

## Lesson 1: How many homeless people are there? What does it mean to be homeless?

Learning objectives: By the end of the lesson the students should be able to:

- explain why a street-count is not an accurate measure of the number of homeless people in the UK
- identify some of the differences between having somewhere to shelter and having a home
- discuss the relevant importance of these different factors

National Curriculum Links:

2.1.c Students should be able to interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias.

4.1.a debate in groups and whole class discussions, topical and controversial issues.....

Resources needed:

- |    |                                    |                               |
|----|------------------------------------|-------------------------------|
| 1a | How many homeless?                 | as OHP/Ppt slide/web resource |
| 1b | 'National rough sleeping estimate' | as spreadsheet/web resource   |
| 1c | What makes a house a home?         | as OHP/Ppt slide/web resource |
| 1d | Full house game                    | as OHP/Ppt slide/web resource |

Starter (10-15 mins)

Show students page 1 of OHP 1a/Power point slide 1a (or read out the information and write key words/figures on the board).

Ask them to discuss the question ('Is this a useful statistic.....? ') in small groups or pairs.

It might be useful here to look at Resource 1b 'National rough sleeping estimate' which gives a break-down of the count for different places in the UK. If your town is mentioned you might like to discuss whether

the figure corresponds to the students' impressions of how many homeless people they think there are in their town (how many people have they seen begging or selling The Big Issue, for example?)

After 5 minutes feed back ideas as a class. Then show page 2 of OHP 1a /give out as a handout and read through as a class and discuss in the light of the group's feedback.

#### Main activity (20 mins)

Show OHP 1c/Power point slide 1c 'What makes a house a home.....' and ask students to discuss ideas again in groups and jot down ideas. If they are having difficulty thinking of ideas show them the 'hints' section.

Feedback the ideas as a class and display them on the board.

Hand out one copy of Resource 1d 'Full house' per group and ask students to fill in the numbered boxes on the house with the nine most important things that they think make a house a home (they can choose from all the ideas on the board). Number 1 (the front door) is the most important, and number 9 (the top window) the least. The windows are as important as the other windows in that line.

#### Plenary (10-15 mins)

Play 'Full house' game:

Call out one item at a time from the list on the board. If a group has chosen that item they can cross it off on their grid. The idea of the game is to get a 'full-house' by crossing off all the items in the grid (cross them off the board yourself to keep track of the ones you have used). A group 'wins' when they have crossed off all the items on their grid.

Depending on how much time you have, you may wish to pause after reading out each item and ask the groups whether they had chosen that item, which position they had put it in, and why.

At the end of the game compare the grids and discuss whether the groups had chosen similar or different items and how they had ranked them.