoH can provide these materials.
- Help the MoH expand its outreach and influence.
- Teaching about homelessness can be difficult.
Overall Recommendations

• Do not shy away from the topic of homelessness

• Accommodate the national curriculum

• Create age appropriate materials

• Expanding outreach is beneficial for the MoH

• Teachers Workshops
Deliverable
Conclusions & Recommendations
# Webpage

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many uploadable materials</td>
<td>Finalize Homelessness in 2017 and Teacher Resources pages</td>
</tr>
<tr>
<td>Additional Features</td>
<td>Add a “Give Feedback” option and more information about the co-founders</td>
</tr>
<tr>
<td>Further information on homelessness</td>
<td>Add “Taking Action” and “Additional Resources” pages</td>
</tr>
</tbody>
</table>
School Database

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited information from Ofsted reports</td>
<td>Curriculum details from school websites</td>
</tr>
<tr>
<td>The national curriculum is constantly changing</td>
<td>Update. Update. Update!</td>
</tr>
</tbody>
</table>
## Good Practice Guide

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial draft that outlines topics to include and discuss</td>
<td>A framework for future development</td>
</tr>
<tr>
<td>Audience = teachers</td>
<td>Mini guidebooks for parents and students</td>
</tr>
<tr>
<td>Covers a wide range of topics</td>
<td>Offer a variety of approaches</td>
</tr>
<tr>
<td>Need to ensure a safe classroom environment</td>
<td>Supplemental materials</td>
</tr>
</tbody>
</table>
Lesson Plans

<table>
<thead>
<tr>
<th>Conclusions</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency is important</td>
<td>Adapt materials</td>
</tr>
<tr>
<td>Wording is key</td>
<td>Reword lessons</td>
</tr>
<tr>
<td>Aim to satisfy Ofsted</td>
<td>Fulfill multiple requirements</td>
</tr>
</tbody>
</table>
Acknowledgments

Museum of Homelessness Co-Founders:

Matt and Jess Turtle

MoH Core Members:

Rhiannon Litterick (volunteer and education professional)

Damien Quigg (volunteer and ex-homeless)

David Tovey (social artist and ex-homeless)

Educational and Museum Professionals:

David Houston, Rhiannon Litterick, Lucinda Meredith, Naomi Pollard, Cari Rees, Sara Rickard, and Sharon Wilkie-Jones
Images

- Images numbered 1-6 are courtesy of the Museum of Homelessness from their collection.

- The images on Slide 19: Key Findings from Interviews with Educators are stock images.
Rough sleepers you see on the street today, with the right support they have a lot to offer too.

Never give up on anyone.

-Jimmy Carlson, OBE, 1947-2017
Ofsted

The Office for Standards in Education, Children's Services and Skills. We inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.
Jimmy Carlson, OBE, 1947-2017

- An activist and campaigner who was awarded an OBE for services to combatting homelessness.
- Former rough sleeper who spent nearly a quarter of a century living on the streets and in hostels – after five years serving as a soldier with the Royal Pioneer Corps.
- He became abstinent from his alcohol addiction in 1996 and spent the next 20 years dedicating his life to tackling homelessness.
- He began volunteering with the homelessness charity Groundswell in 1997 and was the leading figure at the organisation for 20 years.
- He also became a leading volunteer, and eventually, a trustee for the emerging Museum of Homelessness playing a pivotal role in its early development.
- He sadly passed away in January 2017.
David Tovey, Social Artist and Ex-Homeless

- David Tovey is a formerly homeless artist, educator and activist who works in a range of media.
- He is a photographer, painter as well as an installation artist and performance-maker.
  - At the heart of David's practice is his the ability to bring you to the subject in ways both beautiful and hard-hitting in equal measure in order to raise awareness about the social issues he tackles.
- He has exhibited internationally in locations such as Somerset House, Tate Modern and he is also the founder of the UK’s first One Festival of Homeless arts.
- He speaks regularly at housing and homelessness events and teaches art to people experiencing homelessness at the Pillion Trust and Passage Day Centre.
- His Man on Bench performances have earned him significant acclaim and have taken place on the pavement of the Southbank and the halls of Tate Modern.
Milestones in Homeless Legislation

1815
- Poor Laws
  - Gave a duty to parishes to take care of their poor with money paid in taxes from the middle and upper classes

1834
- Poor Law Amendment Act
  - Enforced manual labor for the poor and homeless in workhouses, under sometimes appalling conditions, to receive food and clothing

1966
- Cathy Come Home
  - Released as a television play, adapted and directed by Ken Loach, shed light on how homeless families were treated. Public outrage and a demand for change immediately followed.

1977
- Homelessness Act 1977
  - Created an enforceable duty for the government to help the homeless.
  - Defined homelessness as someone who has no accommodation or faces the threat of violence in their accommodation.

1986
- Housing and Planning Act 1986
  - Established a standard for what is acceptable as "suitable housing".
  - Extended the definition of homelessness to include people who have accommodation, but the accommodation is unfit for habitation.

1996
- Housing Act 1996
  - Introduced the concept of eligibility for homeless assistance based on a person's nationality.
  - Required authorities to provide temporary accommodation to those found unintentionally homeless and in priority need until a more permanent residence is found.

2002
- Homelessness Act 2002
  - Extended priority need groups to include 16-20 year olds as well as ex-military.
  - Allowed housing duty to be turned over from the local authority to the private sector with written consent from the household.

- National Immigration and Asylum Act
  - Removed adults seeking asylum from the duty of the local authority to provide temporary accommodation for, nearly doubling the size of London's rough sleeper population.