



What Can We Do: Taking Action

Source: <http://live-learning-to-give.pantheon.io/units/be-change-homelessness/what-can-we-do-taking-action>

Standards: Please refer to website for specific standard look up.

<http://live-learning-to-give.pantheon.io/units/be-change-homelessness/what-can-we-do-taking-action#block-views-ae565e9bc923c99f39e8017da09af2c7>

Duration

Two 50-Minute Class Periods, plus time to carry out the service-learning project

Objectives

The learner will:

- Identify steps that they can take to act against homelessness.
- Choose one action step and create an organized plan.
- Work on their own and with others to enact their plan.
- Work collaboratively in a small group toward a common goal.
- Take action in the form of a food drive that will help to support people in their community around issues of homelessness.
- Prepare for the service experience with planning and goal setting. Hunger Fighters Food Drive will be held during the Kansas State Fair for local community. Students will also have the chance to participate in the Hunger Fighters scavenger hunt to learn more about hunger and food productions in their communities. (Kansas FFA Association Agriculture Educational Exhibits/Wick Buildings, Gate E5)
- Present their work to the group and field questions and comments.
- Learn how a homeless shelter seeks to serve homeless people.

Materials

Chart paper, markers

Lined paper, pencils

Colored pencils, scissors, glue, tape

Construction paper

Poster board and other presentation materials

Student copies of Handout 1: "What Can We Do?"

Students' written work from Day One

Notebooks/clipboards with 5Ws note-taking sheet

Teacher Preparation

Instructor should contact a local organization to arrange a field trip in advance.

Kansas State Fair Food Drive

Kansas FFA Association/Wick Buildings - September 9-18, 2016

Students will have the opportunity to take a field trip to the Kansas State Fair to learn more about fighting hunger, where their food is coming from and homelessness. Students will also have the chance to participate in the Hunger Fighters scavenger hunt to learn more about hunger and food productions in their communities. Donations will be

2016 Kansas State Fair Food Drive

Educational Lesson Plans

Grades: 9, 10, 11, 12

**Subjects: Language Arts, Philanthropy,
Social Studies**



collected for Reno County Food Bank during the Fair.

Vocabulary

Status quo: a Latin term for the current situation

Outreach: an effort to connect a plan to others

Advocacy: the act of supporting a cause

Shelter: a structure that provides privacy and protection from danger

Reflection

After the first session, each small group will discuss and then share their next step toward their action plan. Ask the group to reflect on what resources and training they think they will need to carry out their plan (Hunger Fighters Food Drive).

At the end of the second session, ask students to reflect on their experiences with the service project planning process. What went well? How did it feel to take action? How did they feel about the facts they learned about homelessness? Do they think their action make some difference in the community? What did they learn about the organization they connected with? What will they do the same and differently next time?

Use student reflections for a whole-group discussion. Or, write each question on a sheet of chart paper. Place the sheets around the room and have students rotate from chart to chart, discussing and writing down their thoughts about each question. Make sure that at each stop, they are mixing with a different group of students.

INSTRUCTIONS

Anticipatory Set:

1. Remind students of the conversation the group ended with last session. Although some people may feel upset or overwhelmed by the facts about homelessness, people can come together to take action. Tell students that today they will have a chance to begin to take action.

Display the website National Coalition for the Homeless, and then select “Want to Help?” http://www.nationalhomeless.org/want_to_help/index.html or go to <http://www.earthsystems.org/ways/list.html>. Read through together some of the ideas of things people can do. Give each student a napkin and model what they are to do with it (spread it out in front of them) without using verbal cues. Once the students have properly placed their paper towel or napkin, distribute one of the prepared brown paper bags to each student. Once everyone has received a bag, tell them to open their bags and place its contents in front of them on the paper towel or napkin. Allow a couple of minutes for discussion.

2. Ask students what people can do to for the people in the community who are currently homeless, and what work can be done so fewer people will become homelessness. Start a chart entitled “What Can We Do?” Collect ideas from the group, offering additional ideas, if necessary. Some examples include writing a letter to elected officials,

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volunteering with a homeless outreach or advocacy organization; starting a book, food, or clothing drive; or creating a song, poem, skit, or poster to educate others about the issue of homelessness.

3. Have students think about which of these ideas they feel passionate about. Help the students divide into smaller groups.
4. Students should list the goal of their action plan for raising donations for a food drive and at least three steps they will need to take, as well as any outside help/contacts they will need. Give each group a copy of Handout 1: Homelessness – What Can We Do?
5. Students will use the rest of the time to work in their small groups on their ideas to raise donations for the food drive. Circulate and help them clarify their goal and the steps they will take. Let the whole group know that they will also have time next session to work, and they will present their work at the end of next session.
6. Day Two
Anticipatory Set:
Invite students to share some of their plans developed in the last session. Tell them to look at their plan from last session and identify what they still need to do today.
7. Students work on their service-learning planning. The process of service-learning includes investigation, planning, action, reflection, and demonstrations. They did much of the investigation, as a whole class, but they may still have more to learn about homelessness and the needs in the community.
8. Their planning today should include thinking through all the steps they need to take to carry out an action plan. They should consider what skills they need, how to contact a service organization, needed supplies and action steps, permission and field trip transportation and how they will reflect on and demonstrate the impact of their project.
9. Support the students as they carry out their plans to take action for people who are homeless.
10. If the class is going on a field trip to visit an organization that supports people who are homeless (Kansas State Fair Food Drive/Reno County Food Bank): Prepare the students for the visit by stressing their roles as observers and listeners. Stress that they are to take notes using the 5 Ws (Who, What, Where, When, Why) as a guide. Encourage the students to ask follow-up questions that may help them better understand the goals helping the homeless. Have students share their recordings upon return from the trip. Invite students to comment on one aspect that struck them as significant.
11. After students have carried out their action plans, reflect on the impact they observed from their action.
12. Involve students in organizing a demonstration of their service project. The demonstration may be a gallery walk with different artifacts displayed. The artifacts may be pictures, letters, response to letters, and reflection in the form of art or stories. Students may display statistics gathered before, during, and after their project.

Cross Curriculum

Each group carries out an individual plan of action or advocacy to address the issue of homelessness. In the first session, they plan the action, and in the second session they carry out their plan and reflect on their experience.



What Can We Do?

1. Select one member of your group to take notes.
2. Brainstorm examples of unfair treatment you have observed or experienced or read about.
(Examples: bullying, cheating, inequitable [unfair] treatment for women or religious groups, favoritism, not allowed to express individual taste, unfair treatment in games/sports).
3. As a group, select one example from the above list to focus on. Write it here.
4. Discuss different ways someone could respond to this type of unfairness.
5. What makes it difficult to step forward and respond in the ways you suggested in number 4 above? What are the barriers to stopping unfair treatment?