

## Educate Together / Plan Resource Project

- **Topic: Poverty**
- **Sub Topic: Homelessness**
- **Lesson: 2**

- **Date:**
- **Class level: 1<sup>st</sup>/2<sup>nd</sup> class (ages 6-8)**
- **Subject: Learn Together Programme**
- **Time: 30- 60 minutes multi-subject lesson**

### ■ **Learning objectives:**

*Through experiential exercises, children are guided through some of the experiences, decisions and challenges facing people who find themselves homeless.*

### **Ethical Education, Strand: Equality and Justice**

Strand Unit: Exploring the Democratic Process, Activating Equality through positive action

### **English, Strand(s): Receptiveness to language, Competence and confidence in using language**

Strand unit(s): Oral language: developing receptiveness to oral language, Reading: developing strategies, Writing: creating and fostering the impulse to write

### **Strand(s): Developing cognitive abilities through language, Emotional and imaginative development through language**

Strand unit(s): Reading: developing interests, attitudes and the ability to think, Writing: clarifying thought through writing, Oral language: developing emotional and imaginative life through oral language

### **Content Objectives:**

- To help children to explore their own values and attitudes in relation to others in the local and global context.
- To encourage empathy for and understanding about children living in different countries.
- To understand that children regardless of circumstances and where they live have the same basic needs and feelings.
- To explore an issue in-depth such as homelessness, poverty, etc., comparing issues at a community, local/national level and globally.

### **Lesson Objectives:**

- Introduce the concepts of fairness and justice in a global context.
- Explore some of the issues and concerns in the local, national or international community.
- Explore the importance of a particular right, i.e., the right to a home and empathise with those who have lost that right.
- Recognise that there are many reasons why people may lose their home.

**Note to teacher:**

1. ***You will need to know your class for this lesson to ensure none of the subject matter is upsetting or relates to any child's personal experiences. Ideally the topic of different kinds of homes will already have been covered so children understand that not living in a house/apartment or moving from place to place does not always mean being homeless.***
2. ***In slide 6 in the PowerPoint there is a link to Áine's story. On some devices the sound may be low. In this case please refer to the separate audio files in the Lesson 2 folder.***

■ **Learning activities:**

**Introduction:**

- Teacher invites the children to share with the class what 'a home' means to them. Guide the discussion away from material items, if necessary. Play the sound bite of 'Home is...?' Discuss with the class if they agree or disagree with the statements. As a whole class complete the chart. Ask the children the following questions to further their understanding:
  1. What is homelessness?
  2. Why do you think people become homeless?
  3. How would you feel if you lost your home?

**Development:**

- Teacher reads a story from the story cards (see attached resource file) or plays Áine's story for the class (click on IWB) and the children discuss what each child's life might be like. If you have time and choose to use the worksheet from the resource file, explain to the children that their answers only need to be in note form to help them to explain their case study.
  1. How did they become homeless?
  2. How did they feel when they lost their home, do you think?
  3. What do you think they miss about their home?
  4. Have they lost any rights?
  5. Do you think their homelessness is permanent?

**Conclusion /Plenary:**

- Discuss with the class how they would feel if they lost their home? Explore what would be helpful for people who are homeless, who can help and what we can do. End the lesson by returning to the KWL chart and asking the children if they would like to amend the chart or by having each child draw a picture or write a story related to the lesson.

***If you are following all the poverty lessons you can refer back to the definition of poverty on the class KWL and ask the children if they want to amend it at this point.***

■ **Linkage and Integration for this lesson:**

**SPHE**

**Strand: Myself**

Strand unit: Self-identity - *Self-awareness*

Strand unit: Relating to others

**Strand: Myself and the wider world**

Strand unit: Developing citizenship - *Living in the local community*

**Geography**

**Skills and Content: A sense of place**, Using pictures, maps and globes

**Strand: Human environments**

Strand unit: Living in the local community - *My family and community, Homes and shelter: develop an awareness of homelessness*

Strand unit: People and places in other areas

**■ Differentiation:**

- Case studies: Teacher will ensure the roles assigned in the group meet the needs and abilities of the individual.
- Questioning: Teacher will use a series of higher and lower order questions to extend and support different abilities.

**■ Assessment:**

- Teacher Observation and Questioning
- Teacher designed tests and tasks (e.g. KWL sheet).
- Peer to Peer and Self Assessment (teacher will observe this during the class discussion).

**■ Resources:**

- IWB
- IWB activity –Poverty Lesson 2 Homelessness
- Lesson 2 Resource Sheets
- 2 audio files: “Home is...” and “Aine’s story”
- <http://www.cpa.ie/povertyinireland/index.htm> background information on poverty in Ireland

**■ Extension Activities: (Ideas to extend this sub topic in EE and other subjects.)****SPHE/Art/English/Geography/Maths/Science**

- Classroom kit: <http://www.shelterclassroomkit.org.uk/index.php?country=england>

**SPHE/Geography/Drama/English**

- *People on the Move* – Trócaire Resource  
<http://www.trocaire.org/sites/trocaire/files/pdfs/edu/age/e3juniorprimary.pdf>

**SPHE/EE/History**

- Class could examine the nomadic lifestyle and culture of Irish Travellers as a project showing the strong sense of home and belonging within the Travelling Community and culture. Fact sheet on Nomadism from the Irish Traveller Movement.  
<http://www.itmtrav.ie/keyissues/myview/70>

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