

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'.

Close To Home: Leader's Guidance



Starter: **KS3/KS4**

Read out the quote and ask pupils to think whether this is something they agree or disagree with. Get feedback by asking specific pupils why they agree or not.

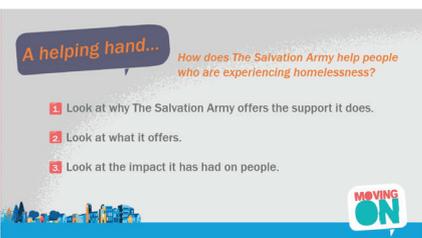
Use each answer to stimulate discussion, eg, 'That's an interesting comment, Steph... Fiona, what do you think about that?'



Who can help? **KS3/KS4**

Ask students to think of ways that people could help someone in the situation explained on the card. Are there ways that friends, family, community, Government, other organisations could help prevent this person from experiencing homelessness?

If you are short on time, this activity is optional.



How does The Salvation Army help? **KS3/KS4**

You can get each student (1, 2 or 3) to use a different colour to underline or highlight their section. After five minutes, announce that the number 1's should share their findings with the rest of the group, then the number 2's do the same, and so on.

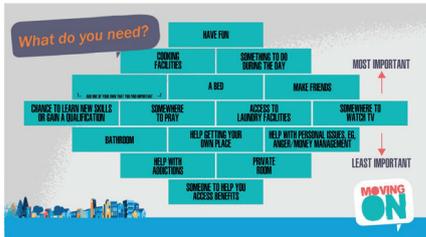
Once they are done you can ask if anyone has any questions on what they read, or get a volunteer to help summarise what they have learnt.

MOVING ON

HOMELESSNESS TEACHER RESOURCE



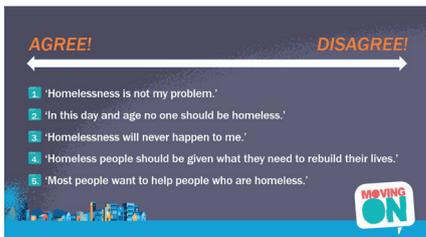
Close To Home: Leader's Guidance



What do you need? **KS3/KS4**

Give each group a set of 16 cards (pre-cut). Students will need to prioritise the items in the cards. The most important factors are placed near the top and the least near the bottom. Items they deem equally important are placed on the same row until they end up with the diamond shape shown on the slide. This will be personal to them – there are no right/wrong answers. The aim is to get the students to understand that some of their necessities become luxuries to people experiencing homelessness, and sometimes impossible choices have to be made. Follow up this activity with a discussion; you can include questions such as:

- How did you decide what was most important?
- Did everybody in your group agree?
- Why was it difficult to choose between (x) and (y)?



Plenary: **KS3/KS4**

To finish off the lesson, either activity could be done. In the continuum activity, select students to explain why they are at their chosen spot. Hot seating could be an engaging alternative for a class that is more excitable.



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>Social justice.</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> <p>Exploitation of the poor, including issues relating to: fair pay / excessive interest on loans / people-trafficking</p>

Homelessness Curriculum Links

RELIGIOUS EDUCATION

KEY STAGE	(EDEXCEL) UNIT
KS4	<p>Living The Christian Life</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>