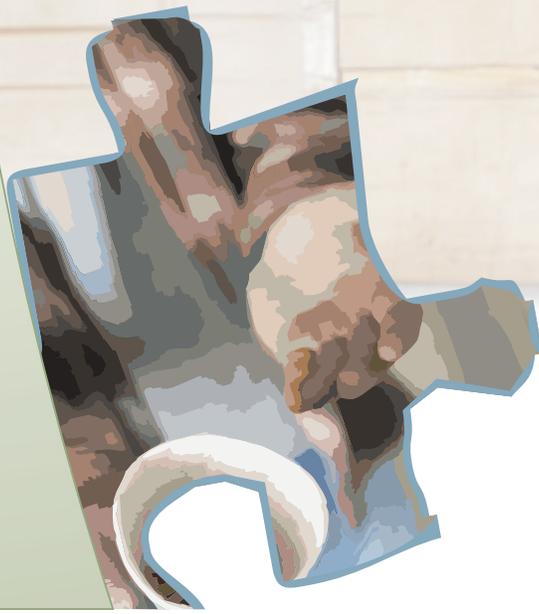


Homelessness in plain **view**



**Integrating Homelessness
Issues into Civics Classes**



the
homeless
www.homelesshub.com **hub**

O Canada! Homelessness in Plain View

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Getting Ready to Teach Homelessness

This curriculum unit has been designed for high school Civics teachers, but the exercises can easily be modified for use in middle schools.

Preparing to Teach

In order to effectively engage students in learning about homelessness, it is important for teachers to prepare. The Homeless Hub provides a number of resources that educators can use to learn more about the subject matter. These resources include special plain language summaries of key issues and questions, an extensive resource library, videos and arts-based research. It is recommended that all teachers explore these resources, and familiarize themselves with the site. The key resources for teachers include:

- **Resources for Teachers** - On the Homeless Hub's Education (www.homelesshub.ca/Education) page there is a tab that reads **Resources for Teachers**. This tab takes you to a page with a large number of short, plain language reports that highlight key information about homelessness.
- **Topics** – The Homeless Hub's Topics section (www.homelesshub.ca/Topics) breaks down homelessness issues into key topics and subtopics. Each of these includes a non-technical description and list of related articles that will enhance the descriptive text provided. One can easily learn a lot about homelessness by simply browsing through the topics.
- **Experiences** - The Experiences section of the Hub (found on the Homeless Hub's Experiences page www.homelesshub.ca/Experiences) contains a number of first hand stories and accounts from people who have experienced homelessness. These are useful resources for educators, students and learners who want to go directly 'to the source'.
- **Research Library** - The Homeless Hub has the most extensive research library on homelessness in the world, with over 25,000 resources and counting. Search for articles, reports, videos and other resources (www.homelesshub.ca/Library).

Resources for Students

Many of these resources found in the **For Students** section of the Hub (www.homelesshub.ca/Education/For_Students) can also be used as handouts and teaching resources. This section provides a lot of easy to understand information on homelessness, including short reports, Q and A's, etc. Teachers are encouraged to direct students who wish to learn more about homelessness to the Homeless Hub and use the research library.



O Canada! Homelessness in Plain View

Introduction and Unit Overview

This unit is intended for teachers of Grade 9/10 History and/or Civics/Citizenship learners. The activities described here have been developed based on curriculum expectations for Intermediate students from various provincial education ministry/departments across Canada. The common element of most provincial curriculum expectations is: the development of learners as Informed, Purposeful, and Active citizens. The teaching/learning strategies included here can be used individually, but also sequentially to develop skills that learners demonstrate in a summatively assessed culminating activity: the Homelessness Awareness Media Campaign. All teaching/learning strategies included herein, can be formatively and/or summatively assessed to prepare learners for the culminating activity. – **Moira Wong** -



Image provided by Photography and Story
(<http://anagraphia.blogspot.com/>).

Learning and Teaching About Homelessness in Canada

Canadian public attitudes about socioeconomic inequity and homelessness vary widely; learners' attitudes also reflect this spectrum of opinion. Although The Universal Declaration of Human Rights (**Appendix 1 and 2**) includes articles that outline:

- 'adequate standard of living' (Article 13);
- 'special care and assistance' for mothers and children (Article 25);
- 'adequate standards of living for the child's physical, mental, spiritual, moral and social development' (Article 27);
- 'socioeconomic status' appears in no current provincial Human Rights Code as Grounds for Discrimination. Furthermore, commercial and public media sources generally render the day to day reality of thousands of homeless Canadians as virtually 'invisible'. Many of our learners are not aware of the circumstances of some of their classmates. Lack of awareness, reinforced by institutional neglect and stereotypes in turn undermines our efforts to teach learners to 'walk in another's shoes' if we do not at first openly discuss how we, as individuals and as citizens, develop bias, prejudice, and stereotypes.



The activities found here endeavor to effectively promote social justice as a national value as basis for the development of *Informed, Purposeful, and Active* citizenship in our learners. Because the format and wording of provincial curricular expectations can vary widely, we have used key questions as focus-points for learning activities that assist students in demonstrating skill development.

We begin by asking students to recognize and own their individual biases toward life conditions that many of us take for granted, and for which we have formed, or are still in the process of forming assumptions about ‘home’: physical, emotional, psychological, and cognitive safety and security.

KEY QUESTIONS

- **Empathy-** Do I empathize with the views of individuals belonging to different social groups in order to understand their needs?
- **Agency-** Do I believe that I can help affect change?
- **Evidence-** Are all viewpoints of equal value when trying to come to a conclusion about an issue or question? What do I accept/ reject as supporting evidence for a point of view?
- **Significance-** What do I consider ‘significant’ to the issue?
- **Continuity and Change-** Do my/ our actions to address socioeconomic inequity and homelessness reflect change or continuity? How?
- **Progress and Decline-** Do my/ our actions and their consequences develop into a sense of social progress or social decline? How?
- **Moral Judgment-** What moral judgments do I make of the actions/ lack of actions that have occurred related to the issue?



Learning/Teaching Approaches

Using the suggested approaches below, teachers and students can gain familiarity with:

- Analysis of power relationships
- Media text analysis
- Controversial and sensitive issues
- Human rights issues in the provincial, federal, and international contexts.

The Power Triangle

The Power Triangle as a graphic and structural organizer assists teachers and learners in analyzing forms of oppression and discrimination with three main self-reinforcing points of focus:

- concepts (bias, prejudice, stereotypes)
- individual responses/manifestations (e.g. name-calling)
- systemic/institutional responses/manifestations (slavery and/or subjugation of cultural/racial/ethnic/linguistic/faith groups)

Teachers can present and ask students to use the Power Triangle when addressing all equity and human rights issues (e.g., disabilities, class, gender, sexual orientation, and ethno-cultural equity). Both the Power Triangle (see **Resources Lesson 1**) and Power Triangle: Template (see **Resources Lesson 1**) are provided for teacher and student use .

The Media Triangle

Similarly, it is suggested that teachers accustom students to the use of the Media Triangle (see **Resources Lesson 2**) when examining all media forms, text and non-text, to develop awareness of the need for bias detection skills.

The Role of the Reader

The Role of the Reader strategy as it appears in *A Teaching Resource for Dealing with Controversial and Sensitive Issues*, TDSB (2003) is helpful to students and teachers in the analysis of bias, prejudice, and stereotypes. The metacognitive skill of bias detection is emphasized and enables learners to transfer their bias detection skills to all contexts outside the classroom. *A Teaching Resource for Dealing with Controversial and Sensitive Issues* can be found in the Homeless Hub database at www.homelesshub.ca/Library.

STAGE 1: Self-Knowledge

The teacher recognizes the personal biases he or she brings to the text.

Questions

- What personal biases shape my reaction to the content of this particular subject/lesson? What experiences have shaped my biases?
- What assumptions do I make about learning and teaching? Do some assumptions derive from these biases?



STAGE 2: Classroom Environment

The teacher works to establish an atmosphere of mutual trust, validation, and inclusion in the classroom.

Questions

- How do I ensure that all students in my class feel included in the content and in the discussion?
- How do I ensure that my students have the confidence to regularly take risks by expressing opinions, asking questions, or disagreeing with me or with each other?
- How do I handle controversial points of view or expressions of prejudice during class discussion?
- How do I encourage student contribution to the development, delivery, and assessment of the curriculum?
- How do I encourage students to extend their enquiries beyond the classroom?

STAGE 3: Knowledge of Students

In planning for instruction, the teacher considers the experiences, attitudes, and knowledge base of the students, based on their stages of development or social identities (e.g., race, ethnicity, religion, gender, sexual orientation, class, and ability).

Questions

- Do my students have experiences with the issues that are central to the text? What experiences?
- What additional or background information do my students need to deal with this text/topic?

STAGE 4: Preparation for Dealing with Text

In planning for instruction, the teacher reflects on the following:

Questions

- Why have I chosen this particular text? How does it further student learning on the theme or topic?
- Does language in the text reflect the prejudices and biases of a group or culture through labels, metaphors, and similes? How do the historical perspective and/or the author's purpose impose limitations on the point of view?
- If needed, how should I supplement the text in order to provide a balanced view, or to validate the social identities and experiences of my students?

STAGE 5: Teaching the Text

In dealing with a controversial or sensitive text in the classroom, the teacher considers the students' experience before, during, and after the presentation of the text.

A) Before

The teacher uses specific strategies and approaches with students before they read/experience the text.



Questions

- Have I discussed with students the ways in which texts are always constructed from a particular perspective or using a particular bias(es)?
- Have I helped students place the text in a broader historical/social context so that issues do not remain personalized?
- Have I provided material with positive themes and role models to balance negative ones?
- Have I ensured that my students (and their parents/guardians) are aware that we study/discuss materials which may be controversial?

B) During

The teacher helps the students focus on the presentation of the text, and handles concerns as they arise. The teacher models anti-discriminatory attitudes and behaviour in conducting classroom activities and in discussing material containing bias.

Questions

- Do I deal with student responses constructively as they arise?
- Have I taught my students how to separate the writers' or developers' assumptions from the roles or traits assigned to their characters?

C) After

The teacher processes the issues in the text with students, making sure that they have recognized and dealt with the bias.

Questions

- Can students formulate questions about the text that illustrate their ability to apply higher-order thinking skills (analyze, synthesize and evaluate)?
- Do my activities/assignments enable students to deal critically with the bias contained in the text?
- Have I encouraged students to research gaps in the material(s)/presentation?
- Can students respond to text, both on a personal and a theoretical level?

STAGE 6: Metacognition

The teacher helps students reflect on their learning, set future goals, and apply their learning to new contexts.

Questions

- Can my students explain the processes they used to recognize bias in the text, for example, by recognizing the intention of the author/developer and the techniques used? Can they apply the same processes to other texts?
- Do my students recognize and respond appropriately to bias, stereotyping, prejudice, and issues of discrimination they encounter beyond the classroom?



Lesson Plan Title: *Walking In Another's Shoes – Introductory Activity 1*

Activity Description:

In a whole group, students take turns as individuals or pairs reading out single lines from the poem provided, 'Being poor is' (see **Resources Intro Activity 1**). They continue to work in pairs in a Think- Pair- Share strategy and read the poem's lines again to identify an adjective that describes the emotion that each of the lines convey. Reconvene all student pairs to contribute their adjectives to a whole class discussion after which they post on an Empathy Word Wall.

Time: 45 minutes

Key Questions for Learners

Empathy: Do I empathize with the views of individuals belonging to different social groups in order to understand their needs?

Planning Notes

- Identify and prepare a space on a bulletin board or classroom wall for large sheets of chart paper labeled 'This is How it Feels...' (Empathy Word Wall). Assist students in correlating adjectives and emotional responses with line graphics of simple facial expressions.
- Prepare a projectable version and sufficient copies for all students of the poem "Walking In Another's Shoes" (see **Resources Intro Activity 1**)
- Cut one copy of the poem into numbered strips.

Prior Knowledge Required

None required

Teaching/ Learning Strategies

- In a whole group, introduce the topic of poverty by asking students how they feel when they cannot have something that someone else has because they cannot afford it. Record their responses on the board.
- Ask students how they know there are socioeconomic differences in their classroom and school population. Distribute the poem that has been cut into numbered strips at random and ask the students to read them aloud in order. After they have finished reading the strips, collect them.
- Show students a projectable version of the poem "Walking In Another's Shoes". Ask students who have not yet had the opportunity to read out the strips to read the poem aloud again.
- Ask students if they have ever experienced or have had friends experience any of the examples of poverty in the poem. Instruct students to form Think, Pair, Share pairs and re- read and think of one adjective to describe how the poet feels when they tell of their example. Dissuade students from being repetitive in their responses, (i.e. 'bad', 'sad', 'mad'). Distribute the strips once again, one to each pair.
- After student pairs have had a chance to re-read their line and discuss a possible



emotional response, ask each pair to read their line aloud one last time and to offer their emotion in a whole group discussion. As each pair volunteers their word, ask them to write it on the large sheets of chart paper labeled 'This is How it Feels...' (Empathy Word Wall).

- Tell students that as they go through the Unit activities, they will return to add more words to the Word Wall.



RESOURCE - *Walking In Another's Shoes - Introductory Activity 1*

“being poor is”

Poem by Grade 4 and 5 students, North Bay, Ontario

Assign adjectives that describe how you feel as you read in role...

Wishing you could go to McDonalds. -

Getting a basket from the Santa fund. -

Feeling ashamed while my Dad can't get a job. -

Not buying books at the book fair. -

Not getting to go to birthday parties. -

Hearing my Mom and Dad fight over money. -

Not ever getting a pet because it costs too much. -

Wishing you had a nice house. -

Not being able to go camping. -

Not getting a hotdog on hotdog day. -

Not getting pizza on pizza day. -

Not being able to have your friends sleep over. -

Pretending that you forgot your lunch. -

Being afraid to tell your Mom you need gym shoes. -

Not having breakfast sometimes. -

Sometimes it's real hard because my Mom gets scared and she cries. -

Hiding your feet so that the teacher doesn't get cross when you don't have boots. -

Not being able to take swimming lessons. -

Not being able to afford a holiday. -

Not having pretty barrettes for your hair. -

Not having your own backyard. -

Being teased for the way you're dressed. -

Not getting to go on school trips. -



Lesson Plan Title: *How Do I Fill Out a Form Without An Address?- Introductory Activity 2*

Activity Description:

In small groups, students read a checklist (see **Resources Intro Activity 2**) that is usually provided to newcomers when they arrive in Canada. Students use this list as a reference for the various pieces of information that Canadian citizens need for their identification and participation in daily Canadian life. Students work in small groups to research one checklist item in order to find out if the completion of a form is necessary to receive this service. In addition, students download the application form to find out if a home address is required. In their groups, students are asked to speculate their emotional response if they needed the service but did not have an address. These words are further added to the Empathy Word Wall from Introductory Activity 1.

Key Questions for Learners:

Empathy: Do I empathize with the views of individuals belonging to different social groups in order to understand their needs?

Planning Notes

- Prepare a projected version and sufficient copies for all students of the Welcome to Canada Checklist
- Arrange for library time or class computer time to look for and download the various government agency application forms. This could be a student task.

Prior Knowledge Required

It is helpful if students already have some knowledge of the government jurisdictions/responsibilities, (i.e. Libraries- Municipal; Social Insurance Number- Federal; Health Card- Provincial).

Teaching/ Learning Strategies

- In a whole group discussion, brainstorm and record government services that Canadians generally expect to receive on a day-to-day basis. Examples may include healthcare, education, etc. Ask students how they might feel if they saw that many Canadians were participating in these daily activities, but they were not. Record these words on the Empathy Word Wall.
- Ask students to work in small groups of 2-3.
- Distribute the Welcome to Canada Checklist and read it over with the class. Ask students which of these services they already receive; and if they remember if they or their parent/guardian needed to complete a form in order to receive these services.
- Inform students that this list is a reference generally given to newcomers to Canada for all the various pieces of information that Canadian citizens need for their identification and participation in daily Canadian life. Ask student groups to research one checklist item to find out if a form is necessary to receive this service; in addition, ask that students download the form to find out if a home address is required to fill out the application.



- After groups have looked at their forms, ask them to speculate how they would feel if they needed the service but did not have an address.
Examples might include: frustrated, angry, fed up, etc.
- With the whole class, discuss the significance of having a 'home address' to the formation of an identity and participation in daily life as a citizen. Ask students how they would feel if they did not have a home address. Add these adjectives to the Empathy Word Wall from Introductory Activity 1.
- Ask students to write a Reflection Journal entry on the question: Is having a home address part of a person's identity? Why might it be important?
Demonstrate the use of the Retell- Relate- Reflect- Respond process as outlined:

RETELL

- **Read** and understand three actions that you took in either Introductory Activity 1 or 2.
- **Retell** this information to a partner so that it is clearly understood.

RELATE

- **Ask yourself** if you:
 1. have had any of these experiences;
 2. how these experiences made you feel;
 3. how these experiences have changed your views

REFLECT

- **Think and plan** your response to the request:
 1. Reason #1
 2. Your own experience, feelings, change in views
 3. Reason #2
 4. Your own experiences, feelings, change in views
 5. Reason #3
 6. Your own experiences, feelings, change in views
- **Respond:** Is having a home address part of a person's identity? Why might it be important?



RESOURCE - How Do I Fill Out a Form Without An Address?- Intro Activity 2

Reading Resource:

In a group, read over the **WELCOME TO CANADA CHECKLIST** items that newcomers to Canada need ‘to do’ to start a life in a Canadian community.

Which of these items require that you:

- complete a form?
- complete a form that requires a ‘HOME ADDRESS’?

How would you feel if you could not complete the form?

Item #	Item on WELCOME TO CANADA CHECKLIST ‘To Do’ List	Requires Form Completion	Requires ‘Home Address’
1	<input type="checkbox"/> Find a place to live		
2	<input type="checkbox"/> Apply for a Social Insurance Number (SIN)		
3	<input type="checkbox"/> Apply for a Health Card (OHIP)		
4	<input type="checkbox"/> Apply for the Canada Child Tax Benefit (CCTB)		
5	<input type="checkbox"/> Open a bank account		
6	<input type="checkbox"/> Apply for a driver’s license		
7	<input type="checkbox"/> Get information about finding a job		
8	<input type="checkbox"/> Find a settlement agency close to your home		
9	<input type="checkbox"/> Find a Community Health Centre close to your home		
10	<input type="checkbox"/> Find an Employment Resource Centre (ERC) close to your home		
11	<input type="checkbox"/> Find a public library close to your home		
12	<input type="checkbox"/> Learn about your rights as an employee		
13	<input type="checkbox"/> Learn about your rights as a tenant		
14	<input type="checkbox"/> Find out how to register your children in school		
15	<input type="checkbox"/> Get maps of streets and bus routes		
16	<input type="checkbox"/> Find English classes for you and your family		
17	<input type="checkbox"/> Find out where to shop <input type="checkbox"/> Look for information on www.settlement.org		



Lesson Plan Title: *No Fixed Address- Seeing Homelessness: Beyond Bias/ Prejudice/ Stereotypes - Lesson 1*

Activity Description:

Students are asked to reflect on challenges presented by the social construction of classism and more specifically homelessness. Students participate in various interactive activities, including recording their everyday observations of how social constructions of class affect perceptions of groups and individuals, thereby creating inclusion/exclusion dynamics in social relationships.

Key Questions:

- Empathy
- Agency
- Evidence
- Moral Judgment

Time Required: 150 minutes (2 x 75 minute classes)

Planning Notes

- Prepare copies of the following Resources (to be found at the end of the lesson):
 - The Power Triangle
 - The Power Triangle Template
 - “Out of House and Home” Scenarios
- Prepare one copy of “Out of House and Home Scenarios” by cutting the scenarios into strips and putting them in a container
- This lesson plan focuses on socioeconomic disparity and homelessness. Because these topics are often sensitive, you should be particularly mindful of the Role of the Reader strategy, as identified in *A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms* (Toronto District School Board, 2005) (see Introduction) before guiding students through the lesson. You should be prepared for students to come across derogatory and/or classist terms that may be upsetting or confusing and will need debriefing.
- Be familiar with the following “Teacher Strategies during Discussions” and “Teacher Strategies for Answering Sensitive Questions” from *A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms*.
- Be aware of the difficulties and reluctance that students may have in describing themselves in socioeconomic terms. Students may express insecurity about participating in discussions in which they feel pressured to disclose their economic status. Keep discussions general; provide ample opportunity for students to reflect and respond as individuals to concepts.
- Make a projection copy of the Power Triangle and The Power Triangle Template.
- It is critical to prepare the students by stating that it is safe to speak one’s mind, but in a manner that is respectful of everyone.
- Provide student groups with chart paper and markers.



Prior Knowledge Required

- Students should be familiar with co-operative learning styles.

Teaching/Learning Strategies

1. Introduce the topic by posing the question: What is ‘Socioeconomic Status’ or ‘Class’? How is/was the concept developed? These questions engage the students’ thought processes, but do not necessarily require answers right away.
2. Provide everyday instances on the construction of the concept of “class” (i.e., how class is used to establish a distinction of “superiority vs. inferiority” based on the presence or absence of money and possessions), to justify the existence of poverty and forms of socioeconomic oppression (e.g., ‘*It’s a dog-eat-dog world*’, ‘*survival of the fittest*’, etc.).

A. Building a Power Triangle (See **Resources Lesson 1**)

3. Ask students to form groups of 4-5. Distribute one piece of chart paper and several markers to each group. Inform students that they are going to write as many concrete examples of classism as possible. Be sure to instruct students to think of and write down what they see, hear, smell, taste, and touch.

Model for students how they are to start their chart paper:

We know classism is here when...

I hear people say ‘trailer-park’;

I see someone wearing...

4. After student groups have had time to write their responses, distribute scissors and lengths of tape. Ask all student groups to:
 - cut their recorded observations into strips;
 - tape each strip up on the classroom wall at random.

After all groups have taped their strips on the wall, begin the activity debrief by asking students to walk the length of the wall and take turns reading out the recorded observations.

Guide students’ Triangle Building by stating that: classifications or categories often aid in the organization of many pieces of information. Model this by choosing and positioning three observation strips, one for each of the three different points of the Power Triangle (Ideas/ Prejudices/ Stereotypes; Individual Responses; and Systemic Responses). Continue placing observation strips and ask students if they see the pattern. Ask all students to continue your pattern of placement by speculating on the categories. Once the students have placed all the strips, hand out three strips labeled with points of the triangle: **Ideas/ Prejudices/ Stereotypes; Individual Responses; Systemic Responses.**

Ask students if all placed observation strips fall neatly into the categories stated; and

ask them to re-position observation strips if necessary.
 Finally, hand out six arrows to six different students; ask students to position these to illustrate the relationships between the three points of the Triangle, that is, Do Ideas/ Prejudices/ Stereotypes always lead to Individual Actions/ Responses?; Do Individual Actions/ Responses always lead to Systemic Actions/ Responses; etc?
 Continue guiding questions until they reach the conclusion that arrows go in both directions from each Triangle point.

B. Debriefing the Triangle (see **Resource Lesson 1**)

5. Distribute The Power Triangle, and ask students the following questions:
 - Are the stereotypes that apply to your group accurate?
 - Do stereotypes recognize different aspects of individuals?
 - Why do people stereotype others?
 - Are stereotypes harmful? Are they inaccurate?

6. Reorganize the classroom so that the students are sitting in a circle and all are on the same physical level (e.g., all standing or sitting). Introduce the next activity in which the students pass a closed container with an opening large enough for a hand to fit (e.g., facial-tissue box). Inform students that the container holds questions that will guide the round-robin discussion. Instruct the first student to withdraw a folded question, read it and answer it. After he or she has answered it, he or she poses the same question to the class. These questions include:
 - In what ways has socioeconomic status, poverty, or homelessness been portrayed in the media?
 - How is socioeconomic status, poverty, or homelessness perceived in your community?
 - How is socioeconomic status, poverty, or homelessness perceived in your school?
 - In what situations have you witnessed socioeconomic status, poverty, or homelessness as a divisive force in your school or community?
 - In what situations have you witnessed socioeconomic status, poverty, or homelessness as a unifying force in your school or community?
 - Use one word to describe socioeconomic relations in your school, if possible?
 - What steps could you take to tackle socioeconomic status, poverty, or homelessness in your school, if any?
 - What examples of classism can occur in communities where the majority of the population is generally of the same economic status in terms of money and stability?
 - Can a person of lower economic status be classist?
 - How can the law be used to diminish the negative effects of classism?
 - The teacher can participate in this activity as a member of the circle.

7. Place the projection copy of the Power Triangle in the centre of the circle. Ask students to examine and identify the interconnectedness of power operating through

ideas, individual actions and institutional practices. Ask students to think of the ways in which socioeconomic/class stereotypes and prejudices have affected our perceptions of money today. The Power Triangle can be enlarged even more on an overhead or posted for visual learners. Pre-teach vocabulary, if necessary (e.g., *stigmatization, correlation*).

8. Students participate in the same manner as in Teaching/Learning Strategy 6 to answer questions such as the following, which will provide the basis for their reflective learning journals:

- What is *class*?
- What is *classism*?
- Who defines *class*?
- To what degree and under what circumstances do people think about their “socioeconomic status” or ‘class’?
- Does social class affect one’s power and social mobility? How?
- Do you believe that there is classism in your community? elsewhere in Canada? Why or why not? How and when do classist attitudes and behaviours appear in our daily lives?
- How and when do prejudiced attitudes and behaviours appear in our daily lives?
- What effect does prejudice have on us, our schools, our communities, and our country?
- What is *segregation*? Where and how do you think it still exists?
- Why do you think groups and individuals choose to separate themselves with respect to socioeconomic status? Under what circumstances might separation be good, and why? Under what circumstances might separation be harmful, and why?
- Where do individuals learn attitudes of prejudice, classism, intolerance, and hatred?
- Do you think that a day will come when class differences will no longer be a barrier between people? Why or why not?

9. Ask students to work in pairs or small groups. Ask each group to select an Out of House and Home scenario strip from their container (Appendix 2.3) to read. Ask students if there is an instance of socioeconomic exclusion in the scenario that they have read. If so, ask them if it is a case of bias, prejudice, stereotype, individual discrimination, or systemic discrimination.

Assessment/Evaluation Opportunities

Application of Power Analysis Triangle to case scenarios (Formative)

Identifying socioeconomic class bias/ prejudice/ stereotypes (Formative)

Reflection Journals (Formative)

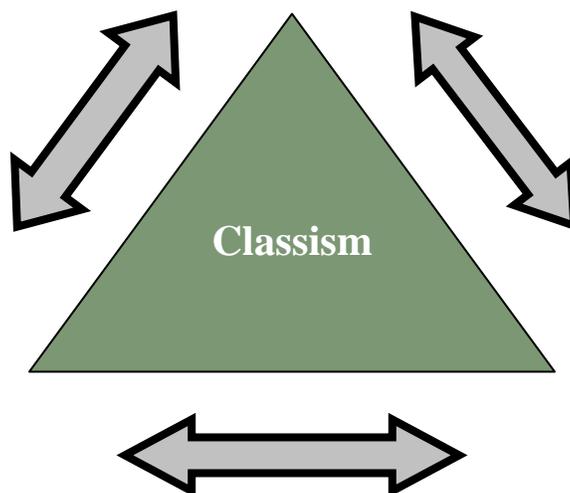


RESOURCE 1 - No Fixed Address- Seeing Homelessness: Beyond Bias/Prejudice/ Stereotypes - Lesson 1

The Power Triangle

Individual Discrimination

- Name calling: slurs, hurtful remarks, making fun of mannerisms, inappropriate jokes
- Exclusion based on socio-economic status as indicated by the absence/presence of consumer items
- Physical threats, bullying, avoidance, violence



Ideas/Beliefs Stereotypes and Prejudices - *How many of these stereotypes have you heard?*

- Disability: If a person is homeless, they must have a disability or suffer from alcohol or drug abuse.
- Ethnocultural: Newcomers to Canada are never homeless.
- Gender: Men become homeless; women do not.
- Age: Because women take care of children, children do not become homeless.
- Sexual Orientation: Gay men become homeless because their families do not accept them.
- Socio-economic: Poor people don't work hard. Homeless people are homeless because it's their own fault.

Institutional/Systemic Discrimination - *How many of these actions have you seen?*

- Media portrayal of stereotypes, bias, and prejudice against homeless people.
- Portrayals of individuals, groups, and families with lower socio-economic status as inferior or suspicious.
- Inequitable resources as determined by wealthier neighbourhoods.
- The use of institutional power to deny, ignore or to grant rights, representation, resources, and respect to groups and individuals from those groups, based on socio-economic class.

RESOURCE 2- No Fixed Address- Seeing Homelessness: Beyond Bias/Prejudice/ Stereotypes - Lesson 1

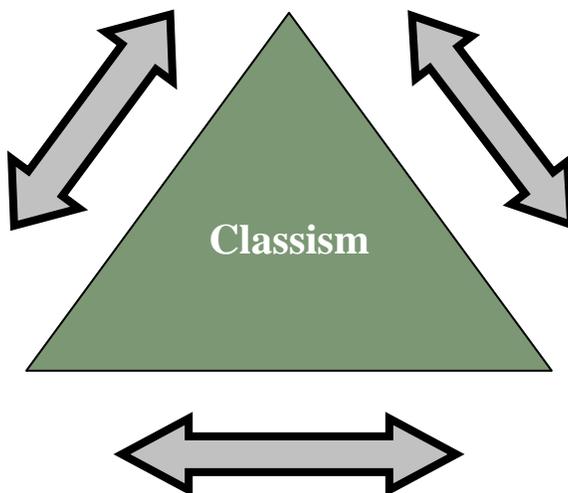
The Power Triangle Template

I know classism is here when I see/ hear...

Individual Discrimination

I know classism is here when I see/ hear/ read...

-
-
-



Ideas/Beliefs Stereotypes and Prejudices

I know classism is here when I see/ hear/read... when I see/hear/read...

-
-
-
-

Institutional/Systemic Discrimination

I know classism is here

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Adapted from *Challenging Class Bias, Grades 7–12*. Toronto: Toronto District School Board, 2005.

RESOURCE 3- “Out of House and Home” - Lesson 1

What assumptions are made in each of the following scenarios?

Your English teacher informs everyone that they must buy a current fashion or home and garden magazine for class.

You see signs in all school hallways advertising:

Be sure to buy your Student Activity Card (S.A.C.) today! Don't be a loser; don't miss out!

You see signs in all school hallways advertising:

**SCHOOL YEARBOOK
\$40 with S.A.C. (Student Activity Card)
\$60 without S.A.C.
Show school spirit!**

You see signs in all school hallways advertising:

*Semi- Formal Dance Tickets on Sale Now...
\$120/ person*

You are asked to complete the following on your Student Registration Form:

Name: _____
Address: _____
Home Phone: _____

You are asked to complete the following on a field trip permission form:

Name: _____
Address: _____
Home Phone: _____

**You are asked to sign the following agreement on Homework policy:
“Students are expected to download assignments at home for completion if absent from school except with doctor's note.”**

The first assignment at the beginning of the school year is:

How did you spend your summer vacation away from home?

You see signs outside the school library for all students:

INDOOR SHOES ONLY!

**You are given information for fundraising.
You read:**

All students are expected to participate in the fundraising efforts by selling magazine subscriptions from November 15- January 3.



Lesson Plan Title: *Invisible News - Homelessness - Lesson 2*

Activity Description:

Students read sample newspaper media sources as examples of materials that inform popular concepts or absence of concepts of poverty and homelessness. Student use a questioning framework for viewing media creations, including newspapers, the Media Literacy Triangle, and common bias forming techniques in news stories to analyze public and individual perceptions of homeless individuals.

Students record a list of media sources that they encounter over a day. This list will form the basis for their analysis of the presence/absence/nature of media representations of poverty and homelessness. Students speculate on the effects of the absence/presence or stereotypical depictions of homelessness in creating and fostering inclusion/exclusion dynamics in social relationships, (i.e. 'us' vs. 'them'). Students collectively brainstorm a list of media sources that would be effective in informing more people about homelessness as a human rights issue, (i.e. search engine homepages, television commercials, programs, feature films, food products and labels, home renovation television shows, etc.).

Key Questions:

- Empathy
- Agency
- Evidence
- Significance
- Continuity and Change
- Progress and Decline

Time Required: 1 x 75 minute class

Planning Notes

- Prepare copies of the following Resources (to be found at the end of this lesson):
 - Invisible Homelessness
 - The Media Literacy Triangle
 - What Meanings Do You Take from the Media Texts?
 - Media and Me
 - Bias in the Media
- Be aware of the difficulties and reluctance that students may have in describing themselves in socioeconomic terms. Students may express insecurity about participating in discussions in which they feel pressured to disclose their economic status. Keep discussions general; provide ample opportunity for students to reflect and respond.

Prior Knowledge Required

- Students should be familiar with co-operative learning styles.
- Students should be familiar with reinforcing aspects of bias, prejudice, stereotypes,



individual discriminatory actions, and systemic/institutional discriminatory behaviours.

Teaching/Learning Strategies

1. Ask students if they believe everything they read. Why or why not? Assist students in keeping track of their responses by recording their answers on the chalk board or chart paper.
Ask students for questions they ask themselves when they see/read/hear new information and need to decide if they can believe the information given.
2. Hand out copies of and show The Media Triangle on an overhead or projector. Correlate questions from the media questioning framework (above) with the Media Literacy Triangle. Read over all questions with the class and clarify any confusion about the meaning of the questions.
3. Inform students that they are going to read four sample newspaper articles and apply the questions (see **Resources Lesson 2**). Group the class into four so that each group can read over and analyze one of the articles. Distribute **Resource 2** to each group to record their collective responses. Ask each group to brainstorm responses to all the questions and be ready to report back to the class. Debrief the group activity by recording all groups' answers on a central triangle figure on the chalkboard.
4. Inform students that they will now explore how media creations affect their daily lives and their perceptions of what is important and/or significant in society. Distribute **Resource 4** and read over with the class so that they understand their assignment. Introduce students to the term 'in the public eye' and ask them for their interpretation. With the class, brainstorm what 'in the public eye' and what 'hidden from or invisible to the public eye' are. Further, ask students why they think there is a difference in what media focuses attention on, and what the media does not.

Focus students by creating a graphic organizer:

 In the Public Eye	 Hidden/ Out of the Public Eye
▪	▪
▪	▪
▪	▪

5. Discuss with student if they think the task on **Resource 4** will be easy or difficult; ensure that students know that they will need to select and limit examples from their media experiences to :
 - a. media creations that promote private companies/products;

- b. media creations that promote public service announcements;
- c. media creations that illustrate people who have no homes; and
- d. media creations that illustrate people who don't have much/no money to spend.

After students complete their investigations and analysis, have them post their charts on a classroom wall. Ask all students to do a gallery walk and pay particular attention to the individual conclusions at the bottom of the page:
*After reviewing your day's experiences, are poor people in the public eye?
 How are our perceptions affected by only seeing people with money in the public eye?*

Debrief the class' conclusions through discussion and ask students how they felt when thinking about what they saw and what they did not see from the media creations around them.

6. Distribute **Resource 5**. Read over the common methods of forming bias in news stories. Ask students to re- visit the news stories in **Resource 1** and answer the questions for each form of bias formation.
7. Ask students to write a reflection journal on their emotional experiences when looking at media creations for underlying messages: how they feel when they realize that the 'public eye' sees a lot of certain topics/issues, (i.e. what we should buy); how they feel when they realize that the 'public eye' does not see or does not want to see. How do they feel when questioning the 'reality', 'truthfulness', or 'authenticity' of the messages communicated by the newspaper stories? Assure students that it is okay to feel very uncertain about the truthfulness of media forms.

Assessment/Evaluation Opportunities

Application of media questioning framework for selected and student- chosen popular media products

Development of criteria for assessment of media forms and images for inclusion/exclusion of socioeconomic disparity (Formative)

Assessment and evaluation of print/popular media forms of student choice (Summative)

Reflection Journals (Formative)



RESOURCE 1 - *Invisible News: Homelessness - Lesson 2*

READING 1:

January 8, 2009

Man sets self on fire

By SUN MEDIA

A 47-year-old homeless man is in St. Michael's Hospital fighting for his life after setting himself on fire early yesterday.

Toronto Police said the man was in an enclosed ATM kiosk at 4 King St. W. at Yonge St. at 2:24 a.m.

Police said they're reviewing surveillance to determine how the accidental fire was set.

READING 2:

Homeless Man Sets Himself on Fire

Toronto/AM640 News

1/6/2009

A homeless man is being treated for severe burns after apparently setting himself on fire.

Police tell AM640 a passerby noticed a man on fire in the Bank Of Montreal ATM kiosk at Yonge and King Sts. around 2:30 a.m. Tuesday morning. When they arrived, they found the victim suffering severe burns.

He was taken to St Mikes Hospital and later transferred to the burn unit at Sunnybrook Hospital, where he remains in a critical condition.

- LM

READING 3:

StreetBeat - Jan. 6

Homeless Man Badly Burned After Reportedly Setting Himself Alight

CityNews.ca Staff

A homeless man was taken to hospital with serious burns after he reportedly set himself on fire near King and Yonge Sts. Police were called to the scene after midnight and they're currently investigating what happened. According to witnesses the man walked out of an ATM kiosk engulfed in flames.

He was being treated at St. Michael's Hospital with extensive third degree burns.



RESOURCE 1 cont'd - Invisible News: Homelessness - Lesson 2

READING 4:

Bay Street shrugs as homeless man stabbed

Posted: November 06, 2008, 6:53 PM by Rob Roberts

By Melissa Leong, National Post

The Financial District merely shrugged today after a homeless man attacked another homeless man in front of the Toronto-Dominion Centre.

Police responded to a report of a stabbing at 1:23 p.m., and arrived at the corner of Bay and King streets to find a man bleeding profusely from a deep laceration to the back of his head. Paramedics took the man, who was conscious, to St. Michael's Hospital. The victim was a familiar sight in the area, and police believe his attacker may also be a street person from the area.

Const. Adam Josephs said when he first arrived, he shouted at the crowds standing in the shadows of the bank towers, calling for witnesses. No one came forward. "Had it been an elderly lady or a young child, maybe someone would have stepped up to the plate," he said later, as lines of people crossed the corner of Bay and King seemingly oblivious to several bloodstains on the sidewalk.

A security guard patrolling the area said people seemed more frustrated they could not use the sidewalk, which had been temporarily cordoned off; one person grumbled something about being late, he said. "When I was young, people on the street would've grabbed hold of the guy and held him for the police. It wouldn't have been, 'I'm late for my coffee at Starbucks, get out of my way,'" said Andrew, a worker in the area who did not want to give his last name.

As he anxiously looked westward for the streetcar, he said, he was appalled to hear about the attack: "I expect that in Detroit but I don't expect that here at Bay and King. Maybe the country is changing."

Kathie Braid scrunched up her shoulders and shuddered watching briefcase carrying men in dark suits and women with strollers crossing over the brownish stains.

But she said she is desensitized to news of violence. And sadly others seem to shrug it off or barely stop to look, she said. "It's self-preservation," the 34-year-old IT recruiter said. "People are tuning things out. They don't want to look at anything except what they need to."

Amanda Alvaro treaded over the sidewalk in her black Ralph Lauren Mary Janes on her way to a meeting. Her eyes widened in surprise when told about the incident but she said: "It wouldn't shake me enough to not walk by that corner every day like I do."



RESOURCE 2 - *Invisible News: Homelessness - Lesson 2*

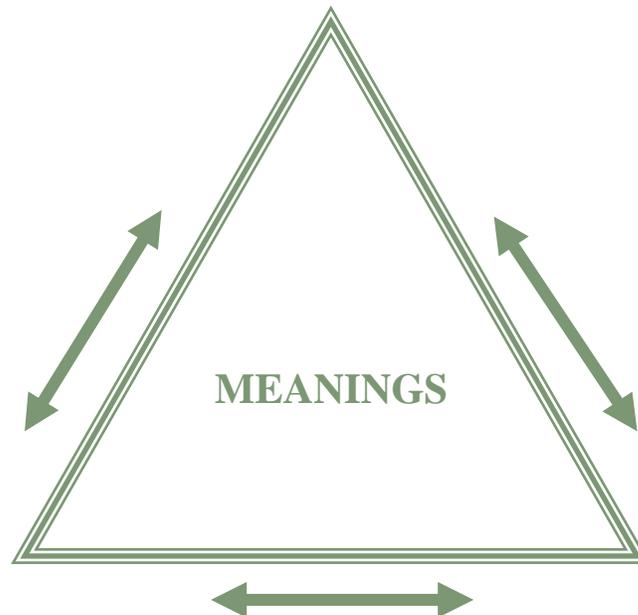
Media Triangle

Text (media piece)

- What kind of media text is this?
- In what ways does this media text tell a story?
- Does the media text contain any biases, stereotypes, or prejudices?
- What values are being promoted?
- How do I know this?
- Whose point of view do the values represent?
- Are my values represented?

Audience

- Who is the target audience for this media text?
- How can I tell?
- How and why does the media text appeal to its target audience?
- In what different ways do people use or consume the media text?
- How does the media text appeal to me?



Production

- Who produced this media text, and for what purpose?
- Who could influence the production of this kind of media text?
- How could this media text have been distributed or sold to the public?
- How was the text made?

Media Studies K-12. Toronto: Toronto District School Board, 2005, p. 82.

RESOURCE 3 - Invisible News: Homelessness - Lesson 2**What Meanings Do You Take From These Media Texts?****Part A: Pre- Reading**

Not all meanings from media texts are plain to see. In order for us to perceive and understand **underlying** messages in media texts, we need to ask questions about the text and of ourselves.

1. Together in groups of five, read the Media Triangle questions provided in **Resource 2**.
2. With your group, choose any media text from a national newspaper as Reading 5. This newspaper media text could be a news story or advertisement.

Part B: During Reading

Apply the Media Triangle questions to each of the four media texts provided: **READINGS 1, 2, 3, 4** and the one chosen by your group as **READING 5**.



RESOURCE 4 - *Invisible News: Homelessness - Lesson 2*

Media and Me

Over the period of one day's activities, track, monitor, and record your experiences with media creations seen and heard in public spaces. Is this easy or difficult to do? Why or why not?

Limit your day's report (below) to examples that you choose for:

- media creations that promote private companies/ products;
- media creations that promote public service announcements;
- media creations that illustrate people who have no homes;
- media creations that illustrate people who don't have much/no money to spend.

<input checked="" type="checkbox"/> Mark each media creation you see/ hear that...	Promote private companies/ products	Promote public service announcements	Illustrate people who have no homes	Illustrate people who don't have much/ no money to spend
Before School				
In School				
After School				
Evening Hours				
Totals				

After reviewing your day's experiences, are poor people in the public eye?

How are our perceptions affected by only seeing people with money in the public eye?



RESOURCE 5 - Invisible News: Homelessness - Lesson 2

Bias and Print Media

Bias through selection and omission	Questions to Ask Ourselves
<p>A newspaper editor communicates a bias by choosing to use or not use a news item. In a news story, some details can be ignored or included, to give readers or viewers a different opinion about the events reported. If, during a speech by the Prime Minister, a few people boo, the writer can describe this reaction as "PM's talk loudly booed" or the same reaction can be ignored as "only one or two people disagreed". Readers can only detect this kind of bias by comparing news reports from different sources.</p>	<p>What news is reported on the front page of a national newspaper?</p> <p>What news is not reported on the front page of a newspaper because another news story has taken its place?</p> <p>Who has decided one story is more important or significant than another?</p>
<p style="text-align: center;">Bias through placement</p> <p>Readers of newspapers believe 'front page' stories to be more important than stories in the back. Television and radio newscasts place the most important stories first and leave the less important for later. Where a story is placed, therefore, influences what a reader or viewer thinks about its importance.</p>	<p>What do you think the idiom means: 'bury the story in the back'?</p> <p>Look at the front section of a national newspaper. Would you always be able to find a story about your neighbourhood even though many important things happen there? Why or why not?</p>
<p style="text-align: center;">Bias by headline</p> <p>Many people read only the news headlines. Most people scan nearly all the headlines in a newspaper. Headlines are the most-read part of a paper. They can summarize as well as present carefully hidden bias and prejudices. They can convey excitement where little exists. They can express approval or condemnation.</p>	<p>What parts of a newspaper or magazine do you read if any?</p> <p>The whole article? The title only?</p>
<p style="text-align: center;">Bias by photos, captions and camera angles</p> <p>Some pictures make the person look unpleasant and some pictures make them look wonderful. A newspaper can choose photos to influence opinion about, for example, a candidate for election. On television, the choice of which visual images to display is extremely important. The captions newspapers run below photos are also potential sources of bias.</p>	<p>Why do you think the headline of the newspaper report is different from the images of the photo in the article?</p> <p>Who has decided one part of the story is more important or significant than another?</p>
<p style="text-align: center;">Bias through use of names and titles</p> <p>News media often use labels and titles to describe people, places, and events. A person can be called an "ex-con" or be referred to as someone who "served time twenty years ago for a minor offense." Two different news writers can choose to describe the same person as a "terrorist" or a "freedom fighter".</p>	<p>Re- read the names and descriptive titles of the individuals in the readings in Resource 1.</p> <p>What terms are used to describe poor or homeless people?</p> <p>What meanings do people associate with these terms?</p>
<p style="text-align: center;">Bias through statistics and crowd counts</p> <p>To make a disaster seem more spectacular (to catch your attention and sell more news), numbers can be inflated. "A hundred injured in air crash" can be the same as "only minor injuries in air crash," reflecting the opinion of the person doing the counting.</p>	<p>Read and compare the statistics for the number of homeless Canadians from two different sources. What source is more accurate? How do we know?</p> <p>Which statistic would you use if you wanted to promote the need for affordable housing?</p> <p>Which would you use if you wanted to use tax money for other needs?</p> <p>A. "100s of thousands of homeless people in this country today "</p> <p style="text-align: right;">- Michael Byers, Jan. 9 2009</p> <p>B. Canada Homeless Statistics</p>



	<p>According to the 2001 census, the following occupancy rates in Canadian shelters (meaning homeless shelters, halfway houses and emergency lodgings for abused spouses and their children) on one day in March were reported as:</p> <p>Canada 14,145 (total) Ontario 6,100 Quebec 3,365 Alberta 1,935 British Columbia 1,085 Manitoba 885 New Brunswick 265 Saskatchewan 255 Nova Scotia 165 Newfoundland and Labrador 45 Northwest Territories 20 Yukon Territory 15 Prince Edward Island 5 Nunavut 5</p> <p>"The data should not be interpreted as Canada's homeless population but the number of people in shelters that day." The statistics are fairly accurate for a "one day spot check," says Diane Morrison, executive director of The Mission, a homeless shelter in Ottawa. The numbers reflect only the month of March, when the census was taken.</p>
<p>Bias by source control</p> <p>To detect bias, always consider where the news item "comes from." Who is giving the information: a reporter, an eyewitness, police or fire officials, executives, or elected or appointed government officials? Each may have a particular bias that is introduced into the story. Companies and public relations directors supply news outlets with puff pieces through news releases, photos or videos that make their company look good.</p>	<p>Re- read the articles in Resource 1. Compare all the names and organizations that have been used for the articles.</p> <p>Are there any sources of information here without an 'agenda,' that is, do all sources want to 'look good' and sometimes making others 'look bad'?</p>
<p>Word choice and tone</p> <p>Showing the same kind of bias that appears in headlines, the use of positive or negative words or words with a particular connotation can strongly influence the reader or viewer.</p>	<p>Re- read the articles in Resource 1. What words in these articles about homeless individuals are positive and sympathetic? What words are negative?</p>



Lesson Plan Title: *Who Responds to Homelessness, Whose Voices are Heard - Lesson 3*

Activity Description:

Students apply a media questioning framework, the Media Triangle, to further understand the differences between persuasion, argument, and propaganda. In this activity, students apply their understanding to both print media, posters/public service announcements, and non- print media forms, television advertisements. Students are asked to question the various motivations for creating media products; and whose perspectives are communicated to the public. This analysis helps establish premises from which students will develop their own media awareness campaign in the Culminating Activity.

Key Questions:

- **Empathy**
- **Agency**
- **Evidence**
- **Moral Judgment**

Time Required: 150 minutes (2 x 75 minute classes)

Planning Notes

Photocopy and distribute the appropriate number of copies of each of the following:

- Resource 1: Media Literacy: Design Matters
- Resource 2: Media Awareness: Analyzing Media for Underlying Messages: Persuasion, Argument, Propaganda
- Resource 3: The Media Questioning Framework
- Resource 4: Recording Your Analysis

Have the students set aside a portion of their notebooks for their journal entries, so they may record their feelings or emotions concerning aspects of the activities.

Arrange computer time for the students to access the identified websites for images and media products for analysis.

Prior Knowledge Required

Learners have some familiarity and understanding of applying a framework for analyzing power: bias/prejudice/stereotypes, individual forms of discrimination, institutional/systemic forms of discrimination, and their mutual reinforcement.

Teaching/ Learning Strategies

1. Hand out copies of and show **Resource 1: Media Literacy: Design Matters** on an overhead or projector and ask for volunteers to read out each definition found there. Arrange the students into three groups. Provide each group with one set of the questions from the Media Literacy Triangle. Ask each group to brainstorm responses to these questions and to report back to the class. Debrief the group by recording all groups' answers on a central triangle figure on the chalkboard.
2. Create a three- column chart on the chalkboard and ask students for further responses



to the poster on **Resource 1**:

Name of Media Product Form of Media Product	Creator	Your Emotional Response When Viewing	Possible Reason for the Media Creation

3. Ask students to brainstorm examples of public service announcements from common sources such as political posters, television, magazines or newspapers. Create a central list of the brainstormed responses in the first column of your four column chart. Model student responses to this analysis task by selecting 2-3 well-known examples from the student brainstorm list. Ask them to record their feelings when they are confronted with propaganda. Is it insulting to them? hurtful? or just harmless silliness?
4. Distribute **Resource 2**. Ask for volunteers to read out each definition that distinguishes argument, persuasion, and propaganda. Further emphasize the differing extent of the following in the three types of media:
 - a. media creator's bias
 - b. inclusion/exclusion of other points of view
 - c. use of emotional manipulation
 Ask students to apply the criteria of the given definitions in **Resource 2** to the poster in **Resource 1**. Ask them to decide if this media product is argument, persuasion, or propaganda.
5. Inform students that they will now explore media creations that have been used to place homelessness in the public eye. Arrange the students into small groups to look at the provided websites listed in **Resource 3**. Distribute **Resource 4** and read over the questions in the chart to assist students in recording their answers when viewing their media form(s). Emphasize to student groups that they must decide if the media creation is a form of Argument, Persuasion, or Propaganda.
6. After student groups complete their investigations and analysis, ask students to take turns reporting back to the class. Each group should report their final determinations:
Is the media piece Argument, Persuasion, or Propaganda; and whose voices/ perspectives are expressed?
7. Ask students to write a reflection journal on their emotional experiences when looking at media creations for underlying messages. How do they feel when they realize that the media creators know how they will respond and can manipulate their feelings? How do they feel when questioning the 'reality', 'truthfulness', or 'authenticity' of the messages communicated by the media creations?

Assessment/Evaluation Opportunities

Resource 4 (Formative) (Summative)

Reflection Journals (Formative)



RESOURCE 1 – *Who Responds to Homelessness... - Lesson 3*

Media Literacy: Design Matters

Look at the poster created by artist, Cindy Chen.

Read the caption which is Article 25 of the Universal Declaration of Human Rights.

What is Cindy Chen's message?

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 25, Universal Declaration of Human Rights

"I chose to make a poster about homelessness because it is something I notice in my everyday life and on a global level."

Cindy Chen, student, Art Center College of Design

Poster title: "This Is My Blanket"

designmatters FLEX
 ● Art Center College of Design

This artwork is part of a series of posters created by Art Center College of Design students in commemoration of the 60th anniversary of the Universal Declaration of Human Rights.
 © 2008 Design by Cindy Chen for Designmatters at Art Center College of Design.
 www.artcenter.edu/designmatters



RESOURCE 2 – *Who Responds to Homelessness... - Lesson 3*

**Media Awareness:
Analyzing Media for Underlying Messages**

	Argument	Persuasion	Propaganda
Goal/ Definition	A statement, reason, or fact for or against a point.	Promotion of an opinion on a particular position that is rooted in truth or for an intended purpose.	Offering “political advertising” for a particular position that may distort the truth or include false information.
General Technique	Offers good reasoning and evidence to persuade an audience to accept a “truth.”	Uses personal, emotional, or moral appeal to convince an audience to adopt a particular point of view.	Uses a variety of techniques to influence opinions and avoid the truth, relying on manipulation and omitting or distorting information, such as fear, name-calling, and generalities.
Methods	Considers other perspectives on the issue. Offers facts or evidence that support the reasons. Predicts and evaluates the consequences of accepting the argument.	May consider other perspectives on the issue. Blends facts and emotion to make its case, relying often on opinion. May predict the results of accepting the position, especially if the information will help convince the reader to adopt the opinion.	Focuses on its own message, without considering other positions. Relies on biases and assumptions and may distort or alter evidence to make the case. Ignores the consequences of accepting a particular position.
Assignment: List three examples of each that you have found, and briefly explain your reasons for choosing them.			



RESOURCE 3 – *Who Responds to Homelessness... - Lesson 3*

**Applying Media Literacy: Question Framework
Analyzing Non- Print Media: Public Service Announcements**

Habitat for Humanity

Food or Shelter

<http://www.youtube.com/watch?v=xq00YkNW0lk>

Cossette Communication

Habitat for Humanity

Electricity or Rent

<http://www.youtube.com/watch?v=Pgc4U6x8MQA&feature=related>

Cossette Communication

Feeding Children Better

Ketchup Soup

http://www.youtube.com/watch?v=8G_g9I0uUcI

Ad Council

United Way of Canada

Give a Way Out- Homelessness

<http://www.youtube.com/watch?v=uGIFi94G8fE>

Human Rights Exhibition in Celebration of the 60th Anniversary of the Universal Declaration of Human Rights

http://www.acddm.org/pdf/DPI_final_postcards.pdf

What Can We Do?

Homeless Partners

Homeless Canada

<http://www.youtube.com/watch?v=GA4K46dAg40>

Homelessness in Canada- Take Action

<http://www.youtube.com/watch?v=B7JcnjabJwk>

Canadian Tire: Jumpstart

<http://www.youtube.com/watch?v=QlmwuwHCsgM>

DeGroot School of Business

5 Days for the Homeless at McMaster

<http://www.youtube.com/watch?v=DUymVYesBQc&feature=related>

Kicking It: Homeless World Cup 2007

<http://www.youtube.com/watch?v=3cQIKplEp64&feature=related>



RESOURCE 4 – Who Responds to Homelessness... - Lesson 3
Recording Your Analysis for Argument, Persuasion, or Propaganda

Purpose	
What message does this document communicate? What is the document's purpose?	
How does the document try to accomplish its goals? How does the creator of this media piece use: <input checked="" type="checkbox"/> Colour <input checked="" type="checkbox"/> Space <input checked="" type="checkbox"/> Symbols?	
Audience	
Who is the audience for this media piece?	
Is an emotional response expected from the audience? If so, what?	
What do the message and the provoked response suggest about the audience's beliefs and values?	
How accurate are these beliefs about the audience?	
Media Creator	
Who created this media piece?	
What are the creator's motives for creating this message? How might the creator benefit from the audience's acceptance of this message?	
Is this media piece... Circle one.	
ARGUMENT? PERSUASION? PROPAGANDA?	
Are the perspectives of homeless people heard and experienced in this media creation? Circle one.	
YES? NO?	



Lesson Plan Title: *Do the Right(s) Thing: Listening To and Seeing People's Needs and Desires - Lesson 4*

Activity Description:

Students look at examples of two types of resources, primary and secondary sources on poverty and homelessness from various parts of Canada in order to develop ideas about concrete ways in which different segments of society can alleviate the challenges faced by people who do not have permanent homes. Students also use the political spectrum to identify various viewpoints on homelessness that are expressed by the popular media, news, and government in order to develop their own ideas of what is helpful and what is not in the promotion of human rights and social justice. This analysis helps to establish premises from which students will develop their own media awareness campaign in the Culminating Activity. Students are strongly encouraged to explore the resources that are posted on the Homeless Hub (www.homelesshub.ca/Experiences & www.homelesshub.ca/Topics).

Key Questions:

- **Empathy**
- **Agency**
- **Evidence**
- **Significance**
- **Progress and Decline**
- **Continuity and Change**
- **Moral Judgment**

Time Required: 150 minutes (2 x 75 minute classes)

Planning Notes

Photocopy and distribute beforehand the appropriate number of copies of each of the following:

- Resource 1: Using Primary Resources: Homeless Anecdotes
- Resource 2: Developing Questions to Focus Reading
- Resource 3: Using Secondary Sources
- Resource 4: Social Responses to Homelessness
- Resource 5: Responses to Homelessness: Effective and Ineffective

Have the students set aside a portion of their notebooks for their journal entries, so they may record their feelings or emotions concerning aspects of the activities.

Arrange computer time so students can access the identified websites for information and resource images.

Prepare enlarged versions of:

Resource 4: Homelessness and Poverty Graphic organizer

Resource 5: Quotes

Preview websites.



Prior Knowledge Required

Learners have some familiarity and understanding of applying a framework for analyzing power: bias/prejudice/stereotypes, individual forms of discrimination, institutional/systemic forms of discrimination, and their mutual reinforcement.

Learners have some familiarity and understanding of applying a question framework for the analysis of popular media and news products.

Teaching/Learning Strategies

1. Tell students that they are going to look at and listen to several different sources of information about homelessness. Distribute **Resource 1** and **Resource 2**. Show students the Experiences section of the Homeless Hub (www.homelesshub.ca/Experiences) and tell them that they will choose one of the first-person narratives (primary sources) in order to research the experiences of homeless individuals.

Read over the instructions of both **Resources 1 and 2** with all students and ask them to work in pairs.

Tell student-pairs that they do not need to develop as many questions as cells in **Resource 2**, but that they should record questions that come to mind as they take turns reading aloud to each other.

Distribute the different readings to student-pairs so that the class can read and report on all stories. Give each of the reading partners a Read-Retell-Relate-Reflect template on which to record their answers.

Be sure to instruct students to pay particular attention to the specific and concrete needs that these individuals express.

2. After student-pairs have finished their read-retell- relate-reflect process, debrief as a whole class by identifying in chart form:

What kind of help or assistance did the person need at different points of his/ her story?	From whom did the individual receive help? If they did not receive help when they needed it, who do you think could have helped them?

3. Distribute **Resource 3** and inform students that they will be forming groups of 4-5 to develop their Media Awareness Campaign, the Unit's Culminating Activity; and that in order to develop the Campaign, they need to focus on what they believe to be **one** specific significant challenge faced by individuals who are



homeless.

Tell students that listening and reading to primary resource information from people who have experienced homelessness is important when trying to understand how individuals feel and handle the problems associated with poverty and homelessness.

Explain that Anonymous' story from **Resource 1** is made up of her own experiences; all the people that she met who were also homeless had their own stories, experiences, and individual 'picture' of homelessness. Primary source materials can provide us with personal 'snapshots' of how one person deals with something like homelessness, war, fame, prosperity, etc.

Ask students why we should look at secondary source information. Guide students so that their responses include: getting a bigger view of the difficulties; getting a greater understanding of the problems experienced not just by one individual, but many; where in Canada these problems are fewer or more, etc.

Secondary source materials help us get a 'bigger' picture of an issue. Secondary source information allows us to look at different aspects of the issue of homelessness in municipal, provincial, and/or federal contexts, i.e.,

- ? *who in Victoria, B.C./Ontario/Alberta/Canada becomes homeless;*
- ? *how old are they, do they go to school;*
- ? *do they have and use healthcare;*
- ? *do they have and use dentists;*
- ? *if they need medicine, can they get what they need;*
- ? *where do they get food, where do they cook the food,*
- ? *and many, many others*

Emphasize again, that it is helpful to develop our own questions when reading: developing our own questions gives us reasons to read. Tell students to re-use the Question Guide to assist them when reading the stories of homelessness from the Homeless Hub with their partner.

Ask students to record their questions in the chart provided.

After all groups have completed their research and question charts, ask them to post theirs on a classroom wall. Ask students to do a gallery walk to identify similarities and differences in the topics raised by the groups.

Debrief by asking students while they are on the gallery walk to volunteer issues associated with homelessness and poverty: healthcare, mental health, abuse, school, family relationships, legal representation, clothing, hygiene, self-esteem, living in cars, couch surfing, pets, etc.



Assist students by recording these categories centrally on chart paper.

Inform students that they have now developed the list of specific significant challenges faced by individuals who are homeless on which they will base their group developed Media Awareness Campaign. Ask all students to record the final list of challenges on the graphic organizer provided (see **Resource 3**)

4. Show an enlarged version of the flyer graphic from **Resource 4**. Ask students to read over the graphic. Ask them if they would volunteer and for their reasons why or why not.

Distribute **Resource 4** and ask students to work in pairs to answer the questions 1. a- c. After all student pairs have completed their answers, ask the class to revisit the central graphic organizer from **Resource 4**. Discuss with students who might be able to help others who are experiencing life on the street by volunteering for the 2009 Street Needs Assessment.

Guide students in gaining an understanding of all the social groups included in the graphic organizer who play a role in creating and maintaining our social conditions. Be sure to ask students to gain a more concrete idea of who might make up these different parts of society by identifying and writing the names of occupations and professionals who belong to these groups. Model responses using one category of the chart. In their Media Awareness Campaign groups, ask students to continue listing occupations/professions that are included in each of the categories.

After student-groups have named occupational/professional groups for each aspect of society, ask students how these people could affect the problems of homelessness.

Ask student-groups to complete the Statement of Media Awareness Campaign Focus.

5. Exhibit the enlarged version of **Resource 5** by posting it at the front of the classroom so all students can read. Ask students to organize or arrange the various quotes in any order that they think correspond to attitudes towards homelessness, individuals facing homelessness and poverty.

Guide students as they are moving the quotes in various orders by generally asking them about the biases, prejudices, and stereotypes in each of the quotes; the actions that speakers of these quotes might take to address problems facing people who are homeless; which of their actions might be effective and how these actions might be effective, and finally, tell students that they must choose one



quote that most closely reflects their own attitudes.

Be sure to tell students that there are no right answers to this activity. Instruct them to work in pairs to speculate on the bias, prejudice, stereotypes and actions taken or not taken, and the effectiveness of actions taken.

Debrief in a general class discussion to reach a consensus of the physical arrangements described in the initial enlarged versions of the Quotes. Now, ask individual students if they agree with the class organization. Reaffirm with students that it is to be expected that there be differing opinions.

6. Introduce the role of the Canadian Government and its direction by political parties to address social concerns by asking students to re-examine the graphic organizer initially seen in **Resource 4**. Explain that Canadian political parties differ in their opinions and actions about poverty and homelessness just as individuals do.

Ask students what happens when some groups in society are more powerful than others. Explain that although all the individuals in the occupational/ professional groups in the graphic organizer affect our lives, some may have more power to make decisions about what we can and cannot do.

Ask students to individually rank (1 to 9) what they think are the most powerful groups to affect our lives. Ask students to share their views with others in their Media Awareness Campaign group, and then the whole class.

Debrief with the whole class and guide students to realize that Canadian governments are powerful decision-makers.

7. Ask students in their Campaign groups to read the platform statements from Canada's largest political parties from the Federal Canadian Election, 2008 (See **Resource 5**). Ask groups to infer which political parties appear to address poverty and homelessness effectively and productively?

Ask student groups to discuss and agree on the order (1 to 4) of the most effective and productive approaches to assessing the needs of poor and homeless Canadian citizens. Ask students to focus on the task by imagining themselves as workers who could not afford to keep or had lost their homes. In that scenario, which of the parties would appear to be interested in helping them most?

Ask groups to choose a spokesperson to share their group's views with the class.

8. Ask students to research the political parties and their respective leaders and attitudes towards poverty and homelessness by viewing the following websites:



Make Poverty History TV Advertising

<http://www.abolissonslapauvre.ca/en/blog/tv-ads-cap-succesful-vote-make-poverty-history-campaign>

Make Poverty History: On the Record: The Parties Answer Questions About Poverty

<http://www.makepovertyhistory.ca/ontherecord>

Harper Unresponsive to Anti-Poverty Group

<http://www.cbc.ca/news/canadavotes/story/2008/09/28/poverty-harper.html>

9. Ask students to write a reflection journal on their level of satisfaction with the concern that they have seen by government and other groups in society for the social welfare of others, for example, people who are in trouble with no permanent homes: Not Satisfied- Somewhat Satisfied- Very Satisfied and reasons for their response.
Ask students if they would be assured of care if they or their families needed it.

Assessment/Evaluation Opportunities

Contrasting primary and secondary source media images and text resources of poverty, homelessness (Formative)

Contrasting different selected responses to poverty and homelessness.(Formative)

Correlating different responses to poverty and homelessness to the political spectrum and biases, prejudices, and stereotypes.(Formative)

Reflection Journals (Formative)



RESOURCE 1 – Do the Right(s) Thing... - Lesson 4

People Who Have Been Homeless Tell their Own Stories
(from the Homeless Hub at: www.homelesshub.ca/Experiences)

“I never wanted to be homeless; no one wants to be homeless. A combination of mental health issues as well as an abusive boyfriend, when I was seventeen, led me to a homeless shelter for the first time.”

Anonymous - London, Ontario

I never wanted to be homeless; no one wants to be homeless. Most people have a million excuses for why things like this happen. For me, it was a combination of youth and bad decisions. When you are young and have no real guidance to take the right path, you tend to make really bad decisions. A combination of mental health issues as well as an abusive boyfriend, when I was seventeen, led me to a homeless shelter for the first time. I started dating this man, that I thought was my soul mate and we were together for two years. I ended up becoming pregnant and, instead of him being happy, he turned into a monster. He tried to kill our unborn children, and me, numerous times. I had been estranged from my family since the age of fourteen, so going to them was out of the question.

I was terrified. I did not belong there. I was "better" than that. I had a lot of preconceived notions of the homeless. I thought they were all drunks, bums, drug addicts - the dredge of society. But as soon as I started hearing other people's stories of losing homes to fires, having to flee war torn countries and be new immigrants to this country, experiencing family and spousal abuse, dealing with slum landlords who kick women and children out onto the streets, I quickly realized that it could happen to anyone, and it does every day.

Living below the poverty level, being in and out of disgusting apartments, getting into relationships with men who I thought would take care of me, being beaten and almost killed, having three beautiful children and coming out of horrible relationships have led me back to both homeless and abuse shelters more than ten times over a ten year period. For a long time, I used the shelters as a crutch. No matter how frustrating communal living was, anything was better than being alone. In a way, the staff and the counsellors were my only family. The only problem was that they were not my family, they were doing their job.

When you finally find a decent place to live and those doors are shut behind you, you suddenly realize that all the counselling and help you have received for those forty-two days feels like absolutely nothing. When you move into low-income housing, and are surrounded by one hundred or more families with all the same problems as you, and some of them don't want to change, it makes it very difficult to try and live a productive life.

Society keeps people like me in a state of crisis, not enough money to feed and clothe our children. Something needs to be done in order for people like myself that are below the poverty line, to overcome adversity and become productive members of society.



RESOURCE 1 cont'd – Do the Right(s) Thing... - Lesson 4**ACTIVITY****Who is and What is Anonymous?
Read- Retell- Relate- Reflect- Respond**

- Read:** With a reading partner, take turns reading the paragraphs aloud in *I never wanted to be homeless; no one wants to be homeless*.
- Retell:** As you take turns reading each paragraph, ask your listening partner to retell what Anonymous has written and discuss any questions you might have about her meaning.
Write down your questions in the margins of the story.
- Relate:** As you take turns reading each paragraph, ask your listening partner if any incident has ever happened to them that is like Anonymous' experience. What kind of help or assistance did Anonymous need at different points of her story?
Have you ever needed help like this?
Did you receive this help? From whom?
If you did not receive help when you needed it, who did you wish could help you?
- Reflect:** As you take turns reading each paragraph, ask your listening partner what he/ she thinks are the most memorable statements made by Anonymous and why they think it is worth thinking about.



RESOURCE 2 – Do the Right(s) Thing... - Lesson 4

Primary Sources: Developing Questions to Focus Your Reading

People Who Have Been Homeless Tell their Own Stories (from the Homeless Hub at www.homelesshub.ca/Experiences)

It is helpful to develop your own questions when reading: developing your own questions gives you reasons to read. Use the following Question Guide to assist you when reading the homelessness stories from the Homeless Hub with your partner. Some examples have been provided for you.

Question Types	Fact	Fact	Possibility	Probability	Predictions	Imagining	Suggestion/ Recommendation
	is	do/did	can/ could	would	will	might	should
What		<i>What does Anonymous want to become?</i>	<i>What could change my life so I lose my home?</i>			<i>How might homelessness happen to different people?</i>	
Where				<i>Where would Anonymous get stereotypes about homelessness?</i>			
When		<i>When did Anonymous become homeless?</i>					
Who		<i>Who did Anonymous think were homeless? Who did she meet who had become homeless?</i>					<i>Who should help Anonymous and the people she has met?</i>
Why		<i>Why did Anonymous become homeless? Why did Anonymous feel she was 'better' than that?</i>					
How		<i>How did Anonymous feel when she became homeless?</i>	<i>How could I, as a student help Anonymous and other people who are homeless?</i>				

RESOURCE 2 cont'd – Do the Right(s) Thing... - Lesson 4

I never wanted to be homeless; no one wants to be homeless

Anonymous

London, Ontario

When did Anonymous become homeless?

I never wanted to be homeless; no one wants to be homeless. Most people have a million excuses for why things like this happen. For me, it was a combination of youth and bad decisions. When you are young and have no real guidance to take the right path, you tend to make really bad decisions. A combination of mental health issues as well as an abusive boyfriend, **when I was seventeen**, led me to a homeless shelter for the first time. I started dating this man, that I thought was my soul mate and we were together for two years. I ended up becoming pregnant and, instead of him being happy, he turned into a monster. He tried to kill our unborn children, and me, numerous times. I had been estranged from my family since the age of fourteen, so going to them was out of the question.

Who did Anonymous think homeless people were?

Who did she meet who had become homeless?

Where would Anonymous get stereotypes about homelessness?

I was terrified. I did not belong there. I was "better" than that. I had a lot of preconceived notions of the homeless. **I thought they were all drunks, bums, drug addicts - the dredge of society**. But as soon as I started hearing other people's stories of losing homes to fires, having to flee war torn countries and be new immigrants to this country, experiencing family and spousal abuse, dealing with slum landlords who kick women and children out onto the streets, I quickly realized that **it could happen to anyone**, and it does everyday...

Who should help Anonymous and the people she has met?

How could I, as a student help Anonymous and other people who are homeless?

How could other adults in society help homeless people?

What does Anonymous want to become?

Society keeps people like me in a state of crisis, not enough money to feed and clothe our children. Something needs to be done in order for people like myself that are below the poverty line, to overcome adversity and become **productive members of society**.



RESOURCE 3 – Do the Right(s) Thing... - Lesson 4

Using Secondary Sources

Anonymous' story is made up of her own experiences All the people she met who were also homeless had their own stories, experiences, and individual 'picture' of homelessness. Primary source materials can provide us with personal 'snapshots' of how one person deals with something like homelessness, war, fame, prosperity, etc.

Secondary source materials help us get a 'bigger' picture of an issue. Secondary source information allows us to look at different aspects of the issue of homelessness, i.e.,

- ? *who in Canada become homeless;*
- ? *how old are they, do they go to school;*
- ? *do they have and use healthcare*
- ? *do they have and use dentists;*
- ? *if they need medicine, can they get what they need;*
- ? *where do they get food, where do they cook the food,*
- ? *and many, many others*

As you read, record your questions in the chart below.

Question Types	Fact	Fact	Possibility	Probability	Predictions	Imagining	Suggestion/ Recommendation
	is	do/did	can/ could	would	will	might	should
What		<i>What does Anonymous want to become?</i>	<i>What could change my life so I lose my home?</i>			<i>How might homelessness happen to different people?</i>	
Where				<i>Where would Anonymous get stereotypes about homelessness?</i>			
When		<i>When did Anonymous become homeless?</i>					
Who		<i>Who did Anonymous think were homeless? Who did she meet who had become homeless?</i>					<i>Who should help Anonymous and the people she has met?</i>
Why		<i>Why did Anonymous become homeless? Why did Anonymous feel she was 'better' than that?</i>					
How		<i>How did Anonymous feel when she became homeless?</i>	<i>How could I, as a student help Anonymous and other people who are homeless?</i>				

RESOURCE 3 cont'd – Do the Right(s) Thing... - Lesson 4

**Researching Secondary Source Materials:
Homelessness in Canada**

In small groups, research the following websites to develop questions and answers.

Electronic Resources

Hidden Homelessness-Homeless Hub

<http://www.homelesshub.ca/hh/default.cfm?incfile=library&lang=EN&browse=topic&linkto=browse&top=7&sub=65>

National Report Card on Child and Family Poverty

<http://www.campaign2000.ca/rc/>

Canadian Council on Social Development

Free Stats on Poverty

<http://www.ccsd.ca/facts.html>

Census Shows Growing Polarization of Income in Canada

<http://www.ccsd.ca/pr/2003/censusincome.htm>

Homelessness in York Region

<http://www.endhomelessnessyorkregion.ca/hiyr.html>

End Homelessness Brochure

<http://www.endhomelessnessyorkregion.ca/pdf/Brochure.pdf>

The Face of Homelessness

<http://www.endhomelessnessyorkregion.ca/hiyr.html>

Profile: York Region's Low Income Population

<http://www.york.ca/Publications/Default+Economic+Publications.htm>

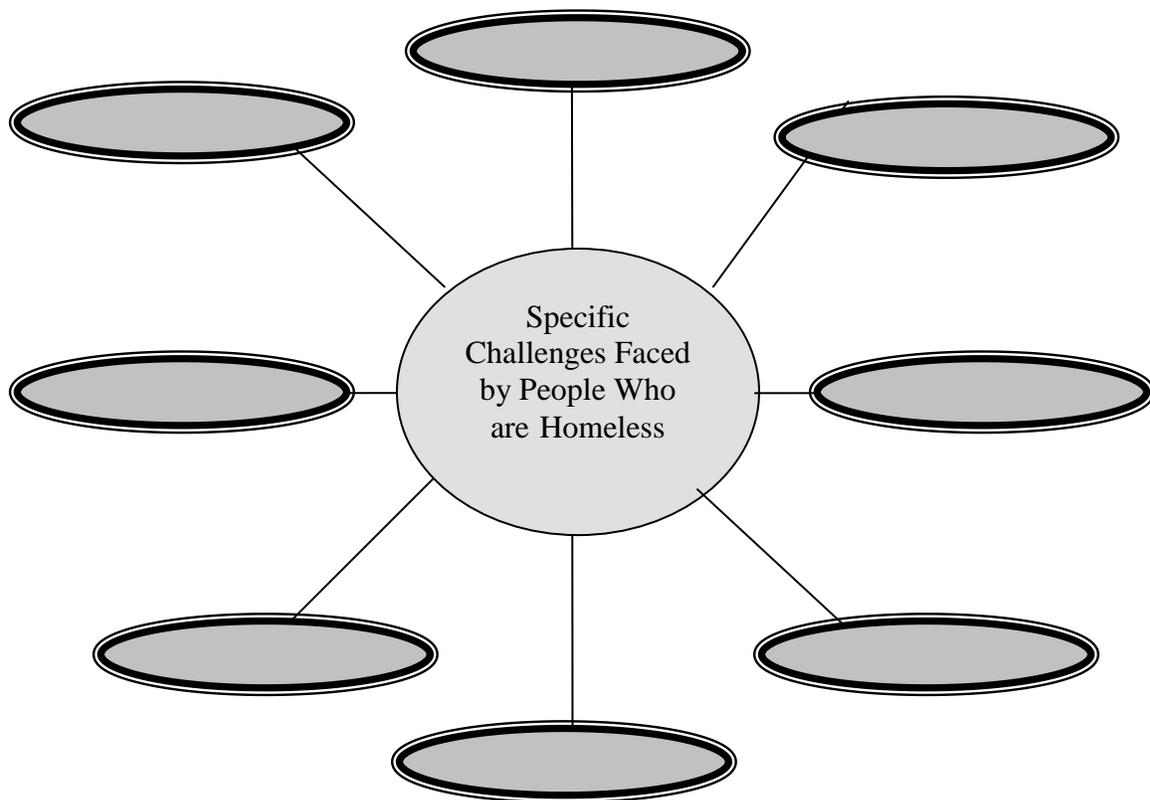
Lost in the Shuffle: The Impact of Homelessness on Children's Education in Toronto 1st October Toronto Social Planning Council

<http://www.socialplanningtoronto.org/KidBuildersPhase3%20-%20Final%20Report.pdf>



RESOURCE 3 cont'd – Do the Right(s) Thing... - Lesson 4

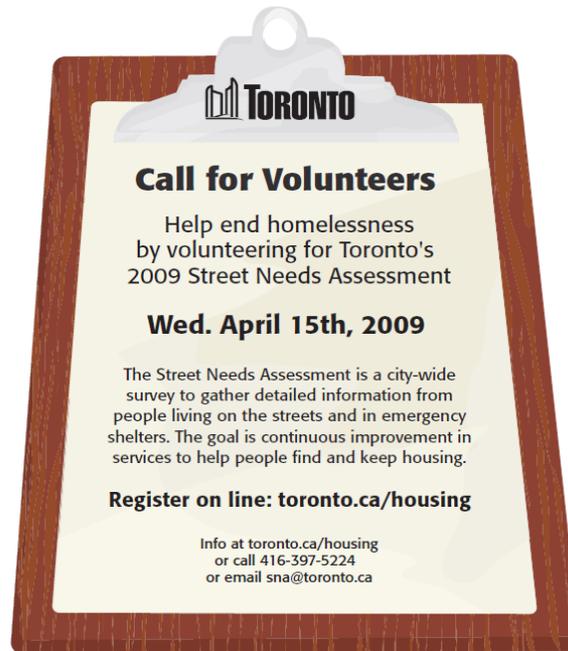
Our Class' List of Specific Challenges Faced by People Who are Homeless



RESOURCE 4 – Do the Right(s) Thing... - Lesson 4

Social Responses to Homelessness

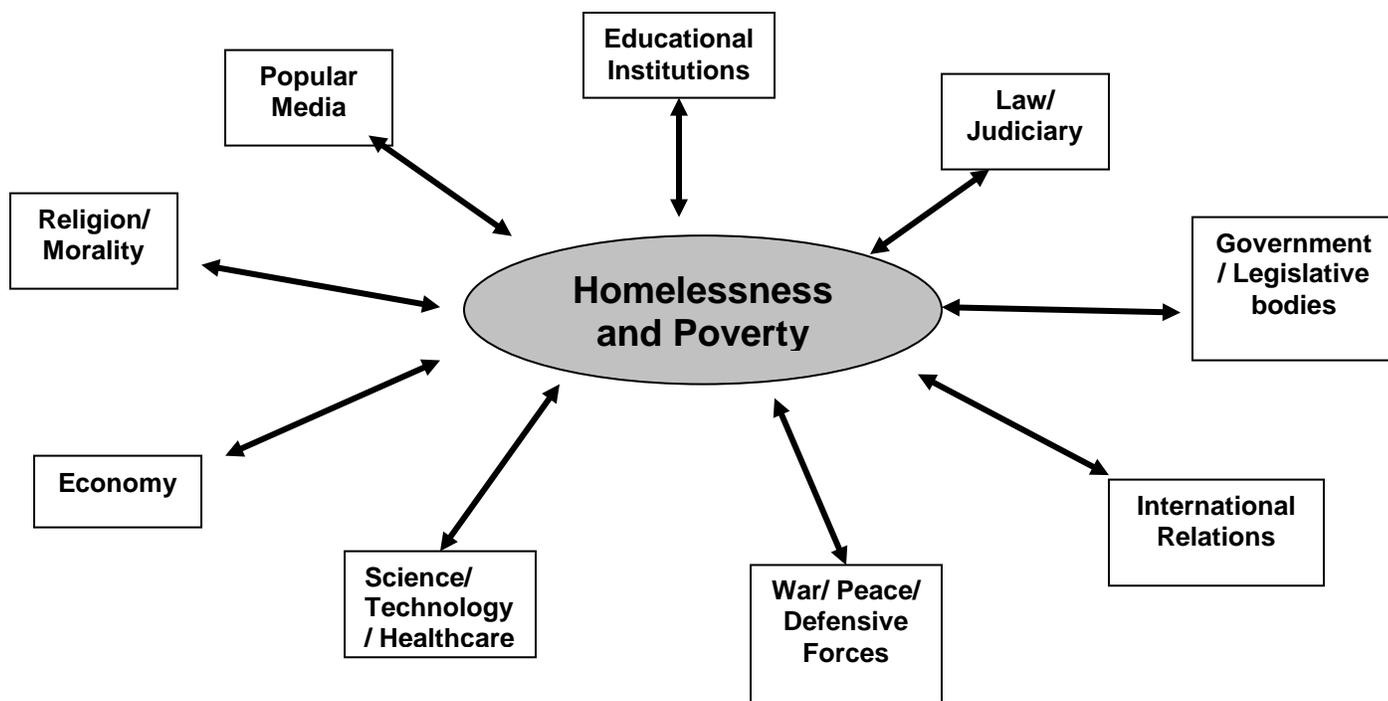
As Members of Society, We Affect One Another: Doing the Right(s) Thing



1. Read the flyer above.
 - a. What was the 2009 Street Needs Assessment?
 - b. Why might the City of Toronto believe that this 2009 Street Needs Assessment would be necessary?
 - c. How would the information gathered help all people living in Toronto understand the problems faced by people who are homeless?
 - d. Who are the people living in Toronto who could help others and themselves? Look at the graphic organizer below for the general areas of society.
 - e. More specifically, who in our society make up these different parts? With your class, write the names of occupations and professionals who belong to these groups.
 - f. How can these people affect the problem of homelessness?

RESOURCE 4 cont'd – Do the Right(s) Thing... - Lesson 4

Religion/ Morality	Popular Media	Educational Institutions	Law/ Judiciary	Government/ Legislative bodies
Who are these people? What occupations/ professionals are included?				
How could one of these professional/ occupational groups help homeless individuals meet a specific need?				



Economy	Science/ Technology/ Healthcare	War/ Peace/ Defensive Forces	International Relations
Who are these people? What occupations/ professionals are included?			
How could one of these professional/ occupational groups help homeless individuals meet a specific need?			



RESOURCE 4 cont'd – Do the Right(s) Thing... - Lesson 4**As Members of Society, We Affect One Another: Doing the Right(s) Thing****Statement of Media Awareness Campaign Focus****Group Members:**

Who? What?**Our group is interested in looking at how the occupational/
professional group,**

can help meet the

needs of individuals who face the problems of homelessness.

RESOURCE 5 – Do the Right(s) Thing... - Lesson 4

Social Responses to Homelessness: Effective and Ineffective; Productive and Unproductive

A. The Political Spectrum of Opinion

With a partner, read over the quotes from different people about homelessness and poverty.

- What biases, prejudices, and stereotypes are in each of the quotes?
- What actions might each of these speakers take in addressing problems facing people who are homeless?
- Are their actions effective, that is, would the actions help many? For how long?
- Discuss the different quotes with a partner, which one most closely reflects your opinions?

Quote	Bias/ Prejudice/ Stereotypes/ Assumptions	Actions	Effective/ Ineffective Productive/ Unproductive
<i>Homeless people are the dredge of society... they are dangerous to themselves and other people. We need to get them off the streets. It's time to make homelessness illegal.</i>			
<i>Something needs to be done in order for people (who) are below the poverty line. Let us collect food in December so they can have holiday food.</i>			
<i>Something needs to be done in order for people (who) are below the poverty line. Let us collect clothing so that people can have something to wear for job interviews.</i>			
<i>Something needs to be done in order for people (who) are below the poverty line and don't have homes. Let us give them all jobs at fast food chains and outside the cities.</i>			
<i>It could happen to anyone, and it does everyday. Let's make sure that everyone makes a wage that pays the bills and that they can afford a place to live.</i> Anonymous			

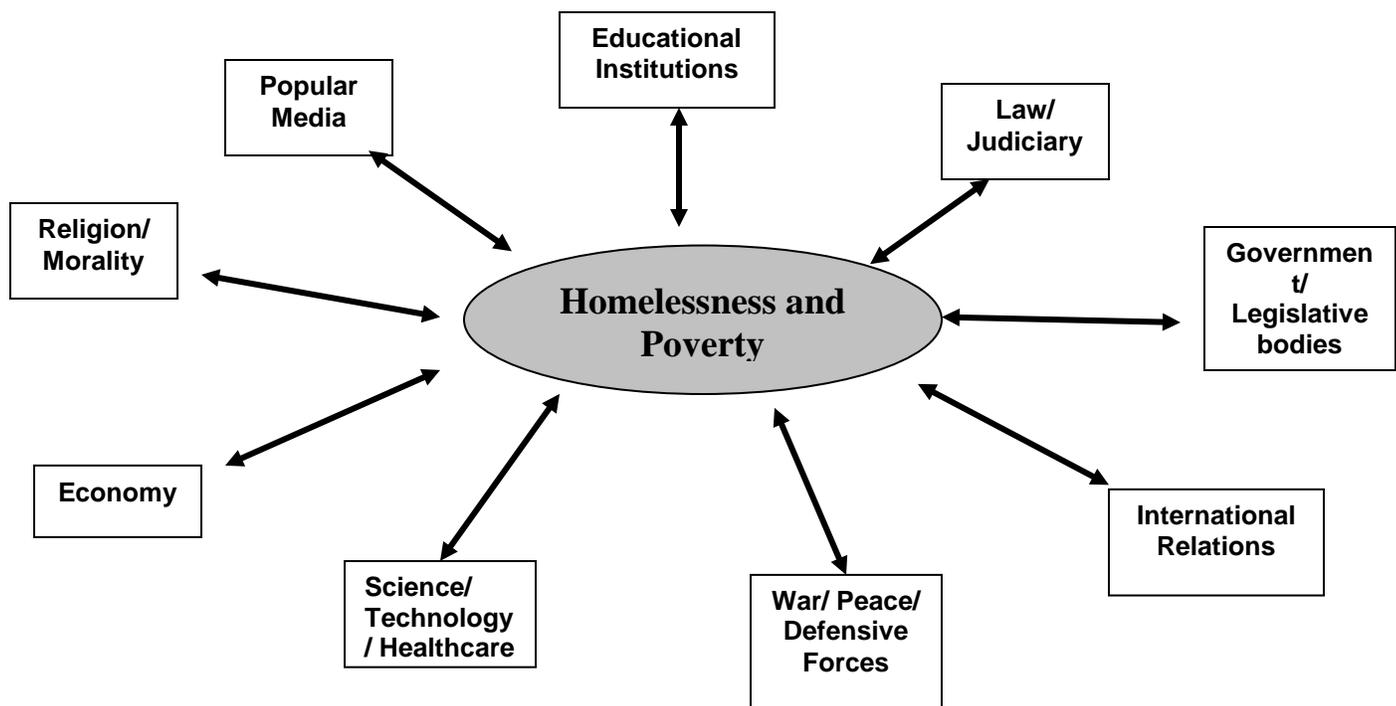


RESOURCE 5 cont'd – *Do the Right(s) Thing...* - Lesson 4

B. Canadian Political Parties

Canadian political parties differ in their opinions and actions about poverty and homelessness too. This matters to us because although all the individuals who are in the occupational/ professional groups in the organizer below affect our lives, some may have more power to make decisions about what we can do, and what we cannot.

Write and rank what you think are the most powerful to affect our lives from 1-9 by writing a number in the box. Share your views with others in your group, and then class. Canadian governments are powerful decision- makers.



C. Comparing Our Political Choices

Read the platform statements from Canada's largest political parties from the Federal Canadian Election, 2008. Which political parties appear to address poverty and homelessness effectively and productively?

Write and rank what you think are the most effective and productive approaches to needs of poor and homeless Canadian citizens from 1-4 by writing a number in the box. If you were a worker who could not afford or lost your home, who appears to help you most? Share your views with others in your group, and then class.



RESOURCE 5 cont'd – Do the Right(s) Thing... - Lesson 4


The state of the nation's housing: Federal election 2008

Analysis of housing in 2008 political party platforms

NDP	<ul style="list-style-type: none"> • \$3.5 billion over four years (\$500m; \$1b; \$1b; \$1b) – to reach One Percent Solution (\$2 billion annually) • New investments in: <ul style="list-style-type: none"> ○ New social housing ○ Supportive housing ○ Extending homelessness initiatives ○ Extending housing repair program • Aboriginal housing (on and off-reserve) • Energy conservation program for housing • Partial re-investment of national housing surplus
Bloc	<ul style="list-style-type: none"> • Increase affordable housing investments to reach One Percent Solution (\$2 billion annually) • 20,000 new social housing units annually (5,000 in Quebec); per-unit subsidy of \$100,000 • Partial re-investment of national housing surplus (CMHC)
Green	<ul style="list-style-type: none"> • \$2.6 billion over three years (\$430m; \$867m; \$1.3b) • Energy efficiency program for residential and commercial buildings (\$200 million in 2009 and 2010; \$150 million in 2011)
Liberal	<ul style="list-style-type: none"> • Low-Income Homes Retrofit Partnership (\$140 million) • 30,000 new social housing units; refurbish 30,000 existing units • \$620 million over four years (\$155 million annually)
Conservatives	<ul style="list-style-type: none"> • \$200 million for first-time home owners

<http://wellesleyinstitute.com/files/stateofthenationshousing.pdf>



www.homelesshub.com



RESOURCE 5 cont'd – *Do the Right(s) Thing...* - Lesson 4

Listen and view what these individuals from our political parties have to say about poverty and homelessness.

Make Poverty History TV Advertising

<http://www.abolissonslapauvrete.ca/en/blog/tv-ads-cap-succesful-vote-make-poverty-history-campaign>

Make Poverty History: On the Record: The Parties Answer Questions About Poverty

<http://www.makepovertyhistory.ca/ontherecord>

Harper Unresponsive to Anti-Poverty Group

<http://www.cbc.ca/news/canadavotes/story/2008/09/28/poverty-harper.html>

D. Do The Right Thing: Take Action to Influence Others

Canadians aged 18 and over can all vote and so they can take action to influence others by voting for members of provincial parliaments/ legislative assemblies (MPPs and MLAs), members of federal parliament (Members of Parliament, MPs) and members of municipal/ city councils.

Is this all we can do?

Think about the Canadians who are in occupations and professions from Appendix 4.4. What else could these groups of individual Canadians do to help homeless Canadians?

As Members of Society, We Affect One Another: Doing the Right(s) Thing

Statement of Media Awareness Campaign Focus
Group Members: _____

Who? What?

Our group is interested in looking at how the occupational/ professional group,

_____,

can help meet the _____
needs of individuals who face the problem of homelessness by



Lesson Plan Title: *Homelessness Awareness Media Campaign - Culminating Activity*

Activity Description:

Students develop an effective media campaign that calls for collective action for radio, television, school environments, film trailers, pop-ops, print ads for newspapers and magazines, bus shelters. Students aim their media campaign to one occupational group in society, (i.e. educators, students, doctors, lawyers, transportation workers, information technology workers, health care providers, business/ bankers, legal professionals, law enforcement, skilled trades, etc.) as the audience that would be instrumental in providing real assistance to difficulties and challenges experienced by people without permanent and affordable housing. Students use the resources provided on the Homeless Hub website to assist their research; they return to the Homeless Hub to contribute and share their Media Awareness Campaigns using the Homeless Hub's networking features.

Key Questions:

- **Empathy**
- **Agency**
- **Evidence**
- **Significance**
- **Progress and Decline**
- **Continuity and Change**
- **Moral Judgment**

Time Required: 225 minutes (3 x 75 minute classes)

Planning Notes

Photocopy and distribute beforehand the appropriate number of copies of each of the following:

- Resource 1: Evaluation/ Assessment Rubric
- Resource 2: Developing a Media Awareness Campaign Checklist
- Resource 3: Presentation Format
- Resource 4: Information Sources and Outlets

Arrange computer time for students to research community groups and professional organizations that they have selected.

Develop a letter template for student groups that introduces essential information to the recipients of the letters about the class project and the request for assistance and information.

Prior Knowledge Required

Learners have some familiarity and understanding of: applying a framework for analyzing power: bias/ prejudice/ stereotypes, individual forms of discrimination, institutional/ systemic forms of discrimination, and their mutual reinforcement applying a framework for questioning media creations, the Media Triangle; applying a set of questions when reading news reports for identification of bias development; statistical information about homelessness in their immediate, provincial, and federal communities; anecdotal information from individuals who are homeless about their experiences.



RESOURCE 1 – Homelessness Awareness Media Campaign - Culminating Activity

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding /4 Students demonstrate use of current and accurate information	Little or no use of current and accurate information	Some use of current and accurate information	Effective use of current and accurate information	Persuasive use of current and accurate information
Thinking/Cognitive Skills /16 rationale for media campaign's approach, audience, choice of text content, and explanation of possible consequences for action in terms of change and progress	Little or no rationale for media campaign's approach, audience, choice of text content, and explanation of possible consequences for action in terms of change and progress	Some rationale for media campaign's approach, audience, choice of text content, and explanation of possible consequences for action in terms of change and progress	Effective rationale for media campaign's approach, audience, choice of text content, and explanation of possible consequences for action in terms of change and progress	Persuasive rationale for media campaign's approach, audience, choice of text content, and explanation of possible consequences for action in terms of change and progress
Communication /12 use of media literacy skills in determining campaign's choices in media text, knowledge of audience, and effective production	Little or no use of media literacy skills in determining campaign's choices in media text, knowledge of audience, and effective production	Some use of media literacy skills in determining campaign's choices in media text, knowledge of audience, and effective production	Effective use of media literacy skills in determining campaign's choices in media text, knowledge of audience, and effective production	Persuasive use of media literacy skills in determining campaign's choices in media text, knowledge of audience, and effective production
Application /8 awareness of one's own biases, and of interests of selected occupational groups in order to accomplish a common goal; recognition of the importance of planned collaborative efforts	Little or no awareness of one's own biases, and of interests of selected occupational groups in order to accomplish a common goal; recognition of the importance of planned collaborative effort	Some awareness of one's own biases, and of interests of selected occupational groups in order to accomplish a common goal; recognition of the importance of planned collaborative effort	Effective awareness of one's own biases, and of interests of selected occupational groups in order to accomplish a common goal; recognition of the importance of planned collaborative effort	Persuasive awareness of one's own biases, and of interests of selected occupational groups in order to accomplish a common goal; recognition of the importance of planned collaborative effort
Total /40				



RESOURCE 2 – Homelessness Awareness Media Campaign - Culminating Activity**Project Description and Checklist – Developing a Media Awareness Campaign**

Your class will put together a media awareness campaign that raises awareness about the concrete needs of Canada's population of individuals who cannot find permanent housing. Although not having housing and shelter is an immediate problem for many, people without a fixed address can experience many other associated difficulties (i.e. obtaining health care, dental care, government financial assistance, completing any form that requires an address).

Your group will put together a media awareness campaign that is part of the class efforts. Your group will:

1. Identify and research one specific problem that a group of individuals who are without permanent addresses experience.
2. Identify and research one community/social occupational group in municipal, provincial, or federal communities who may be in a position to provide assistance to the group identified in #1.
3. After considering the perspectives of homeless individuals and their needs and after considering the perspectives of the occupational/professional groups who serve, develop one idea for how this professional group can assist homeless individuals in obtaining needed services.
4. Create a media awareness campaign that would be effective in persuading your chosen occupational group to assist homeless individuals.
5. Share your plan and media awareness campaign with your class for their feedback and comments.
6. Together with your class, send all the media campaigns to the Homeless Hub, so that others can assist in changing the living conditions of people who are homeless.



RESOURCE 2 cont'd– *Homelessness Awareness Media Campaign - Culminating Activity*

Checklist

Step	How to... / Tasks	Completed ✓
<p>Identify and research one specific problem that a group of individuals who are without permanent addresses experience.</p>	<p>Each group member contacts and asks a different community organization and/or shelter for children, youth and adults about the specific needs of the different individuals served by those organizations.</p>	
	<p>With your group, discuss the different collected responses.</p>	
	<p>Make a group decision about the specific need you will address.</p>	
<p>Identify and research one community/social occupational group in municipal, provincial, or federal communities who may be in a position to provide assistance to the group identified in #1.</p>	<p>Brainstorm with your group names or types of community/social occupational groups that could provide assistance.</p>	
	<p>Research names of organizations at the municipal, provincial and/or federal levels.</p>	
<p>After considering the perspectives of homeless individuals and their needs and after considering the perspectives of the occupational/professional groups who serve, develop one idea for how this professional group can assist homeless individuals in obtaining needed services.</p>	<p>In pairs, research the group you have identified:</p> <ul style="list-style-type: none"> a) Name of organization b) Address and contact information c) Organization's mandate d) One idea of how you think this group can assist homeless individuals in obtaining needed services. 	
<p>Create a media awareness campaign that would be effective in persuading your chosen occupational group to assist homeless individuals.</p>	<p>Consider and collect language that might persuade the organization and its members to change its practices or consider your way.</p>	
	<p>Think about using personal, emotional or moral appeal to convince an audience to adopt your plan.</p>	

	<p>Consider other perspectives on the issue.</p> <p>Blend facts and emotion to make your case and rely often on opinion.</p> <p>Predict the results of accepting your position, especially if the information will help convince the audience to adopt the position.</p>	
<p>Share your plan and media awareness campaign with your class for their feedback and comments.</p>		
<p>Together with your class, send all the media campaigns to the Homeless Hub, so that others can assist in changing the living conditions of people who are homeless.</p>		



RESOURCE 3 – Homelessness Awareness Media Campaign - Culminating Activity
Presentation Formats

Choose three of the following strategies for your Media Awareness Campaign:

Format	Examples of Presentation Strategies Add your own ideas!	How to use effectively?
Visual Format	Poster Picture book Scrapbook Timeline Collage Chart or table Floor Plan Photographs/ Essay	
Oral Format	Interview Slide/ Film Song Speaker Dramatization	
Performance Format	Docudrama Radio play Puppetry Radio broadcast Talk show	
Written Format	Editorial Letter Press Release Manual Newspaper Article	

Homeless Hub Resources:

<http://www.homelesshub.ca/hh/default.cfm?incfile=resources&linkto=2>



APPENDIX 1 - *Universal Declaration of Human Rights*

Complete Text	Plain Language Version
http://www.un.org/Pubs/CyberSchoolBus/humanrights/welcome.asp	
<p>Article</p> <p>13 Everyone has the right to freedom of movement and residence within the borders of each state.</p> <p>You have the right to come and go as you wish within your country. You have the right to leave your country to go to another one; and you should be able to return to your country if you want.</p>	
<p>Article</p> <p>25 Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.</p> <p>Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.</p> <p>You have the right to have whatever you need so that you and your family: do not fall ill or go hungry; have clothes and a house; and are helped if you are out of work, if you are ill, if you are old, if your wife or husband is dead, or if you do not earn a living for any other reason you cannot help.</p> <p>Mothers and their children are entitled to special care. All children have the same rights to be protected, whether or not their mother was married when they were born.</p>	



APPENDIX 2 – *United Nations Convention on the Rights of the Child*

<p>Complete Text</p> <p>http://www.unicef.org/crc/index_30228.html</p>	<p>Plain Language Version</p> <p>http://www.unicef.org/crc/files/Rights_overview.pdf</p>
<p>Article</p> <p>27</p> <p>1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.</p> <p>3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.</p>	<p>Adequate standard of living:</p> <p>Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.</p>
<p>Article</p> <p>25</p> <p>1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:</p> <p>(a) Make primary education compulsory and available free to all;</p> <p>(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;</p> <p>(c) Make higher education accessible to all on the basis of capacity by every appropriate means;</p> <p>(d) Make educational and vocational information and guidance available and accessible to all children;</p> <p>(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.</p>	<p>Right to education:</p> <p>All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.</p>

Note on the Author

Moira is an Instructional Leader for Equitable Schools, Toronto District School Board. She has developed a range of Intermediate/ Senior curriculum that focuses on making concepts relevant and accessible while asking students to engage critical thinking skills. Publications include *9/11 and Beyond: Teaching Human Rights in TDSB Classrooms*, TDSB 2003, *Challenging Class Bias: Teaching/ Learning Strategies for Addressing Socioeconomic Inequity*, TDSB 2005, *My Country, Our History*, Pippin, 2005, *Passport to Civics: Teachers Resource Guide*, 2008. She is currently a Course Director at Faculty of Education, York University.



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