Introduction

Nationally it is estimated that 1.3 million young people slept rough or in an unsafe place in the last twelve months with just under 40,000 young people sleeping rough on any one night. [1]

This research was undertaken by Cambridge Centre for Housing and planning and shows that the number of young people experiencing homelessness or failing to access the housing they need is much higher than official figures suggest. It also highlights the importance of district housing authorities collecting coherent, national data on youth homelessness. This is essential if the true scale of youth homelessness is to be understood so that homeless young people receive the support and safe accommodation they urgently need.

Homelessness amongst young people 16-25 year olds is notoriously difficult to record; current estimates on youth homelessness from the Cambridge Centre for Housing and Planning who undertook research for Centre point and published its findings in July 2015, found that youth homelessness is significantly underestimated believing that it is likely that 83,000 young people had to be accommodated by local authorities or accessed homeless services during 2013 to 2014.

It is evident that there are more gaps in service for homeless young people than was originally thought, particularly for young people aged 18 to 25. There is a culture that as soon as a young person reaches 18 they are more resilient and their ability to 'fend' for themselves is greater than when they were 17.

Despite having many different services available to young people there is no one service that follows a 'pathway' completely or works with the young person through their whole journey of homelessness.

The largest gap is the lack of preventative work, either through education, targeted work, early intervention or advocacy. As long as this situation remains there will always be young people presenting in crisis.

The Homeless Foundation is committed to providing young people with information and support through education, advice, advocacy or accommodation. This Resource Pack is a key pillar in our preventative work programme. It is aimed at educating young people to ensure they understand the risks and the alternatives as well as understanding that homelessness is not a career choice.

Welcome to The Homeless Foundation's 'Sleeping Rough: Myths and Reality'.

Joanne O'Donnell Kieran O'Donnell Victoria Jenkins-Leigh

Trustees

[1] Cambridge Centre for Housing and Planning Research July 2015

How to use this pack

This resource pack was created for teachers, community groups and parents of young people aged from 13 to 16. It is designed to educate young people on the issues around homelessness and create understanding of life on the street.

It contributes towards key stages 3 to 4 (years 8 to 11) and specifically two subjects: Personal, social, health and economic education (PSHE) and Citizenship.

74% OF HOMELESS SERVICE PROVIDERS HAD TO TURN AWAY YOUNG PEOPLE AT SOME POINT IN AUGUST 2014, USUALLY BECAUSE THEY WERE FULL OR THE YOUNG PERSONS' NEEDS WERE TOO HIGH

52% OF PEOPLE PRESENTING AS HOMELESS WERE UNDER 25 YEARS OLD

Each Lesson Plan can be used as a standalone less or as part of a wider project.

Having worked in this sector for many years, the issues addressed are realistic as well as meeting curriculum objectives. They can generate discussion, debate and act as a useful way of encouraging students to contribute more to the lesson. This is an engaging and gritty subject which generates reactions.

With students in year 11 being at greatest risk of homelessness, there has never been a greater need for positive education to ensure young people make informed decisions and known how and where to seek help.

Meeting your Curriculum Objectives

PSHE requires schools to "equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions."[1] Young people and homelessness is a growing challenge and therefore this workbooks aims to dispel myths and share realties and concludes with a section on financial education.

Table 1 shows the curriculum objectives for citizenship which are met in this Resource Pack.

Table 1 - Citizenship Curriculum objectives covered in this Resource Pack

Key Stage 3	Key Stage 4
The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities The functions and uses of money, the importance and practice of budgeting, and managing risk.	The legal system in the UK, different sources of law and how the law helps society deal with complex problems Diverse national, regional, religious and ethnic identities in the united kingdom and the need for mutual respect and understanding The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity Income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.

Additionally this content can be used within other subject areas such as English and drama as well as English and media studies.

[1] https://www.gov.uk/government/publications/personal-social-health-and-economic-educationpshe/personal-social-health-and-economic-pshe-education

Table 2 - English Curriculum objectives covered in this Resource Pack

Key Stage 3	Key Stage 4
Spoken English Pupils should be taught to speak confidently and effectively, including through: • Using Standard English confidently in a range of formal and informal contexts, including classroom discussion • Giving short speeches and presentations, expressing their own ideas and keeping to the point • Participating in formal debates and structured discussions, summarising and/or building on what has been said • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.	Spoken English Pupils should be taught to speak confidently, audibly and effectively, including through: • Using Standard English when the context and audience require it • Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines • Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary • Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates • Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.

The content can be adapted as required for the age and size of group. The facts in this document are authentic and can also contribute towards wider understanding of society, outside the classroom.

Programme Overview

This Resource Pack contains sufficient material for a 10 week term. The materials comprise case studies and worksheets.

Each lesson has specific learning objectives as well as student activities. Each lesson can be used as a standalone activity.

Programme Objective

Understand the realities of homelessness, independent living and the importance of planning and preparing before leaving home.

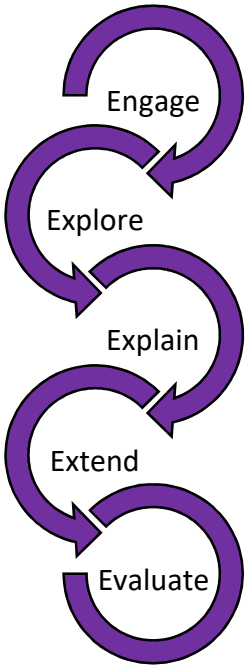
Programme Learning outcomes

To reduce the stigma and dispel myths around Homelessness

To reduce stigma.

To learn about some of the different reasons people leave home.

The work flows through stages to encourage the students to engage in the subject, explore the need to know, explain valuable information and provide opportunities to extend learning and gain further knowledge. Once this is completed, the next stage is to evaluate the knowledge gained and reflect on the causes of homelessness.



The overarching objectives are:

- To understand the realities of homelessness and independent living.
- To understand the importance of planning and preparation before leaving home.
- To gain financial planning knowledge and comprehension through budgeting.