

# homelessness zone - key stage 2

*Welcome pupils to the zone and remind them of your name.*

## **Aims**

In this zone we're going to:

- think about what it is like to be homeless
- discover how The Salvation Army helps people who are homeless

## **What makes a home? (5 minutes)**

I wonder what you think of when you hear the word 'home'. *Spread out the cards in the middle of the group.* On these cards are some answers to the question 'What makes a home?'. As a group, I want you to decide on six statements which best answer that question and describe what you think a home is, then place them in order of importance.

*This activity should create some discussion as pupils agree and disagree on which statements to choose. If necessary encourage more discussion by questioning pupils about the statements, eg just because a place has a bed does it make it a home? When pupils have decided on six, briefly look through them and ask pupils to explain their choices. Stress that there are no right or wrong answers to these questions and that 'home' might mean different things to different people.*

## **What is it like to be homeless? (2 minutes)**

Sadly, there are many people who do not have a home. People can be homeless in different ways. For example, a person living on the streets can be homeless, and so can a family who have had to move into a bed-and-breakfast or a hostel, perhaps because their house has been flooded. Someone who has had to leave their own country because of war, or someone who has to stay with friends all the time can also be homeless. Maybe you know someone who has become homeless. In this zone we're going to think especially about people who are homeless and live on the street.

*Show pupils the picture card showing a person who is homeless and living on the street. Depending on where you live, pupils may or may not have encountered people who are homeless. Have you seen people living on the street? How do you feel about them?*

### **Freeze-frame activity (8-10 minutes)**

Together we're going to create a dramatic freeze-frame photograph. This will help us to think about what it is like to be homeless and living on the street, and about how people act towards people who are homeless. *Designate a space to create the freeze-frame.*

I want one of you to be the person who is homeless in our photograph. You need to get into a 'frozen' position which you think shows the feelings of a person who is homeless. If you can, think about who your character might be and how they became homeless, and keep that in your mind.

Now I would like the rest of you, one at a time, to get into different positions around the person. Think about how you might feel or act towards that person. *Suggest characters they could be in the scene (businessperson, school pupils, busy mum, street cleaner, shopkeeper of the shop next to where the person is sitting, a religious leader, a person who is late for a meeting).*

*Guide the pupils as necessary eg you may feel like you want to help the person so you might lean towards them as if you are giving them something. You may have not noticed the person who is homeless, or have turned away on purpose. Think about your attitude to the person and try to show that with your body and expression.*

*Once all the pupils are frozen in their positions, wander around the freeze-frame photograph.*

In a moment I am going to tap one of you on the shoulder. When I do, I want you to relax and come out of your frozen position and I will ask you some questions. Then you will go back into position when I say 'freeze'.

*Ask each character in turn how they feel towards the person who is homeless and why.*

*The person who is homeless will be the last person that you unfreeze, using the following questions:*

- How do you feel about that person? *Point to a few of the characters in turn.* How about this person?
- Is there anyone here you think you can trust?
- What would you say if you could speak to these people?
- How do you feel living on the streets?

*Pupils can come out of character and sit back in the circle.*

### **Why do people become homeless? (3 minutes)**

People become homeless for all kinds of reasons. Can you think of any?

Here are a few:

- an argument with their family
- run out of money and can't pay rent
- addicted to alcohol or drugs (leads to running out of money or arguments)
- family can't or won't look after them any more

Do you think your feelings towards a person who is homeless would change if you knew more about them, how they became homeless and how they felt?

### **Build a shelter (8 minutes)**

*This activity can replace the freeze-frame activity if time is limited. All of you are now going to think more about what it is like to be homeless. I'm going to split you into two groups. Each group will be given a number of items to create their own living space. Give out a selection of items to each group, or allow them to find things which are spread out along your street scene.*

You have three minutes to use the items you have to create the warmest, safest, most comfortable place which you will use to live and sleep in. You need to try out your living space and get into role as a person who is homeless. *At the end of three minutes ask each group the following questions:*

- Is your living space comfortable?
- How will you keep warm at night?
- What have you used to keep the rain out?
- How will you clean yourself each day?
- Where will you get your next meal?
- What will you do if you get sick?
- Who do you have to talk to?
- What else would you like to make your life better?

### **How does The Salvation Army help people who are homeless? (5 minutes)**

In this box I have some objects to help us understand the different ways The Salvation Army tries to help people living on the streets. *Take items out of the box one at a time and ask pupils what they think each one shows or represents. Add the following explanations:*

- Cup – in some cities there are soup runs which go out late at night giving out hot drinks and food.

- Plate – breakfast or lunch is served to people who are homeless in community centres. Sometimes restaurants and supermarkets donate their left-over packaged food to be given out by The Salvation Army.
- Sleeping bag, toiletries, torch – there are lots of drop-in centres which give out things which are useful to people who live on the streets.
- Shower gel, clean clothes/socks etc – some drop-in centres have showers where people can get clean, and they give out fresh clothes and shoes.
- Ear – people who are homeless need someone to listen to them, be friends with them and show they care. This is just as important as all the practical things like food and clothes.
- Picture of a home – the most important service The Salvation Army provides is to help people to get off the streets and eventually into a proper home. A Lifehouse is a safe place they can stay, to rebuild their lives through training and support. There are more than 80 Lifehouses in the UK and Ireland. The Salvation Army wants to put an end to homelessness.

### **Summing up (2 minutes)**

To see how much you have remembered in this zone I'm going to count down to the end of the session, but I need you to help me. *Hold up each number card as you count down.*

- Tell me 5 items that The Salvation Army might give to a person who is homeless and lives on the street
- Tell me 4 things a person who is homeless might use to make a living space
- Tell me 3 different ways people treat people who are homeless
- Tell me 2 different ways someone could become homeless
- Tell me 1 way The Salvation Army helps people who are homeless to get off the street.

## **extra activities**

### **DVD clip: Inside a Salvation Army Lifehouse (4 minutes)**

*Use the DVD or USB to show what it is like in a Lifehouse and find out how The Salvation Army supports people (3:40).*

### **Pupil book (5+ minutes)**

*There are activities relating to this zone on pages 11 and 12 of the pupil book.*