

SKYWORKS CHARITABLE FOUNDATION PRESENTS



HOME SAFE

Lesson Plans

“One day you have a house and you’re totally strong... and then boom – one day you’re in a shelter.” –Delilah, 11

Ontario Family Studies
Leadership Council



skyWORKS
CHARITABLE FOUNDATION

HOME SAFE



Lesson Plans

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I. INTRODUCTION



The HOME SAFE Series

HOME SAFE is a series of documentary films, produced by SkyWorks Charitable Foundation, which shows how many Canadian families with children are living with the threat or reality of homelessness.

The series was filmed in three cities: Toronto, Calgary, and Hamilton, although the issues are universal. The stories include the experiences of families from many different backgrounds, all of whom have struggled with economic insecurity and lack of access to affordable housing. Many of the families have lived in shelter housing, and continue to face long-term housing challenges. They speak candidly about their experiences of homelessness, food insecurity, job insecurity, their worries about the future, and the supports that are needed to help families living with poverty and inadequate housing. The voices of children and youth are featured prominently in the films.

By presenting the stories and voices of these families, HOME SAFE challenges viewers to confront stereotypes about homelessness, to see the strengths of families and young people who are facing challenges like homelessness and poverty, and to think about the larger reasons why more and more families are struggling to afford necessities like shelter and food. Each of the HOME SAFE films was researched and produced with the input of the children and parents who appear in the film. The documentaries are meant to be used as tools for communities across Canada to raise awareness about poverty and homelessness, and to plan local strategies for action and change.

The HOME SAFE Education Resource

The **HOME SAFE Education Resource** is a DVD compilation of 16 stories and excerpts from the HOME SAFE series, selected for use with students from grades 5 to 12. The Education Resource

includes the **HOME SAFE Educators Guide**, which offers themes, quotes, and questions for discussion. There is also a Thematic Index, a list of books on homelessness for children and youth, and links to further resources on the internet. These **HOME SAFE Lesson Plans** are also included in the Education Resource.

About this Lesson Plan Guide

This collection of **HOME SAFE Lesson Plans** was created by the Ontario Family Studies Leadership Council in partnership with SkyWorks Charitable Foundation. The writing of the guide was supported by a grant from the Ontario Secondary School Teachers' Federation.

The lesson plans can be used either with the stories included in the HOME SAFE Education Resource, or the complete HOME SAFE documentary series.

The lessons are grouped into three themed learning packages: Food, Economics and Relationships. Each package contains a number of lessons which can be used in series or independently as the teacher deems appropriate. All masters, assessment tools and resource lists have been provided. It is highly recommended that the teacher preview the section(s) of the DVD(s) he/she is using prior to use in the classroom.

Lesson topics/titles are as follows:

- **Food Learning Package:** The Meaning of Food: Food Wants versus Needs; Influences on Your Food Choices; Reasons for Eating and Food Availability; The Right to an Adequate Food Supply, An Equitable Meal Experience and Perceptions About Food Banks.
- **Economics Learning Package:** Shelter Life; Decision Making Model, An Investigation into the Cost of Living; Cause & Effects of Homelessness and Living in Poverty Experience.
- **Relationships Learning Package:** Perceptions of Homeless Teens; Intrapersonal Relationships – Learning to Nurture Myself; Interpersonal Relationships - Letters to a Homeless Teen; Me, Myself and I; My Secret World; Functions of a Family; Through the Eyes of a Theorist and Comparing Family Experiences.

Teaching about Homelessness: A Family Studies Perspective

Homelessness is a topic that many people have a strong and often negative perception towards. We may think about people living on the street, often in urban centres, uneducated and perhaps drug or alcohol addicted. However, homelessness happens to educated, hardworking people from a wide range of social, economic and cultural backgrounds that for a variety of circumstances are without a permanent address. Homelessness can happen to anyone.

As Family Studies educators we address sensitive issues within our curriculum from the perspective of the individual students and their personal experiences, but also to help them in their future roles as parents, family members and employees. We need to be sensitive to the likelihood that students in our classroom may have or be currently experiencing economic insecurity and may, in fact, be experiencing homelessness. Insecurity is a very difficult feeling to cope with on a daily basis for anyone, but for a child it can be overwhelming. As educators, we can offer a key feeling of security in our classroom by maintaining a supportive classroom environment, fostering respect for all, regardless of their life circumstance and developing empathy for others.

It is also important that educators consider how their own experiences may impact their ability to address such topics in the classroom. A teacher's willingness to talk about homelessness and food insecurity is as important as the factual information that will be presented. One's personal experiences can help lead a sensitive and compassionate discussion, but at the same time can rekindle memories that you may or may not be willing to share.

The participants in the HOME SAFE films are real people who have experienced and may continue to experience homelessness. They have permitted the filmmakers into their lives at a time when their family is in crisis and despair. We learn about some of the most intimate and potentially embarrassing challenges of people's lives and, as such, students need to demonstrate a respectful attitude and sensitivity towards the teens and families that they meet.

HOME SAFE



A Guide to the DVDs

The *Home Safe* series was filmed in three Canadian cities: Calgary, Toronto, and Hamilton. However, the stories and issues in the films are representative of the struggles faced by people in many communities across Canada.

Teachers should preview the films to familiarize themselves with their content. For convenient reference, we have provided descriptions of each film below, with synopses of each scene or chapter.

Home Safe Calgary - DVD Chapter Guide

Home Safe Calgary demonstrates what can happen in a prosperous city when housing becomes unaffordable for people on low incomes and scarce even for families with decent-paying jobs.

Introduction and Kids Forum (9 mins.)

This introduction sets the context of the crisis of family homelessness in Canada. In the Kids Forum, Miloon Kothari, the United Nations Special Rapporteur on Adequate Housing, has a conversation with young people who have been homeless and with kids who are concerned about family homelessness.

Meeting Delilah' Family (12 mins.)

Delilah, (12), shares her experience of shelter life, the consequences of homelessness on her family life, school life, friendships, and her dreams. As a result of her homelessness, she came to recognize and challenge her own prejudices and challenges us to do the same. *Tasha* is Delilah's mother who, like other parents we meet in the film, tries to absorb the blow of homelessness on her children. She protects them from the despair of their homelessness, reminding them that they are still a strong family.

Kadija's Story (9 mins.)

Kadija and her family were among many people who came to Calgary, drawn by the booming job market. She and her husband and children drove with all their possessions, from Montreal to Calgary with jobs and housing secured. But when they arrived, they discovered that their landlord had given their apartment to a tenant who had offered more money, and *Kadija* and her family suddenly found themselves homeless.

Riding the Bus (5 mins.)

Andre and Brittany are high school students who meet *Tasha* and *Delilah's* family because they want to better understand their experience of homelessness - and they want to figure out a way to make a difference about this issue.

Delilah and Brianna (7 mins.)

Delilah talks about the stress of being homeless and about her friendship with Brianna, who had a chronic liver disease and was also homeless. She shares the pain of Brianna's death. Delilah believes that having shelter is a human right.

Rowan and Jen (12 mins.)

Rowan (12) is bright, articulate, and Delilah's friend. Rowan has an analysis of the causes of homelessness in Calgary, and some pretty clear ideas about solutions. *Jen*, Rowan's Mom, is a mother bear, wise in the ways of surviving poverty and what she and Rowan call financial homelessness. Jen home-schools Rowan, whose education includes issues of justice and fairness.

Return to Kids Forum (1 min.)

The kids talk briefly about what needs to be done about homelessness.

Rowan and Delilah's Friendship (5 mins.)

Delilah and Rowan talk about their friendship and what they have in common. They have both been teased by schoolmates and lived through similar hardships.

Discovery House Girls' Play Group (7 mins.)

Ellina, Caziel and Summer are part of The Discovery House Girls Group. They are 5, 6 and 9 years old. In their group, they draw and play out their experiences of homelessness. They came to live in this transitional shelter because each of their mothers is seeking refuge from violent relationships.

Olga and Evangeline (7 mins.)

Olga and Evangeline, living in Discovery House with their children, talk about their experience of fleeing abusive relationships, their fear of coming to a shelter but finding good sheltering, as the staff and programs at Discovery House help them to rebuild their lives.

Meeting Stone (3 mins.)

Stone is an 8 year-old boy living at Discovery House with his mother. He wishes he could build a big house for people who are homeless and poor.

Tracey and Kelly (4 mins.)

Tracey and Kelly, also living in Discovery House with their children, talk about the impact of homelessness on their children. Although safe for the moment, the transition for the children and their moms into permanent housing is impeded by shelter gridlock in Calgary.

Darla and Kaitlan and their Children (7 mins.)

Darla and Kaitlan are young single moms who are committed to building secure and safe homes for their daughters. They experience discrimination daily.

Finding Solutions Together (10 mins.)

This section asks us to think about solutions. How are advocacy and faith groups, private landlords, and different levels of government working toward change? How important is it that the voices of families and children are included in finding solutions? This chapter includes the end credits.

Home Safe Calgary Total Running Time: 99 mins.

Home Safe Calgary Special Features:

Mark's Story (5 mins.)

Mark is a young man who came to Calgary from Ontario with his partner and young child, seeking work in the booming job market. He had secured a place to rent, took the Greyhound bus to Calgary only to find the landlord was involved in street drugs. Not wanting to expose his family to this, Mark did not rent this place. Due to a lack of affordable housing and low vacancy rate, Mark's family found themselves homeless. The stress of living in a shelter was too much for Mark's partner, and so the family broke up.

An Aboriginal Perspective (13 mins.)

Adrian is an Aboriginal storyteller who speaks to a group of children, youth and parents at the Glenbow Museum about the meaning of home, and shares some of the challenges faced by Aboriginal people: inadequate housing on reserve and discrimination when trying to find housing in the city. *Carla* is a mother of two young boys who knows the impact homelessness can have on families. Not having secure housing cost her dearly: she lost her children to the Child Welfare system.

The Band Aid Group (5 mins.)

The Band-Aid Group is one of many housing advocacy groups in Calgary that have appealed to private landlords to offer decent housing to homeless families. These groups are advocating for all levels of governments to take their share of responsibility and provide safe and affordable housing so that people will not be so vulnerable to the private housing market. A number of faith groups are shifting from providing charity to becoming advocates for change.

The Kids Forum (16 mins.)

This is the full Kids Forum with Miloon Kothari, the United Nations Special Rapporteur on Adequate Housing, in conversation with young people who have been homeless, and other kids who are very concerned about family homelessness.

Home Safe Toronto - DVD Chapter Guide

Home Safe Toronto shows how the threat of homelessness has increased with the loss of well-paying jobs. The families in this film are hard-working people who have followed the rules and done their best to achieve modest dreams. But larger economic forces have left them struggling to keep a roof over their heads and to put food on the table.

Introduction (5 mins.)

During the making of this film, economic recession hit Canada and the world. The film's director/narrator, Laura Sky, compares this with the experience of her grandmother whose family lived through the Great Depression and who fought to improve the wages and conditions of working people. This film will show us what low-wages and insecure jobs live like today for families struggling to maintain food and shelter.

Rose's Family (7 mins.)

A financial setback, which can happen to anyone, is disastrous for this family with two working parents whose low wages cannot cover the costs of food, rent and medicine. *Rose* takes us on a tour of the one room she shares with her husband and three children, in Toronto's family shelter.

The Taylors, Part 1 (6 mins.)

Shrinking wages in a manufacturing job and cutbacks in hours have caused drastic changes in the Taylor family's living situation. We meet *Scott* and *Joelle Taylor* and their three sons, *Ryan*, *Shayne*, and *Rodney* as they move out of a family shelter into what they hope will be permanent housing. This chapter reveals the emotional effects of financial insecurity and lack of housing on the Taylors and their children.

Debbie and Phaon (9 mins.)

Debbie and her 14-year-old daughter *Phaon* lost their housing when Debbie's mom went into a nursing home. Debbie now cleans houses full time but makes less than what she would get on social assistance. Phaon tries to help by delivering papers. We meet Phaon's friend, *Jocelyn*, whose family also struggles financially.

Conversation with Jocelyn, Phaon, Ryan and Shayne (6 mins.)

Four young people in the film discuss their first-hand experiences of homelessness, and the attitudes of their peers at school towards kids who are poor. While it is clear that they have internalized shame and guilt about the situations of their families, they also talk about how they have mutually supported one another and their hopes for their family's future.

The Taylors, Part 2 (8 mins.)

The Taylors are now settled in their apartment but are far from feeling secure about their housing and future prospects. Scott's hours at the plant have been cut. They are struggling to pay for both food and rent. Scott and Joelle discuss the emotional stress their economic situation is placing on the family and their fears for their sons' futures.

The Richards Family (11 mins.)

Phil Richards is a laid-off auto worker at Chrysler. He and his wife, *Colleen*, and their children *Josie* and *Jesse* moved from Windsor to Brampton in search of more stable work hours. They are now surviving solely on Colleen's \$10 per hour at a donut/coffee shop, and are facing eviction, being behind with their rent. The Richards are living the effects of the "downsizing" of the manufacturing industry, and the loss of secure, decent-paying jobs with benefits.

CAW Chrysler Action Centre (4 mins.)

This Action Centre run by the autoworkers' union offers help to people who have lost their jobs and are running out of employment insurance. Two staff members, *Cammie Peirce* and *Jim McDowell*, describe the impacts on families who are losing their homes and experiencing family break-ups. The centre is an example of collective action aimed at addressing systemic issues, while providing direct help to workers and their families.

PMP Workers' Action Centre (15 mins.)

2400 non-unionized workers – mostly newcomers to Canada – lost their jobs when their company declared bankruptcy with no warning. They decided to fight back to demand termination and severance pay, and to set up an action centre provide re-training and upgraded language skills. Some of the workers have written a play to tell the story of their struggle, and their hopes in coming to Canada.

The Stop Community Food Centre (3 mins.)

The Stop offers a food bank, a drop-in centre serving nutritious food, and a hub for community organizing and grass roots action around shelter, poverty and food security issues. The food bank manager, *Cliff Gayer*, explains how use of food banks has grown in recent years.

Myriam and Rene (13 mins.)

Myriam and *Rene* are single mothers whose shared experiences of fleeing family violence, poverty and homelessness have informed their grass roots advocacy and their friendship. In this section, both Rene and Myriam emphasize the need to speak out and speak up in order to mobilize social change.

Kids Forum and Conclusions (9 mins.)

The film's goal is to generate conversation about the growing crisis around homelessness and how to take steps to end it. A group of young people watch the film and offer reactions and questions. This chapter includes the end credits of the film.

***Home Safe Toronto* Total Running Time: 96 mins.**

Home Safe Hamilton - DVD Chapter Guide

Home Safe Hamilton examines some of the systemic roots of homelessness as a consequence of economic restructuring, discrimination, and displacement. It includes stories of steelworkers affected by industrial layoffs, high school students living in poverty, new Canadians, and Aboriginal families. The film also shows how the families, their communities, and service providers are working hard to support and advocate for families who are facing poverty and homelessness.

Introduction (3 mins.)

Once a thriving industrial town, Hamilton and the surrounding region are now grappling with the economic impact of de-industrialization. The families we will meet in this film have all experienced forms of displacement. They include workers who have been laid off, newcomers fleeing violence in their home countries, teens and youth living with poverty, and Aboriginal families who are living the legacy of centuries of colonization. The film will challenge us to look at how we can address the needs of people who have been displaced, and to build communities where we all have a place to call home.

Shannon and the Steelworkers (17 mins.)

When U.S. Steel bought Stelco, a Canadian company, it promised to preserve Canadian jobs, but then laid off and locked out the workers at its profitable Lake Erie plant, moving business to its operations in the United States. *Shannon Horner-Shepherd* and her steelworker colleagues are organizing a huge rally to mark the one-year anniversary of the lock-out. We hear Shannon's own story, and the stories of other families who are facing unexpected financial crisis, emotional stress, and the very real threat of homelessness.

Good Shepherd Family Centre (11 mins.)

The Good Shepherd Family Centre offers a model of how communities can provide supportive shelter services to families facing a housing crisis. We meet two refugee families from Latin America, who have fled to Canada through the United States. They tell us about their hopes for making a home in their new country, and about the support the shelter has provided in helping them to find suitable housing and to establish themselves in Canada.

Shamso and the Somali Community (16 mins.)

Hamilton is one of the largest centres for newcomer families in Canada. *Shamso* tells her story of immigrating to Canada to escape civil war in Somalia and her struggles to obtain stable and adequate housing for herself and her seven boys. She has become an advocate and interpreter for other Somali families, many of whom are living in terrible conditions in the private housing market. They are intimidated by landlords who exploit their inability to understand English, their lack of knowledge of their rights, and their past traumas with authority. We meet several Somali families who show us their pest-infested and moldy apartments which are in desperate need of repair. We also meet the director of a community organization that trains newcomers to become advocates for their communities around housing and other issues.

Tuyet and Ynhi: Students Speak Out (10 mins.)

Sir John A. MacDonald Secondary School is in the designated poorest area of Ontario. The families of many students here are struggling with poverty and insecure housing, but most students are silent about these issues. Two young women, *Tuyet* and *Ynhi*, whose families immigrated to Canada from Viet Nam, courageously speak out, telling us about their own struggles to survive financially and to find affordable housing. They show us the school's S.O.S Centre which offers clothing, snacks, school supplies, and other essential items to students who cannot afford them. Gwen, the school administrator, tells us about the efforts being made to reach out to students who are too embarrassed to admit they need help. Tuyet and Ynhi talk about how important the school's support has been to them, and they express their hope that other students will begin to break the silence about the poverty affecting young people.

Florence & Amy: Two Aboriginal Communities (27 mins.)

In this section of the film we see the efforts being made by two Aboriginal communities to meet the housing needs of their members. *Amy Lickers*, the community planner at the Six Nations reserve west of Hamilton, tells us about the history of colonization and displacement which have contributed to many of the housing and other problems now being faced by her community. In Hamilton, we meet *Florence* and her three young daughters. After leaving a relationship in Alberta, Florence returned to Ontario to Six Nations where she hoped to be near her mother. The isolation of living in the country in a trailer with no drinking water compelled her to move to Hamilton where, with the support of Regional Indian Centre, she was housed in non-profit native housing. Through Amy at Six Nations, and members of the Aboriginal community in Hamilton, we learn of housing challenges both on and off the reserve, and see how a sense of community drives the efforts of native housing services to provide safe and affordable housing to Aboriginal families in need. This chapter ends with Florence's thoughts that housing is a human right, and that everyone deserves a place to call home.

***Home Safe Hamilton* Total Running Time: 86 mins.**

HOME SAFE *Education Resource* - DVD Compilation Guide

The HOME SAFE Education Resource includes selected stories from the HOME SAFE series. The 16 excerpts included on the compilation DVD are not meant to be viewed as a single film, and can be accessed randomly from the DVD menu.

Some of the stories and excerpts have been edited for educational use.

The 16 excerpts featured on the compilation DVD and in the Educators Guide are:

From Home Safe Calgary

Introduction and Kids Forum	7 min
Kids Forum 2: What is a Home?	3 min
Delilah's Family	11 min
Jen and Rowan	9 min
Discovery House	15 min

From Home Safe Toronto

Rose	7 min
The Taylors, Part 1	6 min
The Taylors, Part 2	9 min
Phaon and Debbie	9 min
Conversation with Jocelyn, Phaon, Ryan and Shayne	6 min
The Stop Community Food Centre	5 min

From Home Safe Hamilton

Shamso, Part 1	5 min
Shamso, Part 2	10 min
Tuyet and Ynhi: Students Speak Out	11 min
Good Shepherd Family Centre	11 min
Florence and Amy: Two First Nations Communities	18 min

About the Producers of this Resource

SkyWorks Charitable Foundation

SkyWorks is an independent, non-profit, charitable organization that uses documentary filmmaking as a tool for community development.

SkyWorks films are designed to encourage audiences to see the value of their own experiences, and to take action on their own behalf. They raise questions, stimulate discussion, and encourage audience participation in social and community processes. The films are meant to help concerned communities to create their own strategies for change.

For more information please visit us:

www.skyworksfoundation.org

SkyWorks Charitable Foundation
401 Richmond Street West, Suite 240
Toronto, ON M5V 3A8
Tel: (416) 536-6581
Fax : (416) 536-7728
info@skyworksfoundation.org



Ontario Family Studies Leadership Council

The Ontario Family Studies Leadership Council (OFSLC) is composed of representatives of boards of education throughout the province of Ontario. Our purpose is to:

- Assist school board staff with jurisdictional responsibilities for Family Studies/Social Sciences in the curriculum management process
- Provide a forum where the broad educational issues that impact on existing and future Family Studies/Social Science curricula, programs and guidelines may be investigated, analyzed, and appropriate action initiated
- Be knowledgeable about and contribute to, the educational programs and pedagogy related to the preparation of new members entering the teaching profession.

OFSLC has worked with the Ontario Home Economics Association (OHEA) and the Ontario Family Studies Home Economics Educators' Association (OFSHEEA) to develop and refine the new Ontario curriculum for Social Sciences and Humanities. Its' members have been instrumental in professional development by teachers for teachers.



Ontario Family Studies Leadership Council



HOME SAFE

Lesson Plans

II. Learning Package: Economics

Created by

Alison Harrington McCabe

Erika Leslie

Christine Petruszkiewicz



Ontario Family Studies Leadership Council

Learning Package: Economics

Lesson 1: Shelter Life

Lesson Objectives:

- Students will develop an understanding of living conditions within a housing shelter
- Students will create a plan for an original homeless shelter to meet the needs of the individuals and families
- Students will design a shelter to meet the various needs of individuals and families.

Teacher Notes:

- ✓ The teacher needs to be aware of the various backgrounds, living situations, and socioeconomic differences among students
- ✓ The teacher should review the relevant *Home Safe* DVD chapters
- ✓ The teacher may want to provide students with materials needed to complete the design-a-shelter project, including graph paper, chart paper, and building materials (popsicle sticks, straws, toothpicks, etc)
- ✓ Photocopy “**Design-a-Shelter Assignment**” (see below) one per student
- ✓ The teacher could book computer lab time, if desired

Recommended DVD Material for Screening:

Several families in *Home Safe* tell us about or show us their experiences in homeless shelters. Some of these experiences were very positive, some were not. The selection of stories below offer a variety of stories for comparison. They can be used as a starting point for discussion about what sorts of community supports are helpful for families facing a housing crisis.

Home Safe Toronto: Rose’s Family; The Taylors, Part 1; Conversation with Jocelyn, Phaon, Ryan and Shayne

Home Safe Calgary: Meeting Delilah’s Family’ Kadijia’s Story; Discovery House Girls Play Group; Olga and Evangeline

Home Safe Hamilton: The Good Shepherd Family Centre

HOME SAFE Education Resource: Delilah’s Family; Discovery House; Rose; The Taylors Part 1; Conversation with Jocelyn, Phaon, Ryan and Shayne; Good Shepherd Family Centre

Lesson Outline:

1. Watch one or more of the above chapters from *Home Safe* in which families show us or describe a problematic experience of living in a homeless shelter, and have students brainstorm what it is like to live in a homeless shelter. The list can be from their own

HOME SAFE ECONOMICS LEARNING PACKAGE

observations from the DVD, or from testimonials from any of the individuals from the DVD.

2. Have students share their information with a partner or with a small group.
3. In small groups, have students identify the positive elements of living in a homeless shelter, as well as the challenges associated with living in a homeless shelter. This can be done through a T-chart, or by highlighting the advantages and disadvantages in different colours.
4. As a class, share and discuss the positive and negative aspects of living in a homeless shelter.
5. In small groups, have students address the challenges of living in a homeless shelter, and how these challenges might be overcome (or minimized), when support agencies design and build new shelters.
6. Have students complete a brief investigation into charities or other aid organizations (e.g., Habitat for Humanity) that assist people in meeting their housing needs. Students should explore the methods and resources used by these organizations to meet basic human needs using limited resources.
7. Have students design a plan for a safe and effective homeless shelter that would meet the basic needs of individuals and families (see "**Design-a-Shelter Assignment**"). To accommodate various learning styles, the design could be on graph paper, a miniature replica of the shelter, or on computer software.
8. Students should consider the following aspects when designing their shelters: demographic group the shelter will serve, layout, number of individuals housed in the shelter, common space, accessibility, security, privacy, comfort, appearance, atmosphere, and how it will meet basic human needs.
9. Students should complete the reflection questions to justify the design features, programs, and any other facilities available within their shelter.
10. Screen one or more of the chapters from the *Home Safe* series in which families speak positively about their experience of shelter life -e.g. Discovery House (Calgary), Good Shepherd Family Centre (Hamilton). Have a discussion about how these shelters have attempted to address the needs of the families that use their services.

HOME SAFE ECONOMICS LEARNING PACKAGE

DESIGN-A-SHELTER ASSIGNMENT

Your task is to design an ideal homeless shelter that meets the needs the individuals and families who would live there. Your shelter should meet the physical needs of those who would use the shelter. Consider fiscal responsibility when designing your shelter, as there is limited funding available to build and operate housing shelters.

Your final product may be a scaled drawing of the shelter, a miniature model of the shelter, a computer-generated design plan, or any other format you wish, but seek teacher approval first.

Factors to Consider:

- Which demographic group will use your shelter (e.g., abused women, single men, families, etc.)
- Layout of shelter
- Number of individuals the shelter can accommodate
- Common space available to all individuals in the shelter
- How the shelter will meet the basic needs of individuals and families (cleanliness, hygiene, food)
- Accessibility to your shelter (e.g., access to public transportation) and within your shelter (e.g., wheelchair ramps)
- The security, privacy, and comfort of the individuals who will use the shelter
- The overall appearance and atmosphere of the shelter
- Other factors to consider?

REFLECTION

1. Identify the features of your shelter, and identify the function of each. Give special consideration to how the features meet the basic needs of humans.
2. Which negative conditions associated with living in a shelter did you attempt to minimize in your shelter design? Explain how you did this.
3. What kind of support programs would you offer in your shelter? Select one support program and explain how you would run a support program. (Consider the purpose of the program, who would use the program, who would facilitate the program, when the program would run, and any other details associated with the support program.)

HOME SAFE ECONOMICS LEARNING PACKAGE

DESIGN-A-SHELTER EVALUATION RUBRIC

CRITERIA	R (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
KNOWLEDGE/UNDERSTANDING					
Demonstrates understanding of basic human needs	Does not meet minimum level of expectations	Demonstrates limited understanding of basic human needs	Demonstrates some understanding of basic human needs	Demonstrates considerable understanding of basic human needs	Demonstrates thorough understanding of basic human needs
THINKING/INQUIRY					
Uses critical and creative thinking skills to design a model shelter that meets basic human needs	Does not meet minimum level of expectations	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with some effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with as high degree of effectiveness
COMMUNICATION					
Shelter design is clear and creative	Does not meet minimum level of expectations	Shelter design is presented with limited clarity and creativity	Shelter design is presented with some clarity and creativity	Shelter design is presented with considerable clarity and creativity	Shelter design is presented with a high degree of clarity and creativity
Reflection is clear and concise	Does not meet minimum level of expectations	Reflection is presented with limited clarity and creativity	Reflection is presented with some clarity and creativity	Reflection is presented with considerable clarity and creativity	Reflection is presented with a high degree of clarity and creativity
APPLICATION					
Applies knowledge of basic human needs to shelter design	Does not meet minimum level of expectations	Applies knowledge of basic human needs to shelter design with limited effectiveness	Applies knowledge of basic human needs to shelter design with some effectiveness	Applies knowledge of basic human needs to shelter design with considerable effectiveness	Applies knowledge of basic human needs to shelter design with a high degree of effectiveness
Applies knowledge of basic human needs to shelter support program	Does not meet minimum level of expectations	Applies knowledge of basic human needs to shelter support program with limited effectiveness	Applies knowledge of basic human needs to shelter support program with some effectiveness	Applies knowledge of basic human needs to shelter support program with considerable effectiveness	Applies knowledge of basic human needs to shelter support program with a high degree of effectiveness

Learning Package: Economics (HIF, HIP, HIR)

Lesson 2: The Choice is Yours!

Lesson Objectives:

- To apply decision making skills to a real life situation
- To develop empathy for people who need to make difficult decisions, and those who the decisions affect.

Teacher Notes:

- ✓ Photocopy handout; “**IDEAL Decision Making: Which Family Gets a Home?**” and “**Reflection: Which Family Gets a Home?**” one per student
- ✓ Create overhead: IDEAL Decision Making

Recommended DVD Material for Screening:

For this lesson, students will need to view selected chapters from the *Home Safe* series.

Home Safe Hamilton: Good Shepherd Family Centre; Shamsu & the Somali Community; Florence and Amy: Two Aboriginal Communities

Home Safe Calgary: Meeting Delilah’s Family; Kadijia’s Story

Home Safe Toronto: Rose’s Family

HOME SAFE Education Resource: Delilah’s Family; Rose; Good Shepherd Family Centre; Shamsu Part 1; Florence and Amy: Two First Nations Communities

Lesson Outline:

1. Teach students the IDEAL (or similar) decision making model through an overhead note.
2. Teachers will distribute a group of case studies to students in pairs/their table groups.
3. **Before viewing the DVD material:** Explain to students that they will be working as a team in the role of the “housing board”. They are to read over the case studies and determine which family will receive the house/apartment that is available. Instruct students that only one home is available at this time, so they must pick the family who they believe to be most in need and provide their rationale for why.
4. Students are to be the “housing board” and apply the IDEAL decision making model to make their choice. All group members must arrive at a consensus as to which family will get the apartment.

HOME SAFE ECONOMICS LEARNING PACKAGE

5. **After viewing the DVD chapters** which tell the stories of these families, students should try to identify which case study # each family is from the films, write down any other information about the family and then re-evaluate their group decision.
6. Teacher then hands out sheet entitled: "**Reflection: Which Family Gets a Home?**". As individuals, students are to write a 1-2 page reflection paper describing why they chose this family to receive the home. A list of prompting questions and evaluation rubric is included below.

IDEAL Decision Making!



- I - Identify the Problem**
- D - Describe ALL the possible solutions to the problem**
- E - EVALUATE EACH SOLUTION
(PROS AND CONS ABOUT EACH)**
- A - Act on the best solution!**
- L - LEARN!**
(evaluate the consequences of your decision;
and learn from your experiences)

HOME SAFE ECONOMICS LEARNING PACKAGE

IDEAL Decision Making: Which family gets a home?

As the housing board, you are to select one of these families for your apartment. Each family is currently living in a temporary housing situation and needs a permanent place to live. You must use the IDEAL decision making model in order to make your selection.

Apartment: A 3 bedroom apartment on the third floor of a 5 storey building. There is no elevator in the building. The apartment is 50 years old, and little has been done to update it. The paint is peeling in several rooms and the faucet in the bathroom sink drips. The appliances are all 30 years old, but are in working order. Sometimes the fuse on the stove goes, and it takes a few days for the landlord to fix it. The apartment is currently renting for \$700/month.

Family #1: A single mother (30) with three daughters (10, 8, 6). All family members speak English as their first language. The mother is looking for a job, and is currently supported through social assistance. Currently living in a 2 bedroom trailer in a very rural location and has no access to a vehicle or public transportation.

Family #2: A single mother (45) with 7 children (ages 17 to 3). All family members speak English. 6 of the children attend school full time. Two of whom are her step children. Mother and father are separated. And there are no extended family members in Canada.

Family #3: A married couple (30's) with 2 young boys (6 and 1). Had to flee country of origin. Mother is looking to attend nursing school in Canada to complete her degree and has eventually hopes to become a doctor. Couple has applied for refugee status and is currently supported through social assistance.

Family #4: A married couple (45) with three children (19, 9, 5). All family members speak English. Both parents are employed and make \$12/hour. All children attend school full time. Currently living in family shelter in 1 room where kitchen facilities are shared.

Family #5: A single mother (35) with three children (ages 12 to 6). Mother is employed at a minimum wage job and all children attend school full time. Had paid first and last month's rent to a landlord and was set to move in, only to find out that there was no apartment. Landlord skipped town with their money.

Family #6: A married couple (40) with three children (ages 8 to 2). Came to Calgary for husband's job. Had secured housing prior to moving, but apartment was rented to a higher bidder after the family's arrival in the city.

HOME SAFE ECONOMICS LEARNING PACKAGE

Teacher Copy

Family #1: (Florence)

A single mother (30) with three daughters (10, 8, 6). All family members speak English as their first language. The mother is looking for a job, and is currently supported through social assistance. Currently living in a 2 bedroom trailer in a very rural location and has no access to a vehicle or public transportation.

Family #2: (Shamso)

A single mother (45) with 7 children (ages 17 to 3). All family members speak English. 6 of the children attend school full time. Two of whom are her step children. Family is currently supported through social assistance. No extended family members in Canada.

Family #3: (Andreina & Juan – Good Shepherd Family Centre)

A married couple (30's) with 2 young boys (6 and 1). Had to flee country of origin. Have applied as refugees to Canada. Mother is looking to attend nursing school in Canada to complete her degree and has eventually hopes to become a doctor. Couple has applied for refugee status and is currently supported through social assistance.

Family #4: (Rose)

A married couple (45) with three children (ages 19 to 5). All family members speak English. Both parents are employed and make \$12/hour. All children attend school full time. Currently living in family shelter in 1 room where kitchen facilities are shared.

Family #5: (Tasha – Delilah's Family)

A single mother (35) with three children (ages 12 to 6). Mother is employed at a minimum wage job and all children attend school full time. Had paid first and last month's rent to a landlord and was set to move in, only to find out that there was no apartment. Landlord skipped town with their money

Family #6: (Kadija – **Home Safe Calgary:** Kadija's Story – NOTE: this story is not included in the HOME SAFE Education Resource)

A married couple (40) with three children (ages 8 to 2). Came to Calgary for husband's job. Had secured housing prior to moving, but apartment was rented to a higher bidder after the family's arrival in the city.

HOME SAFE ECONOMICS LEARNING PACKAGE

REFLECTION: *IDEAL Decision Making: Which family gets a home?*

Answer the following questions in a 1-2 page reflection that outlines your thoughts, feelings and understanding about the difficult decisions people face on a daily basis. Ensure that you are demonstrating your knowledge and an ability to apply the IDEAL Decision Making Model in your answers.

Reflection Questions: (Answer in full sentence form)

1. Were there any families you discounted right away? Why?
2. What qualities/characteristics were you looking for when choosing the family for the apartment?
3. Were there differences in the decisions between the individual members of your group? How did you come to agreement?
4. What led to your eventual decision?
5. Were you able to identify the families in the video based on their description? What additional information about the families would have been helpful when making your choices?
6. After viewing the DVD, would you make a different decision about which family you would choose for the apartment? Explain why/why not.
7. What do you think it would be like to have to make these decisions about people's lives and safety/security every day? How would you cope with this?

Reflection Questions Rubric:

CRITERIA	R	Level 1	Level 2	Level 3	Level 4
Knowledge /10 Describes own decision making process		Description is lacking	Somewhat describes	Clearly describes	Clearly and thoroughly describes
Thinking /15 Outlines and explains the challenges in making decisions with limited information and evaluates decision made.		Not all challenges and evaluation are explained/identified	Challenges and evaluation are outlined/identified	Challenges and evaluation are explained well	Challenges and evaluation are thoroughly explained
Application /10 Applies decision making process to case studies		Not all strategies are explained/identified	Strategies are identified	All steps of decision making process are applied	Decision making process is thoroughly applied
Communication /5 Uses appropriate writing conventions, language and terminology		Lacking clarity	Used with some success	Used effectively	Used effectively and creatively

Learning Package: Economics

Lesson 3: An Investigation into the Cost of Living

Lesson Objectives:

- Students will investigate the cost of housing and other basic necessities within their own communities
- Students will research information about the various types of assistance available to those who are lacking basic needs in their own communities
- Students will reflect on the relationship between social assistance and the cost of basic needs, and their own lifestyle and spending habits

Teacher Notes:

- ✓ The teacher should be sensitive to the various backgrounds, housing situations, and socio-economic situations of their students
- ✓ The teacher should copy the handout: "**An Investigation into the Cost of Living**"
- ✓ The teacher should book computer lab time, and collect local newspapers, housing circulars, and phonebooks

Recommended DVD Material for Screening:

Nearly all of the families profiled in *Home Safe* have struggled with poverty and economic insecurity. After previewing the films, the teacher may wish to choose the stories they feel are most relevant to their students. The following chapters contain explicit reference to the difficulties of affording shelter, food, medications, and other basic needs:

Home Safe Toronto: Rose's Family; The Taylors, Part 1; Phaon and Debbie; Conversation with Jocelyn, Phaon, Ryan and Shayne; The Richards Family; The Stop Community Food Centre; Myriam and Rene

Home Safe Calgary: Rowan and Jen

Home Safe Hamilton: Good shepherd Family Centre; Shamsu & the Somali Community; Tuyet & Ynhi: Students Speak Out; Florence & Amy: Two Aboriginal Communities

HOME SAFE Education Resource: Rowan and Jen; Rose, The Taylors Part 1; Phaon and Debbie; Conversation with Jocelyn Phaon, Ryan and Shayne; Shamsu, Part 1; Tuyet and Ynhi; The Stop Community Food Centre; Good Shepherd Family Centre; Florence and Amy

Lesson Outline:

1. This activity should be completed *prior to completing the Poverty Experience activity*. Students should be given the handout: "An Investigation into the Cost of Living"

HOME SAFE ECONOMICS LEARNING PACKAGE

2. Students should use the Internet and other resources (local newspaper, rental magazines, and phonebooks) to research the basic costs of living within their own communities.
3. Once the research has been completed, students should complete the reflection questions to reflect on the relationship between social assistance and the cost of living, as well as their own lifestyles.

HOME SAFE ECONOMICS LEARNING PACKAGE

4. What is the current minimum wage for the province in which you live?
- a. General \$ _____ per hour
 - b. Student \$ _____ per hour
 - c. Server \$ _____ per hour
 - d. Other, if applicable (forestry, fisheries, etc.) \$ _____ per hour
5. Search a local newspaper or the Internet for various types of housing in your region. What is the average cost (average cost of 3 accommodations) to rent housing in your local region?
- a. Single room in a house \$ _____ per month
 - b. Basement apartment in a house \$ _____ per month
 - c. Bachelor/studio apartment \$ _____ per month
 - d. 1 bedroom apartment \$ _____ per month
 - e. 2 bedroom apartment \$ _____ per month
 - f. Townhouse \$ _____ per month
 - g. Detached house \$ _____ per month
6. How much would each of the following fixed household expenses cost per month?
(Actual prices for utilities will vary based on a number of factors –region in which you live, size of dwelling, energy efficiency of dwelling, time of year, etc.)
- a. Gas \$ _____ per month
 - b. Hydro (electricity) \$ _____ per month
 - c. Water \$ _____ per month
 - d. Water heater rental \$ _____ per month
 - e. Phone \$ _____ per month
 - f. Cable \$ _____ per month
 - g. Internet \$ _____ per month
 - TOTAL \$ _____ per month

HOME SAFE ECONOMICS LEARNING PACKAGE

7. Are there any fixed expenses you could eliminate to cut down on your monthly expenses? If so, which expense(s), and why?

8. How much is a one-way public transportation ticket for the region in which you live?

\$ _____

How much is a monthly public transportation ticket for the region in which you live?

\$ _____

9. What is a Nutritious Food Basket (or its equivalent), according to Public Health Services in the region in which you live?

10. What is the cost of a weekly Nutritious Food Basket (or its equivalent), according to Public Health Services in the region in which you live?

- a. Single adult \$ _____/week
- b. Single parent with 1 child \$ _____/week
- c. 2-parent family with 2 or more children \$ _____/week

11. Choose one type of family listed above (single adult, single parent with 1 child, or 2-parent family with 2 or more children) and calculate the amount of monthly income this family would have to earn in order to cover the expenses researched in this investigation.

Type of family _____ Monthly income required \$ _____

HOME SAFE ECONOMICS LEARNING PACKAGE

12. Investigate the name and location of local housing shelters available to assist those in your community who do not have secure housing.

NAME OF SHELTER	DEMOGRAPHIC GROUP MOST ASSISTED BY THIS SHELTER (e.g., abused women, single men, families, etc.)	LOCATION

13. Investigate the name and location of local food banks available to assist those in your community with limited access to food.

NAME OF FOOD BANK	LOCATION

REFLECTION

1. What is the relationship between the amount of income received on social assistance and the actual cost of living in your community? Would social assistance provide enough income to meet your basic needs in your community? Explain.
2. What local support networks and resources are available to those in your community who cannot afford to meet their basic needs?
3. Consider the expenses (such as luxury items or services) that you and your family incur on a regular basis, but would not be able to afford if you were struggling to meet only your basic needs.
 - a. What are those expenses?
 - b. What purpose do those expenses serve in your life?
 - c. How would you prioritize which expenses to live without, if you had to?
 - d. How would your life change if you had to live without those items or services?

Learning Package: Economics

Lesson 4: Causes & Effects of Homelessness

Lesson Objectives:

- Students will differentiate between the causes and effects of homelessness.
- Students will discuss stereotypes associated with homelessness.

Teacher Notes:

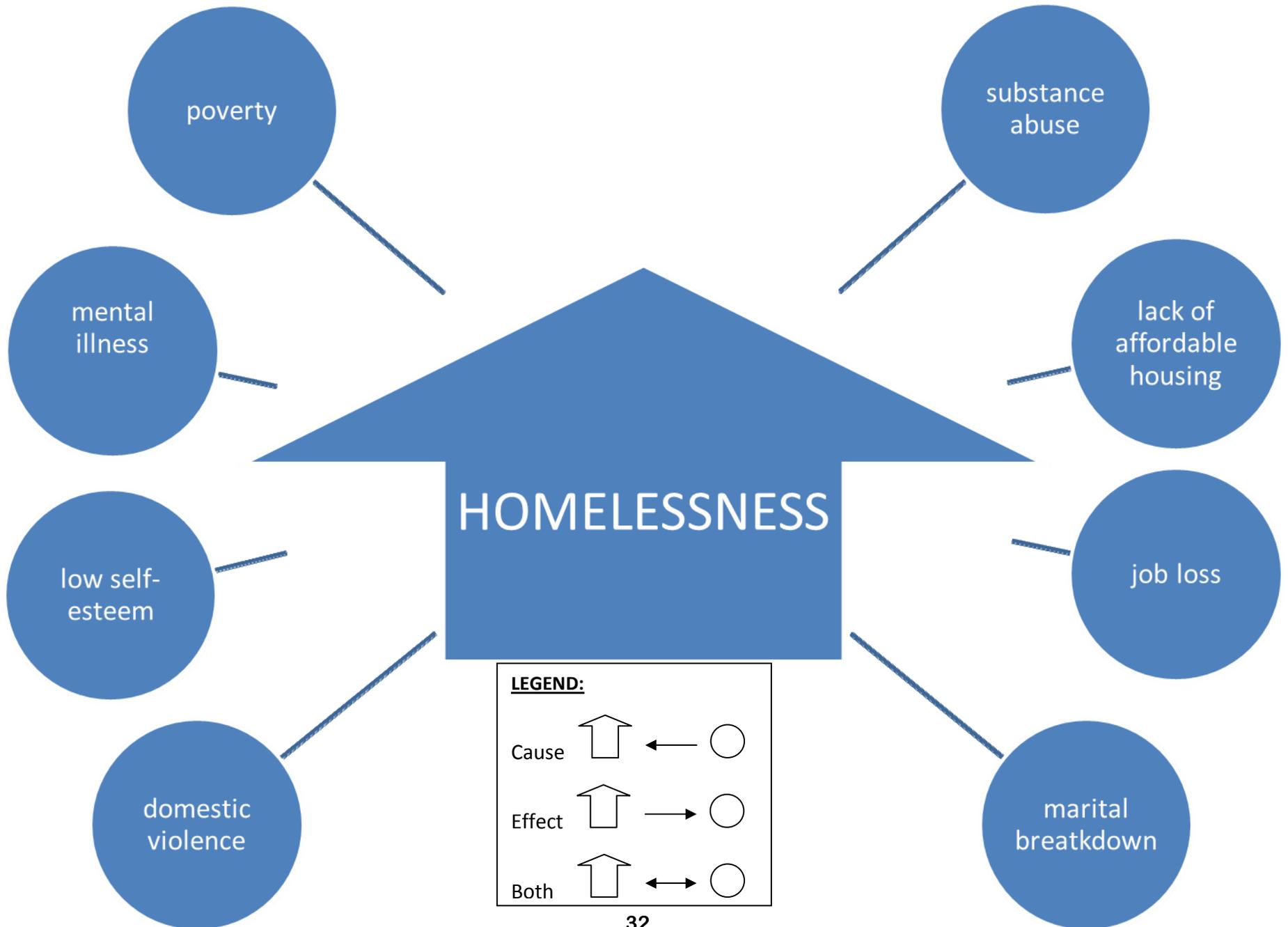
- ✓ Photocopy "Homelessness Mind map" one copy per student

Lesson Outline:

1. Hand out "Homelessness" Mind map and have students look over the factors shown on the Causes and Effects of Homelessness. The mind map displays a number of causes and effects of homelessness.
2. In partners or small groups, have students determine whether each term is a cause of homelessness, an effect of homelessness, or a combination of both. Students will draw arrows onto the mind map to show cause and/or effect between the outlying factors and homelessness.
 - a. For factors that cause homelessness, draw an arrow from the cause to the word HOMELESSNESS.
 - b. To illustrate an effect of homelessness, draw an arrow from the word HOMELESSNESS to the effect.
 - c. To illustrate a relationship where the term could be both a cause and an effect, draw a doubles-sided arrow between the term and the word HOMELESSNESS.
3. Take up the mind map and the directional arrows students have used to show cause and/or effect.
4. The teacher should lead a brief discussion to follow up the activity.

Discussion Questions:

- i. Were any causes or effects controversial within your groups? If yes, how so?
- ii. What does this activity reveal about the stereotypes associated with homelessness?



Learning Package: Economics

Lesson 5: Living in Poverty Experience

Lesson Objectives:

- To provide students with a experiential learning activity to encourage empathy and understanding of living in poverty
- To reinforce prior learning of the costs of living

Teacher Notes:

- ✓ Pre-read entire Poverty Experience package at least two weeks prior to attempting Poverty Experience. Although the experience is designed for a single 75 minute period, it takes time to organize and set up.
- ✓ Teacher needs to be sensitive that she/he may have students living in poverty in the class and therefore be aware of language use and stereotyping.
- ✓
- ✓ Students will be participating in a role playing simulation of life in poverty. They will be given a specific role to play and are expected to play it with maturity and sensitivity. Students will be moving around the school in order to complete the tasks they are given (finding suitable housing, applying for financial aid, interviewing for a job, getting food for their families).
- ✓ Ask 4-5 colleagues to participate in role playing several days prior to planned experience (landlord, store manager, welfare office receptionist, welfare office worker, food bank worker-optional) Share the job description with them (see below) Provide a clip board with all copied sheets that they require the day before the experience. As students will be required to travel through the school during a class day, the teacher may need to notify his/her administration and teaching staff of the activity.
- ✓ (optional, but highly recommended) Provide thrift store garments (jackets, shoes, purses, etc.) for poverty participants to encourage role playing and increase the depth of experience. Wearing name brand clothing should be discouraged or covered on the day of the experience.
- ✓ Provide monopoly style money to participants (amounts listed in scenarios)
- ✓ Set up a Food Bank station in an area in your classroom. Collect grocery flyers or download pictures from internet of many food items that would be commonly found in a food bank (list provided below). Cut out pictures of only food bank items to have a collection of visuals. Students should have a picture to choose from not a word list. It is suggested that teachers have students bring in 3-4 food items each to create a food bank for this experience and then donate the items upon completion of activity.

HOME SAFE ECONOMICS LEARNING PACKAGE

- ✓ Collect a variety of grocery flyers for use with the middle class group. These do not need to be cut into individual items.
- ✓ Provide students with information about poverty in Canada the day prior to the poverty experience. Use sheet entitled "Background Information" included below.
- ✓ Prior to students entering classroom, the teacher will post "Letter to Students" on outside of classroom door and ensure that all students read prior to entering class. (an example is included)
- ✓ Teacher will post the "Food Bank" sign above Food Bank station and display the food pictures that students can choose from. (an example is included)
- ✓ Teacher will create 4 stations in the classroom with signs (Poverty, Middle class, Upper class, Observers). Each station will have the supplies (clothing, papers, scenario descriptions, etc.) that each group requires.
- ✓ Teacher will create scenario cards (listed below) for students to randomly select their role from. Students pick their card as they enter the class on the day of the Poverty experience.
- ✓ Prior to day of experience, the teacher should talk to students about the poverty experience and offer them a chance to opt out of participating. Those students who opt out will become observers on the day of the simulation.

Recommended DVD Material for Screening:

There are many families and young people in *Home Safe* who talk about their struggles with poverty and economic insecurity. Teachers may wish to prepare students for this lesson by screening selected stories from the series. Alternatively, Material from the DVDs can be used as a follow up to the "Living in Poverty Experience" lesson. Having gone through the exercise, students may be better sensitized to hearing about poverty from participants in the films who have experienced poverty in real life. The following DVD chapters are offered as suggestions:

Home Safe Toronto: Rose's Family; The Taylors, Parts 1 and 2; Conversation with Jocelyn, Phaon, Ryan & Shayne; The Stop Community Food Centre; Myriam & Rene

Home Safe Hamilton: Shamso & the Somali Community; Tuyet & Ynhi: Students Speak Out; Florence & Amy: Two Aboriginal Communities

Home Safe Calgary: Meeting Delilah's Family; Rowan & Jen

HOME SAFE Education Resource: Delilah's Family; Rowan & Jen; Rose; The Taylors, Parts 1 & 2; Conversation with Jocelyn, Phaon, Ryan & Shayne; Shamso, Parts 1 & 2; Tuyet and Ynhi; The Stop Community Food Centre; Florence and Amy

HOME SAFE ECONOMICS LEARNING PACKAGE

Lesson Outline: (Day of Poverty Experience)

1. As students arrive to class, they will draw a scenario from a hat. Teacher should tell the students that they cannot change their scenarios as poverty is not something that can be opted out of.
2. Teacher directs students to their appropriate station in the classroom. Students are to thoroughly read through their scenarios and develop an understanding of the person they will be role playing. Students who are young children may opt for props (dolls, blankets, etc.) to encourage their child status.
3. Students are told vaguely where to find the employer, the welfare office, the landlord, but should not be told specifically where they can find them as they need to use their resources to locate them.
4. Teacher assigns one observer to each family group and instructs observers to follow poverty participants as they travel through the school and attempt to fulfill their family's needs. Observers are to write down everything that happens to the participants, everything they say and do and make notes on their behavior. (optional activity) Middle and upper class participants will be completing a separate activity in the classroom. Middle class group will need grocery store flyers to complete their assignment.
5. Teacher reminds students that the community office locations or apartments are located are often many miles apart. Therefore students need to pay for bus tickets (to and from) various locations. Bus tickets should be rounded to a local price (suggested: \$2.00 per adult; \$1.00 per child each way).

Parents may also consider not taking their children with them. If that is the case, they will need to barter with others to care for their children or pay them a babysitting fee (cost to be determined prior to leaving child with babysitter).

6. When role playing begins, there will be lots of questions (What should I do first? Where can I find the welfare office? Etc.) The teacher needs to reinforce that participants are expected to use their own resources to locate offices and solve their problems. Teachers may guide the decision making process (i.e. Have you thought about?) but should not make decisions for them. Students will likely feel frustration, but that is part of the experience that this activity is aiming to achieve.
7. Teachers should give 30-40 minutes to complete the tasks. Set a time for all students to return to class – regardless of whether or not the tasks are fully completed.
8. The teacher should remain in the classroom to be available in case one of the adult participants (landlord, manager, welfare office) needs to contact you.

HOME SAFE ECONOMICS LEARNING PACKAGE

9. At the end of the simulation, students should have a great deal to comment on regarding the experience. Below are a few questions to help facilitate discussion once the simulation is completed (perhaps the following day):
- a. Poverty group:
 - i. How did wearing second hand, out of style clothing affect you? In what ways did it influence your behavior?
 - ii. How did you feel about wearing the clothes? What reactions did you get from others when you were walking in the halls or waiting in the office?
 - iii. How did wearing these clothing make you feel about yourself?
 - b. Upper class:
 - i. What thoughts went through your mind when you were given the task that you could plan a party with no financial limits?
 - ii. Did you consider how others in the class might perceive you or your choices?
 - c. Middle class:
 - i. How did you make decision around your food choices?
 - ii. What factors did you consider in your decisions?
 - iii. Were there foods that you purposefully left out? What were they?
 - iv. If you were required to manage your food budget in this way every week (as many people are), how would you feel?
 - d. Observers:
 - i. What reactions did you see or comments did you hear from others watching your family? How did your family members react to that?
 - ii. Describe the range of emotions that you witnessed throughout this experience from your family.
 - iii. Were there specific behaviours that you noticed your family doing? (i.e. walking with their head down, not looking people in the eye, not sitting up straight, trying to go unnoticed, avoiding certain areas in the school, making fun of themselves, etc.)

HOME SAFE ECONOMICS LEARNING PACKAGE

- e. Children:
 - i. Playing the role of a child should be fun and carefree. Did you find that being the child of a family living in poverty was fun and carefree? Explain.
 - ii. How did you parent(s) react to your demands?
 - iii. 7 year old child: as an older child you would likely be more aware of your family's situation and could compare yourself to others. If your real family was in your scenario family's situation, what would your feelings be towards your family, your life, yourself?
 - f. New Immigrant:
 - i. How did you feel about not being able to fully communicate with others? How did you overcome this? What strategies did you employ?
 - ii. What did you find the most frustrating and why?
 - iii. Describe how others responded to you verbally and non-verbally.
 - iv. As a highly educated person who's degree is not recognized in your new country; what specific frustrations might you experience?
 - g. Young Unmarried Couple:
 - i. You've had to put your engagement plans on hold due to your financial situation. What are your thoughts and feelings about your future?
 - ii. Woman: Your scenario card states that you don't feel that your partner is doing enough to find a good job. How does that make you feel? How might this affect your relationship with your partner?
 - h. Men:
 - i. Being a provider is traditionally seen as a man's role in the family. Although this is changing and the role is shared by both men and women, men often more strongly define themselves by their ability to provide for their families and by amount of money that they earn. After going through the experience of living in poverty, describe your feelings. How did this experience affect you personally?
10. Teachers may opt to have students complete a reflection writing on the experience for evaluation. A list of questions entitled "The Poverty Experience Reflection" has been included for this purpose.

The Poverty Experience

Background info:

Source: <http://www.cwp-csp.ca>

Québec's pioneering Bill 112 ("An Act to combat poverty and social exclusion", passed in 2002) defines poverty as "the condition of a human being who is deprived of the resources, means, choices and power necessary to acquire and maintain economic self-sufficiency and participation in society." Thus, poverty is not just about income and deprivation – an inability to meet common basic needs. It also concerns intangibles such as a lack of opportunity, of meaningful employment, of a sense of belonging, and of a sense of citizenship.

Based on several national and international measures of low income often used as proxies for "poverty lines," Canada's poverty rate in the middle part of this decade may have ranged from seven to 19 percent (2.3 to 6.2 million Canadians). Whether at the low or high ends or somewhere in the middle, such a poverty rate is unacceptable for the ninth wealthiest nation in 2007, with 1.1 million "millionaire households" (defined as assets and equity worth over \$1 million)

Not every Canadian is equally susceptible to living in poverty. Aboriginal people, people with disabilities, single parents (primarily women) and their children, recent immigrants to Canada and the roughly one in four or five Canadians toiling in low-paying, often part-time and unstable jobs are at higher risk of being poor.

To live in poverty in Canada is to live with insufficient and often poor quality food. It is to sleep in poor quality housing, in homeless shelters, or on city streets. It is on a daily basis to have to make difficult and painful decisions involving trade-offs, such as whether to "pay the rent or feed the kids," pay the electric bill or go to the dentist, buy a new monthly bus pass or forego inviting friends over for dinner.

To live in poverty in Canada is to be at much greater risk of poor health, violence and a shorter lifespan. It is to be unable to participate fully in one's community and greater society. And it is to suffer great depths of anxiety and emotional pain, borne by young and old alike.

The impact and cost of poverty is not borne by the poor alone, though the poor bear the brunt of it. There is an impact on and cost to society as a whole, from greater demands on the health care and criminal justice systems, to diminished workplace and economic productivity, to unnecessary, harmful and unwholesome divisions in society based on economic status and "class." In dollar terms, one recent estimate of the cost of poverty to Ontario alone placed that cost at \$32 to \$38 billion – annually.

HOME SAFE ECONOMICS LEARNING PACKAGE

Requirements:

- Scenario cards (1 per student)
 - 1/3 class observers
 - 1/3 class poverty scenarios
 - 1/6 class middle class scenarios
 - 1/6 class wealthy scenarios

- 5-6 additional adult helpers (to be given role descriptions)
 - 1 welfare office worker (receptionist person)
 - 1 welfare office (application official)
 - 1 apartment landlord
 - 1 store manager
 - Food bank worker

HOME SAFE ECONOMICS LEARNING PACKAGE

Adult Volunteer Participants

Students should **not** know who will be involved prior to completing the poverty experience as participants need to locate who the officials are and in one scenario the participant is simulating being a new Canadian which requires the adults to speak a unique language to them.

Social Assistance Office Receptionist (include welfare forms for applicants to complete)

- Role is to offer limited assistance to welfare applicants – i.e. Point in the direction of where he/she is to go or give very complicated directions
- Give limited eye contact, if any
- Just give papers to applicant and offer a non-welcome attitude
- Limited sympathy for situation (“uhun” spoken) but limited real help
- Don’t smile
- Make candidates wait
- Allow phones/people to interrupt your conversation and then say something like “Now, what were you saying?” when you’re ready to talk again

(Scenarios #2 person: DO NOT SPEAK CLEARLY TO THIS PERSON; SPEAK GIBBERISH OR SOMETHING MADE UP. THIS IS TO SIMULATE WHAT IT MIGHT FEEL LIKE TO NOT BE ABLE TO UNDERSTAND SOMEONE IF HE/SHE WERE A NEW IMMIGRANT; ALSO THIS PERSON MUST RECEIVE THE “GIBBERISH” APPLICATION FORM)

Social Assistance Official

- You are the person who give final approval to welfare form
- You come across as a strict authoritarian, somewhat judgemental
- If the applicants speaks, you look directly at them in the eye (intimidating)
- Ask lots of questions e.g. correct spelling of your name, birth date, address, number of children, etc.
- Allow for long minutes of silence while you read.
- If you get interrupted i.e. Phone call, that takes precedence and then you get back say things like “Now, where were we?”
- If the participants asks a question, offers vague answer e.g. “That’s not my department”, or “We’ll see after you’ve been processed” or “That may take some time (but non-committal to how much time)

(Scenarios #2 person: DO NOT SPEAK CLEARLY TO THIS PERSON; SPEAK GIBBERISH OR SOMETHING MADE UP. THIS IS TO SIMULATE WHAT IT MIGHT FEEL LIKE TO NOT BE ABLE TO UNDERSTAND SOMEONE IF HE/SHE WERE A NEW IMMIGRANT)

HOME SAFE ECONOMICS LEARNING PACKAGE

Apartment Manager (include lease application form & "gibberish" lease application form)

- Your job is to review the applicants form and decide if they will pay their rent; decide if you'll take a chance of him/her.
- You can ask him/her questions – as many as you like
- You should act undecided throughout the interview; perhaps even distrusting
- Tell them you will let them know in a week or two; even when they protest that they need a home tonight – you insist you need some time to decide.
- Ultimately you can decide on the spot if you would rent them an apartment, but you set your own criteria.

(Scenarios #2 person: DO NOT SPEAK CLEARLY TO THIS PERSON; SPEAK GIBBERISH OR SOMETHING MADE UP. THIS IS TO SIMULATE WHAT IT MIGHT FEEL LIKE TO NOT BE ABLE TO UNDERSTAND SOMEONE IF HE/SHE WERE A NEW IMMIGRANT. ALSO, HE/SHE RECEIVES "GIBBERISH" LOOKING LEASE)

Food Bank store clerk:

You MUST close the food bank exactly 30 minutes into the period.

- As a food bank worker you show people to the food cupboard and tell them they can choose 8 items (no more); you're a very busy person and therefore "don't have time for small talk".
- Offer suggestions such as "Pasta is a tummy filling food" or "Fresh foods would only spoil quicker than fresh foods anyways".
- The idea is to send the message that food bank people need to be thankful for what is being provided for them.

(Scenarios #2 person: DO NOT SPEAK CLEARLY TO THIS PERSON; SPEAK GIBBERISH OR SOMETHING MADE UP. THIS IS TO SIMULATE WHAT IT MIGHT FEEL LIKE TO NOT BE ABLE TO UNDERSTAND SOMEONE IF HE/SHE WERE A NEW IMMIGRANT)

Store Manager:

- Your task is to interview only 3 potential candidates for a job
- Use the form as an outline, but you're welcome to create any question that you want.
- The purpose is to make the candidate feel intimidated by the interviewing process as a person who lives in poverty might be intimidated about being interviewed.
- Some candidates are more qualified than others, but each has a different scenario to role play and therefore some may want the job more than others
- At some point in the interview you should say "I'm looking for a candidate who is willing to work overtime and prove their commitment level to the company". Try to determine what they are willing to do.
- The job that you're conducting the interviews for is:
- Full time, pays \$16.50 an hour, involves some outdoor work, it is physical labour with a cleaning company. The overtime is evening work is possible.

(Scenarios #2 person: DO NOT SPEAK CLEARLY TO THIS PERSON; SPEAK GIBBERISH OR SOMETHING MADE UP. THIS IS TO SIMULATE WHAT IT MIGHT FEEL LIKE TO NOT BE ABLE TO UNDERSTAND SOMEONE IF HE/SHE WERE A NEW IMMIGRANT)

HOME SAFE ECONOMICS LEARNING PACKAGE

LEASE APPLICATION

Apt. # _____

First Period _____

From To Rent Parking Total

Second Period _____

From To Rent Parking Total

Building Name: _____

Building Address: _____

City: _____ Province: _____ Ontario Postal Code: _____

I agree to pay in advance the prorated amount of \$ _____ To cover the first rent period from to and last months rent deposit.

I would like to move in on or about _____

I agree to pay for the following services applicable to the premises being rented:

~ Electricity ~ Gas Heat ~ Other: Cable, Satellite and/or Telephone

I require parking for car(s). ~ Underground ~ Outside ~ Carport ~ Garage Space # _____

	Year	Make	Colour	Car Licence No.	Driver's Name
Car #1					
Car #2					

First Applicant's Name: _____ D.O.B. _____

Surname, First Name

Social Insurance No. _____

Driver Licence Number: _____

Second Applicant's Name: _____ D.O.B. _____

Surname, First Name

Social Insurance No. _____

Driver Licence Number: _____

Name and Date Of Birth of other occupants.

I HAVE INSPECTED THE ABOVE DESCRIBED APARTMENT AND AGREE TO ACCEPT IT WITHOUT DECORATING

Applicant's Signature: _____

History of Present and Previous Residences:

Addresses (including Apt. #'s)	Rents Paid	Phone Numbers
_____	_____	_____
_____	_____	_____
_____	_____	_____

Present/How long _____

Present Landlord _____

Previous/How Long _____

HOME SAFE ECONOMICS LEARNING PACKAGE

LEASE APPLICATION Page -2-

History of Present and Previous Employment

Past Employer

NAME & ADDRESS PHONE NUMBER	OCCUPATION	ANNUAL INCOME	HOW LONG?
_____	_____	_____	_____

Present Employer

NAME & ADDRESS PHONE NUMBER	OCCUPATION	ANNUAL INCOME	HOW LONG?
_____	_____	_____	_____

Credit References:

Bank Branch Name	Address	Acct. No.	Type: Phone No.
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Personal References

Name	Address	Phone No.
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____

In case of an emergency call: _____ Phone: _____

I hereby deposit with the Landlord the sum of \$ _____

I agree that upon acceptance of this application by the Landlord I shall forthwith enter into a Tenancy Agreement upon the above terms upon the Landlords usual form, in which event the deposit shall be applied towards the last months rent. If I should fail to enter into such Tenancy Agreement, then, in addition to any other rights accruing to the Landlord, I agree that the deposit shall be forfeited.

The applicant consents to the obtaining of such information from his or her present, past, or future employer; any credit reporting agency; any financial institution or any other person as the Landlord may deem necessary at any time in connection with the financial status of the undersigned tenant, in conjunction with the premises hereby applied for or any renewal or extension thereof. The Undersigned also consents to the disclosure of any information to any credit reporting agency or to any person with whom the undersigned has or proposes to have financial relations.

Dated at _____ this _____ day of _____, 20_____

I hereby certify that all the information on this application is true.

Signature of Applicant: _____ Signature of Witness: _____

Signature of Applicant: _____ Signature of Witness: _____

ΛΕΑΣΕ ΑΠΠΛΙΧΑΤΙΟΝ

Απτ. # _____

Φιρστ Περιοδ _____

Φρομ Το Ρεντ Παρκινγ Τοταλ

Σεχονδ Περιοδ _____

Φρομ Το Ρεντ Παρκινγ Τοταλ

Βυιλδινγ Ναμε: _____

Βυιλδινγ Αδδρεσσ: _____

Χιτυ: _____ Προπινχε: _____ Ονταριο Ποσταλ Χοδε: _____

Ι αγρεε το παψ ιν αδπανχε τηε προρατεδ αμουντ οφ Ξ _____ Το χοπερ τηε φιρστ ρεντ περιοδ

φρομ το ανδ λαστ μοντησ ρεντ δεποσιτ.

Ι ωουλδ λικε το μοπε ιν ον ορ αβουτ _____

Ι αγρεε το παψ φορ τηε φολλοωινγ σερπιχεσ αππλιχαβλε το τηε πρεμισεσ βεινγ ρεντεδ:

~ Ελεχτριχιτυ ~ Γασ Heat ~ Οτηερ: Χαβλε, Σατελλιτε ανδ/ορ Τελεπηονε

Ι ρεθυιρε παρκινγ φορ χαρ(σ). ~ Υνδεργρουνδ ~ Ουτσιδε ~ Χαρπορτ ~ Γαραγε Σπαχε # _____

Ψεαρ Μακε Χολουρ Χαρ Λιχενχε Νο. Δριπερ σ Ναμε

Χαρ #1					
Χαρ #2					

Φιρστ Αππλιχαντ σ Ναμε: _____ Δ.Ο.Β. _____

Συρναμε, Φιρστ Ναμε

Σοχιαλ Ινσυρανχε Νο. _____

Δριπερ Λιχενχε Νυμπερ: _____

Σεχονδ Αππλιχαντ σ Ναμε: _____ Δ.Ο.Β. _____

Συρναμε, Φιρστ Ναμε

Σοχιαλ Ινσυρανχε Νο. _____

Ναμε ανδ Δατε Οφ Βιρτη οφ οτηερ οχχυπαντσ. _____

Ι ΗΑΣΕ ΙΝΣΠΕΧΤΕΔ ΤΗΕ ΑΒΟΣΕ ΔΕΣΧΡΙΒΕΔ ΑΠΑΡΤΜΕΝΤ ΑΝΔ ΑΓΡΕΕ ΤΟ ΑΧΧΕΠΤ ΙΤ ΩΠΗΘΟΥΤ ΔΕΧΟΡΑΤΙΝΓ

Αππλιχαντ σ Σιγνατυρε: _____

Ηιστορψ οφ Πρεσεντ ανδ Πρεπιουσ Ρεσιδενχεσ:

Αδδρεσσεσ (ιυχλυδινγ Απτ. # σ)

Ρεντσ Παιδ

Πηονε Νυμπερσ

_____	_____	_____
_____	_____	_____
_____	_____	_____

Πρεσεντ/Ηω λογγ _____

Πρεσεντ Λανδλορδ _____

Πρεπιουσ/Ηω λογγ _____

ΛΕΑΣΕ ΑΠΠΛΙΧΑΤΙΟΝ Παγε -2-

Ηιστοριψ οφ Πρεσεντ ανδ Πρεπιουσ Εμπλοψμεντ

Παστ Εμπλοψερ

NAME & ΑΔΔΡΕΣΣ ΠΗΟΝΕ ΝΥΜΒΕΡ

ΟΧΧΥΠΑΤΙΟΝ

ΑΝΝΥΑΑ ΙΝΧΟΜΕ

ΗΟΩ ΛΟΝΓ?

Πρεσεντ Εμπλοψερ

NAME & ΑΔΔΡΕΣΣ ΠΗΟΝΕ ΝΥΜΒΕΡ

ΟΧΧΥΠΑΤΙΟΝ

ΑΝΝΥΑΑ ΙΝΧΟΜΕ

ΗΟΩ ΛΟΝΓ?

Χρεδιτ Ρεφερενχεσ:

Βανκ Βρανχη _____ Αχχτ. Νο. _____ Τυπε: _____
 Ναμε _____ Αδδρεσσ _____ Πηονε Νο. _____

1. _____
 2. _____
 3. _____

Περσοναλ Ρεφερενχεσ

Ναμε _____ Αδδρεσσ _____ Πηονε Νο. _____

1. _____
 2. _____
 3. _____

Ιν χασε οφ αν εμεργενχηψ χαλλ: _____ Πηονε: _____

Ι ηερεβψ δεποσιτ ωιτη τηε Λανδλορδ τηε συμ οφ Ξ _____

Ι αγρεε τηατ υπον αχχεπτανχε οφ τηισ αππλιχατιον βψ τηε Λανδλορδ Ι σηαλλ φορτηωιτη εντερ ιντο α Τενανχηψ Αγρεεμεντ υπον τηε αβοψε τερμσ υπον τηε Λανδλορδσ υσυαλ φορμ, ιν ωηιχη εψεντ τηε δεποσιτ σηαλλ βε αππλιεδ τοωαρδσ τηε λαστ μοντησ ρεντ. Ιφ Ι σηουλδ φαιλ το εντερ ιντο συχη Τενανχηψ Αγρεεμεντ, τηεν, ιν αδδιτιον το ανψ οτηερ ριγητσ αχχρυινγ το τηε Λανδλορδ, Ι αγρεε τηατ τηε δεποσιτ σηαλλ βε φορφειτεδ. Τηε αππλιχαντ χονσεντσ το τηε οβταινινγ οφ συχη ινφορματιον φρομ ηισ ορ ηερ πρεσεντ, παστ, ορ φυτυρε εμπλοψερ; ανψ χρεδιτ ρεπορτινγ αγενχηψ; ανψ φινανχιαλ ινστιτυτιον ορ ανψ οτηερ περσον ασ τηε Λανδλορδ μαψ δεεμ νεχεσσαρψ ατ ανψ τιμε ιν χοννεχτιον ωιτη τηε φινανχιαλ στατυσ οφ τηε υνδερσιγνεδ τεναντ, ιν χονφυνητιον ωιτη τηε πρεμισεσ ηερεβψ αππλιεδ φορ ορ ανψ ρενεωαλ ορ εξτενσιον τηερεοφ. Τηε Υνδερσιγνεδ αλσο χονσεντσ το τηε δισχλοσυρε οφ ανψ ινφορματιον το ανψ χρεδιτ ρεπορτινγ αγενχηψ ορ το ανψ περσον ωιτη ωηομ τηε υνδερσιγνεδ ηασ ορ προποσεσ το ηαπε φινανχιαλ ρελατιονσ.

Δατεδ ατ _____ τηισ _____ δαψ οφ _____, 20 _____

Ι ηερεβψ χερτιψ τηατ αλλ τηε ινφορματιον ον τηισ αππλιχατιον ισ τρυε.

Σιγνατυρε οφ Αππλιχαντ: _____ Σιγνατυρε οφ Ωιτνεσσ: _____

Σιγνατυρε οφ Αππλιχαντ: _____ Σιγνατυρε οφ Ωιτνεσσ: _____

HOME SAFE ECONOMICS LEARNING PACKAGE

Job Interview Questions

Candidate: _____

Job Description:

Full time, pays \$16.50 per hour, involves some outdoor work (in good weather), is physical labour with a cleaning company. The overtime is evening work. Job includes medical benefits (60% of prescriptions and 50% of dental) and after 3 months of working possibility of increase in pay to \$17.50 per hour.

What is your educational background?

Tell me about your previous job experiences:

What qualities about you make you a good candidate for this job?

Why did you apply for this particular job?

Create your own questions!!

HOME SAFE ECONOMICS LEARNING PACKAGE

Scenario Descriptions

Observers: approximately 1/3 of class will be observing

- This role is critical to the experience because the observer is to record what the other "characters" do and say.
- The observer records reactions to being given a particular scenario
- You are to follow people around as they perform their given tasks and write down what they say, do and experience
- You are to write down EVERYTHING...what other people say and do to them and write down the non-verbal reactions as well

Middle Class: 3-4 students of class (optional)

- Your lifestyle is one of meeting all the basic needs of your family and you have a little extra money, but not much.
- You may have come from a working class family and can understand the phrase "waste not, want not"; so you're careful and think about spending money. Money doesn't grow on trees and you teach your children that too.
- You must be careful of how you spend your money and can't afford luxurious vacations every winter, but do go camping or rent a cottage in the summer.
- You enjoy having friends over for meals and parties, but everyone brings something to help out.
- You work hard and are happy to share
- You value honesty, hard work and integrity.
- You volunteer as a means of donating as you can give more that way
- Your children will also work hard and have jobs to support themselves

Your task is to decide how what you are going to plan one week's menus and create a list of what you need to purchase. You have a budget of \$125.00 for buy all you need (excluding condiments) for a family of 4 (2 adults + 2 children).

Upper Class: 2 students (optional)

- You earn a very high income and enjoy life to the fullest; You take a lovely holiday every winter with your family and perhaps own a summer home in cottage country.
- You enjoy spending money and sometimes spend money without thinking
- You complain about taxes and how much you have to pay
- You provide your children with everything they need and almost everything they want (lessons, extra car, popular brands of clothing, etc.)
- Your children won't wear anything that's from "Giant Tiger" or "Sears" and only want clothing from Hollister or Artizia or Abercrombie & Fitch or American Eagle or Lululemon.
- You donate money to charitable organizations, but don't have time to do any more than that.
- You are very particular about what you eat and drink. You like "quality food".

Your task is to plan a party for 20 of your closest friends for a special occasion! Decide on theme, food, location, drinks to serve, decorations, invitations, etc.

HOME SAFE ECONOMICS LEARNING PACKAGE

Working Class/Poverty Scenarios: (an overview description – read to class)

- You are honest, hardworking people, but don't necessarily have get a "break"
- You want to work and you want to support your family
- You are proud and don't really want to take government support (welfare), but you and your family need to eat – you haven't eaten since yesterday at noon.
- You have no permanent home and are currently living in a shelter, but want a place to call home, to give your children (if you have them) roots and a place to go to school
- You want to make a better life for yourself and your family and are willing to do anything to earn a living.
- You are also private person and don't want everyone to know your problems
- You may have a transportation barrier (no car and need to take the bus)
- You may have limited, if any money and need to make it last.
- You may or may not have a job and if you do, you're earning minimum wage, no benefits and can only get part-time hours.
- You don't have any family to lean on or help you
- You may have recently moved or need to move as you live in a shelter or under someone else' roof.
- You may have recently immigrated and may have a language barrier.

Tasks:

Achieve the following tasks in the period (decide for yourself the order you tackle these tasks)

- 1. Get a full time job or welfare assistance**
- 2. Get a secure and safe place to live.**
- 3. Get food to feed your family for the next 3 days.**

HOME SAFE ECONOMICS LEARNING PACKAGE

Scenario #1: Adult

You are a single parent trying to get a full time job, and a place to live. You have just left an abusive relationship and should receive \$425.00 a month in child support, but your spouse hasn't been paying it. You don't have a job. Currently you are living in a shelter, but you want to set up an apartment of your own.

You graduated high school with an 82% average and completed 2 years of a 3 year degree. You got pregnant and decided to leave school to get married and have the baby. You have no family and only \$129.00 in your bank account and \$7.00 in your purse.

You have 2 young children; a girl 7 and a boy 4. The girl needs to be in school; have after school care (if you get a full time job) and the boy needs full time care.

Scenario #1: Child

You are a 7 year old girl who lives with your single mom and little brother. You just want to go to school and be with your friends. You love your daddy and miss him. You always ask mom if you can go visit dad. You love your doll. You want everything you see teenagers have (phone, IPod, clothes, etc.)

Scenario #1: Child

You are a 4 year old boy who lives with your single mom and big sister. You have little patience and may have ADD. You are always talking and getting into mischief. You don't really understand what's happening to your family and are constantly asking questions. You love trucks and cars.

HOME SAFE ECONOMICS LEARNING PACKAGE

Scenario #2: Unmarried Person

You are an unmarried person of a visible minority who has recently immigrated to Canada. You were told this was the land of opportunity, but so far haven't found any. You have \$2200 in a savings account and \$17.00 in your purse.

You have lived with relatives for the past 3 months, but they are asking that you find a job and a place to live as they are expecting another baby and can't support you for much longer. You have limited understanding of English, but are willing to work.

You have a bachelor's degree from your home country, but your degree isn't recognized here.

Scenario #3: Young Adult

You have been unemployed for the past 6 months and are no longer receiving any unemployment insurance benefits. You have been living with your girlfriend/boyfriend for the past 2 years and have been planning your future life together, until you were laid off.

As of January 1st, you have been evicted from your apartment and have been living with your best friend and his family for the past couple of weeks, but you know this is a difficult situation. Your girlfriend/boyfriend is working, but their hours have been cut back to part time. Much to your disappointment, you have had to put your future plans (e.g. getting engaged on hold) indefinitely. You only have a can of soup and a box of Kraft dinner left in your cupboard. You have eaten milk or fresh fruit for 3 days.

In terms of education, you completed high school with a 73% average and went on to Humber College and completed a diploma in Business and Marketing, finishing 3rd in your class. You were hired immediately upon graduation and have been working and happy ever since – until you got laid off. You have \$422.00 in your savings and have a credit card debt of \$1986.00 and have \$2.00 in your wallet.

Scenario #3: Young Adult

Girlfriend/Boyfriend: working part time at Tim Horton's. Earning \$10.25 an hour and getting between 15-22 hours per week. You finished high school and went to college for 1 year, but didn't complete your program due to financial reasons. You met your spouse in college and have been together ever since. You're planning to spend the rest of your lives together, but without a secure job and place to live that dream is beginning to crumble and it's taking a toll on your relationship. You are becoming unhappy and crabby. You don't feel that your spouse is trying hard enough. You have \$7.00 in your purse.

HOME SAFE ECONOMICS LEARNING PACKAGE

Scenario #4: Adult

You are a married person with a spouse and 1 dependent child (2 years old) and another one on the way. You have worked at several part-time jobs over the last 3 years, but are looking for something full-time, especially with your growing family. Your spouse has also been working part-time, but that will end within the next month as the baby is due soon. You are worried about your spouse's health.

You have been living in the basement apartment of a relative's home for the last year, but there has been a significant disagreement and you need to find a place to live. Also, the apartment is only 1 bedroom and the living space is cold, cramped and dark. Not a great place to raise a family and you have no food left to feed your family.

You graduated high school, but do not have any post-secondary education or additional training. You do have skills in home renovation that you learned from your father. You have \$587.00 in your bank account and \$22.00 in your purse.

Scenario #4: Adult female

You are the spouse of the married person. You are 8 months pregnant and have difficulty moving around (minor blood pressure problems). You work part time (25 hours/week) earning \$8.50 an hour. You have no benefits and no job security. You will only be able to work for about 4 more weeks before the baby arrives. Your 2 year old is a handful and always active and into everything. She's very attached to mom and screams whenever mom is out of sight. You did not graduate high school – but are hoping to go back to night school to complete it. You want to be a good role model for your daughter.

Scenario #4: Child

You are the 2 year old child of a married couple. You talk, but don't make much sense. You scream whenever mom is out of sight. You love your "blankie", are *very* active and into everything.

HOME SAFE ECONOMICS LEARNING PACKAGE

SOCIAL ASSISTANCE APPLICATION

Please complete application with as much detail as possible.

Full Name: _____

Address: _____

City: _____ Province: _____ Ontario Postal Code: _____

Social Insurance No. _____ D. O. B. _____

Driver's License No. _____

___ Married ___ Single ___ Divorced ___ Widowed ___ Separated

Do you receive spousal or child support? ___yes ___no If yes, \$ _____ monthly

Spouse's Name: _____ D.O.B. _____

Social Insurance No. _____

Driver Licence Number: _____

Name and Date of Birth of dependent children (if any).

History of Present and Previous Employment

Past Employer

NAME & ADDRESS PHONE NUMBER

OCCUPATION

ANNUAL INCOME

HOW LONG?

Past Employer

NAME & ADDRESS PHONE NUMBER

OCCUPATION

ANNUAL INCOME

HOW LONG?

Present Employer

NAME & ADDRESS PHONE NUMBER

OCCUPATION

ANNUAL INCOME

HOW LONG?

Are you currently working? ___yes ___no

Are you currently received financial benefits from any other source? ___yes ___no

If yes, state monthly amount \$ _____

Dated at _____ this _____ day of _____, 20_____

I hereby certify that all the information on this application is true.

Signature of Applicant: _____ Signature of Witness: _____

Signature of Applicant: _____ Signature of Witness: _____

HOME SAFE ECONOMICS LEARNING PACKAGE

ΣΟΧΙΑΛ ΑΣΣΙΣΤΑΝΧΕ ΑΠΠΛΙΧΑΤΙΟΝ

Πλεασε χομπλετε αππλιχατιον ωιτη ασ μυχη δεταιιλ ασ ποσσιβλε.

Φυλλ Ναμε: _____

Αδδρεσσ: _____

Χιτη: _____ Προσπινχε: _____ Ονταριο Ποσταλ Χοδε: _____

Σοχιαλ Ινσυρανχε Νο. _____ Δ. Ο. Β. _____

Δριπερ Λιχενσε Νο. _____

___ Μαρριεδ ___ Σινγλε ___ Διπορχεδ ___ Ωιδοωεδ ___ Σεπαρατεδ
Δο ψου ρεχειπε σπουσαλ ορ χηιλδ συππορτ? ___ ψεσ ___ νο Ιφ ψεσ, Ξ _____ μοντηλψ

Σπουσε Ναμε: _____ Δ.Ο.Β. _____

Σοχιαλ Ινσυρανχε Νο. _____

Δριπερ Λιχενχε Νυμπερ: _____

Ναμε ανδ Δατε οφ Βιρτη οφ δεπενδεντ χηιλδρεν (ιφ ανψ). _____

Ηιστορψ οφ Πρεσεντ ανδ Πρεπιουσ Εμπλοψμεντ

Παστ Εμπλοψερ

NAME & ΑΔΔΡΕΣΣ ΠΗΟΝΕ ΝΥΜΒΕΡ

ΟΧΧΥΠΑΤΙΟΝ

ΑΝΝΥΑΛ ΙΝΧΟΜΕ

ΗΟΩ ΛΟΝΓ?

Παστ Εμπλοψερ

NAME & ΑΔΔΡΕΣΣ ΠΗΟΝΕ ΝΥΜΒΕΡ

ΟΧΧΥΠΑΤΙΟΝ

ΑΝΝΥΑΛ ΙΝΧΟΜΕ

ΗΟΩ ΛΟΝΓ?

Πρεσεντ Εμπλοψερ

NAME & ΑΔΔΡΕΣΣ ΠΗΟΝΕ ΝΥΜΒΕΡ

ΟΧΧΥΠΑΤΙΟΝ

ΑΝΝΥΑΛ ΙΝΧΟΜΕ

ΗΟΩ ΛΟΝΓ?

Αρε ψου χυρρεντλψ ωορκινγ? ___ ψεσ ___ νο

Αρε ψου χυρρεντλψ ρεχειπεδ φινανχιαλ βενεφιτς φρομ ανψ οτηερ σουρχε? ___ ψεσ ___ νο Ιφ ψεσ, στατε μοντηλψ αμουντ Ξ _____

Δατεδ ατ _____ τηισ _____ δαψ οφ _____, 20 _____

Ι ηερεβψ χερτιψ τηατ αλλ τηε ινφορματιον ον τηισ αππλιχατιον ισ τρυε.

Σιγνατυρε οφ Αππλιχαντ: _____ Σιγνατυρε οφ Ωιτνεσσ: _____

Σιγνατυρε οφ Αππλιχαντ: _____ Σιγνατυρε οφ Ωιτνεσσ: _____

HOME SAFE ECONOMICS LEARNING PACKAGE

Food Bank Foods

Canned green beans	Water
Kool-Aid	Tang
Cake mixes	syrup
Canned corn	canned peaches
Kidney beans	canned pineapple
Lima beans	Microwave popcorn
Canned carrots	Granola bars
Canned potatoes	Baby Wipes
Boxed Mac and Cheese	Jell-O
Toilet paper	Feminine Hygiene products
Rotini pasta	deodorant
Spaghetti pasta	razors
Penne pasta	tooth paste
Pasta sauce	coffee
Tomato sauce	tea
Canned mushrooms	sugar
Peanut butter	flour
Tuna	jam/jelly
Fruit loops	pancake
Cheerio's	syrup
Pudding	
Shreddies	
Oatmeal	
Alphabits	
Cookies	
Diapers	
Shampoo	
Hand soap	
Canned soups	
Canned chilli	
Canned stew	
Soda crackers	
Cheese whiz	
White bread	
Baby formula	
Canned Baby food	
Apple sauce	
Tetra packed fruit drink	

Food Bank

"Helping those in need"

Hours of Operation:

Monday, Wednesday, Friday:

9:00 am – 4:30 pm

Tuesday & Thursday:

9:00 am – 2:30 pm

4:30 pm – 9:00 pm

Letter to Students participating in “The Poverty Experience”

Dear Students:

Today is our Living in Poverty Simulation. It will take the whole period and we need to begin as quickly as possible, so please get organized quickly so that the simulation can be as full, rich and effective as possible.

As you are aware, upon entering you will be given a card which assigns you a scenario and a role to play. You may not get what you want, but that's the luck of the draw. PLEASE do not change scenarios or roles. You get what you get.

Go to the table in the classroom that is labeled with your scenario and find your family members. Sit with them.

I will speak to each group directly about the task(s) they are to do. Please wait patiently until I can speak to your group – do NOT interrupt when I'm speaking to another group.

Finally, poverty is not a game and neither is this simulation. The objective is to provide you with an experience that will allow you to empathize with a person living in poverty due to recent immigration, unemployment or life situation. No one chooses to live in poverty.

Take your role seriously. Behave with dignity and respect to all. Make choices based on what the person in the scenario you've been given might potentially make.

Please do not turn this into a game or a race. It is not either one.

HOME SAFE ECONOMICS LEARNING PACKAGE

THE POVERTY EXPERIENCE REFLECTION

1. Describe the role you were assigned in the Poverty Experience. What were the characteristics of the individuals you were assigned, and what was his or her life situation?
2. Describe how the individuals you approached for assistance treated you during the Poverty Experience? How did this make you feel?
3. What obstacles did you encounter while trying to meet your housing, employment, social assistance, food, and transportation needs? How did you attempt to overcome these obstacles? Were you successful in defeating any obstacles?
4. How might individuals experiencing a similar situation in real-life feel while trying to meet the basic housing, employment, social assistance, food, and transportation needs of their families?
5. Besides the difficulties that you encountered, what other barriers might be faced by individuals experiencing such challenges in real-life?
6. How did you feel when you saw (or experienced) that gap between the lower class, the middle class, and the upper class families?

HOME SAFE ECONOMICS LEARNING PACKAGE

RESOURCE LIST – SOCIAL AND COMMUNITY SUPPORT PROGRAMS

<http://www.unitedwaytoronto.com>

<http://www.toronto.ca/demographics/neighbourhoods.htm>

<http://www.toronto.ca/homelessness>

<http://www.fsatoronto.com/policy/Immigrantpoverty.pdf>

<http://www.povnet.org/node/3025>

<http://www.ontariotenants.ca/reports.phtml>

<http://www.25in5.ca/resources.html>

<http://www.accesson.ca/en/mcss/programs/social/ow>

<http://www.cra-arc.gc.ca/bnfts/uccb-puge/menu-eng.html>

<http://www.servicecanada.gc.ca>

<http://www.canadabenefits.gc.ca>

<http://www.serviceontario.ca>

<http://www.edu.gov.on.ca/eng/tcu/etlanding.html>

<http://www.211ontario.ca>

<http://www.ltb.gov.on.ca>

<http://www.children.gov.on.ca>

<http://www.rev.gov.on.ca/en/credit/occs>

<http://www.health.gov.on.ca/english/public/pub/drugs/trillium.html>

<http://www.siso-ham.org>

<http://www.sprc.hamilton.on.ca>

<http://www.hamiltonpoverty.ca>

<http://www.wesleyurbanministries.com>

<http://www.calgary.ca/docgallery/bu/cns/poverty.pdf>

<http://community.ywcaofcalgary.com/Page.aspx?pid=231>



HOME SAFE

Lesson Plans

III. Learning Package: Food

Created by

Alison Harrington McCabe

Erika Leslie

Christine Petruszkiewicz



Learning Package: Food

Lesson 1: The Meaning of Food: Food Wants versus Needs

Lesson Objectives:

- To develop an understanding of the difference between food wants and food needs; and to learn to differentiate between a want and a need; specifically related to food
- To develop an understanding of the many influences on food choices and the reasons why we eat
- To demonstrate an understanding of the many ways food needs can be met

Teacher Notes:

- ✓ Preview the recommended material from the **Home Safe** DVDs
- ✓ Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- ✓ Research the local community food banks and support services
- ✓ Photocopy all handouts and prepare lesson support sheets as outlined below:
 - ✓ Photocopy: "**Food song Lyrics: Think, Pair, Share**"; 1 copy per table group
 - ✓ Photocopy: Food song lyrics; 1 copy per table group
 - ✓ Create several (5-6) oversized (ledger size) copies of "**A Fishy Comparison of Food Wants and Needs**" for group activity.
 - ✓ Create several (5-6) oversized (ledger size) copies of "**A Fishy Comparison of Food Wants and Needs-Jen and Rowan**" for group activity.
 - ✓ Photocopy: "**A Fishy Comparison of Food Wants and Needs**"; one per student.

Background Information for Teacher:

The "kids" in **Home Safe** are real people who have experienced and may still be experiencing homelessness. It is important to prepare your class to be sensitive to the issues being discussed. Teachers should be aware of their own personal experiences and how it could impact on their teaching of these lessons. It is also important to be aware of any students in your class who may have experienced homelessness or food insecurity.

DVD Material for Screening:

The DVD chapters below include material related to food security and the food struggles of families and young people living in poverty or inadequate incomes. These chapters are referenced in specific lessons included in this Learning Package on Food:

Home Safe Calgary. Rowan & Jen

Home Safe Toronto: Introduction; Rose’s Family; Debbie & Phaon; The Taylors, Parts 1 and 2; The Stop Community Food Centre; Myriam and Rene

Home Safe Hamilton: Tuyet & Ynhi; Students Speak Out

HOME SAFE Education Resource: Rowan and Jen; Rose; Phaon and Debbie; The Taylors, Parts 1 and 2; Tuyet and Ynhi; The Stop Community Food Centre

Lesson Outline:

Note: This activity should begin by explaining to the students that the topic being addressed is a sensitive one and that the rule of confidentiality exists. They should not share the personal stories of their classmates with others. They should also be informed of the different types of supports that are available to them in the school and in the community.

Activity 1: Song Lyric - Think/Pair/Share

To start thinking about the meaning of food, students will complete the group activity by reading the song lyrics of various songs (attached below) and then complete the chart entitled “Food Song Lyrics Activity”. Students will work in groups of 4 or 5 in order to complete this activity. Each group will receive 4-5 copies of this song to analyze (1 copy per student)

Step 1: As individuals, read the song lyrics and complete the chart below.

List 4-5 quotes from the song, then state your personal interpretation of the lyrics.

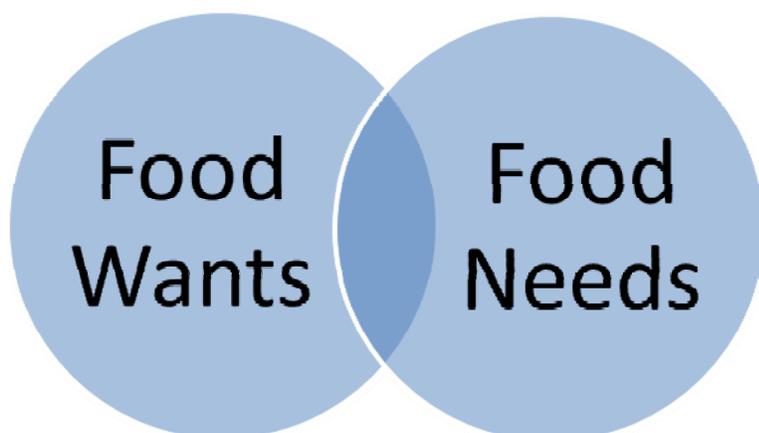
Step 2: As pairs, share your thoughts with a partner and make inferences about the lyrics by answering the question, “So what?”

Step 3: As a group, share your thoughts with others about the various food song lyrics. Use the questions below to encourage students to begin thinking about attitudes towards food.

1. What attitude towards food is the lyricist portraying?
2. Is food in abundance or a scarcity in the song? Provide quotes to support your answer.
3. Is the lyricist writing about a food want or a food need? Explain your answer.

Sept 4: Sketch a Venn diagram on the board and title the circle as outlined in the diagram below. Ask students to list points about food (NOT food examples) that represent a food want and a food need. A list of point has been provided for the teacher to use as prompts or he/she can provide a jumbled list to students in their groups and they will decide which are the wants, which are the needs and which belong in the overlapping mid-section.

What's the difference between a want and a need? (sketch diagram below on board)



Food Wants

- Tasty food, appealing to senses
- Satisfies your hunger and cravings
- Availability
- Choices
- Eat when you want to
- Cultural variety in choices
- Reflects socio-economic status

Food Needs

- Access to safe foods
- Access to nutritious foods
- Maintain body function
- Provides adequate calories
- Provides adequate nutrients
- Clean water

Activity 2: A Fishy Comparison of Food Wants & Needs

1. Students will complete the “A Fishy Comparison of Food Wants and Needs” Fishbone Activity analyzing their own personal food wants and food needs.
2. After completing the activity, students will watch a selected chapter (s) from **Home Safe** and meet young people whose families control food costs by using a food bank. The teacher could have a discussion about the children’s concerns with monthly/weekly food supply using the following questions:
 - a. What were some quotes that the children (e.g. Jen and Rowan) stated about their food supply?
 - b. How did they feel about not having enough food to eat?
 - c. How do you think not having enough to eat or getting their choices of what to eat change them? How might it change you?
3. As a class or in small groups, complete a second fishbone diagram for one of the families you meet (e.g. Jen and Rowan) after watching video. Have students compare that family’s fish to the one they completed on their own families.

Questions for Reflection: (students could answer orally or submit a written response). Teachers may choose to have students submit their responses for evaluation purposes and set their own evaluation scheme.

1. In what ways are your food wants and needs similar or different to Jen & Rowan’s?
2. What are the factors that impede Jen and Rowan’s ability to meet their food needs? If these factors influenced your life, how would you feel? How might you feel towards people who did not have these challenges in meeting their basic food needs?
3. What challenges do *you* have meeting your food wants? Do you believe that you should be able to eat what you want, when you want to? Why/why not? Do you believe that all Canadians should be able to eat what they want when they want to? Explain.
4. How can/does facing food challenges encourage creativity?
5. If you did not know where your next meal was coming from, how would you feel? How do you think children who do not know where their next meal is coming from feel? How do you think parents who do not know how they can provide food for their children feel?

Food Song Lyrics: Think, Pair, Share

Purpose: to support inference-making, to provide a method for checking that interpretations are based on information in the text.

Step 1: As individuals, read the song lyrics you have been given and complete the chart below. List 4-5 quotes from the song, then state your personal interpretation of the lyrics.

Step 2: As pairs, share your thoughts with a partner and make inferences about the lyrics by answering the question, "So what?"

Step 3: As a group you will be asked to share your thoughts with others about the various food song lyrics.

FOOD SONG	It Says (give quotes from song)	I Say (interpret meaning of lyrics)	So what.... (make inferences about lyrics)
Eat it!			
Food, Glorious Food			
Food Pyramid			
Fast Food			

HOME SAFE FOOD LEARNING PACKAGE

Eat it! lyrics by Weird Al Yankovich

How come you're always such a fussy young man?
Don't want no Captain Crunch, don't want no Raisin Bran
Well, don't you know that other kids are starving in Japan
So eat it, just eat it (prrr)

Don't wanna argue, I don't wanna debate
Don't want to hear about what kind of food you hate ooh
You won't get no dessert 'till you clean off your plate
So eat it, don't you tell me you're full

Just eat it, eat it , eat it
Get yourself an egg and beat it
Have some more chicken, have some more pie
It doesn't matter , it's broiled or fried
Just eat it, eat it, eat it, eat it
eat it, eat it, eat it, eat it, ooh

Your table manners are a cryin' young shame
You're playin' with your food like it's some kind of game
Now, if you starve to death, you'll just have yourself to blame
So eat it, just eat it (prrr)(burp)

You better listen, better do what you're told ooh
You haven't even touched your tuna casserole ooh
You better chow down or it's gonna get cold
So eat it

I don't care if you're full
Just eat it, eat it, eat it, eat it
Open up your mouth and feed it
Have some more yogurt, have some more spam
It doesn't matter if it's fresh or canned
Just eat it, eat it, eat it, eat it
Don't you make me repeat it
Have a banana, have a whole bunch
It doesn't matter what you have for lunch
Just eat it, eat it, eat it, eat it
Eat it, eat it, eat it, eat it
(hoh hoh hoh hoh hoh)

Eat it, eat it, eat it, eat it
If it's gettin' cold, reheat it
Have a big dinner, have a light snack
If you don't like it you can't send it back
Just eat it, eat it, (woohoo) eat it, eat it
Get yourself an egg and beat it (oh lord)
Have some more chicken,(woohoo) have some more pie (woohoo)
It doesn't matter , it's broiled or fried
Just eat it, eat it, eat it, eat it
Don't you make me repeat it (oh no)
Have a banana,(woohoo) have a whole bunch
It doesn't matter what you had for lunch
Just eat it, eat it, eat it, eat it

Food, Glorious Food

Lyrics from Musical "Oliver"

Is it worth the waiting for?
If we live 'til eighty four
All we ever get is gru...el!
Ev'ry day we say our prayer --
Will they change the bill of fare?
Still we get the same old gru...el!
There is not a crust, not a crumb can we find,
Can we beg, can we borrow, or cadge,
But there's nothing to stop us from getting a
thrill
When we all close our eyes and imagine

Food, glorious food!
Hot sausage and mustard!
While we're in the mood --
Cold jelly and custard!
Pease pudding and saveloys!
What next is the question?
Rich gentlemen have it, boys --
In-di-gestion!

Food, glorious food!
We're anxious to try it.
Three banquets a day --
Our favorite diet!

Just picture a great big steak --
Fried, roasted or stewed.
Oh, food,
Wonderful food,
Marvelous food,
Glorious food.

Food, glorious food!
What is there more handsome?
Gulped, swallowed or chewed --
Still worth a king's ransom.
What is it we dream about?
What brings on a sigh?
Piled pies and cream, about
Six feet high!

Food, glorious food!
Eat right through the menu.
Just loosen your belt
Two inches and then you

Work up a new appetite.
In this interlude --
The food,
Once again, food
Fabulous food,
Glorious food.

Food, glorious food!
Don't care what it looks like --
Burned!
Underdone!
Crude!
Don't care what the cook's like.
Just thinking of growing fat --
Our senses go reeling
One moment of knowing that
Full-up feeling!

Food, glorious food!
What wouldn't we give for
That extra bit more --
That's all that we live for
Why should we be fated to
Do nothing but brood
On food,
Magical food,
Wonderful food,
Marvelous food,
Fabulous food,

[OLIVER]
Beautiful food,

[BOYS]
Glorious food

Food Pyramid

Lyrics by Marilyn Manson

The ancient Pharaoh's were not to bright they say
but they made one contribution, that I live by to this
day
It's the food pyramid, and it's approved by the
U.S.D.A.

Oh, grains are the foundation, so please take my
advice
Have five to eleven servings of bread, cereal, or rice
three to five of vegetables, and four of fruits is best
their anti-oxidants and fiber help you to digest
three servings of yogurt, milk, and cheese
will help your bones and subsidize the cattle industry
A body needs to grow
and growing takes proteins
that's why meat can be a tasty treat like fish or
human beings
And when you eat your sweets, make sure you try
to limit your servings, or you'll DIE!!!

EVERYBODY!

My body is a pyramid that's made of healthy food
so do what we say
(yeah)
eat right every day
(food)
I love you.

Buy American

HOME SAFE FOOD LEARNING PACKAGE

Fast Food source: JME Lyrics

[My belly hurts...my belly's hurtin' me]
[My belly hurts blud, I want some food blud, yo, YO!]

FOOD!
[Bruv my belly's hurtin me blud]
FOOD!
[I'm hungry, I want some FOOOODDDDD...]
FOOD!
[I'm hungry, and I want, *some flippin' food*....]
FOOD! [FOOD, I want some kebab rudeboy]

As soon as I step foot in the shop,
I know that I don't know what I want,
Chicken doner, kofte kebab or,
Lamb shish, or mixed special,
Sometimes i get a coffee,
Or some next one I can't say properly,
'Llow it, so hungry i'm bitin' my lips,
Flippin' he'll just get a portion of chips,
Blud that's too much salt on my chips,
I been bitin' my lips, are you thick, it stings,
I've lost my appetite, lickin' the salt off my lips,
Throw the chips in the bin,
Normal, walk out the shop,
Don't forget to say "thank you boss" [ay, safe, safe]
Walk to my yard, soon as I land,
Go find a toilet and jam

FOOD!
[Don't you love it when you get some real good...]
FOOD!
[Not going out on street and eating all of *that*
junk...]
FOOD!
[All that take-away and all of that shit...]
FOOD!
[I want some McD'z...McDonald'S!]

So I pull up the drive through,
They like to call it the "McDrive",
I'm waiting there for my food,
The lady comes, I look in her eyes,
I yell "yo!", then I start bussin' up
At the drive through I always joke,

I ask for a large orange coke,
Or sometimes I ask for a small large fries,
Find More lyrics at www.sweetlyrics.com
[Some chips]
I'm in my early twenties,
Pushin' a whip but i'm payin' in pennies, nahhh blud
When you get burgers always check 'em,
I eat burgers in fifteen seconds,
Ketchup all over my face,
Sesame seeds all over the place,
As if that wasn't enough to spoil it,
Go home spend two days on the toilet,

FOOD!
[Go home and eat some of that good..]
FOOD!
[After you been out on road, shottin' that...]
FOOD!
[Come get a big munch, munch that...]
FOOD!
[On that idiot ting...but na man...]

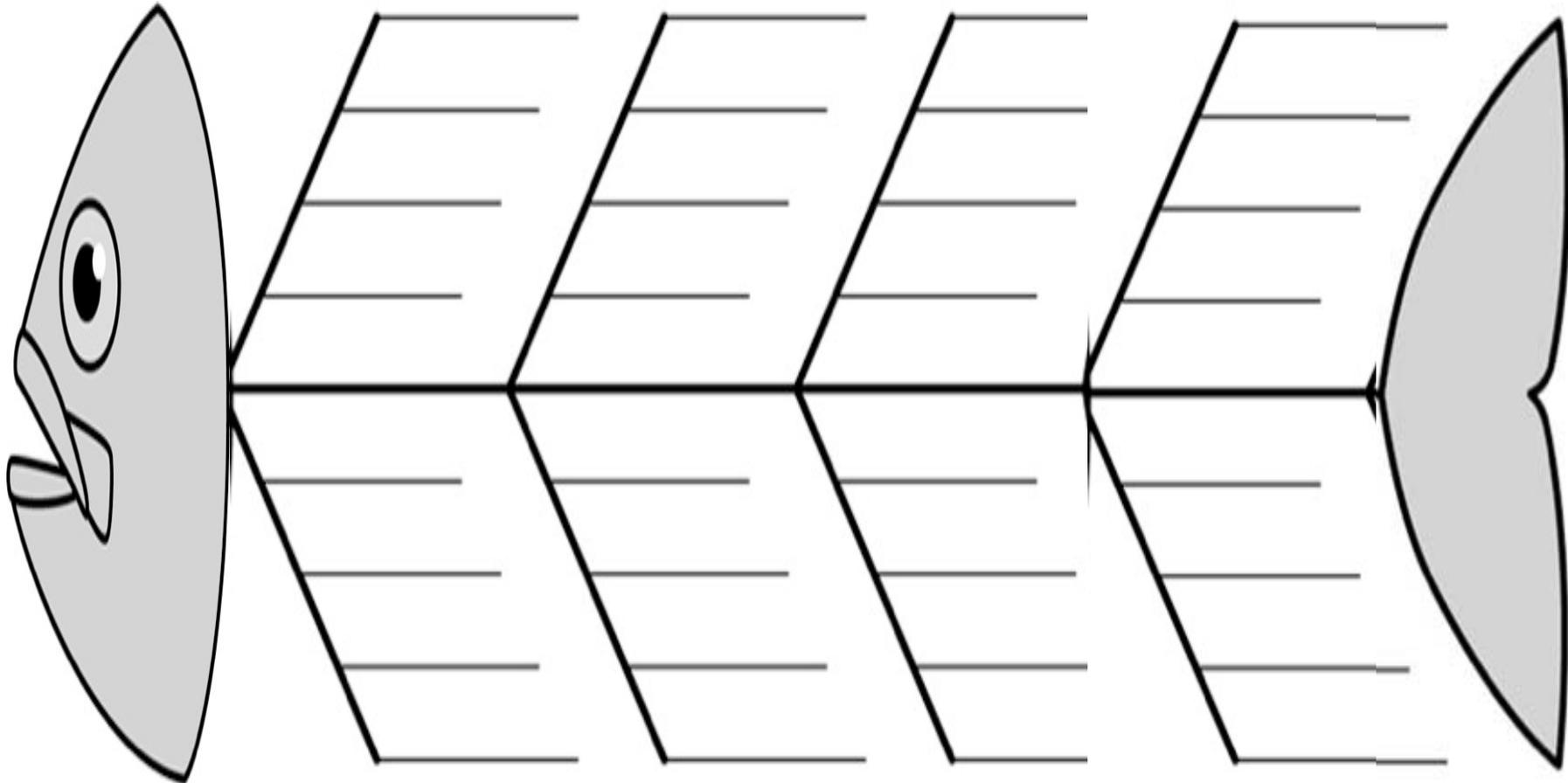
I ain't got no P'z today,
So I sit at my yard and check "my space",
As per usual my belly rumbles,
Here comes mum to save the day,
I say "good afternoon" fix my face, **
Then ask mum to fix me a plate,
Be polite if she's in a good mood,
I know i'll get some of that good food,
Rice, plantaine, but no *ackee*,
I'm Nigerian I deal with shaky,
Trust me, it might not sound nice,
But I box dat back wild brown rice*,*
I ain't on a hype ting either*,*
I'll wash it down with a glass of water,
I when I fill up my tummy,
Don't forget to say thank you *mummy* [Thanks
mum, thanks mum]

FOOD!...
FOOD!...
FOOD!...
FOOD!...
FOOD!...

A Fishy Comparison of Food Wants and Needs

On the “bones” of the fish list food wants (top half) and food needs (lower half). Then on the horizontal lines brainstorm types of food that would be examples of these wants and needs.

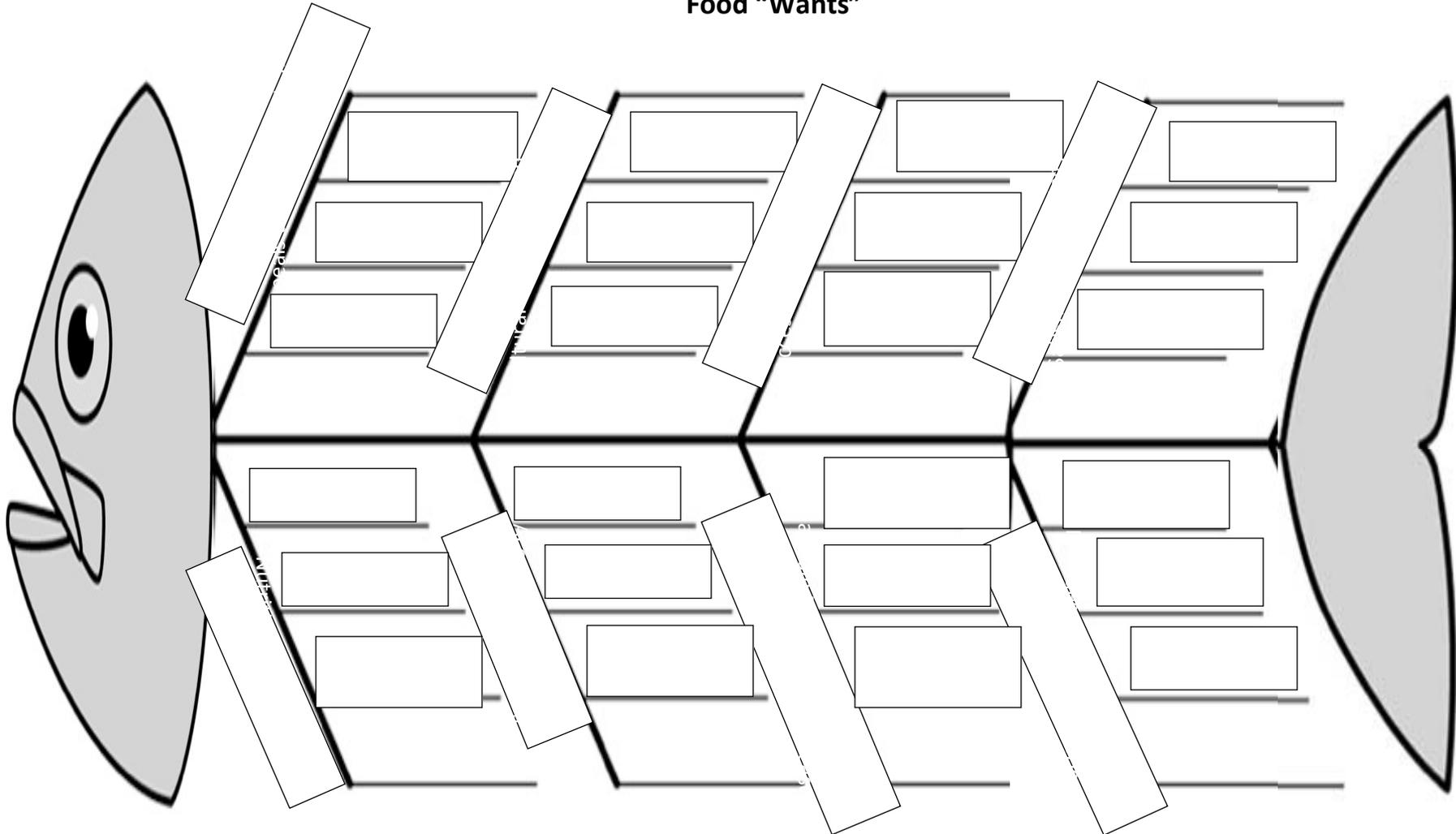
Food “Wants”



Food “Needs”

A Fishy Comparison of Food Wants and Needs – Teacher Example

Food “Wants”

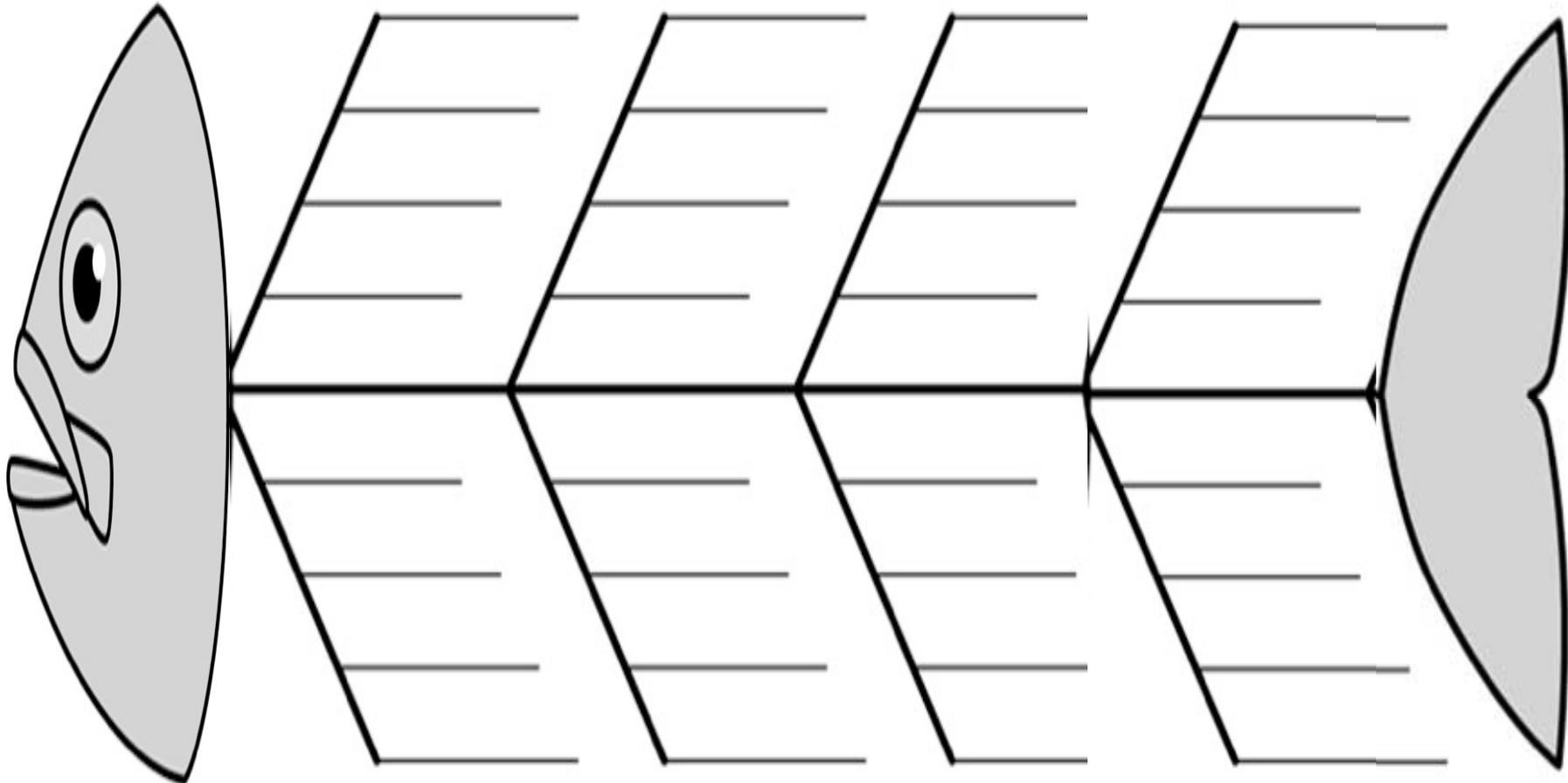


Food “Needs”

A Fishy Comparison of Food Wants and Needs: Jen & Rowan

Imagine that you are either Jenn or Rowan (HomeSafe Calgary) and complete this fishbone diagram of their food wants and food needs.

Food "Wants"



Food "Needs"

Learning Package: Food

Lesson 2: Your Food Choices

Lesson Objectives:

- To develop an understanding of the many influences on food choices and the reasons we eat
- To reflect on our own food choices and why we make them
- To demonstrate an understanding of the many ways food needs can be met

Teacher Preparation Notes:

- ✓ Preview recommended selections from *Home Safe*
- ✓ Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- ✓ Research the local community food banks and support services
- ✓ Photocopy all handouts and overhead notes as outlined below:
 - ✓ Copy several (5-6) oversized (ledger size): **"What Influences our Food Choices"** 1 per table group and one 8 x 11 copy per student
 - ✓ Photocopy and cut **"Eating Factors"** sheet into strips and place strips in envelopes (1 set per table group)
 - ✓ Create an overhead of **"Reasons for Eating"**
 - ✓ Photocopy **"Extremes of Eating"** one per group

Recommended DVD Material for Screening:

Home Safe Toronto / Education Resource: The Stop Community Food Centre

Lesson Outline:

Activity #1: What Influences our Food Choices?

1. Teacher will ask the prompt question "How do *you* make food choices?" Students will volunteer a variety of answers. Such as: whatever is available, what I can afford, what my parent(s) buy, what the cafeteria is making, what my friends give me, whatever I feel like eating, depends on my mood, etc. Teacher can record answers on the board, if desired.
2. Teacher will teach the six influences on food choices (Nutritional & Physiological Reasons, Emotional & Psychological Reasons, Cultural Influences, Family & Social Influences, Food Availability & Environment and Media), explaining what each of them means.
3. In small groups of 4-5, students will sort the influences into each of the six categories on the **"Influences on Food Choices"** handout. Each student is to receive a copy of this handout, and one to use with table group for the activity. The teacher will hand out envelopes with **"Eating Factors"** strips in them and ask students to categorize them onto

the chart with their table group. Teacher will ask students to share their answers with the class.

4. Students are to write down the Eating Factors examples of each influence onto their own handout. Students will then write down (in a different colour or identify with a symbol) one example in each category which of the Eating Factors is the greatest influences their own personal food choices. Teacher may choose to have students write a brief reflection writing on 1 or 2 of the most dominant influences on their own personal eating habits. Teacher may choose to evaluate reflection writing.

Teacher Note: The red hi-lighted sections are the key influences that homeless families have on their food choices.

Activity #2: Reasons for Eating Triangle

1. Students will copy the overhead note of the "**Reasons for Eating**" triangle into their notebooks. The teacher will explain each of the steps in the triangle and the symbolism of the shape of the triangle. Teacher will give 2-3 food examples for each. Students will provide further food examples that exemplify each of the steps.
2. In small groups of 4-5, students will complete the blank Reason for Eating Pyramid entitled: "**Extremes of Eating**". Students are to compare the food choices one might make if he/she were wealthy versus the food choices one might make if he/she were using a food bank while trying to fulfill all your reasons for eating.

Teacher Note: provide students with a list of items from a local food bank (provided below) or use pictures from a flyer for students to choose food items from.

Reflection Questions:

- a) If a person can only meet their very basic food needs, what reasons for eating are not being fulfilled?
- b) What happens when even a person's basic food needs cannot be met?

What Influences Your Food Choices?

Nutritional & Physiological Reasons	Emotional & Psychological Reasons	Cultural Influences
Family & Social Influences	Food Availability & Environment	Media

EATING FACTORS

HUNGER

RELATIVES

APPETITE

LIFESTYLES

SURVIVAL

MONEY

SENSES: SMELL TASTE TOUCH

TIME

ALLERGIES

KNOWLEDGE

ATTITUDES

CLIMATE AND TERRAIN

FEELINGS

REGIONAL/SEASONAL FOODS

AESTHETICS

TRANSPORTATION

CREATIVITY

TRENDS

ETHNIC BACKGROUND

ORGANIC FOODS

HOLIDAY CUSTOMS

T.V.

RELIGION

MAGAZINES

SUPERSTITIONS AND TABOOS

BILLBOARDS

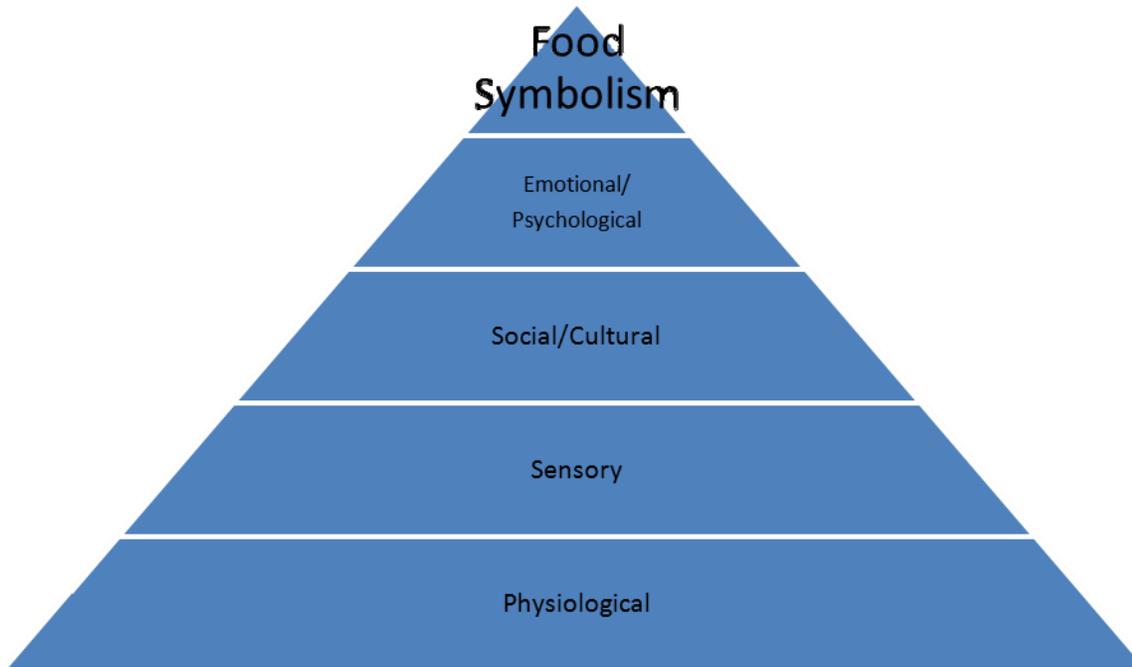
CELEBRATIONS

MOVIE

PARENTS

FRIENDS

REASONS FOR EATING PYRAMID



Physiological Needs: meeting the body’s basic nutritional needs for food and water

Sensory Needs: Choosing to eat foods because they appeal to our senses (smells good, looks tempting, sounds good, etc.)

Social/Cultural Needs: Foods that symbolize our need for social relationships and celebrate our cultural backgrounds

Emotional/Psychological Needs: Foods that provide an emotional expression; including comfort foods, grieving foods, soothing foods, etc.

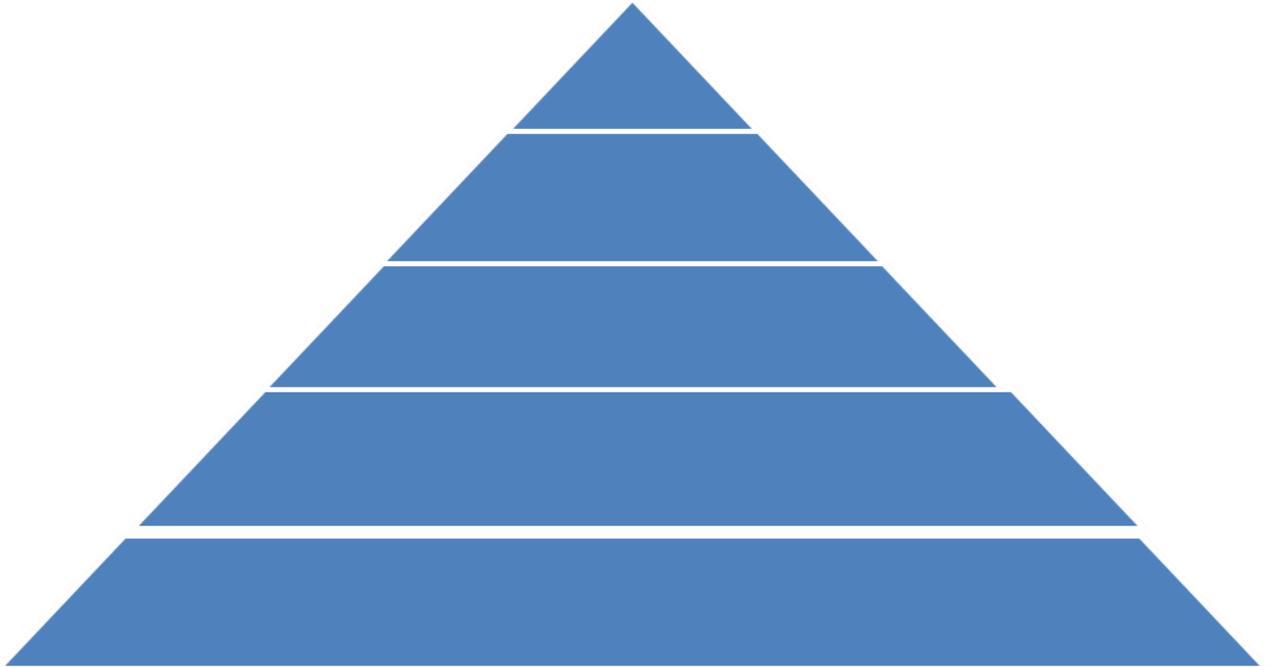
Food symbolism: Foods that represent our level of achievements or accomplishments. Foods that represent human experiences e.g. Love: chocolate at Valentine’s or birthday cakes on birthdays

Food Bank Foods & Household Items

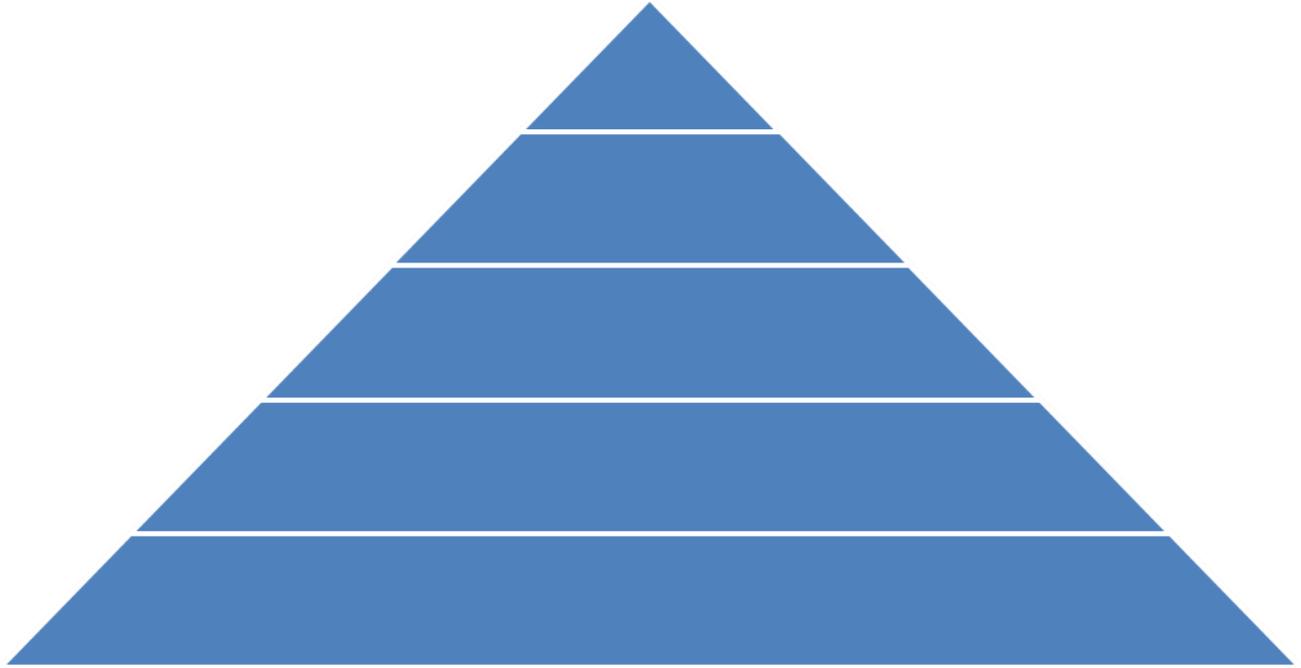
Canned green beans
Canned corn
Kidney beans
Lima beans
Canned carrots
Canned potatoes
Boxed Mac and Cheese
Toilet paper
Rotini pasta
Spaghetti pasta
Penne pasta
Pasta sauce
Tomato sauce
Peanut butter
Tuna
Fruit loops
Baby Wipes
Jello
Deodorant
Razors
tooth paste
coffee
tea
sugar
Canned mushrooms
flour
jam/jelly
pancake
Cheerios
Shreddies
Oatmeal
Alphabits
Cookies
Diapers
Shampoo
Hand soap
Canned soups
Canned chilli
Canned stew
Soda crackers
Cheese whiz
White bread
Baby formula
Canned Baby food
Apple sauce
Canned peaches
Canned pineapple
Tetra packed juice
Water
Tang
Kool-aid
Cake mixes
Microwave popcorn
Pudding
granola bars
Feminine Hygiene products
syrup

Extremes of Eating

If you didn't have to worry about money, which foods would you choose for each section of the triangle?



Now, examine your choices from the local food bank. Place foods in each section of the triangle?



Learning Package: Food

Lesson 3: Making Connections: Reasons for Eating and Food Availability

Lesson Objectives:

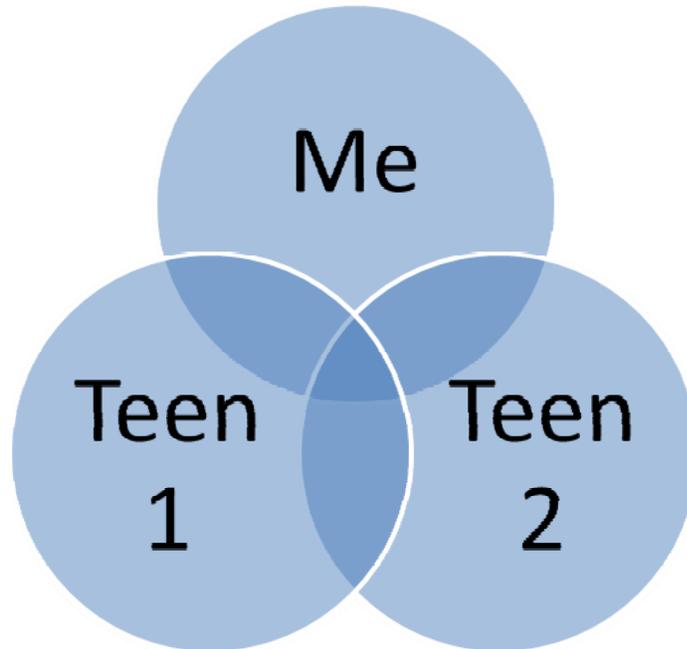
- To develop an understanding of the many influences on food choices and the reasons we eat
- To reflect on our own food choices and why we make them
- To demonstrate an understanding of the many ways food needs can be met

Teacher Preparation Notes:

- ✓ Preview the DVD material from **Home Safe** recommended for this Food Learning Package (above)
- ✓ Inquire in the guidance department as to which students may have issues with the sensitivity of the content of the DVD
- ✓ Research the local community food banks and support services
- ✓ Photocopy all handouts and overhead notes as outlined below:
 - ✓ Create overhead: "**Making Connections: Reasons for Eating and Food Availability**" with examples
 - ✓ Photocopy "**Making Connections: Reasons for Eating and Food Availability**" blank: one copy per student.
 - ✓ Photocopy "**Influences on Eating and Food Choices**": one copy per student.

Lesson Outline:

1. Using the diagram entitled "**Making Connections: Reasons for Eating and Food Availability**" *with examples* provided below, the teacher explains the connection between our reasons for eating and food availability.
2. Using the blank template "**Making Connections: Reasons for Eating and Food Availability**" provided below, students will create two vegetarian meals (one celebration meal and one everyday meal) using only foods that could readily be found at a food bank.
3. After completing the activity, students will view Rose and The Stop Community Food Centre from *Home Safe*. While viewing the chapters, students are to complete the "Influences on Food Choices Pie Chart" included in lesson.
4. After viewing the chapters teachers should review student responses on the "**Influences on Eating and Food Choices**" pie chart. Student could write a 1-2 page reflection about how the families depicted in these chapters meet their food needs and how their own family's food choice influences may be similar or different.
5. Students are to complete a before/during/after Venn diagram (see diagram below) related to Debbie and Phaon, The Taylors, The Richard's Family, and Tuyet and Ynhi. Students will sketch a Venn diagram in their notebooks to demonstrate a comparison between their attitudes (thoughts, feelings, worries, concerns) toward food to two of the teens in the films.
 - a. Before- fill in the "me" section
 - b. During- fill in the two teen sections (Phaon, Ryan, Shane, Jocelyn, Jesse, Josie, Tuyet and Ynhi)
 - c. After- make the connections, what are the similarities between you and each of the teens (the shaded section between circles)? What are the similarities between each of the teens? How are all of your attitudes towards food similar (the center cross-over section)?



6. For homework/as an assignment ("**We're Planning a Party**"), students are to complete a "**Reasons for Eating**" triangle (see diagram below) as they plan a birthday party for a 14 year old girl. Students could vote on which food bank meal they would like to prepare as a class and then prepare and enjoy the meal.
7. **Optional food lab**- using a selection of foods from a food bank to create a meal for a family. Give lab groups 4 or 5 basic ingredients they could find at a food bank. Find a recipe that contains only 4-5 basic ingredients. (Eg- pasta, beans, bread, peanut butter, canned meat, etc. They can add any spices from the cupboard) Student would prepare and eat this meal.

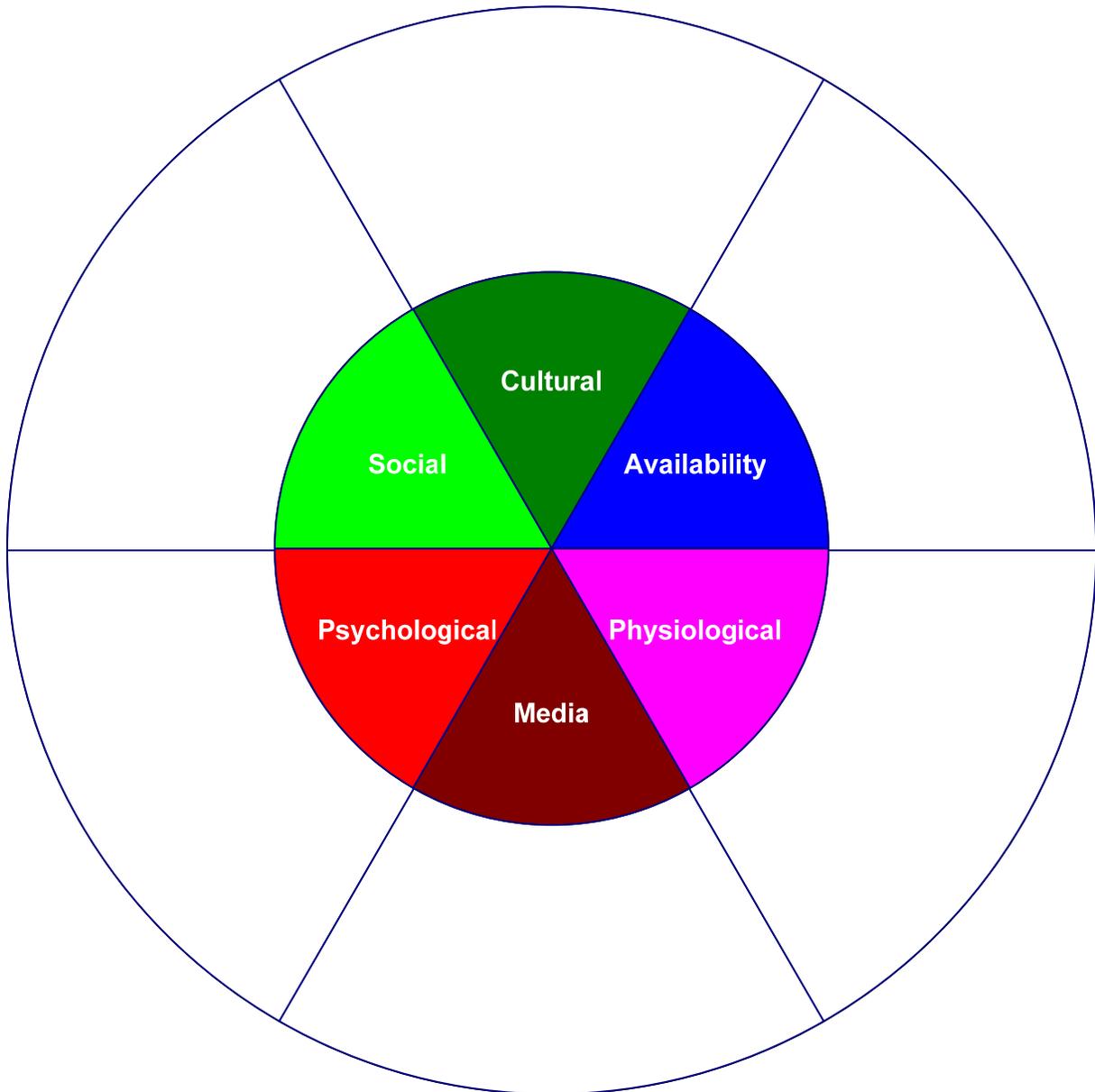
Students are to analyze the challenges they have doing this lab. For example: Are nutritional needs being met according to Canada's Food Guide? Are cultural food choices available? How does availability impact the ability to meet your food needs when using a Food Bank? Are religious/lifestyle choices such as food restrictions able to be met? Students will present the results of the analysis to the class in a mini oral presentation of 5-7 minutes.

Making Connections: Influences on Eating & Food Choices

Before: Review the factors that influences our eating/food choices.

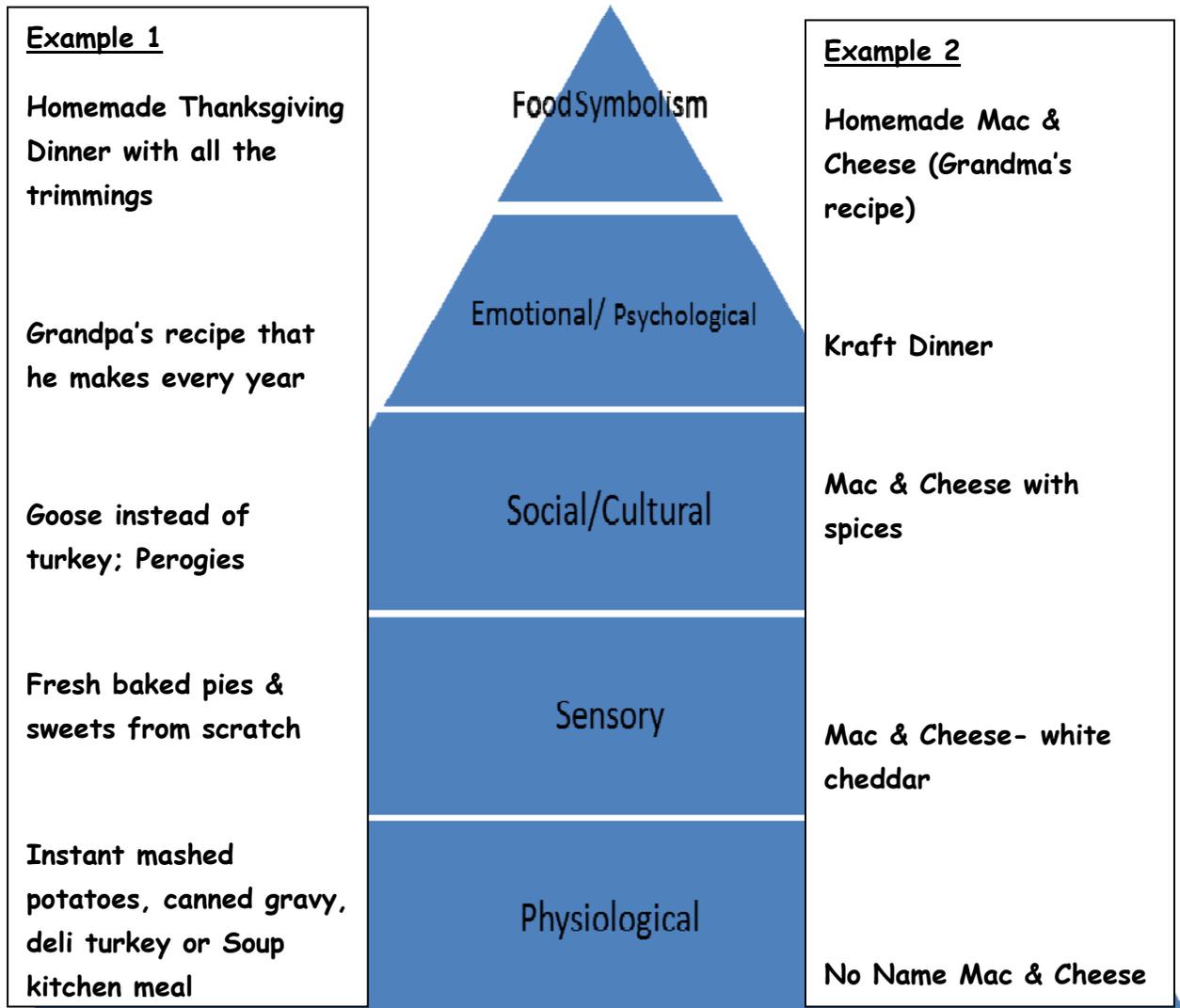
During: As you are viewing stories from *Home Safe* add quotes & comments from the people you meet describing how their eating choices are influenced.

After: Compare how YOUR eating is influenced to those in the video.

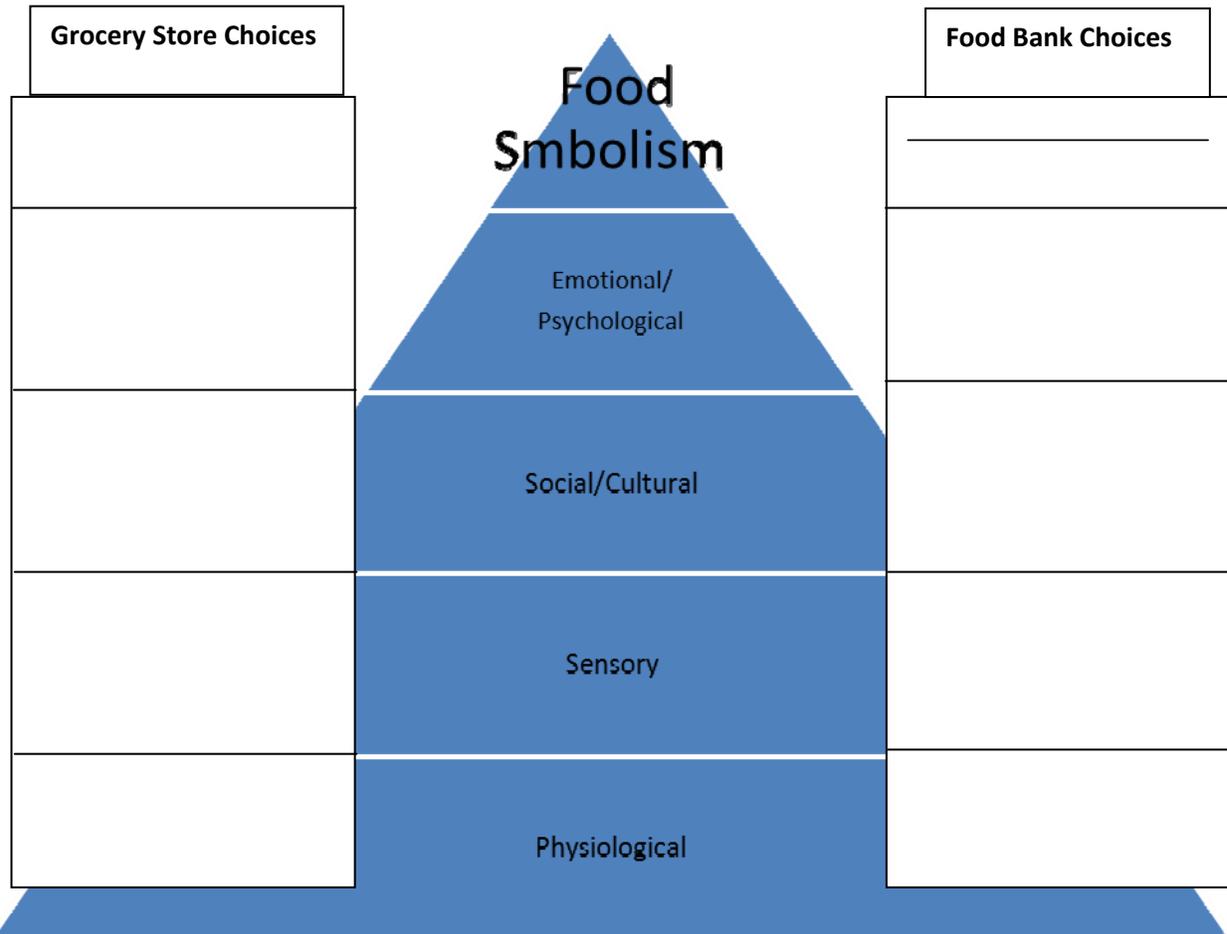


Making Connections: Reasons for Eating and Food Availability (Overhead Note)

The following is an example of how our food choices are influenced by food availability. Although we can easily think of a variety of meals that fit into each section of the reasons for eating triangle, when we are faced with limited food choices we eat to meet our basic needs. In these circumstances there is often a disconnection between our wants and the availability. An inability to achieve the top half of the pyramid "Food Symbolism" forces us to miss out on much of the following: a social connection to food, celebration of food, comfort of food, emotional connection, variety in food, lack of creative expression and a lack of cultural expression.



We're Planning a Party!



Your task is to plan a birthday party for a 14 year old girl, BUT you almost need to meet all the reasons for eating that we have learned about.

Here's what to do: In the boxes on the left side, give 2-3 examples of foods that teen girls would like to have a party that you could serve by shopping at a grocery store, or by making at home. In the boxes on the right side, give 2-3 examples of foods that you could serve at a party by shopping at a food bank. Be creative! In a paragraph, describe why you made the choices that you put in each box. Then, answer the Reflection Questions below in full sentence form.

Questions for Reflection:

1. How do I make food choices?
2. What are the key influences my food choices?
3. Where do I get food?
4. Where do Debbie and/or Jen get their food?
5. How does Rose provide food for her family?
6. What are the 3 predominate reasons why I eat?
7. How often/when do I eat to meet needs other than nutrition/hunger?
8. How do I view food?
9. How does _____ (choose a person) view food?

We're Planning a Party! Evaluation

Completes both food example boxes	K	/5
Uses appropriate food examples	T	/10
Creativity of food choices	A	/10
Describes reasons for choices that fit with triangle	C	/10

Rubric for Reflection Questions:

CRITERIA	R	Level 1	Level 2	Level 3	Level 4
Knowledge /5 Describes how families meet their food needs		Description is lacking	Somewhat describes	Clearly describes	Description is exemplary
Thinking /15 Outlines and explains the similarities and differences between the families and themselves		Not all similarities are explained/identified	Similarities are identified	Similarities are identified and explained	All similarities are well explained/identified
Application /10 Outlines and explains the reasons for eating and influences on food choices for people in DVD and themselves		Not all strategies are explained/identified	Strategies are identified	Strategies are identified and explained	All strategies are well explained/identified
Communication /5 Uses appropriate writing conventions, language and terminology		Lacking clarity	Used with some success	Used effectively	Excellent clarity

TOTALS: **/10 K** **/25 T** **/20 A** **/15 C**

Learning Package: Food

Lesson 4: The Right to an Adequate Food Supply

Lesson Objectives:

- To question whether or not food is a human right
- To gain an understanding of the inequitable distribution of food
- To think about food wants and needs

Background Information for the Teacher:

The question as to whether or not food is a human right is one which has recently been considered and debated. According to the constitutions of some countries in the world, food *is* a human right. In Canada however, this is not the case.

Some documents looking at food As a Human Right

Canadian Charter of Rights and Freedoms-“ right to the security of the person” if living in poverty, this right is not being met.

UNICEF- Convention on the Rights of the Child (in an ideal world)- not a law, therefore not enforceable

UNICEF: Article 24

“these are rights to the resources, skills and contributions necessary for the survival and full development of the child. They include rights to adequate food, shelter, clean water, formal education, primary health care, leisure and recreation, cultural activities and information about their rights. These rights require not only the existence of the means to fulfill the rights but also access to them.”

“Both the Convention on the Rights of the Child and the International Covenant on Economic, Social and Cultural Rights, make provision for the right to food. Note that both treaties provide for *adequate* food, not just food alone, and the Convention goes further, requiring food to be *nutritious*”.

Lesson Outline:

1. Have students participate in an inequitable meal experience. Students will be randomly selected to eat a variety of meals in order to gain an understanding of the indiscriminating experience of hunger related to poverty. Teacher will need to prepare meals and set up classroom ahead of time and prepare a selection process for the meals. Details of activity are outlined in “Inequitable Meal Experience” sheet attached below. A suggestion is to use a colour match where students draw a piece of coloured paper upon entering class, then find a place at the table with the same colour. Students will complete a reflection assignment (see outline/rubric attached).
2. View the The Stop Community Food Centre from **Home Safe**. As a class, discuss the use of food banks and the strategies used by families in order to get the food they need. Have

students discuss, as a whole class, the meal experience they have just had, and how they would feel if this were a part of their daily lives.

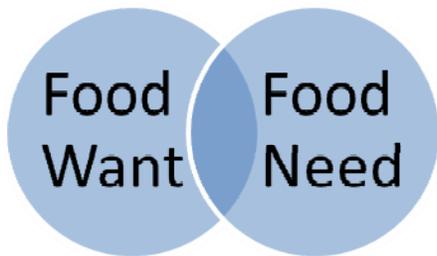
3. Students will explore the idea of food wants and needs by individually completing a Venn diagram of their own food wants and needs. Teacher will provide the definition of a want and a need. Student will apply these definitions to food. Discuss these as a class. Teacher will then provide students with a list of food needs and wants. Students will compare this list to the one they created in their Venn diagram, and discuss the similarities and differences.

Want vs. Need

Want "something desired"- dictionary.com
"to greatly wish for, to desire"

source: thefreedictionary.com

Need "a necessity, obligation, a condition or situation in which something is required", "to be a necessity"
source: thefreedictionary.com



Food Wants

- Tasty food, appealing to senses
- Satisfies your hunger and cravings
- Availability
- Choices
- Eat when you want to
- Cultural variety in choices
- Reflects socio-economic status

- Access to safe foods
- Access to nutritious foods
- Maintain body function
- Provides adequate calories
- Provides adequate nutrients
- Clean water

Food Needs

4. As a class, discuss the idea of food as a "right". Have all students answer the question "Do you have the right to food?" with at least one reason to back up their point of view. Teacher will record all answers on the board or chart paper. Once students have given their answers, inform them that Canada does not specifically state in its constitution about the right to food like many other countries do. Other industrialized nations - US, UK, France - also do not make provisions for the right to food.

Right - "non- negotiable standards and obligations"

Source: Unicef- Convention on the Rights of the Child

As there will likely be strong reactions to this, use the following questions to guide the discussion. Place each of the questions into an envelope or into a hat. Have students get into pairs, and choose one of the questions. Address each question in a Think/Pair/Share activity.

Questions:

- a) What is a food right?
 - b) What makes food non-negotiable?
 - c) Whose obligation is it? Family? Community? Government? Level of government? Individual?
 - d) If an individual cannot provide for themselves, then who steps in? at what point?
 - e) Individual-family-community-government
 - f) What are some solutions?
 - g) Why wouldn't the government create a "food bank farm"?
 - h) Is it your right to eat what you want, when you want?
 - i) Is it a right to have access to culturally preferred foods?
5. Have students watch the Kids Forum discussions from **Home Safe**. In these scenes, Miloon Kothari, the UN Special Rapporteur on Housing is discussing the needs of people living in poverty with a selected group of young people. After watching the DVD, students will complete an analysis of the right to food as outlined in the following quotation from the UN Special Rapporteur.

The UN Special Rapporteur on the right to food in 2002 defined it as follows:

Right to adequate food is a human right, inherent in all people, to have regular, permanent and unrestricted access, either directly or by means of financial purchases, to quantitatively and qualitatively adequate and sufficient food corresponding to the cultural traditions of people to which the consumer belongs, and which ensures a physical and mental, individual and collective fulfilling and dignified life free of fear.

Source: FAO Guiding Principles : Right to Food

Teacher will divide the above quotation into the following sections as follows. Multiple groups can analyze each section, depending on number of students in class.

- 1. Right to adequate food is a human right, inherent in all people, to have regular, permanent and unrestricted access, either directly or by means of financial purchases*
- 2. to quantitatively and qualitatively adequate and sufficient food corresponding to the cultural traditions of people to which the consumer belongs*
- 3. which ensures a physical and mental, individual and collective fulfilling and dignified life free of fear*

In groups, students will analyse each section by brainstorming it's meaning and application to their current life situation. Upon completion, each group will present their analysis orally to the class.

(Teacher Note: due to the variety of socio-economic backgrounds in the classroom, be sensitive when asking students to share their personal experiences.)

Inequitable Meal Experience

This experience is designed for students to gain an understanding that going without food and being hungry is not a choice for many living with poverty. Students will participate in an experience that many people living with poverty must deal with on a daily basis- wanting the food seen around them without being able to have it. The idea is that students will have the desire to eat the food, but be restricted from consuming it, based on nothing they have done. Students may choose to opt out of this experience- those who do will be an observer.

The teacher will need to prepare the meal ahead of time. The classroom should smell wonderful, the aroma should be wafting down the hall as the students arrive in class. Some suggestions for the meal could be lasagna, garlic bread, apple crisp, cinnamon buns, etc. As students arrive to class, they are to be divided into their groups. This division should be random. Students will choose a piece of paper from the hat (1 of 4 colours). Upon entering the room they will go to the table that has been set up by the teacher, and find a place at the table where there is a matching piece of coloured paper.

Once all students have arrived, the teacher and observer(s) will serve the meals. Each student will need a plate.

The teacher's role is that of a dispassionate party. Upon receiving their plates, many students will be upset and disappointed. They will comment on the unfairness of the situation and wonder why they have the plate in front of them. The teacher should make statements and comments such as, "not my problem", "luck of the draw", "so?", "you win some, you lose some"- be defeating and uncaring. The teacher will observe and record the reactions of the students during this activity.

Students will be divided into 4 groups as follows:

1. Observers- 1 or 2 students

Their role is to write down the comments made, quotes, body language, facial expressions and interactions of their classmates. They should be wandering around the table in order to capture the experiences of all their classmates.

2. A restaurant quality meal- 2-4 students

These students will enjoy a meal that smells and looks good, and is nutritious. (e.g. lasagna, Cesar salad and garlic bread or stir fry served on rice, etc.)

3. A food bank/soup kitchen meal- 4-6 students

These students will be served a basic nutritious dish, something that has little aroma and may or may not look great. (e.g. salad, peanut or soy butter sandwich, apple, etc.)

4. No meal-majority of class. These students will be served an empty plate.

Reflecting on an Inequitable Meal Experience

After participating in this experience, students will complete a written reflection that discusses their feelings, observations and conclusions about this experience. They are to think about what it was like when walking into the room, seeing & smelling the food and choosing their "lot". Have them describe what that was like to participate in the experience and explore the idea of "fairness".

Rubric for Written Reflection

CRITERIA	R	Level 1	Level 2	Level 3	Level 4
Knowledge /5 Describes role in experience		Description is lacking	Somewhat describes	Clearly describes	Description is thorough
Thinking /15 Outlines and explains their feelings and conclusions about meal experience		Incomplete explanation of experience or lacking reflection	Experience is explained along with some reflection	Personal experience is clearly explained with thoughtful conclusions	A thorough reflection on experience with insightful conclusions
Communication /5 Uses appropriate writing conventions, language and terminology		Lacking clarity	Used with some success	Used effectively	Always appropriate

Internet Resources:

The right to food in national Constitutions
www.fao.org/docrep/w9990e/w999012e.htm#TopOfPage

Child Rights Information Network
<http://www.crin.org>

International Network for Economic, Social and Cultural Rights
www.escr-net.org

SRAC- Social Rights Advocacy Centre

Charter Committee on Poverty Issues

Food and Agricultural Organization for the United Nations

The Right to Food
www.fao.org/righttofood/index_en.htm

FAO Corporate Document Repository
Identifying the Hungry
www.fao.org/docrep/w9990e/w9990e08.htm#TopOfPage

Investing in the right to Food
www.fao.org/docrep/w9990e/w9990e06.htm#TopofPage

The right to food in national Constitutions
www.fao.org/docrep/w9990e/w999012e.htm#TopOfPage

Free the Children
Child Poverty in Canada
www.freethechildren.com/getinvolved/geteducated/childpoverty.htm#0021

Learning Package: Food

Lesson 5: Perceptions about Food Banks

NOTE: This lesson was prepared by the Ontario Family Studies Leadership Council using data available for food banks in Ontario. The template could be adapted for other provinces and territories.

Lesson Objectives:

- To challenge perceptions of people who use food banks
- To think about assumptions related to food and eating

Teacher Preparation Notes:

- ✓ Create overhead: **Quiz "Food Bank Usage in Ontario"** and **"Food Banks in Ontario: Key Trends"**
- ✓ Photocopy handout: Quiz **"Food Bank Usage in Ontario"**; one per student
- ✓ Photocopy and cut out **"scenarios"**

Recommended DVD Material for Screening:

The following chapters from the **Home Safe** DVDs include stories of families and young people who use food banks:

Home Safe Hamilton: Tuyet & Ynhi: Students Speak Out

Home Safe Calgary: Rowan & Jen

Home Safe Toronto: Phaon & Debbie; The Stop Community Food Centre; Myriam & Rene

HOME SAFE Education Resource: Rowan & Jen; Phaon & Debbie; Tuyet & Ynhi; The Stop Community Food Centre

Lesson Outline:

1. Ask students the following question: How many people skipped a meal (breakfast) today? Why did you/didn't you eat? Teacher should record answers on board.

Provide students with the following information: many teens choose to skip breakfast. Some do not have time to eat in the morning, others believe that this will help them to lose weight. For many, this is not a choice. There is no food for them to eat.

2. Students complete the quiz on food bank usage in Ontario (see attached). Take up the answers with the class through a discussion and the overhead "Key Trends in Ontario Food

Bank Usage". Have students self-correct their quiz. Teacher can read sections of this information from the "Daily Bread Food Bank" resource to the class.

3. Have students complete a think/ pair/share activity to challenge their assumptions about people who use food banks and who have challenges obtaining food. Have students get into pairs, and then choose a scenario from an envelope. There will be more than one pair analyzing each scenario. Upon reading their scenario, students are to list everything they first think of about the people described in their notebooks. They are then to collaborate with their partner to come up with a more detailed description; something that goes beyond the obvious.

Scenarios:

A person who uses a food bank

A person who eats at a soup kitchen

A person who does not eat breakfast

A person who never shares their food

A person who does not eat at school

A person who sneaks food

A person who works at a fast food restaurant

A person who is overweight

Food Banks in Ontario: Key Trends

1. Food bank usage continues to rise across Ontario

- food banks usage has risen by 19% since last fall
- over 375,000 Ontarians turn to food banks *each month*.

2. A large proportion using food banks in Ontario are working or are recently unemployed

- One third are employed part-time or full-time or were recently employed
- Another third were unemployed due to disability, retired, or attending school full-time as a student.

3. Ontarians using food banks live well below the poverty line, are much younger than average, and utilize the service temporarily.

- Spend a high proportion of their income on shelter and utilities (65 per cent)
- Median age much lower than the national average (28.7 years vs. 38.2 years).

4. A significant proportion of persons using food banks are new Canadians with high levels of education.

- One third (32%) of all persons using food banks in Ontario are new Canadians, living in Canada for four years or less.
- Fifty four (54%) per cent of new Canadians using food banks have a post-secondary education.

5. Many individuals in households turning to food banks consume an inadequate amount of food and the very low nutritional quality of food.

- In 1 in 4 households using food banks (25.1%), children regularly do not eat breakfast once or more per week.
- In a larger number of households (33.4%), at least one member regularly misses three or more meals per week
- 72.4% do not consume the required servings of fruits and vegetables; 63% do not consume milk/milk products

6. Ontarians using food banks have poor health outcomes and inadequate health supports

- 44.5% of households, at least one member has a chronic health condition
- 51.1% of households , at least one member has gone without necessary health care (vision care, dental care, medical care, or pharma-care) because of the cost.

Source: <http://www.oafb.ca/> Ontario Associations of Food Banks

Daily Bread Food Bank

What to expect when visiting a food bank

The majority of our member food banks are located in local churches and community centres. They are run by dedicated staff and volunteers who pick up food, stock shelves and support clients by distributing food.

Daily Bread Food Bank recognizes that if someone is accessing a food bank, they are likely experiencing challenges in your life and our staff encourage all of our member food banks to create an empowering environment for those who need to access food. In order to make the experience positive, Daily Bread's member agencies' staff and volunteers create an environment of mutual respect and caring for all food bank clients.

What you need to bring to a food bank

When an individual visits a food bank, they will be asked for information about their income, address and expenditures. It is important to bring the following:

- Identification for all family members
- Proof of income and expenditures (rent, hydro, basic phone)
- Proof of your current address

This information is asked the first time a person visits the food bank. They will not be required to bring it each time, but should have their identification for every subsequent visit.

Financial eligibility

When accessing a food bank at one of Daily Bread's member agencies, each person will undergo an income assessment interview. This assessment helps determine how many times per month a person can access the food bank and ensures that food is fairly distributed among those who need it. It also allows us to find out what issues are bringing someone to a food bank and allows us to see if there are resources we can provide to improve their situation.

What a person will get

Food banks provide a 2-3 day supply of food, based on the number of people in a family. We try to offer choice in the food that is provided, based on Canada's Food Guide. Please keep in mind that the choice of food depends on what is available.

Source: <http://www.thestar.com/news/gta/education/article/776378---7-50-a-day-is-all-you-get-on-the-student-osap-diet>

\$7.50 a day is all you get on the student OSAP diet

Published On Sun Mar 7 2010



Brock University business administration student Rachel Crane is one of four undergraduate students in Ontario who will be spending the next three weeks living on a \$7.50-a-day food allowance. The students are attempting to demonstrate the inadequacy of the current Ontario Student Loan Program's daily meal allotment.

Glenn Lowson for the Toronto Star

Louise Brown Education Reporter

It's not just about missing her Starbucks London Fog tea – although at \$4.50 a cup, half her new budget would be used up.

Nor is it the submarine sandwich she'll have to skip as she races from class to work; on \$7.50 a day, the only sandwich Rachel Crane can afford is home-made.

"How many cucumber sandwiches can I eat before I wither away?" asked the fourth-year Brock University student, a Georgetown native.

Crane is one of four Ontario undergraduates who will spend the next three weeks eating on just \$7.50 a day, the amount the province's student aid program provides for food. In [daily blogs](#) and twice-weekly videos, they hope to show the need for Ontario to raise its student loan ceilings.

To cut costs, Crane will seek one of the \$25 emergency grocery vouchers Brock's student union offers cash-strapped students; this year it has upped the number of vouchers to 105 from 75 last year because of the recession.

"What I'll really miss is the fresh fruit and vegetables you need to be healthy," said the 22-year-old business major. "OSAP assumes students should live below the poverty line, and that's not good, especially for students who need the energy you get from healthy eating," said the fourth-year student.

HOME SAFE FOOD LEARNING PACKAGE

The Food For Thought campaign – a sort of OSAP diet that starts Monday, was launched by the Ontario Undergraduate Students' Alliance to highlight the fact Queen's Park has not raised student loan limits in four years.

"They did a great thing four years ago but it hasn't been enough - especially not when poverty reduction is a big part of this government's strategy," said Alexi White, the alliance's executive director.

The Ontario government overhauled student aid in 2005, boosting loans by \$358 million a year by 2010 and introducing the first non-repayable grants for low-income students in more than a decade.

Now, as post-secondary institutions await the government's next multi-year funding plan, White warns OSAP's annual living allowance for a single student living away from home is only \$12,540 a year – below Ontario's poverty line of about \$15,200 for rural areas to \$22,171 in big cities.

"The government also expects students to be able to save \$2,170 from summer earnings – even though the student unemployment rate last year was 16.4 per cent," said White. He noted too that students who earn more than \$50 a week during the year to supplement their loan have that amount clawed back from their loan payments.

"Campus food banks are on the rise and it's not fair that the government assesses student need at an unrealistically low level," he said.

Among the other "Food For Thought" bloggers;

- Andrew Beach is a theology and political science major at the University of Western Ontario who will take part in the campaign by making lots of pasta to take to campus – cheap carbo-loading - and shopping at No-Frills;
- Queen's University music student Sarah Baker will blog about her efforts to cook her own food, from muffins to casseroles, and forego chips and chocolate;
- Political science major Nick Gibson of Wilfrid Laurier University plans to use his parents' Costco membership to buy groceries and avoid fast food.

"My aunt gave me a cook book recently – I guess I'll start trying out recipes."

Reprinted with permission - Torstar Syndication Services

Source: <http://www.lfpress.com/news/london/2010/03/12/13215816.html>

Students struggle with \$7.50 a day food allowance

By JENNIFER O'BRIEN, THE LONDON FREE PRESS

Last Updated: March 13, 2010 5:02pm

There aren't any cookies for Andrew Beach this week, and none of the University of Western Ontario student's favourite chips.

There isn't any \$12 dinner at the Wave, Western's on-campus pub.

Instead Beach is learning to enjoy pasta, pasta and more pasta as he prepares all meals carefully and sparingly to survive on a food allowance of \$7.50 a day.

Beach is one of four university students across the province taking part in Food For Thought -- a campaign that aims to demonstrate difficulties for those receiving Ontario student loans.

"It's been a little bit of a struggle," said Beach, who is blogging about his experience on the Ontario University Student Alliance website www.ousa.ca/foodforthought.

"I'm going to run out of bread. I think I'm going to run out of a lot of things, actually," said Beach, who bought \$43 worth of groceries last Sunday, hoping that would last him the week.

The student alliance organized the campaign to raise awareness that students receiving loans from the Ontario Student Assistance Program (OSAP) are often living below poverty levels.

Included in OSAP is a standard living allowance of \$1,045 per month for students living away from home. From that amount, \$226 is allotted for food, which works out to \$7.50 a day, according to the alliance.

The living allowance works out to about \$12,540 a year. That's below Ontario's poverty line, which ranges from \$15,000 to \$22,000.

"It's very easy to demonstrate that \$7.50 per day for food isn't adequate for a healthy diet," said alliance executive director Alexi White. "OSAP has a lot of benefits . . . but we are very concerned the government is forcing people to replace what used to be public debt with more dangerous, private debt.

"Our ask to the government is to increase the (OSAP) amount up to the poverty line. The government shouldn't be institutionalizing student poverty."

To catch Andrew Beach's blog and video updates, go to www.ousa.ca/foodforthought.

Jennifer O'Brien is a Free Press reporter.



HOME SAFE

Lesson Plans

IV. Learning Package: Relationships

Created by

Alison Harrington McCabe

Erika Leslie

Christine Petruszkiewicz



Learning Package: Relationships

Introductory Lesson: What you see is not always what you get

Lesson Objectives:

- To illustrate how we all make judgments and stereotyping about others based on what a person is wearing, how they choose to wear their hair, what style they present themselves, etc.
- to encourage students to look beyond the “outside” of a person when choosing whom to be a friend with
- to redefine what “homeless” means
- to encourage empathy with a young people struggling with poverty or homelessness

Teacher Notes:

- ✓ copy pictures of youth (see pages 104 - 106), or use the PowerPoint photo presentation included on the **HOME SAFE Education Resource** CD, to use in class
- ✓ do not disclose that the young people in pictures are struggling with poverty and homelessness

Lesson Outline:

1. Let students know that we’re doing an activity that will allow them to choose only 2 people to be their “new friends”. They’re going to have a group of 9 to choose from, but can only choose 2. They will only be able to choose based on a picture of that person.
2. Show PowerPoint or pictures of youth/teens. *Teacher should make note of the comments students say aloud when first viewing the pictures.*
3. Students are given 3-5 minutes to make their choices and should make note of how they made their choices.
4. Teacher will show pictures one at a time and ask students who “chose” this person to be a friend and ask for comments about him/her. Continue until all pictures have been discussed openly.
5. Ask the following questions:
 - a. What qualities did you look for in your potential friend?
 - b. What factors did you use to exclude someone as a potential friend? What were the “clues” that you used?

- c. When it came time to making a final choice, what “tipped the scales”?
 - d. Would you say that you made judgments about people based on their looks when making the decision of who you would choose as a friend? If so, what were they?
6. Upon completion of discussion, teacher will disclose that all the young people they have “judged” have been homeless or are facing the threat of homelessness. How might/does this change their perceptions of whom they would choose to be friends with? Does being homeless effect a person’s ability to be a good friend? If students answer with “it depends”; ask what does it depend on?
7. Imagine that you were one of the teens in the pictures/PowerPoint and answer the following:
 - a. How might you feel about being selected to be a friend?
 - b. How might you feel about not being chosen to be a friend?
 - c. What if you had initially been chosen to be a friend and then de-selected (often done through ignoring) based on the sole factor that you were homeless?
 - d. How might being homeless effect your self-image (how you perceive yourself and self-esteem (how you feel about yourself)?
 - e. How might being homeless affect your overall peer and social relationships?
 - f. How might you protect yourself from these feelings?
8. Ynhi (from Hamilton) states that “To fully understand being homeless, you must go through it”. Do you agree or disagree with her? Why or why not? *This is a question that students will could be asked again at the end of this Learning Package.*



Tuyet



Delilah



Jesse



Rowan



Phaon



Ryan



Josie



Shayne



Ynhi

Learning Package: Relationships

Lesson 1: Intrapersonal Relationships – Learning to Nurture Myself

Lesson Objectives:

- To explore the various support systems available to teens
- To consider the advantages and disadvantages of the various support systems
- To evaluate which support systems are the best choices for an individual

Teacher Notes:

- ✓ The teacher needs to be aware of the various backgrounds, living situations, and socioeconomic differences among students
- ✓ Make large sized copy of diagram entitled “**Paths of Support**” (see below) and individual copies for each student
- ✓ Make copies of “**My Support Tree**” (see below) for students to complete
- ✓ Check community resources available to youth and families within your community to have information available for students.

Lesson Outline:

1. Using the diagram entitled “**Paths of Supports**” the teacher will introduce the idea that we have a variety of support systems that it is possible to incorporate into our lives. We may choose not to use them (such as government help or help from family), but often those are personal choices.
2. Brainstorm with students the type of supports which include:
 - a. Family
 - b. Friends
 - c. Community
 - d. Governments
 - e. Religious
 - f. SchoolAs a class, add these into the boxes on the diagram.
3. The teacher will hand out individual copies of “**Paths of Support**”. In table groups complete the following: For each of the supports, brainstorm the possible positive influences that the support system provides and write them above the lines (+ side).

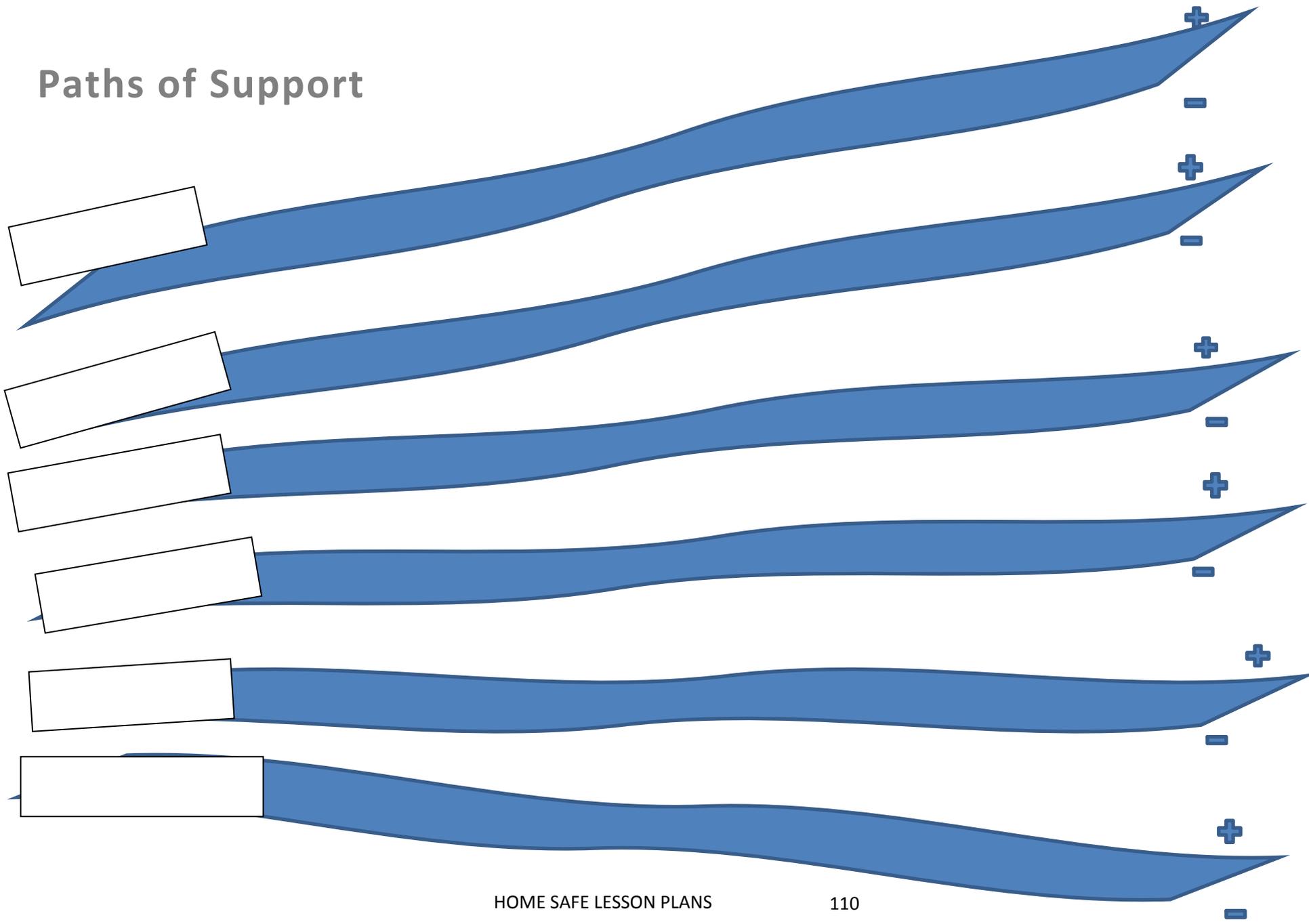
Then brainstorm all the possible negative influences that this support system provides and write them below the line (- side). See completed chart below.

4. Completed chart:

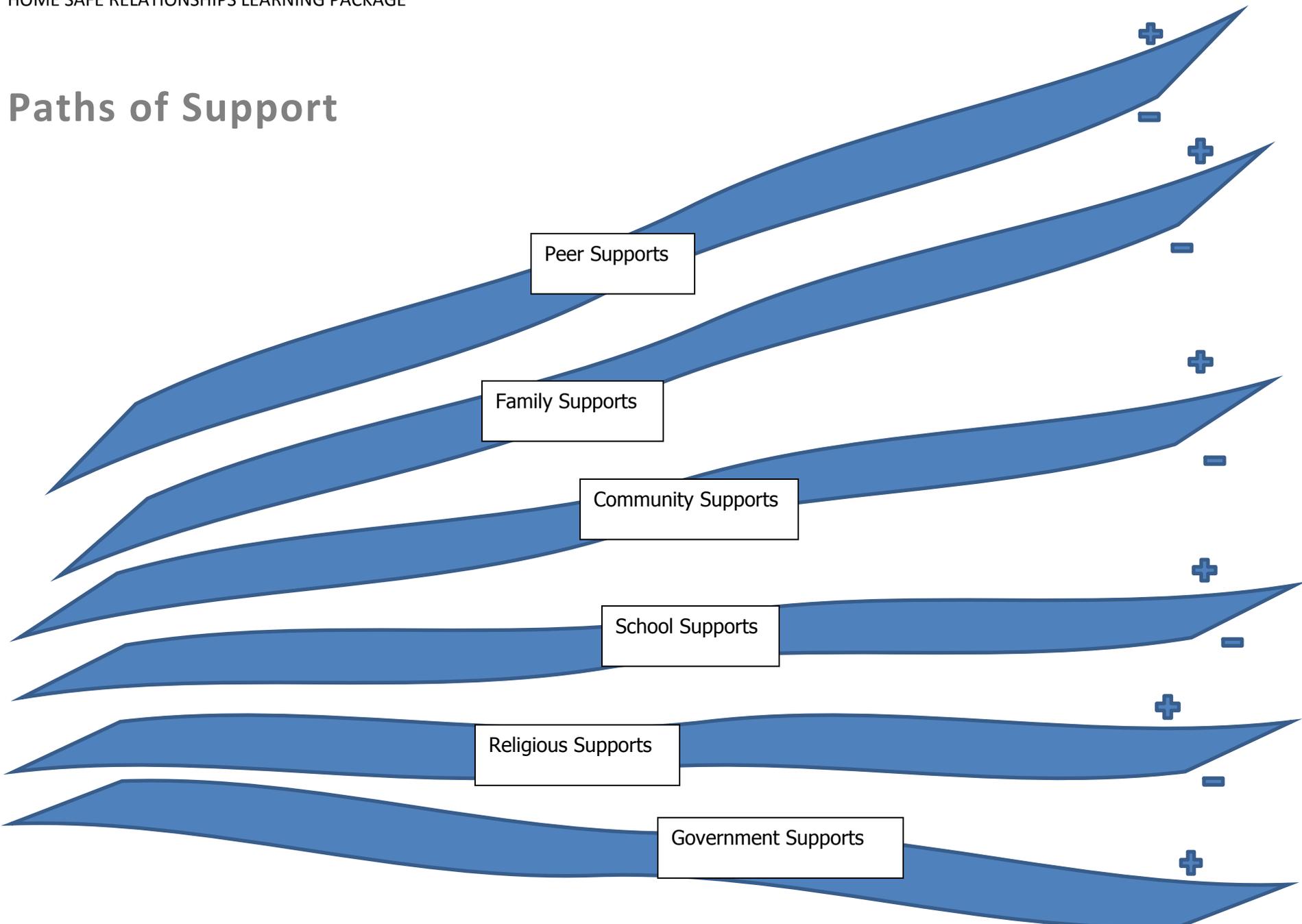
	Positives Influences	Negative Influences
Family	<ul style="list-style-type: none"> • Provide love and emotional support • Provide financial assistance • Provide shelter • Provide food • Genetic roots • Sense of belonging • Cultural background 	<ul style="list-style-type: none"> • May be abusive • May make you feel guilty • May have high expectations • May have strict rules
Friends	<ul style="list-style-type: none"> • Fun • Sense of belonging • Social life • Connection to past • Give you advice 	<ul style="list-style-type: none"> • Negative peer pressure • May be immature and advice bad • May be judgmental • May be ignored or excluded if you can't participate
Community	<ul style="list-style-type: none"> • Provide financial help • May be related to cultural background • Social and emotional help too 	<ul style="list-style-type: none"> • Restrictions/limits on help • Difficult to get to • May not have your culture
Government	<ul style="list-style-type: none"> • Provide financial help • Income Tax rebate incentives • Support program (e.g. Early Years Centers, Subsidized day care, etc.) • Supposed to have regulations and standards 	<ul style="list-style-type: none"> • Restriction/limits on help • Take long time to get • Not enough money to support a family
Religious	<ul style="list-style-type: none"> • Strong sense of belonging, friendship • Similarities amongst members • Provide feeling of comfort • Framework for beliefs • Hope for the future 	<ul style="list-style-type: none"> • May be very strict • May have limitations • May only provide one perspective
School	<ul style="list-style-type: none"> • Supportive teachers • Lots of peers • Extra-curricular activities (clubs, sports) • May have breakfast/meal program • May have a fund/services to help students in need (eg Walk-in closet) 	<ul style="list-style-type: none"> • Peer group judgmental • Pressure to fit in • May be embarrassed • Need money to participate in activities often • Difficult to hide

- At your table group, choose one of the individuals that you have met in **Home Safe** and apply the "Paths of Support" to that person and his/her family. Each group should choose a different person to evaluate.
- Once the "Paths of Support" diagram is completed, students should highlight the influences and points that they can personally relate to. This will help them complete the "My Support Tree" Personal Reflection (see below).

Paths of Support



Paths of Support



My Support Tree – Personal Reflection



The purpose of this task is to provide you with an opportunity to reflect on the support systems that you incorporate into your daily life. Often our support systems are more in the background supporting us; such as our extended family. Other times our support systems are more obvious and used on an ongoing basis; such as our friends. Either way they are supporting us as we move through the emerging adult stage of life.

Your task is to reflect upon the support systems that are both subtle supports and obvious supports to you and to discuss how that system nurtures and guides you along your life path.

Use the “My Support Tree” diagram to help you visualize how these support systems influence you. Imagine the branches of the tree as the person you are today and the leaves as the person you are becoming. Imagine the top of the tree (the future growth of the tree) as your future growth – you accomplishing your goals and striving for your dreams. Imagine (and sketch in the roots of the trees as your various support systems. Perhaps you have only 1 supports or perhaps you have multiple supports.

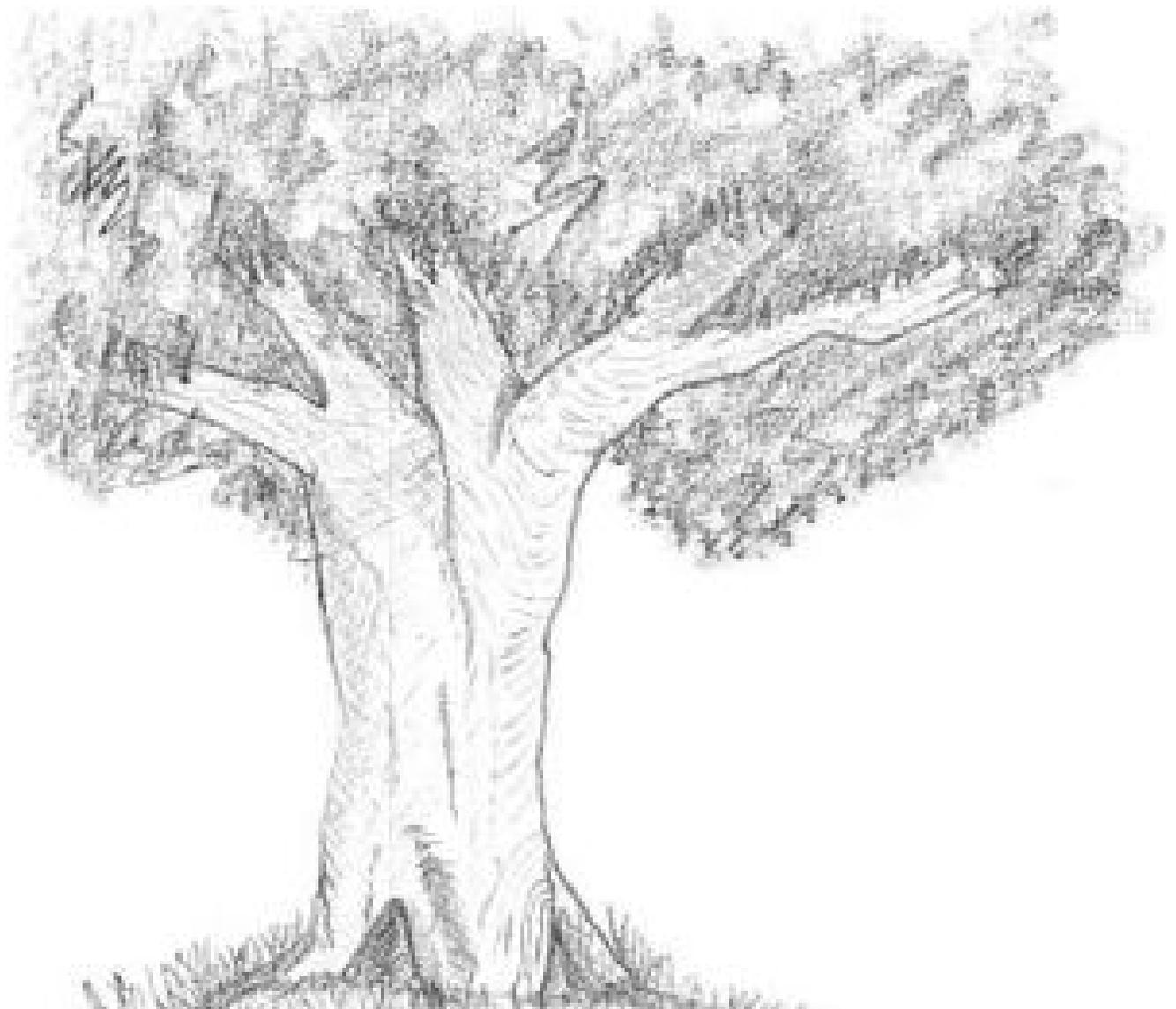
After completing your Support Tree, write a 1-2 page reflection on your personal support systems. Your reflection should include how those systems have supported you in the past, support you today and may support you in the future.

My Support Tree Rubric:

/25 marks

Criteria	Level 1	Level 2	Level 3	Level 4
Application /10 marks	<ul style="list-style-type: none"> applies “Paths of Support” to personal scenario with limited success 	<ul style="list-style-type: none"> applies “Paths of Support” to personal scenario with some success 	<ul style="list-style-type: none"> applies “Paths of Support” to personal scenario with moderate success 	<ul style="list-style-type: none"> applies “Paths of Support” to personal scenario with exemplary success
Communication /15 marks	<ul style="list-style-type: none"> Communicates with a limited sense of purpose Communicates with many spelling and grammar errors 	<ul style="list-style-type: none"> Communicates with some sense of purpose Communicates with several spelling and grammar errors 	<ul style="list-style-type: none"> Communicates with a moderate sense of purpose Communicates with a few spelling and grammar errors 	<ul style="list-style-type: none"> Communicates with a strong sense of purpose Communicates with no spelling and grammar errors

My Support Tree



Learning Package: Relationships

Lesson 2: Interpersonal Relationships – Between Friends

LETTERS TO A HOMELESS TEEN

Lesson Objectives:

- Students will reinforce their previous learning about communication
- Students will identify commonalities amongst all teens, regardless of socio-economic, family, or cultural differences

Teacher Notes:

- ✓ The teacher needs to be aware of the various backgrounds, living situations, and socioeconomic differences among students
- ✓ Prior to completing this activity, the teacher should have taught lessons on various topics including:
 - Effective communication styles
 - active listening techniques
 - I-messages
 - Empathy skills

Recommended DVD Material for Screening:

Home Safe Calgary: Meeting Delilah’s Family; Rowan & Jen; Rowan & Delilah’s Friendship; Delilah & Brianna

Home Safe Toronto: The Taylors, Part 1; Phaon & Debbie; Conversation with Jocelyn, Phaon, Ryan & Shayne, The Richards Family

Home Safe Hamilton: Tuyet & Yhni

HOME SAFE Education Resource: Introduction & Kids Forum; Delilah’s Family; Rowan & Jen; The Taylors, Part 1; Phaon & Debbie; Conversation with Jocelyn, Phaon, Ryan & Shayne; Tuyet & Yhni

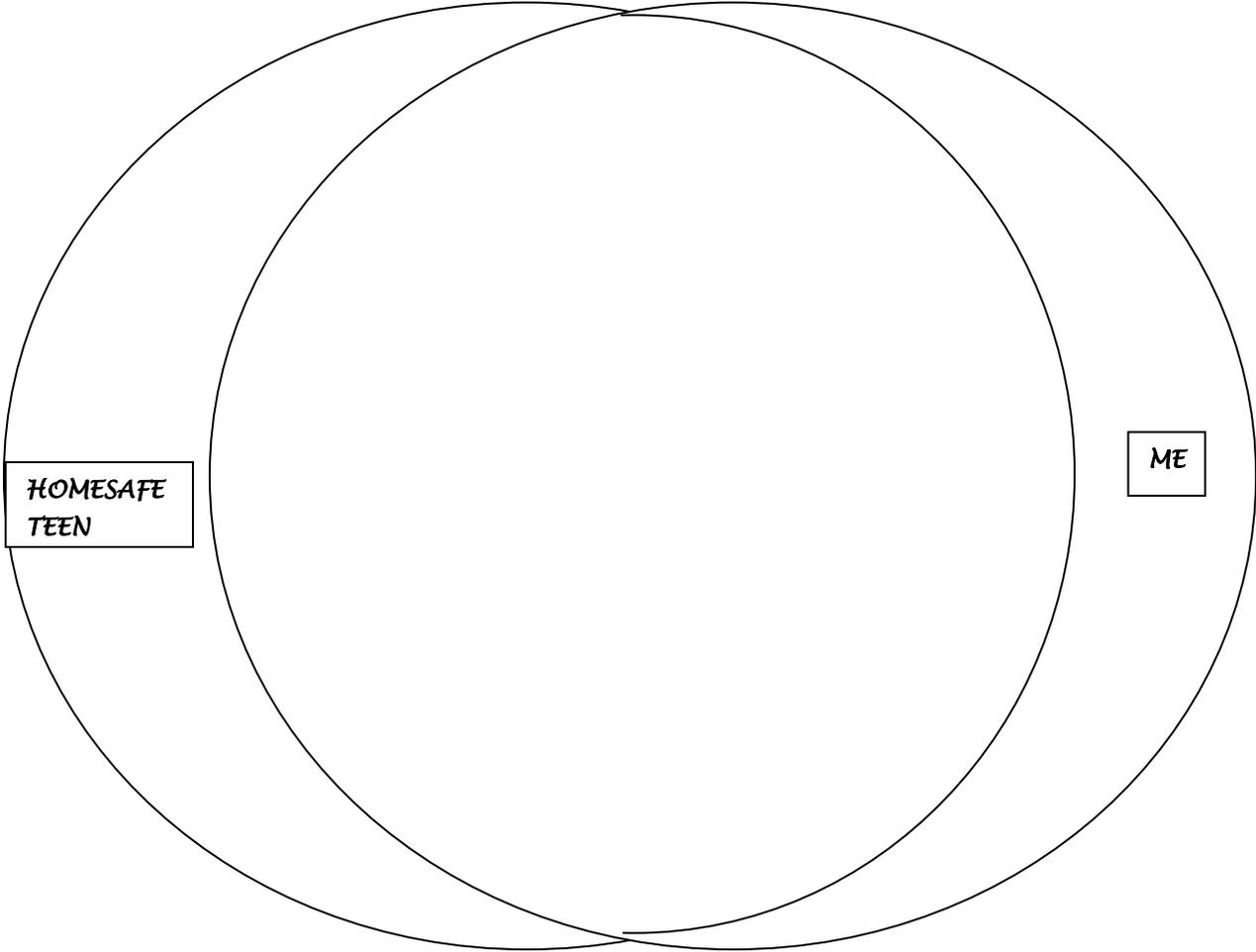
Lesson Outline:

1. After watching the **Home Safe** DVD material, have students identify one teen from the series with whom they can identify. Common links may include age, ethnicity, personality, interests, or any other common links they can identify.

2. Students will complete the Venn diagram handout (see below) outlining the similarities between themselves and the homeless teen they have selected. *Teacher needs to emphasize that students need to find commonalities NOT differences.*
3. Have students choose one teen from the DVD and write a 1-2 page letter to him/her. Within their letters, students should explain why they chose that particular teenager, and identify commonalities between the teen in the DVD and themselves. Other components of the letter should include: evidence of active listening to the teens' stories, I-messages with regards to emotions, and evidence of empathetic communication.

To differentiate for various learning styles, rather than writing a letter, students could type an Email, record a voice-recording, film a podcast, etc.

Between Friends – Venn Diagram



LETTERS TO A HOMELESS TEEN RUBRIC

CRITERIA	R (0-49%)	1 (50-59%)	2 (60-69%)	3 (70-79%)	4 (80-100%)	Mark
KNOWLEDGE/UNDERSTANDING						
Evidence of understanding of active listening, I-messages, communication process	Did not meet the minimum level of expectations	Demonstrates limited understanding of active listening, I-messages, and the communication process	Demonstrates some understanding of active listening, I-messages, and the communication process	Demonstrates considerable understanding of active listening, I-messages, and the communication process	Demonstrates thorough understanding of active listening, I-messages, and the communication process	
THINKING/INQUIRY						
Venn diagram demonstrates insight into the common links shared amongst teenagers	Did not meet the minimum level of expectations	Demonstrates limited insight into the common links shared amongst teenagers	Demonstrates some insight into the common links shared amongst teenagers	Demonstrates considerable insight into the common links shared amongst teenagers	Demonstrates a high degree of insight into the common links shared amongst teenagers	
COMMUNICATION						
Letter (E-mail, voice-recording, pod-cast) is presented in a clear and creative manner	Did not meet the minimum level of expectations	Letter is presented with limited clarity and creativity Letter contains many spelling, punctuation, and/or grammar errors	Letter is presented with some clarity and creativity Letter contains several spelling, punctuation, and/or grammar errors	Letter is presented with considerable clarity and creativity Letter contains few spelling, punctuation, and/or grammar errors	Letter is presented with a high degree of clarity and creativity Letter contains no spelling, punctuation, and/or grammar errors	

Comments/Next Steps:

Learning Package: Relationships

Lesson 3: Intrapersonal Relationships - Me, Myself, and I

Lesson Objectives

- Students will identify and express their personal selves through a visual representation of their choice
- Students will reflect upon the challenges faced by homeless teens with respect to expressing their individual personalities

Teacher Notes:

- ✓ The teacher needs to be aware of the various backgrounds, living situations, and socioeconomic differences among students
- ✓ Teacher should collect various art materials (fabric scraps, wallpaper sample books, magazines, etc.) with which students can visually express themselves
- ✓ Teacher should book computer lab time, if needed

Lesson Outline:

1. Teacher should revisit the Venn diagram created previously outlining the similarities between homeless teens and themselves. Also, re-show the clip of Delilah talking about her inability to express herself in.
2. Tell students that their task is to create a visual representation of themselves. The visual representation could be in the format of a collage, poster, binder cover, locker door, webpage, screensaver, or could be decorated onto a t-shirt, shoe, etc. The visual representation could include personal interests, hobbies, photos, or words that represent themselves.
3. Students should write a 2-3 page reflection explaining the contents of their visual representation. The teacher will evaluate according to the rubric attached below. The reflection should include the following information:
 - a) Why were certain items or objects portrayed on the project?
 - b) How else might teenagers express themselves?
 - c) In what locations are teens allowed to express their individuality?
 - d) How might a homeless teen with no permanent address express themselves when their belongings may often be moving?

ME, *MYSELF*, and I

EXPRESSING YOUR PERSONAL SELF RUBRIC

CRITERIA	R (0-49%)	1 (50-59%)	2 (60-69%)	3 (70-79%)	4 (80-100%)	Mark
THINKING/INQUIRY						
Reflection shows insight into how teens express themselves;	Does not meet minimum level of expectations	Reflection shows limited insight into how teens express themselves	Reflection shows some insight into how teens express themselves	Reflection shows considerable insight into how teens express themselves	Reflection shows a high degree of insight into how teens express themselves	
Reflection shows critical thinking with respect to how a homeless teen might express him or herself.	Does not meet minimum level of expectations	Reflection shows limited critical thinking with respect to how a homeless teen might express him or herself	Reflection shows some critical thinking with respect to how a homeless teen might express him or herself	Reflection shows considerable critical thinking with respect to how a homeless teen might express him or herself	Reflection shows a high degree of critical thinking with respect to how a homeless teen might express him or herself	
COMMUNICATION						
Visual representation is creative	Does not meet minimum level of expectations	Visual representation show limited creativity	Visual representation show some creativity	Visual representation show considerable creativity	Visual representation show a high degree of creativity	
Visual representation clearly expresses sense of self	Does not meet minimum level of expectations	Visual representation expresses sense of self with limited clarity	Visual representation expresses sense of self with some clarity	Visual representation expresses sense of self with considerable clarity	Visual representation expresses sense of self with a high degree of clarity	

Comments/Next Steps:

Learning Package: Relationships

Lesson 4: Intrapersonal Relationships – My Secret World

Lesson Objectives:

- Students should be able to express their personalities through decorating a space
- Students should be able to identify the challenges faced by homeless teens in expressing their personalities

Teacher Notes:

- ✓ The teacher needs to be aware of the various backgrounds, living situations, and socioeconomic differences among students
- ✓ Teacher should remind students they will need a shoebox to complete this activity
- ✓ Teacher should collect various materials (paper, craft supplies, fabric scraps, magazines and catalogues that show home decorating – especially related to teens, etc.) with which students can decorate their shoeboxes

Lesson Outline:

1. On paper, have students sketch a plan for the layout of their “dream bedroom.” They can imagine that they have endless amounts of money and access to anything that they can dream up!
2. Students should create this space inside a shoebox, using various materials. Students should consider furniture needs and placement, items which are needs, items which are wants, room colours, and any other items they would include in their dream bedroom.
3. Have students reflect on the contents and design of their dream bedrooms. The reflection could be a short, oral presentation to the class, or a written reflection. Questions to consider may include:
 - a. Identify the wants vs. the needs in your dream bedroom.
 - b. How are the various types of development (physical, intellectual, emotional, social, and/or moral) portrayed in your model room?
 - c. How does your model represent what you value as an individual?
 - d. How does your bedroom create a sense of belonging for you within your family? Within your home? With your peer group?
 - e. Are the wants and needs of a homeless teenager different than yours? Explain. (Needs of all teens should be the same; want should differ from one another.)
 - f. How might a homeless teenager, with no permanent home, express their individuality? How might this affect their sense of belonging?

MY SECRET WORLD

MARKING SCHEME

CRITERIA	R (0-49%)	1 (50-59%)	2 (60-69%)	3 (70-79%)	4 (80-100%)	Mark
KNOWLEDGE/UNDERSTANDING						
Evidence of understanding of wants vs. needs	Does not meet minimum level of expectations	Demonstrates limited understanding of wants vs. needs	Demonstrates some understanding of wants vs. needs	Demonstrates considerable understanding of wants vs. needs	Demonstrates thorough understanding of wants vs. needs	
Evidence of understanding of the various types of adolescent development	Does not meet minimum level of expectations	Demonstrates limited understanding of the various types of adolescent development	Demonstrates some understanding of the various types of adolescent development	Demonstrates considerable understanding of the various types of adolescent development	Demonstrates thorough understanding of the various types of adolescent development	
THINKING/INQUIRY						
Reflection demonstrates insight into the connection between teen values, sense of belonging, and their own space	Does not meet minimum level of expectations	Demonstrates limited insight into the connection between teen values, sense of belonging, and their own space	Demonstrates some insight into the connection between teen values, sense of belonging, and their own space	Demonstrates considerable insight into the connection between teen values, sense of belonging, and their own space	Demonstrates a high degree of insight into the connection between teen values, sense of belonging, and their own space	
COMMUNICATION						
Shoebox model is creatively presented	Does not meet minimum level of expectations	Model is presented with limited creativity.	Model is presented with some creativity.	Model is presented with considerable creativity.	Model is presented with a high degree of creativity.	
Reflection is communicated clearly and concisely	Does not meet minimum level of expectations	Communicates with limited clarity and conciseness.	Communicates with some clarity and conciseness.	Communicates with considerable clarity and conciseness.	Communicates with a high degree of clarity and conciseness.	
APPLICATION						
Makes connections between adolescent development, wants, and needs, and the space in which teenagers live	Does not meet minimum level of expectations	Applies understanding of adolescent development, wants, needs, and space to shoebox model with limited effectiveness	Applies understanding of adolescent development, wants, needs, and space to shoebox model with some effectiveness	Applies understanding of adolescent development, wants, needs, and space to shoebox model with considerable effectiveness	Applies understanding of adolescent development, wants, needs, and space to shoebox model with a high degree of effectiveness	

Comments/Next Steps:

Learning Package: Relationships

Lesson 5: Functions of a Family

Lesson Objectives:

- To reinforce the functions of the family
- To apply the functions of the family to a variety of family scenarios/styles: Homeless, Aboriginal, new Immigrant families
- To compare and contrast how families fulfill these functions

Teacher Notes:

- ✓ The teacher needs to be aware of the various backgrounds, living situations, and socioeconomic differences among students
- ✓ Create overhead entitled "**Functions of the Family**" (see below)
- ✓ Create overhead of "**Balanced Scale**" and "**Unbalanced Scale**"
- ✓ Copy & cut into separate tabs the list of responsibilities/roles of a parent & qualities/roles of child. (see list below)

Lesson Outline:

1. Teacher will teach/review the functions of the family (see overhead note)
2. Students will view material from *Home Safe* at the teacher's discretion and make notes on how the families that they meet are meeting or not meeting the functions of a family.
3. After viewing the DVD, the teacher will show the Balanced Scale and Unbalanced Scale diagrams (on the overhead) and explain the concept that in a balanced family the scale should be tipped in the direction of the parent(s) as they assume the responsibilities of managing family life.
4. The teacher will then show/illustrate (perhaps with the use of an actual scale) how a family under stress (homelessness, new country, etc.) can easily become "unbalanced" with the children assuming parental responsibilities.
5. In groups, students will be given the cut up tabs of responsibilities/role of a parent and responsibilities/roles of a child. Students will choose one family from *Home Safe* and analyze how that family is meeting or not meeting the functions of a family. Students will sort the tabs onto a blank scale to create a visual representation of that family's functionality. Students could write a 1-2 page reflection paper that compares the family that they analyze in group with their own family.

Overhead Note

Functions of the Family



1. Reproductive Function:

In order for any society to continue to exist, it must replace the members who die. Bearing children within a family completes this essential function and assures that society will continue into the future.

Canada's birth rate is steadily declining and has been cause for concern. This also creates the demographics of an increasing aging population with a decreasing working population to fund the social programs to support our elderly.

2. Physical Care:

Families provide physical care for their members, including the adults, their children, and the dependent members. When families are unable to care for their members, hardship will result unless the society is organized to replace the family in this function.

3. Socialization:

Defined as the process by which children learn to become human and adopt certain behaviours. It is the primary function of families. Early socialization is almost entirely dependent on the family unit as a majority of a child's time is spent interacting amongst family members.

Socialization involves learning the norms of the society into which they were born. These patterns of socially accepted behaviour become automatic responses.

Socialization is taught via other social groups. For example: the peer group, other role models, mass media and the world outside the family. Socialization is a lifelong process.

4. Controlling Behaviour:

Families are responsible for controlling the behavior of their members to maintain order within the family and within the society in which they live. This social control contributes to the socialization process and protects the reputation of all individuals identified with the family group within the family.

Setting boundaries, discipline, teaching values and providing a sense of belonging to a group are all part of this function of a family.

5. Affective Nurturance:

Families maintain morale and motivate individuals to participate in society. The commitment to the family may be based on a spiritual sense of duty, or economic necessity. Affective nurturance – meeting the emotional needs of individuals – is the foundation of our commitment to each other. Participation in appropriate social role contributes to the health of the society and provides the means with which families care for their members.

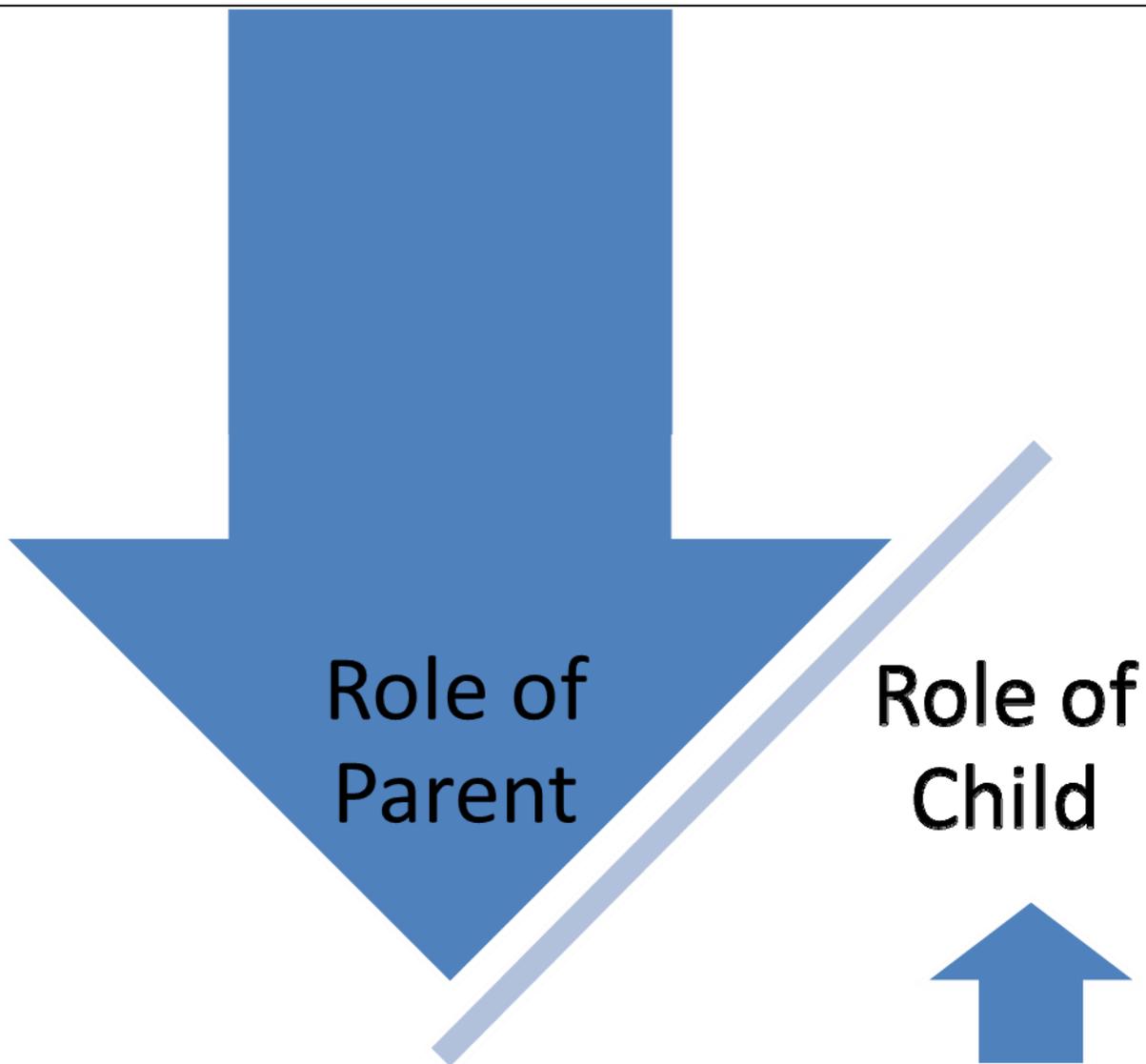
6. Economic Function:

The family is the basic unit of economic organization – producing and consuming goods and services. Humans are born helpless and would not survive without the family unit to provide the necessities of life to them. Families are the means whereby children are supplied with necessities - food, clothing, shelter, education and medical care.

The way in which the economic function is carried out varies from society to society and has changed dramatically in Western societies. In the past, children worked in the home, on the farm or in the factory and were considered as a valuable source of labour needed to ensure the survival of the entire family unit. Today the task of providing falls on the adults of the family.

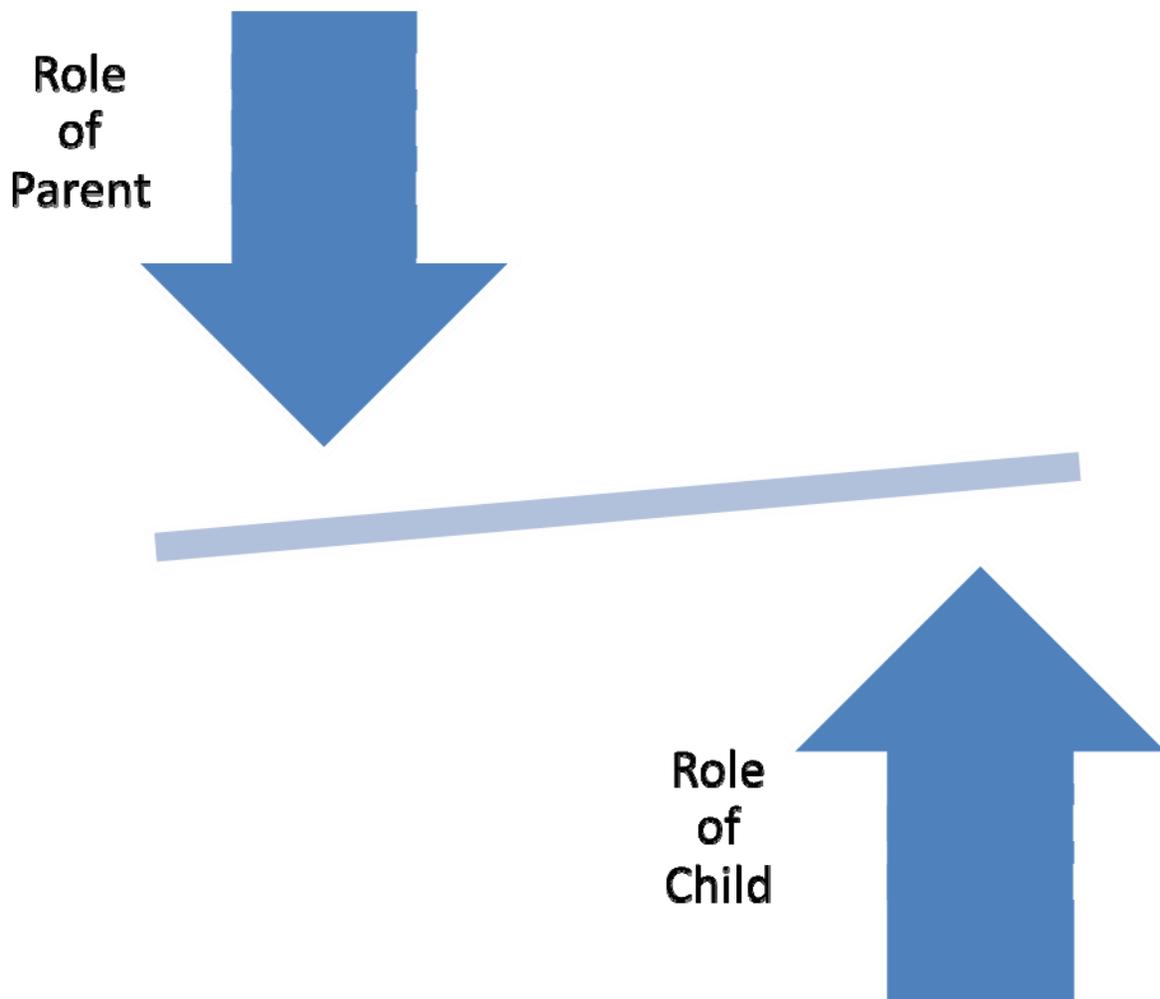
Overhead Note

In a SECURE family structure (one that is meeting all the needs of its members and fulfilling the functions of the family) the adult members shoulder the roles and responsibilities. Therefore the scale is tipped to the parent side.



Overhead Note

In an INSECURE family structure (one that is not meeting all the needs of its members and fulfilling the functions of the family) the adult members shoulder fewer roles and responsibilities. Therefore the scale is more balanced between the parent and child.



CUT INTO TABS FOR ACTIVITY

Qualities/Roles of a Parent

- Protector
- Provider (financial)
- Nurturer
- Role model
- Mentor (intellectual)
- Support system (emotional)
- Connection to child's past
- Advisor – provides wisdom from own experiences
- Disciplinarian
- Educator – teaches life lessons
- Passes on cultural traditions & family customs
- Leader/decision maker of family
- Primary agent of socialization

Qualities/Roles of a Child

- Obey/follow directions of parent
- Innocent (through lack of negative experiences)
- Carefree (lacks formal responsibilities)
- Worry free (knows that parents will care for them)
- Open to learning
- Learns to function within society and become a contributing member of family and society

Learning Package: Relationships (HHS, HHG)

Lesson 6: Through the Eyes of a Theorist

Lesson Objectives:

- Use the family and developmental theories to analyse changes in family situations as a result of homelessness/home insecurity
- Demonstrate oral presentation skills

Teacher Notes:

- ✓ Prior Knowledge: Students will have learned about family and developmental theories in a prior class.
- ✓ Create or select dice for game (dice may be made from construction paper, or actual dice may be used. If actual dice are being used, assign a number to each family situation and theory.)
- ✓ Photocopy worksheets entitled: "**Analyze This!**"

Recommended DVD Material for Screening:

Home Safe Calgary: Rowan & Jen Meeting, Delilah's Family, Olga & Evangeline

Home Safe Toronto: The Taylors, Parts 1 and 2; Debbie & Phaon

Home Safe Hamilton: Shannon & the Steelworkers; Shamsou; Florence & Amy: Two Aboriginal Communities

HOME SAFE Education Resource: Rowan & Jen; Delilah's Family; The Taylors, Parts 1 & 2, Phaon & Debbie; Shamsou, Parts 1& 2; Florence & Amy

Lesson Outline:

1. Review family and developmental theories with the class - students will have notes, handouts, and their textbook containing this information.
2. Watch pre-selected chapters from the DVDs (see above) and then students will choose a partner to work with.
3. Students will roll the dice to determine which family situation and which theory they will be applying in a mini presentation. They will roll two dice. One situation dice and one of the theory dice.
4. Students will use the theory they have rolled to explain the family situation on the dice. They are to apply the theory and analyse the situation as someone from that theoretical

perspective. They should focus their analysis on the impact on the family, how this is currently impacting the family, how it will potentially affect the family in the future, and examine the family's relationship to society. Students may wish to use a diagram or schematic to help visualize and explain their thinking.

The Dice

Situations for Dice:

- Roles within the family changing due to: parentification (child and parent reversing roles), gender roles have become less clearly defined in marital relationship at 50 years old (change in primary breadwinner)
- Primary provider for family has been laid off
- Abusive relationship- verbal/emotional/physical/financial
- Middle aged parent needs to move in with young adult children or Adult child & their dependents need to move in with aging parents
- Single parent family
- Divorce or separation

Family Theories

- Structural Functionalism
- Systems Theory
- Conflict Theory
- Symbolic Interactionism
- Feminism
- Social Exchange

Developmental Theories

FOR HHS

- Levinson
- Loevinger
- Erikson
- Reigel
- Pearlin
- Family Life Cycle Theory

FOR HHG (Choose of the theories below)

- Freud
- Erikson
- Piaget
- Kohlberg
- Bowlby
- Gessell
- Maslow
- Bronfenbrenner
- Vygotsky
- Skinner & Bandura

Analyse This!

Working with a partner, choose a family situation and a theory (either a family or developmental theory) through the roll of a dice. You are responsible for analysing the family situation through the eyes of a theorist. In your mini oral presentation (7-10 minutes) you will need to do the following:

- ✓ Outline your family situation
- ✓ Become an expert on your theorist-how would a theorist from your perspective would explain the situation?
- ✓ Describe the effects on the family both now and in the future from a theoretical perspective. Think about:
 - the potential challenges that would occur for this family
 - how society would view this family
 - what the impact on this situation is for society

YOUR ANALYSIS MUST RELATE TO YOUR THEORY/THEORETICAL PERSPECTIVE!!

Evaluation Rubric:

CRITERIA	R	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Application /15 Application of theory to family situation (Describe the family situation through a theoretical perspective. What would a theorist say?)		- demonstrated limited ability to apply theory to family situation	- demonstrated some ability to apply theory to family situation	- demonstrated a very good ability to apply theory to family situation	- demonstrated a very strong ability to apply theory to family situation
Thinking /15 Implications for society and future of family (In what ways does this family situation impact society and what does it mean for the family in the future?)		-demonstrated a limited ability to evaluate implications for society and future of family through theoretical perspective	- demonstrated some ability to evaluate implications for society and future of family through theoretical perspective	- demonstrated a very good ability to evaluate implications for society and future of family through theoretical perspective	-demonstrated a very strong ability to evaluate implications for society and future of family through theoretical perspective
Communication /10 Presentation Skills		- weak presentation skills (speaking clearly, not reading, addressing audience, eye contact, etc) demonstrated	Some presentation skills (speaking clearly, not reading, addressing audience, eye contact, etc) demonstrated	- very good presentation skills (speaking clearly, not reading, addressing audience, eye contact, etc) demonstrated	- outstanding presentation skills (speaking clearly, not reading, addressing audience, eye contact, etc) demonstrated

Learning Package: Relationships (HHS, HHG, HPC, HPW)

Lesson 7: Comparing Family Experiences

Lesson Objectives:

- Students will demonstrate an understanding of the family experiences of Aboriginals and Immigrants to Canada
- Students will make a personal connection with a family new to Canada to extend their understanding

Teachers Notes:

- ✓ Photocopy all handouts: "**Comparing Family Experiences of Homelessness and Life in Canada**", "**A Comparison of Families**"
- ✓ Teacher should point out that there are similarities between immigrant and Aboriginal families with regard to their community approach to family life, a sense of struggling to belong and fit in, and the barriers they face when dealing with agencies.
- ✓ Teacher should discuss the etiquette and ethics related to conducting interviews

Recommended DVD Material for Screening:

HOME SAFE Hamilton, and Education Resource: Shamsó; Florence & Amy

Lesson Outline:

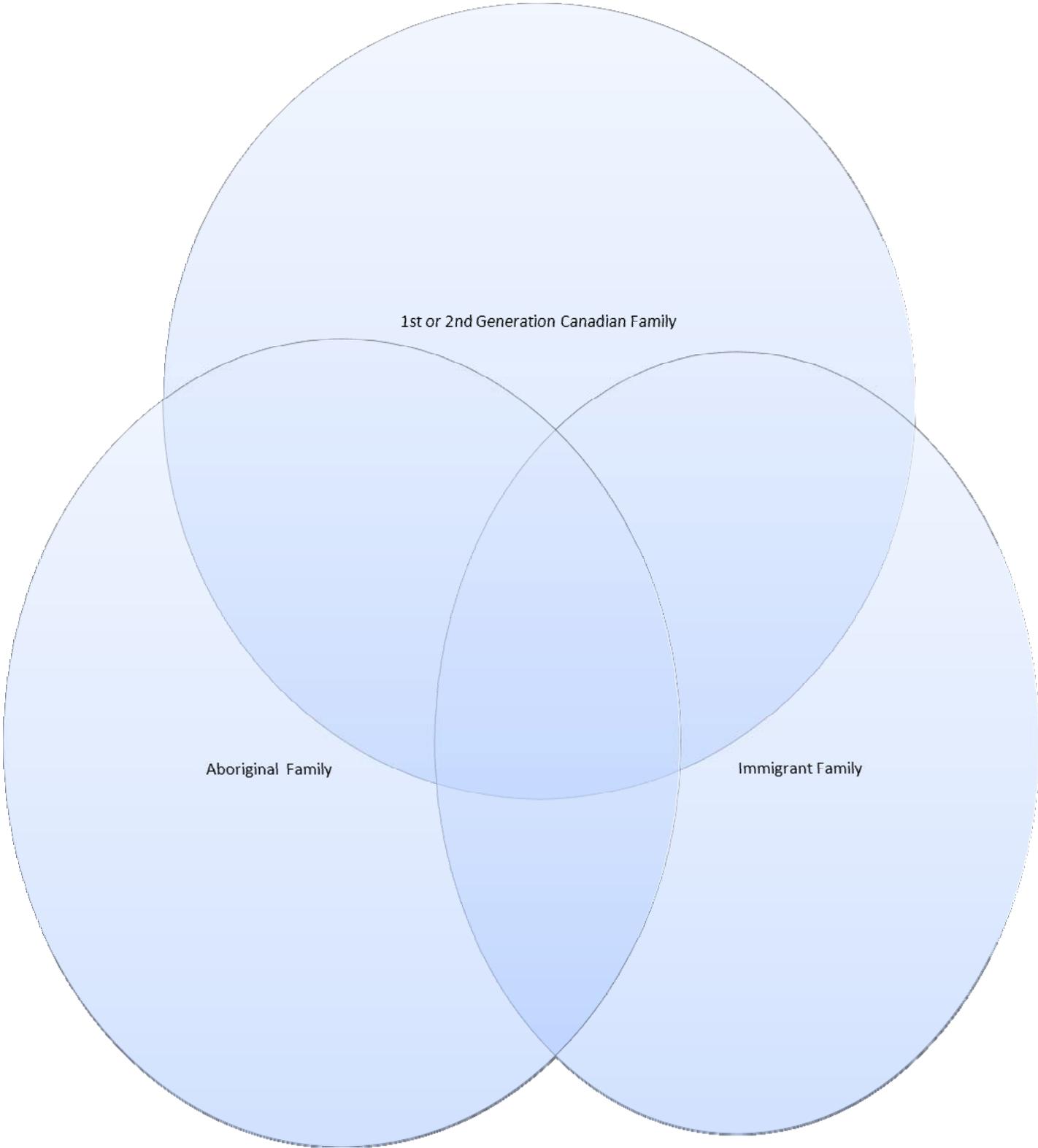
1. While viewing the ***Home Safe*** DVD, students will complete the first two sections of the Venn Diagram. In these sections, students will take notes on the experiences of homelessness and life in Canada through the stories of the Aboriginal and Immigrant families.
2. After watching the DVD, students will complete the "similarities" section of the Venn Diagram. (see below)
3. At home, students will complete an interview with a member of a 1st or 2nd generation Canadian family and then look at the similarities between the three families. Interview questions can either be created by the class together, given to the class, or the students may come up with on their own. (see possible interview questions)

4. Students will then write a reflection on these experiences, outlining the similarities between the three (3) families. Reflections can be shared orally in class or the teacher may wish to have students submit for evaluation.

Examples of Possible Interview Questions:

1. Did you/your family experience homelessness when you first came to Canada?
2. Were you/your family already familiar with English or French before you came to Canada?
3. Where did you/your family stay when they first came to Canada? Was housing arrangements in place prior to your arrival in Canada?
4. What were your/your family's feelings about coming to a new country?
5. What challenges did you/your family experience in the first few months of living in Canada?
6. Were you/your family able to obtain employment easily in Canada? Were you/your family employed at a similar type of job or did you face underemployment?
7. Was your/your family's standard of living increased, decreased, or similar to what it was before coming to Canada?
8. In what ways did your family's structure change as a result of moving to Canada?

Comparing Family Experiences of Homelessness and Life in Canada



A Comparison of Families

After completing the Venn diagram, you are to write a 2-3 page written reflection that focuses on the similarities between an Aboriginal family, an immigrant family from the video, and the new Canadian family from your interview.

Rubric for Written Reflection

CRITERIA	R	Level 1	Level 2	Level 3	Level 4
Knowledge /5 Describes family life in each identified family/family type		Description is lacking	Somewhat describes	Clearly describes	Description thorough
Thinking /15 Outlines and explains the similarities between the families/family types and their structures		Not all similarities are explained/identified	Similarities are identified	Similarities are identified and explained	All similarities are explained/identified in detail
Application /10 Outlines and explains the strategies for dealing with homelessness		Not all strategies are explained/identified	Strategies are identified	Strategies are identified and explained	Strategies are explained in detail
Communication /5 Uses appropriate writing conventions, language and terminology		Lacking clarity	Used with some success	Used effectively	Always appropriate