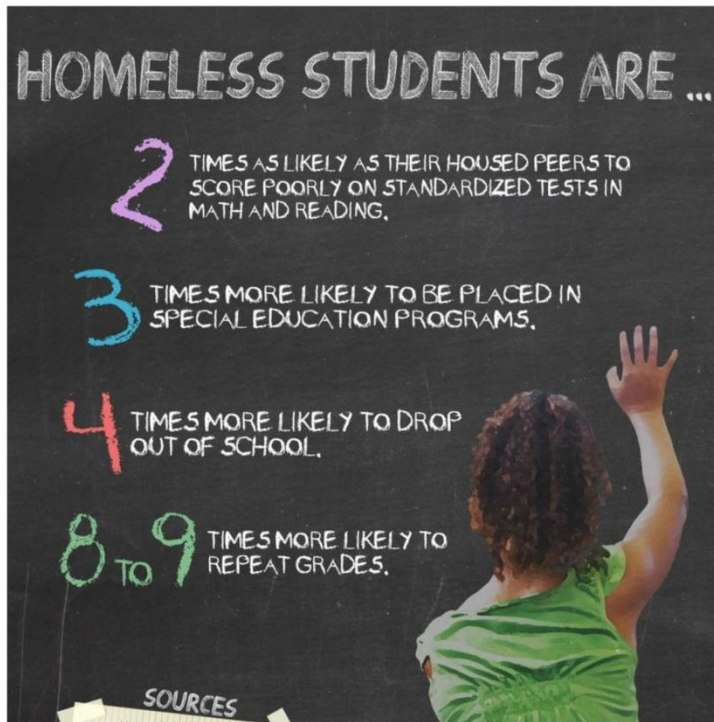


# Make a Difference!

**HOMELESS STUDENTS ARE ...**

- 2** TIMES AS LIKELY AS THEIR HOUSED PEERS TO SCORE POORLY ON STANDARDIZED TESTS IN MATH AND READING.
- 3** TIMES MORE LIKELY TO BE PLACED IN SPECIAL EDUCATION PROGRAMS.
- 4** TIMES MORE LIKELY TO DROP OUT OF SCHOOL.
- 8 TO 9** TIMES MORE LIKELY TO REPEAT GRADES.

SOURCES



Katie Brann

4<sup>th</sup>-5<sup>th</sup> grade

July 13-16, 2015

## Introduction

Each day our lives are filled with busy schedules, to-do lists, and extracurricular activities. We are numb to the less fortunate when we continually see people asking for money or how times are hard on the news. During STEP we will broaden our knowledge of people experiencing homelessness to reverse stereotypes and build compassion that will impact social action in us. Students will explore how their compassion impacting social action provides opportunity for them to reverse homelessness. The unit is intended for any socioeconomic background. Students from all backgrounds bring their own experiences of showing compassion at different levels. Each socioeconomic level can have their own biases and feelings toward individuals and families experiencing homelessness. Advanced learners are not exempt from experiencing homelessness in their families.

Make A Difference! is an educational unit exploring what it means to be homeless, causes and effects of homelessness, and how students can create service learning experiences to impact social action in their school, church, or community group in which they participate. As students build compassion for homeless they can work together with peers to help solve this problem.

Students will build an understanding for cause and effect, interpersonal skills, abstract thinking, brainstorming, prioritizing, working with technology to research and develop a product, and follow their interest. Advanced learners often understand cause and effect at a higher level; therefore the unit will give students the opportunity to study problems from a different point of view. Students will engage in real-world issues of homelessness as they understand cause and effect relationships and work to solve the problem. Advanced learners need practice with interpersonal skills to experience success in the classroom. They need practice listening and opportunities to see other people's point of view. Advanced learners need time to work creatively and collaboratively with others to help them be receptive to new perspectives. Students will have the chance to build relationships while working on accomplishing a goal. It is critical they have opportunity to learn with intellectual peers to promote social and emotional growth. They will need to agree or reach a consensus on carrying out scenarios as well as the performance task. Advanced learners need the opportunity to engage in divergent thinking. Students will be able to express their learning in a variety of products. By incorporating technology into the unit, they will differentiate resources and learning opportunities. Advanced learners need choice as they follow their interest; therefore the unit is designed to offer choice as they discover their interest in homeless needs and how they will react. Students will explore their interest and become motivated to show compassion toward people without a home (especially those in our school system). Students will be given information through a variety of resources.

Students will explore needs and wants when they simulate what it would be like to support a family of four on minimum wage. Through role play they will reflect on how they feel when they have to make choice of what they can buy based on a minimum wage salary. They will reflect on how they interact with people living in poverty.

Students will have the opportunity of experiencing “giving up” something they want to meet the needs of their family.

Gifted learners will connect to real-world contexts through authentic problems in our school system and community. Students will have an authentic audience they have chosen to demonstrate how compassion impacts social action. Students will be given the responsibility to design a service learning project to promote in their schools to benefit the students being served by ProjectHOPE. The rigor will be in inquiry learning and the process the students will take as they explore how compassion impacts social action. They will receive differentiation in advanced exploration of sites related to homelessness on [symbaloo.com](http://symbaloo.com).

The unit incorporates four teaching models that offer complexity, depth, creativity and challenge to learning. Students will participate in a Socratic Seminar using a published article as their piece of text. Advanced learners read and then are given time to think about the reading as they write questions to ask during discussion, highlight important points and circle words or information they did not understand. As gifted students interact with the text they are deeply increasing their comprehension. During the Socratic Seminar when students are in a circle they build on their comprehension as they refer to the text during discussion, pose questions they had during their reading, and listen to points their peers address. The students were deep in discussion during the unit lesson as they had the time to discuss the article and analyze multiple perspectives of the text. For gifted students the socialization helped them to practice listening, paraphrasing peers, making eye contact, and participating in a shared discussion. Service learning (day 2) can benefit all students with authentic learning experiences. For gifted students, service learning can invite these students to interact with adults (in the case of this unit ProjectHOPE), delve in-depth into content, and practice researching, as well as problem solving skills. Gifted students enjoy helping other people in need as they put their leadership skills to practice. Problem-Based Learning is another model used in the unit to provide students with real world examples while inviting them into higher-order thinking. Students are motivated to discuss their perspective of the authentic problem. To conclude the unit gifted students not only had the chance to continue to practice higher levels of thinking, but also practicing their sensitivity through a Kohlberg lesson. Kohlberg model of moral reasoning allows gifted students to discuss moral reasoning. As future leaders they are becoming more aware and sensitive to other’s needs.

The unit has given gifted students opportunities to explore topics deeper, practice moral reasoning, become a leader in their school, and practice decision making skills through a relevant unit.

## Goals and Outcomes

Content Goal: Students will develop understanding of how compassion impacts social action.

Students will be able to:

recognize some people need housing assistance.

analyze what can cause someone to be without a home.

research needs in which their compassion can impact social action.

demonstrate how compassion increases happiness, strengthens relationships, build communities, and promotes peace.

Process Goal: Students will develop research skills to gather information.

Students will be able to:

state how compassion impacts social action in our community.

define a need students without a home have in our community.

analyze specific statistics to appreciate how many people struggle to have housing.

develop a plan to show compassion through social action to people without a home.

develop empathy for those who do not have a home.

evaluate text to explore the needs of people experiencing homelessness.

use tools to create a product to allow others to show how their compassion impacts social action.

create a presentation to promote social action.

Concept Goal: to understand the concept of compassion impacting social action.

Students will be able to

develop skills in critical thinking about social issues and social policy, then apply those skills to questions related to homelessness.

understand that there are ways to assist people without homes.

transfer their knowledge through a presentation to promote ProjectHOPE.

## Assessment Plan

**In Lesson One:** Students will complete an exit ticket to assess what students understand what misconceptions they may still have about homelessness. Each day the exit ticket will be a different color index card that they will write their response on. I noticed the students willingly answered the same question every day and never once said "I already did that." Each day the students wrote a different response that throughout the week grew deeper as they learned more.

**In Lesson Two:** Students read with a partner a book and reflected on four critical thinking questions. Students came back together, shared their book with the class, and shared their responses to the critical thinking questions. The teacher is able to observe how students are crafting their understanding of homelessness.

At the end of the lesson students responded to the essential question (How does compassion impact social action?) on an orange index card. This was the second time they were able to give a written response to the EQ. I learned that as we dig deeper into the EQ students still have questions that arise. One child asked, "What does social action mean?" I am glad they are comfortable with stating what they want to know more about. When students are deeply engaged they don't say I am done and I know everything. Instead my gifted learners wanted to be more involved in researching and promoting their ideas.

**In Lesson Three** Students had a scenario they had to practice making decision on how they would spend the income to meet the needs of a family of four. As they worked, I was able to observe how they worked together to develop a plan. I noticed through this activity their compassion for a family living on the edge of poverty was shaped with empathy and understanding of how hard it can be living on minimum wage.

I posed the following questions as their exit questions;  
How will you use what you learned to show compassion?  
How can social action impact the community?

I learned these students are open to taking compassionate action in their communities. They have noticed they are not too young and it does not have to cost a lot of money to make a difference. I did not realize exit ticket would become an invitation for the students to think about the unit outside of class. When several of the students returned the next morning they would share ideas they had related to their thinking at home and conversations with their parents.

**In Lesson Four** students wrote their response to our essential question they had revisited each day on our chart paper that had been displayed throughout the unit. I learned from their responses each day on their index card and then their final responses on the chart paper they never got tired of revisiting the essential questions. Each time they responded to it with new insight or with a question they were wondering more about. One student's final response was "Compassion impacts social action when one person does a small kind acts and it goes a long way."

One our final day our exit question was "Why do we help sometimes but not other times? How important is the simple act of noticing?" Students intently reflected on their misconception prior to our unit. I learned these students refine their thinking and learning as they are given a variety of resources to have deeper learning.



The performance task will be used as the summative assessment. Student had to opportunity to meet a counselor with ProjectHOPE. Students gained knowledge from an adult who is an expert in showing compassion to homeless as well as the needs students in elementary, middle, and high school have throughout the school year. They took the knowledge they learned from the adult and the knowledge they acquired in their research to help them in their new leadership role. Students embraced the opportunity to be creative.

I learned they do not realize they are learning because the students' engagement in and outside of the classroom to complete an authentic task was high. They embraced the need to help people in need and encourage their peers to notice people in need and show compassion. One student created the catchy phrase "Get to the Root of Homelessness." She created a drive for the month of February where her school would collect dental hygiene items of toothbrushes, toothpaste and floss. ProjectHOPE coordinator mentioned they give families hygiene items and their facility has a constant need for them year round. I saw when this student had a real life example to promote she did not get tired of reading, researching, seeking more information to create a product. The amount of on task learning during this performance task was extremely high! Students put

100% effort into learning more. As they hear new stories on Ted Talks, their excitement for the performance task continued to grow.

“Make” a Difference! Performance Task

You have been elected to serve as student liaison on the ProjectHOPE board. Your first task is to work collaboratively with Student Councils to raise awareness, understand, and recognize the needs of the homeless community. ProjectHOPE is in need of resources to distribute to homeless youth in our schools, therefore, they have assigned you to promote service learning and encourage the student body, teachers, and staff to step up and serve the homeless youth. You will create a poster promoting a local drive at school to raise resources for ProjectHOPE.



## Unit Lesson Plans

### “Make” a Difference!

What causes someone to be homeless? Approximately 2,000 people in Forsyth County, many of them children, experience homelessness each year. You will investigate the impact of homelessness on children in our community. You will gain insight, sensitivity and incentive to impact change both in your life and the lives of others. You will “make” a difference by sewing special pillowcases to distribute to shelters in your community.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Katie Brann		1
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Socratic Seminar	Language Arts/Social Studies	5
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
compassion		homelessness
<b>LEARNING OBJECTIVES (from State/Local Curriculum)</b>		
<p>ELA 2.02 Interact with a text before, during, and after reading, listening, and viewing by supporting answers from textual information, previous experience, and/or other sources.</p> <p>ELA 2.03 Evaluate inferences, conclusions and generalizations and provide evidence by referencing the text(s).</p> <p>SS <b>2.06</b> Explain the role of public education in the United States.</p> <p>SS Competency Goal 6: The learner will recognize how technology has influenced change within the United States and other countries in North America.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
compassion impacts social action		How does compassion impact social action?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Two parents can work full time but still be homeless.</p> <p>Stress homeless youth experience have been linked to issues with learning, memory, mental health, and physical health.</p> <p>School systems have a homeless liaison to make sure students have what they need.</p> <p>McKinney-Vento Act provides homeless students an equal opportunity at public education.</p>		<p>Students will investigate multiple perspectives of homeless youth.</p> <p>Students will listen closely to the ideas of others.</p> <p>Students will think critically and articulate their responses.</p> <p>Students will converse with one another about real experiences.</p> <p>Students will offer their alternate views.</p> <p>Students will agree/challenge peers' interpretations.</p>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What goes through your mind when you hear the work "homeless"?</p> <p>What needs do homeless students have?</p> <p>Do you think there are people in our town/school without a home?</p> <p>How can you tell if a student is homeless?</p> <p>What can you do to impact homeless youth?</p> <p>How do you feel about a homeless child in your class?</p> <p>Why is having compassion for the homeless important?</p> <p>What does "homeless student" mean?</p> <p>Do you (or your family) ever give money to homeless people?</p> <p>Do you feel homelessness is or is not a problem in your city?</p> <p>Why do you think people become homeless?</p> <p>What do you think when you walk past homeless people?</p> <p>How difficult do you think it is for homeless people to get back into employment, get a house, etc?</p> <p>What do you think it would be like to suddenly become homeless?</p>	<p>How can small changes make a big difference?</p> <p>Why do you think it is important to find ways to support homeless students?</p> <p>How do we choose who we show compassion to?</p> <p>What does your government do for the homeless?</p> <p>What does homelessness say about a society?</p> <p>How does compassion motivate us to action?</p> <p>(Article)</p> <p>Why is it important Beth McCullough do her job efficiently?</p> <p>How can small changed of compassion make a big difference?</p> <p>In what ways can you be an advocate for social action?</p> <p>How important is having a home?</p> <p>Do you know anyone in your school that does not have a place to call home?</p> <p>If you just found out your friend does not have a home, what would you say to her? What would you do?</p> <p>Why do you think homes come in so many different sizes and styles?</p>	<p>How can teachers shift their mind-set on homeless students?</p> <p>What can communities do to support these students?</p> <p>How does the McKinney-Ventro Act impact homeless youth?</p> <p>What do you want your peers to know about homeless youth?</p> <p>How does compassion impact social action?</p> <p>What are unresolved questions the seminar provoked you to think about?</p> <p>Should homeless students be provided with technology to use?</p> <p>If you were homeless, where and how would you live?</p> <p>Were there things about your home you took for granted before our discussion today?</p>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

Content	Process	Product	Learning Environment
	<p>Encourage students to engage in critical thinking, listening, communicating, and questioning. Student led discussion will generate more questions of how compassion motivates us to action?</p>		

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

(3 minutes) Teacher asks: What goes through your mind when you think about homelessness and reflect on each picture at your table?

Each table will have a piece of butcher paper with 5-7 pictures of homeless youth or items homeless youth need. Students will enter the room write down questions and comments on the butcher paper. For example: a picture of a cell phone (Students may note what does a homeless youth need a cell phone. Their understanding may grow through the lesson to understand they may use them to communicate with social worker, find a job, etc).

(5 minutes) Teacher will debrief with students. What feelings and thoughts did you have able people and students who are homeless when you looked at the pictures? What needs do homeless students have? What questions came to mind as you observed the pictures?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

(2 minutes) Today we are going to do a close read with "One Million Students Homeless." You will become involved with the article as you read. I want you to notice the author's language, think thoroughly about the details, and I want you to critique what is written. You may want to read and then reread the article. As you reread underline important points, write questions you have in the margin, and write down things you notice about homelessness (how and why).

(15 minutes) Pass out article and preparation sheet for Socratic Seminar. Give students 10-15 minutes to complete a close read on the article and complete the preparation sheet.

"One Million Students Homeless" by Caralee Adams  
<http://www.scholastic.com/browse/article.jsp?id=3756883>

(5 minutes): Directions for Socratic Seminar: You don't want to raise hands. This will be a conversation so when you have a thought you would like to express your ideas. We want to learn more about the topic. Hopefully we will come up with some new ideas. First the outer circle cannot say a word. You are simply writing down notes. Then we will switch after ten minutes and you will have a change to speak. As you read look for: Are their examples of compassion in the article? How can you connect the reading with compassion? Note examples of compassion within the article. Use your highlighter to identify areas in the article that cause you to feel compassion for the homeless.

Guidelines: 1. Read the article. Write down important information and questions you have in the margins. 2. Be an active listener and speaker. Contribute to the discussion. 3. One person will speak at a time. 4. Be respectful. 5. Use evidence or examples from the article during your discussion. 6. Explain your thoughts.

( I will post a poster of statement starters for the students to use.)

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

(15 mintues) Set-up: Students will arrange their seats in a circle facing inward with an inner and outer circle. The inner circle will begin while the outer circle takes notes on their observation sheet.

If I have observed the students writing down critical thinking questions in the margins of the article I will let them begin the Socratic Seminar. Otherwise I will use the following two questions if the group needs a question to get started or if they need a follow-up question during discussion.

1. Why do you think it is important to find ways to support homeless youth?

2. How do we choose who we show compassion to? Or Why do we show compassion sometimes but not other times?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

(15 minutes)

Teacher will introduce the performance task for the week.

Students will be introduced to their performance task:

You are been elected to serve as student liaison on the ProjectHOPE board. Your first task is to work collaboratively with Student Councils to raise awareness, understand, and recognize the needs of the homeless community. ProjectHOPE is in need of resources to distribute to homeless youth in our schools, therefore they have assigned you to promote service learning and encourage the student body, teachers, and staff to step up and serve the homeless youth. You will create a poster promoting a local drive at school to raise resources for ProjectHOPE. You will also promote the drive with an article in the school newspaper stating the need in our community. A successful drive will provide the needed items to distribute to our homeless youth.

(15 minutes) Teacher will provide laptops/ipads for students to research ways they can promote social action in their school/ community. Students will make notes of service learning activities that peak their interest for showing compassion to people without a home.

(36 minutes)

Creative Learning stations:

Students will have a chance to explore and create items for students who are experiencing homelessness.

Station One: Blessing Bags. At this station there will be piles of toothbrushes, toothpaste, crackers, water, gum, ziplock bags, etc. Students will create Blessing Bags by putting one of each item in a bag and writing an encouraging note to place inside the bag.

Station Two: At this station there will be three blankets. Students will knot the ends of the blankets. Blankets will be donated to Anthony's Plot.

Station Three: Students will use the laptops/ipad to research and compile a list of organizations in Winston-Salem that assist people experiencing homelessness.

**Evaluate:** This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.

(5-10 minutes) I will hand out the Socratic Seminar Self-Assessment after students have come back together as a whole group. They will evaluate their level of participation and have a chance to record additional/unanswered questions.

I will pass out an index card. Students will write two sentences of how compassion prompt social change. One the reverse side they will write a question they have about how compassion impacts social change.

# One Million Students Homeless

With collaboration and smart strategies, some districts are cracking the code and finding ways to help their homeless students.

By [Caralee Adams](#)

## Ways to Support Homeless Students

- **Change bus routes** so homeless students living in shelters or motels are picked up first and delivered last to respect their privacy.
- **Consult service providers** in shelters to learn what needs homeless students may have, from transportation to supplies to health care.
- **Create a report card** to hand to the next teacher that charts students' progress. A running record of students' strengths and needs will help them to maintain continuity if they switch schools. Also, give students a weekly self-evaluation form to reflect on what they are proud of accomplishing.
- **Adjust homework** by eliminating assignments requiring a computer, a TV, or a phone, or offer supplies or school time to complete those tasks.
- **Assign a buddy** to each homeless student. They often enter school midyear, and a friend can familiarize them with rules and procedures.
- **Never punish homeless students by** taking away a possession, friend time, or recess.

Source: *BethAnn Berliner, Imagine the Possibilities Sourcebook, [wested.org](#)*

The school secretary couldn't believe the student was homeless. He had new Nike sneakers, carried a cell phone, and looked like any other high school student. That's because Beth McCullough was doing her job.

McCullough is the homeless education coordinator for Adrian Public Schools in southeastern Michigan. Through a local service organization, she was able to get a pair of size-13 shoes for the boy. She gave him a prepaid phone for safety, since he was sleeping in an abandoned building. And every morning, McCullough made sure the locker room was open early and stocked with a clean towel and shampoo so he could shower.

"If you have a good homeless program, you shouldn't be able to tell who is homeless by the way they look," says McCullough. She takes the secretary's skepticism as "a compliment."

McCullough is one of 16,000 liaisons across the nation who support a growing number of homeless students. In 2009-10, there were nearly a million homeless students in U.S. public schools. That's a 38 percent increase from 2006-07 and is likely an undercount, reports Barbara Duffield, policy director for the National Association for the Education of Homeless Children and Youth (NAEHCY) in Washington, D.C.

"With the recession, job loss, unemployment, and the fore-closure crisis, it's unprecedented to see homelessness on this scale," says Duffield. "Rather than being a blip, it's now lasting."

As more families, including some who were once middle class, enter the ranks of the homeless, the demand for services and the need for sensitivity training are rising just as schools' budgets are being cut. Some districts are coping by partnering with community-based organizations and getting creative with services. Others are taking advantage of government subgrants. Advocates maintain there are ways to accommodate this vulnerable population. But first educators must learn how to best approach, and deal with, the challenges involved.

### **Meeting the Law's Requirements**

in 1987, the federal government enacted the McKinney-Vento Act, which requires that every school district provide homeless students with equal access to public education. Districts need to count homeless students and have a homeless liaison to serve their needs.

Homeless students, as defined by the law, include those who are staying in a hotel/motel or shelter, are unsheltered, or are "doubled up" with friends or family. Being doubled up is the most common, accounting for 71 percent of homeless students in the 2009-10 school year.

The law sets up competitive subgrants to help fund support services. Many districts use grants to transport students back to their schools of origin so they can have some stability in their educational life. Others use subgrants for after-school programs, tutoring, and school supplies. But districts must know how to craft an effective application.

The program is "woefully underfunded," says Duffield, with \$65 million a year in federal grants going to about 3,000 of the country's 15,000 school districts. All schools need to provide homeless services, but most do so without extra grants.

"The McKinney-Vento Act is supposed to count kids and do everything to help them succeed, but schools are strapped for resources," says Ellen Bassuk, founder of the National Center on Family Homelessness (NCFH) in Needham, Massachusetts. "It's not about intention; it's about resources. Some schools have better resources than others."

Since 1988, Bassuk's organization has been working on the problem of family homelessness. Lack of affordable housing and poverty are drivers, along with the increase

in families headed by single moms, which now make up one in five families nationwide. "If the mom is stressed, the kids will be stressed," says Bassuk. "Going to school tired, stressed, and worried, and then having to pay attention-it's very hard."

### **Pairing Sensitivity With Assistance**

because their living situations are so unstable, children who are homeless find it difficult to maintain academic continuity, says Diana Bowman, program director for the National Center for Homeless Education at the SERVE Center in Browns Summit, North Carolina. "Every time a child moves from one school to another, there are issues of being in a place where nobody knows them, with a new peer group. Moving from one new curriculum to another-that's a huge challenge," she says.

To help children adapt, and to identify those who are homeless in a discreet manner, a district or school must have a coordinated and solid plan. At the top, administrators need to understand their responsibilities under McKinney-Vento and support the work of homeless liaisons, says McCullough. A superintendent once told her the district was doing for a homeless kid what it would do for any kid. "It isn't enough to do what we would do for any student," responded McCullough. They need extra support, just as special education students do.

In the classroom, teachers should look for children who appear sleepy or are wearing the same clothes, or who are carrying lots of belongings, hoarding food, or talking about moving often, says Bowman.

Many children are embarrassed about their situation, and interventions should be done confidentially. Consider avoiding the term "homeless" altogether, says Lisa Montesana, support specialist with the Beaverton, Oregon, school district, which has the highest homeless student population in the state. In 2010, she worked with 1,580 students; in the fall of 2011, she had already served 1,033 students.

"In our first communication, we never say 'homeless,'" she says. "We say, 'We are from a social support office and understand you might be having a difficult time. We wanted to let you know about some support services available.'" Families who are doubling up often don't consider themselves to be homeless, although they are eligible for support under the law. Montesana has seen families trying to "sneak" their children into school after they've moved out of the area, and they are relieved when they learn their kids can stay in their home school.



### **Small Changes Can Make a Big Difference**

Dona Bolt, homeless education coordinator for the Oregon Department of Education, has seen homelessness rise over the past 25 years. Since families are mobile and districts often share students, school administrators must collaborate, she says. They can coordinate transportation and outreach efforts and partner to share community resources and strategies.

Sometimes school policies need to be revisited to serve homeless students, says Bassuk of the NCFH. Kids who are homeless may act out and need a second chance, prompting administrators to rethink zero-tolerance policies. "These are not bad kids," says Bassuk. "They are traumatized kids."

Experts suggest training administrators, teachers, counselors, and even bus drivers on the law and how to work with this population to meet their needs.

Teachers can help by being flexible with assignments and procedures, says BethAnn Berliner, a senior research associate at WestEd, a research, development, and service agency in Oakland, California. A homeless student may not want to hang up a coat, for instance, since it may be his or her only one. Letting the child wear it in class can help to make him or her feel more secure.

"From constantly moving and not having personal space, these students may have difficulty completing tasks," she adds. "Divide big assignments into bite-size pieces." And remember that these kids often live in crowded conditions, without a quiet place to study or computer access. Providing a clipboard to do homework and allowing a paper to be handwritten are simple and reasonable accommodations. If parents can't make a conference, don't presume that they don't care, adds McCullough. They might lack transportation or the ability to get away from work.

### **What the Community Can Do**

in Pittsburgh, the homeless children's education fund supports 17 after-school learning centers that serve students in housing facilities for the homeless. The centers are equipped with computers and books, and qualified tutors help students with homework on weekday afternoons.

Some of the centers have reading specialists from the local schools who know the curriculum and have a direct line back to the teachers, says Bill Wolfe, the group's

executive director. These connections and support through community-based programs help to provide children with access to the best possible education.

In the Adrian Public Schools, McCullough has seen funding for her program decrease from \$62,000 last year to \$39,000 this year. She uses more volunteers and recently worked with a local business on a "Pajama Rama" fund-raiser that brought in \$8,000 to help bridge the gap. "I'm lucky to have a very giving community," she says.

### **Shifting the Mind-Set**

Over the past decade, Berliner says, the landscape has improved-but more needs to be done. "It's really easy to blame children for their behaviors that frustrate us-when they don't bring in their homework or they are destructive in the classroom," she says. "Those are things that we as adults need to deal with rather than blaming the kids. How can you blame a kid for not doing homework when they have no place to do homework?"

Educators should not see homeless students as threatening. Instead, they must dig deep to understand their needs, advises Bassuk. "Talk to the kids and find out what's bothering them. Then, in that context, find a way to contain the child. Kids will really perk up if they are responded to appropriately." With the right help, she says, kids can be resilient.

And keep in mind that children who are homeless don't always ask for help, partly because they don't want to be categorized, especially at the high school level, says Denise Ross, supervisor for homeless education programs in Maryland's Prince George's County Public Schools. Of the district's 124,000 students, homeless services helped 2,700 of them last year.

"School is a safe haven for them. They want to be in school," says Ross. "They want to be successful. Sometimes there are other things going on and they need an advocate in the school. They want to learn, and they want to be accepted."

## **Socratic Seminar Preparation**

Finish each statement as you prepare for our Socratic Seminar.

I'd like to talk to people about

Do you think

I have questions about

I think

What if

What would happen if

How would you feel

List questions you have

## Socratic Seminar Self-Assessment

Score your performance in today's seminar using the following criteria:

4-Excellent    3-Good    2-Showing Progress    1-Needs Improvement

\_\_\_\_\_ I read the text closely, marked the text, and took notes in advance.

\_\_\_\_\_ I came prepared with higher level questions related to the text.

\_\_\_\_\_ I contributed several relevant comments.

\_\_\_\_\_ I cited specific evidence from the text to support an idea.

\_\_\_\_\_ I asked at least one thoughtful, probing question.

\_\_\_\_\_ I build on another person's idea by restating, paraphrasing, or synthesizing.

\_\_\_\_\_ I encourage other participants to enter the conversation.

\_\_\_\_\_ Total score

What did you learn from your peers?

How does compassion impact social action?

<b>TEACHER NAME</b>		<b>Lesson #</b>
Katie Brann		2
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Service Learning	Mathematics and Technology	Grade 5
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Compassion		homelessness
<b>LEARNING OBJECTIVES</b> (from State/Local Curriculum)		
<p><b>Information and Technology Essential Standards</b>  5.SI.1.1 Use various types of resources to gather information (including print and online media).  5.SI.1.2 Use relevant sources of information for an assigned task.</p> <p><b>Mathematics</b>  5.NBT.7 Perform operations with multi-digit whole numbers with decimals to hundredths.  5.G.2 Graph points on coordinate plane to solve real world and mathematical problems.</p> <p><b>Social Studies</b>  5.E.2.1 Explain the importance of developing a basic budget for spending and saving.  5.E.2.2 Evaluate the costs and benefits of spending, borrowing, and saving.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Compassion impacts social action		How does compassion impact social action?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>*Students will know the minimum wage and the cost of living in Winston-Salem.</p> <p>*Students will understand the role of the present day economy.</p> <p>*Students will know when one shows compassion it affects the actions other people show each other.</p>		<p>*Students will be able to use a KWHLAQ chart to stimulate what they know about poverty.</p> <p>*Students will be able to create a weekly household budget.</p> <p>*Students will establish relationships with key members of our community to help various groups in need.</p> <p>*Students will analyze how to live on minimum wage.</p> <p>*Students will synthesize</p> <p>*Students will be able to identify service projects to address real needs.</p>

	<p>*Students will communicate their ideas through flyers, poster, emails, and letters.</p> <p>*Students will explore how poverty is a real problem and the needs individuals living in poverty have.</p> <p>*Students will observe the impact compassion has on those in poverty.</p>
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**GUIDING QUESTIONS**  
*What questions will be asked to support instruction?*  
*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<p>What do we think we know about the people who are homeless?            What do you believe the causes of poverty might include. (Students will articulate the causes or what they believe they are.)            What is the most significant cause of poverty?            What are ways in which people can earn an income today?            How can a simply act of kindness prompt social action?            How do you feel about showing compassion to a classmate without a home?</p>	<p>*What is minimum wage?            *What is the cost of living?            *What are other expenses families have in a month that are not reflected on the monthly expenses? (gifts, supplies, entertainment, ...)            *Where does            *What does Project HOPE offer?            *Who does Project HOPE serve?            What are the needs of the homeless students in WSFCS?            What have you learned about yourself?            What have you learned about others?            What have you learned about the needs of the community?            What do families NEED and WANT?</p>	<p>What did we learn through our research that contradicts what we thought we knew about homeless people?            Does what we have learned change how we feel about people living in poverty or people in need? Why?            Why did it change how we feel?            What emotions causes us to feel differently about students in our class who are homeless?            What more can we learn?            What are you willing to give up when you have to make decisions about money?            What part of the project went well?            What were the challenges you had while completing the project?</p>

**DIFFERENTIATION**  
*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
	<p>Students will create ways to show compassion through the process of demonstrating how compassion impacts social action.</p>	<p>Students will have choose the way their product will look. Student will implement how they will promote social action through emails, flyers, letters, etc.</p>	<p>The ideas of ways to show compassion are student lead.</p>

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

**Opening Activity: (Preparation)** I will introduce Service Learning to students and explain that we will work together to take social action and address a need homeless families have in the shelters. We will also learn ways to promote compassion through social action in groups (i.e. clubs, church, scouts, team sports, etc.) we are involved in in school and outside of school. This week we are going to be reflecting on what we know about the homeless population in our community as well as their needs. We will explore misconceptions we have about individuals/families that are currently homeless. Let's take a few minutes to look at a chart that is similar to the KWL chart. We will revisit it throughout the week. For now you will complete the first two columns on KWHLAQ chart on your desk. K: "What do I think I **know** about poverty?" and W: "What do I **want**/need to find out?(see attachment for chart) We will review students responses.

(5 minutes) I have a graphic organizer I will have on their desk when they arrive. "From Dawn to Dark: My Needs" Students will individually complete the sheet. Then they will rank the most important needs in order of importance.

Define service learning.

Teacher: There is a difference between community service and serving learning? What do you think the difference is based on past experiences?

**Day 1:**

**(Action: Investigate Needs)**

Explain to the students they will work with a partner to read two of the following picture books. At each book they will write down their responses to the questions. Think about how the characters showed compassion to individuals who were in need. Did their compassion impact social action? How does the story makes you feel and do you look at people who have a need through a different lens now? You will have 10 minutes and then we will rotate.

**Hook:** Three children's picture books will be laid around the room with chart paper. Students will read the picture books to help build gratitude for what they have and awareness for those who live in poverty. Student will work with a partner to read two of the following picture books.

- The Lady in the Box by Ann McGovern (GR Level M, 3.2)
- Showbox Sam by Mary Brigid Barrett (GR Level K)
- December by Eve Bunting (GR Level P)

The chart paper next to the book will be folded into fourths. Students will write their response on the chart to the following questions:

1. *What feelings surface after reading the story?*
2. *What are society's perception/stereotypes of the homeless?*
3. *How did others show compassion on the character in need of help?*
4. *Why do you think the author wrote this story?*

After ten minutes, students will switch to another book and repeat the activity. They will add their response to the responses already on the chart paper.

**Reflect:** Have students reflect and write a short response to How does compassion impact social action?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

**Introduce Speaker:** Right here in Winston-Salem we have 474 kids who have received assistance through an organization called Project HOPE during the 2014-2015 school year (data as of 2/2/2015). Project HOPE works collaboratively with Winston-Salem to serve and support homeless children and their families. Project HOPE provides needed community resource information to homeless families which is helpful in such areas as securing daycare, housing, medical/dental care, etc. They help children with school supplies and clothing needs. Project HOPE partners with the community to collect supplies these families need.

(30 minutes)

**Speaker:** **Melissa Ledbetter**, LEA for homeless students in Forsyth County, will present facts about WSFCS student homelessness. She will share materials and handout she has. Her presentation will last from 15-30 minutes. (We are meeting to talk about her presentation.) She has handout for the students with factual information about students in our county who are homeless. **Relevance:** Ledbetter will help to create empathy for students in our county who do not have a permit home. Students in the class will use the compassion for homeless students to create ideas to implement social change.

**(Action: Select a need)** After Melissa Ledbetter leaves students will discuss the following questions: What are the needs of the homeless students in WSFCS schools? How can I use the compassion I feel to inform social action? How can I show compassion to impact social action? How can groups we are involved in positively demonstrate their compassion for affect homeless families in our community by taking social action? Service learning is when we are learning while we are also helping to make a positive impact. We will determine possible solutions to some of the needs listed.

Students will create a poster to promote Project HOPE in the local churches, scouts, and/or team.

## **Day 2**

It is important for students to fully understand how someone can become homeless when living on minimum wage or when they lose their job. Today we will gain a better understanding of the world around us and what it takes to survive. We have to make choices on how to allocate our resources. We make choices on how to spend our money as well as our time.

Students will explore the cost of living in Winston-Salem using the following website. They will navigate the website to determine how much the cost of living is for a family of four. I will supply them with a recording sheet of monthly expenses. They will determine if they will have a negative balance if they live off of a working parent with a minimum wage job. They will research what the minimum wage is for NC.

<http://cost-of-living.findthebest.com//357/Winston-Salem-NC>

You will categorize the expenses that are a NEED in one column and the expenses that are EXTRAS or wants. What expenses should families include in order to live?

Income, housing, food, automobile, insurance, clothing, entertainment,... A budget should have a purpose or defined goal that is achieved within a certain time period. Knowing the source and amount of income and the amounts allocated to expense events are as important as when those cash flow events occur.

**Role play:** I will pay them minimum wage (with Monopoly money) and they will use it to pay the mortgage/rent, food, clothes, bills, etc.

**Reflect:** How can our self-discipline to sticking to a budget help us to save money and not end up with a lot of debt? What can we do to eliminate debt?

Students will revisit the KWHLAQ chart and fill in the H and L.

## **(Action: Select a need)**

**Speaker Introduction:** Samaritan Ministries is an interdenominational volunteer-based Christian ministry that serves Winston-Salem and Forsyth County. The Soup Kitchen and Samaritan Inn Shelter are open



365 days. They have an eighty bed homeless shelter for men. Volunteers in the community can show the men compassion through social action.

(Problem –Finding) Janice Ray will come speak on behalf of Samaritan Ministries in Winston-Salem. She will discuss the homeless shelter's guidelines and how it operates. She will also explain the needs the shelter has for community support. One of the needs she will talk about are the pillowcases.

(Solution-Finding) Students will list how they can show compassion to the men who visit the shelter.

(Acceptance-Finding) Students will create a presentation in the form of a poster/brochure to give community members opportunity to show compassion through social action. They will also share the impact compassion has on homeless members of our society.

**Reflect:** Discuss how when one shows compassion it impacts social action. How can compassion bring kindness and hope to homeless individuals?

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

By showing compassion through social action you provide hope to those experiencing poverty for this period of time in their life. You may also help, through compassion, to get them back on their feet so they can be productive citizens in our society. How is service-learning related to social action? Teacher will try to help make connection for students if they are not seeing the connection.

Students will use what they have learned to discuss the benefits of saving and creating a budget.

Students will use what they have learned from Project HOPE to create a list of ways they can impact the homeless children in our county.

I will introduce them to local homeless shelters men, women and families can visit. They will create a list of the needs the shelters have each night to accommodate the homeless visitor. I will teach them how to sew a "roll up" pillowcase. Students will measure the fabric, cut the fabric, pin the fabric to prepare to sew the pillow cases.

### **Following Service-Learning Project Implementation**

Questions we will discuss to look at how compassion impacts social action

**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will explore other organizations in which individuals in need can go to. Sunnyside Ministries, Bethesda Center, Salvation Army, BackPack Program in WSFCS, as well as others all have needs in which acts of compassion can supply them with the needs they can turn around and distribute to those who have been screened and are trying to get back on their feet.

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will return to the KWHLAQ chart and fill in the A and Q columns.

Students will monitor and continue to promote opportunities for people in our community and home base schools to show compassion to impact change. Students will be asked to respond to the essential question: How does compassion impact social action? They will respond in the form of a written explanation as well as through pictures on an 11x14 poster board to be displayed at the "celebration."

<b>TEACHER NAME</b>		<b>Lesson #</b>
Katie Brann		3
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Problem Based Learning	Social Studies/Language Arts	4 <sup>th</sup>
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Compassion		homelessness
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p>SS.4.C&amp;G.2.2 Give examples of rights and responsibilities of citizens according to North Carolina Constitution. (4.03 Explain the importance of responsible citizenship and identify ways North Carolinians can participate in civic affairs.)</p> <p>ELA.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g.a character's thoughts, words, or actions).</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Compassion impacts social action		How does compassion impact social action?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>ProjctHOPE has needs that WSFCS meet through student led drives. (ie Socktober, Coats, snacks, backpacks, hygiene supplies, etc)</p> <p>Winston-Salem has a 10 Year Plan to End Chronic Homelessness.</p> <p>Citizens work together to solve community problems through Bethesda Center, Crisis Control, ProjectHOPE, United Way, Anthony's Plot and Samaritan Inn.</p> <p>Supporters write letters to local and state leaders to make an impression on leader's decisions and policy agendas.</p> <p>Students experiencing homelessness are just like each of us.</p> <p>Student will be given a set of facts about local homelessness.</p> <p>Students will understand the causes of homelessness.</p>		<p>Students will work together to identify two ways citizens can work together to reduce homelessness in Winston-Salem Forsyth County.</p> <p>Students will research places they can donate items or volunteer.</p> <p>Students will explain the importance of their service toward people experiencing homelessness.</p> <p>Students will learn about the causes and effects of homelessness.</p> <p>Students will discover how kids are showing compassion to impact social action.</p> <p>Students will examine the impact students homelessness has on their education.</p>

**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

<b>Pre-Lesson Questions:</b>	<b>During Lesson Questions:</b>	<b>Post Lesson Questions:</b>
<p>How do I feel about showing compassion to people experiencing homelessness?</p> <p>What causes homelessness?</p> <p>Who is homeless?</p> <p>Am I compassionate for people who are experiencing homelessness for a period of time?</p> <p>How can I act on my compassion for people experiencing homelessness?</p> <p>How can my compassion impact social action in my school, church, community?</p>	<p>What solutions to reduce homelessness have worked in other cities?</p> <p>What solutions to reduce homelessness have not worked in other cities?</p> <p>What do homeless citizens believe is the reason they are homeless?</p> <p>How do different community organizations define "helping" the homeless?</p> <p>What does my community need?</p> <p>Who is helping to show compassion to people experiencing homelessness in my community?</p> <p>How can people become homeless?</p> <p>How hard is it to get out of poverty?</p>	<p>How can our compassion help reduce homelessness?</p> <p>How can I show compassion to people experiencing homelessness based on what I have learned about the needs in my community?</p> <p>How can your compassion impact social action toward not just the people we see on the streets?</p> <p>What did you learn in preparing to show compassion?</p> <p>How do you better understand homelessness?</p> <p>What did you learn about your community?</p> <p>How will you use what you learned to show compassion?</p> <p>How can social action impact the community?</p> <p>How does compassion impact social action?</p>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.*

<b>Content</b>	<b>Process</b>	<b>Product</b>	<b>Learning Environment</b>
<p>Symbaloo.com will be used to differentiate content. Students will choose sites to explore how students use compassion to impact social action.</p>	<p>Students will collaboratively take the initiative to explore and research needs of people experiencing homelessness using various sites I have selected and marked on symbaloo.com. (promotes social and emotional learning)</p>	<p>Student will use their creativity to inform their student body of the reality WSFCS has students experiencing homelessness and needs their peers can help meet. Students will select their means of sharing the information.</p>	

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

(10 minutes) Hook: Show video on ESPN of St. Louis Rams' William Hayes and Chris Long experiencing homelessness March 22, 2015. Students will observe what the football players recognized about the people their team bus passed each day. What shaped their understanding of people experiencing homelessness?

What impacted their perspective of the people they normally pass by?

What feelings did they gain toward the people they had only donated to in the past?

(5 minutes) Read pages 24 and 25 of *Soul Moon Soup* by Lindsay Lee Johnson. (Phoebe Rose is a girl living on city streets with her mother. They move into a shelter for families who are homeless and from there, Phoebe rides the bus to school.) Students will read independently.

(10 minutes) I will place students in groups and hand them their role.

Students will discuss Phoebe Rose and her mother's struggle to make it each day after her father leaves them. Student roles will be personal connector, literary connector, service connector, and school connector.

How have you or someone you know resolved a similar situation?

What situations are similar to what happens in other stories?

What might Phoebe Rose say about these other characters or situations?

How can compassion impact social action in this situation?

Did any characters in this story participate in service activities?

After reading this story, can you think of ways to show compassion through service?

Have you experienced any ideas from the story in your school?

What can your peers learn from reading this story?

**Explore** - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

(20 minutes) Student will explore five sites marked on sbybaloo.com to gather information on our community's need for compassion toward people experiencing homelessness. Teacher will pass out a graphic organizer for students to record what they learn from the websites. Students will work collaboratively to build social interaction as they investigate our community's current needs. They will gain a deeper understanding of community groups their school can partner with to enhance the learning of students experiencing homelessness. Through their exploration they will deepen their compassion in such a way they will want to invite their student body to support student homelessness with school drives, letters to community leaders/legislation, and ability to share awareness in community groups they are involved in.

What solutions to reduce homelessness have worked in other cities?

What solutions to reduce homelessness have not worked in other cities?

What do homeless citizens believe is the reason they are homeless?

How do different community organizations define "helping" the homeless?

What does my community need?

Who is helping to show compassion to people experiencing homelessness in my community?

How can people become homeless?

How hard is it to get out of poverty?

**Explain** - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers*

*to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

(15 minutes)

(2 minutes) You can do something to address homelessness! Show “They Asked Homeless People to Write Down A Fact About Themselves” from [lifebuss.com/rethink/](http://lifebuss.com/rethink/). Students will develop an emotional tie to someone without a home. And have a better understanding of the causes and effects of homelessness. (Show Becky Blanton’s “The Year I Was Homeless” on Ted Talk. 7 minutes) The statistics and facts the teacher will share will have much greater meaning for the students.

Teacher will share statistics on document camera.

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**Elaborate** —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

(30 minutes)

Problem Base Learning Scenario:

(You will share the realities of student homelessness with your student body. You will design a service project that helps students experiencing homelessness in WSFCS be equipped to learn when entering school.)

You have been elected to serve as student liaison on the ProjectHOPE board. Your first task is to work collaboratively with Student Council to raise awareness of the needs of the homeless community. ProjectHOPE is in need of resources to distribute to homeless youth in our schools, therefore they have assigned you to promote service learning and encourage the student body, teachers, and staff to step up and serve the homeless youth. You will create a poster promoting a local drive at school to raise resources for ProjectHOPE. You will also promote the drive with an article in the school newspaper stating the need in our community. You will create a promotion to raise awareness of the homeless problem. (For example: commercial, flyers, posters, etc) A successful drive will provide the needed items to distribute to our homeless youth.

(Students may consider collecting hygiene items, school supplies, snacks, write letters for shoe donations, socks, backpacks, etc)

(10 minutes) Student will discuss facts on student homelessness that shocked them. They will use the facts to raise awareness in their school and promote compassion to impact direct social action. Students will make the invisible students experiencing homeless visible to promote compassion among their peers. Students will need to help break stereotypes and illustrate students experiencing homelessness are just like them. Through the Problem Based Learning students will take the initiative to

Ask: How can we illustrate the number of homeless students we have in WSFCS to compel our student body to show compassion through social action?

**(20 minutes)**

**Inform students of the Million Pillow Case Challenge or Sweet Dreams Campaign. Teach them how to sew a pillow case. Walk them step by step sewing their own pillow case to donate.**

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be evaluated on their reflection on what they learned from their research in order to raise awareness to promote compassion for students experiencing homelessness in WSFCS.

Group discussion:

How can our compassion help reduce homelessness?

How can I show compassion to people experiencing homelessness based on what I have learned about the needs in my community?

How can your compassion impact social action toward not just the people we see on the streets?

What did you learn in preparing to show compassion?  
How do you better understand homelessness?  
What did you learn about your community?  
How will you use what you learned to show compassion?  
How can social action impact the community?

Symbaloo I create to go along with students experiencing homelessness study.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Katie Brann		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Kohlberg Moral Dilemma Model	Literacy	4th
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Compassion		homeless
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><a href="#">CCSS.ELA-Literacy.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.4</a> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Compassion impacts social action		How does compassion impact social action?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that problems exist in their communities and that these problems have solutions.</p> <p>The students will be able to identify problems in their community that they could help make a change for the better.</p> <p>The students will be able to identify problems in their community concerning the homeless and the hungry and learn from a social worker what programs are available to help these</p>		<p>Students will analyze information in order to make moral/ethical decisions.</p> <p>Students will engage in authentic problem solving.</p> <p>Students will discuss whether stereotype statements are fair.</p> <p>Students will be able to use empathy to get a group (school, church, or community) to impact the homeless.</p>

people.

The students will contribute to a project and willingly work with the class to make a change in their community.

The student's will list contributions they personally have made a difference.

Students will define how people use empathy to get us to make decisions.

Students will write an editorial to convey information about our homeless population.

Students will discuss with their peers their moral decisions when they encounter a homeless person.



**GUIDING QUESTIONS**

*What questions will be asked to support instruction?*

*Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What is the meaning of "home"?</p> <p>What is the meaning of "home" for a homeless person?</p> <p>Who are the homeless?</p> <p>Where did they come from?</p> <p>What circumstances put them on the street?</p> <p>What keeps them there?</p> <p>How do we judge what is right and wrong?</p> <p>Why do many people look down on the homeless?</p> <p>What can you do to show compassion to the homeless?</p> <p>Why aren't we more compassionate?</p> <p>How have you shown compassion toward someone?</p> <p>How can we expand our circle of compassion?</p> <p>Do you feel compassion is built into human nature?</p> <p>Is compassion only shown toward your family (kin compassion)?</p> <p>Do you only show compassion toward people you think will return the favor (self-serving)?</p> <p>Who gets excluded from the golden rule?</p> <p>What are you not ok with?</p> <p>What do you have to help?</p> <p>What can you do about it?</p>	<p>How does homelessness happen?</p> <p>What have you learned about people living on the street?</p> <p>What have you learned about the people who are labeled "homeless"?</p> <p>What attitudes and biases do you have toward homeless people?</p> <p>How can we help them find a home (food)?</p> <p>How do people use empathy to help us make decisions?</p> <p>Should the school, government, community help them?</p> <p>If you were homeless, what would you do all day?</p> <p>Do you think homelessness will ever disappear?</p> <p>What questions would you ask a homeless person?</p> <p>How can we expand our circle of compassion?</p>	<p>How is social conscience caught or taught?</p> <p>Why do I have a strange feeling of discomfort each time I see a homeless person?</p> <p>What can I do to help?</p> <p>What are issues with stereotyping the homeless?</p> <p>How did your thoughts about homeless people change? Or How has your perspective changed?</p> <p>What lessons did you learn during our study to support ethical challenge and long-term moral actions?</p> <p>How does compassion impact social action?</p> <p>Why is it important to give someone hope?</p> <p>Why aren't we more compassionate more of the time?</p> <p>Why do we help sometimes but not other times?</p> <p>How important is a single act of noticing?</p>

**DIFFERENTIATION**

*(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or*

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Content	Process	Product	Learning Environment
Students will be introduced to real people through the Eleanor Rigby Project as they examine stereotypes placed on real people on the streets. They will discuss moral dilemmas that will promote moral development.	Students will explore homelessness through curiosity and examine how their mental understanding of homelessness is reshaped as they revise their thinking. Students will collaborate on situations they encounter when they see someone on the streets.		

## PLANNED LEARNING EXPERIENCES

*(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)*

**Engage and Connect** - This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.

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<https://www.youtube.com/watch?v=h0gpPs4flw8>

We will pause the music video on an image of someone alone huddled on the streets. I will give students a chunk of post it notes. They will spend 3 minutes writing down what comes to mind on a sticky note when they think of "home." Sticky notes will be placed on one large chart paper.

Now we will think about those that do not have a home and what "home" looks like for them. Post-it notes will be placed on a chart paper labeled "Homeless: without a home"

**Explore** - In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.

With the image on the board, teacher will moderate a discussion to discuss moral dilemmas they have when they see a homeless person. Teacher will probe and make sure students justify their view point.

What would you do if you were walking down the street and passed this person?  
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(Moral development occurs through social interaction.)

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Teacher: Homeless youth maybe at a different stage of moral judgement than you. Stage 2 "Do unto others what they have done to you." Reciprocal of stage 2 is "Do unto others what you would like to have them do unto you." With your partner discuss what these to phrases mean to you.

**Explain** - Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.

(13 minutes) One symbaloo click on Ted Talk by Daniel Goleman ("Why aren't we more

compassionate?)

( 7 minutes) Put students into pairs. Each pair will have a list of question to ask their partner. Person A will ask their questions and listen to Person B's responses. Then they will switch roles and Person B will "interview" Person A. Students will practice good listening skills of eye contact, restating points, and leaning forward.

Person A

Why does the government allow homelessness?

Why do many people look down on the homeless?

What can you do to help the homeless?

If you were homeless what would you do all day?

Person B

Do you think homelessness will ever disappear?

What questions would you ask a homeless person?

Why is it important to give someone hope?

Why aren't we more compassionate more of the time?

**Elaborate** —Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways

(3 minutes) Ask: How will you treat a homeless person differently when you meet them on the street, library, store, or school? How will your compassion for homeless impact social action in your school, church, neighborhood, or family?

(3 minutes) Use slymbaloo.com to pull up Kid President 2014 socktober ad. Ask: How can compassion impact social action?

**(20 mintes) Students will finish working on Performance Task.**

**(10 minutes) Students will share their performance task with the class. How do you feel about your performance task? How do you feel about encouraging people to show compassion impacts social action? Have students clap for their classmates performance tasks. Have students give feedback of what they liked about the performance task. This is also a time students can ask the presenter questions about their performance task. Students will leave class excited with enthusiasm about the performance task they have created in hopes to show compassion through social action in their schools and organizations past the camp.**

**Evaluate:** *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be asked to write an editorial to promote social action for homeless. They will address how the community can show compassion to their individuals.

**OR**

Students will use prezi.com as a way to enforcing moral expectations to create a presentation to promote advocacy for homeless. They will address myths and assumptions relating to this population of people. We will discuss generalizations they may recognize for further discussion.

**Exit question:**

**Why do we help sometimes but not other times? How important is the simple act of noticing?**

Resources: Egan, J. (2002, March 25). To be young and homeless. *New York Times*.

\*\*My question: Am I supposed to teach them about the stages of Kohlberg's moral development or just give them experience of to observe/discuss different behavioral changes that shape one's morality and build compassion, empathy, care, and a better understanding.

<b>TEACHER NAME</b>		<b>Lesson #</b>
Katie Brann		4
<b>MODEL</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Kohlberg Moral Dilemma Model	Literacy	4th
<b>CONCEPTUAL LENS</b>		<b>LESSON TOPIC</b>
Compassion		homeless
<b>LEARNING OBJECTIVES</b> <i>(from State/Local Curriculum)</i>		
<p><a href="#">CCSS.ELA-Literacy.SL.4.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-Literacy.SL.4.4</a> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><a href="#">CCSS.ELA-Literacy.W.4.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>		
<b>THE ESSENTIAL UNDERSTANDING</b> <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		<b>THE ESSENTIAL QUESTION</b> <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
Compassion impacts social action		How does compassion impact social action?
<b>CONTENT KNOWLEDGE</b> <i>(What factual information will students learn in this lesson?)</i>		<b>PROCESS SKILLS</b> <i>(What will students be able to do as a result of this lesson?)</i>
<p>Students will know that problems exist in their communities and that these problems have solutions.</p> <p>Students will know government assistance exists.</p>		<p>Students will analyze information in order to make moral/ethical decisions.</p> <p>Students will be able to identify problems in their community that they could help make a change for the better.</p> <p>Students will engage in authentic problem solving.</p> <p>Students will discuss whether stereotype</p>

	<p>statements are fair.</p> <p>Students will be able to use empathy to get a group (school, church, or community) to impact the homeless. Students will write an editorial to convey information about our homeless population.</p> <p>Students will discuss with their peers their moral decisions when they encounter a homeless person.</p> <p>The students will be able to identify problems in their community concerning the homeless and the hungry and learn from a social worker what programs are available to help these people.</p> <p>The students will contribute to a project and willingly work with the class to make a change in their community.</p> <p>The student's will list contributions they personally have made a difference.</p> <p>Students will define how people use empathy to get us to make decisions.</p>
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**GUIDING QUESTIONS**  
*What questions will be asked to support instruction?*  
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<p>compassion to the homeless?          Why aren't we more compassionate?          How have you shown compassion toward someone?          How can we expand our circle of compassion?          Do you feel compassion is built into human nature?          Is compassion only shown toward your family (kin compassion)?          Do you only show compassion toward people you think will return the favor (self-serving)?          Who gets excluded from the golden rule?          What are you not ok with?          What do you have to help?          What can you do about it?</p>	<p>decisions?          Should the school, government, community help them?          If you were homeless, what would you do all day?          Do you think homelessness will ever disappear?          What questions would you ask a homeless person?          How can we expand our circle of compassion?</p>	<p>ethical challenge and long-term moral actions?          How does compassion impact social action?          Why is it important to give someone hope?          Why aren't we more compassionate more of the time?          Why do we help sometimes but not other times?          How important is a single act of noticing?</p>
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Resources: Egan, J. (2002, March 25). To be young and homeless. *New York Times*.

**Making the Difference S.T.E.P.S. Summer Learning Institute**



Students created posters to promote a drive at their schools to help ProjectHOPE have resources to hand out to students in need.



Student cutting the fabric before she pins it together.



Sewing dreams by creating pillowcases for homeless students.



Students cut, pinned, and sewed fabric so individuals would have something to call their own.



They learned they can make a difference!



Compassion IT!  
Together they will make an impact and raise awareness for the need to show compassion.



These girls worked together to explore how their compassion impacts social action.



Each paper person represents a homeless student in WSFCS who received assistance by Project HOPE during 2014-2015 school year.



Students created posters to organize drives at their school to encourage their student body to show compassion for homeless in our system.

## Unit Resources

### Resources

[www.nationalhomeless.org](http://www.nationalhomeless.org)

The National Law Center on Homelessness and Poverty [www.nlchp.org](http://www.nlchp.org)

NLCHP uses legal actions to address, inform, and correct problems to protect human rights. They promote getting involved and informed in your community while strengthening our community's support of poverty. You can make a difference!

National Alliance to End Homelessness [www.naeh.org](http://www.naeh.org)

The site is a resource to explore solutions, issues, and policies. Learn how communities are making progress in ending homelessness. Examine four specific groups experiencing homelessness: families, youth, veterans, and "chronic" homelessness.

Compassion It <http://compassionit.com/>

Compassion It is a nonprofit organization that inspires compassionate actions and attitudes. Each student received a wristband to help them to remember to make a difference in their communities. One side of the wristband is white and one side is black. When they show an act of compassion they turn their wristband over to help them participate in this social movement of compassion.

### Pillow Case Instructions

Written instructions to follow: <http://www.allpeoplequilt.com/millionpillowcases/instructions/RollItUp.pdf>

Step by step video by Missouri Star Quilt Co. <https://www.youtube.com/watch?v=MrYWCma9wgM>

Students watched the instructor give detailed directions on how to sew a roll up pillow case. Posted March 12, 2010

### Children's Literature

Bunting, E., & Diaz, D. (1997). *December*. San Diego: Harcourt Brace.

Bunting, E. & Himler, R. (1991). *Fly away home*. New York: Clarion Books.

Gunning, M., & Pedlar, E. (2004). *A shelter in our car*. San Francisco, CA: Children's Book Press.

McGovern, A., & Backer, M. (1997). *The lady in the box*. New York: Turtle Books.

Polacco, P. (1996). *I can hear the sun: A modern myth*. New York: Philomel Books.

Yourne. (2004). *Selavi that is life: A Haitian story of hope*. El Paso, Tex.: Cinco Puntos Press.

## Cover Page

[www.icphusa.org/pdf/reports/accesstosuccess.pdf](http://www.icphusa.org/pdf/reports/accesstosuccess.pdf) Homes for the Homeless

Access to Success: Meeting the Educational Needs of Homeless Children and Families, January 1993, Institute for Children and Poverty.

National Center on Family Homelessness, "Homeless Children America's New Outcast." 1999. <http://www.colorado.edu/cye/sites/default/files/attached-files/outcasts.pdf>

This fact sheet provides information on how homelessness wounds young children, makes children sick, and impacts struggles at school.

## Lesson 1

Adams, Caralee. *One Million Students Homeless*. Scholastic Administrator.

## Lesson 2

McGovern, A. & Backer, M. (1997). *The lady in the box*. New York: Turtle Books.

Barrett, M. & Morrison, F. (2011). *Shoebox Sam*. Grand Rapids, Mich: Zonderkidz.

Bunting, E., & Diaz, D. (1997). *December*. San Diego: Harcourt Brace.

## Lesson 3

<https://www.youtube.com/watch?v=54G4qCceDqs>

Chris Long and William Hayes confront homelessness in St. Louis. They are two players from St. Louis Rams that dress and live in a homeless community for 24 hours. Published May 31, 2015

Johnson, L. *Soul Moon Soup*. 2002.

Phoebe and her mother struggle to survive after father leaves. Phoebe goes to live with her grandmother in the country.

[www.lifebuss.com/rethink/](http://www.lifebuss.com/rethink/)

Rethink Homelessness had individuals write down a fact about themselves before experiencing homelessness. The short video filmed in Orlando, Florida is used to help people shape their thinking about homelessness.

[https://www.ted.com/talks/becky\\_blanton\\_the\\_year\\_i\\_was\\_homeless?language=en](https://www.ted.com/talks/becky_blanton_the_year_i_was_homeless?language=en)

The Year I Was Homeless. Posted October 2009.

Becky Blanton was a freelance writer who describes her experience of becoming and being homeless on a TED talk video.

#### Lesson 4

All The Lonely People youtube video

<https://www.youtube.com/watch?v=h0gpPs4flw8>

Uploaded on November 17, 2009 by Eleanor Rigby by Ameritz Tribute Club. Video designed by Woosie Productions.

A two minute video of pictures of individuals experiencing loneliness put to the Beatles song will help hook students as we discuss the simple act of noticing someone in need.

Egan, J. (2002, March 25). To be young and homeless. *New York Times*.

Article informs readers families with children seek homeless shelters. Individuals' homeless journeys are highlighted as parents strive to keep their children in school during this time. There is diversity in what leads families to need shelter, but they all have dreams of having their own place again.