

The logo for 'Drama Lesson Plans' features the word 'DRAMA' in large, white, block letters on a green background. Above the letters are various theatrical and dramatic icons: a black graduation cap, a pirate skull and crossbones, a red and yellow crown, a black top hat, and a gold crown. Below 'DRAMA' is the text 'Lesson Plans' in a green, rounded font with a white outline.

# DRAMA

## Lesson Plans

**Key Stage 3, Year 8 (Ages 12-13yrs)**

**Title: Homelessness**



**Contents**

Lesson 1: Understanding Homelessness

Lesson 2: Point of View

Lesson 3: Chris's Story

Lesson 4: The Good Samaritan

Lesson 5: Family and Friends

Lesson 6: Assessment

Cover Lesson (2 page handout)

Appendix 1: 10 Facts about Homeless People

Appendix 2: Images of Homeless People

Appendix 3: Basic Drama Skills

Appendix 4: End of Unit Self-Assessment

# Title: Homelessness

## Yr 8 (Ages 12-13 Yrs)



<b>Lesson Title:</b> <a href="#">Understanding Homelessness</a>		<b>Lesson No:</b> 1/6								
<b>Organisation of Learning</b> 10 Facts about Homeless People (Appendix 1) Images of Homeless People (Appendix 2)										
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Students look at how they and their peers regard the homeless</li> </ul>		<b>Intended learning outcomes</b> <ul style="list-style-type: none"> <li>I can work in a group</li> <li>I can take part in a discussion</li> <li>I can present ideas to the class</li> </ul>								
<b>Starter/Introduction:</b> <ul style="list-style-type: none"> <li>Take register and introduce module objectives.</li> <li>Group work (groups of 4 or 5) <ul style="list-style-type: none"> <li>Teacher reads out 10 facts about homeless people.</li> <li>Groups decide if they are true or false and write their answers down.</li> <li>After each the teacher asks for responses before revealing the correct answer.</li> <li>After 2 or 3 the teacher asks the students if they have found the facts surprising and why.</li> </ul> </li> </ul>										
<b>Development:</b> <ul style="list-style-type: none"> <li>Group work (same groups) <ul style="list-style-type: none"> <li>Give each group a photo.</li> <li>Get the groups to discuss their picture.</li> <li>Each group picks one spokesperson who reports back to the class with their thoughts.</li> <li>Group devises a frozen picture based on their photo.</li> <li>Group adds one thought aloud as a headline.</li> <li>Spotlight all to the class and evaluate</li> </ul> </li> </ul>										
<b>Plenary:</b> <ul style="list-style-type: none"> <li>Q &amp; A – “Have your thoughts about homeless people changed at all?”</li> </ul>										
<b>Extension / Differentiation:</b> Options for response to task.										
<b>Big Picture links:</b> <table border="0"> <tr> <td><input checked="" type="checkbox"/> SEAL</td> <td><input type="checkbox"/> ICT</td> </tr> <tr> <td><input checked="" type="checkbox"/> PLTs</td> <td><input checked="" type="checkbox"/> Citizenship</td> </tr> <tr> <td><input checked="" type="checkbox"/> Literacy</td> <td><input type="checkbox"/> Business and Enterprise</td> </tr> <tr> <td><input type="checkbox"/> Numeracy</td> <td><input type="checkbox"/> Languages</td> </tr> </table>		<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT	<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship	<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages	<b>Assessment</b> <ul style="list-style-type: none"> <li>Teacher Assessment</li> <li>Q &amp; A</li> <li>Evaluation of peers</li> </ul>
<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT									
<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship									
<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise									
<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages									
<b>Homework:</b> Write a paragraph about what you think of people who are homeless?										
<b>Evaluation:</b> <i>(Teacher to record how well the lesson went i.e. students' responses to exercises)</i>										

# Title: Homelessness

## Yr 8 (Ages 12-13 Yrs)



<b>Lesson Title:</b> <a href="#">Point of View</a>		<b>Lesson No:</b> 2/6								
<b>Organisation of Learning</b> None required										
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Students to view the plight of the homeless from different perspectives</li> </ul>		<b>Intended learning outcomes</b> <ul style="list-style-type: none"> <li>I can respond to being thought tapped</li> <li>I can work on my own and in a group</li> <li>I can mime</li> </ul>								
<b>Starter/Introduction:</b> <ul style="list-style-type: none"> <li>Take register and introduce lesson objectives.</li> <li>Teacher leads class through a discussion about what it is that makes people leave home and become homeless.</li> <li>Class Activity <ul style="list-style-type: none"> <li>Teacher counts down 5-4-3-2-1, students freeze as if they are a homeless person.</li> <li>Mime a response to <ul style="list-style-type: none"> <li>someone walking past and ignoring them</li> <li>someone putting a coin in their hat.</li> </ul> </li> <li>Ask the students “why don’t you just go home?” and thought tap them.</li> </ul> </li> </ul>										
<b>Development:</b> <ul style="list-style-type: none"> <li>Group Work (groups of 4 or 5) <ul style="list-style-type: none"> <li>Create a frozen picture of someone on the street and some of the people they might meet.</li> <li>Perform a slow motion change into the same people 48 hours earlier.</li> <li>Repeat the exercise as if it were 2 months earlier.</li> <li>Spotlight 2 or 3 and bring to life the last scene with dialogue.</li> <li>Evaluate performances.</li> </ul> </li> </ul>										
<b>Plenary:</b> <ul style="list-style-type: none"> <li>Class Activity <ul style="list-style-type: none"> <li>Class forms a circle.</li> <li>Teacher counts down 5-4-3-2-1.</li> <li>Whole class freezes in role as a person passing by someone who is sleeping rough.</li> <li>Thought tap 1 or 2 students about their opinions of homeless people.</li> </ul> </li> </ul>										
<b>Extension / Differentiation:</b> Options for response to task.										
<b>Big Picture links:</b> <table border="0"> <tr> <td><input checked="" type="checkbox"/> SEAL</td> <td><input type="checkbox"/> ICT</td> </tr> <tr> <td><input checked="" type="checkbox"/> PLTs</td> <td><input checked="" type="checkbox"/> Citizenship</td> </tr> <tr> <td><input checked="" type="checkbox"/> Literacy</td> <td><input type="checkbox"/> Business and Enterprise</td> </tr> <tr> <td><input type="checkbox"/> Numeracy</td> <td><input type="checkbox"/> Languages</td> </tr> </table>		<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT	<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship	<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages	<b>Assessment</b> <ul style="list-style-type: none"> <li>Teacher Assessment</li> <li>Q &amp; A</li> <li>Evaluation of peers</li> </ul>
<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT									
<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship									
<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise									
<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages									
<b>Homework:</b> Write a speech for a homeless character										
<b>Evaluation:</b> <i>(Teacher to record how well the lesson went i.e. students’ responses to exercises)</i>										

**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



<b>Lesson Title:</b> <b>Chris's Story</b>		<b>Lesson No:</b> 3/6
<b>Organisation of Learning</b> None required		
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Use a fictional character to explore the issue of teenage runaways.</li> </ul>		<b>Intended learning outcomes</b> <ul style="list-style-type: none"> <li>I can hotseat / be hotseated</li> <li>I can work individually</li> <li>I can improvise in a role</li> </ul>
<b>Starter/Introduction:</b> <ul style="list-style-type: none"> <li>Take register and introduce lesson objectives.</li> <li>Group work (in pairs) <ul style="list-style-type: none"> <li>Improvise a call between a homeless person and someone from the organisation 'Shelter'.</li> <li>Spotlight 1 or 2</li> <li>Improvise a call between a homeless person and a member of their family.</li> <li>Spotlight 1 or 2</li> </ul> </li> </ul>		
<b>Development:</b> <ul style="list-style-type: none"> <li>Introduce the character of 'Chris'. He has run away from home.</li> <li>Hot seat 2 or 3 individuals as Chris to try and build a picture of his/her life at home and possible reasons running away.</li> <li>Class Activity <ul style="list-style-type: none"> <li>Students find a space of their own</li> <li>Individually they mime Chris wandering around looking for a place to sleep.</li> <li>Having found one they settle down for the night and move on again the next day.</li> <li>Ask students to think about the possessions Chris took with him/her <ul style="list-style-type: none"> <li>Did Chris plan to leave?</li> <li>How much money does Chris have?</li> <li>Does Chris know where he/she is going?</li> </ul> </li> <li>Spotlight 1 or 2 of these</li> </ul> </li> <li>Group work (groups of 4 or 5) <ul style="list-style-type: none"> <li>Devise a scene to show why Chris left home.</li> <li>Perform and evaluate.</li> </ul> </li> </ul>		
<b>Plenary:</b> <ul style="list-style-type: none"> <li>Thought tap 6 students as Chris – either as a whole class randomly or using volunteers.</li> </ul>		
<b>Extension / Differentiation:</b> Options for response to task.		
<b>Big Picture links:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEAL</li> <li><input checked="" type="checkbox"/> PLTs</li> <li><input checked="" type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Numeracy</li> <li><input type="checkbox"/> ICT</li> <li><input checked="" type="checkbox"/> Citizenship</li> <li><input type="checkbox"/> Business and Enterprise</li> <li><input type="checkbox"/> Languages</li> </ul>		<b>Assessment</b> <ul style="list-style-type: none"> <li>Teacher Assessment</li> <li>Q &amp; A</li> <li>Evaluation of peers</li> </ul>
<b>Homework:</b> Write a diary extract for Chris explaining why he/she left home		
<b>Evaluation:</b> <i>(Teacher to record how well the lesson went i.e. students' responses to exercises)</i>		

**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



<b>Lesson Title:</b> <u>The Good Samaritan</u>		<b>Lesson No:</b> 4/6								
<b>Organisation of Learning</b> None required										
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Students to realise how dangerous living on the streets can be</li> </ul>		<b>Intended learning outcomes</b> <ul style="list-style-type: none"> <li>I can improvise</li> <li>I can work in a group</li> <li>I can contribute ideas to create a piece of drama</li> </ul>								
<b>Starter/Introduction:</b> <ul style="list-style-type: none"> <li>Take register and introduce lesson objectives.</li> <li>Group work (in pairs) <ul style="list-style-type: none"> <li>Improvise the following scenes <ul style="list-style-type: none"> <li>Chris meeting a threat on the streets.</li> <li>Chris meeting a 'Good Samaritan' who offers food and a place to stay. Chris isn't stupid and tries to find out if there are any strings attached to the offer. Does Chris stay or go?</li> <li>Chris accepts the offer and is now living with the Samaritan and other young people. So far everything seems fine and Chris sees another side to the Samaritan.</li> <li>The Samaritan asks Chris to do him/her a favour. What does Chris do?</li> </ul> </li> </ul> </li> </ul>										
<b>Development:</b> <ul style="list-style-type: none"> <li>Group work (groups of 4 or 5) <ul style="list-style-type: none"> <li>Devise a piece of drama showing some of the dangers of the street.</li> <li>Perform and evaluate.</li> </ul> </li> </ul>										
<b>Plenary:</b> <ul style="list-style-type: none"> <li>Q &amp; A "What would you do if you found yourself in this position?"</li> </ul>										
<b>Extension / Differentiation:</b> Options for response to task										
<b>Big Picture links:</b> <table border="0"> <tr> <td><input checked="" type="checkbox"/> SEAL</td> <td><input type="checkbox"/> ICT</td> </tr> <tr> <td><input checked="" type="checkbox"/> PLTs</td> <td><input checked="" type="checkbox"/> Citizenship</td> </tr> <tr> <td><input checked="" type="checkbox"/> Literacy</td> <td><input type="checkbox"/> Business and Enterprise</td> </tr> <tr> <td><input type="checkbox"/> Numeracy</td> <td><input type="checkbox"/> Languages</td> </tr> </table>		<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT	<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship	<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages	<b>Assessment</b> <ul style="list-style-type: none"> <li>Teacher Assessment</li> <li>Q &amp; A</li> <li>Evaluation of peers</li> </ul>
<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT									
<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship									
<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise									
<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages									
<b>Homework:</b> Write an acrostic poem about homelessness (Acrostic means each line starts with the next letter from the word HOMELESSNESS)										
<b>Evaluation:</b> <i>(Teacher to record how well the lesson went i.e. students' responses to exercises)</i>										

# Title: Homelessness

## Yr 8 (Ages 12-13 Yrs)



<b>Lesson Title:</b> Family and Friends		<b>Lesson No:</b> 5/6
<b>Organisation of Learning</b> Sugar paper and marker pens.		
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>To understand the emotions of those close to the runaway</li> </ul>		<b>Intended learning outcomes</b> <ul style="list-style-type: none"> <li>I can devise a piece of work including a split scene</li> <li>I can work in a group</li> <li>I can write in role</li> </ul>
<b>Starter/Introduction:</b> <ul style="list-style-type: none"> <li>Take register and introduce lesson objectives.</li> <li>Teacher asks class "How do you think Chris's family feels?"</li> </ul>		
<b>Development:</b> <ul style="list-style-type: none"> <li>Group work (groups of 3 or 4) <ul style="list-style-type: none"> <li>Groups prepare the following scenes <ul style="list-style-type: none"> <li>Chris's family the day after he/she left, then a month later.</li> <li>A social worker calls on the family. How do they react?</li> <li>A neighbour tells the family that they have seen Chris living rough on the streets and that Chris isn't looking too good.</li> <li>The family's first Christmas without Chris – a card arrives from Chris.</li> </ul> </li> <li>The end scene should be linked with a frozen picture. Split scenes can be used and at least 2 of drama skills of their choice.</li> <li>Perform and evaluate.</li> </ul> </li> </ul>		
<b>Plenary:</b> <ul style="list-style-type: none"> <li>Individually (in books or on paper) write the message that was in the card from Chris.</li> </ul>		
<b>Extension / Differentiation:</b> Options for response to task.		
<b>Big Picture links:</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEAL</li> <li><input checked="" type="checkbox"/> PLTs</li> <li><input checked="" type="checkbox"/> Literacy</li> <li><input type="checkbox"/> Numeracy</li> <li><input type="checkbox"/> ICT</li> <li><input checked="" type="checkbox"/> Citizenship</li> <li><input type="checkbox"/> Business and Enterprise</li> <li><input type="checkbox"/> Languages</li> </ul>		<b>Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher Assessment</li> <li><input type="checkbox"/> Q &amp; A</li> <li><input type="checkbox"/> Evaluation of peers</li> </ul>
<b>Homework:</b> Draw a Christmas card and write the message from Chris in it		
<b>Evaluation:</b> <i>(Teacher to record how well the lesson went i.e. students' responses to exercises)</i>		

# Title: Homelessness

## Yr 8 (Ages 12-13 Yrs)



<b>Lesson Title:</b> <a href="#">Assessment</a>		<b>Lesson No:</b> 6/6								
<b>Organisation of Learning</b> Copies of Self-evaluation sheet (Appendix 4)										
<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Students evaluate what they have learned about the homeless and present this as an assessment piece.</li> </ul>		<b>Intended learning outcomes</b> <ul style="list-style-type: none"> <li>I can work in a group</li> <li>I can devise a piece for assessment including split scenes, mime, a sound collage and a thought aloud.</li> <li>I can complete a self-evaluation sheet.</li> </ul>								
<b>Starter/Introduction:</b> <ul style="list-style-type: none"> <li>Take register and introduce lesson objectives.</li> <li>Recap what the class knows about Chris.</li> <li>Setup the assessment task.</li> </ul> <b>Development:</b> <ul style="list-style-type: none"> <li>Group Work (in groups of 4 or 5) <ul style="list-style-type: none"> <li>Prepare a piece of drama using what they know about Chris's situation.</li> <li>Use it to warn people about the dangers of living on the street.</li> <li>Target audience is other year 8 students.</li> <li>Each group must include a frozen picture, split scenes, mime, a sound collage and a thought aloud.</li> <li>The piece can be performed as either a documentary or a public information film.</li> <li>Film the piece.</li> </ul> </li> <li>Play the pieces back to the students.</li> </ul> <b>Plenary:</b> <ul style="list-style-type: none"> <li>Play back scenes to self-evaluate.</li> </ul>										
<b>Extension / Differentiation:</b> Options for response to tasks & teacher assistance.										
<b>Big Picture links:</b> <table border="0"> <tr> <td><input checked="" type="checkbox"/> SEAL</td> <td><input type="checkbox"/> ICT</td> </tr> <tr> <td><input checked="" type="checkbox"/> PLTs</td> <td><input checked="" type="checkbox"/> Citizenship</td> </tr> <tr> <td><input checked="" type="checkbox"/> Literacy</td> <td><input type="checkbox"/> Business and Enterprise</td> </tr> <tr> <td><input type="checkbox"/> Numeracy</td> <td><input type="checkbox"/> Languages</td> </tr> </table>		<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT	<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship	<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages	<b>Assessment</b> <ul style="list-style-type: none"> <li>Teacher Assessment</li> <li>Q &amp; A</li> <li>Evaluation of peers</li> </ul>
<input checked="" type="checkbox"/> SEAL	<input type="checkbox"/> ICT									
<input checked="" type="checkbox"/> PLTs	<input checked="" type="checkbox"/> Citizenship									
<input checked="" type="checkbox"/> Literacy	<input type="checkbox"/> Business and Enterprise									
<input type="checkbox"/> Numeracy	<input type="checkbox"/> Languages									
<b>Homework:</b> Complete self-evaluation sheet.										
<b>Evaluation:</b> <i>(Teacher to record how well the lesson went i.e. students' responses to exercises)</i>										



**Cover Lesson Handout (1/2)**

**Question1** - What do you think are the main causes of homelessness?

.....  
.....  
.....  
.....  
.....  
.....  
.....

**Question2** – Can you give a list of reasons why people are homeless?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Task 1** – Write a paragraph about homelessness. How do you think homeless people feel? What emotions do people go through when living on the streets? Use the pictures below to help you.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....



**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



**Task 2** – Look at the picture of the homeless person below. You need to create a story describing the background to his life before becoming homeless and events leading up to him losing everything.

- Was the person successful before, with a good job?
- Did they choose to live alone on the streets?
- Is their problem drug or alcohol related?



.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Task 3** – Imagine you are a teenage runaway living on the streets. You have been living rough for 6 months. Christmas is approaching and the weather is bitterly cold. Write a letter home asking if you can return for Christmas. Do you need to apologies or agree to a compromise first?

Dear.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Appendix 1**

**10 Facts about the Homeless**

1. In 2008 more than 79,500 households were found to be homeless by local authorities.

(TRUE)

2. 3500 people slept rough on London's streets last year.

(TRUE)

3. Men and Women are equally likely to sleep on the streets.

(FALSE - 87% of people sleeping rough are men)

4. Half of all people sleeping rough have alcohol problems.

(TRUE)

5. 20% of people who sleep rough have been to prison.

(FALSE - 40% of people sleeping rough have been to prison)

6. There are between 1 and 3 million runaway and homeless kids living on the streets in the USA.

(TRUE)

7. For every person sleeping rough there are 10 more in hostels.

(FALSE – for every person sleeping rough there are 100 more in hostels)

8. The main cause of homelessness is relationship breakdown.

(TRUE)

9. The average life expectancy of someone sleeping rough is 60 years old.

(FALSE – it is 42)

10. 1/3 of children living in temporary accommodation have no school to go to.

(TRUE)

Sources: Crisis (<http://www.crisis.org.uk>), Barnardos (<http://www.barnardos.org.uk/>), Shelter (<http://england.shelter.org.uk/>)

**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**

**Appendix 2 – Images of Homeless People**



**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**





**Appendix 3 – Basic Drama Skills Sheet**

**Basic Drama Skills**

- Body Language:** Using my body position and gestures to communicate meaning to the audience.
- Facial Expression:** Using my face to communicate thoughts and feelings to the audience.
- Vocal Expression:** Changing the tone, pitch and volume of my voice to communicate meaning to the audience.
- Use of Space:** How I and my fellow performers arrange ourselves in the space or on the stage to communicate meaning to the audience.
- Focus:** My ability as a performer to remain concentrated during the dramatic action.
- Frozen Picture:** Also called a Freeze Frame or Still Image. When we form a 3-dimensional image from our bodies. The action is frozen like a photograph. The image should tell the audience about our characters and the situation we are in.
- Mime:** When I act out a story line or situation through movement and gesture without the character speaking.
- Writing in Role:** Writing as if it is my character writing the words, not myself.
- Role on the Wall:** Attaching a piece of paper to the wall or board and filling in character details in the form of words or pictures.
- Teacher in Role:** When the teacher takes a central part in our role-play.
- Tableau:** The whole class forms a large frozen picture in which different incidents are portrayed within the same large event.
- Improvisation:** Devising and acting out a story line with little preparation.
- Hot Seating:** In role and without preparation, I answer questions about my character and his or her circumstances.
- Narration:** When I tell the story directly to the audience.
- Essence Machine:** A short machine-like piece of drama made up of vocal and physical elements that capture the essence of a particular theme or activity.

**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



**Appendix 4: End of Unit Self-Assessment**

**End of Unit Self-Assessment**

<b>Name</b>	
<b>Form</b>	
<b>Date</b>	

<b>Unit Number</b>		<b>Title</b>	
--------------------	--	--------------	--

**Keywords:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>During this unit I have enjoyed:</b>	<b>I have not enjoyed or had difficulty with:</b>
<b>The skills I have developed are:</b>	<b>My target to improve my work is:</b>
<b>Extra-curricular/Special Events record:</b>	

**Title: Homelessness**  
**Yr 8 (Ages 12-13 Yrs)**



***Credits***

Cover Image

Matthew Voitunski [http://commons.wikimedia.org/wiki/File:Homeless\\_Man.jpg](http://commons.wikimedia.org/wiki/File:Homeless_Man.jpg)

Cover Lesson Handout

Andrew Brown [http://commons.wikimedia.org/wiki/File:Homeless\\_anchorage.jpg](http://commons.wikimedia.org/wiki/File:Homeless_anchorage.jpg)

Appendix 2 Images

D.C. Atty: <http://www.flickr.com/photos/figgenhoffer/3902878190/>

JMSuarez: [http://commons.wikimedia.org/wiki/File:Homeless\\_New\\_York\\_2008.jpeg](http://commons.wikimedia.org/wiki/File:Homeless_New_York_2008.jpeg)

Steve R Watson: <http://www.flickr.com/photos/steverwatson/1288801990/>

D.C Atty: <http://www.flickr.com/photos/figgenhoffer/2432736777/>

D.C Atty: <http://www.flickr.com/photos/figgenhoffer/2488647652/>