



### Lesson Aims:

1. To understand the term homelessness
2. To understand the visual needs of homeless people
3. To think of ways to support the charity

## Using Resource A,B, C & D

### Suggestions

Arrange the class in their usual learning groups.

Distribute paper/post-it notes/ pencils/markers as necessary

Distribute sufficient copies of Resource B to each group or display on the IWB

Ask the class to listen carefully to what they are about to hear and to note any words, ideas, feelings that they think are important. This should be completed individually.

1. Play the track Phil Collins 'Another Day in Paradise'  
Resource A

<https://www.youtube.com/watch?v=Qt2mbGP6vFI>

2. Play sufficient of the track to enable an initial impression of the subject matter.
3. Ask for feedback from some of the noted words, ideas, feelings – record these on the IWB or class members 'park' their post-it note ideas on A3 paper/ designated wall space etc.,

4. Using **Resource B** – extract from Andrew Motion’s ‘*What is Given*’ Give the class time to read the extract. How this task is completed will depend on the class group – individually, pairs, read aloud by teacher/ pupil(s)

5. Interrogate the extract: Directed questions from the teacher to class.

a) What do you know about Will ?

b) Where does Will spend his nights ?

c) How do we know that ?

d) Why are foxes, rats and badgers mentioned in the extract ?

e) What has Will lost ?

f) What do passers by do when they see Will ?

g) What physical dangers might Will have to endure ?

h) If Will had poor sight and no spectacles – perhaps they were lost – what particular difficulties would he experience ?

6. Use **RESOURCE C** either distributed to groups or displayed on the IWB to identify some of these problems which could be written around the figure.

## Hints for activity 6

Particular problems for homeless people might be:

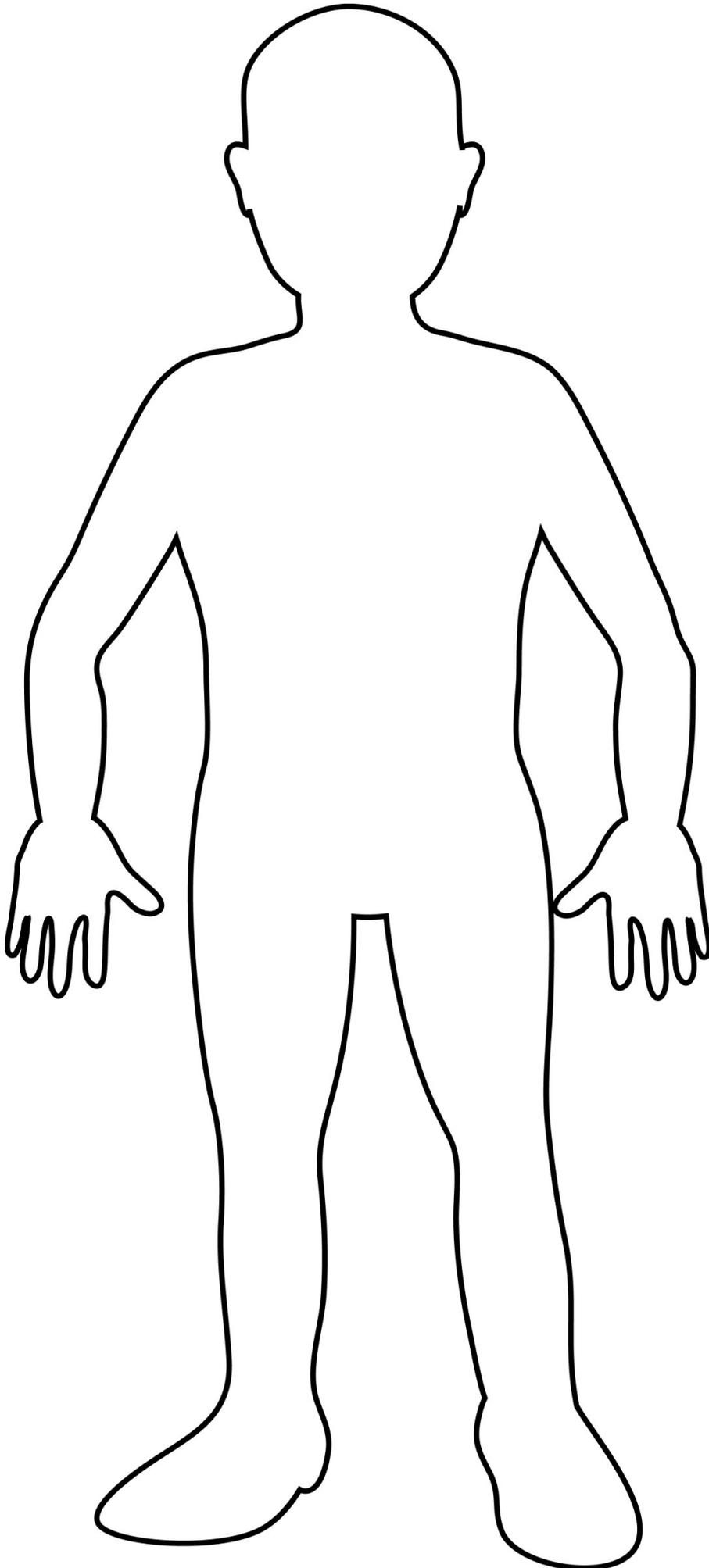
- recognising dangers
- recognising peoples' expressions
- seeing and reading road signs – day and night
- seeing and reading notices
- reading instructions – medication
- seeing and reading warnings
- reading letters
- reading appointment notices
- being able to look after themselves

People may feel isolated and alone, they may feel embarrassed by their situation and find it difficult to ask for help. Something as simple as receiving a pair of glasses can go a long way in restoring confidence and self esteem.

Eye Health is more complex for homeless people than the general population. Homeless people are exposed to risk factors from poor nutrition, trauma, smoking, drug abuse and infections

7. Draw together the sources of information used so far – the experience of ‘Will’ – the particular difficulties of homeless people with sight problems – with some facts. Use [RESOURCE D](#).
8. The resource could be distributed to the class or displayed on the IWB.
9. Emphasize the size of the problem, the increasing numbers of homeless individuals, that not all homeless people are rough sleepers.
10. Pose the questions... What should we do to make a difference to the lives of homeless people ? How could we help those homeless people who have visual difficulties ? Gather suggestions from the class.
11. Introduce Vision Care for Homeless People. Use the information contained in [RESOURCE E](#)
12. Ask the class to suggest ways of supporting the charity

RESOURCE C



## RESOURCE D

What do you know about homelessness ?

Read these statements – are they True or False ?

Rough sleeping means the same as homelessness

57% of rough sleepers are aged between 26 – 45

Rough sleeping means people sleeping or bedding down in the

Rough sleeping is the most visible sign of homelessness

Other people who are homeless might be in temporary accommodation such as hostels

Over 80% of rough sleepers were male

In 2015 on any one night 3,569 people were sleeping rough across England

The open air includes streets, doorways, parks bus shelters

In 2015 on any one night 7,581 people were sleeping rough in London

Other people who may become homeless might temporary solutions such as staying with friends or family

## RESOURCE B

Take William, or Will  
As he has become,

stripped of his name  
and his safe estate

now the rush of loss  
has dumped him down

in the freezing gap  
of doorways and steps

among the others the same,  
all fallen from grace

with rats and foxes  
and event those codgers

the stinking badgers  
who lost their place

among fields and farms  
so went to earth

in a shanty town  
of cardboard boxes

where passers-by  
might sometimes throw

a word or coins,  
and later dream

at home and warm  
they hear a spine

curve round and creak  
against the rain

or ice-threads snap  
when a fuddled head

on its pavement-bed  
lifts, then settles back.

Andrew Motion '*What is Given*' 2000

## RESOURCE E

There are lots of dangers linked to sleeping rough.

There are additional dangers for those with poor sight.

What help can be given to these vulnerable people ?



Vision Care for Homeless People is a UK registered charity offering an eye-care service to homeless and other vulnerable people.

Since the charity began in 2003 they have provided over:

- 7000 eye examinations
- 7500 pairs of spectacles

All free of charge.

They are the only charity in the UK to offer this service.

£80 is enough to provide a sight test and glasses for one homeless person.

£382 pays for the optometrist to work in one of the Vision Care clinics for a month.

Could you Support the work of Vision Care for Homeless People ?

Are there fund-raising activities that you could organise in school ?

What could you DO ?

