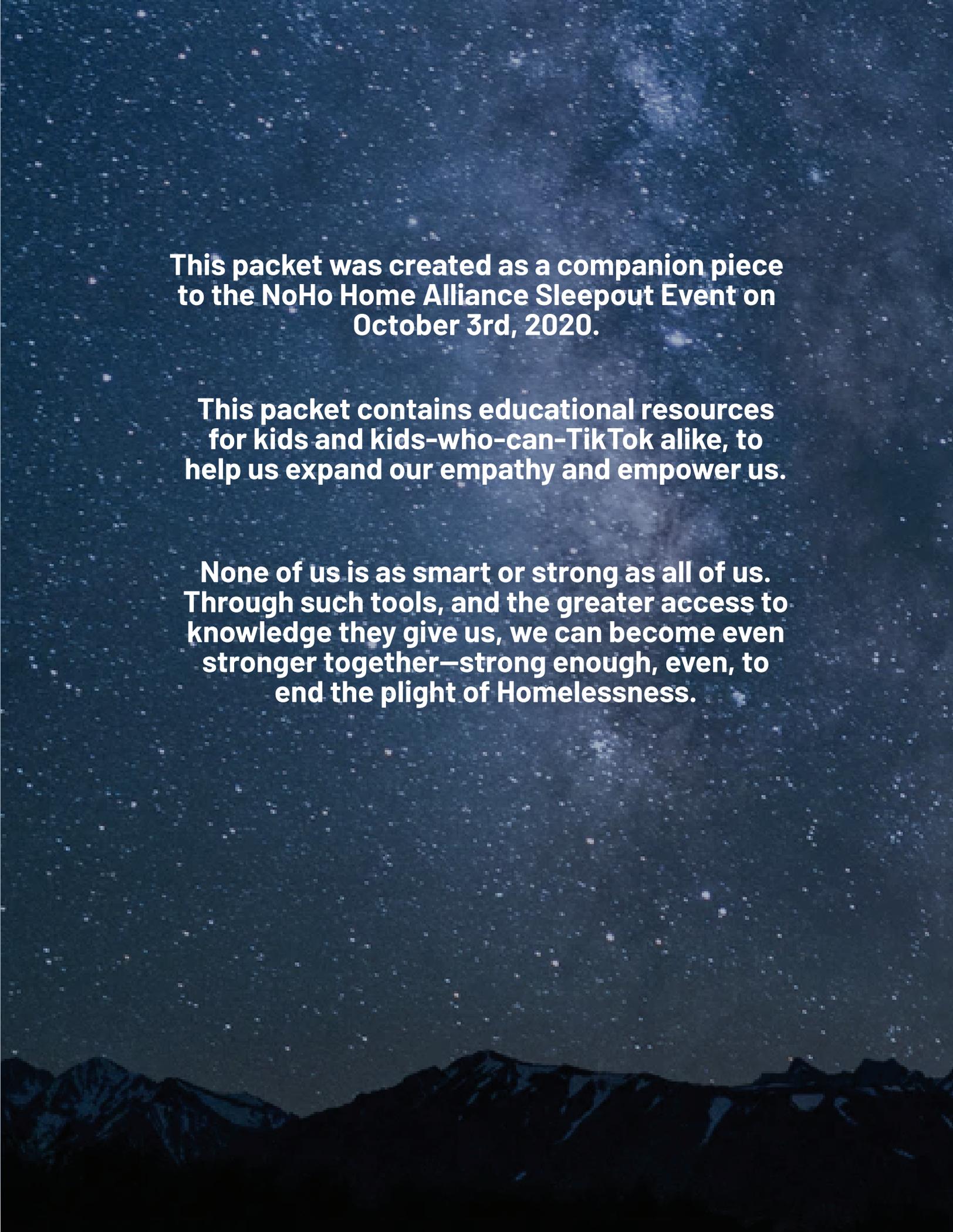


NoHo
Home Alliance
Educational
Packet





**This packet was created as a companion piece
to the NoHo Home Alliance Sleepout Event on
October 3rd, 2020.**

**This packet contains educational resources
for kids and kids-who-can-TikTok alike, to
help us expand our empathy and empower us.**

**None of us is as smart or strong as all of us.
Through such tools, and the greater access to
knowledge they give us, we can become even
stronger together—strong enough, even, to
end the plight of Homelessness.**



Table of Contents

For Kids Who Prefer Crayons

Flashlight Favorites Reading Guide 3

Learning & Practicing Empathy 7

I Wonder... 10

For Kids Who Prefer Snapchat

What Data Can Teach Us 12

The Hidden Homelessness Crisis 14

Additional Resources 15

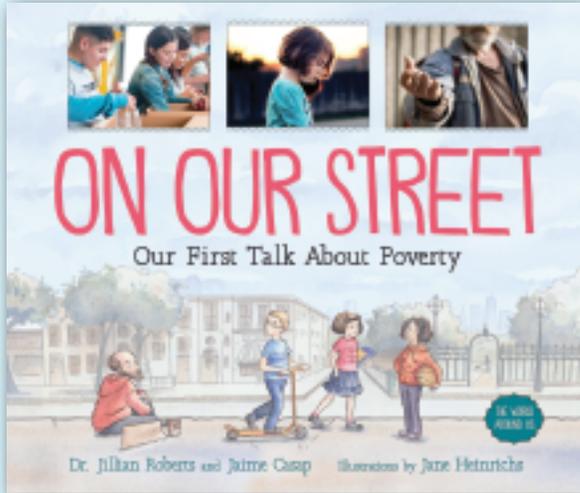


Flashlight Favorites

On Our Street

Our first Talk About Poverty

By Dr. Jillian Roberts & Jaime Casap



The World Around Us series introduces children to complex cultural, social and environmental issues that they may encounter outside their homes, in a way that is accessible. Sidebars offer further reading for older children or care providers who have bigger questions. For younger children just starting to make these observations, the simple question-and-answer format of the main text will provide a foundation of knowledge on the subject matter.

A gentle introduction to the issue of poverty, *On Our Street* explores the realities of people living with inadequate resources. Using age-appropriate language, this book addresses mental illness, homelessness and refugee status as they are connected to

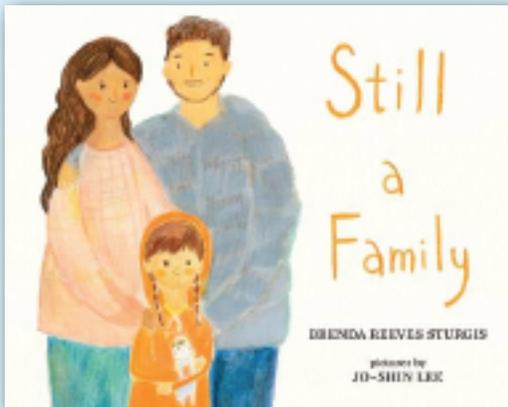
this issue. Insightful quotes from individuals and organizations such as UNICEF are included throughout to add further perspective on the issue. An invaluable section on how kids can help empowers readers to take what they have learned and use it to make a difference.

Child psychologist Dr. Jillian Roberts created this series to guide parents/caregivers through conversations about difficult issues in a reassuring and hopeful manner and help children understand their expanding awareness of the world around them. (Amazon)

Grade Level: 1 - 4

Still a Family

By Brenda Reeves Sturgis



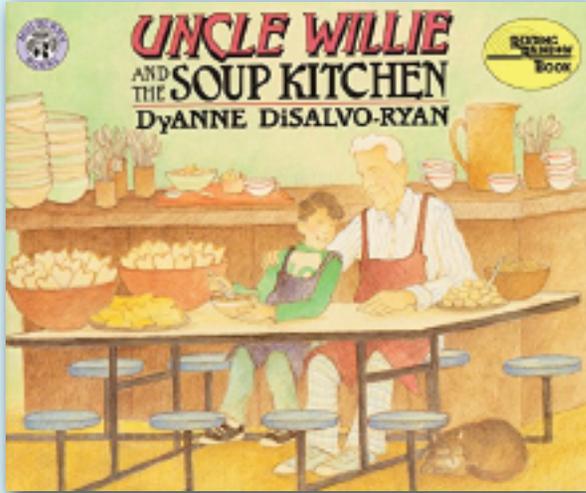
A little girl and her parents have lost their home and must live in a homeless shelter. Even worse, due to a common shelter policy, her dad must live in a men's shelter, separated from her and her mom. Despite these circumstances, the family still finds time to be together. They meet at the park to play hide-and-seek, slide on slides, and pet puppies. While the young girl wishes for better days when her family is together again under a roof of their very own, she continues to remind herself that they're still a family even in times of separation. (Amazon)

Grade Level: PS - 3

Uncle Willie

and the Soup Kitchen

By DyAnne DiSalva-Ryan



A boy spends the e day with Uncle Willie in the soup kitchen where he works preparing and serving food for the hungry. A gentle and age-appropriate introduction to two key issues of our time—hunger and homelessness—from a kid's point of view.

This empathy-building book is good for sharing at home or in a classroom.

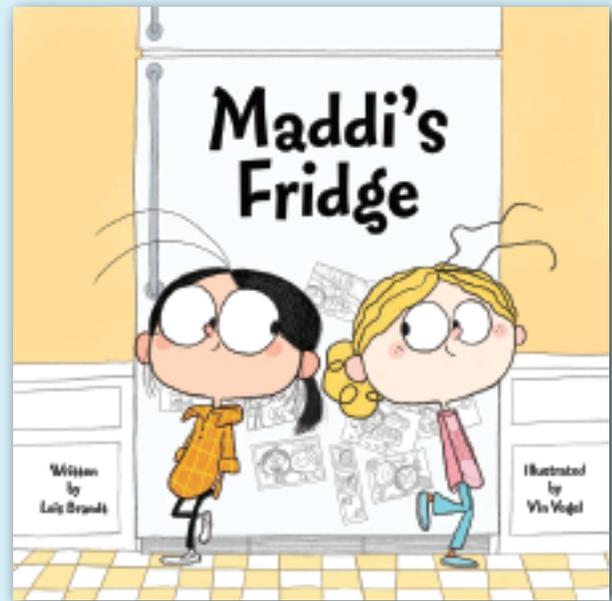
Grade Level: K - 3

Maddi's Fridge

by Lois Brandt

With humor and warmth, this children's picture book raises awareness about poverty and hunger. Best friends Sofia and Maddi live in the same neighborhood, go to the same school, and play in the same park, but while Sofia's fridge at home is full of nutritious food, the fridge at Maddi's house is empty. Sofia learns that Maddi's family doesn't have enough money to fill their fridge and promises Maddi she'll keep this discovery a secret. But because Sofia wants to help her friend, she's faced with a difficult decision: to keep her promise or tell her parents about Maddi's empty fridge.

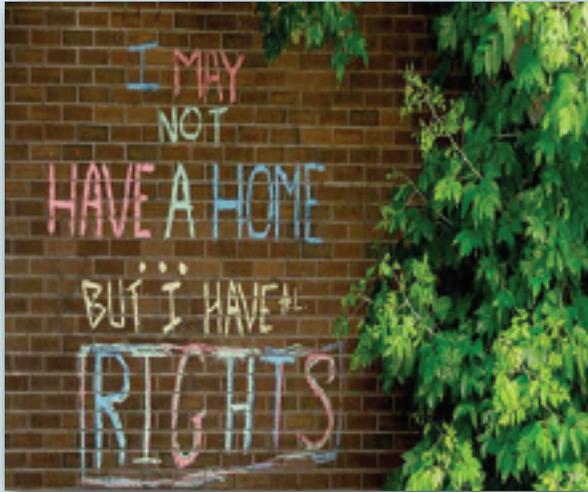
Filled with colorful artwork, this storybook addresses issues of poverty with honesty and sensitivity while instilling important lessons in friendship, empathy, trust, and helping others. A call to action section, with six effective ways for children to help fight hunger and information on antihunger groups, is also included. (Amazon)



Grade Level: K - 3

I May Not Have a Home but I Have Rights

By Catherine Andrea Landrault



Stories of homelessness are not always for children... this book is! Written from lived experience and illustrated by children "I May Not Have A Home" is an educational tool to start a discussion about Homelessness and Human Rights. It sets an example that we shouldn't fear what we don't understand, we should educate. This book is based on the Homeless Charter of Rights written by the Client Action Committee, a group of advocates and ambassadors with lived experiences in homelessness. Each page contains: The Right as quoted in the charte; A rewording of the Right in elementary level English; An illustration by a child 6-12 years old showing their interpretation of the Right based on a conversation held with their parent or guardian about homelessness. The book concludes with a list of suggestions to take Homeless Rights "Out of the book and into the street" in safe, cost-effective, and impactful ways. (Amazon)

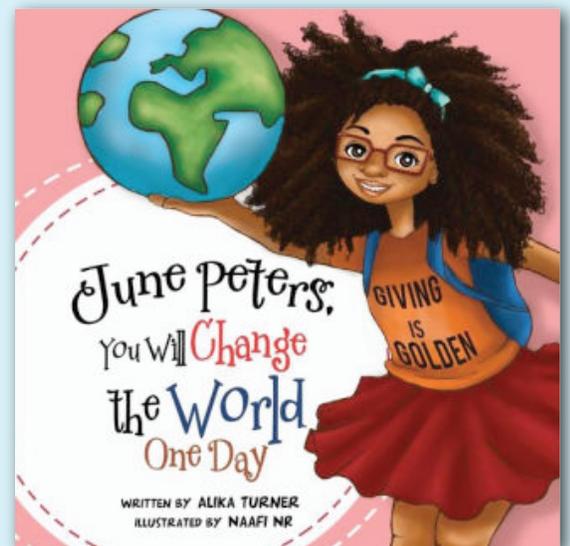
Grade Level: K - 4

June Peters,

You Will Change the World Someday

By Alika Turner

June Peters, You Will Change the World One Day aims to encourage young children by teaching them the value of giving back to others. Through this book, children will learn that at any age they can make a difference in the world around them. June, is a natural-born giver always putting the needs of others before her own. This book is thought-provoking and exciting, parents and children will both enjoy reading it. (Amazon)



Grade Level: K - 5

The background of the page is a dark blue night sky filled with stars. A prominent feature is the Milky Way galaxy, which appears as a bright, hazy band of light stretching diagonally across the frame from the upper left towards the lower right. At the bottom of the image, there is a dark silhouette of a mountain range with several peaks. The overall mood is serene and expansive.

Learning & Activities

Practicing Empathy

Meet Mary

Mary is in the fourth grade at a school in the San Fernando Valley. Her mother is ill and her grandmother is looking after both of them. Unfortunately, with caring for her daughter, she is unable to work to pay the rent. They are homeless and Mary's mother is staying with one of her sisters.

However, there is not enough room for all three of them, so Mary and her grandmother spend each week sleeping in the living room and staying with a different member of the family. They rotate among three different homes; one of which is close to the school, but the others are quite a distance away. Mary has no privacy and no space of her own, nowhere to put her things, nowhere to do homework. She can't invite friends around or go to play with them because she is living too far away from where she used to live.

She had been at the school since first grade, has friends there and always did well. She is still at the same school and some weeks she can walk to school, while other weeks she has to take two buses to get there with her grandmother. The other children in the class do not know about her situation.

Her teacher was concerned because Mary had become very quiet and she was not completing her homework. She put aside some time after school to spend with Mary while waiting for her grandmother to come and became a great support to the family.

**Draw Mary As
You Imagine Her!**

Thoughts & Conversations

1. If Mary was your cousin, where could she stay in your house and how could you give her a little bit of space to do her homework and put some clothes away safely?

2. How could you make her feel comfortable and welcome back at your house in the weeks that she would be away staying with other cousins?

3. Imagine that you are Mary. What would you need and want to have but may not be comfortable asking for?

4. What might be good about her staying with you, and what might be difficult for you and for Mary?

I Wonder

if I have a classmate or friend that's homeless?

if someone sleeps in their car, are they considered homeless?

how does one become homeless?

how would I feel if I was homeless?

what do they think about?

what would they wish for?

how does a homeless kid go to school?

how do they complete their homework or study?

do kids get bullied more if they're homeless?

have I ever bullied or helped someone who is homeless?

how could I make a homeless kids/person life better?

do they have any pets and how do they care for them?

are they afraid?

I wonder...

A night sky with the Milky Way galaxy visible, set against a dark blue background. The galaxy's light is concentrated in the center, with a soft glow. The bottom of the image shows a dark silhouette of a mountain range.

Going
Further

What Data Can Teach us About Homelessness in the SFV

Each year the LA Homeless Services Authority, with the help of thousands of volunteers, conducts a count of unhoused persons living in area shelters, on the streets and in vehicles. Study the summary of data for Service Provider Area 2 (San Fernando Valley and Santa Clarita Valley) on the page below. Then use the study questions to deepen your understanding of the diversity in homelessness.

What percentage of people experiencing homelessness are reported to have a substance abuse disorder? A serious mental illness? Physical disability? What does this suggest about our society's ability to support people with mental or physical illnesses? What programs might be useful to help persons experiencing homelessness who have disabilities or illnesses?

What is the largest age group of people experiencing homelessness in the San Fernando Valley? What is the second highest? What might make these two age groups particularly vulnerable to experiencing homelessness?

African-Americans make up only approx. 5% of the population in the SFV. They are greatly overrepresented (22%) in the SFV's homeless count while white people are underrepresented in the homeless population. Why might this be? What are some systemic barriers that may lead to this?

What percentage of the homeless population is chronically homeless? What might be some barriers for those who are chronically homeless to becoming housed?

What % of the homeless population over 18 years old has experienced domestic violence? What services might be important to assist those experiencing violence on the streets or in their homes?

Example



Greater Los Angeles Homeless Count



2020 Greater Los Angeles Homeless Count - Service Planning Area (SPA) 2 - San Fernando Valley

Notes: SPA 2 data does not include the city of Glendale. Data from the 2020 Greater Los Angeles Point-In-Time Count estimate the number and demographic characteristics of the homeless population on a single night in January 2020. Family households, defined as at least one adult over 18 and one child under 18, have two or more members. Data presented reflect the estimated number of people unless labeled as a household count. Percent changes for gender are "N/A" because the gender category changed this year to be more inclusive and can't be compared to prior years. If you have any questions about the data presented, please email datasupport@lhas.org.

Population	Sheltered	Unsheltered	Total	Prevalence of Homeless Pop. (%)	Percent Change 2019-2020
TOTALS					
All Persons	2,493	6,615	9,108	100%	18%
All Households	1,180	6,277	7,457	100%	5%
HOUSEHOLD COMPOSITION					
Individuals (those not in family units)	678	6,150	6,828	75%	1%
Adults 25+	571	5,358	5,929	65%	-5%
Transitional Age Youth (18-24)	265	792	897	10%	67%
Unaccompanied Minors (Under 18)	2	-	2	0%	-
Family Households (at least 1 child under 18)	502	127	629	8%	106%
All Family Members	1,815	465	2,280	25%	137%
Adult-headed Households	457	98	555	7%	138%
Family Members 18+	739	169	908	10%	182%
Family Members under 18 (children)	953	180	1,133	12%	133%
Transitional Age Youth-headed Households	45	29	74	1%	3%
Family Members 18+	53	30	83	1%	-1%
Family Members under 18 (children)	70	86	156	2%	120%
VETERANS					
All Veterans	49	428	477	5%	44%
Veterans who are individuals	47	426	473	5%	43%
Veterans in families	2	2	4	0%	300%
CHRONIC HOMELESSNESS					
People Experiencing Chronic Homelessness (all)	296	2,804	3,100	34%	60%
Chronically Homeless who are individuals	167	2,677	2,844	31%	51%
Chronically Homeless Family Members (all)	129	127	256	3%	313%
Chronically Homeless Veterans	6	250	256	3%	91%
Chronically Homeless Youth (24 & under)	18	259	277	3%	95%
GENDER					
Male (includes transgender)	1,155	4,749	5,904	65%	N/A
Female (includes transgender)	1,333	1,817	3,150	35%	N/A
Gender Non-Binary (includes transgender)	5	49	54	1%	N/A
Transgender	4	127	131	1%	N/A
RACE / ETHNICITY					
American Indian/Alaska Native	7	115	122	1%	26%
Asian	17	92	109	1%	36%
Black/African American	1,093	950	2,043	22%	54%
Hispanic/Latino	982	2,917	3,899	43%	21%
Native Hawaiian/Other Pacific Islander	14	9	23	0%	1050%
White	334	2,374	2,708	30%	-1%
Multi-Racial/Other	46	158	204	2%	-24%
AGE					
Under 18	1,025	266	1,291	14%	132%
18 - 24	251	845	1,096	12%	67%
25 - 54	990	4,009	4,999	55%	30%
55 - 61	132	1,059	1,191	13%	-8%
62 and Over	95	436	531	6%	-20%
SEXUAL ORIENTATION					
Straight	2,019	6,063	8,102	89%	36%
Gay or Lesbian	32	285	317	3%	-11%
Bisexual	45	179	224	2%	-15%
Sexual Orientation Non-Conforming	377	88	465	5%	266%
HEALTH & DISABILITY Note: Indicators are not mutually exclusive (a person may report more than one).					
Population	Sheltered	Unsheltered	Total	Prevalence in 18+ Homeless Pop. (%)	Percent Change 2019-2020
Substance Use Disorder	61	2,051	2,092	27%	162%
HIV/AIDS	25	83	108	1%	-43%
Serious Mental Illness	217	1,299	1,526	20%	-10%
Developmental Disability	195	280	475	6%	-21%
Physical Disability	194	1,097	1,291	17%	1%
DOMESTIC / INTIMATE PARTNER VIOLENCE					
Population	Sheltered	Unsheltered	Total	Prevalence in 18+ Homeless Pop. (%)	Percent Change 2019-2020
DV/IPV Experience	352	2,412	2,764	35%	-5%
Homeless Due to Fleeing DV/IPV	94	481	575	7%	37%

The Hidden Homelessness Crisis in California

View the eight-minute video "The Hidden Homelessness Crisis in California" about a mother and daughter who sleep in their vehicle. Use the discussion questions below to deepen your understanding of youth and family homelessness.

The Hidden Homelessness Crisis In California:
<https://www.youtube.com/watch?v=2wCHtOTxQak>

What are some stereotypes or preconceived notions we as a society have about people experiencing homelessness? Do Danielle and her daughter fit those stereotypes? Why or why not?

What services or utilities does Danielle need access to? How does she provide these for her and her daughter? What are some challenges to accessing necessities for people experiencing homelessness?

How is the cost of living directly tied to the cycle of homelessness?

Why are safe parking lots important for people experiencing homelessness that live in their cars? How might these programs help people?

What do you know about affordable housing? How does a lack of affordable housing lead to higher numbers of people who are unhoused? How is safe parking an alternative? Is it a perfect alternative? Why or why not?

This video was made two years ago. In the context of COVID 19, how might some of the challenges in accessing necessities increase or decrease for people experiencing homelessness?

What homeless services do you know of in your community that can assist people like Danielle and her daughter? What services might need to be extended or expanded?

Additional Resources on Homelessness

National Alliance to End Homelessness
endhomelessness.org

National Coalition for the Homeless
nationalhomeless.org

Stand Up for Kids
standupforkids.org

Family Promise
familypromise.org

National Center on Family Homelessness
air.org

Childhelp National Child Abuse Hotline (USA)
childhelp.org/hotline/

UNESCO
en.unesco.org

UNICEF USA
unicefusa.org

World Health Organization
who.int

United Nations Universal Declaration of Human Rights
un.org/en/universal-declaration-human-rights/

UN Convention on the Rights of the Child in Child Friendly Language
unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf

