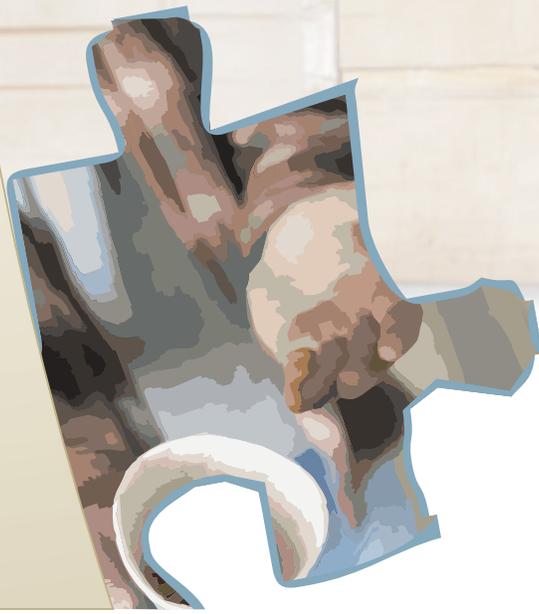


# Walk a day in my shoes



Understanding  
Homelessness  
through  
Drama



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homeless  
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[www.homelesshub.com](http://www.homelesshub.com)

## Walk a Day in My shoes Understanding Homelessness Through Drama

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## Walk a Day in My shoes Understanding Homelessness Through Drama

This Unit takes students on a journey towards understanding an issue that affects Canadians on a daily basis. Through both process drama and performance, students are given the opportunity to put themselves in someone else's shoes. How better to develop empathy than to live that experience. Drama has a powerful ability to do just that.

This unit will challenge preconceived notions, educate and inspire students to take a stand. This unit will also give the students an opportunity to create their own awareness pieces; they can then bring these pieces out to the community in order to create a ripple effect. It is imperative that students be given the opportunity to create meaningful work; homelessness is a topic that needs to be explored and allows such an opportunity.



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

Working with images, texts, scenarios, and personal association, students will improvise, prepare and create an important body of work around an issue that has been unaddressed for too long.

**\*This unit has been prepared for grades 9-12; however the lessons could easily be modified for intermediate grades 6-8. The length of pieces can be shortened, and students can be guided through exercises with the suggested accommodations (examples given).**

**-Cameron Ferguson-**

## Getting Ready to Teach Homelessness

This curriculum unit has been designed for high school Drama 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](http://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](http://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](http://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](http://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](http://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 As, etc. Teachers are encouraged to direct students who wish to learn more about homelessness to the Homeless Hub and use the research library.



**Lesson Plan Title:** *Relocation- Lesson 1*
**Theme and General Goals:**

Intro to unit. Introduction to social issue: Homelessness

Students will explore what “Home” means to them, what defines their personal space, and what it would mean to have that space taken away. This introductory lesson will serve as a hook to pull students into the topic through in-role dramatization.

**Step By Step Procedures:**
**Intro**

Have students bring in at least 5-10 personal items from their home/bedroom. Inform students that the items they bring in should represent what “Home” means to them. The items should hold significance to them, whether it is a blanket that represents warmth, or a framed picture of their first pet. Items should not hold much monetary value. Things such as combs, pictures, and their favorite pair of socks or toothbrush would be best. \* This will ensure that students from varying socioeconomic backgrounds will not feel uncomfortable. Tell students that they will be recreating their bedroom (can be another room in their house). Let students know that they will be asked to create a scene within this space (this will ensure that they bring items to class).

**20 mins**

- Put on some background music (instrumental)
- Have students pair up and create a combined “Home” space
- Tell students they may use chairs, desks, drama blocks, and anything they can find in the space
- Tell students they have 15 minutes to create their space, instruct them to make it as detailed as possible and to use their imagination in creating it
- Inform them that they may need to explain their choices (this will create discussion between the two students and attachment to the choices they make)
- When the students are finished creating their spaces, instruct them that upon your signal (beat of drum/ or whistle) you will need them to freeze in place, and follow the next instructions precisely
- Give signal and tell students that you will count down from five, they will have five seconds to take everything they can and relocate to another space in the room
- It must be as far as possible from the original location
- They may only make one trip, and thus must take only what they can grab in one trip
- Begin countdown
- Once five seconds are up have students freeze
- Instruct students to stay frozen
- They are to remain silent
- Tell students that you will walk around the space and when tapped on the shoulder, they are to say one word that describes something they were feeling as they were asked to dismantle their space and relocate without warning or time



10 mins

- Have students come together and sit in a circle
- Ask students what this scenario may resemble in the world around them
- Discuss with class what they think it may feel like to be evicted from your home, or even a space that you do not own but have occupied

20 mins

- Have students go into groups of 3-4
- Have them brainstorm in their groups several different reasons why someone may leave their place of shelter
- For ELL students or students with special needs, you may want to write several on board (example: losing one's job, police officer moving someone from park due to neighborhood complaints, no room left in shelter)
- Have students create at least three tableaux (frozen pictures) using their bodies as people and/or objects, that depict the three scenarios
- Inform students that they have 20 minutes to prepare

15 mins

- One at a time students will present their tableaux – other groups will try and decipher what they believe is happening in the others' images

10 mins

- Have class discuss, gather their belongings and assign journal entry
- Hand out a Post-it to each student
- Tell students to write one question that they have about homelessness on Post-it
- Ask students to stick Post-it on Bristol board as they exit the classroom
- Gather all these questions and type them onto a single sheet, leaving space for answers underneath
- Next class, you should hand question sheets out and inform students that they will need to research and find the answer to their individual question
- Inform students that you will choose 3 students randomly per day to post their answers
- Tell students that they are to use the [www.homelesshub.ca](http://www.homelesshub.ca) as their main source for answers

**Accommodations:**

Scenarios displayed on chart paper or board

Journal Prompt: What surprised you most about today's drama class? Discuss feelings that you experienced during lesson. What do you know about "Homelessness"? What would you want to know about it?

**Required Materials:**

- 5-10 personal objects brought from home
- chairs, blocks, desks, and props found in drama room (or classroom)
- drum/whistle



- music/ cd player
- Post-its
- Bristol board
- tape

**Homework:**

Have students write a journal entry reflecting on the day's drama lesson.



the  
homeless  
hub

[www.homelesshub.com](http://www.homelesshub.com)



**Lesson Plan Title:** *Image Based Theatre- Lesson 2*

**Theme and General Goals:**

The purpose of this lesson is for students to create scenes using images as prompts. These images and scenes will be an opportunity to open dialogue around the reasons why homelessness exists and how it affects all involved.

**Step By Step Procedures:**

Part 1

10 mins

- Place images (**Appendix 1**) face up on the floor, ensuring that they are spaced apart
- Dim lights (if possible) and put on some background music
- Instruct students to walk about the room, examining all the photographs carefully
- Once students have explored all the images, tell them to choose one image that speaks the most to them, or that they are most curious about
- Tell students to stand in front of image that they have chosen
- Try to ensure that there are at least a few students at each image
- Instruct students that they have 5 minutes to sit in a circle with image. Students must pass image around circle, and one at a time, tell group what the image reminds them of. Does it conjure a memory from their own experience or remind them or something they have seen?

20 mins

- Tell students that they are to create a sequence of three tableaux (frozen images using their bodies as people and/or objects)
- The image should inspire a scene; the scene will be represented by the three frozen images: a beginning, middle, and an ending
- The scene needs to be around the issue of homelessness
- Students must establish the (5 W's) Who, What, When, Where, and Why of the scene before creating the tableaux
- Tell students that they will have 15 minutes to prepare
- Students must rehearse tableaux in order to ensure smooth transitions
- Tableaux should be done in silence (however background music will enhance dramatic effect)
- The following is an example of a three image scene based on a group's photo:

**Image:** *Exterior of a school*

**Who:** *Teen, Mother, and Principal*

**What:** *Parent trying to register their child for school*

**When:** *September*

**Where:** *Principal's office*

**Conflict (Why):** *Teen and mother do not have an address, which is a requirement for school enrollment*

10 mins

- When time is up, inform students of order they will be presenting in



- Students are to perform one after the other. Inform students to be ready to begin, as soon as the previous group does their last tableau

#### Part 2

- Now that students have created a shell, instruct students to return to their groups and flesh out their scene. They are now to incorporate dialogue. It is important that the scene begins with the first position that was taken in their first tableau. The scene should also end with the last image created. Though it is important that the students explore solutions to issues such as these, they should be encouraged to portray the situation with honesty. Scenes should not have “magical “endings. In the case of the example, the principal should not “invite the mother and child to move into his second apartment, conveniently free at the moment”. Ideally, the students will be developing empathy for the character in the scene, rather than trying to resolve big issues.
- The students should be given the remainder of the period to work on scene
- They should perform next period
- When all groups have performed, there should be a class discussion around scenes and issues explored within scenes

#### **Accommodations:**

Mixed groupings

The example scenario could be given to a group if struggling

#### **Required Materials:**

Images (see Lesson 2 Appendix)

Journals to write their 5 W's

Music player

#### **Homework:**

Reflect on what you learned through creating this scene. What did you learn about yourself? What did you discover about your character?



**RESOURCE - Image Based Theatre- Lesson 2**

Student:

**Checklist/ Look-Fors**

Tableaux are varied and have different levels	
Student is focused and in character	
Transitions are smooth	
Sightlines are clear and all group members can be seen clearly	
Scene communicates attitudes, thoughts & feelings of the role with clarity	
Scene demonstrates a high degree of understanding and empathy	
Student has thought "Outside the Box" and created an innovative piece	
Scene has a clear beginning, middle, and end	
There is a clear conflict/problem in scene	
Scene has an organic and believable ending	

Comments:

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Next Steps:

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**Lesson Plan Title:** *Feeling Lost- Lesson 3***Theme and General Goals:**

In this lesson students will take an experience from their own life and apply the feelings they had at that time, in order to empathize with people who have no home. This task will serve towards their culminating task when they will be asked to create a scene in character.

**Step By Step Procedures:**

## Intro

5 mins

Have 3 or 4 students post the answers to their Post-It note question while other students copy onto their lesson sheet (see lesson 1)

20 mins

- Hand out worksheets
- Have students fill them out
- On top portion of sheet, they are to write whatever comes to mind- they must simply complete the sentences
- On the bottom portion of sheet, students must recall an experience in their own life when they felt homesick
- Have them describe it in as much detail as possible, using lines provided

## Part 1

20 mins

- Have students walk around the space
- There should ideally be some quiet reflective music on in the background
- Tell students to focus on themselves and at the beat of the drum, to freeze
- Once frozen, ask students to continue walking, while reading aloud their completed sentences
- Freeze- and instruct students that you will walk around and when you tap one of them on the shoulder, to say a sentence of their choosing aloud
- At times you may want to tap the same student more than one time in a row- this will create an interesting and dramatic effect
- On third freeze, instruct students to join three or four other students who are closest to them
- In those groups, students will have five minutes to create a series a five tableaux- one for each of the lines that individuals just read aloud
- After students have prepared, have them present one after the other. They should have 4 lines and four tableaux if their group consists of four people

## Part 2

30 mins

- In those same groups, students are to sit in a circle and one at a time, read their stories from their worksheets to one another



- Students must now choose one story per group
- They will dramatize this story through the use of choral chanting and tableau
- Encourage the students to say the lines in different ways, different levels of volume, with a narrator at times, stretching the words, and with added sound effects
- What should be stressed, is that there is variety, in order to make it more interesting
- Inform students that there need not be a different tableau for every line, but rather a change at different significant moments in the story
- Give students the rest of the period to prepare
- Tell students that they are to present it next period
- They are to find a piece of instrumental music that suits the piece
- They will be performing with this piece of music

**Accommodations:**

Mixed groupings

Students can write their personal story point form, rather than in a paragraph format

**Required Materials:**

Cd player, music, worksheets, drum

**Homework:**

Students are to reflect on the lesson in their journals

Journal prompt: How might your experience compare to that of someone who is permanently without a home? Reflect.





**Lesson Plan Title:** *News Story Theatre – Lesson 4*

**Theme and General Goals:**

In this lesson, students will create dramatic pieces based on an actual news story. Students will be expected to fill in the missing blanks and create the information that is not said in the news story. Students are to do “in role” enactments, as well as scene creation.

**Step By Step Procedures:**

Intro

5 mins

Have 3 students post their findings to their Post-It Note research questions (see lesson 1)

Part 1

25 mins

- Have students sit down and close their eyes
- Read aloud the attached news story
- Ask students what the facts of this story are (what do we know for sure)
- Write them on the board as they come up with them
- Ask students what they don't know, but would like to know, such as: Why did the boy steal the games? What was he planning to do with them? Why was he kicked out of his home?
- List these questions on the other side of the board
- Ask students who they think might possibly know the answers to some of these questions (apart from the boy himself). List their findings.
- Ask for 5 or 6 volunteers who will play these people
- Take the volunteer students aside and assign them 5 of the characters that are listed on the board
- Possible characters may include: the arresting police officer, the store owner, the boy's social worker, his best friend, his teacher, or his sibling
- Once characters are assigned, inform the volunteers that they are to come into the classroom and sit on the chairs that are placed in front of the class
- Inform volunteers that the students will ask them questions and while you want them to reveal to them what your character knows about the situation, they should not reveal everything right away, but rather it should be a gradual discovery
- Have students come back into class and sit down
- Introduce the characters to the class and tell them that they are here to bring light to the situation with the boy
- Perhaps you can start off the questioning by asking one of the actors what the boy's name (fictional) is

Part 2 - Short scene

40 mins

- Have students go into small groups (3-4)



- Ask students to now take the knowledge they have acquired about the boy's situation and create a short scene that happened immediately before the incident in the store
- The scene could address why the boy was stealing, could involve him leaving home, or perhaps a struggle he had while trying to get through school
- The goal of the scene is that it should relate directly to why the boy found himself in this situation in the first place
- The students should acquire an understanding of how specific circumstances lead to specific outcomes
- Have students perform their scenes in front of the class

**Accommodations:**

If necessary, students may be given scene suggestions

Mixed groupings

**Required Materials:**

News story

Journals

**Homework:**

Have students find on the net a news story that relates to homeless youth

Tell them to print it and keep it in their journals (and that they will need it for their culminating task)



**RESOURCE – News Story Theatre – Lesson 4****Homeless Crawley teen in shoplifting spree**

Monday, February 16, 2009, 11:37

A TEENAGER living rough after being disowned by his family stole more than £100 (250 \$) worth of computer games from a town store, a court heard.

Ashley Franks, 19, was arrested on January 21 this year, shortly after being spotted removing the items from Gamestation, in the town centre.

The teenager, of no fixed abode, admitted the theft at a Crawley Magistrates' Court hearing last Friday.

Defending, Geoff White said: "Franks has had a very troubled upbringing and left school unable to read or write.

"There was trouble at home and his family in Southgate have severed all ties with him.

"He is unemployed and living right on the edge."

Magistrates imposed a 12-month community supervision order and also ordered Franks to pay £30 (75\$) costs.

<http://www.thisissussex.co.uk/crawley/Homeless-Crawley-teen-shoplifting-sprees/article-701517-detail/article.html>



[www.homelesshub.com](http://www.homelesshub.com)



**Lesson Plan Title:** *Writing in Role - Lesson 5***Theme and General Goals:**

In this lesson, students will put themselves in the shoes of a character who is facing challenging situations due to homelessness. Student will explore the issue through means of writing in role.

**Step By Step Procedures:**

Intro

5 mins

- Choose three students to post the answers to their Post-It Note questions
- Have other students copy answers
- Discuss  
( see lesson 1)

70 mins

- Read through the handout with students
- Students are to choose one scenario from the handout
- Students are to write a letter in the voice of that character
- Students may use one of the topic prompts, or in the case of students who are more advanced, they may formulate their own
- Assign length based on grade and skill level
- Hand out checklist and scenarios sheet for assignment
- Students should refer to checklist for “Writing in Role” expectations
- Show students an exemplar of level 4 writing in role as well as level 1 or 2, in order for them to understand the difference between in depth character analysis and writing that is just skimming the surface
- These two examples could be shown on an overhead or alternatively photocopied and passed out to students in groups
- Ask students to identify the differences in the two letters

**Accommodations:**

Students will be given prompts for writing topics.

Students may type on computer rather than handwriting in journal.

Class time may be used for this assignment.

**Required Materials:**

Journals, pen or pencil, handouts

**Homework:**

This should be finished as homework for next lesson. Tell students that they will need it completed in order to do next step.



## RESOURCE - Writing in Role Handout- Lesson 5

Choose one of the below scenarios and write in role as that character. You need to speak in the first person and write a letter that will reveal details about the character's thoughts and feelings.

I will be looking for the following things when reading your letter:

- Student has written letter in the first person, putting themselves in that person's shoes
- Ideas were written in a clear and organized manner
- The letter is the required length
- Student demonstrates an understanding of how empathy functions as a component of drama
- Student has taken given information and applied it as well as using information learned thus far in unit to portray a sincere moment in this character's life

### Scenario 1

You are 14 years old and are being raised by a single mother. You have two younger siblings. Your mother has just lost her job and you have no other relatives in town. Jobs are very hard to come by for your mother because she is from South America and she does not yet have her working papers. She brought you here to give all of you a better life. You will soon be evicted from your apartment and are afraid. You are trying not to let your younger siblings know how scared you are.

*Child-Write a letter to your mother confessing your true feelings about what is happening right now.*

*Or*

*Mother- write a letter to your child telling them how you feel, what your hopes were coming to Canada, and now what you fear.*

### Scenario 2

You are 16 years old and have no family to speak of. You were raised in the foster care system for most of your life. You ran away from your last home two years ago, due to abuse and neglect. You haven't eaten in two days. You are passing by a convenience store that has food displayed outside. There is nobody around at the moment. You would never normally steal, but feel you have no choice. You are caught in the act and taken away by a police officer.

*Write an account of what happened and why.*



**Scenario 3**

You have found out from a friend that there is a job opening at a factory nearby. You have an interview that very afternoon. You do not have a change of clothing, and no money to buy any. You desperately need this job in order to have a roof over your head. For the previous reasons, you have missed the interview.

*Write a letter to a friend explaining why you missed the interview and how it made you feel.*

**Scenario 4**

You are 14 and have run away from home. You were being physically abused and your parent had a substance abuse problem. You are staying temporarily at a friend's house and do not want your friend's mother to report where you are.

*Write a letter to your friend's mother asking her to not turn you in.*

**Scenario 5**

You are staying in a shelter with your parent. Last July you were evicted from your apartment. It is time to register for high school. You are sitting in the principal's office. On the registration form, an address is needed. Both you and your parent don't want anyone to know about your situation but an address is needed. You leave the school without being registered.

*Write a letter to your best friend explaining why you will not be attending school with him/her.*

**Scenario 6**

It is your senior prom. The person who you've liked for the past 3 years has asked to take you. They have rented a limo with a few other friends and are insistent on picking you up. You live in a motel with your mom and do not want anyone to find out.

*Write a letter to the school counselor explaining your fears and seeking advice.*

**Scenario 7**

You are walking down a busy downtown street with some friends. You pass by some young people who are asking for money. You and your friends ignore them and continue on. Suddenly, you hear one of them call your name. You turn around and realize that one of the youths is a kid you went to elementary school with. Embarrassed you grab your friends and rush away.

*Write a letter to the friend you saw on the street.*





**Lesson Plan Title:** *Fairy Tales For Change- Lesson 6***Theme and General Goals:**

In this lesson, students will use well known fairy tales as a means of exploring homelessness.

**Step By Step Procedures:**

5 mins

- Choose three students to post the answers to their Post-It Note questions
- Have other students copy answers
- Discuss  
( see lesson 1)

10 mins

- Put students into groups of 4-5 people. Hand each group a piece of chart paper and some markers
- Ask students to brainstorm all the fairy tales they know
- Have students choose a group representative to read their list aloud. Tell students to add any to their sheet that they did not have themselves

50 mins

- Tell students that they are to choose one of those fairy tales and incorporate homelessness into the story
- Read students the example that is on the handout
- Tell students that the scene should have a clear beginning, middle, end, and a conflict/climax
- If needed, students may be given a topic (see handout)
- Students are to write a script that will need to be memorized and handed in
- Students will need a few periods to work on this assignment
- Hand out checklist

**Accommodations:**

Scenes may be given to students (see handout)

Mixed level groupings

**Required Materials:**

handouts

chart paper

markers

tape

**Homework:**

Type script to hand in

Journal prompt: What did I learn through this assignment? What did my group do particularly well? What might I change if I were to do it again? How might our scene relate to the real world?



## RESOURCE - *Fairy Tales for Change- lesson 6*

Example:

A group of students created a version of the Three Little Pigs. They decided that the Wolf was oppressed. He had not intended to blow the two houses down, but did so out of frustration. The pigs were being racist, and did not want a wolf living in the community. The Wolf searched numerous neighbourhoods and could not find adequate housing. In the end, he ended up turning to crime as a means to support himself. The piece they created was moving and raised interesting connections between racism, homelessness, and the consequences of these oppressions.

You may let senior students choose their own fairy tale and find their own tie to homelessness within that fairy tale. Below are some scenarios that may be handed out to groups. This may be necessary for younger students and/or students with special needs.

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The Three Little Pigs: The third pig does not have room to house his brothers/sisters. The two first pigs have lost all of their belongings, and have nowhere to go. Explore

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Goldilocks and The Three Bears: Why did Goldilocks find her way to the bear's house? Why was she so tired and why so hungry? What circumstances could have led her to breaking into someone's house? Explore

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Pinocchio: Pinocchio is a little boy who is made out of wood. He lives alone with his father, who is mortal. What happens to Pinocchio when his father passes away? Is he forced into the foster care system? Does he run away? Does he become another statistic? Explore

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Little Red Riding Hood: Little Red is homeless and has fallen victim to being vulnerable and without any resources. She has lost her grandmother, and though she is afraid of the woods, and the many dangers it holds, she has nowhere else to go. How might this resemble street youth? Explore



**Lesson Plan Title:** *Short Prepared Improvisation Scene- Lesson 7*

**Theme and General Goals:**

In this lesson students will go into groups of 3 and choose one of the scenarios from last lesson. Students are to flesh out this scenario creating a scene. Students may choose to create the scene that is given, or to use it merely as a prompt. If used as a prompt, students may choose to portray this character by displaying a significant moment in his or her life, a moment that led them to this point.

**Step By Step Procedures:**

5 mins

- Choose three students to post the answers to their Post-it Note questions
- Have other students copy answers
- Discuss  
( see lesson 1)

Warm- up - Hours of The Day

15 mins

- Put on instrumental music in the background to create mood
- Tell students to find a spot in the room and to lie down with their eyes closed
- If room does not permit, students may be seated comfortably in a chair with eyes closed
- Now tell students to think back to their In Role Writing that they completed in their journals
- Guide students through an abandon of their own personas, and ask them to imagine they are now the character that they wrote about
- Tell students that you will walk them through that character's day, and on any given hour, they are to perform the actions that that character would perform at that time of day
- Start at 5:00 am, tell students its 5:00am asking them where their character would be, what are they doing? Are they still sleeping? If so, where? Are you warm? If not show us how you feel. Then call out 6:00 am and so on. At 9:00 am are they eating breakfast? Are they at school? If not, where are they?
- Take the students through a cycle of an entire 24 hours
- It is important that this activity be done without interacting with the other students around them
- This activity will enable students to walk through an entire day in someone else's shoes, and allow them to understand the daily challenges other people face
- When finished, take a few minutes to discuss experience

Part 1

15 mins

- Put students into groups of 3
- Ask students to take out the "Writing in Role" handouts that were given to them yesterday



- Tell students to choose one of the scenarios, it may be the same one they used to write their letter, or it may be a new one that they wish to explore
- Group must now create a scene, inspired by their chosen scenario
- Scene must have a clear beginning, middle and end
- Scene may not have a magical outcome and must be explored in a sincere and honest manner
- Tell students that their scene needs to be at least 4 minutes in length
- Tell students that in the planning stage, they must establish the 5 W's
- Have them write these 5 W's in their journals
- Students will have fifteen minutes to create their scene
- Explain to students that while they have fifteen minutes to prepare the general structure, they may improvise the scene as well

30 mins

- Have groups perform one at a time
- Feedback and discussion

25 mins

- Ask students if they know the meaning of "Hot Seating"
- Inform them that "Hot Seating" is when you are put on the spot and asked questions
- Ask for a volunteer to come to the front of class and sit in the "Hot Seat"
- Tell students that as soon as they sit down, they are to become the character from the scene they just performed (the main character)
- Ask students questions pertaining to their character and have them answer on the spot
- Inform students that there are no wrong answers
- If student is playing the character that cannot go to prom, you may want to ask questions such as – Why- How does that make you feel? – How long have you had to live in a motel? What is your best memory from your past?
- Ask several questions first so that students can get a sense of what type of questions to ask, and then allow students in class to ask questions as well
- Inform students that this exercise allows them to learn more about their characters
- Once this student has explored their character, have students get into pairs and "Hot Seat" one another

**Accommodations:**

Mixed groupings

Post some suggested questions on the board such as:

- What is your name?
- How old are you?
- How long have you been homeless?
- How does this make you feel?
- What obstacles do you face on a daily basis?



- Do you have many friends?
- What do you wish to become later in life?

**Required Materials:**

Journals  
Handout  
Cd player  
Music

**Homework:**

Journal Prompt:

How did “Hot Seating” affect your view of your character? Explore.



**Lesson Plan Title:** *Homelessness, a Dramatic Anthology- Lesson 8- culminating task*

**Theme and General Goals:**

In this culminating task, students will use techniques learned throughout the unit, in order to explore the social issue of homelessness. They will create a piece that will educate on the issues surrounding homelessness.

**Step By Step Procedures:**

Intro

5 mins

- Choose three students to post the answers to their Post-It Note questions
- Have other students copy answers
- Discuss  
( see lesson 1)

Several periods

- Give students handouts explaining assignment
- Put students into groups of 4 to 5
- Students will create a dramatic montage using various methods learned throughout unit
- Students must use at least four methods learned throughout the unit (tableau, monologue, and short scenes based on news articles and images)
- Students will use the sources provided as well as find some of their own sources
- Students will create a piece that is ten minutes in length
- This dramatic anthology will be the culminating task of the unit
- Anthology could also be performed to audiences in order to educate about homelessness (to school, feeder schools, or in the community)
- Students will need several periods to work on putting this dramatic piece together
- Encourage students to use music and lighting (if possible)
- Students should write an outline of their performance in their journals and use this outline as a launching point
- Students should use any available sets, props, or costume pieces (this is not essential however)

**Accommodations:**

Mixed groupings

Students may use some of written examples given out throughout the unit

For more advanced students, this piece could be a full length show that is created over the span of a few weeks

**Required Materials:**

All material accumulated through the unit

Handouts

Music, cd player, props, set pieces (if available)

**Homework:**

Journal: Reflect on this unit. What have you learned? Did you have any assumptions about homelessness that were challenged through this process? How did expressing yourself through dramatic means increase your awareness of the issue being explored?



**RESOURCE - Homelessness, a Dramatic Anthology- Lesson 8- culminating task**

In groups of 4 to 5, you will create a dramatic montage using techniques explored throughout this unit. Montage will be related to homelessness. You will use your journal, “In Role Writing”, newspaper articles, images, and any other information that you have been given or found throughout this unit. Your piece may be a series of vignettes or it may be one continuous piece that incorporates the different techniques. For example, you may create a ten minute play which contains monologues and actors who create the backdrop of various scenes by using their bodies as tableaux. You may choose to write a monologue based on your “In Role Writing” character, or on one of the other scenarios that you have not explored.

In your montage / dramatic piece, you must include at least 4 of the following dramatic forms :

- Tableaux
- Monologue
- Prepared scene based on a photo
- Scene based on a news article
- Scene based on a fairy tale, fable or legend

Be sure to include the following elements:

Student:

Look Fors

Dramatic piece is at least 10 minutes in length	
Transitions are smooth and tie one scene to the next	
Piece demonstrates knowledge and relays information pertaining to homelessness	
Piece conveys empathy and student has put themselves in the character’s shoes with honesty and respect	
Student is focused and in character at all times	
Student can be seen at all times, scene is well blocked	
Student is projecting their voice	
Montage is creative, student has thought “outside the box”	

Comments and next steps:

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## APPENDIX 1 – Image Based Theatre – Lesson 2, cont'd



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



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

## APPENDIX 1 – Image Based Theatre – Lesson 2, cont'd

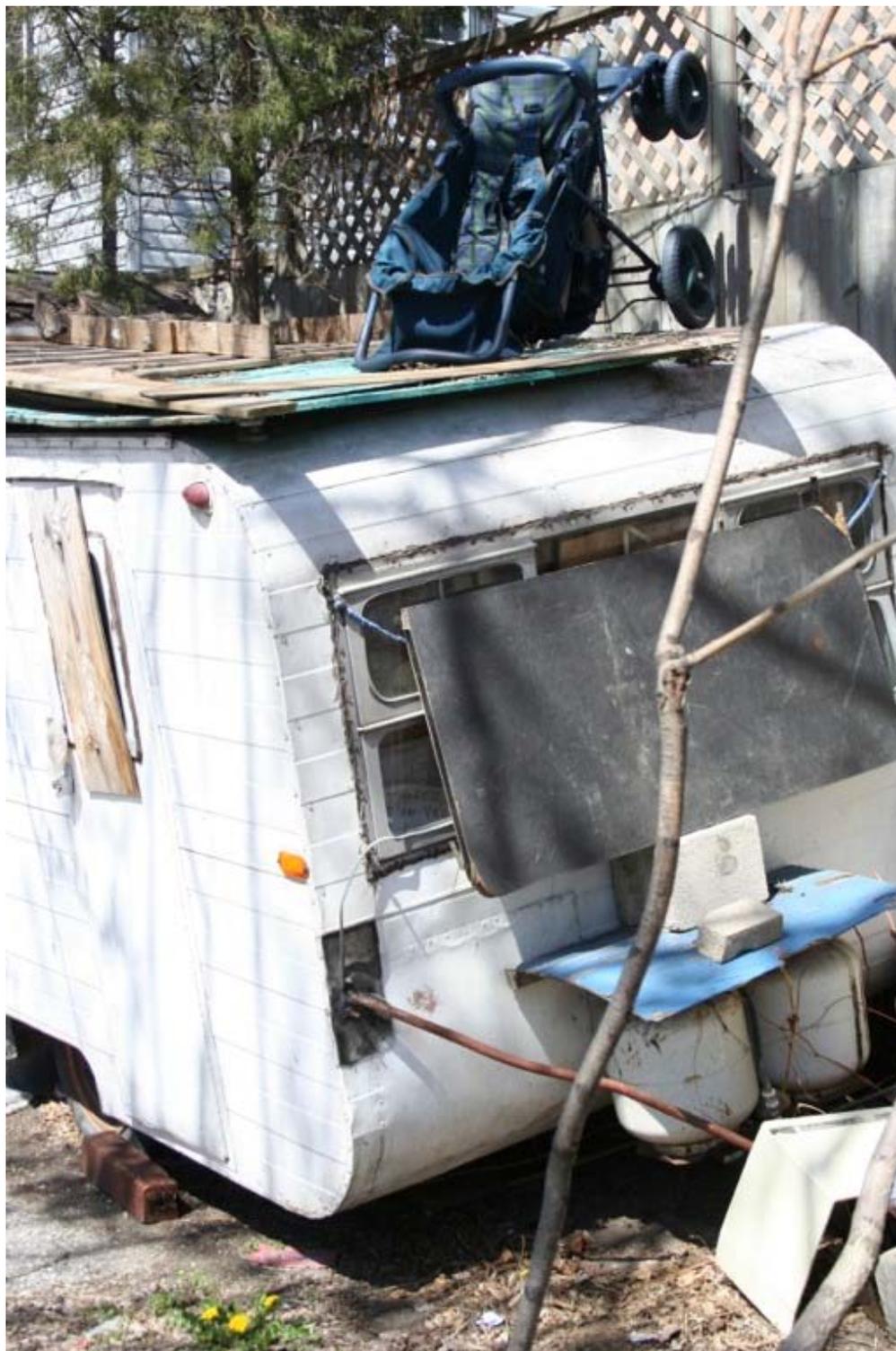


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## APPENDIX 1 – Image Based Theatre – Lesson 2, cont'd



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## APPENDIX 1 – Image Based Theatre – Lesson 2, cont'd



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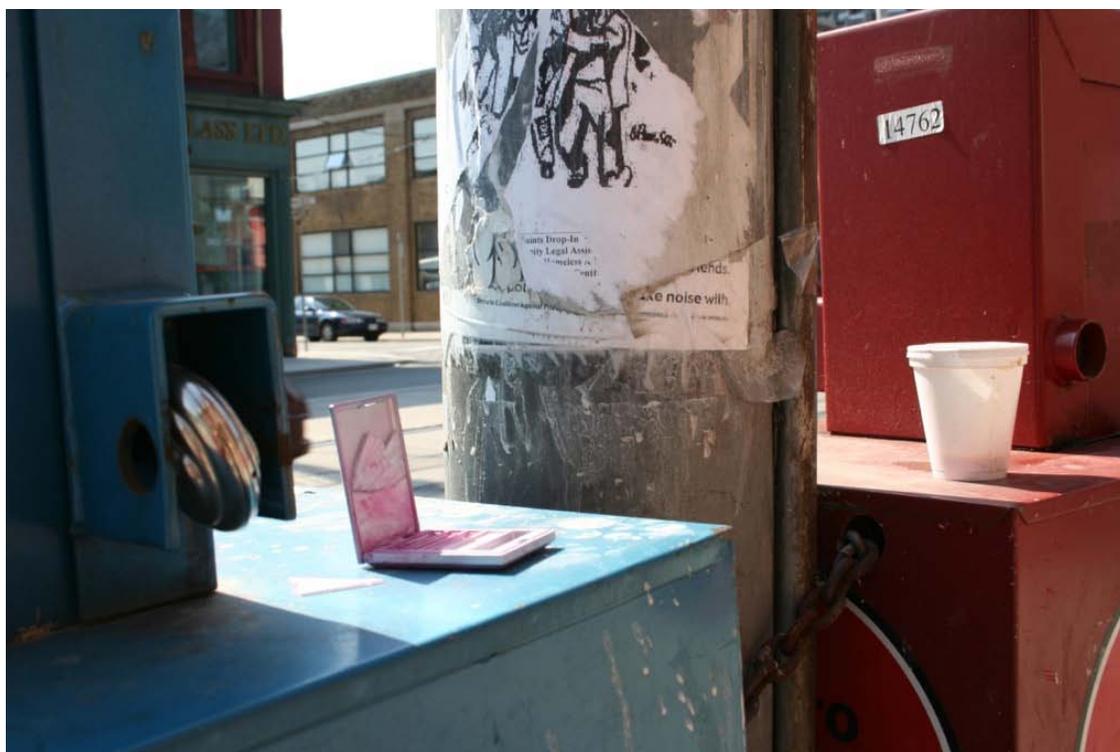


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## APPENDIX 1 – Image Based Theatre – Lesson 2, cont'd

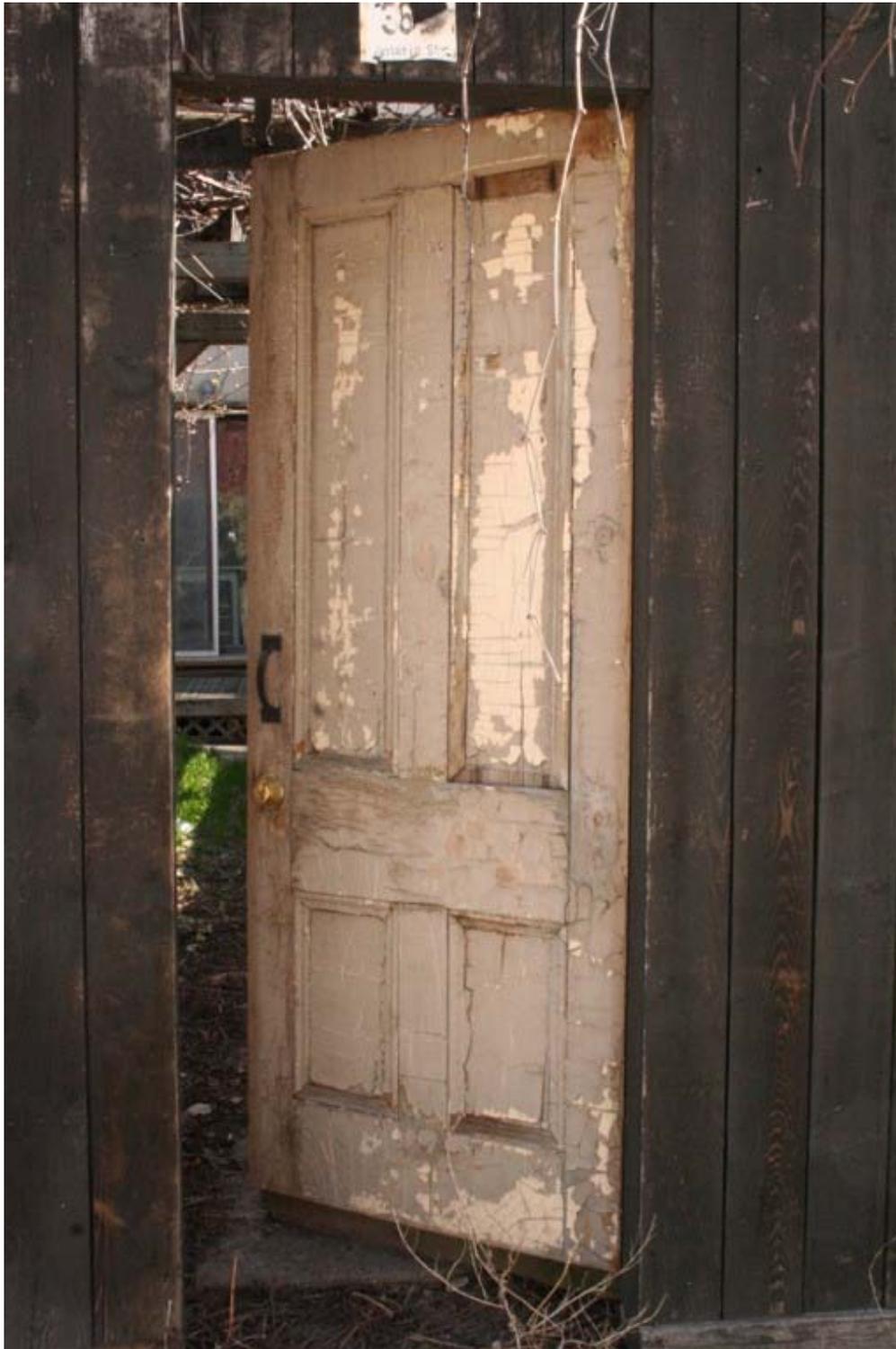


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### Notes on the Author

Cameron Ferguson currently teaches dramatic arts and English in the senior division of education, in Markham Ontario. She also has a background in visual arts and has had some of her illustrations appear in a communications textbook published by Oxford Press. She has written and designed theatrical shows that raise awareness around issues of poverty, classism, homophobia, and racism. Cameron shares two passions in education; the arts and equity. She has been a member on the York District School Board's anti-bullying committee, where she has participated in organizing large scale conferences. She has run workshops around issues of equity and awareness, and believes that the arts provide a wonderful vehicle for students to develop awareness and empathy.

