

# Food for thought



**Integrating  
Homelessness Issues into  
Family Studies/  
Social Sciences Classes**



the  
**homeless**  
www.homelesshub.com **hub**

**“Food for Thought”**  
**Integrating Homelessness Issues into Family Studies/Social Sciences**  
**Classes**

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## Getting Ready to Teach Homelessness

This curriculum unit has been designed for high school Family Studies teachers, but the exercises can easily be modified for use in middle schools.

### Preparing to Teach

In order to effectively engage students in learning about homelessness, it is important for teachers to prepare. The Homeless Hub provides a number of resources that educators can use to learn more about the subject matter. These resources include special plain language summaries of key issues and questions, an extensive resource library, videos and arts-based research. It is recommended that all teachers explore these resources, and familiarize themselves with the site. The key resources for teachers include:

- **Resources for Teachers** - On the Homeless Hub's Education ([www.homelesshub.ca/Education](http://www.homelesshub.ca/Education)) page there is a tab that reads **Resources for Teachers**. This tab takes you to a page with a large number of short, plain language reports that highlight key information about homelessness.
- **Topics** – The Homeless Hub's Topics section ([www.homelesshub.ca/Topics](http://www.homelesshub.ca/Topics)) breaks down homelessness issues into key topics and subtopics. Each of these includes a non-technical description and list of related articles that will enhance the descriptive text provided. One can easily learn a lot about homelessness by simply browsing through the topics.
- **Experiences** - The Experiences section of the Hub (found on the Homeless Hub's Experiences page [www.homelesshub.ca/Experiences](http://www.homelesshub.ca/Experiences)) contains a number of first hand stories and accounts from people who have experienced homelessness. These are useful resources for educators, students and learners who want to go directly 'to the source'.
- **Research Library** - The Homeless Hub has the most extensive research library on homelessness in the world, with over 25,000 resources and counting. Search for articles, reports, videos and other resources ([www.homelesshub.ca/Library](http://www.homelesshub.ca/Library)).

### Resources for Students

Many of these resources found in the **For Students** section of the Hub ([www.homelesshub.ca/Education/For\\_Students](http://www.homelesshub.ca/Education/For_Students)) can also be used as handouts and teaching resources. This section provides a lot of easy to understand information on homelessness, including short reports, Q and As, etc. Teachers are encouraged to direct students who wish to learn more about homelessness to the Homeless Hub and use the research library.



## “Food for Thought” Integrating Homelessness Issues into Family Studies/Social Sciences Classes

Homelessness, as an important social issue, can be easily addressed throughout the Social Sciences and Humanities Curriculum. The lessons which have been included here are just a sample of the multitude of ways that homelessness can be woven into our classes. Each of the lessons incorporates language and literacy development opportunities as well as opportunities to apply and extend students’ knowledge.

- **Lesson One** on the nutritional needs of people who are homeless encourages students to learn about the specific challenges faced by homeless people in feeding themselves. Their learning about homelessness and hunger is extended through a social science research challenge. In this lesson, students are expected to conduct an interview. Depending on the class and their previous experiences with research, students could do surveys and/or observations instead of interviews. Finally, students are expected to apply their knowledge to planning, and wherever possible, preparing a meal which could be served at a soup kitchen. In schools without adequate kitchen facilities, teachers could make arrangements to take their students to work a shift in a soup kitchen or community kitchen.



Image provided by Photography & Story  
(<http://anagraphia.blogspot.com>)

- **Lesson Two** challenges students to explore the demographics of homelessness and to learn about the challenges faced by seniors that make them particularly at risk for homelessness. This lesson can be easily integrated into a Social Science class or a Lifespan Development class. Students take action against homelessness by writing a letter to a government official to take steps to prevent seniors from becoming homeless. The lesson is written for students in their senior years of high school. The lesson could certainly be run with a younger age group but different readings would need to be selected and support would need to be built into the lesson to help students write a letter to a government official.
- **Lesson Three** addresses the connections between homelessness and mental illness. Students are encouraged to see that not all people who are homeless have a mental illness. Similarly all people with mental illness are not homeless. However, mental illness



puts people at risk for becoming homeless and being homeless exacerbates symptoms of mental illness that may already exist. When one's basic needs for shelter are not met,

depression and anxiety are hard to avoid. In this lesson, students develop summarizing skills by reading and highlighting the main points of a reading about the different connections between mental illness and homelessness. Students then extend their learning by visiting shelters and planning and implementing a fundraising initiative. This lesson can be easily integrated into senior Social Science classes as well as Family Studies classes. It is designed to be used with grade 11 and 12 students.

**-Heather Walters-**



### The RATIONALE: defining the purpose of study

The purpose of this unit is to raise awareness of **Homelessness** and to inspire individuals and classes into action, thereby making a difference in the lives of others within local and global communities.

The framework presented in this unit is not tied to one specific Provincial curriculum, but rather identifies significant learning outcomes that can be adapted to include expectations that exist within the specific Provincial Curriculum documents.

### LIST OF LEARNING ENGAGEMENTS

- Shared reading of article on nutritional needs of people who are homeless.
- Web Quest and follow up interview at organization which feeds people who are homeless.
- Hands on Activity: Planning a menu for a Community/Soup Kitchen.
- Demographics of homelessness
- Explore the Homeless Hub for resources ([www.homelesshub.ca](http://www.homelesshub.ca))
- Article and reading response
- Guest speaker or field trip
- Letter to a government official
- Introduction – Snowball Activity
- FAQs of Homelessness/Journal Entry
- Field trip to Mental Health Centre/Shelter
- Further Research and Fundraising

### CURRICULUM CONNECTIONS

#### Character Education

#### Food and Nutrition

- Local and Global Connections
- Nutrient Needs
- Menu Planning

#### Language Arts

#### Social Science

#### Family Studies

#### Mathematics



**Lesson Plan Title:** *Hunger & Nutrition – Lesson 1*

**Theme and General Goals:** Through experiential learning activities, students will have the opportunity to learn about some of the causes of nutrient deficits among people who are homeless. Students will encounter some of the programs which are set up to support people who are homeless and take preliminary steps to plan a menu for a Soup Kitchen.

**Step by Step Procedures:**

Students are asked to do a “**Write, Pair, Share**”, in which they are given a piece of paper which includes a quote about homelessness or hunger (See **Lesson 1 Resource** page).

After students write their personal reactions to the quotations, they will pair up with another student in the class and share what they each wrote.

To wrap up this introductory activity, ask for 3-5 volunteers to share their thoughts and reactions.

**Shared Reading – Living Without Food – You Don’t Realize How Important It Is ‘til You Don’t Have It - © Bissell Centre, March 2007 (Available on the **Homeless Hub** at [www.homelesshub.ca](http://www.homelesshub.ca))**

Divide students into groups of 6 and ask each group to sit together. These will be the “Home Groups”. Give each Home Group a copy of the report: “Living Without Food” and ask them to distribute one section of the article to each member of the group. The sections are as follows:

- Section 1 – Pages 3-6 – What’s It Like to Go Hungry
- Section 2 – Pages 6-9 – Going Without Food
- Section 3 – Page 10 – Special Needs
- Section 4 – Pages 11-14 – Strategies for Getting Food
- Section 5 – Pages 14-15 – Resiliency in the Face of Adversity
- Section 6 – Pages 16-19 – What Would Help?

Students will now take some time to read their section of the article individually. After completing their reading, students will group with members of the class who have read the same section of the article. This will be their “Article Group”. The Article Groups will have some time to discuss their section of the article and determine the 3 main points. The article group must ensure that each of their members has a good understanding of those 3 main points. Students will then meet again in their Home Groups. In their Home Groups, students will take turns presenting the main points of their section of the article until each student has presented.

Journal Entry: Students will write an individual journal entry: Why are there people who are homeless? What can you as an individual do to help?



**Learning Outcomes:****Language Arts-**

Oral Communication  
Journal Writing

**Character Education-**

Empathy  
Perseverance

**Social Science Research Skills-**

Interview skills

**Learning Engagement:**

Web Quest

Either in class or as homework, students will complete a “Web Quest” investigating different social and community programs designed to confront the problems of food insecurity among people with no home. A sample webquest handout is located in [Appendix A](#). This handout should be adapted by teachers to reflect local programs.

**Learning Engagement:**

Planning a Menu

Students will plan a menu for a soup kitchen or community kitchen. Working in groups of 4-5, students will plan a simple lunch which could be prepared in a soup kitchen. The meal should be nutrient dense taking into consideration the nutrients and foods which are often hard to get as a person who is homeless.

(Refer back to the Living Without Food Article).

Where facilities exist, students will prepare the menu that they have planned.



**RESOURCE - Hunger & Nutrition – Lesson 1**

Possible quotes to choose from are as follows:

We have weapons of mass destruction we have to address here at home. Poverty is a weapon of mass destruction. Homelessness is a weapon of mass destruction. Unemployment is a weapon of mass destruction.

**Dennis Kucinich**

I mean, I don't think I'm alone when I look at the homeless person or the bum or the psychotic or the drunk or the drug addict or the criminal and see their baby pictures in my mind's eye. You don't think they were cute like every other baby?

**Dustin Hoffman**

Most homeless kids are on the streets because they have been forced by circumstances that cause them to think that they are safer there than in any home they once knew.

**Jewel**

People will sooner aid a sick dog lying on the sidewalk than to try to find shelter for a sick person. It's too much to deal with.

**Michael Zaslow**

It is not necessary to advertise food to hungry people, fuel to cold people, or houses to the homeless.

**John Kenneth Galbraith**

Hungry people cannot be good at learning or producing anything, except perhaps violence.

**Pearl Bailey**

If you want to eliminate hunger, everybody has to be involved.

**Bono**

Hunger makes a thief of any man.

**Pearl S. Buck**

When you give food to the poor, they call you a saint. When you ask why the poor have no food, they call you a communist.

**Archbishop Helder Camara**



### Lesson Plan Title: *The Hidden Homeless – Lesson 2*

#### Theme and General Goals:

Through experiential learning activities, students will have the opportunity to learn about some of the individual and societal factors which lead to homelessness among the elderly.

#### Step by Step Procedures:

Preparation: Before students have entered the classroom, post 4 pieces of chart paper in 4 corners of the room. On each piece of chart paper write a different age group as follows:

- Under 15
- 15-34
- 35-64
- 65 and older

Give students the handout: **Who are Homeless People?** Students will complete the four corners exercise described in the handout.

After students have visited each of the four corners, they will return to their seats. Write the following table on the board or overhead.

#### 2001 Canadian Census Data – Shelter Population

	Number (%)	Male	Female
Under 15	1490 (11%)	750	740
15-34	4655 (33%)	2685	1975
35-64	6630 (47%)	4720	1915
65 and older	1635 (12%)	625	740

After students see the data and write down the information in their notes, point out the differences in the data between males and females. Revisit the reasons for homelessness that students brainstormed, especially in the under 15 and 65 and older categories. Seeing the gender differences in the data above, are there any other reasons that students would want to add to their list? Are there any reasons on the list that would apply more to males more than females? (alcohol use, lack of connection with family) Females more than males? (spousal violence)

Class discussion: The data we've been looking at are contained in the shelter occupation data from the 2001 census. Is this an accurate measure of the homelessness rate in Canada? Other than shelters, where might homeless people be found? (hotels/motels, couches of friends and family, on the street, etc.) Why is it difficult to get an accurate count of homelessness?



**Learning Outcomes:****Language Arts-**

Oral Communication  
Letter Writing

**Character Education-**

Empathy

**Social Science Research Skills/Numeracy Skills**

Understanding demographic data  
Understanding research reports

**Learning Engagement – Reading the Research**

Students will choose one of two articles to read:

- Executive Summary Of Out Of Sight, Out Of Mind The Plight Of Seniors And Homelessness by Henry C. Hightower, Jill Hightower, M.J. (Greta) Smith.
- Old and Homeless: A Review and Survey of Older Adults Who Use Shelters in an Urban Setting by Vicky Stergiopoulos

These articles can be found on the **Homeless Hub** ([www.homelesshub.ca](http://www.homelesshub.ca))

Note that both of these articles are based on academic research and may be challenging for some students to read. If your students are accustomed to reading academic research, they can read their article on their own. If, however, students require extra support, the articles can be divided up and read in groups in a jigsaw activity.

After students have read the article (s), they will complete the second page of their “**Who Are Homeless People?**” handout.

**Reaching Out**

Bring in a panel of guest speakers who work with seniors and/or people who are homeless to discuss with students the factors that contribute to homelessness among seniors. The speakers can also discuss the unique needs of seniors in providing adequate shelter.

-OR-

Bring students on a field trip to a variety of shelters and organizations which support people who are homeless. If possible, students can have the opportunity to interview 1-2 people at the shelter to discuss their needs and hopes for the future and so on. Note that if students are interviewing guests of the shelter, time will need to be spent in class developing interview skills and discussing the sensitivity required when working with a vulnerable population (See the **Homeless Hub’s Human Participant Research**



**Committee Guidelines to Conducting Research with People Who are Homeless** available at [www.homelesshub.ca](http://www.homelesshub.ca)).

### **Learning Engagement – Letter Writing**

Divide students into groups of 3-4 and distribute a variety of sample letters to government to each group. (Sample letter included in **Appendix B**). Ask students to work within their groups to name some of the features of a letter to government (e.g., directed to a particular person, respectful tone, based on specific facts, call for specific action to be taken, etc.).

Continuing in their groups, students will brainstorm specific actions that they think should be taken by government to improve the quality of life for elderly people in Canada and reduce the rates of homelessness among this group. Remind students that these actions should be based, as much as possible, on the readings in this lesson (e.g., reduced cost of medicine for elderly, emergency housing dedicated to the elderly etc.).

Individually, students will choose one of the issues discussed in their group and write a letter to a Canadian government official asking for action to be taken. Letters can be formatively assessed, handed in for evaluation, or included as part of a portfolio for the unit.



**RESOURCE – *The Hidden Homeless – Lesson 2***

**Who Are Homeless People?**

Four Corners Activity

On your own, make your best guess and fill in the blanks in this statement:

Among Canada's homeless population:

- \_\_\_\_\_ % are under 15  
 \_\_\_\_\_ % are aged 15-34,  
 \_\_\_\_\_ % are aged 35-64  
 \_\_\_\_\_ % are aged 65 and over.

Now go to the corner of your classroom corresponding to the age group for which you gave the **highest number**. With the people who meet at that corner, brainstorm the reasons for homelessness in this age group.

When your teacher tells you, you will move with your group clockwise to the next corner of the room. Take a minute to read what the previous group has written. If your group can think of any reasons for homelessness in that age group that are not already written down, add them to the chart paper.

You will move around the room until you have visited each corner.

Return to your seat and you will be given some recent data to which you can compare your guesses.

**2001 Canadian Census – Shelter Population**

	<b>Number (%)</b>	<b>Male</b>	<b>Female</b>
Under 15			
15-34			
35-64			
65 and older			



## Homeless Seniors

After reading your article on seniors who are homeless, complete the following boxes:

**Three points I remember from this article:**

- 1.
- 2.
- 3.

**Something I read in this article that squares with my thinking...**

**Something I read in this article with which I disagree...**

**Something I read in this article that I want to know more about...**



**Lesson Plan Title:** – *Mental Illness and Homelessness - Lesson 3*

**Theme and General Goals:**

Students will have the opportunity to examine relationships between mental illness and homelessness. The vulnerability and needs of people who are homeless with mental health issues will be underscored.

**Step by Step Procedures:**

**Snowball**

Arrange students into a circle and put a large bin/receptacle in the middle of the circle

Provide students with a copy of the handout “Thinking About Homelessness.”

Students will be given a piece of paper and told to write 2 points:

1. Think of the last time that you saw a homeless person on the street. What did you do or think?
2. What were the causes of that person’s homelessness?

Tell students to not put their names on their sheet of paper.

After all students have finished writing, ask them to crumple up the sheet of paper and, when you indicate, have them throw the paper into the bin in the middle of the circle.

Each student then goes to pick up a piece of paper, unrolls it and reads what the person has written. Students will then respond by filling out part 2 of the handout in which they respond “in character” as a person who is homeless. They crumple up the piece of paper and then, again, throw it into the centre of the circle. Students then pick up another piece of paper and respond as family member of the person who is homeless. Once again, students throw their crumpled up pieces of paper into the centre and students again pick up a “snowball”, read all three responses and share with the larger group.

**FAQs of Homelessness**

Distribute one Question/Answer (see **Appendix C**) to each student and allow approximately 10 minutes for students to read through their question and answer.

Students will meet in groups with other students who read the same question. They will compare their notes and arrive at 3 main points. These main points will be written in large print on a piece of chart paper and posted in the classroom. When all groups have posted their main points, the class will do a gallery walk to view all of the postings.

Students will then write a journal entry, either in class or for homework, based on the questions: What are the connections between mental illness, substance use and homelessness? What is one thing that you could do to make a difference on the issue of homelessness?



**Learning Outcomes:****Language Arts**

Summarizing  
Oral/Visual Communication

**Character Education-**

Empathy

**Social Science Research Skills-**

Research  
Interviewing skills

**Learning Engagement – Out in the Community****Field Trip – Mental Health Facility and Shelter**

Plan a field trip to take students to a mental health facility and a shelter in your community. Mental Health facilities will often arrange panel discussions which might include mental health professionals as well as people who have lived with mental illness and their family members. (see, for example, Teacher Resources offered through the Centre for Addiction and Mental Health – [www.camh.net](http://www.camh.net)). When setting up the visit to a shelter, ask to have somebody speak about the connections between mental illness and homelessness.

**Further Research**

Working individually or in small groups, students will research programs and facilities in the community which help to interrupt the cycle of mental illness and homelessness. (see **Appendix D**). They can research mental health facilities which take steps to prevent their clientele from becoming homeless. They can, otherwise, research organizations that help those with mental illness who are already homeless.

Each student/group will create a 3 panel display, poster, video or podcast about the organization they have researched. The displays will be set up around the classroom or in another part of the school for class/school members to view.

**Taking Action**

The class will vote on the organization for which they will raise money. As a class, the students will set a fundraising goal, outline steps to reach that goal and implement the plan.





APPENDIX A - Hunger & Nutrition – Lesson 1

**Feeding People Who Are Homeless  
Web Quest**

In today's class, you will use the internet to learn about some of the creative community programs which exist to help feed members of your homeless community. You should search the internet for a range of services in your local area, and see if they have a website. You might also see if your local city or town government provides services for people who are homeless. Explore each of the websites to learn about what services the program offers, and the steps that each program takes to feed people who are vulnerable. Use additional paper if necessary

1) **Food Bank** (for example, [www.dailybread.ca](http://www.dailybread.ca))

What does a Food Bank do? \_\_\_\_\_

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Where is your local Food Bank? \_\_\_\_\_

If I needed to use Daily Bread Food Bank, what would I need to do?

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Do you think a person who was homeless could use a food bank? Why or why not?

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2) **Drop-Ins**

Are there drop-ins for homeless people in your community? \_\_\_\_\_

What do they do? \_\_\_\_\_

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Where is the drop in located? \_\_\_\_\_

Do you think they provide food? If so, what kind of food? \_\_\_\_\_

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How easy would this place be to get to if you were homeless?

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**3) Emergency Shelters** (example, Salvation Army)

Are there drop-ins for homeless people in your community? \_\_\_\_\_

What do they do? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think they provide food? If so, what kind of food? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How easy would this place be to get to if you were homeless?

\_\_\_\_\_

\_\_\_\_\_

**4) City government**

Does your city or town provide any services for people who are homeless?

If so, what kinds of services? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think they provide food? If so, what kind of food? \_\_\_\_\_

5) You will now choose one of the above organizations or another organization which helps feed people who are homeless and find out more about what they do through visits to the organization and an interview(s). You will interview one person who works for and/or volunteers for the organization. The goals of your interview are:

- a) To find out in more detail what the organization does to feed people who are homeless.
- b) To find out what challenges the organization faces.
- c) To find out about the food that they provide (e.g., How much food do they provide? Are they able to provide fresh food? Do they provide prepared meals or canned/dried food? Others...).
- d) To find out how meals/food boxes are planned/prepared? (e.g., do they follow Canada's Food Guide? How do they respond to the cultural needs/tastes of the community they serve?).
- e) To find out what improvements they would like to make to the food they provide?



f) Other questions that are of interest to you.

#### Next Steps

- Choose the organization you will visit.
- Create a list of questions to be used in your interview. This list must be approved by your teacher before doing the interview.
- Set up the time and date of your visit/interview
- Make sure that you include the signature and contact information of the person that you interviewed when you hand in your interview results.



**APPENDIX B – Sample Letter 1 – The Hidden Homeless - Lesson 2**

Prime Minister Stephen Harper  
House of Commons  
P.O. Box 1103  
Ottawa, ON K1A 0A6  
Canada



We respectfully ask our government to help stop the tens of thousands of preventable deaths that occur every day from hunger and poverty-related diseases.

Specifically, we ask our country to honour the agreement it made and signed at the 2002 Monterrey Conference and again at the 2002 Johannesburg Summit to make concrete efforts towards giving 0.7% of our national income in aid to poor countries.

The United Nations estimates that when all 22 countries that signed the agreement meet the 0.7% goal, the resulting \$195 billion each year will be enough to effectively end hunger and extreme poverty in the world.

We commend the countries that have already reached the 0.7% goal: Denmark, Luxembourg, the Netherlands, Norway, and Sweden.

We also commend the countries that have set up a schedule to meet the 0.7% goal and encourage them in their efforts to reach it as soon as possible: Austria, Belgium, Finland, France, Germany, Greece, Ireland, Italy, Portugal, Spain, and the United Kingdom.

We respectfully ask the six remaining countries to honour their agreement and set up a schedule to reach the 0.7% goal: Australia, Canada, Japan, New Zealand, Switzerland, and the United States.

Thank you!

Sincerely,



APPENDIX B – Sample Letter 2 – The Hidden Homeless - Lesson 2

[Sample Letter to MPs]

Your Name

Your Street Address

Your Province and Postal Code

Today's date

Name of MP [see [resources](#) for a list of MPs by province and constituency]

Address of Constituency Office

[Call Government of Canada Information at 1 800 667 3355 for the local mailing address, FAX number, or e-mail address of the MP representing your constituency. Or, address mail to the Member at: House of Commons, Parliament Buildings, Ottawa ON, K1A 0A6]

Dear [name of MP],

I am writing to make inquiry and express concern about the Multilateral Agreement on Investment (MAI), a treaty currently being negotiated at the Organization for Economic Cooperation and Development (OECD).

I am particularly alarmed by a proposal in the MAI to give corporations and investors the legal tools, or "standing", to directly sue governments. With the exception of one narrow and controversial provision of the North American Free Trade Agreement (NAFTA), this is unprecedented in international commercial law. Who would pay the fines if a private corporation wins against our government? Could our tax dollars go to paying these fines?

I'm also concerned that some of the existing laws that we now use for positive regulation of investments - like environmental standards, community reinvestment programs, living wage laws and performance requirements - could be hurt by the MAI. Fundamental powers of our provincial and local governments to shape our own futures would be threatened if that were the case. Do we want to make it even easier for locally owned or managed businesses to be replaced by foreign companies who don't have any stake in creating jobs here, funding our schools, developing our communities or keeping our drinking water clean?

Apparently the MAI has been under negotiation at the OECD since May 1995 and was supposed to be completed this May, but has now been delayed a few months. I am greatly disturbed that the negotiations of such a powerful international economic treaty could have reached an advanced stage without the scrutiny and cooperation of citizens, elected officials, and non-governmental organizations. Without public debate, the result can only be extremely one-sided.



As one of your constituents, it is my request that you sufficiently inform yourself about the MAI that you will be able to make a responsible decision as to whether to recommend passing the MAI, altering the treaty, or halting Canada's involvement. I also request that you call for hearings on the MAI to be convened by the Standing Committee on International Trade, in order that the public may be allowed to present their concerns about this proposed treaty. If you will not, then please reply with your reasons.

Yours sincerely,



**APPENDIX B – Sample Letter 3 – The Hidden Homeless - Lesson 2**

Insert Date

Hon. Ralph Goodale, P.C., M.P.  
Minister of Public Works and Government Services Canada  
Portage 111, 18A1  
11 Laurier Street  
Hull, QC K1A 0S5

BY FACSIMILE: (819) 956-8382

Dear Minister:

As you may be aware, Communication Canada's Depository Services Program (DSP) is being restructured and consolidated under Communication Canada's Publishing operations. As a librarian and a partner in the DSP, I am deeply concerned with this proposed reorganization and request that the Government of Canada relocate the DSP to the Library and Archives of Canada.

This issue is extremely time-sensitive as the legislation establishing the new Library and Archives of Canada is expected before long. We are requesting that the legislation include provision for the DSP within the new institution and that the 'library functions' of the DSP are transferred to the Library and Archives of Canada with full funding.

The Depository Services Program's mandate is to ensure public accessibility to government information. The DSP also acts as a government information safety-net. It achieves these goals by supplying libraries in Canada and abroad with the latest government publications in all formats. In turn, these libraries provide local access to this information in an impartial and professional environment.

As partners in the DSP, the Canadian Association of Research Libraries (CARL), the Canadian Library Association (CLA) and l'Association pour l'avancement des sciences et des techniques de la documentation (ASTED) feel strongly that the DSP will best carry out its mandate as part of the Library and Archives of Canada.

Once again, as a member of the library community, may I urge you to continue to support the preservation and long-term viability of the Depository Services Program by supporting the DSP's relocation to the Library and Archives of Canada, where it belongs.

Sincerely,



**APPENDIX B – Sample Letter 4 – The Hidden Homeless - Lesson 2**

Insert Date

Address

Dear Minister/Mayor/etc.:

I am writing to bring to your attention to the freeze on funding for IBI (Intensive Behavioural Intervention, also known as ABA) Therapy for autistic children.

On January 8 our son was diagnosed as autistic. We have been on the waiting list for IBI Funding with Kinark since October 26. I believe that, with this therapy, our son could be an independent and contributing member of society. No one knows what causes autism, how to prevent it, or how to cure it - it is also beyond our scope of capability to finance therapy for our son.

To tell me that funding may be available in September is of no consolation to me. That just means we'll be put back on the waiting list, and that the most opportune time for therapy has passed. **THIS KIND OF FUNDING CANNOT WAIT.** This is our child's developing brain - if we can do something now, his chances are greatly improved. It is unjust to tell a whole group of children that they must wait for this treatment. Early intervention is vital to an autistic child's future development and success.

In the meantime, I will apply for Special Services At Home Funding and Assistance for Children with Severe Disabilities. I will request help from the Kinsmen, Lions Club, and my church. I am not lazy or proud (or rich). I know that spending money on our son now will save our Health Care System a lot of money in the future.

If you can assist us in any way, I would certainly be most grateful. Autism is increasing at a dramatic rate, and is now one of the most common developmental disabilities. Please also bear my letter in mind for all those families who face this same crisis, and those families who will throughout this year.

Thank you for your time.

Name

cc:

Julia Munro ,YORK NORTH MPP.

Karen Kraft Sloan, YORK NORTH M.P.

Tony Clement, MINISTER OF HEALTH



## APPENDIX B – *Tips for Writing Effective Government Letters –Lesson 2*

### **Tips for Writing Effective Government Letters:**

- Clearly state who you are or what company or organization you represent.
- Identify the purpose of your letter: clearly state what it is that you hope to accomplish by sending the letter, whether it be to suggest a change or addition to legislation or to express gratitude for dedicated service, etc.
- If you are writing about a particular bill, law, act, etc., mention it by name or number, and clearly identify whether you are for or against it and why.
- Identify how the legislation directly affects you or the community in which you live, if applicable, and state any professional or personal experience you have relating to the subject. Identify the benefits of your proposed new legislation or change in policy, etc., if applicable.
- Indicate what action you want the reader to take in response to your letter.
- If you want to advocate change or new legislation, clearly support your position. Do your research and make your arguments logical and include pertinent facts and cases, etc., so that your letter will be as persuasive as possible. Include information that refutes any arguments against your stance.
- If you are writing to oppose a bill, act, or other legislation, consider suggesting an alternative.
- You may want to request a direct response to your letter, or you may want to follow up with a phone call.
- Close your letter by thanking the recipient for the work that he/she does or by making a renewed appeal.

When writing government letters, be sure to:

- Carefully consider the appropriate audience before beginning your letter. If you are writing to request a change or addition to public policy, for example, then it is a good idea to begin by addressing your local, provincial and federal representatives, whom you helped to elect.
- Keep your letter clear and concise. As a general rule, your letter should be no longer than one page.
- Type or handwrite your letter, depending on whether you want to give a more personal or businesslike feel to your letter.
- Be polite. Even if you are complaining or advocating change, remain courteous and respectful.

<http://www.writeexpress.com/government.htm>



[www.homelesshub.com](http://www.homelesshub.com)



**APPENDIX C – Mental Illness and Homelessness –Lesson 3****FAQs on Homelessness****#1) What is homelessness?**

Homelessness is an extreme form of poverty characterized by the instability of housing and the inadequacy of income, health care supports and social supports. This definition includes people who are absolutely homeless (those living on the streets, sometimes referred to as "rough sleepers"); shelter dwellers (people staying temporarily in emergency shelters or hostels); the "hidden homeless" (people staying temporarily with friends or family), and others who are described as under housed or "at risk" of homelessness.

When people lose their housing, they often move in temporarily with friends or family, a practice known as "couch surfing". If the option of moving in with friends and/or family is not (or is no longer) available because of weak social capital or a lack of steady income, many people will stay in temporary emergency shelters, or end up absolutely homeless. Emergency shelters exist in medium- and large-sized urban centres, but are not generally available in rural areas and small towns.

If they are able to generate money, people who experience homelessness may rent motel rooms, move into rooming houses, or with friends, temporarily. Others will sleep "rough" in parks, along alleyways, on rooftops, or under bridges. Most people who are homeless move through a variety of temporary and unstable living situations, which makes generating income, maintaining health, keeping safe, nurturing healthy relationships and obtaining permanent housing extremely challenging.

Homelessness, then, is not defined strictly by an absolute lack of shelter (though this is the most obvious manifestation of it), but rather by the intersection of a range of social exclusionary factors that exacerbate poverty, limit opportunities and create barriers to full participation in Canadian society. Real political solutions to homelessness rest not only in addressing the inadequate supply of affordable housing in Canada, but also in improving income security, equitable access to health care supports (including mental health and addictions) and justice, for example.

From [www.homelesshub.ca](http://www.homelesshub.ca)



## #2) Different types of homelessness

Homeless or "houseless people" fall into three very clear categories: the absolute homeless, the concealed homeless and those at risk of becoming homeless.

### Absolute Homelessness

Homeless persons are defined as people "sleeping rough" or using public or private shelters. People sleeping rough, which means in the street, in public places are those forming the core population of the "homeless". Those sleeping in shelters provided by welfare or other institutions are considered part of this population. Persons or households living under these circumstances will furthermore be defined as "homeless".

### Concealed Homelessness

People who are homeless, but temporarily housed with friends or family form another category of the "homeless" - referred to as "concealed homelessness."

Another, not obvious side of the problem is "concealed homelessness." Under this category falls all people living with family members or friends because they cannot afford shelter themselves. Without this privately offered housing opportunity, they would be living in the street or be sheltered by an institution of the welfare system. The extent of this phenomenon is extremely difficult to calculate.

### At risk of Homelessness

In addition to absolute and concealed homelessness, some people are at risk of losing their housing and can be categorized as people at "risk of homelessness."

Another group living under the threat of "homelessness" are those facing the risk of losing their shelter either by eviction or lease expiry, with no other possibility of shelter in view. Prisoners or people living in other institutions facing their release and having no place to go to, are considered part of this population.

Finally, we need to recognize that there are many Canadians who are inadequately housed. While being inadequately housed is not the same as being homeless, it can lead to being at risk of homelessness. Most of the people who become homeless started off being inadequately housed.

Before becoming homeless, many people have been living in "substandard housing" situations. Households with feeble and perhaps insecure income are likely to live in substandard housing units and might also experience homelessness because of economic difficulties. Their situation is somehow comparable with those without shelter, as they are all deprived of the human right of a housing situation without health hazards, allowing the full development of the individuals' capacities. Therefore, the population living in substandard houses should be included in the study of homelessness.

From [www.raisingtheroof.org](http://www.raisingtheroof.org)



### #3) Why does homelessness generate so much debate and confusion?

While there should be no difficulty in understanding the nature of the problem, there is indeed a great deal of confusion and debate. Service providers, policy makers, researchers, citizens and politicians tend to use the term in many different ways. The confusion is due to conceptual imprecision, fuzzy boundaries, the influence of political agendas, the heterogeneity of the homeless population, and the assumptions and attitudes of the housed population.

This confusion is caused by two factors- one political and one practical. Defining homelessness for policy and program purposes (i.e., taking action) requires compromises between concerns for social injustice, economic realities and political expediency. It requires some authority or combination of authorities - levels of government, in partnership with agencies and charities - to take responsibility. Taking responsibility means allocating resources and imposing regulations and changes in those institutions and practices which are producing homelessness, and which stand in the way of addressing existing and preventing further homelessness.

The confusion and inaction is also attributable to the fact that homelessness is the outcome of a very complex set of social processes. These processes include:

- Global economic restructuring (including deindustrialization and labour market changes);
- Restructuring of the welfare state (national, provincial and local welfare and income maintenance policy and programs);
- Demographic change (more single person and single parent households);
- Change in social attitudes and lifestyles;
- A housing system in crisis (gentrification, conversions, low vacancy rates, cuts in social housing supply and general housing assistance, etc.); and
- An inadequate system of supports for vulnerable groups, including people who require assistance with mental illness and substance abuse problems.

These major contextual issues are not only relevant and crucial to understanding the problem, but are difficult to grasp and sort out.

From [www.raisingtheroof.org](http://www.raisingtheroof.org)



#### #4) Isn't homelessness a mental health and substance use problem?

##### Substance Use

The relationship between substance use and homelessness is complex. While rates of substance use are disproportionately high among the homeless population, homelessness cannot be explained by substance use alone. The use of substances alone does not necessarily signal addiction, nor a harmful or problematic lifestyle. In addition, many people who are addicted to substances never become homeless, but an individual that is experiencing housing instability, often due to low income, has an increased risk of losing their housing if they use substances. Once on the streets, an individual with substance use issues has little chance of getting housing as they face insurmountable barriers to obtaining health care, including substance use treatment services and recovery supports. The term "substance use" refers to all types of drug and alcohol use. It is used in place of the traditional label of "drug abuse" which perpetuates social stigma and judgment and can marginalize and alienate people from the supports they need. The term "use" signals a push to reduce the harms for all users - from the person who uses drugs or alcohol occasionally, to someone who has a serious addiction. The term "substance", rather than drugs, better reflects the full range of psychoactive substances including alcohol, cigarettes, illegal drugs, prescription drugs, solvents, and inhalants that are habit-forming.

The potential harms associated with the use of substances are many. This includes pharmacological effects of the substance itself that may impair a person's ability to safely and competently make decisions and carry out tasks that they engage in. Problematic substance use may lead to deteriorating health; accidental death; and increased chances of risky sexual behaviours. Other harms that may result from problematic use of substances include: the inability to work or stay in school, ruptured relations with family, friends and community members, and problems with the law.

Responses to substance use are varied. They include: prevention (which may emphasize abstinence, at one extreme, or harm reduction), treatment (for those whose substance use is considered problematic), harm reduction (programs that seek to reduce the risk of substance use) and enforcement. The latter point is important. In Canada, as elsewhere, the use of substances is highly politicized, meaning that some potentially harmful substances are legal (cigarettes and alcohol, prescription drugs), while others are not. As a result, a potential "harm" of substance use is getting arrested.

People who live on the streets and engage in substance use face many risks, one of which is difficulty obtaining and maintaining employment and housing. The frequency of such problems suggests the potential viability of harm reduction programs that provide a safe environment for stabilization to clients who are unable to maintain abstinence. As well, stable supportive housing is needed to give people an environment in which they are better able to deal with their substance use problems.



Transitional housing is frequently recognized as an approach to addressing substance use problems, and is often provided through emergency shelters and supportive recovery facilities. Often though, these housing options require abstinence in order to accept clients. The result is that many people fail to qualify, and remain on the streets or in environments that are not conducive to addressing their substance use problems. And even if they do complete treatment, because of a lack of supported housing options, once they are discharged from hospital or treatment center, many people with substance use issues have no place to live, a situation which puts their recovery in jeopardy.

### **Mental Health**

People with poor mental health are more susceptible to the three main factors that can lead to homelessness: poverty, disaffiliation, and personal vulnerability. Because they often lack the capacity to sustain employment, they have little income. Delusional thinking may lead them to withdraw from friends, family and other people. This loss of support leaves them fewer coping resources in times of trouble. Mental illness can also impair a person's ability to be resilient and resourceful; it can cloud thinking and impair judgment. For all these reasons, people with mental illness are at greater risk of becoming homeless.

Homelessness, in turn, amplifies poor mental health. The stress of being homeless may exacerbate previous mental illness and encourage anxiety, fear, depression, sleeplessness and substance use. The needs of homeless people with mental illnesses are similar to those without mental illnesses: physical safety; education; transportation; affordable housing; and, affordable medical/dental treatment. When providing care to people who are homeless, it is essential to create a non-threatening and supportive atmosphere, address basic needs (e.g. food and shelter), and provide accessible care.

People with mental illness remain homeless for longer periods of time and have less contact with family and friends. 30-35 percent of homeless people, in general, and up to 75 percent of homeless women specifically, have a mental illness. 20-25 percent of homeless people suffer from concurrent disorders (severe mental illness and addictions). People who have a severe mental illness are over-represented in the homeless population, as they are often released from hospitals and jails without proper community supports in place.

Community-based mental health services play an important role. Homelessness could be drastically reduced if people with severe mental illness were able to access supportive housing, as well as other necessary community supports. They encounter more barriers to employment and tend to be in poorer health than other homeless people. Housing outreach services that provide a safe place to live are a vital component of stabilizing the illness and helping individuals on their journey to recovery.

From [www.homelesshub.ca](http://www.homelesshub.ca)



## #5) Who are people who are homeless?

No one is safe from experiencing homelessness. No one chooses to be homeless and it can happen to anyone. In most cases, it is the intersection of structural factors, personal histories and individual characteristics that lead to homelessness. Structural factors include: the growing gap between the rich and the poor, the decrease in affordable housing supply; the decrease in services, supports and social assistance; and, discrimination and racism. Personal histories and individual characteristics include: catastrophic events; loss of employment; family break up; onset of mental and/or other debilitating illnesses; substance use by oneself or family members; a history of physical, sexual or emotional abuse; and, involvement in the child welfare system. Every community in Canada has homeless people, even if you don't see them on the street. Most homeless people don't live on the street.

Working poor and single-parent families with children often live in crowded housing. They are unable to afford a decent place to live while feeding and clothing their children. About one-in-seven users of shelters across Canada is a child. Women are vulnerable to becoming homeless as they are often victims of family violence and generally earn less than men. Newcomers to the rental housing market - especially young people, immigrants and refugees - are required to rent housing that they cannot afford and are one cheque away from eviction. Many seniors face eviction and homelessness due to fixed incomes, increased rents and taxes and a decline in physical and mental health. Many homeless youth, particularly gay, lesbian, bisexual or transgender youth, are living in shelters or with friends as they are fleeing abusive situations. Visible minorities are often at risk of homelessness due to racial prejudice and employment disparities. Aboriginal people experience many of these contributing factors as well as migration; third world housing conditions (on-reserve); loss of cultural identity; and, the residential school system.

Understanding the factors that lead to homelessness is not easy considering the heterogeneity of the population, and the fact that there are many pathways to homelessness. More and more, researchers are recognizing that any analysis of homelessness must take account of the distinct challenges that specific sub-populations face. More and more community organizations are beginning to recognize the value of good demographic data for rationalizing their local service programs for homeless people. By using such tools as a database to track demographics and characteristics of their clients, they can better focus on specific approaches and services that match the people they are serving. While collecting data cannot resolve all of their priorities or make all of their decisions it helps to provide clarity and a starting point for planning appropriate programs and services.

From [www.homelesshub.ca](http://www.homelesshub.ca)



## #6) Does welfare prevent people from becoming homeless?

Government benefits can in some cases be preventative of and responsive to causes and impacts of homelessness. Federally, such government benefits include: Employment Insurance and Regular Benefits; a Skills Development Program; Self-Employment Benefits; Maternity, Parental or Sickness Benefits; an Opportunities Fund for Persons with Disabilities; Canada Pension Plan, Old Age Security, and rent allowances. Additionally, there are provincial government benefits that differ from province to province. They may offer all or some of the following: income support/social assistance, employment supplements; programs for persons with barriers to employment; or vocational rehabilitation programs.

Contrary to popular opinion, very few homeless people receive government benefits. Because of this, they need to generate income in other ways, such as through panhandling, squeegeeing and the sex trade. In many cases, homeless people are entitled to various government benefits - including social assistance, disability and pension benefits – but experience barriers (e.g. administrative processes, timeline constraints, a lack of ID or personal address) to accessing them.

From [www.homelesshub.ca](http://www.homelesshub.ca)

Social assistance (commonly called welfare) is the income program of last resort in Canada. It provides money to individuals and families whose resources are inadequate to meet their needs. Although people talk about welfare as a single entity, there are 13 welfare systems in Canada: one in each province and territory.

Most people living on social assistance were poorer (in inflation-adjusted terms) in the 1990s than the people living on welfare in the 1980s, according to the National Council of Welfare, a federal government appointed advisory and research group reporting to the Minister of Human Resources. People on welfare are invariably poor, but the depth of poverty is getting worse, according to the National Council. Single employable people on welfare fare the worst, with incomes as low as one-fifth of the poverty line. The incomes of all welfare households in all provinces were well below the poverty line, as measured by Statistics Canada's low-income cut-offs.

The Ontario government's 21.6 percent cut in social assistance payments in October 1995 was one of the more dramatic decreases in assistance to the very poor. This, together with other social assistance cuts, resulted in a net decrease of nearly 24 percent between 1994 and 1996 for Ontario's social assistance recipients. How many low- or even moderate-income households can sustain a loss of about a quarter of their cash income without facing serious difficulties?

The federal government also cut its transfer payments to the provinces for social assistance during the mid-1990s. From 1966 until March 1996, the federal government



paid a share of the cost of welfare and social services under the terms of the Canada Assistance Plan (CAP). On April 1, 1996, the federal government replaced CAP with the Canada Health and Social Transfer (CHST). The CHST is a "block fund" covering Medicare and post-secondary education as well as welfare and social services. Ottawa's support for these important programs decreased by 16 percent between 1996 and 1998 - a cut in transfer payments to provinces that some provinces simply passed on to low-income households. Thus, both senior levels of government have contributed to the problem of low-income households lacking enough money to pay for adequate food and housing.

The housing portion of social assistance payments was never enough to cover the actual rent payment. The gap is much larger now. Benefits have decreased across the country, yet rents do not decrease.

From [www.raisingtheroof.org](http://www.raisingtheroof.org)



## #7) What is the health status of people who do not have housing?

The health of populations - individuals, their families and communities - is determined by the complex interaction of many factors - social, political, economic, legal, cultural, historical and biomedical. Of these determinants of health, income has long been recognized as one of the most important. People with higher incomes and higher socio-economic statuses tend to live longer, have lower rates of illness and injury, and are more likely to report that they have good or excellent health. People living in poverty have a lower life expectancy and higher rates of illness across a wide spectrum of diseases. Poor health predisposes individuals and families to homelessness and homelessness exposes individuals and families to particular health problems.

Homeless people live in conditions that adversely affect their overall short- and long-term health and contribute to an increased mortality rate. Although deaths among the homeless are occasionally due to freezing, they are mainly the result of injury, and the rigors of street life. Climatic conditions, psychological strain and exposure to communicable disease create and lead to a range of chronic and acute health problems, including injury from cold, tuberculosis, skin diseases, cardio-respiratory disease, nutritional deficiencies, sleep deprivation, musculoskeletal pain and dental trouble.

Being homeless makes it difficult, and in some cases impossible, to access general health care services. The homeless are unable to: obtain medical treatment without a health card (applicants require an address); pay for items not covered by provincial medical or drug insurance plans; receive adequate treatment in cases where their personal appearance alarms health providers; make a health appointment (lack of an address and telephone); and receive coordinated care when comprehensive medical records are not kept in one location with one provider.

Following treatment or hospitalization a homeless person experiences problems acquiring adequate follow-up healthcare. People who are homeless have no place to recuperate and no consistent caregiver. As a result, health care delivery to homeless individuals is concentrated in emergency departments, in the core of large urban centers and in the institutions set up to address their lack of shelter and social supports. There is a need to respond to the acute and chronic health problems of this population and to redirect attention to preventive health.

Whether as a cause or a consequence of ill health, homelessness has emerged as a fundamental health issue for Canadians. Homelessness affects a significant number of Canadians of all ages and is associated with a high burden of illness, yet the health care system may not adequately meet the needs of homeless people. The main barriers to good health, among the homeless, include a lack of adequate, safe, accessible and affordable housing that is linked to employability, community support, personal health care and access to health services.

From [www.homelesshub.ca](http://www.homelesshub.ca)



### #8) Don't some people choose to be homeless?

The overwhelming majority of homeless people want to get off the street and into stable adequate housing. A homeless existence is characterized by demeaning environments, numerous threats to survival, and the most abject poverty affecting every aspect of daily existence.

Some people who find themselves without housing do choose to avoid using some or all of the emergency shelters because of the rules, the potential for violence, theft and so on. When the range of choices is limited to an emergency shelter or making do elsewhere, it is difficult to call this "choosing to be on the streets."

Among the general population, many people make bad choices at some time in their lives. For those on the economic margin, a bad choice can result in becoming unhoused. The alienation and deprivations that accompany life on the streets do not help people learn new and better choices. Sometimes, the effect is just the opposite. Most people will never know what it is like to try to survive without housing. Homeless persons and the people who assist them list the following as just some of the realities:

- the constant search for temporary shelter;
- inadequate food and nutrition;
- shortage of appropriate clothing;
- sexual victimization; harassment and physical assault
- inadequate medical services;
- negative or low self-esteem;
- social isolation;
- development of mental health and/or substance abuse problems; and
- poor prospects for employment and appropriate permanent housing.

From [www.raisingtheroof.org](http://www.raisingtheroof.org)



## #9) What is the solution?

### Preventative Approaches

There are many different responses to homelessness by communities and government. This can include efforts to move people out of homelessness, through providing housing, income and other necessary and appropriate supports. The most common response to homelessness in Canada is to provide emergency supports. That is, most resources go to managing people while they are in the state of homelessness through providing emergency shelter, drop-ins, soup kitchens and an array of program supports (treatment, health care etc.). An alternative response to homelessness is to work to prevent it. This means providing appropriate services and supports to respond effectively to the causes of homelessness. Preventive approaches focus on housing supply, income support, and social and health services. Ensuring that there is an adequate supply of safe affordable housing, and that people who are at risk of losing their housing (because of inadequate income, unemployment, and eviction) have supports, can minimize the risk of people becoming homeless. Income is an important issue as well. For many people, housing would not be a problem if they had adequate income. Social and health supports are key. Women and children experiencing domestic violence need options other than staying in an unsafe home and conversely, moving to a homeless shelter. People with mental health problems, substance use challenges and chronic disease need supports that keep them safe and sheltered. Children and youth who live in troubled families require ongoing support to enable them to stay safe, sheltered, in school and provided with adult support until they reach adulthood. Prevention, then, along with emergency supports and programs to move people out of homelessness are all key strategies to effectively address homelessness.

From [www.homelesshub.ca](http://www.homelesshub.ca)



## APPENDIX D – *Mental Illness and Homelessness –Lesson 3*

### FURTHER RESEARCH

#### RESEARCH

Working individually or in groups of no more than 2 other people, you will research an organization, program or facility in your community which helps to interrupt the cycle of mental illness and homelessness. You can research an organization which:

- Helps those with mental illness or substance use issues to get and/or keep a home
- Helps those who already may be homeless to more effectively manage mental illness and/or substance use issues.

The organization you research does not have to explicitly serve only homeless **and** mentally ill people. It can be homeless **or** mentally ill people. The two issues often intersect.

In your research you will find out (among other things):

- What is the mission of the organization? What work do they do? What population do they aim to serve?
- What type of education and/or advocacy work does this organization do on behalf of homeless people and those with mental illness?
- How successful is this organization in meeting their goals?
- Where does this organization get their funding?
- What obstacles does this organization face in doing the work that they do?

You can do much of your preliminary research on the internet and with books and pamphlets. But you must also plan a visit to the organization/facility to see firsthand how and where they do their work.

Before visiting the organization, determine:

- With whom you will meet (date? time?)
- What you will ask (prepare 5 questions you will ask the person you meet – these questions should be cleared with your teacher first)

#### PRODUCT

You will create a product to communicate about the organization you have researched.

Some suggested formats:

- 3 panel display board
- Poster
- Video Documentary
- Audio Documentary (Podcast)
- Other???

Regardless of the format you choose you must communicate to your audience (other students) the following:



- The mission and main work of this organization
- The successes of the organization
- The obstacles they face

**Note:** If you use visuals/taped interviews in your product, be sure to have permission from everyone who has been photographed/videotaped/audiotaped.

### **TAKE ACTION**

All displays will be set up on \_\_\_\_\_ for students to view. We will be raising funds for one of the organizations researched by the class. We will view all displays and vote on which organization we would like to raise funds for.

After the organization has been chosen, we will:

- Set a fundraising goal
- Plan a fundraising strategy
- Implement the strategy
- Celebrate our success!



### Note on the Author

Heather Walters is the Instructional Leader for Family Studies in the Toronto District School Board. She has taught Family Studies and Social Sciences in Toronto for six years. Before her career in teaching, Heather was a researcher in Developmental Psychology. Heather collaborates with Family Studies colleagues across Ontario and holds positions on the executives of provincial Family Studies educators' associations.

