

Thank you for downloading this lesson. It is one of six Citizenship lessons exploring:

- ❑ **HOMELESSNESS**
- ❑ **REFUGEES**
- ❑ **HUMAN TRAFFICKING AND MODERN SLAVERY**

from the perspective of The Salvation Army and the work we do with each group.

There are two sets of lessons for each topic delving into the issue, looking at the humanness of the people in these situations, and then offering a chance for pupils to reflect on whether they think they should/could do anything themselves.

Whilst these are Citizenship lessons, the second lesson in each topic has an optional RE extension where pupils can reflect on the religious teachings that motivate The Salvation Army's practice.

There is a mix of written work, discussion, reflection, videos and real case studies for pupils to engage with. Each lesson includes a range of activities, meaning you can customise the experience/information the students receive. Please feel free to use the PowerPoint presentation as it is or unhide certain slides (by right-clicking the slide in the viewing pane and selecting 'hide slide').

To keep the students engaged we recommend the lessons being as interactive as possible. There are suggestions below on how to use each activity with different ages and abilities, but please note these are meant as a guide. Feel free to use your discretion once in the classroom.

If you have any comments or questions about the resource please feel free to email:

schools@salvationarmy.org.uk with the subject 'Citizenship Lesson'.



Odd one out: **KS3/KS4**

Introductory activity to get students thinking. Always ask pupils to justify which picture they think is the odd one out. You can use their rationale to pull quieter members into the conversation, eg, 'That's an interesting comment, Matt... Hannah, do you agree?'



Homelessness is... 4 word build: **KS3/KS4**

Choose a word, idea or concept that you want the group to explore.

Have each person individually write down four words that come to mind when thinking of that word.

Class members will then pair up into groups of two (or potentially one group of three if there is an odd number).

Ask them to agree on four words to keep from the original eight words.

So four of the words will be eliminated, and the pair will make a new list of four words.

Have each pair join with another pair and again narrow down the list of eight words between the two groups to a final four words.

Have each group report their final four words and write these on the board.

Stimulate a discussion by asking questions such as:

Do you notice anything about the final words?

How easy was it to combine all your thoughts in this topic into four words? Why?

Are they all negative? Why do people have this view?

Are there any positive words to pick up on, eg 'temporary', 'new start'? If not, ask if anyone had any positive words 'thrown out'.

Ask if there are any new insights into homelessness that they gained through the exercise.

If you are short on time or the class is extremely big, you can start with pairs who join with four other people. This will make the activity shorter.

KS4 Character cards: If working with younger pupils, leave out this activity and go straight to defining homelessness. With older pupils, get them to discuss whether the people named in the cards are experiencing homelessness.

Homeless isn't who I am: **KS3/KS4**

Video Clip

Homelessness statements: **KS3/KS4**

Once this paired discussion is done, you can gauge the class responses by asking questions such as:

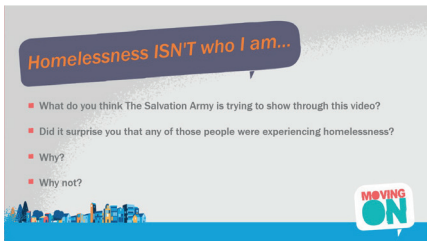
Which statement did you most agree with?

Which statement did you most disagree with?

Which statement caused the most debate between you and your partner?

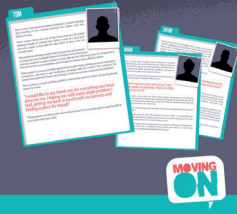
Main causes of homelessness: **KS3/KS4**

Some classes may need prompts. Think of scenarios to lead them to answer. Eg. for war / natural disasters you could ask why might a lot of Syrians be experiencing homelessness.



Case Stories

- What was the cause of homelessness?
- How did it lead to the individual experiencing homelessness?
- How did they feel?



Case stories: **KS3**

For younger students or lower ability classes, use the case studies provided and get students to highlight or underline anything that could help them answer the questions:

What was the cause of homelessness?

- How did it lead to the individual experiencing homelessness?
- How did they feel?

Case stories: **KS4**

For older students or higher ability, use the newspaper articles provided. Be sure to remind the pupils that all the people interviewed are residents at William Booth Centre Lifehouse (hostel) run by The Salvation Army.

Your story



Imagine you were the person who was experiencing homelessness.
Write at a paragraph on what your life is like as if it was a diary.

Plenary: **KS3**

Pupils could draw pictures. You could suggest a storyboard format to show the change in emotions.

Plenary: **KS4**

Write a detailed piece as a diary extract.

Homelessness Curriculum Links

CITIZENSHIP

| KEY STAGE | UNIT |
|-----------|---|
| KS3 | <p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school based activities</p> <p>The functions and uses of money, the importance and practice of budgeting, and managing risk</p> |
| KS4 | <p>Human rights and international law</p> <p>The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering</p> <p>Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.</p> |

RELIGIOUS EDUCATION

| KEY STAGE | (AQA) UNIT |
|-----------|---|
| KS4 | <p>Human Rights</p> <p>Homeless</p> |
| KS4 | <p>Wealth and Poverty</p> <p>The right attitude to wealth</p> <p>The uses of wealth</p> <p>The responsibilities of wealth, including the duty to tackle poverty and its causes</p> |

Homelessness Curriculum Links

RELIGIOUS EDUCATION

| KEY STAGE | UNIT |
|------------|--|
| KS4 | <p><i>Wealth and Poverty (continued)</i></p> <p>Exploitation of the poor including issues relating to: fair pay/excessive interest on loans/people-trafficking.</p> |

| KEY STAGE | (EDEXCEL) UNIT |
|------------|--|
| KS4 | <p><i>Living The Christian Life</i></p> <p>How and why some Christians are involved in working for social and community cohesion.</p> <p>How one Christian organisation helps to relieve poverty and/or suffering in the UK.</p> <p>The reasons why the organisation does this work (Christian teachings on charity and the relief of suffering).</p> |