

# Exploring Homelessness

## KS2 Short Lesson Plan Guide for Teachers

### EXPLORING HOMELESSNESS KS2 SHORT LESSON PLAN GUIDE FOR TEACHERS

For more detail and additional activities, please refer to the full lesson plan.

#### LESSON OBJECTIVES

- To find out who can be affected by homelessness
- To be aware that there are different types of homelessness.
- To identify some of the reasons people experience homelessness

#### STARTER

##### Slide 1 - Quick-fire questions

- *Who likes ... pizza?*
- *Who hates ... sandwiches?*
- *Who likes ... snow?*
- *Who hates ... Ant and Dec?*
- *Who likes ... football?*
- *Who hates ... football?*
- *Who likes ... having long hair?*
- *Who hates ... Strictly?*
- *Who likes ... dogs?*
- *Who hates ... bikes?*

Some of the answers might be easy to guess, but we don't really know unless we ask.

##### Slide 2 - Who is ... homeless?

Repeat some of the questions. Reinforce the previous point. (You may wish to introduce the term 'stereotype'.)

*Who do you think might not have a home?*

Challenge pupils' perceptions - it is possible that all these people may have experienced homelessness. Or perhaps none of them. We cannot tell by looking at someone.

#### MAIN LESSON

##### Slide 3 - Learning objectives

Highlight some of the language used in the learning objectives. **Click to highlight phrases.**

- affected by homelessness
- experience homelessness

Not having a home is something that can happen to people; it is not a full description of who people are. The term 'homeless people' is not an accurate description, as we are so much more than where we happen to live.

##### Slide 4 - Statement activity

Give pairs or small groups the **Statements cards (resource sheet A)** to sort: Agree/ Disagree. Allow a third category if needed.

Discuss each statement. Address any stereotypes or misconceptions the pupils have raised. Sum up that anyone, from any background, can be affected by homelessness.

##### Slide 5 - Speech bubbles

Show and discuss each speech bubble. **Click to reveal.** Ask if this person is experiencing homelessness. Pupils discuss with talk partner before feeding back. Show thumbs up or down before sharing opinions.

Introduce the terms: rough sleeper, hostel, Lifehouse and hidden homeless.

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### Slide 6 - Why do people become homeless?

Recap that anyone can become homeless and there are lots of different ways that a person can experience being homeless. Ask pupils for reasons they think someone might become homeless.

### Slide 7 - Reasons

There are many different reasons; a simplified version: money, relationships, and home.

Introduce concept of wobbly stool/chair. Three strong legs = stability. One or two shorter legs = wobbly.

### Slide 8 - Money issues

A change in income, perhaps in benefits, losing a job, or unexpected costs.

### Slide 9 - Relationship problems

Friends, family or a partner not getting along. Perhaps the home doesn't feel safe any more because someone's behaviour at home is not acceptable. There can be many reasons why someone feels they need to leave home.

### Slide 10 - Home - a place to stay

Sometimes people must move but it can be tricky finding a place to live.

### Slide 11 - Which one is...?

Reassure the pupils that problems with money, relationships and homes happen to most people, but it does not mean that they will automatically become homeless.

*Which is...?*

- *the most important one?*
- *the least important one?*
- *the easiest one to get help with?*
- *the hardest one to get help with?*

Talk partner, then share with class.

### Slide 12 - Learning objectives

Pupils to share examples for each one from the lesson.

## PLENARY

### Slide 13 - Plenary - guess the word

Split the class into small groups and give each a **Guess the word card (resource sheet B)**. In 30 seconds can the rest of the class guess the word before the time is up?

### Slide 14 - Follow-up activity

Building a picture sheet (resource sheet C).