

# Community Homelessness & Poverty Awareness Campaign (6-8)

*Social Studies, Language Arts, Mathematics, and Visual Arts*

**Summary:** Students research the needs of the area's homeless population and the missions and work of agencies that serve them. They plan a project to meet the needs and educate the community of the needs and the facts about homelessness and poverty.

## Service and Learning Activities

**Preparation:** Students research and read local newspaper clips, download on-line information from community agency web sites that serve the homeless; read a novel or book dealing with homelessness such as *Slake's Limbo*; invite guest speakers from agencies are invited to relay their mission; take a field trip to an agency to give students first-hand knowledge of the environment; analyze the information; formulate a plan to help meet the needs of the homeless; and educate the community to their needs.

**Action:** Students break into groups and create tri-fold displays that distinguish fact and fiction concerning the homeless, describe hunger statistics and ways to relieve community hunger, describe hunger statistics and ways to relieve community hunger, describe mission and needs of the local homeless agencies, create public service announcements for the school television that teaches students about the homeless, sponsor a school-wide clothing and food drive donating the clothing to an agency that serves the homeless, and give them the clothes at no cost.

**Reflection:** Students take guest speaker notes, discuss, and reflect on what they have learned and how they can meet needs; write daily in their reflection journals; discuss and reflect while returning from the fieldtrips. How could this project be improved? What are some next steps? What were the greatest challenges in doing this project? What impact(s) did the project have on those serving and served?

**Demonstration:** Hold an after-school celebration where students display their tri-folds, run the public service announcements, and speak about their project. Invite media, school administrators, and parents. Students can also create and present poems, public service announcements, songs, artwork, lessons, videos, skits, displays, or murals to teach other students or the larger community about the project, the need(s) it addresses, and the impact of their efforts.

## Standards

**Social Studies:** The student

SS.B.2.3 Understands the interactions of people and the physical environment.

SS.C.2.3 Understands the role of a citizen in American democracy.

**Language Arts:** The student

LA.A.1.3 Uses the reading process effectively.

LA.A.2.3 Constructs meaning from a wide range of texts.

LA.B.1.3 Uses writing processes effectively.

LA.C.2.3 Uses viewing strategies effectively.

LA.B.2.3 Writes to communicate ideas and information effectively.

LA.C.1.3 Uses listening strategies effectively.

LA.C.3.3 Uses speaking strategies effectively.

**Mathematics:** The student

MA.E.3.3 Uses statistical methods to make inferences and valid arguments about real world situations.

**Visual Arts:**

VA.A.1.3 Understands and applies media, techniques, and processes.

VA.E.1.3 Makes connections between the visual arts, other disciplines, and the real world.

## Academic Objectives

- Understand the needs of the area's homeless and hungry citizens and the missions of the agencies that serve them
- Learn how to collect and interpret data for statistical purposes
- Learn craftsmanship and competency in creating a useful object using clay and glaze

**Assessment(s):** Tri-fold displays, surveys, journal entries, bowls, speaker notes, and presentations

## Service Objectives

- Demonstrate civic responsibility and citizenship;
- Assist with meeting the needs of the area's homeless and hungry citizens.
- Learn craftsmanship and competency in creating a useful object using clay and glaze

**Assessment(s):** Field trips where students served, public service announcements, hunger banquet, pre- and post-surveys