



“Never Give Up on Anyone”

Increasing Awareness about Homelessness through
Education

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WPI

What Is the Museum of Homelessness?

Co-Founders: Matt and Jess Turtle



Contact Us:

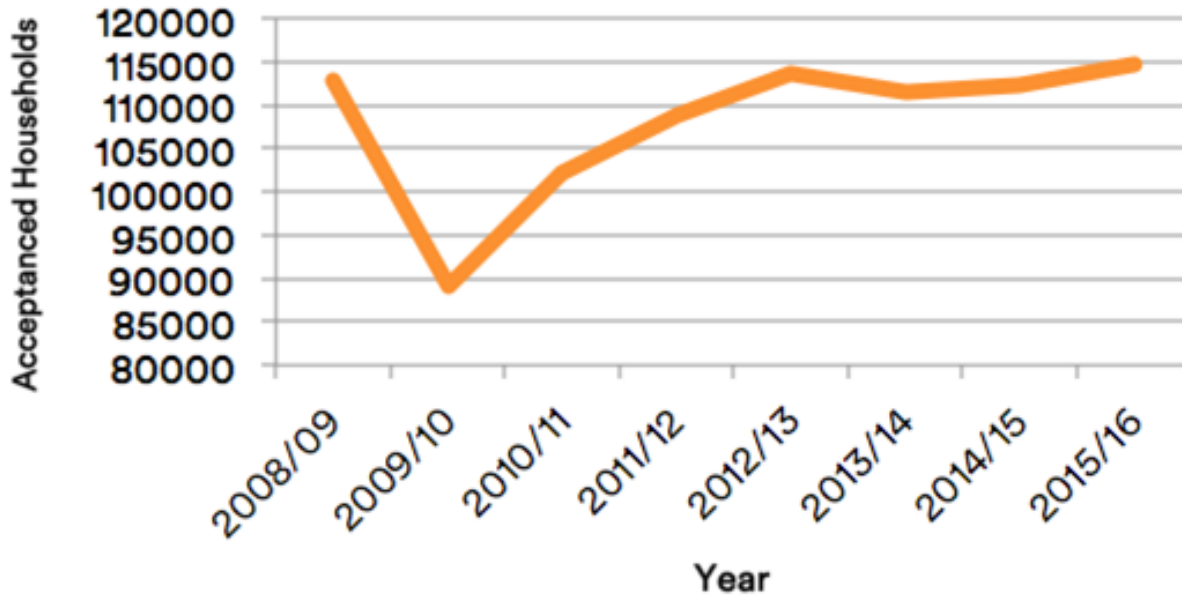
matt@museumofhomelessness.org

jess@museumofhomelessness.org

Homelessness: History & Facts



Number of Accepted Homelessness Assistance Applicants



Source: <https://www.gov.uk/government/statistical-data-sets/live-tables-on-homelessness>

Definition of Homelessness

Homeless *without* Accommodation is Someone...

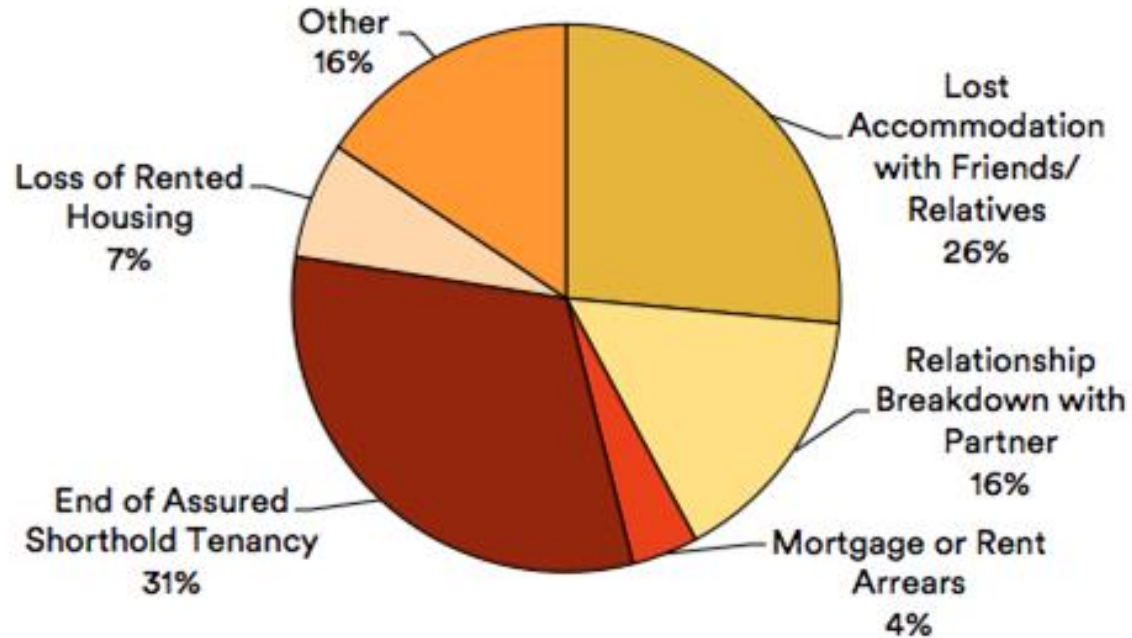
- Rough sleepers
- No license to occupy
- Legally evicted

Homeless *with* Accommodation is Someone...

- Cannot legally resist removal.
- Experiencing violence, abuse, or harassment in their home.
- Conditions that are damaging to health
- Illegally evicted
- Temporary accommodation



Reported Reason For Homelessness (2016)



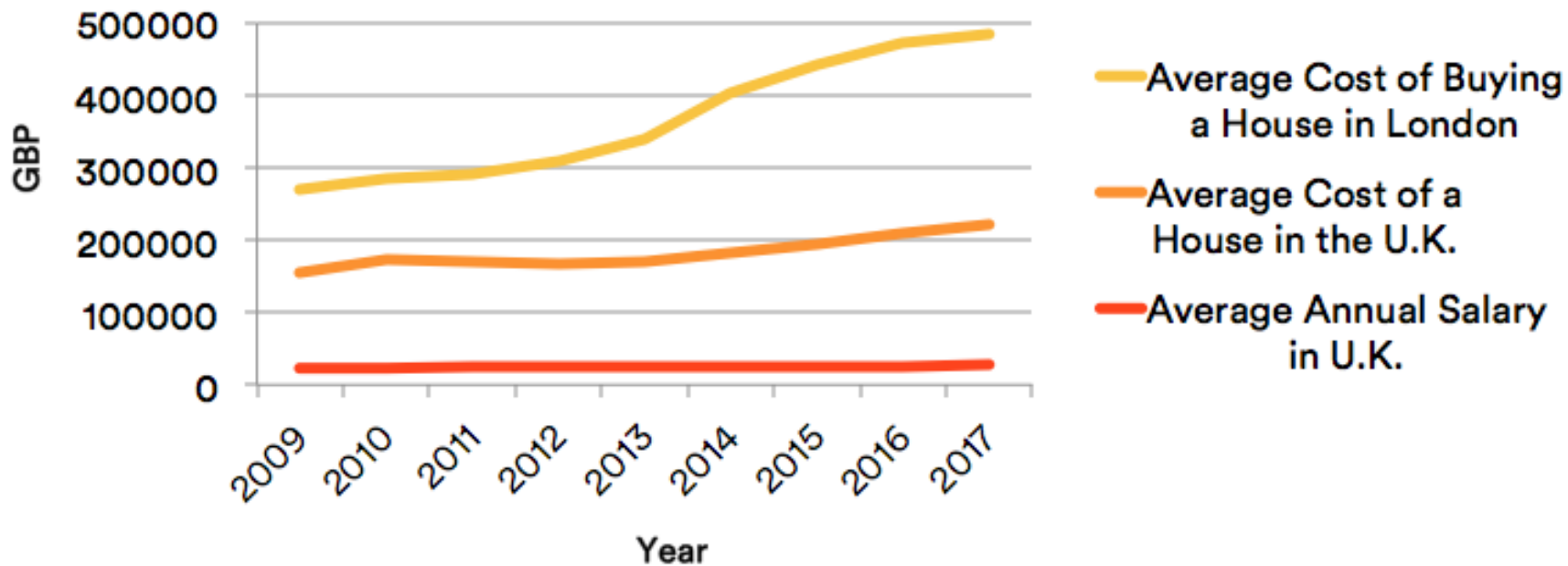
Source: <https://www.gov.uk/government/statistical-data-sets/live-tables-on-homelessness>

Causes: Generation Rent

	Average Annual Salary in U.K.	Average Cost of Buying a House in U.K.	Average Cost of Buying a House in London
2009	£22,800	£154,452	£268,780
2017	£27,600	£220,094	£482,779
Increase	21%	42%	80%

Sources: <https://tradingeconomics.com/united-kingdom/wages>
<https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/housepriceindex/apr2017>

Generation Rent



Sources: <https://tradingeconomics.com/united-kingdom/wages>
<https://www.ons.gov.uk/economy/inflationandpriceindices/bulletins/housepriceindex/apr2017>

Homelessness: The Human Aspect

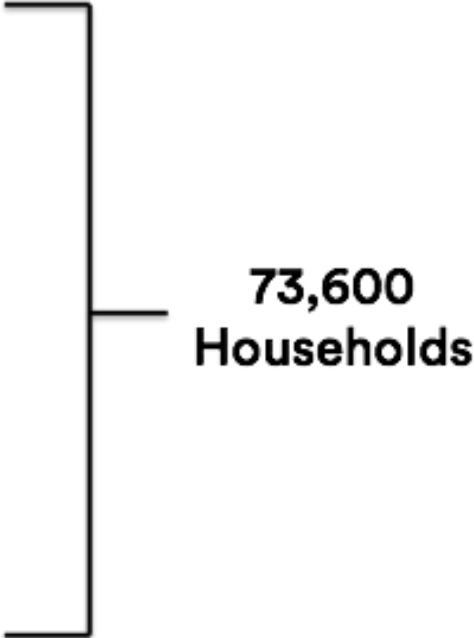
**Misrepresentation
in Data**

Violence

**Severe and
Multiple
Disadvantage**

Stigmas

Tip of the Iceberg



The Rest of the Iceberg



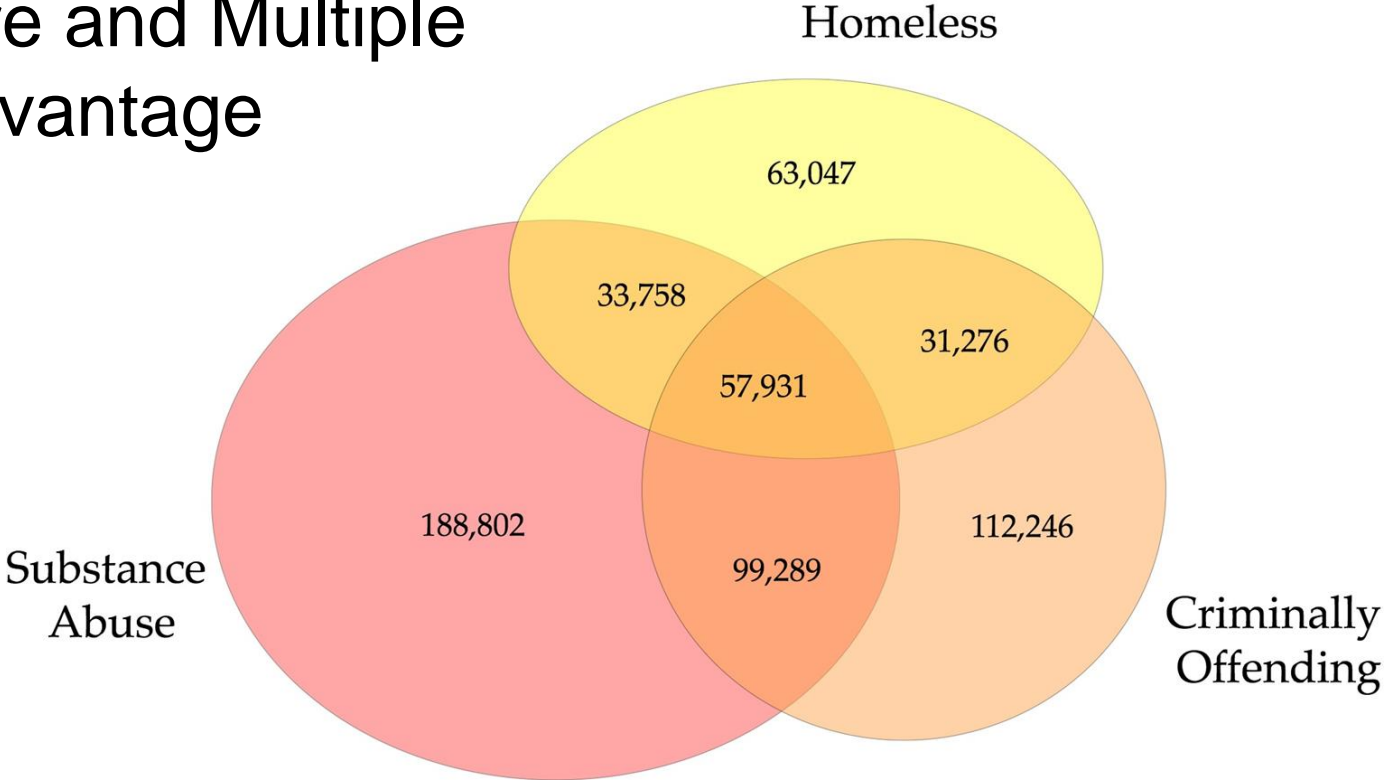
Adapted from Policy: Report, Rights and Wrongs, Shelter 2007

Deaths from Discriminatory Violence



Source: Vulnerable to Hate, National Coalition for the Homeless, 2014


Severe and Multiple Disadvantage



Source: Hard Edges, LankellyChase Foundation, 2015

David Tovey, Social Artist and Ex-Homeless

*The amount of people who have turned around to me and said, 'Oh it must be so nice being back in society,' and I'm like well actually I never fucking left! **You know just because I was homeless doesn't mean I'm not part of society. Society and the general public or just human beings, we seem to think that when someone's living on the street that they're some sort of animal - almost like they're not a human being and they're not part of us.** That upsets me and not just upsets me but gets me angry, pisses me off... I want people to realise that you know it's good to go and talk to people.*



Project Goal: Citizenship Curriculum KS 3 and 4

Develop an educational publication and online resource

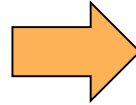
- *Objective 1:* Identify needs and perspectives of educators
- *Objective 2:* Evaluate how museums and other organizations develop resources
- *Objective 3:* Evaluate the MoH collection and identify objects and stories to use
- *Objective 4:* Clarify learning outcomes
- *Objective 5:* Develop materials and resources

Educating about Homelessness



Citizenship

- Rights & Responsibilities
- Identity & Diversity
- Healthy Lifestyles
- Relationships



PSHE

- Living in the Wider World
- Health & Wellbeing
- Relationships

Methods

Interviews

Workshops

Cataloging

Key Findings from Interviews with Educators



**Good Practice
Guide**



Disussions

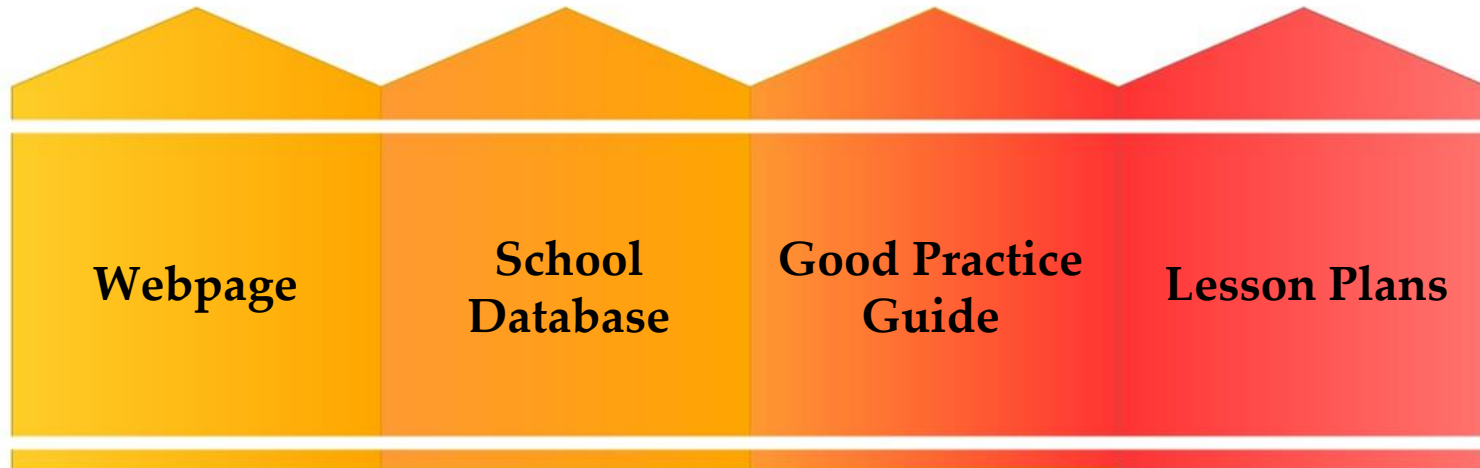


**Video Clips
& Visuals**

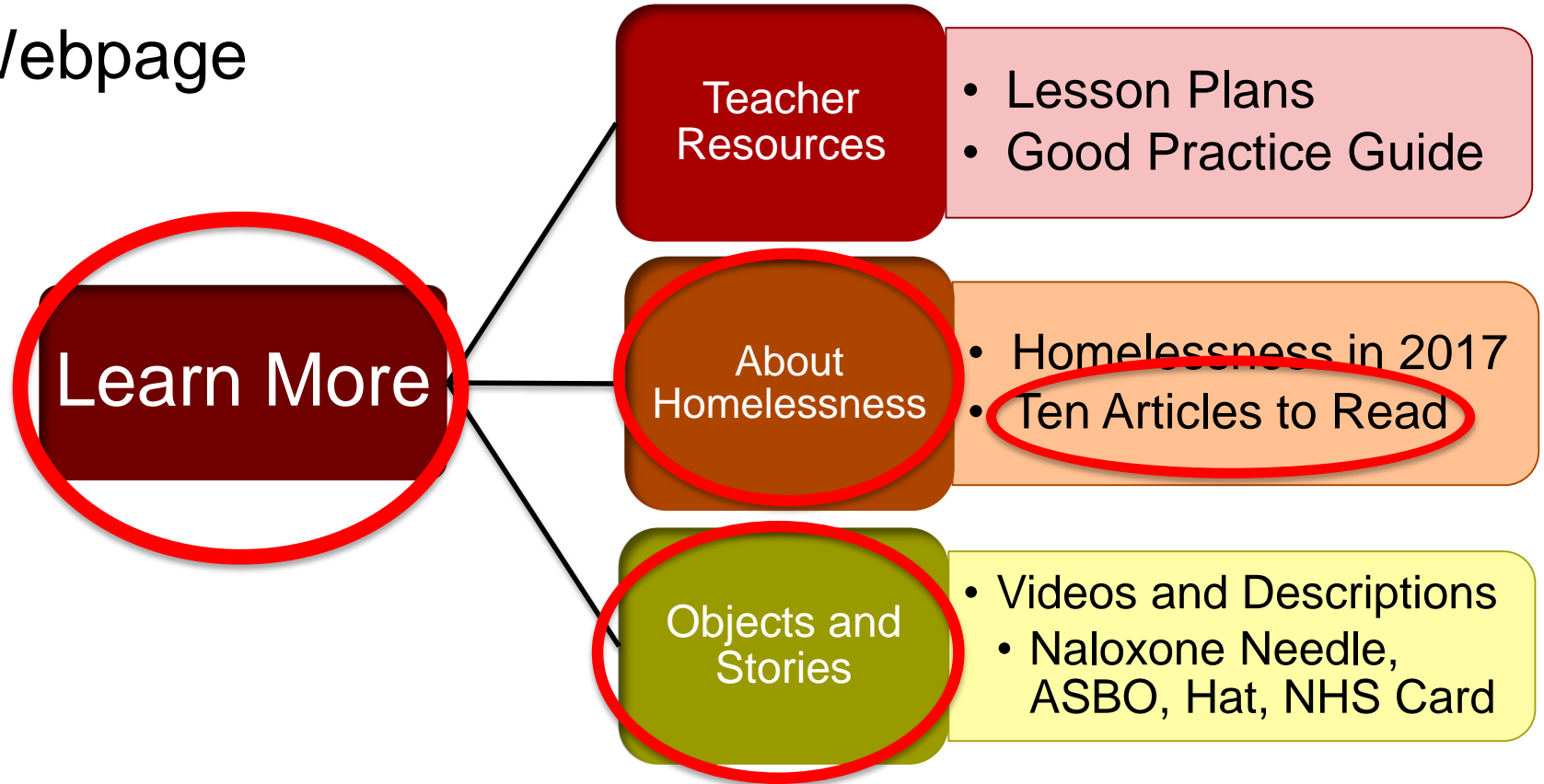


Piloting

Deliverables



Webpage



<http://museumofhomelessness.org/learn-more/>

Learn More

The museum is dedicated to promoting understanding and tolerance about the subject of homelessness through comprehensive and accurate resources.

The educational materials provided may be used by teachers, parents, and any member of the general public who would like to broaden their knowledge on homelessness.

About Homelessness

These resources provide an overview of important information to begin to understand the complex topic of homelessness.

Objects and Their Stories

Hear the stories of some of the objects in the museum's collection in the donor's own words.

Teacher Resources [Coming Soon]

Materials created specifically to be used in classrooms by teachers, as well as anyone who wants to begin a lesson or discussion on homelessness.

<http://museumofhomelessness.org/learn-more/about-homelessness/>

About Homelessness

Homelessness is a broad, multi-faceted topic, and no two people's experiences are the same. It can be difficult to know where to begin learning about the subject of homelessness.

These resources provide an overview of important information to begin to understand the complex topic.



Ten Articles to Read

Ten articles selected by the museum that can serve as a starting point for understanding homelessness and its effect on each one of us.

<http://museumofhomelessness.org/learn-more/about-homelessness/ten-articles/>

The Big Picture

Legal Definition of Homelessness

An introduction to the legal definitions of homelessness as provided by the homelessness charity Shelter.

Homelessness Reduction Bill Becomes Law

In April 2017 new measures were introduced to ensure local authorities can provide more meaningful support to people. The bill receives cross party support and has been hailed by homelessness charities yet there is not a date for it to come into force.

More Than 250,000 are Homeless in England

At the turn of 2017, Shelter release statistics showing huge numbers of hidden homeless people, the government claims to not recognise these figures.



<http://museumofhomelessness.org/learn-more/objects-stories/>

Hear the stories of some of the objects in the museum's collection in the donor's own words, performed by actors and actresses from Cardboard Citizens.

MoH collects objects from anyone with a story to tell about homelessness. Each story is told in the words of the person who gave the object and you can hear the words of the donor at the beginning and end of the video.

For more information [Contact Us](#)

Naloxone Kit

Donated by a worker in Glasgow, performed by Ben Smithies.



I'm a heroin addict. I had this used on me. It brought me back from overdose, or I would have been dead. But since I've got into recovery and started volunteering with the Simon Community, I've had to administer it. I didn't really put much thought into it. I done it all and it was just kinda instinctive, you know. And then, when I went home that night and realised; that guy's still alive today. It makes life all worthwhile, you know?

School Database

- Schools that teach the Citizenship Curriculum
- Help the MoH to push materials into schools
- Information based on the Ofsted reports and website of each school
- Findings
 - PSHE > Citizenship Curriculum
 - PSHCE (Personal, Social, health, Citizenship & Economic Education)
 - Focus on the Citizenship Curriculum/PSHE varies

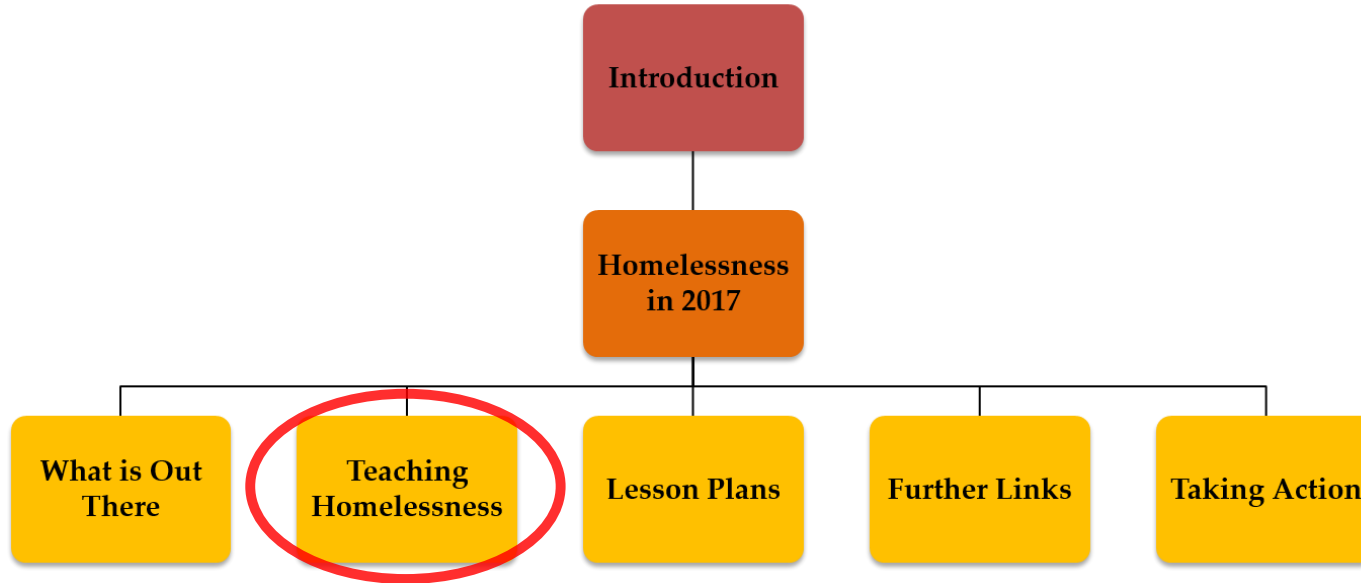
School Database

School's Name	Website	Address	Contact Info	Topics related	Notes
*Arnold House School	https://www.arnoldhouse.co.uk	1 Loudoun Road, St. John's Wood, London, NW8 0LH	T: 020 7266 4840 E: office@arnoldhouse.co.uk	<ul style="list-style-type: none"> Religious Studies 	CC and PSHE
Kensington Aldridge Academy	http://www.kensingtonaldridgeacademy.co.uk/	1 Silchester Road, London, W10 6EX	T: 0207 313 5800 E: info@kaa.org.uk	<ul style="list-style-type: none"> Impact of stereotyping 	Only PSHE is taught
The Fulham Boys School	http://www.fulhamboysschool.org/	Mund St, Gibbs Green, London, W14 9LY	T: 020 7381 7100 E: info@fulhamboysschool.org		PSHCE is provided

Good Practice Guide: Overview

- Final product resulted in an initial draft
- Outlines certain topics and approaches to teaching homelessness
- Direct teachers to the appropriate resources such as lesson plans, PowerPoints, and activities

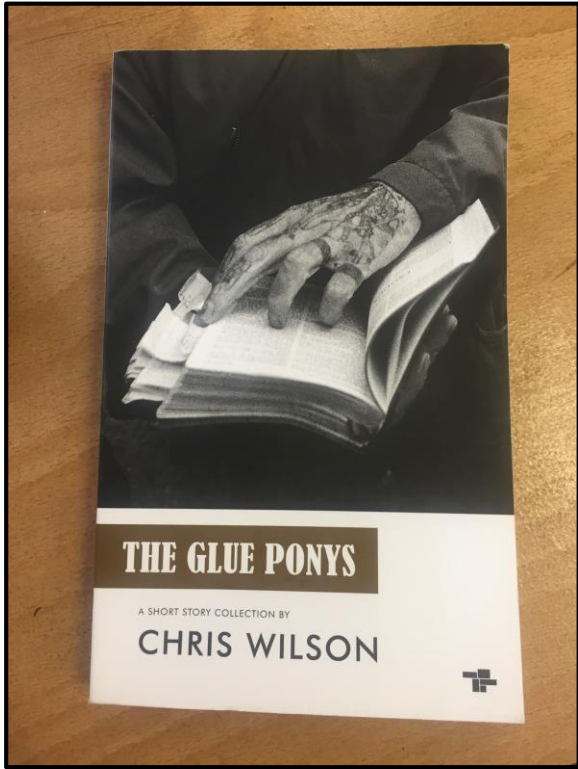
Good Practice Guide



Teaching Homelessness:

Approaches

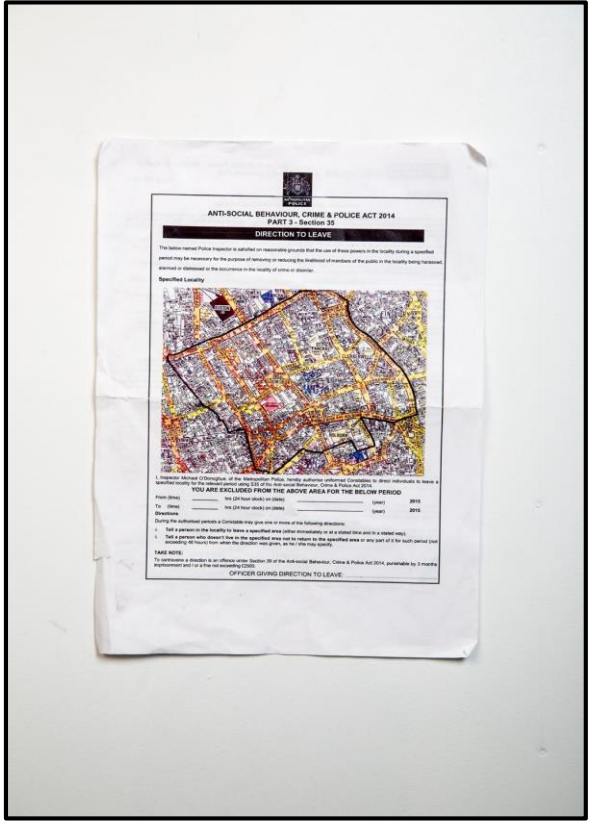
- Preparing Teachers
 - Self-Reflection
 - Sensitivity & Framing
- In the Classroom
 - Visually Representing Info
 - Case Studies
 - Guest Speakers
 - Discussions
- Conclusions
 - Pre-Post Test Evaluation
 - Support



3



4



5

OPIOIDS



Subject

Homelessness

Prepared By

Museum of Homelessness

Key Stage

4

Overview

The purpose of this lesson is to explain the tremendous effects that drugs and alcohol can have on the community, both homeless and not. Students will also learn how an individual's drug abuse can affect friends and family and become a public health problem for society at large.

Goals

Students will be able to identify the use of Naloxone and the effects of addiction on the homeless community.

Materials

- PowerPoint
- Poster Paper
- Pencils/ Markers

Additional Resources

- Naloxone Kit Testimonial Video
- BBC Class Clips:
<http://www.bbc.co.uk/education/topics/z9982hv/resources/1>

Additional Notes

Additional information can be found at museumofhomelessness.org

Teacher Guide

Student Goals

Objectives	To encourage student understanding of the effects of drugs and alcohol, specifically opiates, on an individual and how a person's life changes with addiction.	Gain an understanding of opiate use/abuse and how it affects the body, as well as the ways that addiction shapes lives, particularly homeless.
Information	The testimonial in the video on <u>Slide 5</u> of the PowerPoint details a man's experience with overdose and addiction and discusses a topic that may be difficult to discuss.	Students should gain an understanding of opiates and the physiological effects that the drug has on the body.
Introduction	15 min Create a safe space for this discussion by introducing rules, or understandings that will be held for the entirety of the lesson (i.e. nothing shared leaves this room, mutual respect, etc.).	Learn what the development of addiction does to the individual as well as the community.
Activity	20 min <ul style="list-style-type: none">• Break up into groups of four or five, and discuss what thoughts students had on the video.• Assign a scribe to each group, and have that person note what key discussion points were creating an anchor chart for the topic.• Bring the discussion to the entire class and have each group sum up key points that they thought were striking.• Hang the charts on the board, and compare the observations of each group.	Further, students should understand the toll that opioid addiction takes on an individual- specifically a homeless person.
Summary	15 min <ul style="list-style-type: none">• From the collaborative discussion, create a singular chart that sums up the viewpoints of the students and what can be learned from the testimonial video.• What can students do?	To understand perspectives of classmates about opioid addiction and be able to be open to other opinions. Become aware of the assistance that is out there for themselves or people they know.



Name: _____ Date: _____

Educating About Homelessness

Opioid PowerPoint Notes

Fill in the information on the worksheet as you learn about it in the presentation. Record any questions in the notes section on the bottom of the second page to ask during the class.

Naloxone Kit Testimonial Video

List three things that you found interesting about the video:

1.
2.
3.

Categories of Substances

List the 3 categories of substances: _____

Define each category:

Name	Definition
_____	_____
_____	_____
_____	_____



Opioids

Write each word or set of words listed below in the appropriate box, then connect which effects are present in each of the parts or systems in the body.

Body Parts	Effects

Spinal Cord, Slow Breathing, Limbic System, Pleasure/Relaxation, Brainstem, Decreased Pain

Naloxone

What does Naloxone do? _____

What is the brand name for Naloxone? _____

Summary

What did you learn from the video? _____

What more would you like to know? _____

Write one thing that you found interesting about this lesson and why you found it interesting:

RUBRIC



	4	3	2	1
Interpretation	Answers are mostly correct and demonstrate excellent comprehension. Opinions are always fully justified.	Answers are often correct and demonstrate good comprehension. Opinions are adequately justified.	Answers are occasionally correct and demonstrate an incomplete comprehension of the topic. Opinions are sometimes justified.	Answers do not reflect accurate comprehension of the topic(s). Opinions are unjustified.
Comprehension	Answers are mostly complete, extensive, and include many details.	Answers are usually complete and include several details.	Answers contain some details	Answers lack the required detail or are incomplete.
Use of Information	Answers mostly include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are often included in answers.	Answers usually include supporting evidence from the text/lesson when necessary. Quotations or paraphrases are sometimes included.	Answers include occasional supporting evidence from the text when necessary.	Answers do not include supporting evidence from the text when necessary.
Clarity	Answers are very easy to understand. They are clear and concise.	Answers are always easy to understand.	Answers are sometimes understandable, but need to be more to the point.	Answers are difficult to understand.
Grammar	Conventional spelling and grammar is mostly correct.	Conventional spelling and grammar is usually correct.	Work contained several spelling and grammar errors.	Work contains many spelling and grammar errors.


Curriculum Fit:

- NSES (Life Sciences) Health: the effects of recreational drugs (including substance misuse) on behavior, health and life processes
- PSHE Health & Wellbeing:
 - H24: the positive and negative roles played by drugs in society
 - H25: factual information about legal and illegal substances, including alcohol, volatile substances, new psychoactive substances, tobacco, e-cigarettes, shisha, e-shisha and cannabis.



Overall Conclusions & Recommendations

Overall Conclusions

- Homelessness is inherently problematized by society.
 - Materials on homelessness are desired by educators.
 - MoH can provide these materials.
 - Help the MoH expand its outreach and influence.
 - Teaching about homelessness can be difficult.
- 

Overall Recommendations

- Do not shy away from the topic of homelessness
- Accommodate the national curriculum
- Create age appropriate materials
- Expanding outreach is beneficial for the MoH
- Teachers Workshops



Deliverable Conclusions & Recommendations

Webpage

Conclusions	Recommendations
Many uploadable materials	Finalize Homelessness in 2017 and Teacher Resources pages
Additional Features	Add a “Give Feedback” option and more information about the co-founders
Further information on homelessness	Add “Taking Action” and “Additional Resources” pages

School Database

Conclusions	Recommendations
Limited information from Ofsted reports	Curriculum details from school websites
The national curriculum is constantly changing	Update. Update. Update!

Good Practice Guide

Conclusions	Recommendations
Initial draft that outlines topics to include and discuss	A framework for future development
Audience = teachers	Mini guidebooks for parents and students
Covers a wide range of topics	Offer a variety of approaches
Need to ensure a safe classroom environment	Supplemental materials

Lesson Plans

Conclusions	Recommendations
Consistency is important	Adapt materials
Wording is key	Reword lessons
Aim to satisfy Ofsted	Fulfill multiple requirements

Acknowledgments

Museum of Homelessness Co-Founders:

Matt and Jess Turtle

MoH Core Members:

Rhiannon Litterick (volunteer and education professional)

Damien Quigg (volunteer and ex-homeless)

David Tovey (social artist and ex-homeless)

Educational and Museum Professionals:

**David Houston, Rhiannon Litterick, Lucinda Meredith, Naomi Pollard, Cari Rees, Sara Rickard,
and Sharon Wilkie-Jones**



Images

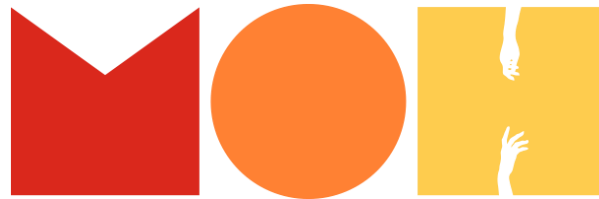
- Images numbered 1-6 are courtesy of the Museum of Homelessness from their collection.
- The images on Slide 19: Key Findings from Interviews with Educators are stock images.



Rough sleepers you see on the street today, with the right support they have a lot to offer too.

Never give up on anyone.

6 -Jimmy Carlson, OBE, 1947-2017



Questions?

Contact Us: moh-17e3@wpi.edu

Ofsted

The Office for Standards in Education, Children's Services and Skills. We inspect and regulate services that care for children and young people, and services providing education and skills for learners of all ages.



Jimmy Carlson, OBE, 1947-2017

- An activist and campaigner who was awarded an OBE for services to combatting homelessness.
- Former rough sleeper who spent nearly a quarter of a century living on the streets and in hostels – after five years serving as a soldier with the Royal Pioneer Corps.
- He became abstinent from his alcohol addiction in 1996 and spent the next 20 years dedicating his life to tackling homelessness.
- He began volunteering with the homelessness charity Groundswell in 1997 and was the leading figure at the organisation for 20 years.
- He also became a leading volunteer, and eventually, a trustee for the emerging Museum of Homelessness playing a pivotal role in its early development.
- He sadly passed away in January 2017.

David Tovey, Social Artist and Ex-Homeless

- David Tovey is a formerly homeless artist, educator and activist who works in a range of media.
- He is a photographer, painter as well as an installation artist and performance-maker.
 - At the heart of David's practice is his the ability to bring you to the subject in ways both beautiful and hard-hitting in equal measure in order to raise awareness about the social issues he tackles.
- He has exhibited internationally in locations such as Somerset House, Tate Modern and he is also the founder of the UK's first One Festival of Homeless arts.
- He speaks regularly at housing and homelessness events and teaches art to people experiencing homelessness at the Pillion Trust and Passage Day Centre.
- His Man on Bench performances have earned him significant acclaim and have taken place on the pavement of the Southbank and the halls of Tate Modern.

Milestones in Homeless Legislation

