

Emmaus schools' resources: Lesson plans

## Lesson 4 (and 5) Why is the Emmaus approach successful?

Learning objectives: By the end of this lesson(s), the students should be able to:

- explain how life in an Emmaus Community can help people who have been homeless to develop their self esteem and learn new skills
- explain how an Emmaus Community supports itself financially
- explain how Emmaus Companions help each other
- say where Emmaus Communities and Groups are situated in the UK
- make and justify suggestions for the design of an 'ideal' Emmaus Community

National Curriculum Citizenship Links:

2.3.a Students should be able to explore creative approaches to taking action on problems and issues...

3h The study of citizenship should include...the impact and consequences of individual and collective actions, including those of the voluntary sector

3i ...policies and practices for sustainable development

Resources needed:

3c Emmaus in a nutshell as OHP/Ppt slide/web resource

4a True or false? as OHP/Powerpoint slide)

4b Emmaus now and in the future Powerpoint presentation

4c What Emmaus has done for me class set of A4 sheets

Poster sized paper, pens etc

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### Starter (5 – 10 mins):

You may want to start with showing Resource 3c 'Emmaus in a Nutshell' first, or you may want to go straight to Resource 4a 'True or false?'

#### Answers to 4a:

1. An Emmaus Community is a hostel for homeless people. **False**
2. Formerly homeless people who live in an Emmaus Community are called Companions.  
**True**
3. Companions agree to work full time in their Community.  
**True**
4. They are allowed to drink alcohol in their Community.  
**False;** neither can they use illegal drugs
5. They can stay in their Community for a maximum of 6 months.  
**False;** they can stay for as long as they like.
6. Emmaus is a religious organisation.  
**False**
7. Emmaus Communities aim to become self sufficient and eventually make a profit through their recycling business.  
**True**
8. Emmaus Companions do not receive job - seekers allowance (unemployment benefit).  
**True**

### Main Activity (15 – 20 mins + possible extension into next lesson):

How you approach this will depend on whether you have time to develop the topic in the next lesson. If there is time, students could be given the task of designing their own Emmaus Community. You could show the Powerpoint presentation 4b 'Emmaus now and in the future', establish the basics that an Emmaus Community would need to have (individual rooms, staff rooms, communal areas (including kitchen and eating area), workshop, space for vans, storage for furniture, shop.) give out the poster paper and see what they come up with. They should be given a time limit (35 minutes minimum)

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and told that each group will need to give a 2 minute presentation of their design.

If you are limited to one lesson here, there won't be time for this activity unless you can set it as research/homework. In this case, you will probably only have time to take suggestions as to what an ideal Community would need, but you could still use the Powerpoint presentation 4b as a stimulus for this discussion.

### Plenary: (5 – 15 mins)

Whether you decide to take 4 or 5 lessons, please try and find time to use Resource 4c 'What Emmaus has done for me' (1 sheet for everyone if possible) as a stimulus for a final discussion on why Emmaus is a successful route out of homelessness for many people. Students may want to think back to Lesson 3 where they compared the different approaches and types of support which were available, and reflect on what the Companion quotes in 4c reveal about their own personal journeys.

Possible further ideas for this topic:

Students could:

1. research how Emmaus Communities fit the Social Enterprise model.  
Useful websites: [www.socialenterprise.org.uk](http://www.socialenterprise.org.uk), [www.cabinetoffice.gov.uk/third sector](http://www.cabinetoffice.gov.uk/third-sector)
2. research the life of Abbé Pierre
3. research Emmaus Communities overseas and find out more about the aims of Emmaus International
4. write a script or storyboard for an interview or DVD about an Emmaus Companion