

2024 VINNIES WINTER APPEAL

SCHOOLS KIT



WHAT'S IN THIS PACK?

1. 2024 Vinnies Winter Appeal Theme
2. Working Homelessness: What are the Numbers?
3. Case Study – Luke's Story
4. How to Give
5. Activities (see table below)
6. Appendix



Classroom Activities	Lower primary	Upper primary	Lower Secondary	Upper Secondary	Run time (minutes)	Page number
Warmth in Action	✓	✓	✓	✓	20-45	7
Our House	✓	✓			30-45	9
Needs Vs Wants		✓			30-45	10
Musical Homes			✓	✓	40-50	11
What Am I?			✓		20-30	12
How to Solve Homelessness				✓	45-60	13

2024 VINNIES WINTER APPEAL SCHOOLS KIT

Dear Teachers and Students,

The St Vincent de Paul Society has launched its 2024 Vinnies Winter Appeal and we are pleased to supply the Winter Appeal Schools Kit to assist you and your school community in participating in this year's Appeal.

This year, we are focusing on the issue of the working homeless. The lack of affordable housing and increased demand for rental properties in Australia means that even those working can't afford a roof over their heads. As a result, more and more Australians are being forced into homelessness – 'the working homeless'.

The percentage of affordable rentals for a person on minimum wage has dropped to below 1% for the first time in Australia. Additionally, the Australian Bureau of Statistics found that of the 122,494 Australians experiencing homelessness in 2021, 36% were in the labour force with 12% working full time and 12% working part time.

Not only is this problematic in itself, but people who are experiencing homelessness are also much more likely to be exposed to violence and victimisation, eventually fall into long-term unemployment and develop a chronic illness.

Meeting basic needs such as food, water and a place to sleep can be the most important daily priority for people experiencing homelessness and is often not a reality for many Australians, even if they are employed themselves.

Your school's support of the Vinnies Winter Appeal will allow our specialist homelessness services, Members and Volunteers on the frontline, to support people who are already, or at risk of experiencing homelessness, by providing access to practical and




emotional supports. The Society also continues to advocate at state, territory and Commonwealth levels to boost the supply of social and affordable housing so that Australians can allocate a lower proportion of their income to housing.

The following suite of activities have been compiled by Vinnies Youth Staff across the country for use of school communities during the 2024 Vinnies Winter Appeal and for School Sleepout events. In this pack, read about the current issue of the working homeless, ways to give, and activities to involve your students with this year's Appeal. We hope you find this helpful in engaging your school community more deeply in the matters of social justice, poverty, and homelessness.

Thank you very much for taking the time to promote the Vinnies Winter Appeal in your school community. Your contributions are largely helpful in allowing Vinnies to fund the critical work we do.

The Vinnies Youth Team


WORKING HOMELESSNESS: WHAT ARE THE NUMBERS?



Four in ten people who sought assistance from a major homelessness charity in the past three years were employed but unable to meet the soaring costs of rent and other basic essentials.

For those employed in hospitality, the average urban rent of \$572/week (April 2023) represents 81% of their income, far above the housing stress benchmark of 30%.

The number of people living in tents, cars, improvised homes and sleeping rough have more than doubled in three years.



3.7 million Australian households (36%) experienced moderate to severe food insecurity over the past 12 months, that's more than the number of households in Sydney and Melbourne combined.

Last year in Australia, wages rose by an average of 4.2% while average rents rose by 7.3% (ABS) The median advertised price of apartments soared by 18% over the same period.

An estimated two out of five people considered to be homeless were children or young people aged under 24 years old.

For full time workers in aged care, early childhood education or nursing, there was almost nowhere in Australia where they could afford rent on a single income.

Children or young people who live with homelessness are also more likely to experience poor mental health, unemployment, leave school early and cross paths with the criminal justice system.



Social housing now comprises only 4.4% of total dwellings in Australia.

IF YOU OR SOMEONE YOU KNOW NEEDS SUPPORT,
PLEASE CALL OUR HELPLINE ON 13 18 12.





CASE STUDY: LUKE'S STORY

"I work five days, so I'm managing work at the same time as all this."

The past few years have been tough for so many people.

From natural disasters and a global pandemic to cost-of-living pressures and overseas conflicts.

So many people have struggled to get by with respite appearing out of reach.

For as difficult as things are right now, the reality facing a growing number of people is a cause for great concern.

As housing across the country becomes less secure, it's people like Luke who are becoming the new face of disadvantage and homelessness in Australia.

Luke works five days a week at a bakery and supports his elderly father, Colin, who suffers from a variety of health issues, including acute chronic obstructive pulmonary disease (COPD) that causes difficulty breathing and walking.

"I've got to do just about 95% of all the basic things that someone would need to do or get done with [my father] being on disability," explains Luke.

"It's a matter of I've got to do it or nothing's going to happen."

Luke's outlook on life is pragmatic however his living situation is anything but.

"I've been on the streets for two years without finding any place while I'm holding down a full-time job."

"It's not easy. It's very hard."

He's part of a group known as the working homeless.

These are people who have employment yet find themselves unable to secure a place to live and spend their nights – in the best of cases – in cars, tents or relying on the goodwill of others.

Luke's experience in becoming part of this group began when the owner of the home he lived in opted to sell, leaving him and his father to stay with a family member in a shed.

What was meant to be a temporary stay while he looked for a new home became a dispiriting cycle of rejection made worse by a living situation that became untenable.

“I found that I struggled [with the private rental market]... I would be on Facebook and Gumtree messaging ad after ad but they don’t meet our requirements or we’re not eligible for it.”

“Some of the landlords were strict on having no pets, so this is where we possibly could have gotten a place, but I just didn’t want to give up my dog at that time.”

Moving into a boarding house and subsequently sleeping in a vacant building, the pair were abruptly moved on by an owner, who threatened to call the police, before finally having no other choice but to brave the conditions in a tent.

The circumstances faced by Luke are tough and sadly increasingly familiar to the St Vincent de Paul Society NSW.

In the past two years, the number of people seeking assistance from the Society who are experiencing homelessness or in temporary accommodation in NSW has risen from 19% to 30%.

Similarly, the median weekly cost of rent in NSW has increased by 38% over the past five years, while the number of people waiting for social housing across the state stands at more than 100,000.

While Luke and his father continue their search for permanent and secure housing, there has been a change for the better thanks to support provided by the Society.

Our members have helped by providing food, assistance to get Colin admitted to hospital

for treatment and paying for Luke to stay in a motel.

Currently staying in crisis accommodation delivered by the Society, Luke has seen immediate improvements from having more stable housing.

“Getting all the food and eating healthy – I was losing a lot of weight and now I’m starting to bulk up a bit, eating healthy, which I’m happy about.”

Colin is also doing well with the support of the Society who are working to secure priority housing due to his health status.

The Society is continuing to support Luke, including paying for a service to look after his dog, as he continues to look for a secure place to call home.

“I’m doing a bit better at the moment, I’ve got the right people around us.”

“What I’m hoping for is long-term housing after this.”



HOW TO GIVE

TO GIVE FINANCIALLY

Financial donations allow us the flexibility to direct funds where they are most needed. It also gives those we assist the sense of dignity and joy of choosing their own items, which many of us may take for granted. You can nominate a financial gift toward your local area or a particular Vinnies service if you wish.

To donate financially, you can either;

1) Create your own personalised online school fundraising page at: <https://fundraise.vinniesnsw.org.au/fundraise-your-way>

or

2) Raise funds (offline), and then donate at our website:

<https://donate.vinnies.org.au/donation-hub>

If you would like your donation to go to your local Conference or Service, please be sure to include the name of the Conference or Service when donating through the online portals.

3) Via direct deposit to:

Bank Name: Commonwealth Bank

Account Name: St Vincent de Paul Society Appeals Account

Account Number: 10057471

BSB Number: 062 193

Branch: LEICHHARDT NSW

(This account receives all donations made through the online hub)

Remittance advice should be provided for all donations, please email:

remittances@vinnies.org.au and copy your Schools and Youth Engagement Officer.

SHARE YOUR EFFORTS!



Share your pictures and stories by tagging us on **Instagram:** @VinniesYouthNSW and **Facebook:** @NSWVinniesYouth



SCHOOL SLEEPOUTS

Running a school sleepout is an interactive way to experience the impacts associated with homelessness in a safe environment, as well as to raise funds and prompt action in your school community.

Schools can run sleepouts in a variety of ways. You choose which grades participate and whether the sleepout will be at school or 'at home'. Vinnies Staff can support with activities, reflections and resources for the night, or you can create your own.

School Sleepouts must be registered with Vinnies.

To register your School Sleepout, please visit: <https://fundraise.vinniesnsw.org.au/create-your-own-vinnies-school-sleepout>

MATERIAL DONATIONS

During winter especially, material donations such as food, warm clothing and blankets are needed.

To give material donations, please get in touch with your local Vinnies Conference or your staff contact to find out the specific needs in your local area and to arrange delivery. (**Contact details can be found here.**) Some areas, like those affected by natural disasters, may not be able to accept physical donations right now, so it's best to check first.

A few things to keep in mind:

- To uphold the dignity of those receiving goods, please ensure that all food items are not due to expire for at least the next 6 months. All items must be non-perishable and undamaged.
- Similarly, please ensure blankets and warm clothes are in new and clean condition.
- Look out for packaged food with a Health Star Rating of 3.5 or above. The more stars, the better!

THANK YOU FOR PARTNERING WITH US TO CHANGE LIVES!

WARMTH IN ACTION: 12 WAYS TO SUPPORT VINNIES WINTER APPEAL

Here are some ideas for what you could do in the lead-up to the Winter Appeal to take action!

1

PRAY FOR THOSE IN NEED

Think about those who need God's help this Winter, extend warmth and compassion through your prayers. Then take the time in a quiet space by yourself to pray for each person and their needs. You might also invite your family, classmates, or friends to pray with you at a special time.



2

A SNOWBALL'S CHANCE GAME

Write down things you find comforting in winter on a piece of paper, scrunch it into a 'snowball', and attempt to throw it into a bucket. But here's the catch... before you throw, pick a 'life chances' card (appendix) to determine how far away you throw from. If you reach the bucket, you are granted your winter comforts. Reflect with your classmates on how people experiencing disadvantage may feel in winter.



3

REALITY RACE

Take part in a unique race where your starting position is dictated by your responses to 10 questions (appendix), with "yes" prompting a step forward and "no" resulting in a step back. Do you find this fair, all striving for the same goal but some people having setbacks before even starting? Discuss with your friends, when does this happen in real life?



4

NO-SEW BLANKETS

Crafting no-sew blankets to donate to your local conference or soup vans, and help provide warmth and comfort to those in need during the winter season. Through your creativity and generosity, you can make a meaningful impact in your community by spreading warmth and kindness to the less fortunate.

5

CUP FULL OF FACTS

Engage in a hands-on awareness project by decorating paper cups with facts about homelessness. (You can use our Social Justice Fact Card cutouts found in appendix). Use these cups to set up a hot chocolate stand for your peers, providing a warm treat while raising awareness about homelessness within your school community.

6

BIG-HEARTED BUSKING

Set up busking sessions during pick-up/drop-off times, filling the air with songs that inspire compassion and generosity. You will create a heartwarming atmosphere as families come and go, and maybe raise some money for Winter Appeal.





7

TINNIES FOR VINNIES

Take part in ‘Tinnies for Vinnies’ by gathering canned food donations to help your local Conference or Soup Vans support those experiencing food insecurity this winter. Maybe even add your own stickers of cheer to the tin labels.

*Make sure all donated foods are non-perishable

8

WINTER WARMTH RELAY

Run a clothing drive with a twist, prior to donating winter clothing items, hold a race where student representatives from different groups or classes need to rush to put on a bag full of winter clothes before setting out for the finish line. (For even more fun, you could make teachers run the race!)



9

POCKETFUL OF SUNSHINE

Assemble mini bags filled with cheer to distribute to residents at your local retirement home, aiming to brighten their spirits during the winter season. Suggestions for items to include in the winter cheer package for the elderly could be:

- Warm socks
- Hot cocoa mix
- Puzzle books or crosswords
- Handwritten cards or letters
- Assorted teas or coffee
- Moisturizing hand creams
- A small plant or flower bouquet

10

CRAZY SOCK DAY

Run a crazy sock day, you can showcase your unique style with a pair of fantastically fun socks, while also giving back by donating a pair of socks to support those in need during the winter season. It’s a fun way to make a difference and spread warmth and cheer!



11

WARMTH AND WELLNESS HYGIENE PACKS

During winter, hygiene products are crucial for people experiencing homelessness to maintain their health and dignity amidst harsh conditions. You can contribute significantly by assembling hygiene packs containing essentials like soap, toothpaste, disinfectant, hand creams and lip balms to support wellness during the cold season.

12

HOST A SLEEPOUT

Participating in a school sleepout or virtual school sleepout not only raises funds for homelessness but also fosters empathy among students. Take part in this memorable and rewarding experience and sleep out to build understanding towards those experiencing homelessness.



OUR HOUSE

Context: The St Vincent de Paul Society is committed to providing care for all individuals and families no matter what their circumstances are. Vinnies understands that not everyone has equal chances in life and works towards meeting the basic needs of those doing it tough by helping put food on the table, a roof over their heads and offering a shoulder to lean on.

Age Group: Suitable for lower and upper primary school students

Resources:

- Home Template printed in A3 (see Appendix)
- Essentials 1 Cut-outs printed in A4 (see Appendix)
- Essentials 2 Cut-outs printed in A4 (see Appendix)
- Scissors
- Glue

Run Time: 30-45 minutes

ACTIVITY DESCRIPTION:

1. Split the classroom up into groups of four
2. Provide each group with a “Home Template”
3. Provide half of the groups with “Essentials 1 Cut-outs” and the other half with “Essentials 2 Cut-outs”
4. Ask groups to select 6 items from their Essentials Cut-outs list that they would need in their daily lives

5. Once chosen, students may cut out their items and glue them inside their homes
6. Ask two groups to share their Homes with the rest of the class reflecting on the following questions
Note: select one group who was given the Essentials 1 Cut-out and one group who was given the Essentials 2 Cut-out.
 - a) Which items did you choose?
 - b) Why did you choose these items?
 - c) Which other items would you have liked to choose that was not on your list?
7. Ask the rest of the class:
 - a) Was this activity fair? Why/why not?
 - b) In real life, do you think everyone has access to all the same items? Why/why not?
 - c) (Depending on the responses for the house with Essentials 2) How do you think you would live with a pillow/blanket and no bed? Or a banana and fork but no other food?
8. Explain to students:

Not everyone will have equal opportunities in life. Some people or families might consider items like food and drink, their beds, their toothbrush and toothpaste to be a normal part of their every day lives, while others may not have access to any of these items and will be happy to have other items such as a blanket or shelter from the rain to get through each day. With your help this winter, Vinnies will be able to help people who do not have equal opportunities in life by providing them with access to essential supplies and basic needs.



NEEDS VS WANTS

Context: Every year, Vinnies supports thousands of people experiencing hardship. For many of these people, having discussions around buying basic needs compared to recreational or 'luxury' items can be commonplace. Students will develop a better understanding between what they need to live vs what they want to have in their lives. Students will gain an understanding that many people are in a position where they are not only unable to access their essential needs but do not have money to fund their wants such as hobbies. Students will also gain an understanding of how the growing 'wants' of the world can impact social structure, environment and personal finances.

Age Group: Suitable for upper primary school students

Resources:

- Needs V Wants worksheet, printed (see Appendix)
- Pens

Run Time: 30-45 minutes

ACTIVITY DESCRIPTION:

1. Ask students:
 - a) What are some things that you own that people in less fortunate situations may not be able to? E.g. flat screen TV, comfortable bed, iPhone, wardrobe full of clothes, gaming console etc.
 - b) Discuss how peer pressure affects your want for certain 'luxury items'. What would life be like without these things?
2. Provide a copy of the handout to every student. Explain that the first part of this activity is to be done individually but they will have time to discuss this together as a group at the end.

3. Ask students to complete Needs V Wants worksheet individually or as a pair
4. As a class, watch this video clip (https://www.youtube.com/watch?v=O-4ithG_07Q) and ask the students to identify what the difference is between a 'need' and a 'want'.



Motivation #maslow
Maslow's Hierarchy of Needs
2.6M views

5. Ask the students to come together to share their answers and discuss how this relates to them on a personal level or as a school collective.

Note: Answer Guide (teacher's resource) can be found in the Appendix.



MUSICAL HOMES



Context: Much like the traditional game of musical chairs, whether an individual or family has access to a home can be largely dependent on luck and circumstances. In today's society, just because someone has a job, this does not necessarily mean that they have access to a home or their essential needs. Factors such as increased demand for housing and scarce supply can be leading causes of homelessness, even for those who have one or more incomes.

Age Group: Suitable for lower and upper secondary students

Resources:

- Speaker for playing/pausing music
- Chairs arranged in a circle
- Identity Cards – printed, cut and stacked (starting with 1 on top) (See Appendix)

Run Time: 40-50 minutes



ACTIVITY DESCRIPTION:

1. Introduce the activity and inform students that they will be playing a game of musical chairs – students will walk around the chairs in a steady pace while the music is playing and will need to find and sit on an available chair when the music is paused. Any student(s) without a chair will not progress to the next round. Ask this student to read out an 'Identity Card' to the rest of the group. Each card tells a story of a person who has found themselves experiencing homelessness (lack of chair = lack of home)
2. Remove one chair before repeating this step over and over until there is only one chair remaining in the last round. Play as time allows. Note: the last student standing DOES NOT read out an identity card as they have a home (chair)
3. Reflect on the following questions as a group:
 - a) How did this activity make you feel?
 - b) What did you learn from this activity?
 - c) Which character(s) stood out to you the most? Why?
 - d) Discuss how people may fall into homelessness (e.g. loss of home, family breakdown, debt)

WHAT AM I – SOCIAL JUSTICE GUESSING GAME

Context: This activity aims to raise awareness about social justice issues such as poverty, homelessness, cost of living, and food insecurity. Through collaboration and discussion, students will identify these issues, reflect on their impact, and brainstorm potential solutions applicable within their school or local community.

Age Group: Suitable for lower secondary students

Resources:

- Social justice fact card Cut-outs (see appendix)
- Whiteboard

Run time: 20 – 30 mins

ACTIVITY DESCRIPTION:

1. Distribute social justice fact cards randomly to each student. Write the 4 social justice issues on the whiteboard for students to see throughout the activity.
2. Instruct students to find other students with the same coloured paper as theirs. Once they have found their group members, they should gather together and form a group of 4. Each student should have a different fact on their card.
3. Encourage students within each group to take turns sharing the fact written on their card. Allow time for discussion among group members about the significance of the facts and how they relate to social justice issues.

4. After discussing the facts, ask each group to collectively decide which social justice issue they believe their facts relate to the most. They should come to a consensus within their group.
5. Once the groups have identified the social justice issue, challenge them to brainstorm three ways they can make a difference on this issue, either within the school or the local community. Encourage creative thinking and practical solutions.
6. Allocate time for each group to present their chosen social justice issue and the solutions they brainstormed. Encourage other groups to provide feedback and suggestions



HOW TO SOLVE HOMELESSNESS



Context: On paper, homelessness is an issue that could be solved if we work together. This activity is designed to have students think outside the box in regard to how we could solve homelessness. Thinking about projects that may already exist – or come up with new ideas – to help solve one of the biggest social justice issues in our community. The point of this activity is for students to see that although there can be benefits to working solo as an organisation, if everyone works together, we may actually come closer to resolving the issue of homelessness.

How can society solve homelessness?

Empathy Understanding
Advocacy Solidarity
Patience Selflessness

Age Group: Suitable for upper secondary school students

Resources:

- Community Roles (see appendix)
- Butchers Paper
- Pens/Markers

Run Time: 45-60 minutes

ACTIVITY DESCRIPTION:



Round One:

- In groups of four or five, students are assigned a role to play in their community: a charity, the government, a local community, and a business (see appendix)
- Each group is given an outline of their role, listing the resources they have, in regard to money, resources and time
- Groups are given 10-15 minutes to come up with solutions and how they would spend their time, money, and resources to help solve homelessness
- Ask each group to share a couple of their ideas with the whole group

Round Two:

- Now start to pair up some of the groups. For example: Charity and Business will now work together
- Give groups a further 10-15 minutes to work together – while still representing their original group
- Share what new ideas and strategies they may have come up with as a combined group



Round Three:

- Bring all four groups together and have them share their ideas, time, money, and resources to solve the issue of homelessness
- Listen to each other's ideas before debriefing the activity

Debrief questions:

- What did you notice when working on your own? As a bigger group?
- What parts of this activity did you find challenging?
- Did you all have enough access to resources and enough money to be able to solve the issue?
- When working on your own as a solo group, what difficulties arose?

- What difficulties did you encounter when you paired up with another group?
- What difficulties did you face when you all worked together?
- What worked well or became easier when you all worked together?
- As members of your local community, what can you do to combat homelessness in your community?
- Why is it that we can solve the issue of homelessness on paper, but the reality is so different?
- What other factors might be needed to help solve the issues around homelessness? Who might be responsible for these?
- What needs to change for us to be able to solve homelessness in our communities?



“The problem which divides people today is not a political problem: it is a social one.” Frederick Ozanam.

Warmth in Action - A Snowball's chance life cards

<p>You're struggling with your bills, but your family agrees to help - take two steps forward.</p>	<p>You've just lost your job - take four steps back.</p>	<p>Your rent increases but your friend offers you a short-term loan - take one step forward.</p>
<p>Your heating stops working, and you can't afford to fix it - take one step back.</p>	<p>You find a job closer to your home and can walk instead of taking the bus - take one step forward.</p>	<p>Your supportive friend moves away to another town - take one step back.</p>
<p>You're in an accident and have to pay extra medical bills - take two steps back.</p>	<p>You've just found a new job - take four steps forward.</p>	<p>Your phone bill has gone up - take one step back.</p>
<p>You move in with new housemates - take one step forward.</p>	<p>Your landlord asks you to leave your home because they want to sell it - take three steps back.</p>	<p>You're feeling stressed, but you find a local support group - take one step forward.</p>
<p>You've just had a pay rise - take three steps forward.</p>	<p>Your rent increases, and you can't afford groceries this week - take one step back.</p>	<p>You've been unwell and couldn't go to work - take one step back.</p>

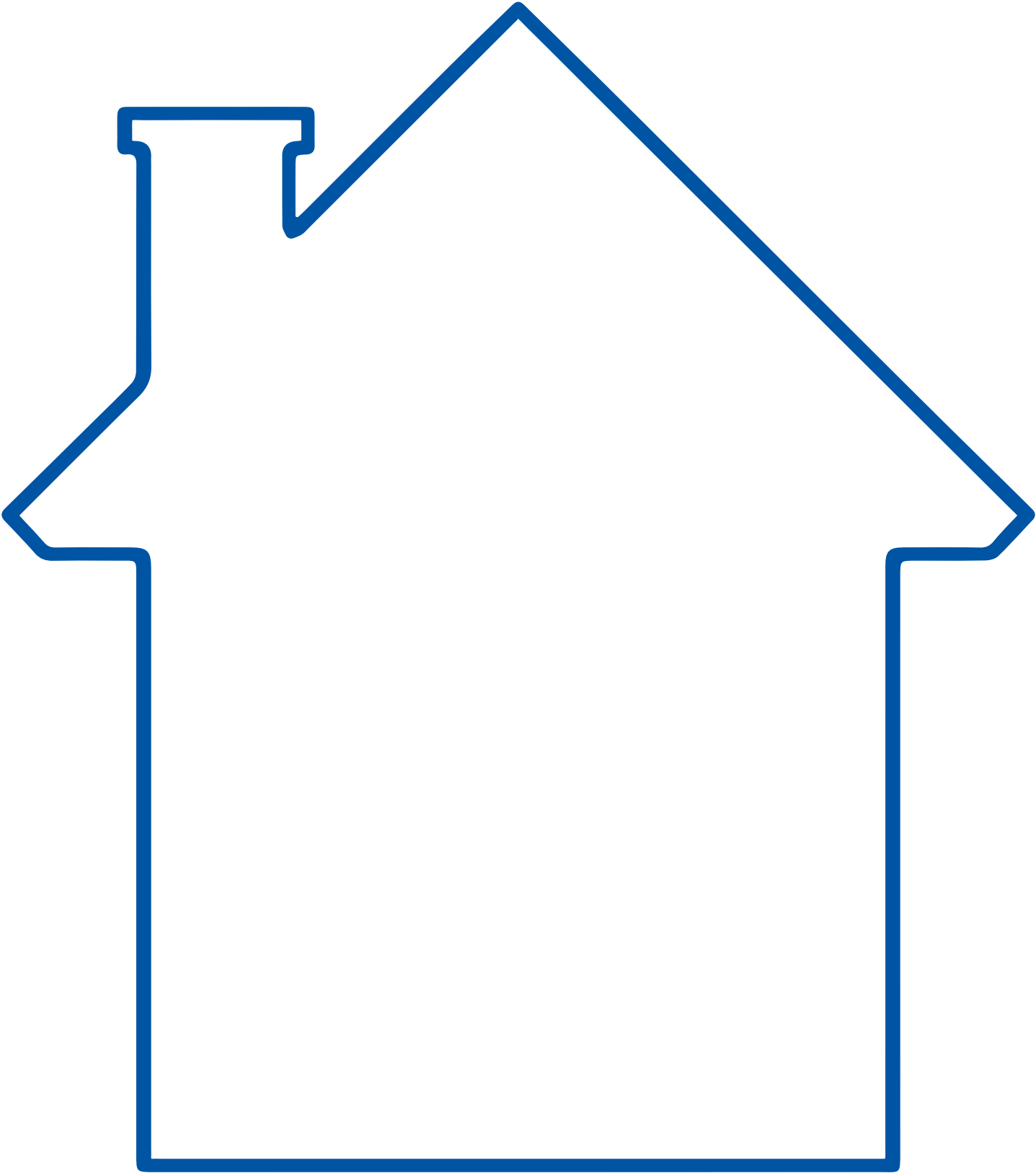
Warmth in Action - A Snowball's chance life cards

<p>You won \$500 in a scratchy - take 2 steps forward</p>	<p>Your dog is sick and you have to pay a pet bill - Take 1 step back</p>	<p>It's your birthday and you get gifted \$100.00 - Take 1 step forward</p>
<p>You're struggling with bills, and your family can't help at the moment - Take 2 steps back</p>	<p>You go shopping and there is a big sale on - Take 1 step forward</p>	<p>Your fridge just broke - take 1 step back</p>
<p>You won a scholarship for your education - take 2 steps forward</p>	<p>You got a parking ticket - take 1 step back</p>	<p>You lost your wallet - take 2 steps back</p>

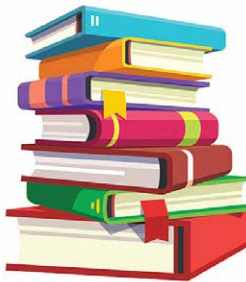
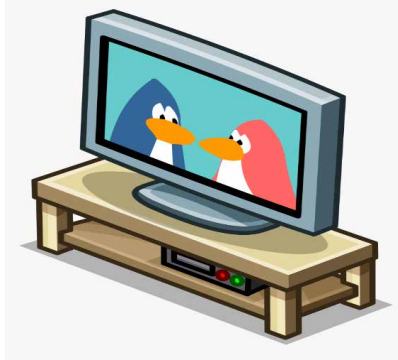
Warmth in Action: Reality Race Questions

1. Is English your first language?
2. Are you an only child?
3. Do you have your own computer?
4. Do you have extended family living nearby (grandparents, cousins etc)
5. Do both your parents have jobs?
6. Do you have extra help for education outside of school?
7. Do you participate in sports, art or a club outside of school?
8. Have you travelled outside of Australia?
9. Do you go on family outings (movies, the zoo etc) more than once a month?
10. Do you have a safe home?

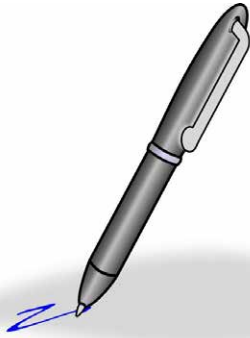
House template



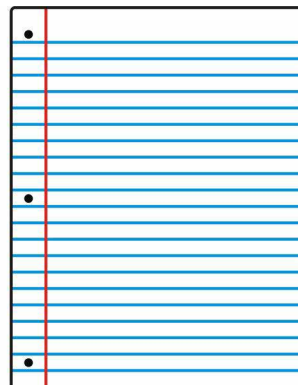
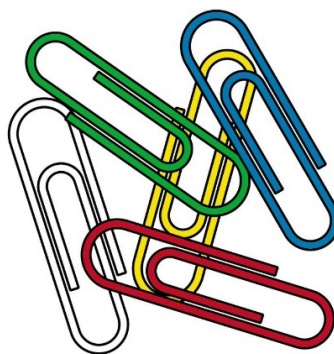
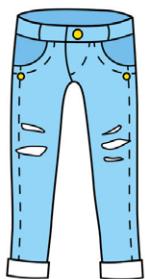
Essentials Cut-out 1



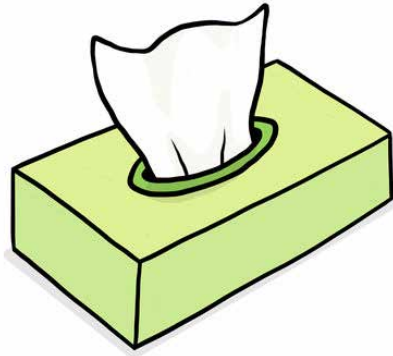
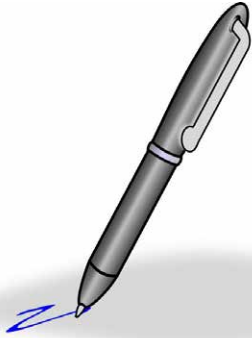
Essentials Cut-out 1



Essentials Cut-out 2



Essentials Cut-out 2



NEEDS VS WANTS

Write the following items in the section you think they should be in:

Needs	Wants

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Nutritious food • A sense of safety • Access to healthcare • The latest model phone (or other electronic device) • Soft drink • Netflix/Streaming Services | <ul style="list-style-type: none"> • A home or shelter • Clean drinking water • School uniforms • Holiday • Relationships (family, friends etc.) • Large TV • Basic education | <ul style="list-style-type: none"> • Enough money for necessities • Money for the movies • Money for the bus • Bicycle • New backpack |
|---|--|--|

TASK 2

A need is: _____

A want is: _____

NEEDS VS WANTS ANSWER GUIDE

General Answers (Please note answers can differentiate, these are a guide only):

Task 1:

Needs: Nutritious food, a home or shelter, basic education, to feel safe, clean drinking water, relationships, enough money for necessities, access to healthcare, school uniforms

Wants: The latest model Iphone (or other electronic device), holiday, fizzy drink, Netflix, Stan or similar, flat screen TV, money for the movies.

Task 2:*

Need: Something you require or must have to live, stay healthy or safe.

Want: Something you enjoy or would like to have but do not need.

*= Task 2, defined differences between needs and wants = https://www.youtube.com/watch?v=O-4ithG_07Q

*Maslow's Hierarchy of Needs - refer to 'Esteem' and 'Love and Belonging'

REFLECTIVE QUESTIONS: Allow the students time to reflect on if they have ever asked their parent or guardian for an item they wanted and how they reacted if their parent/ guardian said no. Ask the students if they now have a better understanding of people's different abilities to afford different things.

TAKE ACTION: Conduct a class item drive and contribute something you no longer need that may be a 'want' for someone who may not be able to access it. e.g. toys, clothes, books, bike etc. or raise funds to support the purchasing of Christmas presents for children accessing Vinnies services.

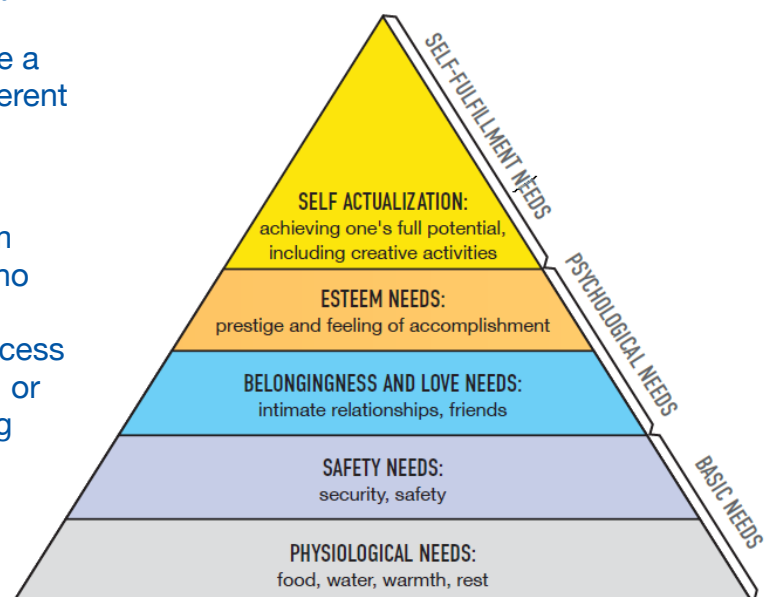
TEACHER NOTES: Note: Resource 1 (Maslow's Hierarchy of Needs) can be used as a teacher's reference only or provided to the student's dependent on year level and learning level. Teachers may choose to show these on a projector to the class or hand out the resources individually. We encourage teachers/facilitators to use the resources provided for the older year groups to further develop learning and connections to the curriculum.

Maslow's Hierarchy of Needs

Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.

From the bottom of the hierarchy upwards, the needs are: physiological (food and clothing), safety (job security) love and belonging needs (friendship), esteem, and self-actualization.

Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up.



Reference: McLeod, S.A. (2020, March 20). Maslow's hierarchy of needs. Simply Psychology. <https://www.simplypsychology.org/maslow.html>

Identity Cards

<p>1. Anna Age: 18 Circumstances: Just moved interstate by herself to pursue her university scholarship. Works at the cinema on the weekends and some weeknights and sells handmade bracelets for extra money to help support herself.</p>	<p>2. Ben Age: 32 Circumstances: Has two kids with his wife, aged 7 and 4 and has a set of twins on the way. Has had to purchase a bigger car to account for his growing family. Works as a chef at a high end restaurant in the city.</p>	<p>3. Aria Age: 11 Circumstances: Is an only child to single mother, Grace. She and her mother have been evicted from 4 homes in the last 5 years and she has attended 3 different schools in that time as each town is becoming more unlivable with the rising cost of living.</p>
<p>4. Federico Age: 48 Circumstances: Single man who works in Finance. He recently got told that his company was closing down and that he would only be employed for the next two weeks.</p>	<p>5. Hong Age: 20 Circumstances: Has lived in the city with her aunty and uncle her whole life. She has now found out that they are moving states and that she will need to find somewhere else to live. Hong is studying law and does not have time for a part-time job.</p>	<p>6. Mark Age: 19 Circumstances: Works full time as a medical receptionist during the week and busks for charities on the weekends. Lives with a roommate and has just found out that his rent is going up by \$100 a week.</p>

<p>7. Zhang Age: 7 Circumstances: One of two children to a single father who has recently sustained a severe back injury which has made him unable to work for the last 3 months and will likely be unable to work for some time longer.</p>	<p>8. Lucia Age: 31 Circumstances: A musician who travels the country on tour for 48/52 weeks a year. Her caravan in which she lives and travels in has broken down and is going to cost \$10,000 to repair.</p>	<p>9. Diego Age: 12 Circumstances: Lived with his parents and younger sister in the same home his whole life. Unfortunately, this home burned down in a recent bushfire and claimed all of their belongings with it.</p>
<p>10. Han Age: 17 Circumstances: Supports her grandparents, which she lives with, through her nighttime and weekend job as a waitress. Now that she is in her HSC year, she cannot afford to be working so much so cuts down to one shift a week.</p>	<p>11. Tao Age: 27 Circumstances: His wife just gave birth to a new baby. In the same week, he found out that his role at a technology company that he has been at for 2 months, is no longer needed and that he would be made redundant. He has not been working there long enough and is therefore ineligible for a payout.</p>	<p>12. Robert Age:49 Circumstances: Had to quit his job as a truck driver to become a full-time carer of his elderly grandfather. They live in a one-bedroom apartment with a dog named, Spot. His grandfather has many underlying health issues that incur ongoing medical costs.</p>
<p>13. Santiago Age: 56 Circumstances: Moved to Australia from Colombia 6 months ago and has not yet been able to find a job. He has been living with a friend but that friend is now downsizing homes and will no longer have the space for Santiago to live.</p>	<p>14. Alessandra Age: 15 Circumstances: Lives with her parents and two siblings (7 and 5 years old) in a 2-bedroom unit. They are on the waitlist for a bigger home but one has not yet become available. The kids miss a lot of school because they don't sleep well and when they do attend, their teachers often get upset with them for being sleepy in class.</p>	<p>15. Aisling Age: 25 Circumstances: Works three jobs as a pharmacy assistant, waitress and babysitter so that she can pay off her rental property and car loan, day to day expenses and support her dog, Alfie.</p>

<p>16. Conor Age: 17 Circumstances: Has moved houses 6 times since moving to Australia when he was 10 years old. Is now sleeping on his mum's friend's couch and has recently been suspended from school for always turning up late and not concentrating in class.</p>	<p>17. Haruki Age: 30 Circumstances: Works as a builder and lives with his wife and 1 year old child, with another baby on the way. Has recently had to take up an Uber driver role as well to be able to support his growing family.</p>	<p>18. Emma Age: 13 Circumstances: Lives with her mother and 6 month old sister. Her mother has not been able to work since her sister was born and is now two months behind in paying rent. The real estate agent has just advised the family that they have one week to move out.</p>
<p>19. Binh Age: 6 Circumstances: Is an only child and lives with his parents. His mother works at a retail store during the day and at a restaurant at night and his father was previously a plumber but has been out of the job for a year after sustaining a severe injury that has incurred ongoing rehabilitation and medical costs.</p>	<p>20. Tayla Age: 34 Circumstances: A single female who lives with her two friends on a rural farm. The three girls rely on the stock and produce from their farm to support themselves but due to the drought, they are no longer able to make ends meet.</p>	<p>21. Theo Age: 13 Circumstances: Lives with his father and four brothers who are 5, 7, 11 and 15 years old. The large family sleep in an old B&B every night and are on a waitlist for an apartment. They cannot afford to rent one big enough to support their whole family.</p>
<p>22. Zoe Age: 57 Circumstances: Lives with her elderly parents that she supports. Previously worked as a nurse but was unable to continue doing shiftwork given her personal circumstances. Has not been able to secure another job.</p>	<p>23. Ida Age: 84 Circumstances: Lives with her husband in a one-bedroom apartment. The apartment was recently broken in to and the robbers took everything they owned except for an old lounge. Both Ida and her husband are retired.</p>	<p>24. Nicholas Age: 61 Circumstances: Lived with his wife and two teenage daughters but recently made the tough decision to separate with his wife due to constant arguing over financial pressures. Is temporarily living with his best friend and his family.</p>

<p>25. Shannon Age: 47 Circumstances: Lived in a one-bedroom apartment on her own. She recently got injured at work and has had to move out as she now requires a wheelchair to move around and the apartment lacks accessibility. She is not currently working as she previously worked in construction and does not have enough savings to afford a new rental.</p>	<p>26. Gabriel Age: 4 Circumstances: Lives with his father, 2 year old brother, four cousins and aunty and uncle. Gabriel's father was recently told that he is no longer welcome at daycare as he is very aggressive with the other children. His father has had to quit his job to look after his two children until he figures out what to do next.</p>	<p>27. Alessia Age: 16 Circumstances: Recently migrated to Australia from Italy with her parents. When they moved here, her father fell sick with a chronic illness and her mother has had to pick up a second job to pay for medical expenses and to make up for the loss of second income.</p>
<p>28. Lorenzo Age: 21 Circumstances: Studying engineering at university and works at a comic book store on weekends. Lives with a roommate and has no family in Australia. Lorenzo's roommate has recently told him that he will be moving back home with his parents as he cannot afford to live out of home and study at the same time.</p>	<p>29. Cameron Age: 9 Circumstances: Lives with his mother, baby brother and grandmother. Cameron's mother recently told him that they can no longer stay there because his grandmother will be moving into a retirement village. She is unsure where they will live as she looks after his baby brother full time.</p>	<p>30. Elsy Age: 16 Circumstances: Lives with her mother and 10 year old sister. Her mother isn't around much and spends a lot of time at the casino. Elsy has taken on the role of carer for her younger sister and is studying a lot so she is unable to get a part time job. She sometimes misses meals just so her sister is able to have something to eat.</p>

SOCIAL JUSTICE FACT CARD CUT-OUTS

Poverty

**Approximately three million
Australians experience
this issue**

**This issue affects 1 in 8
people in Australia**

**Factors such as age, gender
and disability can all have an
impact on whether people
experience this issue**

**People over the age of
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Homelessness

Many people who experience this issue have jobs

Over 122,000 people are currently experiencing this issue

Cost of living and a lack of affordable housing are some of the leading causes of this issue

Approximately 2 in 5 people who experience this issue are under the age of 25

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Food insecurity

3.7 million Australian households (36%) experienced some form of this issue over the past 12 months

77% of households experiencing this issue did so for the first time last year

Cost of living was the most common reason for this issue in 2023

Over 50% of households experiencing this issue did not receive help in 2023

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Cost of living

This issue contributes to food insecurity and homelessness

In 2023, wages in Australia rose by an average of 4.2% while average rents rose by 7.3%

This term refers to expenses such as groceries, utility bills, phone/internet and transport costs

Australia is currently one of the most expensive countries to live in

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Community Roles

LOCAL COMMUNITY



On average, a local community has resources which they could use to help combat the issues surrounding homelessness. Not every community will have all of the resources, but each community should have access to most of the resources.

RESOURCES:

- Social media
- One vehicle
- Friends and family
- Time
- Phone
- \$250
- Second hand clothes and household items
- Part of a community/social or religious group

CHARITY



Vinnies
good works

As a charity, you have access to numerous departments. The Homelessness department is a team of staff who assist people who are experiencing homelessness. This may be crisis, short or long-term accommodation. They also provide links to other services such as drug and alcohol services and domestic violence support. The Child and Family department help to keep families together and offer support to families when a breakdown occurs. They also teach adults about positive behaviours within relationships and work with those both perpetrating domestic violence and those affected by it.

RESOURCES:

- Homelessness department of 20 staff
- Housing department of 20 staff
- Child and family support department of 30 staff
- Up to 50 volunteers
- Op shops (generates money and provides clothing) up to 200 volunteers
- 50 Vehicles
- Time – 38 hours a week
- Donated money
- Limited food
- Emergency accommodation – womens' refuge and men's hostel
- Links with other community groups

BUSINESS



A Community Engagement Officer is employed by this business to engage with community projects and help worthwhile programs in the community on behalf of the business. This can be through fundraising opportunities such as sausage sizzles, donating money or raising awareness through social media. The business has two days a year that it is prepared to help out with community projects in the local area e.g., providing staff and equipment to paint a new building for a charity.

RESOURCES:

- Endorsement and awareness through media
- 50 Vehicles
- Staff
- Time – 2 days per year
- Money - \$800,000
- 1 Full time community engagement officer

GOVERNMENT



Australian Government

The government is able to influence policy across a number of areas, including homelessness. This means they are able to help change or introduce legislation that would benefit the local community and address the issues associated with homelessness. The government can provide funding to policy and projects that address homelessness nationally, while supporting states and territories also. The government can also support and fund public services such as police, mental health services, health services.

RESOURCES:

- People/staff
- Policy influence
- Police
- Mental health service
- Health service
- Time – 24 hours a day
- Money \$10 billion housing australia future fund (5 years)

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