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The Promise Project Curriculum

The Promise Project aims to engage and empower youth to create a service based learning project that addresses and helps solve the critical issues that put youth at risk in their school or community. Youth pick an [area they are passionate about](#) and implement a team project with a chance to win \$5000 for their charity or to further their Promise Project.

The Promise Project Campaign has 3 primary objectives:

Inspired to Act	Education for Awareness	Empowered to Serve
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This three-part model lends itself very well to standard curriculum design. Raising the Roof has partnered with The Promise Project to design educational curricula that can be used in schools across Canada to highlight the work of The Promise Project and educate students across Canada on the issue of homelessness. This curriculum design is based on an inquiry model and utilizes constructivist pedagogy principals.

Inspired to Act	Education for Awareness	Empowered to Serve
The hook: Our curriculum creates a personal connection for students to the issue of homelessness. This is done through age appropriate literature, empathy building activities and stories of inspirational leaders such as Joe Roberts and his Push for Change.	The unit: A short series of cross-competency lessons designed to build a deeper understanding social inclusion, homelessness and Canadian History.	The culminating event: Teachers are equipped with all of the tools and resources to support their students to design and execute a team project with a chance to win funds for the charity of their choice.

The curricula are divided into four categories: primary, junior, intermediate and secondary content. The primary and junior divisions have lessons which touch on multiple subject areas within the unit design. The secondary program is focussed on social sciences; Canadian History, Civic Engagement and Media Studies.

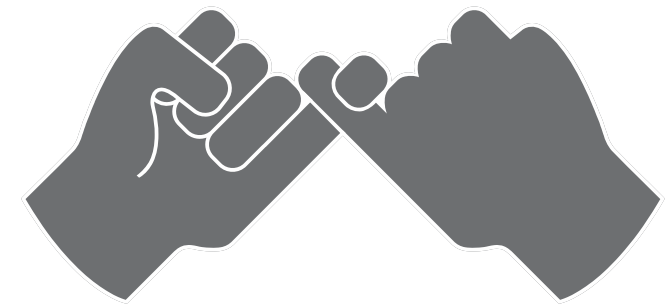
In order to create confidence within the teacher and school staff community to execute the curriculum on homelessness, we are creating a set of Leadership Lessons. This program is a self-directed learning exercise where school staff learn about the social structures which create and perpetuate the issue of homelessness across Canada.

The Leader curriculum has four major concepts: causes of homelessness; Indigenous ways of knowing; the human right to housing and interventions to prevent and end homelessness. Each lesson includes a 30 minute presentation and a 30 minute self-directed exercise to be completed by the participant.

It is recommended that all school staff complete the four core lessons, however, we recognize that school staff time is very valuable. Thus, we have created quick fact sheets for each lesson to help reduce the burden for educators.

Although the curriculum information has been included in one master document, individual elements are also available for download, including the various Lesson Plans, Leadership Lesson PowerPoint presentations, worksheets etc. Please see The Push for Change website, www.thepushforchange.com for more details.

Leadership Lessons



THE PROMISE PROJECT

Leadership Lesson # 1 – Causes of Homelessness

Agenda:

- 1.Homelessness Across Canada (Background)
- 2.Causes of Homelessness
- 3.Structural Factors
- 4.Systems Failures
- 5.Individual & Relational Factors
- 6.Demographics Groups at Increased Risk of Homelessness

Homelessness Across Canada



35,000 CANADIANS
ARE HOMELESS ON A GIVEN NIGHT

at least
235,000
CANADIANS EXPERIENCE
HOMELESSNESS IN A YEAR



27.3%
ARE WOMEN



18.7%
ARE YOUTH

THE NUMBER OF
**OLDER ADULTS (50-64)
AND SENIORS (65+)**
EXPERIENCING HOMELESSNESS IS GROWING



making up a combined
24.4% OF SHELTER USERS



**28-34% OF THE
SHELTER POPULATION
IS INDIGENOUS**

**4.3% OF CANADIANS
ARE INDIGENOUS**



**FAMILIES
STAY IN SHELTERS
2X AS LONG
AS INDIVIDUALS**



approximately
2,950 VETERANS
EXPERIENCE HOMELESSNESS

2.2% OF SHELTER POPULATION

Historically, individuals experiencing homelessness in Canada were older, single men. The homelessness crisis we see today is much more diverse. More women, families and youth are experiencing homelessness than in the past.

(Gaetz et. al, 2016 p. 5)

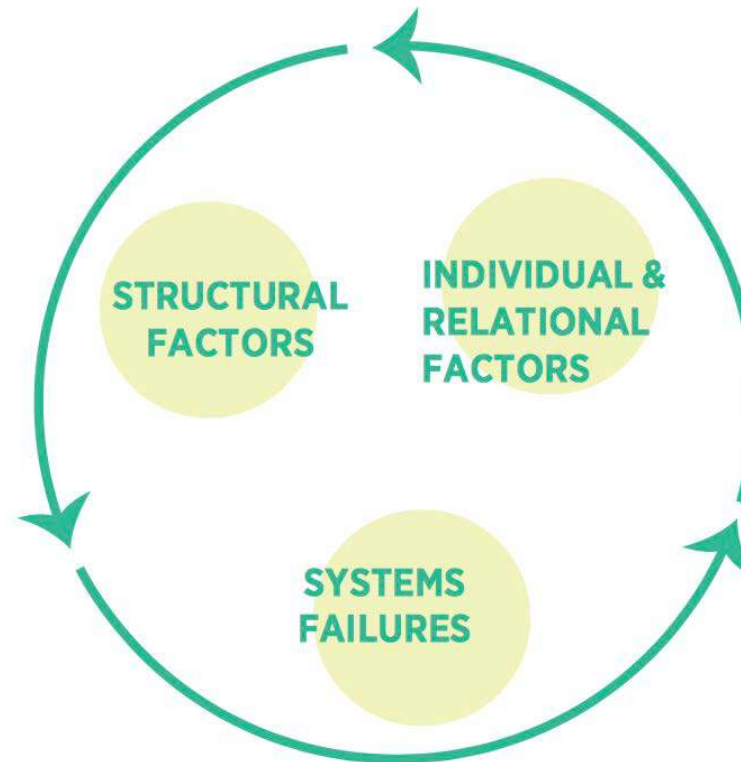
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PROJECT



Causes of Homelessness

The causes of homelessness are divided into three main categories:

Causes of Homelessness



(Gaetz & DeJ, 2017, p. 17)

Structural Factors

Structural Factors:

“are broad systemic economic and societal issues that occur at a societal level that affect opportunities, social environments, and outcomes for individuals.” (Gaetz & Dej, 2017, p. 18)

For example:

Poverty

Discrimination

Lack of affordable housing

Impact of colonialism on Indigenous peoples

(Gaetz & Dej, 2017)

Systems Failures

Systems Failures:

“...those situations where inadequate policy and service delivery contribute to the likelihood that someone will become homeless.” (Gaetz & DeJ, 2017, p. 20)

For Example:

- Experiencing barriers to accessing public systems (such as; health, legal and/or social services)
 - Failed transitions from public institutions (such as; discharge from child welfare, corrections or health care system without an adequate housing plan established prior)
 - Gaps in services and/or silos of services resulting in the system being unable to meet the needs of individuals
- (Gaetz & DeJ, 2017)

Individual & Relational Factors

Individual & Relational Factors:

“...the personal circumstances that place people at risk of homelessness”. (Gaetz & Dej, 2017, p. 21)

For Example:

- Crisis
- Housing Insecurity
- Interpersonal Relationship Problems
- Interpersonal violence
- Trauma

(Gaetz & Dej, 2017)

Demographics Groups at Increased Risk of Homelessness

The over representation of specific demographic groups within the homelessness populations help to illustrate the causes of homelessness at play.

For example:

Structural Factors (i.e. racism and colonialism) – Indigenous peoples

Systems Failures (i.e. child protection) – Youth transitioning from care

Individual & Relationship Factors- Youth caught in family breakdown and Women fleeing domestic violence

References

Gaetz, S. & Dej, E. (2017). A New Direction: A Framework for Homelessness Prevention. Toronto: Canadian Observatory on Homelessness Press.

Gaetz, S., Dej, E., Richter, T. & Redman, M. (2016): The State of Homelessness in Canada 2016. Toronto: Canadian Observatory on Homelessness Press.

Self-Directed Learning Exercise - Causes of Homelessness

We recognize that teachers' and leaders' time is very valuable, thus we have kept these exercises quick and easy to complete. Each self-directed learning exercise has three simple steps and is designed to take 15-30 min to complete.

Prior to exploring these leadership lessons, it is important to have an understanding of your own understanding and assumptions on the issue of homelessness. This attitudes survey is an opportunity for you to take your own pre & post assessment for your learning journey through this toolkit. Please ensure this is the first & last activity you complete in the toolkit.

Step 1:

Complete the attached attitude survey prior to all of the leadership lessons in this toolkit

Step 2:

Upon completion of the leadership lessons complete a fresh copy of the attitude survey.

Step 3:

Compare your responses from your pre & post assessments. Identify any major learnings that have taken place.

Bonus Step!

Watch: <https://www.youtube.com/watch?v=ZkDaKKkFi6Y>

If you are inspired by Brene Brown's quote 'vulnerability is our greatest measure of courage', consider sharing your learnings with your students or team members.

Homelessness Across Canada: Attitude Survey

Who experiences homelessness across Canada?

Which demographic groups are most at risk of homelessness across Canada?

Please list some common causes of homelessness.

Do you think it is possible to end homelessness across Canada? (Yes / No)

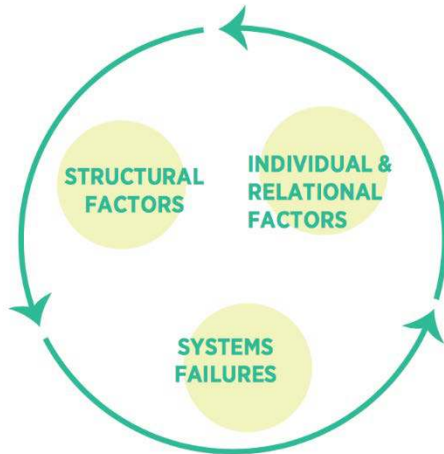
Why or why not?

What do you believe is the best way to address homelessness across Canada?

Quick Fact Sheet- Causes of Homelessness

The causes of homelessness are divided into three main categories:

Causes of Homelessness



Structural Factors:

“are broad systemic economic and societal issues that occur at a societal level that affect opportunities, social environments, and outcomes for individuals.” (Gaetz & Dej, 2017, p. 18)

For example:

- Poverty
 - Discrimination
 - Lack of affordable housing
 - Impact of colonialism on Indigenous peoples
- (Gaetz & Dej, 2017)

(Gaetz & Dej, 2017, p. 17)

Systems Failures:

“...those situations where inadequate policy and service delivery contribute to the likelihood that someone will become homeless.” (Gaetz & Dej, 2017, p. 20)

For Example:

- Experiencing barriers to accessing public systems (such as; health, legal and/or social services)
- Failed transitions from public institutions (such as; discharge from child welfare, corrections or health care system without an adequate housing plan established prior)
- Gaps in services and/or silos of services resulting in the system being unable to meet the needs of individuals

(Gaetz & Dej, 2017)

Individual & Relational Factors:

“...the personal circumstances that place people at risk of homelessness”. (Gaetz & Dej, 2017, p. 21)

For Example:

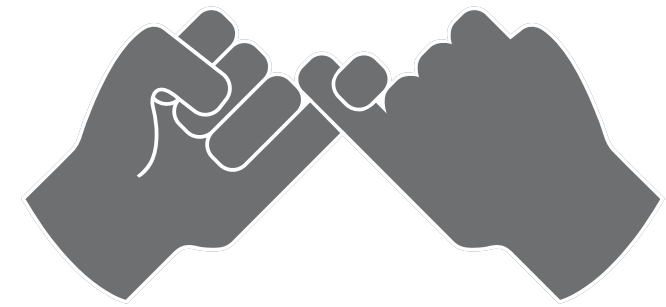
- | | |
|---------------------------------------|----------------------------|
| • Crisis | • Interpersonal violence |
| • Housing Insecurity | • Trauma |
| • Interpersonal Relationship Problems | • Lack of natural supports |

(Gaetz & Dej, 2017)

References:

Gaetz, S. & Dej, E. (2017). A New Direction: A Framework for Homelessness Prevention. Toronto: Canadian Observatory on Homelessness Press.

Inc. (2014). The Biggest Myth about Vulnerability [Brené Brown: The Biggest Myth About Vulnerability | Inc. Magazine]. Retrieved on July 4, 2019 from: <https://www.youtube.com/watch?v=ZkDaKKkFi6Y>



THE PROMISE PROJECT

Leadership Lesson # 2 – Indigenous Ways of Knowing

Agenda

1. What are Indigenous Ways of Knowing?
2. Who can exercise Indigenous Ways of Knowing?
3. All My Relations
4. Role in Ending Indigenous Homelessness
5. Role in Preventing and Ending All Forms of Homelessness

What are Indigenous Ways of Knowing ?

“Indigenous knowledges are living ways of making sense of the world embedded in community practices, rituals, and relationships.” (Indigenous Ways of Knowing, 2019)



*Click the photo to watch

Definitions of Indigenous knowledge can be problematic because they often use the (dominant) Western knowledge system as a frame of reference.

(Indigenous Ways of Knowing, 2019)

Who can exercise Indigenous Ways of Knowing?

There are sources and characteristics that are shared among diverse Indigenous peoples and nations however, defining this in one can be limiting. (Indigenous Ways of Knowing, 2019)

Any person who identifies as Indigenous can exercise Indigenous ways of knowing.

These ways of knowing vary between traditional territories, nations and individuals.



*Click the photo to watch

All My Relations

“All My Relations” is a phrase that encompasses the view that all things are connected, linked to their families, communities, the lands that they inhabit and the ancestors who came before them. Therefore, all beings—animate and inanimate—are viewed as worthy of respect and care and in possession of a purpose are related.” (Thistle, 2017, p. 2)



*Click the photo to watch

The 12 Dimensions of Indigenous Homelessness

As articulated by Indigenous Peoples across Canada

Historic Displacement Homelessness

Indigenous communities and Nations made historically homeless after being displaced from pre-colonial Indigenous lands.



Cultural Disintegration and Loss Homelessness

Homelessness that totally dislocates or alienates Indigenous individuals and communities from their culture and from the relationship web of Indigenous society known as "All My Relations."



Nowhere to Go Homelessness

A complete lack of access to stable shelter, housing, accommodation, shelter services or relationships; literally having nowhere to go



Contemporary Geographic Separation Homelessness

An Indigenous individual's or community's separation from Indigenous lands, after colonial control.



Spiritual Disconnection Homelessness

An Indigenous individual's or community's separation from Indigenous worldviews or connection to the Creator or equivalent deity.



Mental Disruption and Imbalance Homelessness

Mental homelessness, described as an imbalance of mental faculties, experienced by Indigenous individuals and communities caused by colonization's entrenched social and economic marginalization of Indigenous Peoples.

Relocation and Mobility Homelessness

Mobile Indigenous homeless people travelling over geographic distances between urban and rural spaces for access to work, health, education, recreation, legal and childcare services, to attend spiritual events and ceremonies, have access to affordable housing, and to see family, friends and community members.



Overcrowding Homelessness

The number of people per dwelling in urban and rural Indigenous households that exceeds the national Canadian household average, thus contributing to and creating unsafe, unhealthy and overcrowded living spaces, in turn causing homelessness.



Emergency Crisis Homelessness

Natural disasters, large-scale environmental manipulation and acts of human mischief and destruction, along with bureaucratic red tape, combining to cause Indigenous people to lose their homes because the system is not ready or willing to cope with an immediate demand for housing.



Climatic Refugee Homelessness

Indigenous peoples whose lifestyle, subsistence patterns and food sources, relationship to animals, and connection to land and water have been greatly altered by drastic and cumulative weather shifts due to climate change. These shifts have made individuals and entire Indigenous communities homeless.



Going Home Homelessness

An Indigenous individual or family who has grown up or lived outside their home community for a period of time, and on returning "home," are often seen as outsiders, making them unable to secure a physical structure in which to live, due to federal, provincial, territorial or municipal bureaucratic barriers, uncooperative band or community councils, hostile community and kin members, lateral violence and cultural dislocation.



The dimensions are complex and are often experienced in combination.

It is important to honour the the 12 Dimensions of Indigenous Homelessness and Indigenous Ways of Knowing.

(Thistle, 2017, p. 9-12)

Role in Preventing and Ending All Forms of Homelessness

- The creation of the Indigenous definition of homelessness, specifically the 12 dimensions of Indigenous homelessness was a watershed moment in the homelessness sector.
- When we change our understanding of homelessness to include a variety of different experiences, it began to transform the way in which we end homelessness across Canada.
- The 12 Dimensions can be applied to both the experiences of Indigenous peoples and settlers on this land.
- By viewing homelessness through this far more inclusive lens, we can begin to build new responses to the issue.

References

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Thistle, J. (2017.) *Indigenous Definition of Homelessness in Canada*. Toronto: Canadian Observatory on Homelessness Press.

Ticho Research and Training Insitute (2015). Dr Susan Stewart TEDx. Retrieved on July 12, 2019 from: <https://www.youtube.com/watch?v=o1Ed9OdrpWw>

Self-Directed Learning Exercise- Indigenous Ways of Knowing

We recognize that teachers' and leaders' time is very valuable, therefore we have kept these exercises quick and easy to complete. Each self-directed learning exercise has three simple steps and is designed to take 15-30 min to complete.

Turtle Island is made up of many traditional territories of Indigenous, First Nations, Metis and Inuit peoples. It is important to recognize that the cultures, belief systems, and governance structures vary widely across this land.

Step 1:

Use the link below to discover which traditional treaty territory you presently reside on.

<https://guides.library.ualberta.ca/first-nations-metis-inuit/treaty-map-of-canada>

Step 2:

Identify the Indigenous/ First Nations/ Metis/ Inuit peoples of the traditional territory.

Step 3:

Research and identify one indigenous way of knowing that is a new learning for you.

Bonus Step!

Are you interested in learning more about Indigenous ways of knowing? If so, please check out this online learning module.

<https://www.oise.utoronto.ca/abed101/indigenous-ways-of-knowing/>

Quick Fact Sheet - Indigenous Ways of Knowing

“Indigenous knowledges are living ways of making sense of the world embedded in community practices, rituals, and relationships.” (Indigenous Ways of Knowing, 2019)

Definitions of Indigenous knowledge can be problematic because they often use the (dominant) Western knowledge system as a frame of reference. (Indigenous Ways of Knowing, 2019)

There are sources and characteristics that are shared among diverse Indigenous peoples and nations however, defining this in one can be limiting. (Indigenous Ways of Knowing, 2019)

“All My Relations” is a phrase that encompasses the view that all things are connected, linked to their families, communities, the lands that they inhabit and the ancestors who came before them. Therefore, all beings—animate and inanimate—are viewed as worthy of respect and care and in possession of a purpose are related.” (Thistle, 2017, p. 2)

Watch:

<https://www.youtube.com/watch?v=STus-mw1BLs>

Reflection Questions:

- Where do you get your knowledge from? How can you be sure your knowledge is correct?
- How do you choose your sources of knowledge? Are some sources more trustworthy than others?
- What value systems underline your opinions?

Jesse Thistle (2017) encouraged readers to confront their belief systems when writing the “Definition of Indigenous Homelessness in Canada.”

When examining Indigenous Homelessness across Canada it is important to agree on some difficult truths:

1. Indigenous people do not choose to be homeless;
 2. The experience is negative, stressful and traumatic;
 3. Homelessness itself forces a disproportionate number of Indigenous people into activities deemed criminal by the state; and
 4. The higher mortality rate in First Nations, Métis and Inuit have been ignored too long.
- (Thistle, 2017)

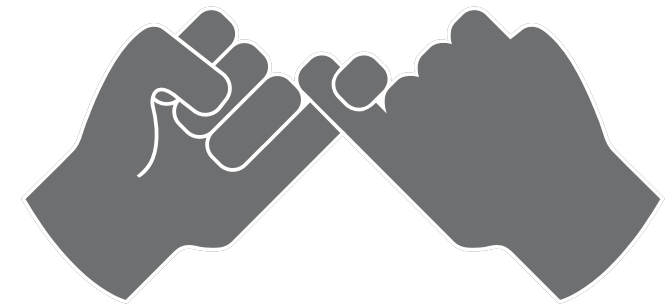
Most importantly, because a lack of a home, much as a sense of place or home place, is a culturally understood experience. (Thistle, 2017)

References:

Carr-Wiggin, A. (2019). Treaty Map of Canada. Edmonton: University of Alberta Libraries. Retrieved July 3, 2019 from: <https://guides.library.ualberta.ca/first-nations-metis-inuit/treaty-map-of-canada>

Restoule, J.P. (2019). Indigenous Ways of Knowing. Toronto: University of Toronto Ontario Institute of Studies in Education. Retrieved on June 30, 2019 from: <https://www.oise.utoronto.ca/abed101/indigenous-ways-of-knowing/>

Thistle, J. (2017.) *Indigenous Definition of Homelessness in Canada*. Toronto: Canadian Observatory on Homelessness Press.



THE PROMISE PROJECT

Leadership Lesson # 3 – The Human Right to Housing

Agenda:

1. Universal Declaration of Human Rights
2. Human Right to Housing
3. What does this mean across Canada?
4. What does this mean at the provincial & municipal level?
5. What does the right to housing look like in practice?

Universal Declaration of Human Rights



As human beings, we all have rights. The [Universal Declaration of Human Rights](#) highlights 30 rights that we are all entitled to.

*Click the image to discover all our our fundamental human rights.

Human Right to Housing

- Among these 30 human rights is the **right to housing**. What is the right to housing?
- According to the Universal Declaration of Human Rights, “Everyone has the right to a standard of living adequate for the health and well-being of [themselves] and of [their] family...” (Canadian human rights commission, n.d.).
- By the very nature of this definition, the [current homelessness crisis](#) is a human rights violation.

What does this mean across Canada?

- On any given year, at least 235,000 people are homeless across Canada (Gaetz, Gulliver and Richter, 2014). Unfortunately, this implies that the right to housing is violated for many people.
- The good news, however, is that Canada is moving in the right direction. On June 21, the federal “[National Housing Strategy Act](#)” was passed by the Senate and received Royal Assent.
- The National Housing Strategy Act includes the right to housing legislation and a federal requirement to develop and maintain a National Housing Strategy that takes into account a rights-based approach.
- Passage of this law puts Canada amongst a small group of countries internationally who have taken a rights-based approach to housing.

What does this mean at the provincial & municipal level?

- If you are paying rent, you are also protected by Tenant (or Renting) rights and responsibilities. These rights change according to which province or territory you live in.
- Each province or territory has a different system for managing these rights
- Each municipality has a different way of corresponding to complaints
- In addition, landlords have their own unique rights and responsibilities according to where they live. This can make the systems complex and hard to understand at times.
- It is important to learn your rights/responsibilities and how to make a complaint if need be, prior to signing a lease agreement or even starting to pay rent without a written contract.

What does the right to housing look like in practice?

- Wales has taken the rights-based approach to housing and applied it to more effectively prevent homelessness. (Gaetz & Redman, 2019)
- The Welsh approach is a legal duty that requires municipal authorities to assist anyone who is at risk of homelessness, or who has become homeless, and seeks help. (Gaetz & Redman, 2019)
- In order to meet the demand, the practice prioritizes youth and families. (Gaetz & Redman, 2019)
- This model is called the Duty to Assist, and it is presently being adapted and trialed in the Canadian context. (Gaetz & Redman, 2019)

References

Canadian Alliance to End Homelessness (2018). Leilani Farha delivers keynote address on housing as a human right. Retrieved July 3, 2019 from <https://www.youtube.com/watch?v=4k0x6lOa08g>

Canadian human rights commission (n.d.). What are Human Rights? Retrieved February 1, 2019, from <https://www.chrc-ccdp.gc.ca/eng/content/what-are-human-rights-0>

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Gaetz, S. & Redman, S. (2019) What's the Future of Homelessness Prevention? Adapting the Welsh "Duty to Assist" for Canada. Retrieved July 12, 2019 from: <https://www.homelesshub.ca/blog/whats-future-homelessness-prevention-adapting-welsh-duty-assist-canada>

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TERMCAT (2017). Universal Declaration of Human Rights. Retrieved July 12, 2019 from:

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Self-Directed Learning Exercise - The Human Right to Housing

We recognize that teachers' and leaders' time is very valuable, so we have kept these excises quick and easy to complete. Each self-directed learning exercise has three simple steps that take 15-30 min to complete.

Step 1

Identify a city where you have recently used an Airbnb. If you haven't used Airbnb before, pick a popular tourist destination you would like to visit.

Once you have chosen a city, take a few minutes to research that City's policies around the management of Airbnb and short term rentals.

Quick Hint-

Try using these key words in your good search: 'short term rental rules'; 'airbnb rules'; 'fairbnb'; 'ghost hotels'

Step 2:

Watch:

<https://globalnews.ca/video/3656347/rent-rising-due-to-commercial-properties-using-airbnb>

Step 3:

Reflection Questions:

- Were you able to find the city's policies or rules for airbnbs? Was this process simple or complex?
- Does your city have regulations in place for short term rentals?
- Do short term rentals impact the rental vacancy rate for the city you have selected?
- How do you believe Airbnb impacts individuals human right to housing?
- Do you believe these two issues are interrelated? Why or why not?
- Is there a way to use short term rentals more responsibly?
- If you have used Airbnb in the past will you continue to do so? Why or why not?

Bonus Step:

Are you interested in learning more about the connection between short term rentals such as Airbnb and the connection to the human right to housing and the homelessness crisis?

Watch this video:

<https://www.youtube.com/watch?v=4k0x6lOa08g>

Quick Fact Sheet - The Human Right to Housing

What does 'Housing as a Human Right' mean?

As human beings, we all have rights. The **Universal Declaration of Human Rights**, <http://www.un.org/en/universal-declaration-human-rights/>, highlights 30 rights that we are all entitled to.

Among these 30 human rights is the **right to housing**. What is the right to housing? According to the Universal Declaration of Human Rights, "Everyone has the right to a standard of living adequate for the health and well-being of [themselves] and of [their] family..." (Canadian Human Rights Commission, n.d.). By the very nature of this definition, the **current homelessness crisis**, see <https://www.raisingtheroof.org/about-homelessness/>, is a human rights violation.

Canadian Context

Like in many other countries, homelessness exists in Canada. In any given year, at least 235,000 people are homeless across Canada (Gaetz, Gulliver and Richter, 2014). Unfortunately, this implies that the right to housing of many people is violated. The good news, however, is that Canada is moving in the right direction.

On June 21, the federal "[National Housing Strategy Act](#)" was passed by the Senate and received Royal Assent.

The National Housing Strategy Act includes the right to housing legislation and a federal requirement to develop and maintain a National Housing Strategy that takes into account a rights-based approach. Passage of this law puts Canada amongst a small group of countries internationally who have taken a rights-based approach to housing.

What does this look like in practice?

Tenant Rights:

If you are paying rent, you are also protected by Tenant (or Renting) rights and responsibilities. These rights change according to which province or territory you live in. Each province or territory has a different system for managing these rights and corresponding complaints. In addition, landlords have their own unique rights and responsibilities according to where they live. This can make the systems complex and hard to understand at times.

It is important to learn your rights/responsibilities and how to make a complaint if need be, prior to signing a lease agreement or even starting to pay rent without a written contract.

Please see links below for further details:

[Alberta](#)

[British Columbia](#)

[Manitoba](#)

[New Brunswick](#)

[Newfoundland & Labrador](#)

[Northwest Territories](#)

[Nova Scotia](#)

[Nunavut](#)

[Ontario](#)

[Prince Edward Island](#)

[Quebec](#)

[Saskatchewan](#)

[Yukon](#)

What can I do?

Stay engaged and informed! As an individual entitled to human rights, it is important to recognize what is a violation of your rights and to advocate for the rights of others.

References:

Canadian Alliance to End Homelessness (2018). Leilani Farha delivers keynote address on housing as a human right. Retrieved July 3, 2019 from <https://www.youtube.com/watch?v=4k0x6lOa08g>

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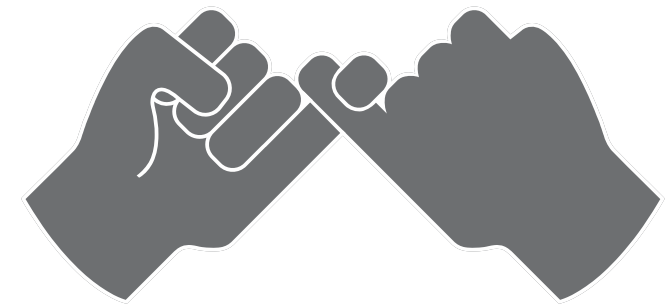
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THE PROMISE PROJECT

Leadership Lesson # 4 – Interventions to Prevent and End Homelessness

Agenda:

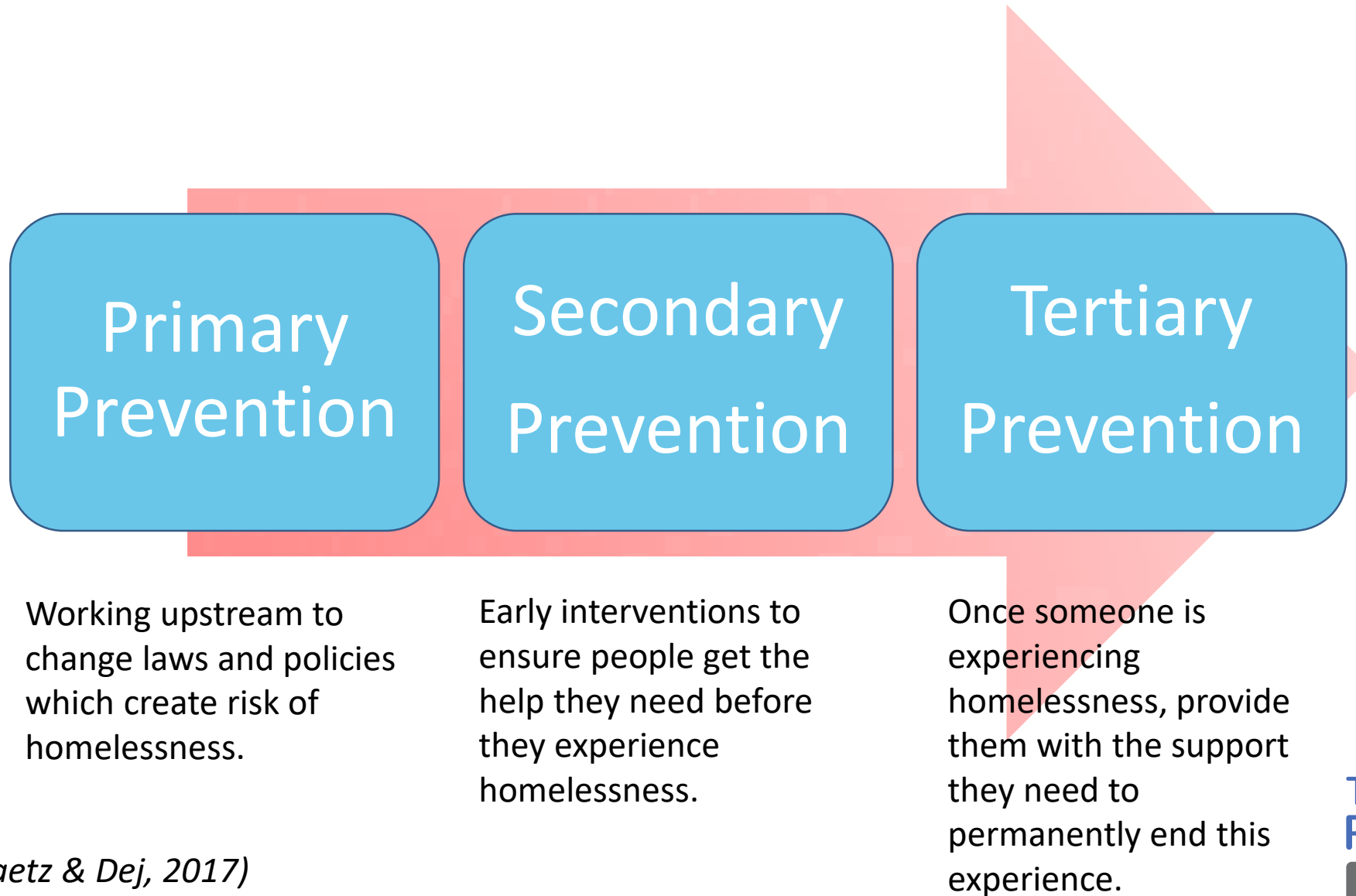
1. Background
2. Political Context
3. Homelessness Prevention
4. How can we prevent homelessness?
5. Housing First
6. Harm Reduction

Homelessness Prevention

- In Canada, since the 1980s, the response to homelessness has been largely focused on emergency services.
- At present, there is a movement to shift our focus to homelessness prevention, addressing homelessness at the root causes.

*“There is general consensus that prevention strategies are meant to eliminate or minimize the harm of being at risk of or experiencing homelessness. Prevention is made up of policies and strategies that impact homelessness at a structural level, as well as early intervention practices that address individual and situational factors.”
(Gaetz & DeJ, 2017p.9)*

Based on the public health model, we can break down homelessness prevention into three main categories:



How can we prevent homelessness?

The Canadian Observatory on Homelessness has created a 5-part typology to describe how we can prevent homelessness across Canada.

1. Structural Prevention – Addressing structural and systemic factors that contribute to housing insecurity and expose individuals and families to the risk of homelessness. *(Gaetz & DeJ, 2017)*
2. Systems Prevention – Addressing institutional and systems failures that either indirectly or directly contribute to the risk of homelessness *(Gaetz & DeJ, 2017)*.

How can we prevent homelessness? Cont.

3. Early Intervention- programs and strategies designed to keep individuals and families at risk of eviction in their home and that helps them avoid entering into homelessness (*Gaetz & Dej, 2017*).
4. Eviction Prevention – focuses on housing supports, and includes landlord/tenant legislation and policy, rent controls and supplements, emergency funds, housing education, and crisis supports for people imminently at risk of eviction (*Gaetz & Dej, 2017*).
5. Housing Stability – initiatives and supports for people who have experienced homelessness so that people can exit homelessness in a timely way and never experience it again (*Gaetz & Dej, 2017*).

Housing First

Housing First is focused on quickly moving people experiencing homelessness into independent and permanent housing and then providing additional supports and services as required (Homeless Hub¹, 2019).

“Housing is not contingent upon readiness, or on ‘compliance’ (for instance, sobriety). Rather, it is a rights-based intervention rooted in the philosophy that all people deserve housing, and that adequate housing is a precondition for recovery.”
(Homeless Hub¹, 2019).



⁴⁷ Housing First supports people who are homeless and living with mental illness by combining the immediate provision of permanent housing with wrap-around supports.

(Homeless Hub², 2019).

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Harm Reduction

To ensure the success of any of the interventions to end homelessness, a commitment to the Harm Reduction philosophy is vital.

“Harm Reduction is an evidence-based, client-centred approach that seeks to reduce the health and social harms associated with addiction and substance use, without necessarily requiring people who use substances from abstaining or stopping.”
(Canadian Mental Health Association, 2019)



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Self-Directed Learning Exercise - Homelessness Prevention

We recognize that teachers' and leaders' time is very valuable, thus we have kept these exercises quick and easy to complete. Each self-directed learning exercise has three simple steps and is designed to take 15-30 min to complete.

When it comes to homelessness, there are many complex factors which play a role in perpetuating the crisis. The causes of homelessness are often experienced in combination and may require multiple preventative measures to be effective.

Step 1:

Watch: <https://www.youtube.com/watch?v=qeQ5tUzmfBA>

Step 2:

List some of the underlying causes of homelessness you believe are at play in Robyn Coates' story.

Step 3:

Based on the homelessness prevention typology, please list the levels of intervention you believe would be most effective in this case study and why:

1. Structural Prevention-

2. Systems Prevention-

3. Early Intervention-

4. Eviction Prevention-

5. Housing Stability-

*Hint- This case is not contained to evictions prevention. It is important to look at the factors at play before Robyn was given her first and second eviction notices.

Quick Fact Sheet - Homelessness Prevention

Why is homelessness prevention important?

In Canada, since the 1980s, the response to homelessness has been largely focused on emergency services. At present, there is a movement to shift our focus to homelessness prevention, addressing homelessness at the root causes.

“There is general consensus that prevention strategies are meant to eliminate or minimize the harm of being at risk of or experiencing homelessness. Prevention is made up of policies and strategies that impact homelessness at a structural level, as well as early intervention practices that address individual and situational factors.”
(Gaetz & DeJ, 2017p.9)

What is homelessness prevention?

Based on the public health model, we can break down homelessness prevention into three main categories:

Primary Prevention	Secondary Prevention	Tertiary Prevention
Working upstream to change laws and policies which create risk of homelessness.	Early interventions to ensure people get the help they need before they experience homelessness.	Once someone is experiencing homelessness, provide them with the support they need to permanently end this experience.

(Gaetz & DeJ, 2017)

How can we prevent homelessness?

The Canadian Observatory on Homelessness has created a 5-part typology to describe how we can prevent homelessness across Canada.

1. Structural Prevention - This addresses structural and systemic factors that contribute to housing insecurity and expose individuals and families to the risk of homelessness. (Gaetz & DeJ, 2017)

2. Systems Prevention - Addressing institutional and systems failures that either indirectly or directly contribute to the risk of homelessness (Ga

etz & DeJ, 2017).

3. Early Intervention - programs and strategies designed to keep individuals and families at risk of eviction in their home and that helps them avoid entering into homelessness (*Gaetz & Dej, 2017*).

4. Eviction Prevention - focuses on housing supports, and includes landlord/tenant legislation and policy, rent controls and supplements, emergency funds, housing education, and crisis supports for people imminently at risk of eviction (*Gaetz & Dej, 2017*).

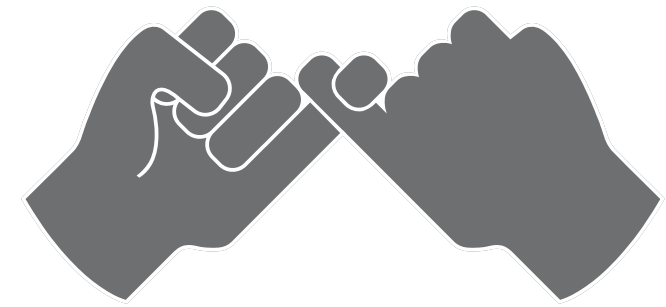
5. Housing Stability - initiatives and supports for people who have experienced homelessness so that people can exit homelessness in a timely way and never experience it again (*Gaetz & Dej, 2017*).

References:

CityNews [Carma Sa'd] (2017). Fighting for their Home [Brampton woman fights numerous eviction attempts Caryma Sa'd Toronto Criminal & Tenant Lawyer]. Retrieved on July 3, 2019 from: <https://www.youtube.com/watch?v=geQ5tUzmfbA>

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THE PROMISE PROJECT

Leadership Lesson # 5 – The Promise Project

Agenda:

1. Who is Joe Roberts?
2. What is the Push for Change?
3. What is The Promise Project?
4. Important Dates and Deadlines
5. What if I need support with the project?

Who are Joe and Marie Roberts?



*Click the photo to watch

What is the Push For Change?



*Click the photo to watch

What is the Promise Project?

- The Promise Project is the evolution of Joe Roberts' Push for Change
- The Promise Project aims to inspire, educate and empower youth and students in developing a project to address an issue affecting youth within their communities
- All youth across Canada (up to the age of 24) who are students of a public or private school, college or university or members of a local club or service agency can participate
- Students will have an opportunity to submit their ideas as part of a contest
- Teams can only submit one project; however, keen individuals may certainly choose to be on multiple (and different) project teams
- The Promise Project requires a minimum of three youth per team



What is The Promise Project? Cont.

- Each team must be led by a teacher, school official, adult/club supervisor
- Teams with participants over the age of 19 (i.e. those no longer in high school) can elect one team leader
- Participants can submit their Community Involvement Hours form to The Push for Change to receive recognition for their volunteer hours
- Up to 10 teams will win a \$5000 grant to support a Canadian Registered Charity of their choice (that aligns with their project) or, the grant can be used to further their project
- Winning teams will be selected according to this [Criteria](#)

Important Dates and Deadlines

- Contest registration forms must be received before April 15, 2020
- The contest starts September 3, 2019 at 8:00 pm (PST) and ends May 15, 2020
- Winners will be selected by June 15, 2020 and announced by July 31, 2020

What if I need support with the project?

- Use The Promise Project Toolkit, found on The Push for Change website
- Visit our [Promise Ideas web page](#)
- Visit the [How-It-Works](#) page to register your team for the Promise Project
- Please email promise@thepushforchange.com for further support
- All information is available at www.thepushforchange.com

References

The Push For Change[ThePushForChange] (2017). What is The Push for Change? Retrieved on July 12, 2019 from: <https://www.youtube.com/user/ThePushForChange>

The Push For Change[ThePushForChange] (2017). Joe and Marie form The Push for Change in 2018. Retrieved on July 12, 2019 from: <https://www.youtube.com/watch?v=HZ39uBDdStk>

Self-Directed Learning Exercise - The Promise Project Contest

We recognize that teachers' and leaders' time is very valuable, thus we have kept these exercises quick and easy to complete. Each self-directed learning exercise has three simple steps is designed to take 15-30 min to complete.

In order to inspire, educate and empower Promise Project participants, we feel it is important that each project is youth-lead. However, for the purpose of this exercise, we are asking you to create your own ideas for a project.

It is important to note, that we do not recommend pre-formulating a project for teams prior to the project's commencement. We encourage all leaders to remain flexible and responsive to participants' ideas and directions.

Step 1:

Review the list of Promise Project starter ideas attached below. Select an idea from the list provided that you feel would be most appropriate for your participants.

Step 2:

Spend 3-5 minutes brainstorming some logistics to completing this project. Try to include as many details and logistics items as possible that would be required to execute this promise.

Complete these reflection questions to build in enough detail for your mock project:

- Would your students/participants find this idea engaging? Will it inspire, educate and empower them for success?
- Does this mock Promise Project appeal to your local community?
- Does your mock project speak to the root causes of the issue you are working on?
- What elements are the strongest within your mock Promise Project?
- What elements of your mock Promise Project need improvements?
- What is the best way to illustrate this project to an outside audience?
- Do you feel this could be an award-winning idea? Why or why not?

Step 3:

Once you have built a mock project, use the Scoring Rubric document found within The Promise Project Toolkit, to conduct your own self-assessment of the idea.

The Promise Project Starter Ideas

Primary Students	High School Students	University & College Students
- Learn about the causes of homelessness - Ask for help if me or my family need it - Talk about homelessness with my peers and family - If I know someone who needs help, I promise to help them get the support they need - Learn about the supports in my community - Write a letter to our Mayor, Premier or Prime Minister - Look for the 'signs' of homelessness - Make my school and community a safe space for LGBTQ2S people - End racism in my community - Promote equality in my community - Run a fundraiser in my community - Run a school challenge to raise funds for The Push for Change - Run a school wide Raising the Roof Toque campaign	- Learn about the causes of homelessness - Ask for help if me or my family need it - Talk about homelessness with my peers and family - If I know someone who needs help, I promise to help them get the support they need - Encourage friends to work to resolve conflict with their family members - Learn about the supports in my community - Reduce the stigma about mental health - Seek help for my own mental health - Support others who are struggling with mental illness - Write a letter to our Mayor, Premier or Prime Minister - Look for the 'signs' of homelessness - Make my school and community a safe space for LGBTQ2S people - End racism in my community - Promote equality in my community - Learn landlord tenant rights and responsibilities - Participate in a sleep out - Combat the stigma of homelessness - Vote - Learn about the housing platforms of my local candidates	- Learn about the causes of homelessness - To make my workspace and community LGBTQ2S positive - Eliminate racism in my workspace or community - Reduce the stigma about mental illness - Seek help for my own mental health - Support others who are struggling with mental health - Become a Host Home - Participate in a sleep out - Ensure my employer/company creates equal opportunities - Encourage my company to use the Hire Up platform to create employment opportunities for youth - Combat the stigma of homelessness - Vote - Learn about the housing platforms of my local candidates - Encourage my parents to become hosts if a host home program exists in my community - Encourage my workplace to join a Hockey Helps the Homeless tournament - If I have rental property, work with a local service provider to create affordable housing units - Learn landlord tenant rights and responsibilities

	- Encourage my parents to become hosts if a host home program exists in my community - Run a school wide Raising the Roof Toque campaign - Challenge a school close by to a fundraising challenge for The Push for Change	- Run a school wide Raising the Roof Toque campaign - Support businesses committed to ending youth homelessness (Home Depot, Starbucks, RBC) - Combat my own Not in My Backyard ism (NIMBYism)
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Quick Facts - The Promise Project Contest

- The Promise Project is the evolution of Joe Roberts' Push for Change
- The Promise Project aims to inspire, educate and empower youth and students in developing a project to address an issue affecting youth within their communities
- Students will have an opportunity to submit their ideas as part of a contest
- Teams can only submit one project; however, keen individuals may certainly choose to be on multiple (and different) project teams
- All youth across Canada (up to the age of 24) who are students of a public or private school, college or university or members of a local club or service agency can participate
- The Promise project requires a minimum three youth per team
- Each team must be led by a teacher, school official, adult/club supervisor
- Teams with participants over the age of 19 (i.e. those no longer in high school) can elect one team leader
- Participants can submit their Community Involvement Hours form to The Push for Change to receive recognition for their volunteer hours
- Visit our [promise ideas web page](#) for ideas for your team's Promise Project.
- Visit the [How-It-Works](#) page to register your team for the Promise Project
- Up to 10 projects will win a \$5000 grant to support their local charity or further their project.
- You can select a charity as the recipient of the award. Charity mandates must align you're your Promise Project goals and objectives and they must have charitable status recognized by Canada Revenue Agency.
- Winning teams will be selected according to this [Criteria](#)
- Funds are administered by The Push for Change.
- Contest registration forms must be received before April 15, 2020
- The contest starts September 3, 2019 at 8:00 pm (PST) and ends May 15, 2020

- Winners will be selected by June 15, 2020 and announced by July 31, 2020

Please email promise@thepushforchange.com for further support

Lesson Plans

Introducing Homelessness		Kindergarten and Primary	
Grades: K,1,2,3		Big Idea: Inspired to Act	
Subject: Media Literacy		Learning Goals: To explore the meaning of homelessness and to critically examine the types of people who experience homelessness in Canada.	
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.		Essential Questions: What does it mean not to have a home? What does the word homelessness mean? What types of people experience homelessness? What is something new you have learned about homelessness?	
Relevance: Homelessness affects people from every demographic and group. By showing students pictures of a variety of people experiencing homelessness, pre-existing biases can be examined and deconstructed.		Terminology: <i>Homelessness: the experience of not having a home.</i>	
Delivering the Lesson			
Minds On: Show students a few of the photos (Picture Cards 1.1) of various people experiencing homelessness in Canada. Ask students: “What does it mean to not have a home?” Write students responses on chart paper.		Materials for All Components of Lesson: ● Copy of the Picture Cards 1.1 ● Printer/Projector ● Chart Paper ● Markers ● List of Essential Questions ● Markers ● Tape or Magnets ● T-Chart (used to identify which people in the photos are experiencing homelessness and which are not).	
Guided Practice: Through a think/pair/share ask students to talk about what they know about the word ‘homelessness.’ Students can complete this with their elbow partner or in small groups. Choose students to share what they discussed with their partner/group with the class and add those ideas to the chart paper of student responses. Finally, ask students: “What type of people do you think experience homelessness?”			

Write student responses on the chart paper.

Independent/Group Practice:

Explain to students: “I am going to show you the photos of different people from around Canada and your task is to decide if the person in the picture is experiencing homelessness or not. Once you decide, you will be asked to place the picture onto the T-Chart into either the side that states “Homeless” or the side that states “Not Homeless.”

Have students take turns analyzing the pictures presented to them and deciding if the person in the picture is experiencing homelessness or not experiencing homelessness. When students are finished asked them to tape their picture into one of the columns on the chart.

Consolidation:

When students are finished taping their photos to the chart ask students to explain why they think the people in the not homeless section were placed there. This is an opportunity to challenge existing biases that students may already hold about people experiencing homelessness - how did the students sort or classify?

Disclose to the students that despite the way some people are dressed, or the colour of their skin, every single picture showed to them featured a person who has or is experiencing homelessness.

For younger primary students, ask them: “What is one new thing you learned today about people who experience homelessness?”

For older primary students: have them write or draw one new piece of information they learned about people who experience homelessness.

What Homelessness Looks and Feels Like	Kindergarten and Primary
Grades: K,1,2,3	Big Idea: Education for Awareness
Subject: Media Literacy	Learning Goals: To explore what homelessness looks like and feels like to encourage perspective taking, compassion and empathy.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What types of people experience homelessness? What does homelessness look and feel like? What could you do to help someone experiencing homelessness?
Relevance: Homelessness affects people from every demographic and group. This is further demonstrated through the use of the text “Still a Family” which shows a family of colour experiencing homelessness. The family is not depicted in a stereotypical way, which may challenge students’ current ideas about the types of people who experience homelessness and what homelessness looks like and feels like.	Terminology: <i>Shelter: is a place for people to live temporarily when they cannot live in their previous home. Shelters often provide meals, support groups and hygiene products.</i> <i>Family: a group of people who come from the same ancestor or belief systems. Families often share a home.</i>
Delivering the Lesson	
Minds On: Ask students: what does homelessness look and feel like? Take some ideas from students. Show students a clip from the movie, The Good Dinosaur (2015). The video clip is 3 minutes and 47 seconds. Video Description: When a rainstorm washes poor Arlo downriver, he ends up bruised, lonely and miles away from home. This scene features Arlo explaining how much he misses his family to his new friend Spot. https://www.youtube.com/watch?v=q1nZPifUkf0&feature=share&fbclid=IwAR3GQZsvUZ3cE7pnrEUjUPeE6dFwj2H2FclyMPXlv2j5wXI3doFT4-V8W8A	Materials for All Components of Lesson: ● Projector or Computer/Internet Access ● YouTube video from The Good Dinosaur https://www.youtube.com/watch?v=q1nZPifUkf0&feature=share&fbclid=IwAR3GQZsvUZ3cE7pnrEUjUPeE6dFwj2H2FclyMPXlv2j5wXI3doFT4-V8W8A ● Chart Paper ● Markers ● Picture Book “Still a Family” by Brenda Reeves Sturgis ● Also available on YouTube: https://www.youtube.com/watch?v=uewvnoSaPII

Guided Practice:

Tell students: I am going to put you into groups and give you markers and a piece of chart paper so we can do a placement activity together. With your group you are going to write or draw about how the dinosaur in the video, Arlo, who is away from his home and family might feel some of the same feelings as someone who is experiencing homelessness.

Possible Questions:

Did you make any connections between the video and how someone experiencing homelessness might feel?

Arlo is away from his family and home. How might he be feeling? How do you think people experiencing homelessness feel?

Independent/Group Practice:

Read the book "Still A Family" by Brenda Reeves Sturgis or watch the story on YouTube:

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

Suggested Questions to ask when Reading:

- How can we tell if this family is experiencing homelessness?
- What is a shelter?
- Why did the family have to separate to use the shelters?
- What challenges does the family face when trying to find a home?
- How do you think the little girl feels?

Consolidation:

Homelessness is a big issue that happens all over Canada and the world. It is also an issue that all the adults in the world have yet to solve. This is why it is important for us to talk about. We never know who might be experiencing homelessness - it could be someone we know or even a member of our family. Here is one video about So, what do you think we can do to help people experiencing homelessness?

Awareness Project		Kindergarten and Primary	
Grades: K,1,2,3		Big Idea: Empowered to Serve	
Subject: Media Literacy		Learning Goals: To create posters to decorate the school that bring awareness to the topic of homelessness.	
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.		Essential Questions: What could we do to help people experiencing homelessness? How can we bring awareness to the topic to others in our school? What do we want to tell others about homelessness?	
Relevance: Homelessness is a big issue that affects people all around the world and has yet to be solved. By challenging students to synthesize their learning on the topic of homelessness and create awareness posters to educate other students, this lesson will help empower students to be change makers and advocates.		Terminology: <i>Awareness: knowledge or understanding of a situation or fact.</i> <i>Advocacy: public support for an issue or cause</i>	
Delivering the Lesson			
Minds On: Show students the video from The Push for Change Ambassador Loren. https://www.youtube.com/watch?v=ACAzd5ZChoA Tell students that today they will be working together to complete awareness posters to help teach other students in the school about homelessness.		Materials for All Components of Lesson: ● Printer/Projector or Computer/Internet Access ● YouTube Video from The Push for Change: https://www.youtube.com/watch?v=ACAzd5ZChoA ● Paper for Posters ● Markers ● Chart Paper ● Word Bank for Poster ● 1.2 Examples of Awareness Posters ● Tape	
Guided Practice: Ask: What do you think we need to tell other students about homelessness? Write down student ideas. Tell: You have come up with a great list of ideas that will really help with making a poster. Ask: Now, how can we put these ideas on a poster? What does a poster look like? * Show students some posters made by previous students through the Upstream Project with The Push for Change.			

Independent/Group Practice:

Provide materials for students will create awareness posters about homelessness to post around the school.

Consolidation:

Have students go around the school in small groups or as a whole class to hang their poster.

1.2 Examples of Awareness Posters from The Push for Change

What is Homelessness?	Junior
Grades: 4-6	Big Idea: Inspired to Act
Subject: Social Studies	Learning Goals: To explore the meaning of homelessness, critically examine the types of people who experience homelessness in Canada and examine preconceived notions.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to experience homelessness? What do you notice about the photos placed in the homeless section? What do you notice about the photos placed in the not homeless section? How do your own preconceived notions affect where you placed the photo of the person? Why? Why is homelessness an issue that affects all of us?
Relevance: Homelessness affects people from every demographic and group. By showing students pictures of a variety of people experiencing homelessness and having them make decisions on whether the person featured in a photo is or has experienced homelessness provides a visual way of showing students how our own preconceived notions affect the way we think about those experiencing homelessness.	Terminology: <i>Homelessness: the experience of having no home.</i> <i>Stereotypes: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i>
Delivering the Lesson	
Minds On: Give each student a photo of a person from the picture cards provided (Picture Cards 1.1) and a magnet or piece of tape. Ask students: "What does it mean to experience homelessness?" Take a few students' answers. Next, tell students: "I have given each of you a photo of a person who lives in Canada. You will need to determine if the person in your photo has or is experiencing homelessness. Once you have made a decision about the	Materials: Picture Cards 1.1 *Make sure you have a photo for every student T-Chart labelled Homeless/Not Homeless Magnets or tape for each student Markers Chart paper for student groups Internet access

person in your photo, you can come up to the front of the class and place your photo under one of the two categories on the T-Chart Homeless or Not Homeless. Make sure you can explain your reason for choosing one category over another as I will ask for some of you to share your thinking.” Give students an opportunity to place a photo on the t-chart.	Printer/Projector or Computer/Internet Access YouTube Video: https://www.youtube.com/watch?v=qf6v0Umj_ow Materials for Consolidation or Worksheet 1.3 Clipboard, paper and pencil for each group’s note taker
Guided Practice: Ask students “Take a look at the t-chart and who the class believes is or has experienced homelessness and those who have not. What do you notice about the photos placed in the homeless section? What do you notice about the photos placed in the not homeless section? What do you think these decisions mean?” Provide time for students to engage in a discussion about what they notice about the photos and if feeling comfortable, give them a chance to share the reasons why they placed a certain photo on the side of the t-chart that they did. *This is an opportunity to challenge existing biases that students may already hold about people experiencing homelessness. How do our own preconceived notions affect where we placed the photo of the person? Why?	
Independent Practice: Show students the following 3 minute and 53 second video on homelessness: https://www.youtube.com/watch?v=qf6v0Umj_ow After the video, ask students: “Why is homelessness an issue that affects all of us?” Take some ideas from students. Provide students with an opportunity to reflect on the question and respond through collage, drawing, or other form of assessment. If you want students to complete a written response, you can use Worksheet 1.3.	
Consolidation: Divide students into groups of 4 and assign one student the task of note taking (provide clipboard, paper and pencil) and another student the role of presenting the groups findings. Tell students: “In your small groups, you will share some of the ideas you came up with on why homelessness affects us all. The note taker will write down the ideas shared in the group, and after reviewing the notes as a group, the presenter will share your group’s ideas with all of us.”	

Picture Cards 1.1

Worksheet 1.3

The Image of Homelessness	Junior
Grades: 4-6	Big Idea: Education for Awareness
Subject: Social Studies	Learning Goals: To explore in more depth the stereotypical image of people experiencing homelessness portrayed by mainstream media.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What messages do we get from images? How do we know if images are real or stereotypical? What does homelessness look like? What are stereotypes? What could an author or illustrator do to change an image so that the audience knows that all types of people can and do experience homelessness?
Relevance: Stereotypes are portrayed in a variety of ways to our students. One such way is the use of picture books. Through the text “The Can Man” students will explore some of the stereotypical images and ideas within the book and work together to come up with a way to represent the images from one page of the book in a way that is free from stereotypes. This lesson helps students evaluate the power of the media, the various ways stereotypes are portrayed, and the role students can play in reducing such stereotypes.	Terminology: <i>Homelessness: the experience of not having a home.</i> <i>Stereotype: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i>
Delivering the Lesson	
Minds On: Read students the picture book “The Can Man” by Laura E. Williams or have them watch the video on YouTube. <i>Questions to Ask When Reading:</i> • How is the person experiencing homelessness presented to us? • Does this provide us with an image of all the types of people who experience homelessness? • Who is the “can man?” • I wonder if the boy, Tim, realizes that by collecting the cans he is taking away the money the “can man” relies on?	Materials: Picture Book: “The Can Man” by Laura E. Williams also available on YouTube at: https://www.youtube.com/watch?v=GT-RoncEmjM Photocopy of the pages from “The Can Man” for each student/group to retell through drama Have an example prepared for one of the pages about how to change one aspect of the story “The Can Man” in order to change the stereotypical

● Why is the storekeeper cautious about giving the cans to Tim? ● What makes Tim change his mind and give the money from collecting cans to the “can man?” ● What do you think Tim learned in this story?	images and ideas? Ex: using a child or person of colour as the person experiencing homelessness.
Guided Practice: Ask students: “Think to yourself, what could the author or illustrator do to change this story so that the reader knows that all types of people can and do experience homelessness?” Individually, or in groups, provide students with a photocopy of one of the 17 two page spreads from inside the picture book “The Can Man”. Tell students: Your task is to visually retell your page of “The Can Man” using coloured pencils and paper. The goal of this task is for you and your group to figure out a new way to represent your page that addresses the stereotypical images we see about people experiencing homelessness. Model an example for students of your expectations. Clarify terminology. Ex: stereotypical.	
Independent Practice: Have students work independently or in small groups to brainstorm how they might change the stereotypical images and ideas in the book about people experiencing homelessness. Next, have students continue to work independently or in small groups and have them create a visual retell that a specific page from “The Can Man” while also demonstrating an understanding of the word stereotype and how they can make changes to stereotypical images about people experiencing homelessness that are embedded within the story. Supervise and provide guidance as required.	
Consolidation: Students will share their image with their peer through a gallery walk. Students will display their artwork and their peers will walk around the classroom to view their works, similar to a museum. When students meet together again hold a group discussion with them by asking if they noticed any patterns in the way students tried to get rid of stereotypical ideas. What was done well? What could be done better? Did we get rid of stereotypes or create new ones?	

Homelessness in Canada	Junior
Grades: 4-6	Big Idea: Education for Awareness
Subject: Social Studies	Learning Goals: To learn about: 1. The homelessness crisis in Canada through an educational video that discusses the various definitions of homelessness. 2. The number of people experiencing homelessness. 3. Issues experienced by people who are homeless, such as housing and mental health supports.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have, and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: Why is homelessness like an iceberg? Who are the hidden homeless? Why do people experience homelessness? How can homelessness be solved? What can we do to help bring awareness to the issue of homelessness? Is homelessness a personal failing or structural problem?
Relevance: Homelessness is a large issue that affects people all over the world. It is not an issue that we can solve on our own but one that we need to understand in order to play a role in the solution. Through this lesson students will learn more detailed information about homelessness in Canada including what it means to be part of the hidden homeless population and some of the issues people experiencing homelessness face. This lesson helps students learn new factual information that supports their learning, especially as they break apart previously held stereotypes.	Terminology: <i>Homelessness: the experience of not having a home.</i> <i>Houselessness: the experience of not having a house, however, you may still feel that you have a home.</i> <i>Emergency Shelter: a place for people to live temporarily when they cannot live in their previous home.</i> <i>Rough Sleeper: a person who often sleeps outside.</i> <i>Couch Surfer: a person who sleeps at their friend's houses.</i> <i>Personal Failure: each person defines their own idea of success and failure.</i> <i>Hidden Homeless: people who experience homelessness without anyone else knowing.</i> <i>Structural Problem: an issue with a structure or society which cannot be fixed easily.</i> <i>Stereotype: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i> <i>Cost Efficient: something that is a good value, where the benefits and usage are worth at least what is paid for them.</i> <i>Humane: having the best qualities of a human or the best conditions for a human.</i>

Delivering the Lesson	
Minds On: What do you remember about our discussions on the topic of homelessness? Do you have any questions about homelessness that have not been answered?	Materials: Post it notes Writing utensils YouTube video: https://www.youtube.com/watch?v=1XSWAbxQLLA Reflection Sheet or Game Show Chart Paper Markers Computer/iPad/Internet/Projector
Guided Practice: Have students watch the following 17 minute video on YouTube: https://www.youtube.com/watch?v=1XSWAbxQLLA	
Independent Practice: Provide students with one or all of the reflection questions provided on Worksheet 1.4 after watching the YouTube video. The reflection questions can be provided in paper format, given through a platform such as Google Classroom, or developed into a Jeopardy format game for the entire class to participate in.	
Consolidation: Ask students: Homelessness is a big issue that adults have yet to solve. We may not be able to solve world homelessness together but we can make steps to raise awareness about homelessness and spread accurate information about the challenges faced. I have given each of you a post it note and a writing utensil. Take some time to think about how we as a class could work together to raise awareness about homelessness and when you have thought of an idea, write it on your post it note and come and stick it on the board. When students have finished: read the responses on the post it notes out loud.	

Worksheet 1.4

*These questions are gathered from the YouTube video as are the answers.

1. Approximately how many people experience homelessness in Canada each year?

Answer: 300,000 to 1 million.

2. Why is homelessness like an iceberg?

Answer: We only see 10% of an iceberg, the other 90% is below the water and it is the same when we look at the issue of homelessness. We only see 10% of people experiencing homelessness on the streets, the others experiencing it are hidden.

3. What does the hidden homeless mean?

Answer: Those who are experiencing homelessness who are not sleeping on the streets, such as those who are couch surfing or sharing a living space with more than one family.

4. What is the top reason people experience homelessness in Canada?

Answer: Poverty.

5. What is the top reason young people experience homelessness in Canada?

Answer: Family breakdown.

6. What stereotypical image do we normally associate with homelessness?

Answer: Middle-aged, older man with a beard and ragged clothing.

7. Is there one look to homelessness? Do people experiencing it look a specific way?

Answer: No. You can't see homelessness

8. What argument did Pascal make as the most cost-efficient and humane response to homelessness?

Answer: Offer housing first and then offer resources and supports for mental health, addiction and other challenges faced.

9. How much does it cost the shelter system to house a person experiencing homelessness?

Answer: \$78

10. How much money is saved compared to the cost of shelters when we put someone experiencing homelessness into affordable housing?

Answer: \$78-\$25 = \$53 less

11. In your opinion, is homelessness a personal failing or a structural problem? Explain your answer.

The Promise Project	Junior
Grades: 4-6	Big Ideas: Empowered to Serve
Subject: Social Studies	Learning Goals: Students will learn about The Push for Change, explore a variety of community based charities that work to prevent homelessness, vote on a charity and brainstorm ways to fundraise for the charity.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have, and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to bring awareness? How can we help others? What is fundraising? How does it help? How do we work to prevent homelessness? What promises do we make to each other going forward? What needs to happen to stop homelessness from happening? Even though we are a small group, how can we make a difference in the world together?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students gather research on various community based charities, students will begin to understand the need for different types of interventions when addressing the prevention of homelessness.	Terminology: <i>Fundraising: the seeking of financial support for a charity or cause.</i> <i>Charity: an organization set up to provide help and raise money for those in need.</i> <i>Awareness: knowledge or understanding of a situation or fact.</i> <i>The Push for Change: a fundraising campaign to end homelessness.</i> <i>The Promise Project: an awareness campaign to end homelessness.</i>
Delivering the Lesson	
Minds On: I want to introduce you to Joe Roberts who experienced homelessness himself and was inspired to do something to "pay it forward" to help other young people. The Push for Change was created to inspire and engage Canadians to take action and make a commitment to help support youth homelessness prevention. Let's watch this video: https://www.youtube.com/watch?v=HZ39uBDdStk	Materials: Computer/Projector/Internet Paper Writing Utensils YouTube video: https://www.youtube.com/watch?v=HZ39uBDdStk Chart Paper

	Markers iPads or computers for Charity Research YouTube video: https://www.youtube.com/watch?v=fc6zGxY8CZ
Guided Practice: After the video, tell students: It all started with a simple promise by Joe, and that promise continues today. Not everyone can walk across Canada to make a difference, but each and every one of us can push for change in our communities, one promise at a time. Joe has given us a challenge. He wants every student in Canada to create a promise to help bring awareness and attention to an issue related to homelessness.	
Independent Practice: Today you are going to work in small groups using the iPads or computers to explore some local charities in our community that work to support people experiencing homelessness. As a group you will be responsible for choosing a charity of interest, read about the charity, identify the mission and values of the charity and describe how the charity creates change for people experiencing homelessness. When you have explored a charity in more detail, write down five questions you have about the work they do. Keep in mind that you will be asked to reach out to the charity to get your questions answered either over email, phone or in person.	
Consolidation: Based on what you have learned about the mission and values of charities today, what do you think you could do to inspire others and make change? Discuss.	
Homework: Student groups will be asked to reach out to their charity of choice through phone, email, social media or in person to answer the five questions they have. Students will take notes of the charities response and be ready to report their findings to the class. Each charity must be recognized by the Canada Revenue Agency.	

The Promise Project	Junior
Grades: 4-6	Big Ideas: Empowered to Serve Student Led Action
Subject: Social Studies	Learning Goals: Students will work to create a service based learning project that addresses and helps solve the critical issues that put youth at risk in their schools and communities of experiencing homelessness. Students will pick an area they are passionate about, implement a team project and create a video about their project for a chance to win \$5000 for their charity or to further their project.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have, and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What is a student based learning project? (see The Promise Project Toolkit for further information) What does it mean to bring awareness? How can we help others? What does the mission and values of a charity mean? How can we support charities in meeting their mission and values? What critical issues can put youth at risk of experiencing homelessness? What is an area of homelessness that you are passionate about? How can we make a difference in the world? Is there a way to put an end to homelessness? How can we share our learning with others?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. In this lesson, students will learn how to use their own critical thinking and empathy skills to problem solve ways to raise awareness for a charity. Students will work to create a service based learning project that addresses and helps solve the critical issues that put youth at risk in their schools and communities of experiencing homelessness. Students will pick an area they are passionate about, implement a team project and create a video about their project for a chance to win \$5000 for their charity or to further their own innovative team project.	Terminology: <i>Fundraising: the seeking of financial support for a charity or cause.</i> <i>Charity: an organization set up to provide help and raise money for those in need.</i> <i>Awareness: knowledge or understanding of a situation or fact.</i> <i>The Push for Change: a fundraising campaign to end homelessness.</i> <i>The Promise Project: an awareness campaign to end homelessness.</i> <i>Service Based: an organization that is based on providing services to those in need.</i> <i>Democratic: supporting or practicing a system of government by the whole population or all the eligible members of a state, typically through elected representatives.</i>

Delivering the Lesson	
Minds On: Students will be asked to present their findings on the charity of choice to the class (from the previous lesson); or alternatively discuss an idea they have that could act as a contributing solution to preventing youth homelessness. Ask students to listen carefully to group presentations, because when they are finished, the entire class will be voting on a charity/charities where they will create a service based team project to help the charity meet their values and mission. The teacher will write down the name of each charity and summarize the mission and values of said charity on chart paper	Materials: Markers Chart Paper Student Charity Research/Questions The Push for Change I Promise Campaign video on YouTube: https://www.i.com/watch?v=fc6zGxY8CZ Access to internet/projector/computer iPads for student use Padlet accounts for each student Teacher designed Padlet template for student use
Guided Practice: Reread the charities written on the chart paper including their mission and values to students. Review with students how a democratic vote works and ask students to vote on their favourite charity/charities keeping in mind the end goal is to assist the charity in meeting their mission and values. The number of charities the class chooses will depend on the teacher's direction. The entire class could choose a charity, the class could be divided into two with each group working with a different charity, or this could be implemented in small groups with several charities being the classes focus. Each charity must be recognized by the Canada Revenue Agency. Record the results of the vote on the chart paper and announce the results of the vote to students. Tell students: Now, we have to decide how we can design a team project and what that might look like. We must keep in mind that the goal of this project is to create a service based project that helps solve the issues that put our youth at risk of experiencing homelessness. Ask: Reflecting on what we just learned about individual charities, does anyone have any ideas of an issue that puts youth at risk of experiencing homelessness? Take ideas and write them down on a new piece of chart paper made into a T-chart labelled Issues/Ideas. To get some inspiration going, let's watch the following video made by The Push for Change and see how other students who have designed their own service based project have done so. https://www.youtube.com/watch?v=fc6zGxY8CZ Provide other videos for students to look at on various ways to assist charities.	

After the video ask: How can we make a difference in the lives of people experiencing homelessness by helping (charity name(s))? What types of ways can we raise awareness?

Do you have any ideas for projects that could either: assist those charities, or that could independently (i.e. without assisting a specific charity), help those experiencing homelessness?

Write down student ideas on the chart paper.

Independent Practice:

Students will reflect on the charities chosen and brainstorm ideas for a school/class/group/individual project using Padlet. By using Padlet each student will have the opportunity to contribute to the overall ideas creating a template that can be expanded and changed as students work together to design and implement their learning project together.

Teacher guidance will be required to help students organize their thinking and assist students in turning their ideas into student led action.

Consolidation:

Students will implement a project and create a video about their project for a chance to win \$5000 for their charity, or to further their own independent team projects. See The Promise Project Toolkit for further details. The toolkit is available on The Push for Change website.

What is Homelessness?	Intermediate
Grades: 7,8	Big Idea: Inspired to Act
Subject: Social Studies	Learning Goals: 1. Explore the meaning of homelessness. 2. Critically examine the types of people who experience homelessness in Canada and examine preconceived notions.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to experience homelessness? What do you notice about the photos placed in the homeless section? What do you notice about the photos placed in the not homeless section? How do your own preconceived notions affect where you placed the photo of the person? Why? Why is homelessness an issue that affects all of us?
Relevance: Homelessness affects people from every demographic and group. By showing students pictures of a variety of people experiencing homelessness and having them make decisions on whether the person featured in a photo is or has experienced homelessness provides a visual way of showing students how our own preconceived notions affect the way we think about those experiencing homelessness.	Terminology: <i>Homelessness: the experience of living without a home.</i>
Delivering the Lesson	
Minds On: Give each student a photo of a person from the picture cards provided (Picture Cards 1.1) and a magnet or piece of tape. Ask students: "What does it mean to experience homelessness?" Take a few students' answers. Next, tell students: "I have given each of you a photo of a person who lives in Canada. You will need to	Materials: Picture Cards 1.1 *Make sure you have a photo for every student T-Chart labelled Homeless/Not Homeless Magnets or tape for each student Markers Chart paper for student groups

determine if the person in your photo has or is experiencing homelessness. Once you have made a decision about the person in your photo, you can come up to the front of the class and place your photo under one of the two categories on the T-Chart Homeless or Not Homeless. Make sure you can explain your reason for choosing one category over another as I will ask for some of you to share your thinking.” Give students an opportunity to place a photo on the t-chart.	Internet access Printer/Projector or Computer/Internet Access YouTube Video: https://www.youtube.com/watch?v=qf6v0Umj_ow Materials for Consolidation or Worksheet 1.2 Clipboard, paper and pencil for each group’s note taker
Guided Practice: Ask students “Take a look at the t-chart and who the class believes is or has experienced homelessness and those who have not. What do you notice about the photos placed in the homeless section? What do you notice about the photos placed in the ‘not homeless’ section? What do you think these decisions mean?” Provide time for students to engage in a discussion about what they notice about the photos and if feeling comfortable, give them a chance to share the reasons why they placed a certain photo on the side of the t-chart that they did. *This is an opportunity to challenge existing biases that students may already hold about people experiencing homelessness. How do our own preconceived notions affect where we placed the photo of the person? Why?	
Independent Practice: Show students the following 3 minute and 53 second video on homelessness: https://www.youtube.com/watch?v=qf6v0Umj_ow After the video, ask students: “Why is homelessness an issue that affects all of us?” Take some ideas from students. Provide students with an opportunity to reflect on the question and respond through collage, drawing, or other form of assessment. If you want students to complete a written response, you can use Worksheet 1.3.	
Consolidation: Divide students into groups of 4 and assign one student the task of note taking (provide clipboard, paper and pencil) and another student the role of presenting the groups findings. Everyone else in the group is a collaborator. Tell students: “In your small groups, you will share some of the ideas you came up with on why homelessness affects us all. The note taker will write down the ideas shared and after reviewing the notes as a group, the presenter will share your group’s ideas with the class.”	

Picture Cards 1.1

Worksheet 1.3

The Image of Homelessness	Intermediate
Grades: 7,8	Big Idea: Education for Awareness
Subject: Social Studies	Learning Goals: To explore in more depth the stereotypical image of people experiencing homelessness portrayed by mainstream media.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What messages do we get from the media? How do we know if the way the people we are reading about are represented in a way that is realistic or stereotypical? How do our own biased views affect the way we may perceive the way we look at the issue of homelessness? What could an author or illustrator do to change an image so that the audience knows that all types of people can and do experience homelessness?
Relevance: Stereotypes are portrayed in a variety of ways to our students. One such way is the use of picture books. Through the text “The Can Man” students will explore some of the stereotypical images and ideas within the book and work together to come up with a way to represent the images from one page of the book in a way that is free from stereotypes. This lesson helps students evaluate the power of the media, the various ways stereotypes are portrayed, and the role students can play in reducing such stereotypes.	Terminology: <i>Stereotypes: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i> <i>Bias: cause to feel or show favour or prejudice for or against someone or something.</i>
Delivering the Lesson	
Minds On: Read students the picture book “The Can Man” by Laura E. Williams or have them watch the video on Youtube. <i>Questions to Ask When Reading:</i> • How is the person experiencing homelessness presented to us? • Does this provide us with an image of all the types of people who experience homelessness? • Who is the “can man?”	Materials: Picture Book: “The Can Man” by Laura E. Williams also available on Youtube at: https://www.youtube.com/watch?v=GT-RoncEmjM Photocopy the pages from “The Can Man” for each student/group to retell through drama

● I wonder if the boy, Tim realizes that by collecting the cans he is taking away the money the “can man” relies on? ● Why is the storekeeper cautious about giving the cans to Tim? ● What makes Tim change his mind and give the money from collecting cans to the “can man?” ● What do you think Tim learned in this story?	Have an example prepared for one of the pages about how to change one aspect of the story “The Can Man” in order to change the stereotypical images and ideas? Ex: using a child or person of colour as the person experiencing homelessness.
Guided Practice: Ask students: Think to yourself, what could the author or illustrator do to change this story so that the reader knows that all types of people can and do experience homelessness?” Individually, or in groups, provide students with a photocopy of one of the 17 two page spreads from inside the picture book “The Can Man”. Tell students: Your task is to visually retell your page of “The Can Man” using coloured pencils and paper. The goal of this task is for you and your group to figure out a new way to represent your page that addresses the stereotypical images we see about people experiencing homelessness. Model an example for students of your expectations. Clarify terminology. Ex: stereotypical.	
Independent Practice: Have students work independently or in small groups to brainstorm how they might change the stereotypical images and ideas in the book about people experiencing homelessness. Next, have students continue to work independently or in small groups and have them create a visual retell from a specific page from “The Can Man” while also demonstrating an understanding of the word stereotype and how they can make changes to stereotypical images about people experiencing homelessness that are embedded within the story. Supervise and provide guidance as required.	
Consolidation: Students will share their image with their peer through a gallery walk. Students will display their art work and their peers will walk around the classroom to view their works, similar to a museum. When students meet together again as a group ask them if they noticed any patterns in the way students tried to get rid of stereotypical ideas. What was done well? What could be done better? Did we get rid of stereotypes or create new ones?	

Homelessness in Canada	Intermediate
Grades: 7,8	Big Idea: Education for Awareness
Subject: Social Studies	Learning Goals: To learn about: 1. The homelessness crisis in Canada through an educational video that discusses the various definitions of homelessness. 2. The number of people experiencing homelessness. 3. Issues experienced by people who are homeless, such as housing and mental health supports.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have, and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: Why is homelessness like an iceberg? Who are the hidden homeless? Why do people experience homelessness? How can homelessness be solved? What can we do to help bring awareness to the issue of homelessness? Is homelessness a personal failing or structural problem?
Relevance: Homelessness is a large issue that affects people all over the world. It is not an issue that we can solve on our own but one that we need to understand in order to play a role in the solution. Through this lesson students will learn more detailed information about homelessness in Canada including what it means to be part of the hidden homeless population and some of the issues people experiencing homelessness face. This lesson helps students learn new factual information that supports their learning, especially as they break apart previously held stereotypes.	Terminology: <i>Homelessness: the experience of not having a home.</i> <i>Houselessness: the experience of not having a house, however, you may still feel that you have a home.</i> <i>Emergency Shelter: a place for people to live temporarily when they cannot live in their previous home.</i> <i>Rough Sleeper: a person who often sleeps outside.</i> <i>Couch Surfer: a person who sleeps at their friends' houses.</i> <i>Personal Failure: each person defines their own idea of success and failure.</i> <i>Hidden Homeless: people who experience homelessness without anyone else knowing.</i> <i>Structural Problem: an issue with a structure or society which cannot be fixed easily.</i> <i>Stereotype: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i> <i>Cost Efficient: something that is a good value, where the benefits and usage are worth at least what is paid for them.</i> <i>Humane: having the best qualities of a human or the best conditions for a human.</i>

Delivering the Lesson

Minds On:

What do you remember about our discussions on the topic of homelessness?

Do you have any questions about homelessness that have not been answered?

Materials:

Post it notes

Writing utensils

YouTube video:

<https://www.youtube.com/watch?v=1XSWAbxQLLA>

Reflection Sheet or Game Show

Chart Paper

Markers

Computer/Ipad/Internet/Projector

Guided Practice:

Have students watch the following 17 minute video on YouTube:

<https://www.youtube.com/watch?v=1XSWAbxQLLA>

Independent Practice:

Provide students with one or all of the reflection questions provided on Worksheet 1.4 after watching the YouTube video.

The reflection questions can be provided in paper format, given through a platform such as Google Classroom, or developed into a Jeopardy format game for the entire class to participate in.

Consolidation:

Ask students: Homelessness is a big issue that adults have yet to solve. We may not be able to solve world homelessness together but we can make steps to raise awareness about homelessness and spread accurate information about the challenges faced.

I have given each of you a post it note and writing utensil. Take some time to think about how we as a class could work together to raise awareness about homelessness and when you have thought of an idea, write it on your post it note and come and stick it on the board.

When students have finished: read the responses on the post it notes out loud.

Worksheet 1.4

*These questions are gathered from the YouTube video as are the answers.

1. Approximately how many people experience homelessness in Canada each year?

Answer: 300,000 to 1 million.

2. Why is homelessness like an iceberg?

Answer: We only see 10% of an iceberg, the other 90% is below the water and it is the same when we look at the issue of homelessness. We only see 10% of people experiencing homelessness on the streets, the others experiencing it are hidden.

3. What does the hidden homeless mean?

Answer: Those who are experiencing homelessness who are not sleeping on the streets, such as those who are couch surfing or sharing a living space with more than one family.

4. What is the top reason people experience homelessness in Canada?

Answer: Poverty.

5. What stereotypical image do we normally associate with homelessness?

Answer: middle-aged, older man with a beard and ragged clothing.

6. Is there one look to homelessness? Do people experiencing it look a specific way?

Answer: No. You can't see homelessness.

7. What argument did Pascal make as the most cost-efficient and humane response to homelessness?

Answer: Offer housing first and then offer resources and supports for mental health, addiction and other challenges faced.

8. How much does it cost the shelter system to house a person experiencing homelessness?

Answer: \$78

9. How much money is saved compared to the cost of shelters when we put someone experiencing homelessness into affordable housing?

Answer: \$78-\$25 = \$53 less

10. In your opinion, is homelessness a personal failing or a structural problem? Explain your answer.

Indigenous Homelessness in Canada	Intermediate
Grades: 7,8	Big Ideas: Empowered to Serve
Subject: Social Studies	Learning Goals: 1. Students will learn about Indigenous homelessness in Canada by looking at the 12 dimensions of Indigenous homelessness as identified by Jesse Thistle. 2. Students will learn about The Push for Change, explore a variety of community based charities that work to prevent homelessness, vote on a charity and brainstorm ways to fundraise for the charity.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to bring awareness? How can we help others? What is fundraising? How does it help? How do we work to prevent homelessness? What promises do we make to each other going forward? What needs to happen to stop homelessness from happening? Even though we are a small group, how can we make a difference in the world together?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students gather research on various community based charities, students will begin to understand the need for different types of interventions when addressing and preventing homelessness.	Terminology: <i>Indigenous: originating or occurring naturally in a particular place.</i> <i>* Refer to the 12 Dimensions of Indigenous Homelessness Infographic for the following definitions.</i> <i>Historic Displacement</i> <i>Contemporary Geographic Separation</i> <i>Spiritual Disconnection</i> <i>Mental Disruption and Imbalance</i> <i>Cultural Disintegration and Loss</i> <i>Overcrowding</i> <i>Relocation and Mobility</i> <i>Going Home Homelessness</i> <i>Nowhere to Go Homelessness</i> <i>Escaping or Evading Harm Emergency Crisis</i> <i>Climatic Refugee</i>

Delivering the Lesson	
Minds On: When you think of homelessness, what type of people do you think are affected? Is there a specific demographic or group of people that you think are at a higher risk of experiencing homelessness? Why?	Materials: Internet access/computer/projector YouTube video: https://www.youtube.com/watch?v=STus-mw1BLs Photocopies of each of the 12 dimensions of Indigenous homelessness identified by Jesse Thistle (2017) for student groups: https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf 12 Dictionaries or Online Dictionary Access
Guided Practice: Students will be introduced to Indigenous homelessness and its prevalence within Canada by watching the following video on YouTube by Jesse Thistle https://www.youtube.com/watch?v=STus-mw1BLs Next, show students the following YouTube video on access to water on First Nation reserves across Canada: https://www.youtube.com/watch?v=NTNa15e4KxA Ask students to reflect on what homelessness truly means. Is it simply not having access to shelter or does not having access to water also put people in jeopardy of experiencing homelessness? Ask: In a country like Canada, why do we have access to safe and clean water while our Indigenous citizens do not?	
Independent Practice: Divide students into 12 groups and provide each group with a copy of Jesse Thistle's 12 dimensions of Indigenous homelessness. Student groups will be asked to read about one of the dimensions as a group, decipher the meaning together (dictionary or other word definition tool should be available) and try to relate the definition to their previous knowledge on the topic of homelessness.	
Consolidation: Student groups will come together and share the dimension they worked with the class.	

How Can We End Homelessness?	Intermediate
Grades: 7,8	Big Ideas: Education for Awareness
Subject: Social Studies	Learning Goals: In this lesson students will look at the ways in which we as a country can work together to end homelessness. 1. Students will look at the Universal Declaration of Human Rights to investigate if housing is in fact a right. 2. Look at current policy, including Canada's most recent National Housing Strategy Act, in order to understand the relationship between homelessness and policy. 3. Students will be challenged to question if policy is enough to end homelessness in Canada and encouraged to make inquiries about other ways Canada could end homelessness.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What is the Universal Declaration of Human Rights? Is housing a right? How can policy help people experiencing homelessness? What is rights based policy? What is Canada's National Housing Strategy Act? What does it involve? Is policy enough to solve homelessness in Canada? What other ways of solving homelessness can you think of?
Relevance: This lesson provides students with the opportunity to explore homelessness as it relates to policy. Students will learn about the Universal Declaration of Rights and other Canadian policies such as the National Housing Strategy Act to gain knowledge about what Canada is currently doing to combat homelessness. Finally, students will be challenged to question if policy is enough to end homelessness in Canada while being encouraged to make inquiries about other ways Canada could prevent homelessness from continuing.	Terminology: <i>Rights: that which is morally correct, just, or honorable.</i> <i>Universal Declaration of Human Rights: is an international document that states basic rights and fundamental freedoms to which all human beings are entitled.</i> <i>Rights based policy: Government practises that are based on following human rights, but are not enforced by law.</i> <i>National Housing Strategy Act: rights-based legislation to implement the government's commitment to the implementation of the right to housing.</i> <i>Policy: a course or principle of action adopted or proposed by a government.</i> <i>Royal Assent: the process by which a bill becomes an act of Parliament and part of the law of Canada.</i>

Delivering the Lesson	
Minds On: Ask students: As human beings we all have rights. Is housing a human right? Why or why not? As a class, have students look at the Universal Declaration of Human Rights which lists 30 universal rights. Have students read one of the rights off the list.	Materials: Internet Access/projector/Computer The Universal Declaration of Human Rights http://www.un.org/en/universal-declaration-human-rights/ Article for each student:: https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing/
Guided Practice: Ask students: Now that we know housing is a universal right, why do you think people are still experiencing homelessness here in Canada? Record student ideas. Explain to students: Like in many other countries, we know that homelessness exists in Canada. In any given year, at least 235,000 people are homeless across Canada (Gaetz, Gulliver and Richter, 2014). Unfortunately, this shows us that the right to housing described in the Universal Declaration of Human Rights is not a reality for many people. The good news, however, is that Canada is moving in the right direction. Provide each student with this article and as a class read the article on housing as a right: https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing/ Let your students know that the National Housing Strategy Act was passed by the Senate and received Royal Assent on June 21st, 2019 is now law. Explain to students: The National Housing Strategy Act includes the right to housing legislation and a federal requirement to develop and maintain a National Housing Strategy that takes into account a rights-based approach. Passage of this law puts Canada amongst a small group of countries internationally who have taken a rights-based approach to housing.	
Independent Practice: Assign students: Think about the article we just read, the videos we have watched on Indigenous homelessness and other lessons we have done together and reflect on how the National Housing Strategy Act could assist Canada in putting an end to homelessness. Is policy enough? *Students can reflect on any method the teacher chooses.	

Consolidation:

We have learned about the importance of policy when looking at the issue of homelessness but we also know that policy does not solve everything. Therefore, what else could we do as individual people or a collective classroom to prevent homelessness in Canada?

The Promise Project	Intermediate
Grades: 7,8	Big Ideas: Empowered to Serve
Subject: Social Studies	Learning Goals: Students will learn about various advocacy initiatives, such as The Push for Change, explore a variety of community based charities that work to prevent homelessness, and design a student initiated learning project to make a difference in the lives of those experiencing homelessness.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to bring awareness? How can we help others? What is fundraising? How does it help? How could we work to prevent homelessness? What promises do we make to each other going forward in our commitment to end homelessness? What needs to happen to stop homelessness? How can we make a difference in the world together?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students learn about various homelessness advocacy initiatives and their mission and values, students will begin to understand the need for different types of interventions when addressing the prevention of homelessness.	Terminology: <i>Fundraising: the seeking of financial support for a charity or cause.</i> <i>Charity: an organization set up to provide help and raise money for those in need.</i> <i>Awareness: knowledge or understanding of a situation or fact.</i> <i>The Push for Change: a fundraising campaign to end homelessness.</i> <i>The Promise Project: an awareness campaign to end homelessness.</i>
Delivering the Lesson	
Minds On: I want to introduce you to Joe Roberts who experienced homelessness himself and was inspired to do something to "pay it forward" to help other young people. The Push for Change was created to inspire and engage Canadians to take action and make a commitment to help support youth homelessness prevention. Let's watch this video: https://www.youtube.com/watch?v=HZ39uBDdStk	Materials: Computer/Projector/Internet Paper Writing Utensils YouTube video: https://www.youtube.com/watch?v=HZ39uBDdStk

	Chart Paper Markers iPads for Charity Research YouTube video: https://www.youtube.com/watch?v=fc6zGxY8CZ
Guided Practice: After the video, tell students: It all started with a simple promise by Joe, and that promise continues today. Not everyone can walk across Canada to make a difference, but each and every one of us can push for change in our communities, one promise at a time. Joe has given us a challenge. He wants every student in Canada to create a promise to help bring awareness and attention to an issue related to homelessness.	
Independent Practice: Today you are going to work in small groups using the iPads to explore some local charities in our community that work to support people experiencing homelessness. As a group you will be responsible for choosing a charity of interest, read about the charity, identify the mission and values of the charity and describe how the charity creates change for people experiencing homelessness. When you have explored a charity in more detail, write down five questions you have about the work they do. Keep in mind that you will be asked to reach out to the charity to get your questions answered either over email, phone or in person.	
Consolidation: Based on what you have learned about the mission and values of charities today, what do you think you could do to inspire others and make change? Discuss.	
Homework: Student groups will be asked to reach out to their charity of choice through phone, email, social media or in person to answer the five questions they have. The charities selected by students must have charitable status recognized by Canada Revenue Agency. Students will take notes of the charities' response and be ready to report their findings to the class.	

The Promise Project	Intermediate
Grades: 7,8	Big Ideas: Empowered to Serve Student Led Action
Subject: Social Studies	Learning Goals: Students will work to create a service based learning project that addresses and helps solve critical issues that put youth at risk, in their schools and communities, of experiencing homelessness. Students will: pick an area they are passionate about, implement a team project as a potential solution to an issue and create a video about their project for a chance to win \$5000 for their charity or to further their project.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons. Please consult The Promise Project Toolkit for further guidance.	Essential Questions: What is a student based learning project? (see The Promise Project Toolkit for further information) What does it mean to bring awareness? How can we help others? What does the mission and values of a charity mean? How can we support charities in meeting their mission and values? What critical issues can put youth at risk of experiencing homelessness? What is an area of homelessness that you are passionate about? How can we make a difference in the world? Is there a way to put an end to homelessness? How can we share our learning with others?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. In this lesson, students will learn how to use their own critical thinking and empathy skills to problem solve ways to raise awareness for a charity. Students will work to create a service based learning project that addresses and helps solve the critical issues that put youth at risk, in their schools and communities, of experiencing homelessness. Students will pick an area they are passionate about, implement a team project and create a video about their project for a chance to win \$5000 for their charity or to further their own innovative team project.	Terminology: <i>Fundraising: the seeking of financial support for a charity or cause.</i> <i>Charity: an organization set up to provide help and raise money for those in need.</i> <i>Awareness: knowledge or understanding of a situation or fact.</i> <i>The Push for Change: a fundraising campaign to end homelessness.</i> <i>The Promise Project: an awareness campaign to end homelessness.</i> <i>Service Based: an organization that is based on providing services to those in need.</i> <i>Democratic: supporting or practicing a system of government by the whole population or all the eligible members of a state, typically through elected representatives.</i>

Delivering the Lesson	
Minds On: Students will be asked to present their findings on the charity of choice to the class (from the previous lesson); or alternatively discuss an idea they have that could act as a contributing solution to preventing youth homelessness. Ask students to listen carefully to group presentations, because when they are finished, the entire class will be voting on a charity/charities where they will create a service based team project to help the charity meet their values and mission. The teacher will write down the name of each charity and summarize the mission and values of said charity on chart paper.	Materials: Markers Chart Paper Student Charity Research/Questions The Push for Change I Promise Campaign video on YouTube: https://www.youtube.com/watch?v=fc6zGxY8CZ Access to internet/projector/computer iPads for student use Padlet accounts for each student Teacher designed Padlet template for student use
Guided Practice: Reread the charities written on the chart paper including their mission and values to students. Review with students how a democratic vote works and ask students to vote on their favourite charity/charities keeping in mind the end goal is to assist the charity in meeting their mission and values. The number of charities the class chooses will depend on the teacher's direction. The entire class could choose a charity, the class could be divided into two with each group working with a different charity, or this could be implemented in small groups with several charities being the class' focus. Record the results of the vote on the chart paper and announce the results of the vote to students. Tell students: Now, we have to decide how we can design a team project and what that might look like. We must keep in mind that the goal of this project is to create a service based project that helps solve the issues that put our youth at risk of experiencing homelessness. This project could align/support an existing charity, or it could be an independent project that addresses an issue that could lead to youth homelessness. Please use The Promise Project Toolkit for further guidance on creating a Promise Project. This can be found on The Push for Change website: www.thepushforchange.com Ask: Reflecting on what we just learned about individual charities, does anyone have any ideas of an issue that puts youth at risk of experiencing homelessness? Take ideas and write them down on a new piece of chart paper made into a T-chart labelled 'Issues/Ideas.' To get some inspiration going, let's watch the following video made by The Push for Change and see how other students who have designed their own service based project have done so. https://www.youtube.com/watch?v=fc6zGxY8CZ	

Provide other videos for students to look at on various ways to assist charities.

After the video ask: How can we make a difference in the lives of people experiencing homelessness by helping (charity name(s))? What types of ways can we raise awareness?

Write down student ideas on the chart paper.

Independent Practice:

Students will reflect on the charities chosen and brainstorm ideas for a school/class/group/individual project using Padlet. By using Padlet each student will have the opportunity to contribute to the overall ideas creating a template that can be expanded and changed as students work together to design and implement their learning project together.

Teacher guidance will be required to help students organize their thinking and assist students in turning their ideas into student led action.

Consolidation:

Students will implement a project and create a video about their project for a chance to win \$5000 for their charity, or to further their own independent team projects. See The Promise Project Toolkit for further details. The toolkit is available on The Push for Change website.

Homelessness exists in Canada: What does that say about us?	Secondary
Grades: 9,10,11, 12	Big Idea: Inspired to Act
Subject: Social Studies	Learning Goals: To explore the meaning of homelessness, critically examine the types of people who experience homelessness in Canada and examine preconceived notions students might hold about homelessness. Students will then learn about the homelessness crisis in Canada through an educational video that discusses the various definitions of homelessness, the number of people experiencing homelessness, and issues experienced by people who are homeless, such as lack of housing and mental health supports.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to experience homelessness? What do you notice about the photos placed in the homeless/not homeless section? How did you classify your photo? Why? How do your own preconceived notions affect where you placed the photo of the person? Why? Why is homelessness an issue that affects all of us? Why is homelessness like an iceberg? Who are the hidden homeless? Why do people experience homelessness? How can homelessness be solved? What can we do to help bring awareness to the issue of homelessness? Is homelessness a personal failing or structural problem? What does the existence of homelessness say about us as a society?
Relevance: Homelessness affects people from every demographic and group. By showing students pictures of a variety of people experiencing homelessness and having them make decisions on whether the person featured in a photo is or has experienced homelessness provides a visual way of showing students how our own preconceived notions affect the way we think about those experiencing homelessness. Through this lesson students will learn more detailed information about	Terminology: <i>Homelessness: the experience of not having a home.</i> <i>Houselessness: the experience of not having a house, however, you may still feel that you have a home</i> <i>Emergency Shelter: a place for people to live temporarily when they cannot live in their previous home</i> <i>Rough Sleeper: a person who often sleeps outside.</i> <i>Couch Surfer: a person who sleeps at their friends' houses.</i>

homelessness in Canada including what it means to be part of the hidden homeless population and some of the issues people experiencing homelessness face. This lesson helps students learn new factual information that supports their learning, especially as they break apart previously held stereotypes.	<i>Personal Failure: each person defines their own idea of success and failure.</i> <i>Hidden Homeless: people who experience homelessness without anyone else knowing.</i> <i>Structural Problem: an issue with a structure or society which cannot be fixed easily.</i> <i>Stereotype: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i> <i>Cost Efficient: something that is a good value, where the benefits and usage are worth at least what is paid for them.</i> <i>Humane: having the best qualities of a human or the best conditions for a human.</i>
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Delivering the Lesson

Minds On: Ask students: “What does it mean to experience homelessness?” Take a few students’ answers. Next, tell students: “I have given each of you a photo of a person who lives in Canada. You will need to determine if the person in your photo has or is experiencing homelessness. How you determine this is up to you but be prepared to justify your reasoning. Once you have made a decision about the person in your photo, you can come up to the front of the class and place your photo under one of the two categories on the T-chart Homeless or Not Homeless. Make sure you can explain your reason for choosing one category over another as I will ask for some of you to share your thinking.” Give students an opportunity to place a photo on the t-chart. Ask students “Take a look at the t-chart and who the class believes is or has experienced homelessness and those who have not. What do you notice about the photos placed in the homeless section? What do you notice about the photos placed in the not homeless section? What do you think these decisions mean?” Provide time for students to discuss their decisions.	Materials: Picture Cards 1.1 *Make sure you have a photo for every student T-Chart labelled Homeless/Not Homeless Magnets or tape for each student Markers Post it notes Writing utensils YouTube video: https://www.youtube.com/watch?v=1XSWAbxQLLA Reflection Sheet 1.4 or Game Show
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*This is an opportunity to challenge existing biases that students may already hold about people experiencing homelessness. How do our own preconceived notions affect where we placed the photo of the person? Why?	
Guided Practice: Have students watch the following 17 minute video on YouTube about homelessness in Canada: https://www.youtube.com/watch?v=1XSWAbxQLLA	
Independent Practice: Provide students with one/ all of the reflection questions provided on Worksheet 1.4 after watching the YouTube video. The reflection questions can be provided in paper format, given through a platform such as Google Classroom, or developed into a Jeopardy format game for the entire class to participate in.	
Consolidation: Ask students: What does it say about us as human beings that homelessness still exists in our world? I have given each of you a post it note and a writing utensil. Take some time to reflect about what the existence of homelessness demonstrates about us as human beings. When you have thought of an idea, write it on your post it note and come up to stick it on the board. When students have finished: read the responses on the post it notes out loud. Ask students: Are there any commonalities in the ideas presented on the post it notes? Do we collectively share the same ideas about what the existence of homelessness means about us as people?	

Picture Cards 1.1

Worksheet 1.4

*These questions are gathered from the YouTube video as are the answers.

1. Approximately how many people experience homelessness in Canada each year?

Answer: 300,000 to 1 million.

2. Why is homelessness like an iceberg?

Answer: We only see 10% of an iceberg, the other 90% is below the water and it is the same when we look at the issue of homelessness. We only see 10% of people experiencing homelessness on the streets, the others experiencing it are hidden.

3. What does the hidden homeless mean?

Answer: Those who are experiencing homelessness who are not sleeping on the streets, such as those who are couch surfing or sharing a living space with more than one family.

4. What is the top reason people experience homelessness in Canada?

Answer: Poverty.

5. What stereotypical image do we normally associate with homelessness?

Answer: middle-aged, older man with a beard and ragged clothing.

6. Is there one look to homelessness? Do people experiencing it look a specific way?

Answer: No. You can't see homelessness

7. What argument did Pascal make as the most cost-efficient and humane response to homelessness?

Answer: Offer housing first and then offer resources and supports for mental health, addiction and other challenges faced.

8. How much does it cost the shelter system to house a person experiencing homelessness?

Answer: \$78

9. How much money is saved compared to the cost of shelters when we put someone experiencing homelessness into affordable housing?

Answer: \$78-\$25 = \$53 less

10. In your opinion, is homelessness a personal failing or a structural problem? Explain your answer.

Housing is a human right, right?	Secondary
Grades: 9, 10, 11, 12	Big Idea: Education for Awareness
Subject: Social Studies	Learning Goals: In this lesson students will look at the ways in which we as a country can work together to end homelessness. Students will look at the Universal Declaration of Human Rights to investigate if housing is in fact a right, and then look at current policy, including Canada's most recent National Housing Strategy Act, in order to understand the relationship between homelessness and policy. Finally, students will be challenged to question if policy is enough to end homelessness in Canada and encouraged to make inquiries about other ways Canada could end homelessness.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What is the Universal Declaration of Human Rights? Is housing a right? How can policy help people experiencing homelessness? What is rights based policy? What is Canada's National Housing Strategy Act supposed to do? Who does it involve? Is policy enough to solve homelessness in Canada? What other ways of solving homelessness can you think of?
Relevance: This lesson provides students with the opportunity to explore homelessness as it relates to policy. Students will learn about the Universal Declaration of Rights and other Canadian policies such as the National Housing Strategy Act to gain knowledge about what Canada is currently doing to combat homelessness. Finally, students will be challenged to question if policy is enough to end homelessness in Canada while being encouraged to make inquiries about other ways Canada could prevent homelessness from continuing.	Terminology: <i>Rights: that which is morally correct, just, or honorable.</i> <i>Universal Declaration of Human Rights: is an international document that states basic rights and fundamental freedoms to which all human beings are entitled.</i> <i>Rights based policy: Government practises that are based on following human rights, but are not enforced by law.</i> <i>National Housing Strategy Act: rights-based legislation to implement the government's commitment to the implementation of the right to housing.</i> <i>Policy: a course or principle of action adopted or proposed by a government.</i>

	<i>Royal Assent: the process by which a bill becomes an act of Parliament and part of the law of Canada.</i>
Delivering the Lesson	
Minds On: Ask students: As human beings we all have rights. Is housing a human right? Why or why not? As a class, have students look at the Universal Declaration of Human Rights which lists 30 universal rights. Have students read one of the rights off the list. Ask students: Now that we know housing is a universal right, why do you think people are still experiencing it here in Canada? Take student ideas. Explain to students: Like in many other countries, we know that homelessness exists in Canada. In any given year, at least 235,000 people are homeless across Canada (Gaetz, Gulliver and Richter, 2014). Unfortunately, this shows us that the right to housing described in the Universal Declaration of Human Rights is not a reality for many people. The good news, however, is that Canada is moving in the right direction.	Materials: Internet Access/projector/Computer The Universal Declaration of Human Rights http://www.un.org/en/universal-declaration-human-rights/ YouTube Video: https://globalnews.ca/video/3656347/rent-rising-due-to-commercial-properties-using-airbnb iPads for each student Article on National Housing Strategy Act for each student: https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing-/
Guided Practice: Together we will watch the following video on YouTube about rising rents due to the use of Airbnbs: https://globalnews.ca/video/3656347/rent-rising-due-to-commercial-properties-using-airbnb Now you will be given an iPad and will be asked to identify a city anywhere in the world that you will be hypothetically renting an Airbnb in. Once you have chosen a city, take a few minutes to research that City's policies around the management of Airbnb and short term rentals. What is the current vacancy rate for the City? What affects that vacancy rate? Try using these keywords in your google search: 'short term rental rules'; 'airbnb rules'; 'fairbnb'; 'ghost hotels'	
Independent Practice: Students will be asked to reflect on the following questions and provide written answers explaining their learning process for each: ○ Were you able to find the city's policies or rules for airbnbs? Was this process simple or complex? ○ Does your city have regulations in place for short term rentals? ○ Do short term rentals impact the rental vacancy rate for the city you have selected? ○ How do you believe Airbnb impacts individuals' human right to housing? ○ Do you believe these two issues are interrelated? Why or why not?	

- Is there a way to use short term rentals more responsibly?
- If you have used Airbnb in the past will you continue to do so? Why or why not?

Consolidation:

Does anyone know what National Act was recently passed by the Senate and received Royal Assent on June 21st, 2019?

Take student answers.

Let your students know that the National Housing Strategy Act was passed by the Senate and received Royal Assent on June 21st, 2019 making it now law.

Explain to students: The National Housing Strategy Act includes the right to housing legislation and a federal requirement to develop and maintain a National Housing Strategy that takes into account a rights-based approach. Passage of this law puts Canada amongst a small group of countries internationally who have taken a rights-based approach to housing.

To consolidate knowledge, you will be asked to read the following opinion piece from a paper written in Windsor Ontario about some of the hopes advocates for housing have about this recent act becoming Canadian law.

<https://www.ourwindsor.ca/opinion-story/9420902-advocates-have-high-hopes-for-right-to-housing-/>

Finally, students will write 500 words on how they believe the new National Housing Strategy Act will help or hinder people experiencing homelessness across Canada.

Indigenous Experience of Homelessness	Secondary
Grades: 9,10, 11, 12	Big Idea: Education for Awareness
Subject: Social Studies	Learning Goals: Students will learn about Indigenous homelessness in Canada by looking at the 12 dimensions of Indigenous homelessness as identified by Jesse Thistle (2017).
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to bring awareness? How can we help others? What is fundraising? How does it help? How do we work to prevent homelessness? What promises do we make to each other going forward? What needs to happen to stop homelessness from happening?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students gather research on various community based charities, students will begin to understand the need for different types of interventions when addressing the prevention of homelessness.	Terminology: <i>Indigenous: originating or occurring naturally in a particular place.</i> <i>* Refer to the 12 Dimensions of Indigenous Homelessness Infographic for the following definitions.</i> <i>Historic Displacement</i> <i>Contemporary Geographic Separation</i> <i>Spiritual Disconnection</i> <i>Mental Disruption and Imbalance</i> <i>Cultural Disintegration and Loss</i> <i>Overcrowding</i> <i>Relocation and Mobility</i> <i>Going Home Homelessness</i> <i>Nowhere to Go Homelessness</i> <i>Escaping or Evading Harm Emergency Crisis</i> <i>Climatic Refugee</i>
Delivering the Lesson	
Minds On: When you think of homelessness, what type of people do you think are affected?	Materials: Internet access/computer/projector

Is there a specific type of person that you think is at a higher risk of experiencing homelessness? Why?	YouTube video: https://www.youtube.com/watch?v=STus-mw1BLs Photocopies of each of the 12 dimensions of Indigenous homelessness identified by Jesse Thistle (2017) for student groups: https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf Full article for students available online
Guided Practice: Students will be introduced to Indigenous homelessness and its prevalence within Canada by watching the following video on YouTube by Jesse Thistle https://www.youtube.com/watch?v=STus-mw1BLs Next, show students the following YouTube video on access to water on First Nation reserves across Canada: https://www.youtube.com/watch?v=NTNa15e4KxA Ask students to reflect on what homelessness truly means. Is it simply not having access to shelter or does not having access to water also put people in jeopardy of experiencing homelessness? Ask: In a country like Canada, why do we have access to safe and clean water while our Indigenous citizens do not?	
Independent Practice: Divide students into 12 groups and provide each group with a copy of Jesse Thistle's 12 dimensions of Indigenous homelessness. Student groups will be asked to read about one of the dimensions as a group, decipher the meaning together and make a connection between the definition and their own lives through personal and learned experiences.	
Consolidation: Student groups will come together and share the dimension they worked on with the class.	

Media Representation of Homelessness	Secondary
Grades: 9, 10, 11, 12	Big Ideas: Education for Awareness
Subject: Social Studies	Learning Goals: Students will use the internet to look for media articles that discuss an issue related to homelessness and find three examples of how the media stereotypically portrays people who experience homelessness. Through this investigation, students will be asked to identify the stereotypical words, ideas and visuals that are uncovered and share their learning with small groups.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What types of stereotypes do you hold about people experiencing homelessness? Is it possible for the media to realistically represent people experiencing homelessness? What common words do you notice being used to describe people experiencing homelessness in media articles? If you had no prior knowledge about homelessness, would you believe the media's representation is accurate? Why? How is the media responsible for stereotypical thinking? Who is the audience for the article you selected? Is the information in the article biased? Does the article provide various viewpoints? Given the way the media represents people experiencing homelessness, how do you think they could improve their representations? Is there one image of people who experience homelessness?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students learn about various homelessness advocacy initiatives and their mission and values, students will begin to understand the need for different types of interventions when addressing the prevention of homelessness.	Terminology: <i>Stereotypes: an often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i> <i>Bias: cause to feel or show favour or prejudice for or against someone or something.</i>

Delivering the Lesson	
Minds On: Read students the picture book “The Can Man” by Laura E. Williams or have them watch the video on YouTube. <i>Questions to Ask When Reading:</i> • How is the person experiencing homelessness presented to us? • Does this provide us with an image of all the types of people who experience homelessness? • How does this book reinforce societal stereotypes about people experiencing homelessness? • Does this book deconstruct any societal stereotypes about homelessness? If so, how?	Materials: Picture Book: “The Can Man” by Laura E. Williams also available on Youtube at: https://www.youtube.com/watch?v=GT-RoncEmjM YouTube video on the Human for Human campaign: https://www.youtube.com/watch?v=VN2HHfn-3zo Internet Access Computer/iPads Media Articles
Guided Practice: Have students watch the Humans for Humans social media campaign video where people who experience homelessness respond to negative stereotypical tweets about homeless people on YouTube: https://www.youtube.com/watch?v=VN2HHfn-3zo When finished the video, use one or all of the following discussion questions: - How do you think reading negative things about your experiences on social media would make you feel? - How do all of us play a role in passing stereotypical views onto others? - What can we do to combat stereotypical views? - Can you think of a time you negatively stereotyped someone without really knowing the person or their situation? Explain.	
Independent Practice: Students will use the internet to look for media articles that discuss an issue related to homelessness and find three examples of how the media stereotypically portrays people who experience homelessness and be prepared to provide evidence of these examples. Through this investigation, students will be asked to identify the stereotypical words, ideas and visuals that are uncovered.	
Consolidation: Students will be divided into smaller groups to share their article and provide three examples with evidence to represent how the media stereotypically portrays people experiencing homelessness.	

Who is at Risk of Homelessness?	Secondary
Grades: 9, 10, 11, 12	Big Ideas: Education for Awareness
Subject: Social Studies	Learning Goals: Students will learn that although no one is immune to homelessness, there are certain demographics of people in Canada who are at a higher risk of experiencing it. Students will be asked to identify and define various demographic groups, analyze why the specific group is more at risk of experiencing homelessness, and connect one of the 12 dimensions of Indigenous homelessness identified by Jesse Thistle to one selected demographic group. Finally, students will be asked to identify how Indigenous knowledge can be used in their own lives.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: Who is at risk of experiencing homelessness? Does anyone have immunity? Are some groups of people more at risk of experiencing homelessness? Why? How do the 12 dimensions of Indigenous homelessness relate and connect to other demographic groups that do not identify as Indigenous? Can we use Indigenous knowledge in our everyday lives? How? What is something new you learned today?
Relevance: No one is immune from experiencing homelessness, however, there are certain groups of people who are at a disproportionately higher risk of experiencing it. Students will become aware of a variety of demographic groups in Canada and the reasons some groups of people are at a higher risk of experiencing homelessness than others. Finally, students will connect their knowledge about risk to Indigenous ways of knowing and to their own personal lives.	Terminology: <i>Demographic: a particular sector of a population.</i> <i>Indigenous Knowledge: Indigenous knowledges are living ways of making sense of the world embedded in community practices, rituals, and relationships.</i>
Delivering the Lesson	
Minds On: Ask: What demographic of people are more likely to experience homelessness and why?	Materials: iPads for student groups

Today you will be asked to read the following short article on some people who are more likely to experience homelessness due to certain risk factors. While you read the article think about what other groups of people may be at a higher risk of experiencing homelessness and why. https://www.homelesshub.ca/about-homelessness/homelessness-101/who-homeless	Article for each student: https://www.homelesshub.ca/about-homelessness/homelessness-101/who-homeless List of Demographic Groups with (Ex: Women, Youth, Newcomers, Women, LGBTQ2S+, Indigenous People, Racialized People, Veterans, Seniors, and Single Men). Photocopies of the 12 dimensions of Indigenous homelessness identified by Jesse Thistle (2017) for student groups: https://homelesshub.ca/sites/default/files/COHIndigenousHomelessnessDefinition.pdf
Guided Practice: Ask: We know that no one is immune to experiencing homelessness, but we also know that certain groups of people are at a higher risk of experiencing homelessness. The article you read only listed a few groups of people affected by homelessness. Can you think of others? Make a list of the various demographic groups that are at higher risk of experiencing homelessness with participation from students and define each. Ex: Women, Youth, Newcomers, Women, LGBTQ2S+, Indigenous People, Racialized People, Veterans, Seniors, and Single Men.	
Independent Practice: Divide students into 10 small groups and provide each group with an iPad and a copy of Jesse Thistle’s list of the 12 dimensions of Indigenous homelessness. Student groups will each be assigned a demographic group and will be asked to: 1) find out why their assigned demographic group is at a higher risk of experiencing homelessness; 2) Relate one of the 12 dimensions of Indigenous homelessness to the assigned demographic group; and 3) Present group findings to the class.	
Consolidation: Ask students to choose a representative from their group to present the demographic findings to the class. Give each group a chance to present. Ask: How do the 12 dimensions of Indigenous homelessness relate and connect to other demographic groups that do not identify as Indigenous? How can we use Indigenous knowledge in our everyday lives?	

The Promise Project	Secondary
Grades: 9, 10, 11, 12	Big Ideas: Education for Awareness
Subject: Social Studies	Learning Goals: Students will learn about various advocacy initiatives, such as The Push for Change, explore a variety of community based charities that work to prevent homelessness, and finally, students will design a learning project on a topic they are passionate about that relates to homelessness in order to make a difference in the lives of those experiencing homelessness.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What does it mean to bring awareness? How can we help others? What is fundraising? How could we work to prevent homelessness? What promises do we make to each other going forward in our commitment to end homelessness? What needs to happen to stop homelessness? How can we make a difference in the world together?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. By having students learn about various homelessness advocacy initiatives and their mission and values, students will begin to understand the need for different types of interventions when addressing the prevention of homelessness.	Terminology: <i>Fundraising: the seeking of financial support for a charity or cause.</i> <i>Charity: an organization set up to provide help and raise money for those in need.</i> <i>Awareness: knowledge or understanding of a situation or fact.</i> <i>The Push for Change: a fundraising campaign to end homelessness.</i> <i>The Promise Project: an awareness campaign to end homelessness.</i>
Delivering the Lesson	
Minds On: I want to introduce you to Joe Roberts who experienced homelessness himself and was inspired to do something to "pay it forward" to help other young people. The Push for Change was created to inspire and engage Canadians to take action and make a commitment to help support youth homelessness prevention.	Materials: Computer/Projector/Internet Paper Writing Utensils

Lets watch this video: https://www.youtube.com/watch?v=HZ39uBDdStk	YouTube video: https://www.youtube.com/watch?v=HZ39uBDdStk Chart Paper Markers iPads for Charity Research YouTube video: https://www.youtube.com/watch?v=fc6zGxY8CZ
Guided Practice: After the video, tell students: It all started with a simple promise by Joe, and that promise continues today. Not everyone can walk across Canada to make a difference, but each and every one of us can push for change in our communities, one promise at a time. Joe has given us a challenge. He wants every student in Canada to create a promise to help bring awareness and attention to an issue related to homelessness.	
Independent Practice: Today you are going independently or in small groups to explore some local charities in our community that work to support people experiencing homelessness. You will be responsible for choosing a charity of interest, learning about the charity, identify the mission and values of the charity, and describe how the charity creates change for people experiencing homelessness. You will be presenting your charity to the class.	
Consolidation: Based on what you have learned about the mission and values of charities today, what do you think you could personally do to inspire others and make change? Discuss.	

*Please only use charities that are recognized by the Canada Revenue Agency

The Promise Project	Secondary
Grades: 9, 10, 11, 12	Big Ideas: Empowered to Serve Student Led Action
Subject: Social Studies	Learning Goals: Students will work to create a service based learning project that addresses and helps solve the critical issues that put youth at risk, in their schools and communities, of experiencing homelessness. Students will pick an area they are passionate about, implement a team project and create a video about their project for a chance to win \$5000 for their charity.
Teaching Suggestions: In order to teach students about homelessness, teachers must be aware of their own preconceived notions and biases on the topic. This will help them relate to their students and the type of biases they might already have and will also help the teacher challenge stereotypical ideologies as they come up throughout the lessons.	Essential Questions: What is a student based learning project? What does it mean to bring awareness? How can we help others? What does the mission and values of a charity mean? How can we support charities in meeting their mission and values? What critical issues can put youth at risk of experiencing homelessness? What is an area of homelessness that you are passionate about? How can we make a difference in the world? Is there a way to put an end to homelessness? How can we share our learning with others?
Relevance: Although homelessness is an ongoing issue, there are many things we can do together to make a difference in the lives of those experiencing homelessness. In this lesson, students will learn how to use their own critical thinking and empathy skills to problem solve ways to raise awareness for a charity. Students will work to create a service based learning project that addresses and helps solve the critical issues that put youth at risk in their schools and communities of experiencing homelessness. Students will pick an area they are passionate about, implement a team project and create a video about their project for a chance to win \$5000 for their charity or to further their own independent team project.	Terminology: <i>Fundraising: the seeking of financial support for a charity or cause.</i> <i>Charity: an organization set up to provide help and raise money for those in need.</i> <i>Awareness: knowledge or understanding of a situation or fact.</i> <i>The Push for Change: a fundraising campaign to end homelessness.</i> <i>The Promise Project: an awareness campaign to end homelessness.</i> <i>Service Based: an organization that is based on providing services to those in need.</i> <i>Democratic: supporting or practicing a system of government by the whole population or all the eligible members of a state, typically through elected representatives.</i>

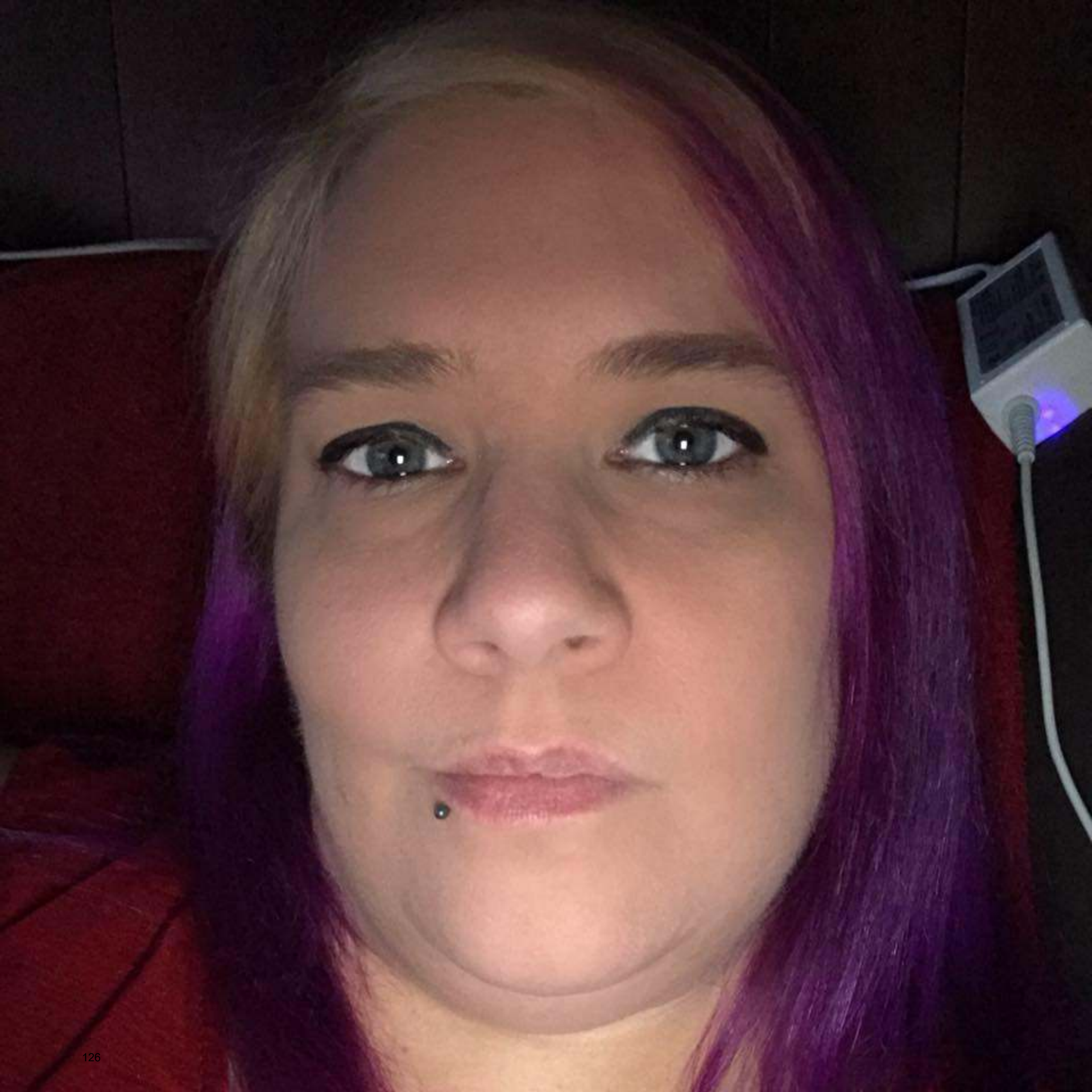
Delivering the Lesson	
Minds On: Students will be asked to present their findings on their charity of choice to the class and include information on the mission, values, fundraising needs, outreach, advocacy work the organization is part of and ideas about how the student may be able to assist the charity.	Materials: Student Information Charity Sheets The Push for Change I Promise Campaign video on YouTube: https://www.youtube.com/watch?v=fc6zGxY8CZ Access to internet/projector/computer iPads for student use Padlet accounts for each student Teacher designed Padlet template for student use
Guided Practice: To get some inspiration going, let's watch the following video made by The Push for Change and see how other students who have designed their own service based project have done so. https://www.youtube.com/watch?v=fc6zGxY8CZ Provide other videos for students to look at on various ways to assist charities. Students will reflect on some of the ways we can help charities meet their mission and values by posting their ideas on Padlet. By using Padlet each student will have the opportunity to contribute to the overall idea that will guide this assignment.	
Independent Practice: Students will work individually or in small groups to create a service based learning project that addresses and helps solve the critical issues that put youth at risk in their schools and communities of experiencing homelessness. Students will pick an area they are passionate about, implement a projector campaign, and create a video about their project for a chance to win \$5000 for their charity or to or to further their own independent team project.	
Consolidation: Students will implement a project and create a video about their project for a chance to win \$5000 for their charity, or to further their own independent team projects. See The Promise Project Toolkit for further details. The toolkit is available on The Push for Change website.	

Exercise 1.1 Picture Cards











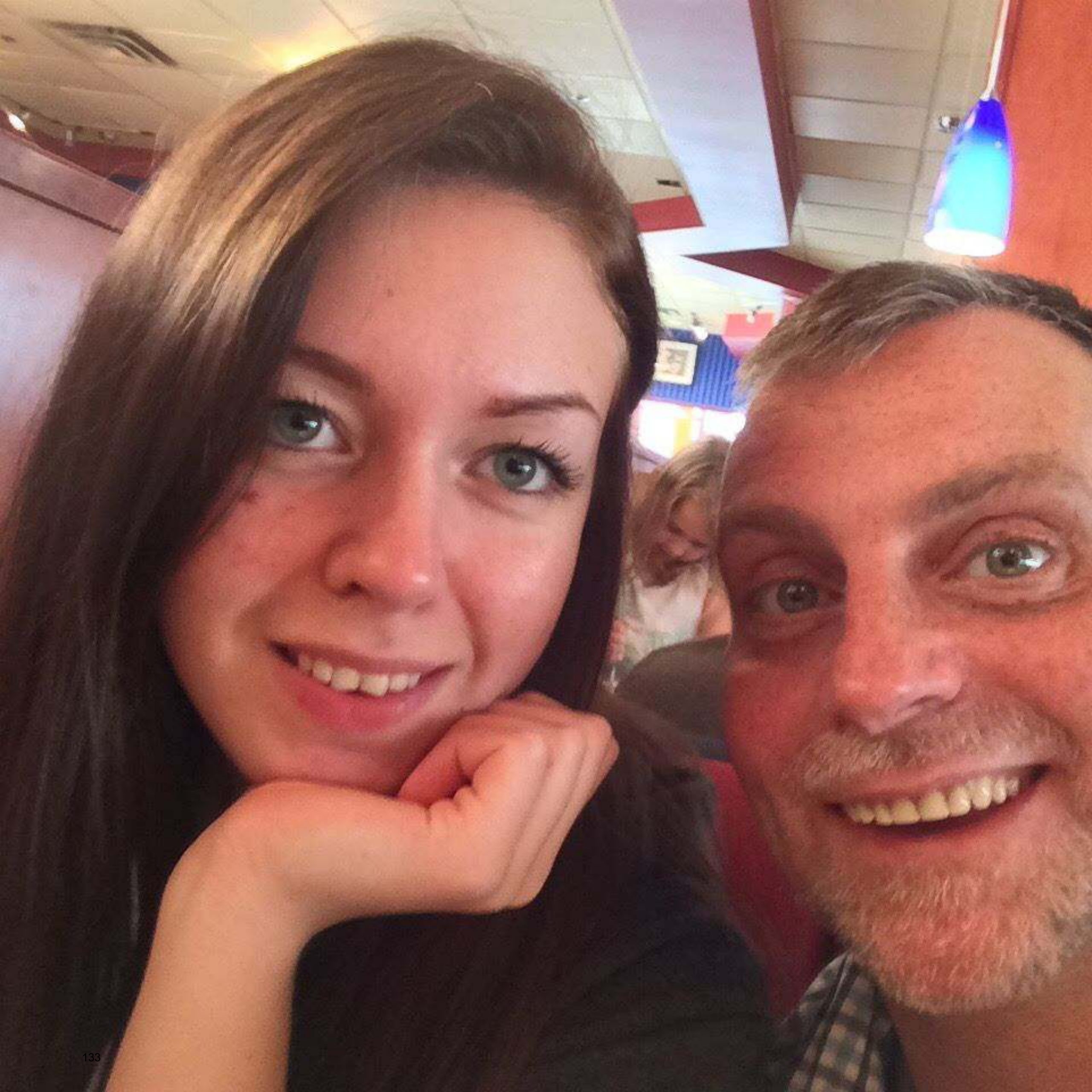


























140











145

©mary buggs



Adopt Me

TONIGHT?



FLOWERS



SMILES



HEART LOVE



PEACE









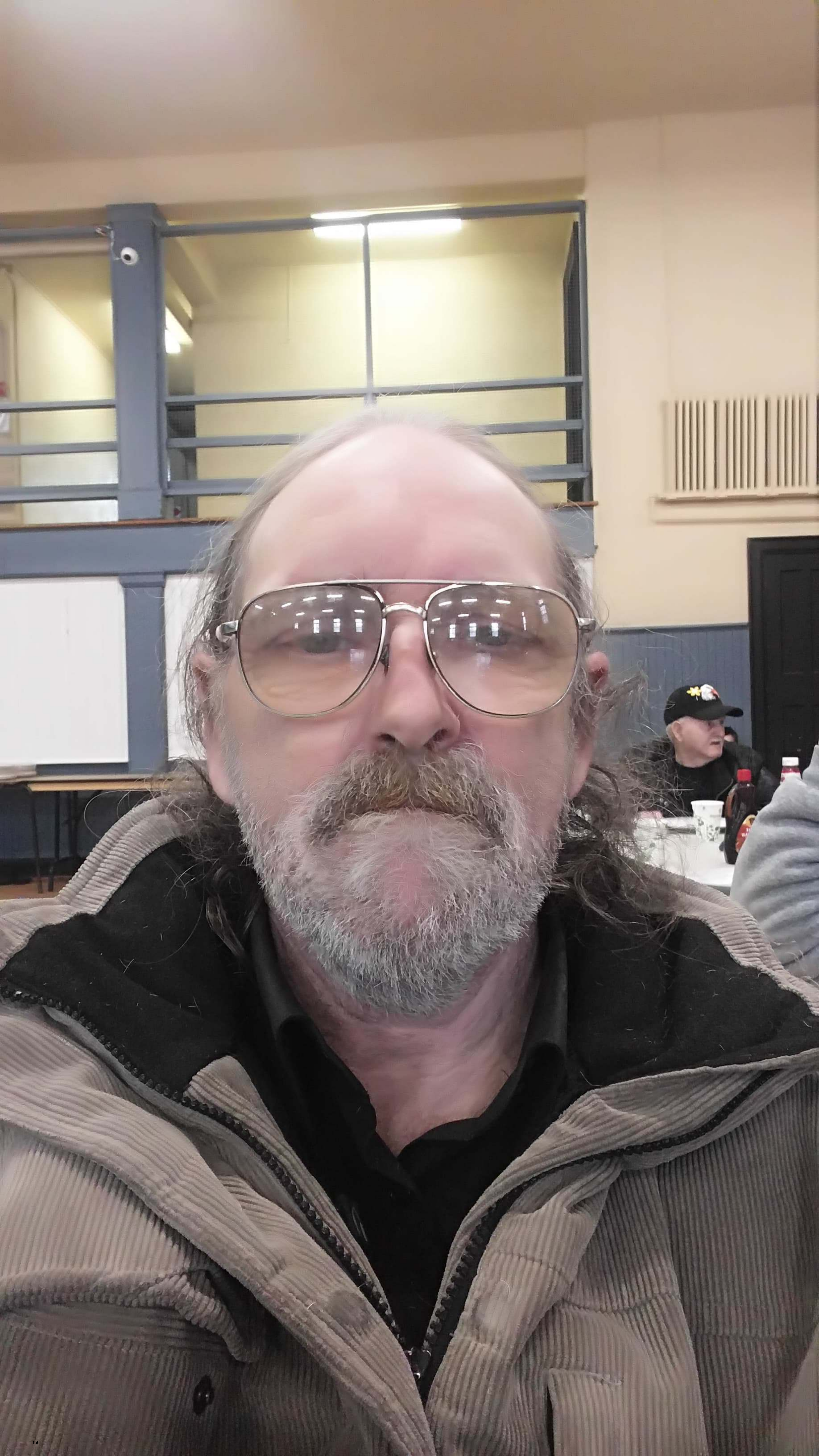
















Exercise 1.2 Sample Student Posters

I promise to help others learn about homelessness.



Did you know kids can be homeless?

Help end homelessness today. Work on your own Promise Project!

I PROMISE TO HELP END HOMELESSNESS

HELP END HOMELESSNESS

Tell a caring adult if a friend needs help.

Help someone in need find supports.

Donate to your local homeless shelter.

**TOGETHER WE CAN MAKE A
DIFFERENCE**

I promise to teach others about homelessness.



Homes come in different shapes and sizes.

Everyone deserves a place to call home!



BJHS
Believes In You!

Change
the
World!



Score in the Square Garden Square, Downtown Brampton Sunday, October 30, 1-4 pm
www.brampton.ca

HOMELESS BUT NOT HOPELESS

Just because I can't see it, doesn't mean it isn't there
Help End Youth Homelessness

END YOUTH HOMELESSNESS



4500 Children & Youth
Used a Shelter or
Housing in

Compassion without action
is simply observation
END YOUTH HOMELESSNESS

Families with
are the fastest
growing group
homeless

Families with children
are the fastest
growing group of homeless
people

EVERYONE
DESERVES
A PLACE TO
CALL HOME
NOT A HOME!!

@pushforchange
#pushforchange
KM 3363 of 9,000
WALTERS GROUP
WOOD AUTOMOTIVE GROUP
Woodricks
www.occnada.com

Families with children
are the fastest
growing group of
homeless people

LILLIAN BERG PUBLIC SCHOOL





Push
For
Change

The 12 Dimensions of Indigenous Homelessness

As articulated by Indigenous Peoples across Canada

Historic Displacement Homelessness

Indigenous communities and Nations made historically homeless after being displaced from pre-colonial Indigenous lands.

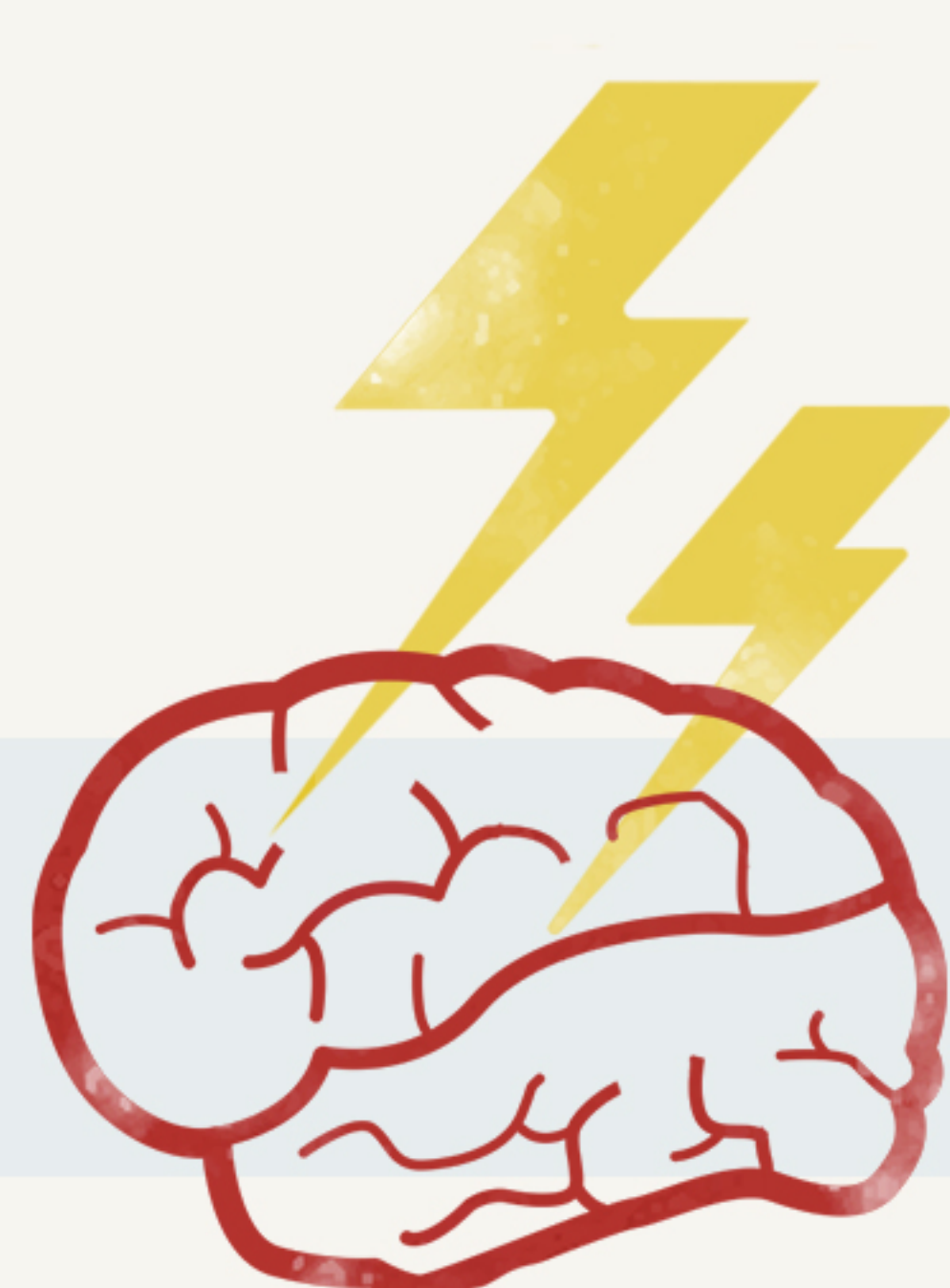


Contemporary Geographic Separation Homelessness

An Indigenous individual's or community's separation from Indigenous lands, after colonial control.

Spiritual Disconnection Homelessness

An Indigenous individual's or community's separation from Indigenous worldviews or connection to the Creator or equivalent deity.



Mental Disruption and Imbalance Homelessness

Mental homelessness, described as an imbalance of mental faculties, experienced by Indigenous individuals and communities caused by colonization's entrenched social and economic marginalization of Indigenous Peoples.

Cultural Disintegration and Loss Homelessness

Homelessness that totally dislocates or alienates Indigenous individuals and communities from their culture and from the relationship web of Indigenous society known as "All My Relations."



Overcrowding Homelessness

The number of people per dwelling in urban and rural Indigenous households that exceeds the national Canadian household average, thus contributing to and creating unsafe, unhealthy and overcrowded living spaces, in turn causing homelessness.



Relocation and Mobility Homelessness

Mobile Indigenous homeless people travelling over geographic distances between urban and rural spaces for access to work, health, education, recreation, legal and childcare services, to attend spiritual events and ceremonies, have access to affordable housing, and to see family, friends and community members.



Going Home Homelessness

An Indigenous individual or family who has grown up or lived outside their home community for a period of time, and on returning "home," are often seen as outsiders, making them unable to secure a physical structure in which to live, due to federal, provincial, territorial or municipal bureaucratic barriers, uncooperative band or community councils, hostile community and kin members, lateral violence and cultural dislocation.

Nowhere to Go Homelessness

A complete lack of access to stable shelter, housing, accommodation, shelter services or relationships; literally having nowhere to go



Escaping or Evading Harm Homelessness

Indigenous persons fleeing, leaving or vacating unstable, unsafe, unhealthy or overcrowded households or homes to obtain a measure of safety or to survive. Young people, women, and LTGBQ2S people are particularly vulnerable.

Emergency Crisis Homelessness

Natural disasters, large-scale environmental manipulation and acts of human mischief and destruction, along with bureaucratic red tape, combining to cause Indigenous people to lose their homes because the system is not ready or willing to cope with an immediate demand for housing.



Climatic Refugee Homelessness

Indigenous peoples whose lifestyle, subsistence patterns and food sources, relationship to animals, and connection to land and water have been greatly altered by drastic and cumulative weather shifts due to climate change. These shifts have made individuals and entire Indigenous communities homeless.





THE PROMISE PROJECT

Worksheet 1.3

Why is homelessness an issue that affects us all?



THE PROMISE PROJECT

Worksheet 1.4

1. Approximately how many people experience homelessness in Canada each year?
2. Why is homelessness like an iceberg?
3. What does hidden homeless mean?
4. What is the top reason people experience homelessness in Canada?
5. What is the top reason young people experience homelessness in Canada?
5. What stereotypical image do we normally associate with homelessness?
7. Is there one look to homelessness? Do people experiencing it look a specific way?
8. What argument did Pascal make as the most cost-efficient and humane response to homelessness?
9. How much does it cost the shelter system to house a person experiencing homelessness?
10. How much money is saved compared to the cost of shelters when we put someone experiencing homelessness into affordable housing?
11. In your opinion, is homelessness a personal failing or a structural problem? Explain your answer.

Additional Homelessness Lesson Plans and Resources

- 1) What is it like to be Homeless? <https://www.countyofrenfrew.on.ca/documents/RCHC/RenfrewCountyTeachersResource.pdf>
- 2) Homelessness and Housing Umbrella Group Teacher Resource <https://education.alaska.gov/esea/titlex-c/docs/onlineplan.pdf>
- 3) Unsheltered Lives: Teaching about Homelessness in Grade K-12, an Interdisciplinary Activity Guide <https://cotsonline.org/wp-content/uploads/2012/12/Unsheltered-Lives-2010.pdf>
- 4) Homelessness: A Teachers Guide https://stophomelessness.ca/wp-content/uploads/2010/09/teachers-guidelr_10.pdf
- 5) Homelessness Education Online Lesson Plans https://www.isbe.net/Documents/Lesson_Plan_Links.pdf
- 6) Homelessness and Poetry <https://www.tolerance.org/classroom-resources/tolerance-lessons/homelessness-and-poetry>
- 7) Humanizing Homelessness https://www.schoolonwheels.org/wp-content/uploads/2015/04/HumanizingLesson0430_f.pdf
- 8) How can we talk to young children about Homelessness? <https://homelesshub.ca/blog/how-can-we-talk-young-children-about-homelessness>
- 9) Video: Videos about Homelessness: From a child's Perspective <https://vimeo.com/5363586>
- 10) Video: What is a home? <https://www.youtube.com/watch?v=RW1VCbCIDmY>
- 11) 15 Books for Children about Homelessness <https://www.raisingtheroof.org/15-books-about-homelessness-for-children/>
- 12) 14 Children's Picture books on Homelessness <https://humaneeducation.org/blog/2013/14-childrens-picture-books-homelessness/>
- 13) Video: Would you recognize someone you know if they were homeless? <https://www.ctvnews.ca/world/would-you-recognize-a-loved-one-dressed-like-the-homeless-1.1791017>
- 14) Article: Panhandling tickets skyrocket in Toronto since Safe Street Act <https://www.theglobeandmail.com/news/toronto/panhandling-tickets-skyrocket-in-toronto-since-safe-street-act/article4250762/>

- 15) Article: The Star analyzed 31,000 anti-panhandling tickets. Forty-six people received more than 100, with one man ticketed 467 times
<https://www.thestar.com/news/gta/2019/07/08/the-star-analyzed-31000-anti-panhandling-tickets-forty-six-people-received-more-than-100-with-one-man-ticketed-467-times.html>
- 16) Article: Ontario pledges \$100M to combat homelessness
<https://www.thestar.com/news/gta/2017/03/09/ontario-pledges-100m-to-combat-homelessness.html>
- 17) Article: Olympics Sidelines Youth: Understanding wider impacts of the Games
<http://www.dominionpaper.ca/articles/3443>
- 18) Article: Critics say new definition of 'homeless' too broad, includes those only 'at risk'
<https://nationalpost.com/news/canada/critics-say-new-definition-of-homeless-too-broad-includes-those-only-at-risk>
- 19) Article: Homelessness 'chronic' in Canada: Study
<https://www.cbc.ca/news/canada/homelessness-chronic-in-canada-study-1.674356>
- 20) Article: Faces of Toronto's Homeless Youth
<https://www.thestar.com/news/gta/2015/10/19/faces-of-torontos-homeless-youth.html>
- 21) Article: Comprehensive statistics lacking on number of homeless people in Canada
<https://www.theglobeandmail.com/news/national/comprehensive-statistics-lacking-on-number-of-homeless-people-in-canada/article33426865/>
- 22) Home Safe Educators Guide: To complement the short documentary film
http://www.skyworksfoundation.org/right-nav/HS_educators_guide.pdf

Additional Indigenous Lesson Plans and Resources

- 1) Aboriginal Education Lesson Plans (Elementary and Intermediate)
<http://guides.library.ubc.ca/c.php?g=676257&p=4765077>
- 2) Aboriginal Education Lesson Plans (Senior)
<https://guides.library.ubc.ca/c.php?g=677238&p=4772604>
- 3) Introduction to Residential Schools
<http://www.sd23.bc.ca/ProgramsServices/AboriginalEducation/CurriculumResources/CRK-7/Documents/Shi-Shi-Etko.pdf>
- 4) Four Directions Teaching
<http://www.fourdirectionsteachings.com/>
- 5) First Nations, Metis and Inuit Contexts in Education
<https://guides.library.ualberta.ca/c.php?g=339837&p=3444625>

- 6) Indigenous K-12 Teacher Resources
https://guides.library.uoit.ca/indigenous_k-12/textbooks-curriculum
- 7) Project of Heart Teacher Guides/Lesson Plans
<http://projectofheart.ca/teacher-guideslesson-plans/>
- 8) WE's Resource Guide for Bringing Canadian Indigenous Culture into the Classroom
https://cdn.we.org/wpcontent/uploads/2015/08/INDIGENOUS_Guide_20161018_FINAL_V4_Nov_15_WEB.pdf
- 9) First Nations, Metis and Inuit Education Association of Ontario
<http://fnmieao.com/resources/>
- 10) Indigenous Arts and Stories Guide
<http://www.our-story.ca/teachers/>
- 11) Indigenous Education
<https://www3.sd71.bc.ca/School/abed/resources/staffresources/elementary/Pages/default.aspx>
- 12) Indigenous Education Resources
http://www.cangeoeducation.ca/resources/indigenous_resources/
- 13) The Learning Circle Classroom Activities on First Nations in Canada
https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_lc1214_1331134340172_eng.pdf
- 14) Aboriginal Perspectives: Aboriginal Heroes
<http://www.edu.gov.on.ca/eng/aboriginal/strategygr05lanheroes.pdf>
- 15) Residential Schools: Teacher's Resource Guide: Grades 9-12
<https://libguides.usask.ca/c.php?g=369189&p=4058668>
- 16) Residential Schools: Teacher's Resource Guide: Grades 5-8
<https://libguides.usask.ca/c.php?g=369189&p=4058597>
- 17) Residential Schools: Teacher's Resource Guide: Grades K-4
<https://libguides.usask.ca/c.php?g=369189&p=2496384>
- 18) Residential Schools: Teacher's Resource Guide: Teacher Kits, Lesson Plans, and Other Resources
<https://libguides.usask.ca/c.php?g=369189&p=4058775>
- 19) Residential Schools and Reconciliation Lessons and Resources
<https://learning.royalbcmuseum.bc.ca/pathways/residential-schools-reconciliation/teach/>

- 20) Article: A First Nation's epic wait for clean water gets longer
<https://www.macleans.ca/news/canada/a-first-nations-epic-wait-for-clean-water-gets-longer/>
- 21) Article: Why is Canada ignoring the health of aboriginal people?
<https://www.theglobeandmail.com/opinion/why-is-canada-ignoring-the-health-of-aboriginal-peoples/article23856403/>
- 22) Article: Indigenous People and Food Insecurity
<https://proof.utoronto.ca/resources/research-publications/aboriginal-peoples-and-food-insecurity/>
- 23) Article: Nearly 50% of Indigenous Children live in Poverty
<https://www.theglobeandmail.com/canada/article-half-of-indigenous-children-live-in-poverty-highest-rate-of-child/>
- 24) Article: Inquiry finds 'race-based genocide' of Indigenous people Canada
<https://www.theglobeandmail.com/politics/article-inquiry-finds-race-based-genocide-of-indigenous-people-in-canada/>
- 25) Article: What does reconciliation mean to Indigenous people?
<https://www.cbc.ca/news/canada/british-columbia/reconciliation-doesn-t-exist-yet-say-indigenous-leaders-1.4963594>
- 26) Article: Exploring Identity: Who are the Metis and what are their rights
<https://www.cbc.ca/news/indigenous/metis-identity-history-rights-explainer-1.5098585>
- 27) Article: Two-thirds of Indigenous people don't feel respected in Canada, according to pre-election survey
<https://www.cbc.ca/news/indigenous/indigenous-pre-election-poll-results-1.5193065>
- 28) Article: Attawapiskat declares state of emergency over water quality
<https://www.cbc.ca/news/indigenous/attawapiskat-water-quality-emergency-1.5204652>
- 29) Article: Indigenous homeless youth program ready for clients Friday
<https://www.cbc.ca/news/canada/hamilton/indigenous-homeless-youth-program-ready-for-clients-friday-1.4988383>
- 30) Article: Indigenous, LGBTQ people disproportionately homeless, Quebec survey finds
<https://www.cbc.ca/news/canada/montreal/quebec-homeless-survey-1.5070595>
- 31) Audio: 4 faces of homelessness: Kathleen-when homelessness is about more than just housing
<https://www.cbc.ca/news/canada/thunder-bay/four-faces-of-homelessness-kathleen-1.4856382>

- 32) Audio: 4 faces of homelessness: Lyndsey- when housing is not enough
<https://www.cbc.ca/news/canada/thunder-bay/four-faces-of-homelessness-lyndsey-1.4856345>
- 33) Audio: 4 faces of homelessness: Kurtis-the price of homelessness
<https://www.cbc.ca/news/canada/thunder-bay/four-faces-of-homelessnes-kurtis-1.4856142>
- 34) Aboriginal Children's Books: 17 Stories To Teach Kids About Indigenous Heritage
https://www.huffingtonpost.ca/2016/06/24/aboriginal-childrens-books_n_10617304.html
- 35) 14 inspiring children's books from Indigenous writers
<https://www.cbc.ca/books/14-inspiring-children-s-books-from-indigenous-writers-1.4832091>
- 36) BOOK LIST: National Indigenous History Month Reading List
<http://bookcentre.ca/blog-post/book-list-national-indigenous-history-month-reading-list>
- 37) Lesson Plans for Graphic Novel: "The Secret Path" by Gord Downie
- A) Interactive video lesson plan for: The Secret Path
<https://spiral.ac/sharing/gz45gtj/the-secret-path>
 - B) The Secret Path Lesson Plan
<http://www.mbteach.org/mtscms/2017/04/26/secret-path-lesson-plans/>
 - C) Introduction Lesson: Secret Path
<http://www3.sd71.bc.ca/School/abed/resources/teacher/Documents/Introductory%20Lesson%20for%20Secret%20Path.pdf>
 - D) Secret Path- Lesson Plans and Art Work
http://www.catholicteachers.ca/For-Your-Classroom/Curriculum-Resources/Aboriginal_Education/Publications/Secret-Path-Lesson-Plans-and-Art-Work

Additional Resources from 'The Push for Change'

- 1) Video: Homeless by GOPS 5/6 Class
<https://www.youtube.com/watch?v=GZXni6Vk140>
- 2) Video: Push for Change
<https://globalnews.ca/video/2803722/push-for-change>
- 3) Video: The Push for Change Joe Roberts at TEDxStanleyPark
https://www.youtube.com/watch?v=IFqh0Rn_d6s
- 4) Video: The OPP and Push for Change
<https://vimeo.com/181034203>
- 5) Various The Push for Change Videos
<https://www.thepushforchange.com/videos/>