

The Salvation Army: Homelessness Services

A collection of 'pick and mix' activities to explore The Salvation Army and homelessness during the pandemic. Slides 3 & 4 are core slides, all other activities can be adapted to suit your group.

Lesson objectives:

- To highlight the impact of homelessness
- To understand how The Salvation Army responds to homelessness

Resources needed:

- Homelessness lesson plan
- Homelessness PowerPoint slides
- Homelessness newspaper article



Slide 1 What is homelessness?

Have students discuss what it means to be homeless and collect responses. Reveal the suggestions on the PowerPoint slide and see if any of the definitions were discussed. Ask students: In your opinion, are there any statements that do not describe homelessness? If anyone disagrees with any of these statements, ask them to explain why.

You could also start off with the statements on the board and ask students which ones do / do not define homelessness.

While some may seem like a 'choice', all the statements are legal reasons for homelessness as defined in ss.175-177 Housing Act 1996 amended by the Homelessness Reduction Act 2018; chapter 6 Homelessness Code of Guidance, MHCLG, Feb 2018.
<https://www.gov.uk/guidance/homelessness-code-of-guidance-for-local-authorities/download-this-guidance>



Slide 2 Title slide

Share the title of the lesson and learning objectives

Slide 3 The Salvation Army

Share a bit of history about The Salvation Army before giving students a copy of 'Army News'

- Page 1 explains a bit about The Salvation Army's motivation for helping others and why the Homelessness Services exist.
- Page 2 explains some of the ways The Salvation Army helped people experiencing homelessness.
- Page 3 is a case study of someone who was experiencing homelessness and came to The Salvation Army for help.

There are many more case studies to explore on The Salvation Army's [website](#).

Give the students some time in groups of three. Have a student read through a specific page and give a summary to the others. As a class, highlight key points from the articles on the board. This can be done as a spider diagram or summarised in bullet points.



Slide 4 Homelessness Services

- The video [clip](#) (3 mins 40 secs) shows how young people in East London help to set up a night shelter for people experiencing homelessness. It features interviews from some service users and can be used to elicit discussion from students.
 - What was one thing you found interesting about the video?
 - Did any of the people experiencing homelessness have stories that surprised you? Why?

Other interesting clips include:

[Drop-in centre in Central London](#) (7 mins 59 secs)

[Centenary House, a Salvation Army Lifehouse in Belfast](#) (5 mins 32 secs)



Slide 5 Opinion slide

Read the following text or display it on a board:

'A chaplain is usually a Salvation Army officer appointed to offer a friendly, confidential and independent listening ear. The chaplaincy service is for residents and staff of all faiths; people that are exploring ideas of faith – and people that have no faith.'

The chaplain is an important part of the "whole person" support given to those who come into our services and will be part of the welcome that a person receives when they arrive to one of our Lifehouses. A chaplain is available for everyone, to share in both the joys and sorrows of life.'

Ask students the following questions:

- Is a 'whole person' approach to caring for people experiencing homelessness necessary?
- Is it important to provide a chaplaincy service at Lifehouses? Why or why not?
- Why would The Salvation Army try and support the 'whole person' (think back to the articles from earlier)

Have the students write or speak in pairs a short explanation of their opinion and gather some responses to share with the class.



Slide 6 Whose fault is it?

There are several statements on homelessness visible, and some students may feel strongly about some of these. Gauge the temperature of the room and ask students which statements they think The Salvation Army believes and why.

Follow up by highlighting some of the terminology students would have heard or read through the lesson and discuss why The Salvation Army may use them. Examples are:

- 'People experiencing homelessness' (rather than 'the homeless')
- Lifehouses (rather than 'hostels')
- Ask students if they noticed any others



Slide 7 Hierarchy of needs

Split the class into six groups and give each group one of the 'needs' listed on the slide. Give them some time to list out reasons why their need is the most important out of the others on the board. Once the time is up, have the groups stand to argue their case. Based on each groups arguments come up with a hierarchy of needs for your group.

Alternatively, students can rank the needs individually and feedback to each other and the class.



Slide 8 What's the story?

Give the students cards with words on them and ask them to sequence this to tell a story based on what they've learnt during the lesson. Invite anyone who wants to share.



Slide 9 Change the world

Summarise learning for the day by getting students to write or share how what they've learnt today could change the world.