

KS3 Lesson Plan 1: **EXPLORING THE MEANING OF HOME AND HOMELESSNESS**

- Key Words**
- Home
 - Homelessness
 - Maslow
 - Crisis
 - SmartMove

Learning Objectives:

At the end of the lesson students will be able to:

- List the things that define home
- Identify some causes and results of homelessness
- Relate personally to homelessness

The following lesson plan can be delivered using:

- an interactive whiteboard – visit www.crisis.org.uk/downloads.php/1083/homeandhomelessnessKS3LP1.ppt LP Home and Homelessness and follow the links or
- by students working in smaller groups using paper based media as identified below:

Activities	Episodes	Learning Style	Resources	Timings
Starter:	<ul style="list-style-type: none"> • Introduce the importance of home in our lives. • Give personal example: “I remember being so glad to get home because...” • Call for class contributions. 			5 minutes
Activity 1: Defining Home	<ul style="list-style-type: none"> • Ask students to work in pairs and draw the things that make ‘home’ important to them. • Pin up the completed drawing • Class discussion of content (e.g. love, family, pets, room TV, etc.) • Class agreement on the 5 most important things (list them for all to see) • Balloon debate: delete the least important until only one remains. • Question: What happens when they’re all gone? 		<ul style="list-style-type: none"> • 1 side A4 per pair • Interactive White Board • www.crisis.org.uk/downloads.php/1083/homeandhomelessnessKS3LP1.ppt 	15 minutes
Case Study 1: Why do people become homeless?	<p><i>Issue the ‘Kate’ case study.</i></p> <ul style="list-style-type: none"> • Ask students to work in pairs and consider how Kate’s story could have worked out differently. • Ask some students to consider happier outcomes and others to consider alternative sad ones. • Students read out samples of stories/scenarios 		<ul style="list-style-type: none"> • www.crisis.org.uk/downloads.php/1087/casestudiesKS3.pdf • For voiced version of case study use PPT LP Home and Homeless 	15 minutes
Activity 2: Defining Home	<p><i>Issue photocopies of the Students Activity Sheet – Exploring the meaning of home and homelessness.</i></p> <ul style="list-style-type: none"> • Introduce the simplified framework of the hierarchy of human needs as categorised by the psychologist Maslow • Ask students to complete the activity sheet, then discuss answers 		<ul style="list-style-type: none"> • KS3 Student Activity Sheet: Exploring the meaning of home and homelessness • Student Activity Sheet KS 3 LP 1 • Interactive White Board • www.crisis.org.uk/downloads.php/1083/homeandhomelessnessKS3LP1.ppt 	10 minutes
Case Study 2: Avoiding Homelessness	<p><i>Issue the ‘Narinder’ case study.</i></p> <ul style="list-style-type: none"> • Consider Narinder’s story as an example of positive intervention by SmartMove (a rent deposit scheme run by Crisis), helping a young adult to avoid homelessness. 		<ul style="list-style-type: none"> • www.crisis.org.uk/downloads.php/1087/casestudiesKS3.pdf • For voiced version of case study use Interactive White Board • www.crisis.org.uk/downloads.php/1083/homeandhomelessnessKS3LP1.ppt 	10 minutes
Plenary:	Introduce SmartMove		<ul style="list-style-type: none"> • Interactive White Board • www.crisis.org.uk/downloads.php/1083/homeandhomelessnessKS3LP1.ppt • www.crisis.org.uk/smartmove 	5 minutes

Links to the curriculum
 This lesson plan links to the following KS3 national curriculum areas for England

PSHE Economic wellbeing and Financial Capability
 1.1c, 1.2b, 1.3a, 1.4b, 2.1c, 2.2c, 2.3b, 2.4b&d 3a, 3c, 3g,3j, 4a 4b4e 4g 4h,

PSHE Personal wellbeing
 1a, 1b, 1c, 1.2a & b, 1.3ab&c, 1.4b, 1.5a&b, 2.1acd&e, 2.2abcde&f, 2.3 bcd&e, 3a&g 4abcdg&h

Citizenship Democracy and Justice
 1.1bc&d, 1.2a&b, 1.3abc&d, 2.1ab&c, 2.2abc&d, 2.3abc&d, 3adeg&h 4abcdefghi&j

It also supports PSD/ PSHE/PSE/Citizenship curricular guidelines for Scotland, Wales and Northern Ireland

Teacher Notes Activity 2: Maslow’s hierarchy

It is likely to be much more difficult to meet ‘higher’ needs when ‘lower’ ones are not met, but Crisis believes that it is NOT impossible and runs various projects aimed specifically at meeting these higher needs (see www.crisis.org.uk for more

information).

There are no right or wrong answers – the exercise is intended to promote discussion. Lower down the pyramid might appear: food, drink, shelter, warm clothing/blankets, access to a toilet, a place to wash/basic toiletries, a place to sleep in, a bed to sleep

on, a secure room/house to sleep. In the middle: there might be affection, support, love, conversation, sympathy, kindness, friendship. Higher up there might be: respect, self-respect, a job or education placement you can take pride in, the opportunity to follow your ambitions, or to pursue creative activities (writing, music art, drama).