

### CLOSE TO HOME

ACTIVITY	INSTRUCTION	RESOURCES
<b>Objective(s)</b>	<p>To understand what The Salvation Army is doing to support people experiencing homelessness and to help them rebuild their lives</p> <p>To reflect on whether I should do anything to help homeless people</p>	
<b>Starter</b>	<p>'People only have themselves to blame if they are experiencing homelessness.' What would your response be if someone said this to you? Ask students to share their opinions.</p>	
<b>Introduction</b>	<p>Slide 2: Introduce the lesson title and learning objectives.</p>	
<b>Main activities</b>	<p>Slide 3: Give students cards with 'Main causes of homelessness' written on. Ask them to think of ways that people could help someone in the situation explained on the card. Are there ways that friends, family, communities, government, other organisations could help prevent this person from experiencing homelessness?</p> <p>Slide 4: In groups pupils look at how people experiencing homelessness are supported by The Salvation Army. Number each person 1 to 3; each person is responsible for finding out the following:</p> <ul style="list-style-type: none"> <li>1's look at why The Salvation Army offers the support it does</li> <li>2's look at what it offers</li> <li>3's look at the impact it has had on people</li> </ul> <p>Feed back what they've found out to other groups</p> <p>Slide 5: Ask students in pairs to consider some of the many services that a Lifehouse offers. Students are asked to rank</p>	<p><b>Causes of Homelessness</b></p> <p><b>The SA Homelessness Services</b></p> <p><b>'Needs' worksheet</b></p>

### CLOSE TO HOME

ACTIVITY	INSTRUCTION	RESOURCES
<p><b>Main activities (continued)</b></p>	<p>each service in a 'diamond 9' (example on the slide) of those that they personally feel would be of most benefit to them if they were homeless and had come to live in a Lifehouse.</p> <p>There are no right or wrong answers – this is simply to start the students thinking about what help someone experiencing homelessness may need and why. Once everyone has completed this, ask each pair to join another pair and compare their rankings.</p> <p>You could then ask for feedback on the differences in opinions.</p> <p>*One blank for them to add their own.</p>	
	<p>Slide 6: Pupils work in groups to create a campaign to raise awareness of homelessness and encourage people to look beyond the stigma. You can show the Project Malachi website as an example <a href="https://popuphostel-ilfordsalvation-army.nationbuilder.com/about">https://popuphostel-ilfordsalvation-army.nationbuilder.com/about</a></p> <p>Criteria is on the PPT and differentiated help sheets have a variety of support for this activity.</p> <p>Groups can present to the class if there is time.</p>	<p><b>Campaign: lower and higher</b></p>
<p><b>Plenary</b></p>	<p>Slide 7: Continuum activity. Ask students to stand on the right if they agree with the following statements and on the left if they disagree with the following statements. Use questioning to see why they are standing where they are.</p> <p>OR</p> <p>Slides 8 to 13: more active – hot seating. One pupil sits on a seat at the front with their back facing the board. They are not allowed to turn around. Select a range of pupils to explain the keyword without using any of the words listed below.</p>	