

Lesson Plan
Homeless in our Community: (Grade: 3)
Total intended time: 225 minutes (Five periods given over Four days)
(Language and Social Studies)

EXPECTATIONS (overall and/or specific):

Overall:

- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of speaking purposes
- Explain how communities interact with each other and the environment to meet human needs.

Specific:

- Sort and classify information about communities to identify issues and solve problems;
- Identify their point of view and other possible points of view on the topic, and determine if their information supports their own view.
- Use appropriate vocabulary (e.g., *urban, rural, residential, industrial, commercial, natural resources, multicultural, environment, population*) to communicate the results of inquiries and observations about urban and rural communities.

INSTRUCTIONAL AIMS: As a lesson in global peace education this is intended to allow students the opportunity to explore global inequality, but at the same time global acceptance and unity within a local setting. Students will be able to 1. Understand what it is to be homeless, 2. Realize homelessness extends worldwide, 3. Understand that agencies like the Red Cross are helping to care for the homeless in their local community but also in other countries, 4. Comprehend how support is given at a personal level to homeless persons, 5. Expand through written and oral communication how they feel about homelessness around their community/world and what they have done to help.

ACCOMMODATIONS/CONSIDERATIONS: Special lighting for low vision students and allow extra time for assignments as needed, Audio visual television for presentation, Re-organized floor plan to allow Red Cross personnel presentation, Notify parents, principal and School of field trip to the local food bank, accommodate students not allowed to attend field trip with other academic activities/helper duties within the school.

MATERIALS: Digital photos, map of the region, food items, chart paper, markers, cardboard boxes, glue, scissors, construction paper, crayons, glitter, ribbon, stickers

1. INTRODUCTION/MOTIVATION: (not more than 5-7 minutes)
Brainstorm Activities and co-operative group learning (*See Appendix A*)

2. FOCUS OF LESSON (SYNTHESIS-ANALYSIS) (Time: varied)
Synthesis: (*Review of previously known material; make transition to new material.*)

Review what the students feel the definition of homeless, peace/unity are. Some may understand what it means to be homeless. Ask if they have seen a homeless person within their community. Ask what they think is being done to help these persons. Review what community means. Define 'unity' 'peace' and 'acceptance.' Review or introduce the Red Cross organization. Show on map that Red Cross helps all over the world and integrate that homeless persons are also world wide. Have them think about 'How can I help others.'

Analysis: (major focus of lesson.)

Discussion about brainstorming activity (*For lesson plan activities see Appendix B*)

Guest Speaker

Group activity-Field Trip

Plan B: (Ideas for extending the lesson or for changing the focus if original plan does not work.)

Story writing. Research other countries/cities and how they support homeless

Mind Map of community Research other organizations that support global peace/unity

Class writing to the Red Cross

3. CONCLUSION (SYNTHESIS): (*See Appendix C*) (5-7 minutes)

(Students make statements regarding something learned in lesson or demonstrate what was learned through an evaluative or summative activity.)

Individual journal writing on the impacts of homeless in our community

Incorporation of main themes shown in Global food basket

4. ASSESSMENT: (*See attached assessment sheet*)

- General observation of individual and group work
- Use of specific terminology and its use in context of student work
- Creativity in work or ideas
- Support towards others in class or school community
- Understanding and demonstration of the main themes of unity, peace, support in class or school community.

5. PERSONAL REFLECTION/NOTES:

Appendix A:

Day One: Brain Storming Activity (5-7 minutes)

- Create a Web Diagram around the idea of community; add in idea of homeless persons.
- Include terms/ideas like locations, personal feelings, appearance, reactions, interaction with the community/others, how they are being helped
- Have students locate on map of area or world where they believe homeless persons reside
- Add positives to homeless persons: They are a person just like anyone else, may be homeless based on circumstance (sometimes not a choice)
- Add personal student feelings on how we/individually could help

Appendix B:

Day One: Presentation from Red Cross: (20-25 minutes)

- What does the Red Cross do, where do they go, who do they help
- Present general statistics about homeless around the world and in our community
- Video about homeless
- Discussion about food banks Red Cross, shelters, why food donations are important where food goes and to whom. Ask students to think about how they can help others and if a donated item of clothing achieves the same supportive role as donating a food item?

Appendix C

Day One: (5-7 minutes)

- Discuss main themes and recap main ideas in jeopardy like game setting. Ask general questions of what was used in the brainstorming session and what was in the presentation
- Homework: have students bring in one non-perishable food item and one item of clothing that they wish to donate to the Red Cross or food bank.

Appendix A:

Day Two (periods two/three): Field trip period.

- On the bus ride over, review brainstorm activity about community and homeless persons. Who are homeless persons, how can we help them, who else is helping to support their needs?

Appendix B:

Day Two: Field Trip to Food Bank (60 minutes plus transportation time (est. 30 mins))

- Take a tour of the food bank
- Have students ask questions and record information on how the food bank operates: how many people work there?, how many food items do they get in a year/month/day? What type of food items does the food bank have, what doesn't have? How does each food item help? (Where does it go, to whom and why?)
- What other roles does the food bank have?
- Have students donate their food items and have students help stock shelves in groups of four (added assistance to blind/low vision student through buddy system or teacher)

Appendix C

Day Two

(5-7 minutes)

- Recap main themes of the food bank on bus or still in food bank. Why it is useful, who it helps, what the food bank does, how it manages all its food etc.
- Homework: have students bring in one-three non-perishable food item(s) or clothing item(s) again that they wish to donate to the Red Cross or food bank. Have students bring in other 'junk' material (Popsicle sticks, clean rags, bags, cloth etc.)
- Collect students work that was unable to attend field trip

Appendix A:

Day Three: Creating and Assessment

(5-7 minutes)

- Use a comparative chart (pros/cons) for the food bank and the related well-being of homeless persons
- How is the food bank good? It provides food to homeless, always open, gets food all the time...
- Drawbacks for the food bank: always running out of certain food, does not have many kinds of food, may not get food to every homeless person, other cities may not have a food bank...

Appendix B:

Day Three: Creating a global food basket

(45 minutes)

- In groups of 4-5 have the students create a global food basket.
- Have students create their own food basket design based on their own creativity and understanding of homelessness, community unity and peace themes.
- Inform them that this basket will be again donated to the food bank or Red Cross
- As group work proceeds write generalized questions about homelessness, unity and peace that each group has to answer on the board. Take up these questions during clean up time at end of period
- Display global food baskets around class before they are donated
- Add support and assistance where needed. (running assessment)

Appendix C

Day Three

(5-7 minutes)

- Take up assigned board questions during clean up time at end of period

Appendix A:

Day Four: Independent Journal/Letter writing:

- Have students write in their journals to discuss what it is to be homeless and how our community/class is helping these homeless persons in our community but also world wide.

Appendix B:

Day Four: Personal Journals/Letters (clean up period)

(45 minutes)

- Offer choices in themes of letters/ journal entries or web-chart
- Have students write personal letters/journals/web-chart designs either to a friend/family member or organization discussing what it is to be homeless and how our community/class is helping these homeless persons

- Allow time for groups that need it to complete global food basket, but have them complete writing assignment first (allot only 15 minutes for baskets)
- Collect letters/journals/web charts for assessment if completed. If not finished assign for homework, collect the next morning.
- Monitor, help and assess students as needed.

Appendix C

Day Four

(5-7 minutes)

- Collect letters/journals/web charts for assessment if completed. If not finished assign for homework.
- Discuss what students wrote about by selecting random students to talk about what they wrote or were thinking about writing.

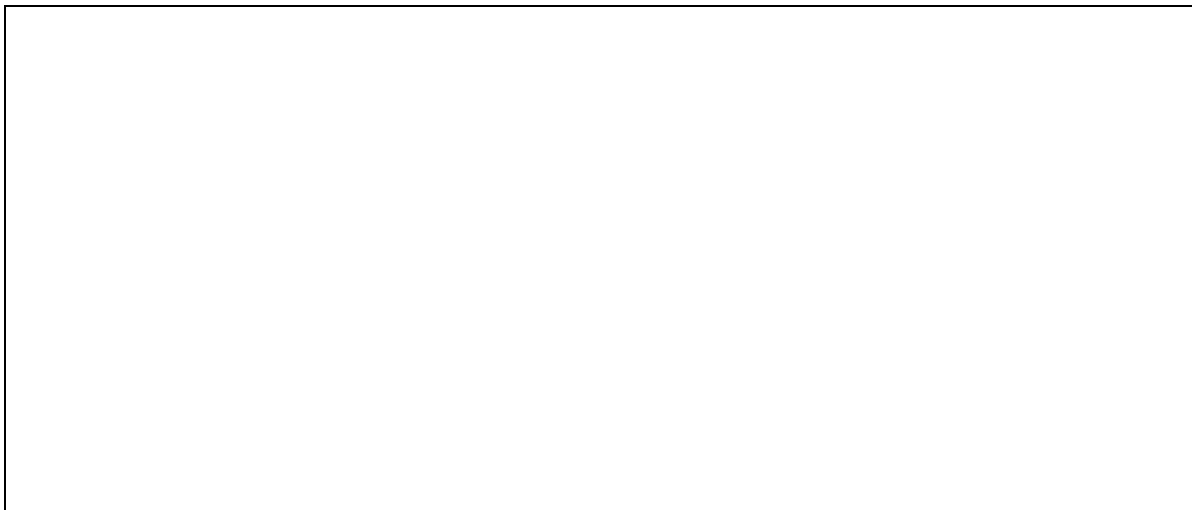
Assessment

Food Bank

Questions	
How many people work there?	
How many food items do they get in a year/month/day?	A Year: _____ A Day: _____ A Month: _____
What type of food items does the food bank have, What items does the food bank not have?	
Who helps the food bank?	

How does each food item help? (Where does it go, to whom and why?)

Draw or describe how the food is delivered to the food bank but also stored.



Assessment

Global Food Basket

Criteria	Rating Scale			
Does the basket speak to Global Unity/Education and Acceptance	1	2	3	4
Does the basket use specific terminology (unity, community, peace, help, acceptance etc?)	1	2	3	4
Are new creative elements present? (linkages between Red Cross and food bank or food bank and homelessness)	1	2	3	4
Overall creativity and design	1	2	3	4

Journal/Letters/Web Diagram

Criteria	Rating Scale			
Does the written entry speak to Global Unity/Education and Acceptance	1	2	3	4
Does the written work use specific terminology (unity, community, peace, help, acceptance etc?)	1	2	3	4
Are new creative elements present? (linkages/pictures, questions/ideas)	1	2	3	4
Demonstrates an overall understanding of 'How I can help (or have helped) others along with the main themes, concepts and ideas presented through out the lesson	1	2	3	4
Creativity/grammar/spelling	1	2	3	4