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| **Strands** | Faith in Action, Actions Leading to Faith; Christian Ethics and Ethical Theory; The Bible and Christian Belief | | | |
| **Stage of Development** | Year 7-9 | **Created** May 2021 | | **Review** 2025 |
| **Aim** | This unit considers the issues surrounding youth homelessness. It provides the opportunity for students to engage with a scriptural basis for a Christian response to the issues and considers both individual and organised Christian responses. It will also encourage students to consider social responsibility from a personal, faith and societal point of view and the application of problem solving and analytical skills. | | | |
| **Content Descriptions** | **Knowledge and Understanding**   * Factors that can cause homelessness * Responses being used to address homelessness * The role played by Anglican agencies in addressing the issue of homelessness * Possible individual responses to the issue of homelessness * How a Christian ethic might shape responses to homelessness | | **Religious Studies Skills & virtues**   * Social Justice * Compassion, forgiveness and justice * Servant leadership | |
| **Additional Resources** | Anglicare WA  [www.anglicarewa.org.au](http://www.anglicarewa.org.au) | | This website outlines Anglicare’s mission and current projects.  Kelly Keall is the Schools Coordinator at Anglicare WA. Her email is Kelly.Keall@anglicarewa.org.au | | |
| Diocese of Perth  <https://www.perth.anglican.org/> | | This lists many of the Anglican agencies at work in the Diocese of Perth. | | |

| **Lesson** | | **Key Questions** | **Lesson Activity Ideas** | | **Resources** |
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| **1** | Causes of Homelessness | What is homelessness?  What factors can cause homelessness? | 5min  20min  10min  10min | Use Google to come up with a class definition of homelessness. Include a discussion of why people might still be homeless even though they are not sleeping on the street.  Watch: A clip or the trailer for the film *A Street Cat named Bob* (trailer<https://www.youtube.com/watch?v=s13Fnj8LzD8>).  Read: Extract from Chapter 2 of the book.  Discuss the lead character (James) and his experience of homelessness. List the factors that were contributing factors to James’ homelessness (parents divorce, a rootless childhood, no friends, bullying, acute loneliness, money problems, unemployment, lack of support, mental illness and drugs).  PowerPoint: Trauma Experiences in Australia. Unpack the different kinds of trauma Australians might face and how these might contribute to homeliness.  Worksheet: Small groups of students investigate one cause of trauma, then each group reports back to the class. Look at websites referenced on the PowerPoint. | Google  Clip or trailer from A Street Cat named Bob  Print: Extract from Ch 2 of a Street Cat named Bob.  PowerPoint: Trauma Experiences in Australia  Worksheet: Causes of Trauma Group Task |
| **2** | Responses to Trauma | What are primary responses to trauma?  What are secondary responses to trauma?  What are tertiary responses to trauma? | 10min  15min  20min | Watch: The clip of Buzz and Woody being left at the gas station in Toy Story <https://www.youtube.com/watch?v=9nuoxJyUdfQ>. Describe the nature of the trauma Buzz and Woody face at the end of the clip. Discuss what could be done to help   1. immediately 2. longer term 3. educationally to help the situation arising.   PowerPoint: Different Responses to Trauma  Tertiary (immediate help)  Secondary (longer term solutions)  Primary (education which leads to values or culture change)  Activity: Use the case studies supplied to brainstorm different responses to trauma in the three areas identified in the PowerPoint. | Clip from Toy Story  PowerPoint: Different Responses to Trauma  Worksheet: Case Study Trauma Activity |
| 3 | The Christian Ethic | What is ethics?  What factors could influence a Christian Ethic?  How would a Christian ethic respond to homelessness? | 20min  25min | PowerPoint: The Christian Ethic. Looks at different ethical frameworks, a Christian ethic and the story of the Good Samaritan.  Worksheet: Biblical Teachings on Helping those in Need. This looks at several Bible passages that illustrate the Christian ethic. Discuss how these passages could be applied to homelessness. | PowerPoint: The Christian Ethic  Worksheet: Biblical  Teaching on Helping those in Need |
| **4** | Faith in Action: Street Connect & Yes Housing | What is Street Connect?  How does Street Connect respond to homelessness? | 5 min  5min  5min  30min | Activity: Mingle to music activity. Students walk around the room then stop when the music does and find a partner (or just do a Think Pair Share) . Do a new mingle for each new question. Sample questions: 1. When was the last time you were on a bus and where were you going? 2. Have you ever been camping or slept outside? Describe your experience. 3. Have you ever seen a homeless person? What did you notice/think about that?  Watch: The Street Connection video <https://www.youtube.com/watch?v=jozeVLEf7fM&t=15s> (3:45min). Discuss what Street Connect offers/how they help.  Read: The Street Connect Fact Sheet and discuss.  Watch: Interview with Yes Housing worker (<https://www.youtube.com/watch?v=wLS2NJJhbkc> – 30min) | Music  Option: arrange a guest speaker from Anglicare. Contact the  Schools’ Officer for more information.  Street Connect Video  <https://www.youtube.com/watch?v=jozeVLEf7fM&t=15s>  Print: The Street Connect Factsheet  Yes Housing Interview  NB: This lesson may need to be altered to reflect your school’s location. The agencies listed are in Perth. |
| **5** | Faith in Action: Secondary Responses to Youth Homelessness | What is Foyer Oxford housing?  Who does Foyer Oxford Housing week to help? | 10min  20min  15min | Activity: Give students a blank bit of paper and ask them to design their ideal house. Share.  Research: Foyer Oxford Housing <http://www.foyeroxford.org.au/>  Who is this service for?  Who can apply for this service?  How does this service seek to help people?  What do you think the advantages and disadvantages of living at Foyer Oxford would be?  Worksheet: Internet Task  Group work: Give each student one of the case studies. Ask them to answer the following questions.   * What can be done immediately? (Tertiary) * What can be done in the future? (Secondary) * What could have been done to help prevent the situation? (Primary) * Consider both organisational responses (eg welfare agencies, schools, churches) and individual responses | NB: This lesson may need to be altered to reflect your school’s location. The agencies listed are in Perth.  Worksheet: Internet Task  Print: Case Studies  Extra Resources: Examples of the way Foyer helps (print out) |
| **6** | Faith in Action: Primary Responses to homelessness | What is HIPPY?  What is AEYSP?  How do these services help people?  How does their work relate to homelessness? | 5min  20min  20min | Reflect: Ask students to reflect on and share one thing they learnt from an adult they lived with as a child e.g. how to wash hands, how to talk, how to shower, how to read, how to tie their shoelace, how and when to say sorry etc  Worksheet: Hippy and AEYSP. This worksheet considers two early intervention parenting support programs.  Research: Ask the students to find two more organisations working to help prevent or reduce homelessness online. Get the students to share their findings with the class. | Worksheet: Hippy and AEYSP  Google |
| **7** | Planning a school-based response | What could your school community do in response to the issue of homelessness? |  | Spend this lesson planning and preparing for an event to raise awareness of and money for faith in action projects. e.g. soup lunch, library display, assembly item, cupcake sale etc (whatever students might come up with). Possible run an event for students and for parents.  NB If you have Anglicare Ambassadors in your school, you could work with them on this – or invite someone to come and speak about Anglicare Ambassadors. | Information on possible fundraising ventures etc  Possible speaker re Anglicare Ambassadors  This event could take place at a pre-arranged time: perhaps date planned at the beginning of the term. |
| **8** | Assessment Task |  |  | Assessment Task: Job Application. Students have time in class to work on their assessment task – a job application to reflect their learning across the unit. | Worksheet: Assessment Task |