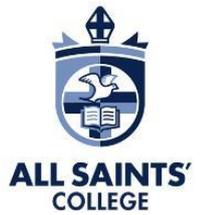




Heads, Hearts and Hands Service Learning Program



Year 9 Salvation Army *Roughing It Program*

“Using my voice to advocate for others”

Overview

The focus of this program is gaining an insight into the issues faced by the homeless which is linked to work in Humanities and Life Skills. This unit is launched each year with a visit from The Salvation Army to each Year 8 class for a one period introduction to the causes, results and ways out of homelessness.

In this activity, each student is presented with a scenario where they are faced with living on the streets of Perth for an indefinite period of time. In this scenario they only have the clothes that they are wearing (jeans and a tee-shirt) and \$55 to spend on items that will help them cope with life on the streets.

Before they spend their money, they need to make a decision about where they will sleep for the foreseeable future. Each option has positive and negative aspects which are explained in detail. Students then make their individual selection.

Students are informed that they are able to access The Salvation Army's Doorways program for food items, but they need to spend their \$55 on a range of items including items of clothing, bedding, hygiene products and other assorted items that could prove useful.

Students need to find a balance between keeping themselves warm, safe and looking after their appearance which is also influenced by their choice of location. They won't be able to succeed in all things, but they will need to be wise about their decisions. Once they have made all their selections the results will be processed, and they will be given a series of ratings and an explanation as to how their decisions affected:

- i) Employability
- ii) Physical Health
- iii) Mental Health

This activity is designed to raise awareness of people who are living on the streets of our city who face so much more than just trying to get enough food to survive. So many deeper issues are at play with homelessness, but it is easy to make assumptions based on what is presented by someone who is sleeping in a doorway or a park. This activity will reinforce both the humanity of those sleeping rough and the challenges faced by someone who has fallen through the cracks in our society. It also highlights the work of agencies such as The Salvation Army who are working with these people and their challenges on a daily basis.

Timing

This program occurs during Term 2

Curriculum Links:

English: This program could serve as a stimulus to allow the students to demonstrate the following curriculum descriptors:

- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts ([ACELT1635](#)) (if the students were to then read texts on homelessness)
- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (if the students were to then read about homelessness in the media and analyse this)
- Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects ([ACELY1811](#)) (if the students were to then create a persuasive piece advocating for homeless people)

General Capabilities:

- *Literacy*

Use language to interact with others - use pair, group, class discussions and formal and informal debates as learning tools to explore ideas, test possibilities, compare solutions, rehearse ideas and arguments in preparation for creating texts

- *Personal and Social Capability*

Contribute to civil society - analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities

- *Ethical Understanding*

Examine values - assess the relevance of beliefs and the role and application of values in social practices

Explore rights and responsibilities - analyse rights and responsibilities in relation to the duties of a responsible citizen

Consider points of view - draw conclusions from a range of points of view associated with challenging ethical dilemmas

Engagement with All Saints' College Four Pillars of Service Learning

Intentional Learning:

The primary learning for Year 9 students in the area of Service is to:

- Understand the factors which face those who are homeless
- Recognise and engage with the complexities of social disadvantage
- Discover ways in which they can make a positive difference to those at social and economic risk

Meaningful Service:

The service available through this program is found in four other programs and opportunities to contribute to the needs of those in society who are experiencing economic difficulties, those programs being:

- Mountains of Warmth – Term 2
- The Red Shield Appeal – Term 2
- Christmas Families – Term 4
- All Saints' Food Collection – All Year

Diversity:

The diversity of this program comes from helping students to connect with the experiences, needs and avenues of assistance that exist in the lives of those who are homeless or at risk of becoming homeless. Further to this, access to the four activities above helps the students to understand the diverse ways and levels at which they can be involved in Service.

Partnership:

This program is a part of our ongoing partnership with The Salvation Army.

The Leader in Me Link

Be Proactive,

Begin With the End in Mind,

Think Win-Win,

Synergise