

Exploring Homelessness in our Community

Title of Unit: Exploring Homelessness in our Community

Duration: 6 hours

Aim: Students will explore their understanding of homelessness and understand the causes and consequences of homelessness in society.

The following tables show how this unit Exploring Homelessness in our Community may be linked to the central features of teaching and learning in Junior Cycle.

The aim should be:

- realistic and aspirational statement (two sentences max.) about what the unit is intended to achieve.
- about what students will achieve not what the teacher is going to be doing

Statement of Learning	Example of related learning in the unit
SOL 7 Values what it means to be an active citizen, with rights and responsibilities in their local community	By investigating the causes and effects of homelessness, students will examine their potential role and contribution to the issue
SOL 9 Understands the origins and impacts of social, economic and environmental aspects of the world around him/her	By examining different case studies of people who are homeless, students develop their understanding of how people in different circumstances become homeless.
SOL 24 Uses technology and digital media tools to learn, communicate, work and think collaboratively and creatively in a responsible and ethical manner	Students will use technology to research and present their learning

Statements of Learning:

- a maximum of 3.
- should clearly relate to the aim of the unit.
- One example of related learning should be used and the focus should be on student learning

Key Skills

Key Skill	Element	Student Learning Activity
Communicating	Discussing and debating	Students use a placemat activity at the beginning of the unit to discuss their current understanding of the issue of homelessness.
Working with others	Co-operating	Students in teams will decide on team leaders and assign roles and responsibilities while researching the issue
Being Creative	Implementing ideas and taking action	Students in teams will draw on a range of skills to create a presentation, poster or video on the topic of Homelessness

Key Skills:

- A selection of key skills
- Realistic and relevant and how they will be developed in this context
- One learning activity only should be outlined
- Highlight the elements associated with each key skill

The Wellbeing Indicators and Descriptors that this Learning Unit supports:

Indicator	Descriptor
Responsible	<ul style="list-style-type: none"> • Through focusing on case studies, students will come to recognise that they have a responsibility for the wellbeing of others.
Connected	<ul style="list-style-type: none"> • Students appreciate that their actions impact on the lives and wellbeing of others in local and global contexts.
Respected	<ul style="list-style-type: none"> • Students learn how to demonstrate empathy, care and respect for homeless people and others who experience disadvantage in our society.
Aware	<ul style="list-style-type: none"> • Students develop awareness of their personal values and the values of society in relation to homelessness.

Learning Outcomes

At the end of this learning unit, students will be able to:

- Identify the reasons and situations which can lead to homelessness in Ireland
- Explain the causes and consequences of homelessness, including the human impact
- Consider helpful and unhelpful responses to the issue of homelessness
- Use digital technologies to communicate their understanding of the causes and types of homelessness and possible responses to homelessness

Sample Learning Activities

- Students will use a placemat activity to identify their current understanding and misconceptions about homelessness in Ireland.
- Students will examine a range of case studies about homelessness in Ireland and categorise possible causes under the headings, social, economic and political
- Through the case studies students will discuss and evaluate the way that a person's human rights are affected by homelessness.
- Students will source appropriate and relevant information about homelessness in Ireland.
- Students will brainstorm and discuss possible responses to the problem.
- Students will work collaboratively to manage, share and present their learning.
- Students will use success criteria to evaluate their own learning and give constructive feedback to peers

Students will show evidence of their learning when they:

- Engage in the different learning activities e.g. as they respond to brainstorming activities, answer questions, engage in discussions and undertake research.
- Make a presentation to their classmates on at least 2 of the following: possible causes of homelessness; the human impact; possible solutions.

Success Criteria for a class presentation

Success criteria should be discussed and agreed with students beforehand.

Sample success criteria could include the following:

- The project is based on reliable information drawn from reputable sources
- The presentation includes a critique of the different causes of homelessness
- The presentation should engage the audience and demonstrate creativity

Useful web links:

- <https://www.focusireland.ie/wp-content/uploads/2016/05/Without-Your-Home-resource.pdf>
- https://www.focusireland.ie/wp-content/uploads/2016/04/FI-ICI-2012-Homelessness-is-My-New-Home_Migrants-Experiences-of-Homelessness-in-Dublin-FULL-REPORT-1.pdf
- <https://www.focusireland.ie/our-stories/>

Learning Outcomes should:

- Outline important learning in this unit.
- Be broad, can be achieved in a variety of ways and may require a number of classes to achieve.
- Show consideration of action verbs - higher and lower order verbs
- Address knowledge, understanding, values and attitudes
- facilitate diverse teaching and learning strategies
- Please see an 'Action Verbs' supporting document on www.jct.ie

Learning activities should:

- provide a sample number of activities of what students will be *doing* as they are learning in this unit

Evidence of their learning:

- One assessment activity is sufficient for summative assessment purposes as part of a unit, two at the most.
- The 'end of unit' assessment is designed to allow students to show evidence of their important learning in this unit.
- The assessment should relate closely to the aim and learning outcomes of the unit.
- Where the assessment is completed in a group, ideally the group should not include more than three students.