H.O.M.E.

HANNAH HELPS THE HOMELESS GUIDED READING

GRADE	SUBJECT	DATE
K-2	Social Studies	

TOPIC	LESSON #
Homelessness	

LESSON FOCUS AND GOALS

Goals: Teach that people experiencing homelessness are **real people** just like our friends in class and deserving of **empathy**.

Focus: Work with identification of emotions and ways to help a homeless friend.

MATERIALS NEEDED

- *Hannah Helps the Homeless* by McKenzie Connelly
- Video Read-aloud (optional)

LEARNING OBJECTIVES

- What is homelessness?
- Naming our feelings
- Ways to help homeless friends
- Empathy for classmates

STRUCTURE / ACTIVITY

- READ: Read-aloud of *Hannah Helps the Homeless*
- DISCUSS: When in the story did you feel sad? Happy? Confused?
  - How did Hannah help Harry?
  - What are some other ways we can help the homeless?
  - Why is it important for us to always be kind to our friends/classmates?

ASSESSMENT

- WRITE: What does it mean to be homeless?
  - What are three ways to help my homeless friends?
  - What was one hard situation my family experienced?
  - How did I feel during my family's hard experience?

H.O.M.E.

POVERTY BUDGETING SIMULATION

GRADE	SUBJECT	DATE
K-2	Social Studies	

TOPIC	LESSON #
Homelessness	

LESSON FOCUS AND GOALS

Goals: Teach scarcity of resources and some of the expenses of living.

Focus: Simulate a week in the life of an impoverished family using the budgeting simulation followed by a classroom discussion. (Counting and Empathy)

MATERIALS NEEDED

- Counting manipulative (smarties, candy, token)
- Budgeting Teacher Instructions
- Budgeting Handout

LEARNING OBJECTIVES

- Reinforce math skills
- Understand scarcity
- Learn about expenses in society
- Empathy for the less fortunate

STRUCTURE / ACTIVITY

- READ: Read the scenario and instructions to your class.
- DO: Place your students into groups. Allow your students to distribute their ten tokens in the way they think would be most successful.
- DISCUSS: Why did the groups organize their ten tokens in their chosen way?
  - Did they have enough tokens to get everything they wanted?
  - Were all of their basic needs met?

ASSESSMENT

- WRITE: What did my group decide to spend their tokens on?
  - Why did we choose to spend our tokens this way?
  - If I could do the activity again, would I change anything?
  - How do I feel after finishing the activity?
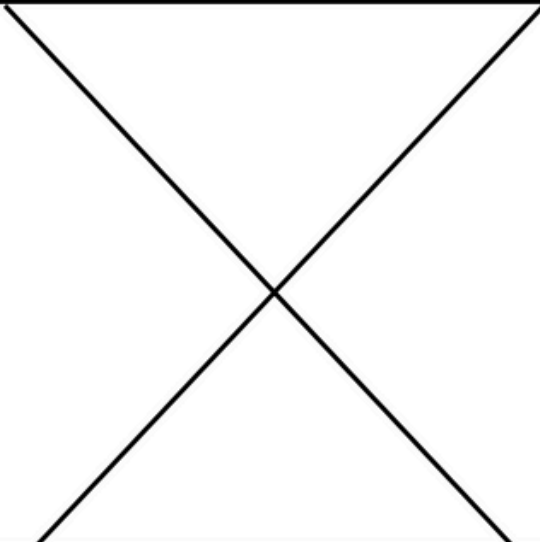
Names:

Rent	Bills (Water, Gas, Electricity)
Food	Transportation
	Extras

K-2 Poverty Budgeting Simulation Teacher's Guide

Read the following scenario and then the token allotment for each item the students may choose from. Have them pick one category at a time and make revisions as necessary as they go. You may also show the instructions on the screen and let the students work independently if you have advanced readers.

Scenario: Mom and Dad have 2 kids. Mom makes 7 tokens a week and Dad makes 3. They have 10 tokens per week to survive. Pick one option for each category. Help Mom and Dad budget for their week.

Allotments:
- **Rent**
    - A three-bedroom apartment costs **4 tokens**
    - A two-bedroom apartment costs **3 tokens**
    - A one-bedroom studio apartment costs **1 token**
- **Bills**
    - To pay all bills is **2 tokens**
    - To pay only the electricity and water is **1 token**
- **Food**
    - Going out to eat everyday is **4 tokens**
    - Healthy, nutritious food at home is **2 tokens**
    - Unhealthy junk food is **1 token**
- **Transportation**
    - A car is **3 tokens**
    - The bus is **1 token**
- **Extras** .
    - Going to see a movie is **2 tokens**
    - Going out for ice cream is **1 token**
    - Going to the park is **0 tokens**
    - Going to the library is **0 tokens**

HOME

H.O.M.E.

HANNAH HELPS THE HOMELESS GUIDED READING

GRADE	SUBJECT	DATE
3-6	Social Studies	

TOPIC	LESSON #
Homelessness	

LESSON FOCUS AND GOALS

Goals: Empathy; seeing unhoused as **real people**; different kinds of homelessness

Focus: Discuss experiences with seeing homelessness in their community. Understand truths about homelessness.

MATERIALS NEEDED

- Hannah Helps the Homeless by McKenzie Connelly
- Homelessness Myth vs. Truth Handout
- Video Read-aloud (optional)

LEARNING OBJECTIVES

- What is homelessness?
- Types of homelessness
- Ways to help people experiencing homelessness
- Empathy for classmates

STRUCTURE / ACTIVITY

- READ: Read-aloud of *Hannah Helps the Homeless*
- DISCUSS: How did Hannah help Harry in the story?
  - What are the different types of homelessness identified?
  - What are some other ways we can help people experiencing homelessness?
  - Why is it important for us to always be kind to our friends and classmates?
- WATCH: Supplement your discussion with the TED Talk "Facing homelessness | Rex Hohlbein | TEDxRainier"

ASSESSMENT

- WRITE: Homelessness Myth v. Truth Handout

- WRITE: What was the biggest takeaway from the TED Talk?
  - Do people choose to be homeless?
  - What is the one way I can help the people experiencing homelessness mentioned in the video?

- WRITE: Journal Reflection on the Story and Following Discussion

Name:	Class:	HOME.

Myths About Homelessness	Truths About Homelessness

Homelessness Myth vs. Truth Teacher's Guide 🏠HOME

Read the following statements and allow students to guess by writing it on the myth vs. truth handout whether it is a myth or the truth. After you have read all the statements and the students have made their predictions, go back and read the answers and information. This is meant to be a learning activity and NOT a graded assignment.

1. **Most homeless people choose to be homeless** - MYTH; Most homeless people are situationally homeless due to a traumatic experience such as losing their job, natural disaster, or fleeing domestic violence.

2. **Less than half of homeless people suffer from substance abuse** - TRUTH; Approximately 38% of homeless individuals suffer from substance abuse and less than 30% have an alcohol dependency.

3. **More than 5% of children under the age of 6 are or will be homeless** - TRUTH; 1 in 19 children under the age of 6 will experience homelessness

4. **The average age of a homeless person is 21 years old** - MYTH; The Chapman Partnership Homeless Service found the average age of a homeless person in the United States is only 11 years old as of 2015.

5. **Many homeless people have criminal records** - TRUTH; Many of the activities chronic homeless people have to do to survive are criminalized thus resulting in criminal charges (sleeping outside, loitering, or trespassing).

6. **30% of the homeless population are families with children** - TRUTH; A 2019 study found 30% of the American homeless population is families with children - around 170,000 people.

7. **Nearly all homeless people don't have jobs** - MYTH; Many homeless people (who are old enough to work) DO have jobs, they just do not make enough money to pay rent.

8. **There is nothing I can do about homelessness** - MYTH; There is so much that kids can do to help homelessness! The author of Hannah Helps the Homeless started volunteering with the homeless charity Family Promise at the age of 9 and organized a bake sale at her church to raise money. Being kind to everyone you meet is one very simple way to help. Remember, when kids work together and get creative they can do almost anything!

9. **If a person has clean clothes or a phone, then they cannot be homeless** - MYTH; A phone is one of the most necessary tools in today's society. It is almost impossible to keep a job without one. Also, remember in the story, Harry did not "look" homeless, but that did not mean he wasn't. This is why it is so important to be kind to everyone you meet because you never know what is going on outside of school.

10. **The United States has the highest number of homeless people among industrialized countries** - TRUTH ; According to a 2015 study by The Bassuk Center on Homeless and Vulnerable Children & Youth there are more than 500,000 homeless children in the United States - the most of any industrialized country.

H.O.M.E.

POVERTY BUDGETING SIMULATION

GRADE	SUBJECT	DATE
3-12	Social Studies	

TOPIC	LESSON #
Homelessness	

LESSON FOCUS AND GOALS

Goals: Teach scarcity of resources and some expenses of living

Focus: Work on counting and understanding limited resources. Empathizing with those who have limited resources.

MATERIALS NEEDED

- Tokens (or smarties/candies)
- Budgeting Teacher Instructions
- Budgeting Handout
- For older students, try using the SPENT online simulator as well.

LEARNING OBJECTIVES

- Understand scarcity of resources
- Learn about numerous living expenses
- Empathy for the unhoused in our community

STRUCTURE / ACTIVITY

- READ: Read the scenario and instructions to your class.

- DO: Place the students into groups. Allow your students to distribute their 15 tokens in the way they think would be most successful.

- DISCUSS:Why did the groups organize their 15 tokens they way they chose?
  - Did they have enough tokens to get everything they wanted?
  - Were all of their basic needs met?

ASSESSMENT

- WRITE: What did my group decide to spend their tokens on?
  - Why did we choose to spend them this way?
  - If I could do this activity again, would I change anything?
  - How do I feel after completing the activity?
  - What have I learned as a result of doing this simulation?

Names:

HOME.

Rent	Bills (Water, Gas, Electricity)
Food	Transportation
Insurance	Child Care
Clothing	Extras

3-12 Poverty Budgeting Simulation Teacher's Guide

Read the following scenario and then the token allotment for each item the students may choose from. Have them pick one category at a time and make revisions as necessary as they go. You may also show the instructions on the screen and let the students work independently if you have advanced readers.

Scenario: Wendy and Tom have 2 kids. Wendy makes 10 tokens per week and Tom makes 10. They have 20 tokens per week to survive. Pick at least one option for each category (the extras category is optional). Help this family budget for their week.

Allotments:
- **Rent**
  - A three-bedroom apartment costs **4 tokens**
  - A two-bedroom apartment costs **3 tokens**
  - A one-bedroom studio apartment costs **1 token**
- **Bills**
  - Cable and Internet is **2 tokens**
  - Water is **1 token**
  - Electricity is **1 token**
  - Gas is **1 token**
- **Food**
  - Going out to eat everyday is **4 tokens**
  - Healthy, nutritious food at home is **2 tokens**
  - Unhealthy junk food is **1 token**
- **Transportation**
  - A car is **3 tokens**
  - The bus is **1 token**
- **Insurance**
  - Health and Dental Insurance is **4 tokens**
  - Health Insurance is **2 tokens**
  - No Insurance is **0 tokens**
- **Child Care**
  - Good After School Care is **2 tokens**
  - No Child Care is **0 token**
- **Clothing**
  - New Clothing to fit kids is **3 tokens**
  - Used Clothing is **1 token**
  - Kids have to wear old, ill-fitting clothes is **0 tokens**
- **Extras** .
  - Kid's soccer team is **2 tokens**
  - Kid's field trip is **1 token**
  - Mom and Dad Date Night is **1 token**
  - Family Bowling is **1 token**

HOME

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MUSICAL CHAIR POVERTY SIMULATION

GRADE	SUBJECT	DATE
3-12	Social Studies	

TOPIC	LESSON #
Homelessness	

LESSON FOCUS AND GOALS

Goals: Understanding empathy; wealth disparities; scarcity

Focus: Simulate the wealth disparity in America by playing a "musical chairs" type simulation. The chairs represent available housing, and depending on a child's sticky color, they may or may not be able to afford to "live" in that house by sitting in it.

MATERIALS NEEDED

- Chairs
- Colored Sticky Notes (can easily be substituted) Color 1, 2, 3, 4, 5.

LEARNING OBJECTIVES

- Understand wealth disparities in America
- Empathy for others

STRUCTURE / ACTIVITY

- DO: Give each student a colored sticky note (at least 5 colors, the least amount of students should have color 1 and 5. A moderate amount should have 2 and 4, and the most should have 3). Set up enough chairs for about half the class and place colored sticky notes on each seat. There should be about double as many as you need for Color 1, a few more than needed for Color 2, a few less than is needed for Color 3, and only 1 or 2 for Color 4. No chairs for Color 5. Each round declare "rent has increased" or "a developer is renovating this complex" and take away chairs from 4, then 3, until most are Color 1 and 2. All 4 and 5 should be sitting on the ground by the end of the exercise and roughly 1/3 of color 3 should be sitting on the ground as well. At the end of the game, the students not sitting in a chair are "homeless." (A side note: students with chairs MAY invite students who do not have chairs to "stay " with them. But do not disclose this ahead of time. See if your students think of this on their own.)

ASSESSMENT

- DISCUSS: Why did some students not get a seat even though there were so many chairs available?
  - Was it frustrating that you could not change the color on your sticky note?
  - What do you think would be a possible solution to this in the real world?
- WRITE: If you had a chair, did you invite any of your friends to "stay" with you?
  - If you did not have a chair, how did that make you feel? How did it make you feel to see your friends without chairs?
  - How did you treat your friends who did not have chairs?
  - Is this how you think homeless people want to be treated in real life?
  - What did you learn from this exercise overall?

H.O.M.E.

POVERTY SIMULATION DINNER

GRADE	SUBJECT	DATE
All	Social Studies	

TOPIC	LESSON #
Homelessness	

LESSON FOCUS AND GOALS

Goals: Understanding empathy; wealth disparities; scarcity

Focus: Simulate the wealth disparity in American and across the world by playing through this simulation. In their designated wealth classes, teams play through the Budgeting Simulation (found earlier in the lesson plans) and learn about some of the realities facing the impoverished globally.

MATERIALS NEEDED

- Chairs and Tables
- Blankets
- Colored sticky notes (can easily be substituted) Color 1, 2, 3.
- 3 meals, 1 for group.

Suggested Meals:
- Red Beans and Rice
- Spaghetti with Bread
- Grilled Chicken, Vegetables, Salad, and Dessert

LEARNING OBJECTIVES

- Understand wealth disparities in America and across the world
- Empathy for others
- Difficulty of budgeting with limited resources

STRUCTURE / ACTIVITY

- DO: Give each participant a colored sticky note (at least 3 colors, the least amount of students should have color 1, a moderate amount should have color 2, and the most should have color 3.) There should be tables and chairs for groups 1 and 2, with some sort of "fancy" set up for group 1 (possibly tablecloths, candles, get creative!) and group 3 will sit on blankets on the floor.
  - The groups should work through the budgeting activity together after dinner, and make observations of what they see and how they're feeling.
  - After the budgeting activity, have the activity facilitator start the post-activity discussion.

ASSESSMENT

- DISCUSS: What did my group decide to spend our tokens on?
  - Why did we choose to spend them this way?
  - If I could do the activity again, would I change anything?
  - How do I feel having done this activity?
  - What have I learned as a result of doing this simulation?
  - Do you think it is fair for some people to sit on the ground and others at a fancy table?
  - Would you have preferred another group's dinner?
  - What are some possible solutions we (as a community group / school) can do to combat the inequality here in our community?