

"Never Give Up on Anyone"

Increasing Awareness about Homelessness through Education

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Abstract

The Museum of Homelessness (MoH) is driven by a core principle of giving a voice to the people who have been silenced throughout history, especially with regards to the homeless community. The goal of this project was to assist the museum in the creation of educational resources to help schools fulfill a part of the Citizenship Curriculum, primarily Key Stages 3 and 4. Through extensive research, interviews, workshops, and a review of curricular materials on homelessness, the team developed a set of deliverables that included new web pages, a school database, a good practice guide and a set of lesson plans. Educating students about homelessness is one way to increase awareness about homelessness and instill the ideas of acceptance and tolerance in generations to come.

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We would also like to extend our appreciation to all professionals working in the homelessness sector that responded to the survey made by the Museum of Homelessness to give the team insight for the creation of educational resources.

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Damien Quigg, a core member and volunteer at the MoH and ex-homeless, thank you for attending the workshop and being instrumental in helping us shape our deliverables and providing many useful resources for the new webpage.

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Lastly, we would like to acknowledge our advisors Jennifer deWinter and Dominic Golding for their continuous feedback and guidance for the entirety of our project from conception through completion—we could not have done it without them.

This project is dedicated to Jimmy Carlson, OBE (1947-2017), an activist and campaigner who was awarded an OBE for his services to combatting homelessness. His legacy continues to inspire organizations like the Museum of Homelessness to never give up on anyone.

Rough sleepers you see on the street today, with the right support they have a lot to offer too. Never give up on anyone.
-Jimmy Carlson, OBE, 1947-2017



Executive Summary

Despite being a continual part of culture, homelessness is inherently problematized in mainstream discourse. There has been a dramatic increase in the number of recorded homeless people in the U.K. in the last decade. There is no one singular cause for the rise in the homeless population, but it can be particularly attributed to changing housing policies and a disparity between the percent increase in annual income and nearly double percent increase the cost of purchasing a house since 2007. The homeless population face daily challenges and are often misunderstood and marginalized by mainstream society. Increasing awareness through education is one way to address some of these misunderstandings.

Giving a voice to people who have been silenced throughout history, especially with regards to the homeless community, is a principle by which the Museum of Homelessness (MoH) was founded. Co-founders, Jess and Matt Turtle, run the museum, along with a core team of individuals who are greatly supported by dedicated volunteers. The goal of this particular project is to develop educational resources to help schools fulfill a part of their curriculums, primarily in Key Stages 3 and 4. This project is intended to increase awareness about homelessness and expand the MoH's influence through the creation of educational materials. Educating students about homelessness is one way to enhance public empathy and help eliminate some of the stigmas associated with homelessness.

Teaching homelessness in schools will not only help fulfill a part of the Citizenship and Personal, Social, Health, and Economics (PSHE) Curricula, but spark an understanding of homelessness in the next generation.

Through interviews and desk-based research, the team confirmed the necessity of this project, reaffirmed the merit to teaching beyond testing material, and validated the importance of teaching about homelessness. The interviews revealed there is a lack of general understanding and knowledge about the topic, but there is potential in the current curriculum for homelessness to be added. The team developed four deliverables that aim to increase awareness through varying means of outreach and education.

- **New web pages for the MOH** that includes a new *Learn More* tab for anyone who is interested in learning more about homelessness in the United Kingdom.

- **A school database** that provides a preliminary list of schools for the MoH to contact for future integration of the resources that were created as a result of the project.
- **A good practice guide** that the MOH will promote to teachers. The guide outlines approaches on how teachers can effectively teach homelessness in the classroom, and explains the sensitivities that exist around homelessness and serves to answers anticipated questions.
- **A set of lesson plans** that meet Key Stage 3 and 4 requirements and incorporate objects from the museum's collection. Each lesson is accompanied by worksheets and corresponding activities.

Interviews with educators provided insight into the workings of a classroom, while the needs and perspectives of the homeless community and professionals in the homelessness sector provided insight into what topics they felt would be important to focus the materials on. Their perspectives helped both identify the information that should be integrated into our materials and complete our resource framework. After working with the Museum of Homelessness and researching homelessness and education, the team determined several conclusions and recommendations for the museum.

There is a serious need to ensure the information is correct. It will become crucial to continually update the website and materials to portray the most accurate and up to date data for those interacting with the resources. In the materials, it is important to attract students' attention and create material that will be interesting and engaging. The museum should create lessons and resources that are interactive and let students think independently.

Teachers need to be educated on the presentation of sensitive subjects and social issues to combat the need for these discussions in the classroom. Teacher education can begin with a workshop to generate an understanding of the necessary precautions that should be addressed when discussing a sensitive subject with students. The school curriculum is ever changing. The need to grow with the changes is vital to the continuation of the MoH's educational program, because if the program did not transform existing materials to satisfy new or edited curricula, it would become obsolete.

Overall, the museum has the potential and determination to become a source of accurate, comprehensive, and empathetic information regarding homelessness and its impact on every citizen in the U.K.



Authorship

Geraldine Benn, Tess Hudak, Marissa Pereira, and Yanxi Xie all contributed to the research and writing of this report. The team took a very collaborative approach, with each team member taking time to add to and edit every section for grammar, content, and flow. Many sections of this report were written collectively and later edited by each member. Other sections, included below, were drafted by individual members but were extensively added to and edited by all team members. Due to the overall complexity of our project, every section required multiple edits and rewrites by the team. Listed below, we have broken down the various roles that each group member took in the writing process.

Geraldine contributed to this report by drafting the majority of sections in Homelessness: The Human Aspect as well as some sections in Homelessness: History and Facts. She also drafted the Abstract, Introduction, and Archiving the MoH Collection sections. Finally, Geraldine headed the Good Practice Guide deliverable and contributed to the overall structure and formatting of the report. She stood as a secondary author and editor to a number of the sections.

Tess contributed to this report by drafting the majority of sections in Homelessness: History and Facts, as well as some sections in Homelessness: The Human Aspect. She also created the majority of graphics and figures, and was in charge of the design and formatting of the final report. Finally, Tess compiled the appropriate research findings for the Museum Audit and Workshop pieces and took the lead on the webpage deliverable. She stood as a secondary author and editor to many other sections.

Marissa contributed to the report by heavily researching the inner workings of the national curriculum, and subsequently drafting all sections regarding the United Kingdom curriculum and education. She also drafted the Executive Summary, the Conclusions & Recommendations and took the lead on the development of the lesson plan deliverable. She also stood as a secondary author and editor to a number of other sections.

Yanxi drafted sections of the report including the Interview summaries with educators and the museum's SurveyMonkey data. She took point in the development of the school database deliverable.



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Introduction

Despite being a continual part of culture, homelessness is inherently problematized in mainstream discourse, and has continued to grow as a result of the economy and housing policies. Despite the U.K. government's efforts to alleviate the growing number of homeless, many of those affected do not benefit directly from the results of these initiatives. The homeless face stigmatization, discrimination, and violence daily, and are often treated poorly by members of the general public who fail to understand or empathize with their plight.

The London based Museum of Homelessness' approach is both affirmative and mindful of the life experiences of many of its contributors who have experiences of homelessness. MoH is founded on the principle of giving a voice to people who have been silenced throughout history. It was co-founded by Matt and Jess Turtle who act as director and run the organization, along with a small core team of individuals who are greatly supported by dedicated volunteers.

The goal of this particular project was to develop educational resources to help schools fulfill a part of the citizenship curriculum, primarily stages 3 and 4.

Educating students about homelessness may be one way to enhance public empathy for the homeless in the long term and help eliminate some of the stigmas associated with homelessness.

Through a course of research, interviews, and focus groups, the team developed, tested, and finalized materials for a publication that met the project's goals. The team structured their methods based on five objectives:

- *Objective 1:* Identify needs and perspectives of teachers and professionals working in the homelessness sector;
- *Objective 2:* Evaluate how museums and other organizations develop teacher resources on social issues like homelessness;
- *Objective 3:* Evaluate the collection the MoH currently has to identify potential objects and stories to use with the materials
- *Objective 4:* Clarify the learning outcomes and preferred content and types of materials and resources the MoH would like to develop; and,
- *Objective 5:* Develop, test, and refine curriculum materials and resources.



Overview of Homelessness

Homelessness: History and Facts

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control

-United Nations Declaration of Human Rights, UN General Assembly, 1948

Homelessness is a complex and directly or indirectly affects people from all socioeconomic groups. In recent years, it has been becoming more and more prevalent in the United Kingdom. At the end of 2015, 63.5 million people were considered displaced, and the number of rough sleepers has increased by 102% since 2010 (LPP Key Facts, 2015). The number of homeless households has increased from around 40,000 in 2010 to nearly 60,000 in 2016 (Figure 1). There is not one singular cause for the recent rise in the numbers in the homeless population. Homelessness can take many forms, some not as visible as others. Over the past 200 years, the government have enacted many policies to address and aid some of the nation's most vulnerable populations, while various non-governmental organizations (NGOs) formed to petition for and provide additional services they felt the government was lacking. Even with this government effort, the figure below shows the number of legally homeless households increasing between 2009 and 2016. The ability to find secure housing is becoming increasingly difficult as both the cost of owning a home and the nation's wealth inequality have risen, creating "generation rent" - a generation of young adults who are unlikely to ever actually own their own property.

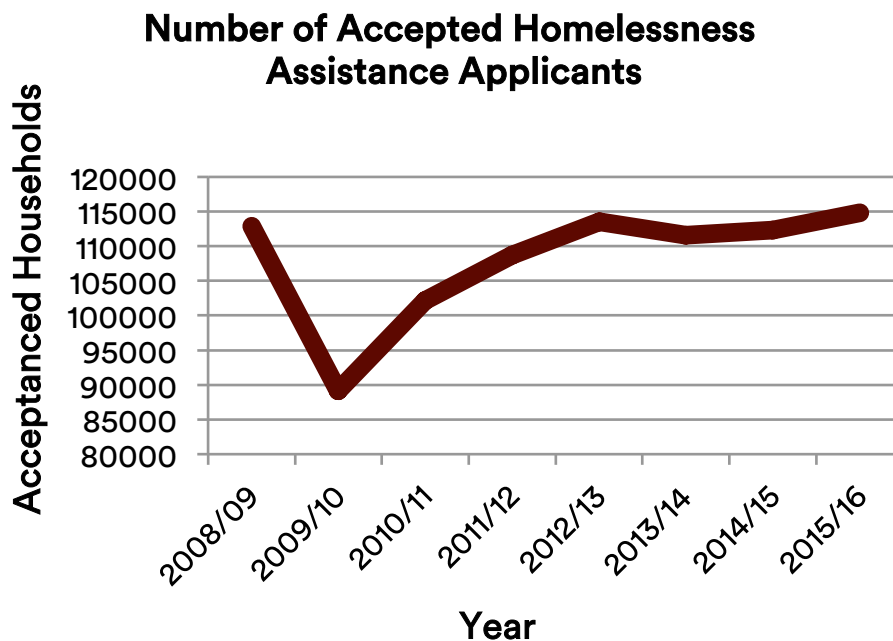


Figure 1: Number of Accepted Homeless Assistance Applicants

Causes of Homelessness

Homelessness means loss, loss, loss... It is not just the loss of a home, maybe of a partner or of family life, of supportive friends or of a known community. It involves the loss of confidence and self-esteem. The loss of opportunities. These losses are less obvious... and the long-term effects on children in particular, and the stigma of homelessness, are not ever really taken on board. It's not just the reasons why people become homeless that are important but what it does to you.

-Health Worker

Homelessness is difficult to address because no singular cause explains the ongoing problem or the recent increase. Of the 57,730 households accepted for assistance in England by local authorities in 2016 (Figure 2), 28% became homeless when their short-hold lease expired, 26% were no longer accommodated by friends or relatives, 20% had a relationship breakdown with their partner (14% of those cases being violent), 7% lost their rented housing or their home was repossessed, 3% had rent arrears, and 18% became homeless for other unspecified reasons (Live Tables, 2016). In the figure, there are a multitude of reasons for homelessness, and some that are

undefined in the category of “other reasons”. These data illustrate the diversity of causes and the difficulties in addressing them. Homelessness can happen to anyone, often for unexpected or unintended reasons, and can take many forms beyond sleeping on the street.

Reported Reason For Homelessness (2016)

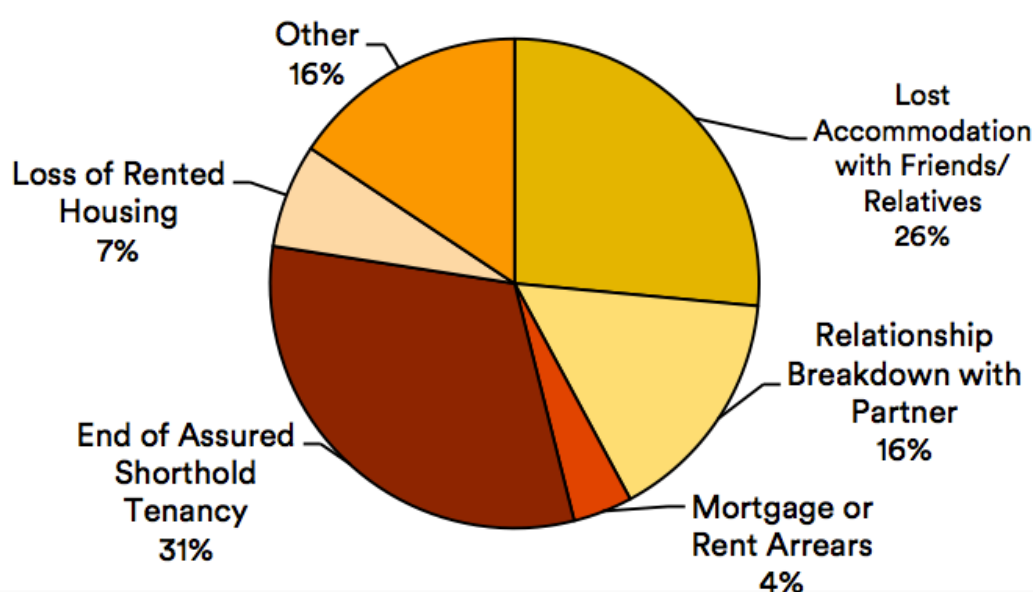


Figure 2: Reported Reasons for Homelessness by Applicants

Definition of Homelessness

I'm actually sharing a bed with my sister. Me, my sister and my son all in one room. [I have a heart condition and arthritis]. The house [is] damp, I'm allergic to damp, it can affect my breathing, it's not good for a newborn to be around damp... The bathroom door is broken, the stairs are not solid... the house is just a joke
-Anonymous

Determining if someone is homeless is not a black or white issue; the term covers a wide range of living situations. English law defines someone as homeless if they “do not have a legal right to occupy accommodation, or if their accommodation is

unsuitable to live in” (Shelter, 2017). In practice, homelessness takes on many forms and is defined by abstruse bureaucratic formulae. As detailed in Table 1, applicants for housing assistance and homeless benefits can be rejected and deemed not homeless, or accepted as homeless without accommodation or homeless with accommodation. Applicants can be considered homeless even if they currently have a place to live if that residency is not suitable to live in long term.

Table 1: Definition of Homelessness

Homed (legally not considered homeless or eligible for assistance)
<ul style="list-style-type: none"> • A person with the legal right to occupy their residency. • A person living with friends or family that have not asked them to leave. • A person with ‘home rights’, giving them the right to stay in a home because of a marriage or civil partnership with the owner.
Homeless without Accommodation
<ul style="list-style-type: none"> • A person sleeping in streets and alleyways (often called ‘rough sleepers’). • A person with no residency that they have an express or implied license to occupy. • A person legally evicted by their landlord.
Homeless with Accommodation
<ul style="list-style-type: none"> • A person living in a place where they cannot legally resist removal (such as living in their car, a motel, or on a friend’s couch who has asked them to leave). • A person experiencing violence, abuse, or harassment in their home. • A person with a home that is in a condition damaging to their health. • A person who does not have a home they can live in with their immediate family. • A person illegally evicted by their landlord. • A person living in temporary accommodation who will lose their otherwise permanent housing within twenty-eight days.



This thorough definition of homelessness is critical to allocating benefits to those who need them, as local governments have a legal duty to provide free advice and assistance to those who meet this definition. The U.K. did not always recognize such a broad definition of homelessness, over the past forty years; the government has passed an abundance of legislation regarding the homeless population and how to alleviate their struggle.

Legislation: 1815-early 2000s

It's scary to think how people at the top are putting energy and tax payers money into huge operations to flyer vulnerable people into punishments, rather than actually care for people.

-Anonymous

Over the past 40 years, the U.K. government has passed legislation that helps thousands of homeless households every year. This legislation gives the government a legal duty to assist and house the country's homeless population. A brief timeline of major movements in government policies towards the homeless is provided on the next page (Figure 3). These movements and pieces of legislature are imperative in understanding the climate that homelessness laws have followed in the last 200 years.

Poor Laws and Poor Law Amendment Act

Before recent legislation, the government's duty to help those in need was defined by the Poor Laws, created in 1815. These laws stated that every parish had to look after its own poor, funded by taxes on the middle and upper classes. The cost of the Poor Laws were high, and those being taxed resented subsidizing people they believed to be lazy and shirkers. Growing criticisms lead to the passage of **the 1834 Poor Law Amendment Act**, which forced the poor to do manual labor in a workhouse in exchange for food and clothing. Conditions were terrible; workers were starved and treated like prisoners. Though ostensibly voluntary, the workhouses really punished the poor for being victims of circumstances beyond their control. Support for the 1834 Act came from the public's perception that people became poor due to their own foolishness. Growing public concern about the cruelty of the laws, especially towards the sick or elderly, led to the development of Anti-Poor Law committees to petition for the repeal the Act. The law was not officially abolished, however, until 1929 (BBC Schools, n.d.).

Milestones in Homeless Legislation

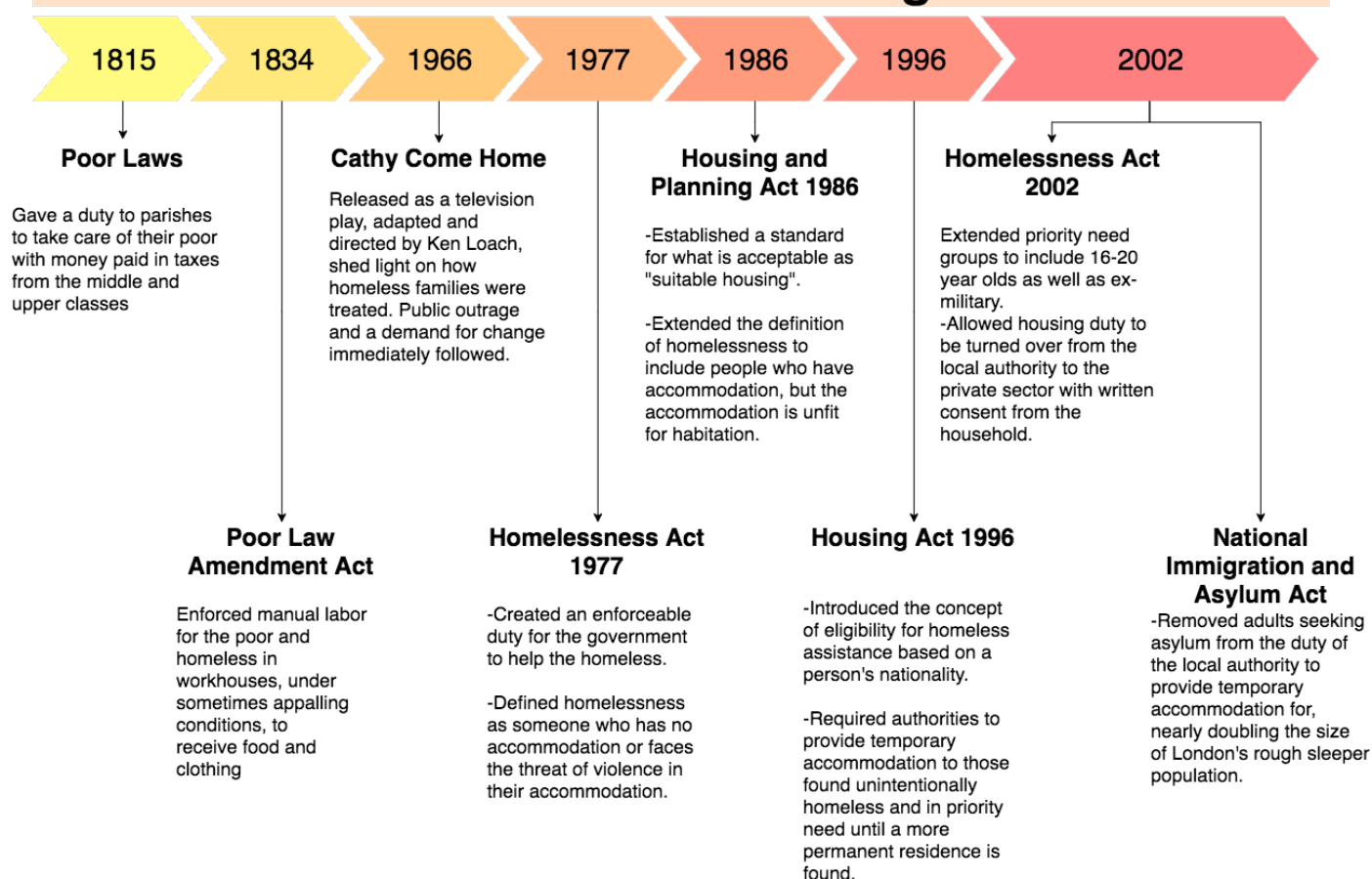


Figure 3: Milestones in Homeless Legislation

Cathy Come Home

Homelessness remained an invisible problem until the 1966 release of a television play called *Cathy Come Home*, caused public outrage. *Cathy Come Home*, adapted and directed by Ken Loach, told the fictional yet common story of a young family that becomes homeless, featuring real footage from some of the most impoverished communities in Birmingham, England. The titular Cathy and her husband are refused assistance by a local council and are forced to separate because the emergency homeless shelters did not allow husbands to stay with their families. In the final scenes, Cathy's children are taken away from her by social services, and she is left alone with nowhere to go. Public outcry immediately followed along with a demand for change. People knew the homeless faced hardship and rough conditions, but many did not realize the severity and desperation of their situation



and as a result local councils were pressured to pass new legislation (BBC, n.d). The only immediate change was that fathers were allowed to stay with their families in emergency shelters, but the public discussion continued into the next decade.

Housing (Homeless Persons) Act 1977

Incredibly, eleven years passed until the **Housing (Homeless Persons) Act of 1977** was created. At the time, it was one of the most progressive pieces of legislation in the world regarding homelessness. It was the first time that there was an enforceable duty by the government to house those it deemed homeless. In the years leading up to the 1977 Act, the definition of homelessness was fiercely debated. Official statistics only counted people as homeless if they received temporary accommodation from welfare departments, interpreting the term literally (O'Hara, 2007). When the Act was passed, it defined homelessness as someone who has no accommodation or someone who has accommodation but lives with violence or the threat of violence. The Act also established the concept of 'priority need', giving certain extra provisions to groups of people deemed especially vulnerable. This ensured households that included pregnant women, families with children, and adults who were sick or elderly were prioritized. Easing access and eligibility to local authority assistance was one of the most important features of the Act. When someone approached their local authority claiming homelessness, the burden of proof was on the authorities rather than the affected individual (O'Hara, 2007). These provisions allowed the homeless to seek and receive the assistance they need and established the framework for how local governments interacted with their homeless populations that is still in effect today.

The Housing Acts 1986, 1988

Over the next decade, smaller pieces of legislation were passed extending and refining the definitions set in 1977. **The Housing and Planning Act 1986** established a standard for what was considered suitable housing. When the **Act of 1977** was being created, organizations, like Shelter, argued against a literal definition of homelessness as it ignored less visible populations, such as people living in the 1.8 million houses that were unfit for human habitation or the 1.6 million people living in overcrowded accommodation (O'Hara, 2007). The 1986 Act set the precedent that simply having accommodation was not acceptable if the accommodation was unfit for habitation, and created the broad definition of homelessness still used today (Table 1). Another point of concern was that the tenancies provided by the government to assist families were often short term. **The Housing Act 1988** reduced

the security of tenure for short term housing, and courts could make a possession order on short-hold tenancies as early as six months of occupation (O'Hara, 2007).

The Housing Act 1996 favored landlords and further eroded the security of the accommodation people were offered, making 'assured *short hold* tenancy' the default of provided housing rather than 'assured tenancy', unless deliberately stated by the landlord.

The Housing Act 1996

The **Housing Act 1996** built on these provisions, and was the next major piece of legislation regarding the treatment of the homeless. It guaranteed temporary accommodation for families that were found unintentionally homeless and priority need, requiring that local councils provide them with temporary accommodation until a more appropriate residency could be found. For all other applicants, the government's duty to accommodate them was limited to two years (O'Hara, 2007). The Act also changed the way secure tenure was provided. In the years following the 1977 Act, long-term accommodation was often provided by social landlords through the homelessness duty. After 1996, the duty to provide accommodation was placed on the government's allocations scheme rather than the homelessness duty. The Act introduced the concept of eligibility into housing policy, using a person's nationality and immigration status to determine if they could apply for housing assistance. Non-resident British and some European Union nationals were excluded from receiving assistance, regardless of their living situation (O'Hara, 2007). Overall, the Act placed more restrictions on who could receive assistance and narrowed the scope of the government's duty to the homeless.

The Immigration and Asylum Act 1999

The rights on non-UK nationals to receive housing assistance continued to be restricted over the subsequent years. **The Immigration and Asylum Act 1999** removed the right to housing assistance and mainstream welfare benefits from asylum seekers, and transferred the duty of caring for them from housing and social services to the National Asylum Support Service (O'Hara, 2007). A system of 'dispersal' was also established, where accommodation was only offered in locations outside of London, often in areas the household had no prior connection to.



The Nationality, Immigration and Asylum Act 2002

The Nationality, Immigration and Asylum Act 2002 allowed authorities to deny asylum support to those who could not prove they claimed asylum as soon as possible after arriving in the United Kingdom, even if they were destitute with no local connections. This added nearly 150 rough sleepers to London's streets every night, nearly doubling the population (O'Hara, 2007). Though this act was determined by the House of Lords to lead to inhumane and degrading treatment (Parliament, 2005), the legislation remains on the books today. In 2004 and 2006, regulations further denied eligibility of homelessness assistance to unemployed EU nationals, even if the applicant had lived in the UK for many years. Organizations like Shelter see these laws as "deliberate polic[ies] to exclude this particular group of people from receiving assistance" (O'Hara, 2007).

Over the past forty years, the subject of homelessness, who is eligible for assistance, and how to assist them have been topics of debate for U.K. authorities. From the nineteenth century workhouse to the modern day community day centers, the treatment of some of the nation's most vulnerable population has gone through tremendous change. A permanent solution is yet to be found, however, and the problem will likely continue for many years to come.

Legislation Today

In the last year, Newham Council and the police have been corroborating with the Home Office in order that they can pick up EU national rough sleepers. We think it's absolutely disgusting that they're being detained and deported. Detention is criminal torture. This is happening all over London and it's not strictly legal, it's disgusting.

-Activist

The broad definition of homelessness, as defined in the Housing Act 1996 and displayed in Table 1, remains in use today. The government remains legally required to both assist people who find themselves homeless and to put forth preventative measures to help households who are at risk of becoming homeless. Local authorities have a duty to develop a homelessness strategy, and updating it every five years (Shelter, 2007). These strategies must, "aim to prevent homelessness and ensure that accommodation and support will be available for people who are homeless or at risk of homelessness" (Pawson, Netto, and, Jones, 2006). These



measures are in place to help prevent homelessness and provide relief. Prevention is defined as providing the means to help individuals and families to address their housing needs and avoid becoming homeless, while relief is defined as helping secure accommodation for an individual or family when the prevention measures are unable to prevent homelessness from occurring (Homelessness Data, 2016). These two concepts structure a local councils' plans to take action to aid the homeless. Households that apply to be considered legally homeless are referred to as 'decisions', which are then considered by the council. If the council finds the applicant is eligible for assistance, they are then referred to as 'acceptances' (Homelessness Data, 2016).

To be accepted, the applicant must be **unintentionally homeless** and **eligible for homeless assistance**, as established in the Housing Act 1996. For someone to be unintentionally homeless, they must be homeless for circumstances beyond their control. An applicant also must be a U.K. national to be considered eligible for assistance. Migrants and asylum seekers are considered ineligible, even if they have lived in the U.K for many years. Defined '**priority need groups**' are more likely to be accepted, such as households with dependent children, pregnant women, people with mental and physical disabilities, people aged sixteen to twenty, and people who are considered especially vulnerable, such as people who spent time in the armed forces or custody, along with people fleeing violence and abuse. Of the households accepted in England in 2016, 68% had dependent children, 9% had a mental illness, 7% had a pregnant household member, 7% had a physical disability, 4% were either a young or elderly person, and 2% were victims of domestic violence (Live Tables, 2016). The burden of proof is on the local council to determine whether or not an applicant is homeless, the applicant does not have to do anything to prove his or her own homelessness (O'Hara, 2007). These government measures help a large number of people every year, but there remains a significant number of households and individuals are turned away. As seen in Figure 4, 73,600 households met all the qualifications and were accepted as eligible for homeless assistance. In 2007 At least another 31,600 were rejected for either being considered intentionally homeless or not in priority need. The exact number of applicants who are rejected for ineligibility are not reported. The policies in place also do not cover all the needs of people who are homeless. To provide assistance beyond the government measures, non-governmental organizations step in and aid people in a number of different ways.

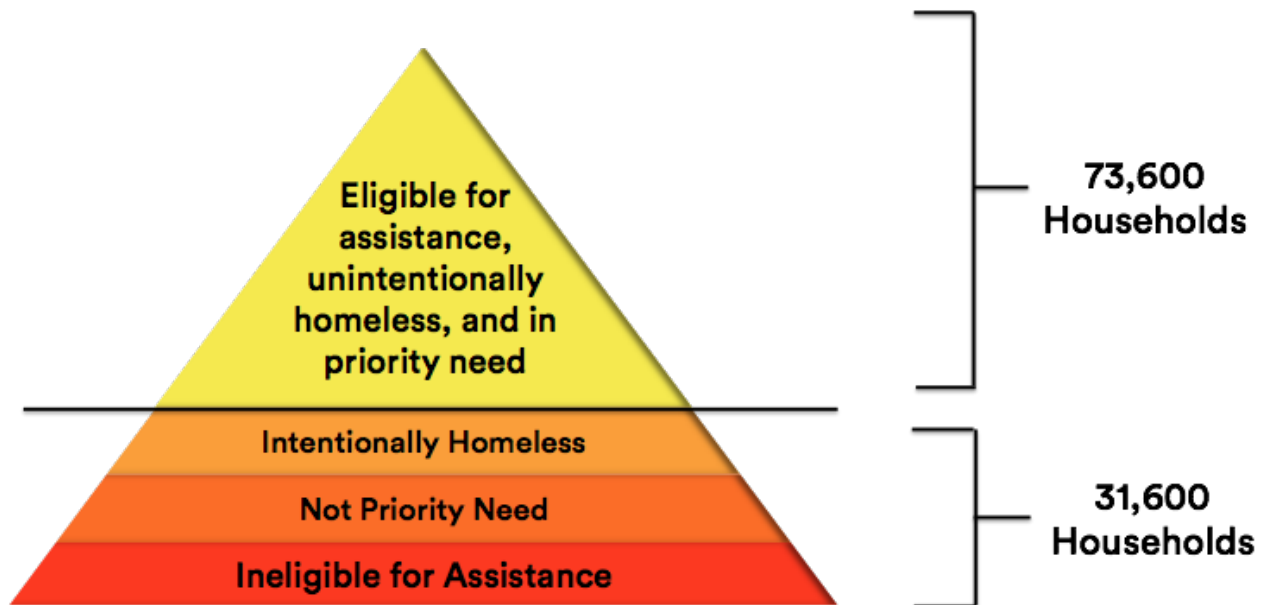


Figure 4: Who is Recognized as Homeless
Adapted from O'Hare, 2007

Non-Governmental Organizations

I've noticed there's quite a lot of new faces and there's a lot of people out there who need help. It's a shame this service wasn't out years ago; a lot of my clients are knocking on death's door. But hopefully we're catching the younger ones in time now...hopefully.
-Peer Health Advocate

Beyond the government's legal obligation to help the homeless, numerous non-governmental organizations help the homeless and those at risk for becoming homeless.

Shelter

Shelter is one of the leading NGOs and has been helping the homeless in the U.K. since its founding by Bruce Kenrick in 1966. Based in London, Shelter offers legal advice and accommodations for those who are homeless, along with a slew of other resources and information for those that may be homeless in the near future. In the past year alone they have received over five million requests for assistance.



Crisis

Crisis is a national charity for single homeless people. The major goal of Crisis is to end the homelessness for good. It now helps homeless people in 12 areas across England, Scotland and Wales to rebuild their lives and be able to get out of homelessness. Their ways of helping the homeless vary based on situation. Some homeless people may need to be settled in a home, while some may need help with learning new skills and finding a job. However, instead of simply providing direct accommodations for the homeless, Crisis gives them the tools and knowledge of renting to ascertain accommodations on their own. Crisis is dedicated to inspiring others to end homelessness. As a leading source of knowledge on homelessness in the U.K., Crisis has thought-provoking PowerPoints, with accompanying lesson plans, on the problem of hidden homelessness, which looks at the cost of privately renting a room in a shared house, and the meaning of homelessness.

Groundswell

Groundswell is a registered charity that was created in 1996 that “exists to enable homeless people to take more control of their lives, have a greater influence on services, and to play a full role in our community” (About Groundswell, 2015). They run peer education and advocacy projects centered on health and homelessness. Groundswell’s service called Homeless Health Peer Advocacy (HHPA) offers one-to-one support for people experiencing homelessness, especially providing guidance in making and attending health appointments and overcoming the pre-existing practical, personal, and systemic barrier which prevent them from addressing their health needs. The Peer Advocates serve as mentors and are volunteers, all of whom have experienced homelessness. In addition to accompanying their mentees to various appointments Peer Advocates serve to help their mentees gain the skills necessary to access health services on their own.

Homeless Link

Homeless Link is a national membership charity for organizations that directly work with the homeless. It now has around 800 members all over England. The overall goal of the Homeless Link is to end the homelessness in the U.K. mainly through work with the local government to improve the policies that affect the homeless population. Providing training and advice, which are based on the latest policy, research and legislation for their members to help improve the service. Besides that, Homeless Link also establishes different projects, such as the Day Centers Project, funded by John Lang. It provides support and guidance to day



centers to improve service since day center definitely plays a crucial role in ending homelessness by helping the homeless to move on. Moreover, it provides the public a way to help out the homeless by contacting the StreetLink, which is delivered by the Homeless Link and St. Mungo's, one of its members. People can call the StreetLink whenever they feel concern about someone sleeping rough.

Generation Rent

In the budget... young people who are getting a top up on their housing benefit are going to lose it. This is not rocket science. These policies are going to force more young people onto the streets.

-CEO, London

As a result of the Global Financial Crisis in 2008 and the current economic climate, 'Generation Rent' has emerged as a term to describe young adults ages 20-45 that live in rented accommodation and are regarded as having little chance of becoming homeowners due to high house prices. Many factors contributed to the dramatic rise in house prices and the creation of 'Generation Rent,' including poverty, extreme wealth inequality and an individual's personal debt.

The average annual salary in the U.K. in 2009 was £22,800 and has increased 21% in the past eight years (Trading Economics, 2017). Although the average annual salary of a U.K. citizen has increased over the years the growth is not enough to make up for the dramatic increase that also occurred in the average cost of buying a house in the U.K., jumping from £154,452 to £220,094. Surprisingly, that is an increase of 42% in the average cost of buying a home, and is double the increase of average salary in U.K. (Lewis, 2017). Specifically in London, the average cost of buying a house spiked from £268,780 in 2009 to £482,779 in 2017 (Lewis, 2017). Meaning the average cost of buying a house in London increased by 80% from 2009 and is nearly four times the increase of the average annual salary in the U.K. This sharp increase, shown in Figure 5, has effectively *increased* the disparity and *decreased* the chances of an average U.K. citizen ever owning a home.

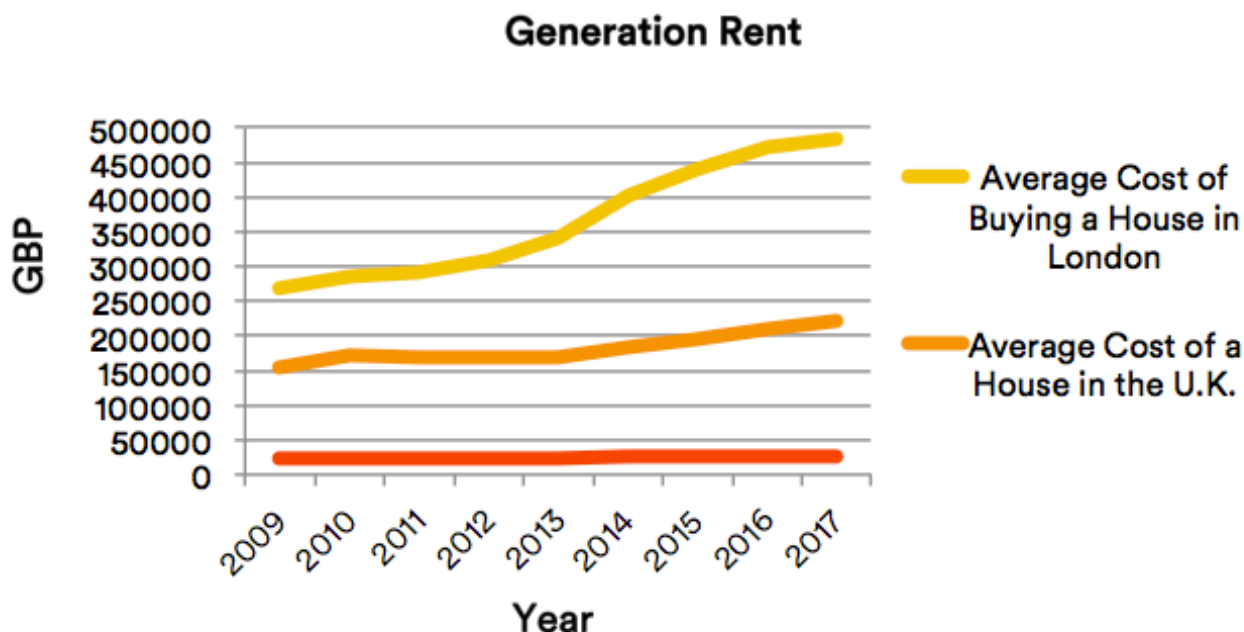


Figure 5: Average Annual Salary vs. Average Cost of Buying a House

The shortage of social rented housing (suitable rented housing) has forced more households into owner-occupation. In contrast to the 1970s, where the expectation was to own one's home, it is now becoming increasingly difficult for first-time buyers to get into the property market. Originally the private rented sector had undergone decades of "managed" decline with little realistic expectation of significant amounts of new investment. However, this decline had stopped at the end of the 1980s and rose in the early 2000s. There is a growing concern that a generation of young people is being priced out of even owner occupation and as a result they are looking towards the growing private rented sector as an alternative way to get accommodation (Pattison, 2016). Estimated today, nearly half of all those in poverty are owner-occupiers and the welfare safety net of housing benefit, available for renters on a low income, is not available for owner-occupiers living in poverty compared to those living in the 1970s (Shelter, 2007).

Homelessness: The Human Aspect

Since Brexit there's cleansing going on. I think the home office are wanting to look tough. They are wanting to show the people that voted for Brexit that they're doing things. A lot of it is to show the world that we are tough on immigration. They're forgetting the human behind it and the human life that they are destroying in the process.

-Immigration detainee befriender

In addition to struggling with being homeless, the Homeless Population faces a significant number of challenges. Due to the sheer complexity and depth of homelessness not all challenges can be adequately covered, however, the hope is to shed light on several of the problems the homeless population face. Homeless people can suffer from high levels of stress, elevated degrees of poverty, and often-poor living conditions that are a result of lacking control over their housing situation. Often at times they can feel isolated and distant from their families and local communities. Problems the Homeless Population face include negative stigmas, violence, drug and alcohol abuse, vulnerability due to mental health problems, and severe and multiple disadvantage (SMD).

Stigmas

The amount of people who have turned around to me and said, 'Oh it must be so nice being back in society,' and I'm like well actually I never fucking left! You know just because I was homeless doesn't mean I'm not part of society. Society and the general public or just human beings, we seem to think that when someone's living on the street that they're some sort of animal - almost like they're not a human being and they're not part of us. That upsets me and not just upsets me but gets me angry, pisses me off... I want people to realise that you know it's good to go and talk to people

- David Tovey

Stigmatization and discrimination are some of the most pervasive and intractable problems that homeless people face. These stigmas are summarized by a U.K. survey asking people what they felt when homeless people asked them for money. Rather than feeling empathetic towards the homeless, the majority of people felt annoyance, intimidation, or pity (Figure 6). This graph shows the array of negative emotions the majority of those polled felt towards the homeless population, and the lack of understanding for their situation.

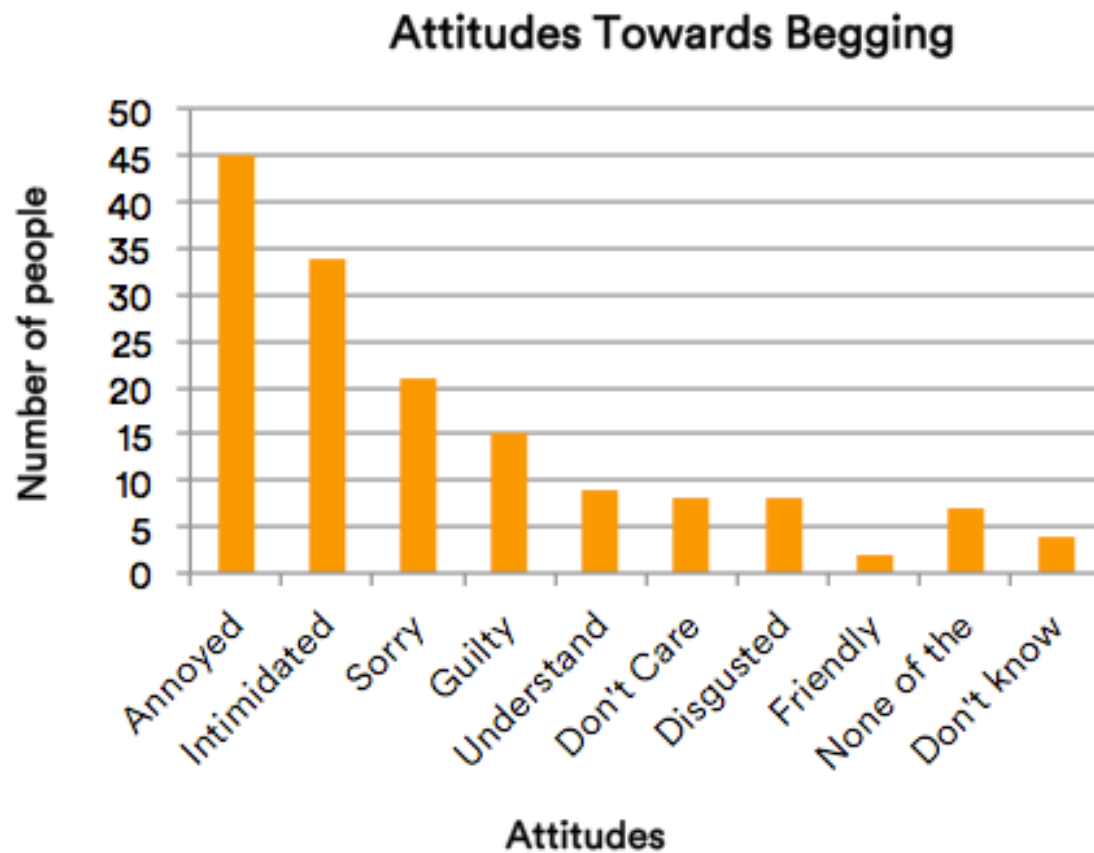


Figure 6: Attitudes Towards Begging

People typically would not engage in a genuine conversation with someone living on the street; their interaction is limited to a quick glance, a dollar put into a cup, or a brief handshake. In a study that showed the connections between stigma and homelessness, the existence of stigma arises when, “there is labeling, stereotyping, separating, status loss, and discrimination in a situation where there is unequal social, economic, and political power” (Belcher, 2012). The preconceived notions that surround homelessness cause a greater divide between mainstream culture and homeless individuals.

In “The Public Conflict about Homelessness,” Dahlgreen (2013) indicates that people tend to fear the homeless because of perceptions about their crass nature or hardened appearance. Other members of the public remain ambivalent. People generally feel sorry for the homeless, but simultaneously think that they are probably in their state because of their own laziness or addictions to drugs and alcohol. Feelings of pity do not translate to positive support, an obstacle homeless advocates and individuals around the world face when trying to promote a positive message of the homeless community. The social solidarity between the homeless and



housed individuals is fragile, and strained by these stigmas. As a result of high levels of turnover, desperation, and distrust there is a complete lack of empathy for the homeless (Lee, Tyler, & Wright, 2010).

Often when a housed individual sees a homeless person, they either ignore them or subject them to stares, verbal harassment or violence. In particular, acts of violence against the most vulnerable such as the homeless population can have detrimental effects, resulting in the average life expectancy of a homeless individual to be forty-seven years old (Shelter, 2007). People see homeless individuals as subhuman, and believe it is okay to treat them as such. Individuals sleeping on the street are almost seventeen times more likely to have been victims of violence and one in three rough sleepers have been “deliberately hit or kicked or experienced some other form of violence” (Crisis, 2017). These attacks are commonly lethal, as one in four attacks on a homeless person result in their death (Stoops, 2014). In the United States, nearly three times as many attacks on a homeless person resulted in the victim’s death than all homicides classified as hate crimes by the FBI (Stoops, 2014). As shown in Figure 7, more homeless people were killed than all racially, religiously, sexual orientation, and ethnically motivated homicides for nearly every year from 1999 to 2012, resulting in a total of 375 homeless people’s deaths (Stoops, 2014). There is a clear correlation between homelessness and being susceptible to abuse and mistreatment. In a study conducted by the International Journal of Epidemiology, it was concluded that simply being homeless is an independent risk factor for premature death and can increase a person’s risk of injury and death by a factor of seven (Morrison, 2009). This kind of horrible treatment makes living without accommodation even more dangerous, and many innocent lives are lost because of people’s hatred and intolerance.

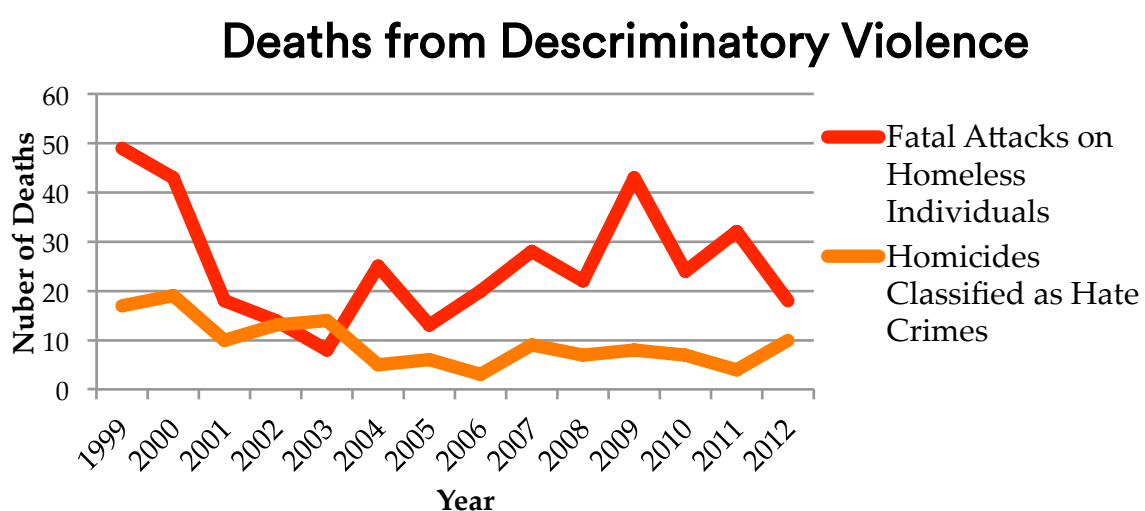


Figure 7: Deaths from Discriminatory Violence



Addiction and Mental Illness

...Addiction, suicide, homelessness, mental health, HIV. They're harsh subjects that people don't want to talk about and you know the problem is if we don't talk about it the stigma just gets worse and people shouldn't be stigmatised because they have an addiction, they shouldn't be stigmatised because they're living on the streets - they should be helped, they should be embraced.

-David Tovey

Addiction

In addition to hate crimes and violence, many homeless individuals struggle with addiction and mental health problems. Abuse and violence can lead to substance misuse and drug addiction. In a document published by the National Coalition for the Homeless (NCH) titled *Substance Abuse and Homelessness*, a United States based organization, they discuss how substance misuse is a result of homelessness rather than a cause. Homeless individuals will often turn to drugs and alcohol in an attempt to attain temporary relief from their current situation and problems (National Coalition for the Homeless, 2009). However, substance dependence tends to worsen their existing problems and decrease their chances to achieve stable employment. For many homeless people, survival takes precedence over personal growth and development, so breaking their addiction is difficult. This becomes especially difficult for homeless individuals who have become estranged from their families and friends, without a social support network. Currently most treatment programs focus on abstinence only approach which is less effective than harm-reduction strategies and these programs do not address the possibility of relapse (National Coalition for the Homeless, 2009).

For many homeless people, substance misuse and mental illness coincide with each other. Individuals who go untreated for a mental illness will often use drugs as an inappropriate form of self-medication because they are unable to find facilities to help them. Sadly, many programs for homeless people with mental illnesses do not accept people with substance misuse; subsequently many programs for homeless substance misusers do not offer treatment to people with mental illnesses, even though they can be experienced concurrently (Substance Abuse and Homelessness, 2009).

Severe and Multiple Disadvantage

Increasingly noticeable are populations that experience problems such as homelessness, drug and alcohol misuse, criminal offences, and so forth tend to overlap. In 2015, the LankellyChase Foundation published conclusions to research involving Severe and Multiple Disadvantage (SMD) individuals. LankellyChase is a foundation that supports and funds innovative practice, policy and research aimed towards understanding how change happens for people facing severe and multiple disadvantage. The SMD described in this study is “distinguishable from other forms of social disadvantage because of the degree of stigma and dislocation from societal norms that various experiences represent” (Bramley, 2015). The aim of this study was to establish a statistical profile of the extent and nature of this form of severe and multiple disadvantage (SMD) in England, and to ascertain the characteristics and experiences of those affected. The study defined the three distinct areas that were determined to trigger both statutory and voluntary responses by an individual as well as those around them as homelessness, substance misuse, and criminal justice systems.

Given these factors, there are then three levels of SMD that can be experienced- SMD1, SMD2, SMD3, which are visualized in Figure 8. A person experiencing SMD1 is defined as only experiencing one disadvantage, SMD2 is similar except a person experiences two out of the three disadvantage factors. People experiencing SMD3, come in contact with all three disadvantage factors, homelessness+offending+substance misuse. Each year, over a quarter of a million people in England come in contact with at least two out of the three of the homelessness, substance misuse and/or criminal justice systems, and at least 58,000 people have contact with all three (Bramley, 2015), shown in Figure 9. In the SMD2 ‘overlap’ category, the LankellyChase study found 99,000 people have a combination of substance+offending issues; about 31,000 people have a combination of homelessness+offending issues; and about 34,000 homelessness+substance issues, totalling 164,000. They estimated around 364,000 people fall under the SMD1 category with 112,000 offending only, 189,000 substance misuse only, and 63,000 experiencing homelessness only (Bramley, 2015).

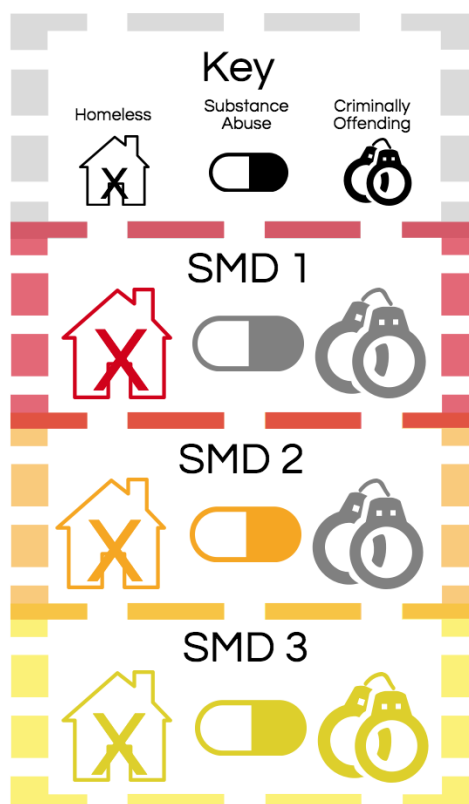


Figure 8: SMD Categories
Adapted from LanKelleyChase, 2015

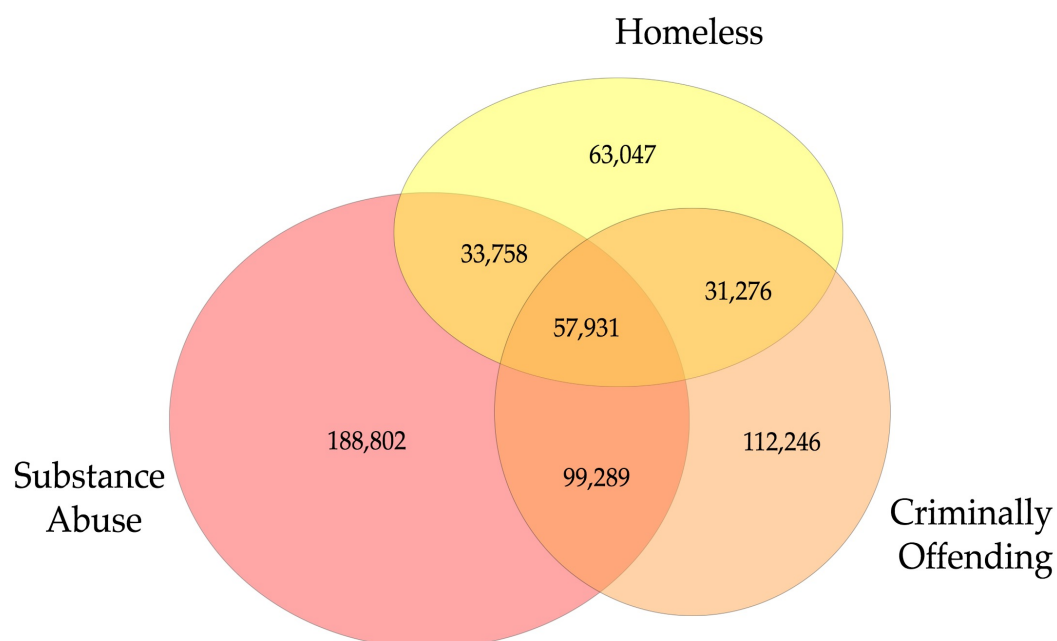


Figure 9: Overlap of SMD Categories
Adapted from LanKelleyChase, 2015



Due to narrow understandings and perceived stereotypes many people say that the homeless population has brought their homelessness upon themselves, despite actually knowing a homeless person's situation or circumstance. This creates a rift in understanding between the two worlds. This assumption is the basis for the majority of stereotypes and stigmas that overshadow many of the realities of homelessness. The stigmatization that many homeless people face stems from the assumption that an individual's housing situation is under their own control. Johnstone et al. (2015), explains that a majority of the public lack a solid understanding of how individuals become homeless. Although the public may recognize that the homeless need care and compassion, many people views of the homeless population as inhuman, or less human than more fortuitous members of society.

Educating About Homelessness

Homelessness is something students will encounter in their lives, and knowing how to react and take care of oneself are important lessons to learn. The aforementioned stigmas and negative attitudes towards the homeless population are some of the largest barriers that exist when trying to educate about homelessness. A significant reason why the public is not educated about homelessness is because there are very few educational material focused on the topic, specifically in schools. Often when a housed individual sees a homeless person, they either ignore them or subject them to stares, verbal harassment or violence. Due to high levels of turnover, desperation, and distrust there is a complete lack of empathy for the homeless (Lee, Tyler, & Wright, 2010). Overcoming these stereotypes is a crucial step and connects to the PSHE curriculum (Personal, Social, Health, and Economic Development). The PSHE curriculum helps prepare young students for entrance into the real world and challenges them to think about their place in it, and the difficult truth is one could potentially become homeless due to circumstances out of one's control.

These topics connect to the PSHE curriculum three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. The causes and consequences of homelessness, Wellbeing, and Living in the Wider World (navigating adulthood) are all interconnected and situations students may encounter when they grow up. By challenging these negative attitudes and perceived stereotypes about the homeless population, a better understanding and awareness of the homeless population could be gained.

Curriculum Overview

The MoH aims to develop educational materials and an online resource to help schools fulfill a part of the citizenship curriculum, primarily key stages 3 and 4. The curriculum focuses on teaching British Values and government policies, but there is no mention of homelessness. This in part is due to the difficulty of the subject matter and the depth of the material that is involved with homelessness. The topic is scarcely discussed in classrooms although homelessness has an effect on every individual in the community. However, materials about homelessness could be presented in a way that cover the requirements of the curriculum, making it convenient for teachers to use the materials the MoH will provide in their



classrooms. With a combination of the Citizenship and Personal, Social, Health and Economic (PSHE) curricula (for a full list of abbreviations, see Appendix B), there will be ample opportunity for flexibility in the curriculum to fit into teachers schedules and allow for easier implementation.

Citizenship Curriculum

The Citizenship Curriculum in the United Kingdom was added to the National Curriculum in the fall of 2014 for key stages 3 and 4, which cover the age range of secondary school students. The curriculum addresses the roles and structures of government, politics and community in an effort to better students' knowledge, skills and understanding and encourage them to enter adulthood as active members of society. The teaching goals vary by key stage. The format of the curriculum, allows students in higher key stage levels to choose what courses they take called *tutorials*. This structure allows for students to take classes that they find more interesting compared with general classes that are part of the common curriculum. Not all schools, however, teach the Citizenship Curriculum as a main part of the coursework. In the early 2000's, the National Union of Teachers reported that "twenty-six percent [of secondary schools] reported that citizenship education would be taught as a distinct curriculum area and twenty-six percent reported that it would be taught as a cross curricular issue." In more recent years, the National Curriculum went through a major revision that shifted the focus of coursework encouraging outstanding citizenship work in the classroom.

Key Stages

Key stage 3 (KS3) examines the roles played by public institutions and the ways in which citizens work together to improve their communities. Pupils are instructed about the roles of Parliament, the liberties that citizens are granted, functions of money, and other related principles. Key stage 4 (KS4) expands on the goals of KS3 but adds another level of meaning and understanding. Pupils are taught about the state of political structures in countries outside of the U.K., diversity in the U.K., as well as financial responsibilities students will encounter upon entrance of adulthood (taxes, insurance, etc.). The expected outcome of fulfilling KS4 is that students will be able to engage in a variety of research strategies, develop persuasive arguments and support their claims with evidence. Additionally, they should experience and evaluate effective ways to work together with other citizens and solve problems that contribute to society. This sequence of stages allows for students to become



acquainted with politics and other important resources in the United Kingdom. The national curriculum for citizenship aims to ensure that all pupils gain a sound knowledge and understanding of how the United Kingdom is governed, and their role as citizens to actively participate in their systems of government (Department of Education, 2013).

PSHE Curriculum

Concurrently, the Personal, Social, Health and Economic Development Curriculum (PSHE) outlines the core themes that are integral in self-awareness and self-growth. This shares some ideals with the citizenship curriculum, and is broken down into three core themes:

1. Health and Wellbeing,
2. Relationships, and,
3. Living in the Wider World.

Each of the core themes has associations that are outlined via the breakdown of each of the key stage requirements. In combining the components of the Citizenship and the PSHE curricula, the resources can be focused further pinpointing the needs of the program that is being created by this project. The overlaps in the outcome goals for both of these correspond with the overall goals of the project.

National Curriculum

The intention of the National Curriculum is to streamline learning for students and ensure that all students have equal opportunity to learn the same information, while providing multiple sections to allow teachers to mold the lessons to fit different classrooms and different teaching styles. Because both of these curricula are not always a part of the main coursework in classrooms after a government change almost two decades ago, teachers have less experience teaching the topics and are often handed lesson plans they have to stand up and teach that day. A teacher who specializes in physics or mathematics would have to transition for the period dedicated to the Citizenship Curriculum and teach that as well. Financial life skills are also a key portion of the later curriculum intending on educating students about healthy fiscal habits and how to manage funds and savings. The curriculum is intended to introduce students to the world beyond the classroom, and creates an avenue for students to begin to think about life on their own.



Homelessness Curriculum and Materials

In the United Kingdom, there are several teachers' kits that can be used for small lesson plans in the classroom, however there is no comprehensive set of information for teachers to use. An organization called Shelter has created one of these classroom kits with primary and secondary education sets that are designed for each particular audience. The kits include animations, teacher resources, and worksheets for students. Among the teacher resources are debate cards, which encourage students to develop and argue an opinion on the idea of developing new homes in Britain. These perspectives enable students in key stages 3 and 4 to engage in the national housing issue from varying viewpoints--- a developer, an environmentalist, a local councilor, and a local resident and provide a basis for teachers who are interested in teaching the topic of homelessness, but there is room for further development into more in-depth lesson plans and activities.

National Homeless Website

The National Homeless website outlines a few lesson plans that are only brief in detail, but effective for the information being portrayed. The outline can be best used to ask broad questions and evoke a response from the classroom. Beginning a discussion about homelessness is a creative way to open up conversations about a topic that is often difficult to talk about. With interactive activities, the outline gives a good start to the conversation, but leads to no conclusion. A key piece of the curriculum is to bring together the information in a concluding conversation to further implement the understanding of the material.

Typically the approach towards educating students is done through formal learning. The best examples of formal learning are classrooms. Formal learning is often supported by an educational or training institution and the structure of formal learning is controlled by a teacher or a guide. The teacher or guide structures the information in terms of learning objectives, and at the end it results in the form of recognition of that training (Levenberg, 2010). Pupils can also be educated through informal learning, such as visiting a museum. Informal learning can be achieved through every-day social activities and is not supported by an educational or training institution (Levenberg, 2010). Moreover, informal learning does not have a predetermined or structured curriculum; rather the learner controls the learning experience. In order to increase a student's understanding of complex social issues



such as homelessness, museums are trying to integrate informal learning approaches in schools.

United States Curricula

In two examples from the United States, teachers in both Vermont and Massachusetts developed a type of Homelessness curriculum for their students. The two age groups targeted by the teachings are similar in comparison to the age groups that key stages 3 and 4 encompass. Key stages are similar to grade levels in the United States where there are benchmarks set that should be attained before moving on to the next stage or grade. This allows for growth as well as leveling of the ability of individuals within the same stage to allow for a more cohesive learning experience. This creates an easier target teaching range rather than having to accommodate for varying ends of a larger spectrum.

In teaching about homelessness in the aforementioned cases, schools have encouraged students to be open to learning about homelessness as well as encouraging compassion and empathy. The curricula that have been developed are geared towards broad learning and developmental styles. Each student can learn best via one or more learning styles. As students age, the way that they learn and are motivated to learn is developing through constant change. Activity structure and presentation are crucial for student engagement in the classroom as well as in museums. The information that was presented in both given examples was formed specifically to a target audience to convey the topic of homelessness. The varying formats show the different methods in regards to teaching style preferences as well as what works well in a classroom. Although these examples are from the Northeastern United States, the concepts that the teachers used will be similarly paralleled in the British classroom. By shaping curricula to accommodate student needs, the two pieces used in the United States were successful in portraying the intended message.

Museum of Homelessness

The Museum of Homelessness (MoH) is a museum that focuses on homelessness. In the U.K., the MoH is spearheaded by Matt and Jess Turtle, and has a core team of people who help it progress toward its goals. They intend to invoke a deep connection with the content they are curating and the individuals who are viewing



them. MoH hopes to also spark a deeper understanding of the object and have a greater impact on the individual's looking at viewing the MoH's objects. As co-founder Matt Turtle puts it, they founded a museum "on the basis of a social need rather than to preserve an inherited collection of objects." (Matt Turtle, personal interview 4//28/2017). The museum's goal is to give a voice to people who have been silenced throughout history.

The MoH approaches its mission through a variety of methods. They may not have a permanent home of their own, but they have worked in spaces like the Tate Modern to hold events and discussions on the issue. They have accrued a collection of physical pieces people can look at, and host interactive exhibitions and have facilitated open forums to help the public see homelessness in a way they had not before. The MoH wants to use the Citizenship Curriculum as a way to inform the next generation of U.K. citizens about the issue and motivate them to work towards resolving the issue. For more information on the MoH, see Appendix A.

Methods of Defining Objectives

The overall goal is to develop an educational publication and online resource to help schools fulfill a part of the citizenship curriculum, primarily key stages 3 and 4 in partnership with the Museum of Homelessness. Educating students about homelessness may be one way to enhance public empathy for the homeless in the long term and help eliminate some of the stigmas associated with homelessness. In concurrence with the citizenship curriculum, the MoH built a set of educational materials following the identification of teacher's perspectives and a review of museums existing educational resources. Based on these findings, further project goals were then established following the objectives outlined below. From this, the team developed a set of deliverables that contribute to the final objective.

- **Objective 1:** Identify needs and perspectives of teachers and professionals working in the homelessness sector;
- **Objective 2:** Evaluate how museums and other organizations develop teacher resources on social issues like homelessness;
- **Objective 3:** Evaluate the collection the MoH currently has to identify potential objects and stories to use with the materials
- **Objective 4:** Clarify the learning outcomes and preferred content and types of materials and resources the MoH would like to develop; and,
- **Objective 5:** Develop, test, and refine curriculum materials and resources.

The team's methodological approach is outlined visually in Figure 10.

Graphic Overview

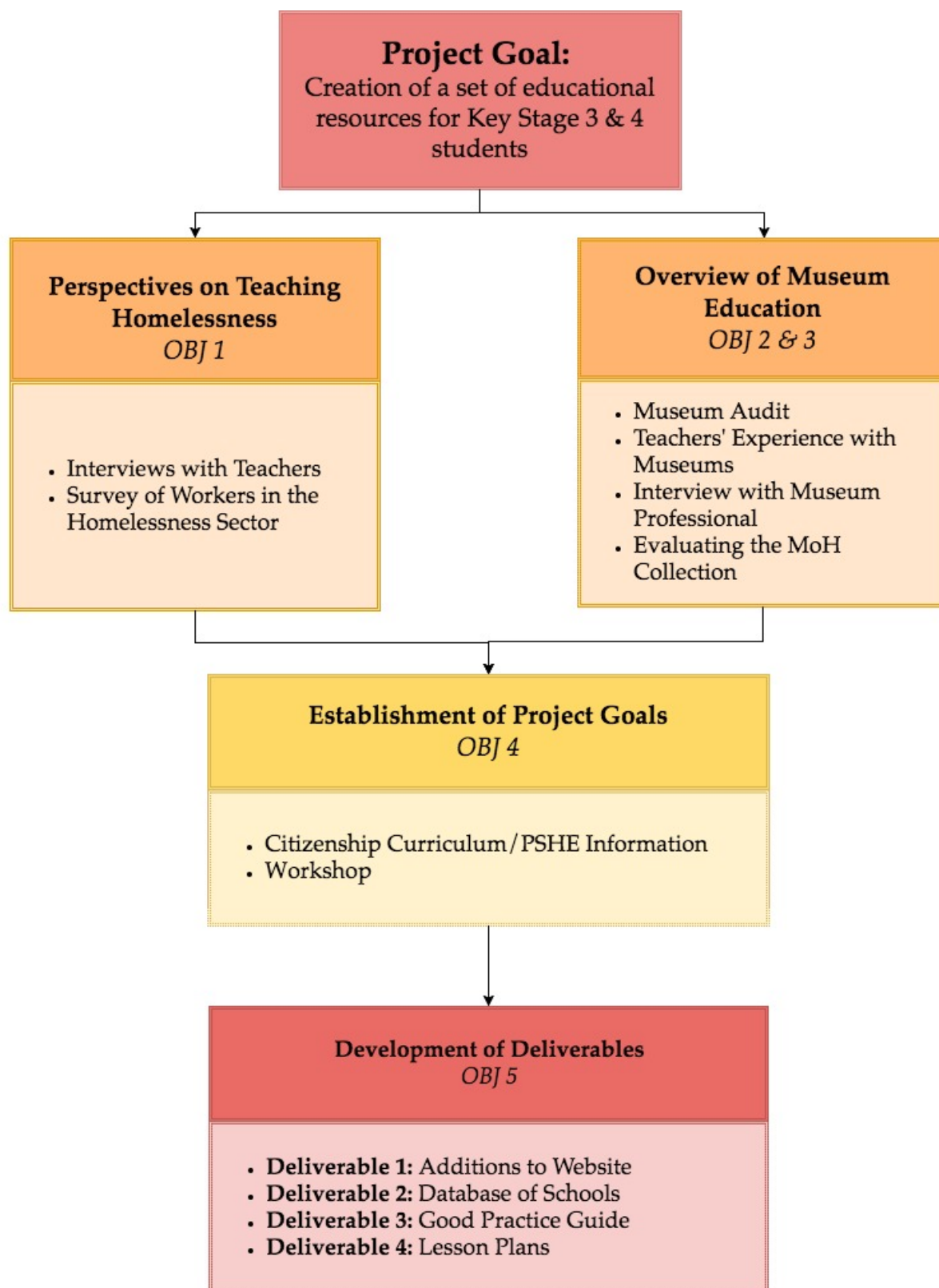


Figure 10: Overview of Methods



Perspectives on Teaching Homelessness (Objective 1)

This chapter outlines the perspectives of teachers and professionals in the homelessness sector on the teaching of homelessness. The conclusions from a series of interviews and a survey of homelessness sector workers are explained in detail. These interviews and the survey were conducted to identify needs and perspectives of professionals in education as well as those in the homelessness sector. The feedback was critical to strengthen our understanding of how classroom resources are used and what the best way to portray homelessness in classrooms would be. Teacher interests and recommendations are noted for use in the development of materials for the project.

Interviews with Teachers

The team interviewed six education professionals Rhiannon Litterick, Lucinda Meredith, Naomi Pollard, Cari Rees, Sara Rickard, and Sharon Wilkie-Jones. For more information on these professionals, see Table 2. These interviews were divided into three sections¹:

- Background on Citizenship Curriculum Homelessness
- Teachers' Experience with Museums
- Teacher's Suggestions for Creating Resources

After gathering information from the interviews, the team has learned that teachers have a strong desire to teach homelessness even though most U.K. schools typically do not teach the subject. Resources provided by museums are useful supplements for teachers to use because¹ museums provide professional insight on topics the teachers may not be familiar with.

¹ For the exact questions teachers were asked, please see Appendix C.

² For the exact questions the museum professional was asked, please see Appendix D.

³ Currently there is nothing recorded in the database for the catalogue reference. It is a section the museum

Table 2: Information of Teachers Interviewed

Interviewee's name	Titles	Affiliations	Date Interviewed
Sharon Wilkie-Jones	Senior Tutor & Literacy Coordinator	Bolton Sixth Form College	May 17, 2017
Rhiannon Litterick	Teacher	Tiffin's Girls' School	May 22, 2017
Cari Rees	Teacher	Tiffin's Girls' School	May 22, 2017
Sara Rickard	Former teacher		May 25, 2017
Lucinda Meredith	Professional that has developed education projects before	The Streetwise Opera - a non- profit organization	June 6, 2017
Naomi Pollard	Teacher currently teaching KS 5, used to teach KS 3 and 4 and the Citizenship Curriculum		June 9, 2017

Background on Citizenship Curriculum and Homelessness

The teachers we interviewed said that the Citizenship Curriculum is typically taught for about an hour a week in schools, and homelessness is rarely addressed. The teachers felt it was an important subject to teach. Homelessness continues to affect increasing numbers of people. The teachers indicated that they would be interested in teaching the topic if materials were developed to aid their lessons. Teachers often find it difficult to conduct lessons about homelessness without being provided sufficient teaching resources. They are often not experts in areas of social science, and do not want to give students inaccurate information on such a sensitive topic. Particular topics teachers would appreciate having lesson plans for include: the different types of homelessness, youth homelessness, and the factors that lead to homelessness. One teacher, Sharon Wilkie-Jones, who has experience creating her own teaching materials on homelessness, recommended that we look into resources created by other organizations like Shelter and Crisis, because their learning



materials serve as good examples of images and language aimed towards secondary school students.

Teachers' Suggestions for Creating Resources

The idea of inviting a **guest speaker** was well received by the teachers we interviewed. One interviewee mentioned that non-specialists created many of the resources available. Being able to invite a speaker to a classroom that is a specialist on homelessness would benefit students. Guest speakers are most beneficial when their visit is timed with the corresponding topic and if the guest speaker is experienced with presenting to secondary school students. This allows students to ask their own questions and get a response from an expert. The speakers will have information and experience to answer specific or difficult questions that a teacher would not be able to, even with a guided background. Ms. Pollard indicated that most Year 8 and 9 students are shy to ask questions. From her experience, it might be better for students in KS4. In addition to that, creating student interest will make it worthwhile for teachers to invite guest speakers.

Another reason why teachers recommended inviting guest speakers is because some schools have restrictions on class trips. For example, Ms. Rees and Ms. Litterick mentioned they can only have one trip per curriculum requirement (i.e. math, science, history) in each academic year, and the trip has to be closely related to the subject. Most schools do not budget the time for a trip related to the citizenship curriculum. Teachers have to choose their field trips carefully because of these restrictions and often use the same field trips every year. Because of these restrictions, inviting a guest speaker into a school rather than getting a class to a museum would prove to be easier for teachers.

Additionally, all six teachers recommended a **good practice guide**. Many teachers are not trained to teach sensitive social topics, like homelessness, so they can be very apprehensive when tasked with teaching these topics. Ms. Pollard suggested that we draft anticipated teacher's' questions and write potential responses to them in the good practice guide. Ms. Rees also suggested having a section for a conversation at the beginning of the lesson reminding students that the lesson outlines a sensitive topic, to be conscientious of other students' experiences and feelings, and introduce safeguarding as well as respect. Ideally, the good practice guide should be framed in a way that thoroughly represents the facts while eliciting empathy from the reader. The team inquired about the use of Pre- and Post- testing. Teachers mentioned that Pre-and Post-Tests tend to work well for subjects such as creative writing,



government politics and sociology. However Ms. Rees emphasized not to rely on the Pre-and Post- tests as the only way to measure and evaluate the success of the educational resources. When we spoke with Ms. Litterick, she recommended using the pre-and post- test evaluation method when piloting the program, but not for final resources. Ms. Rees and Ms. Pollard suggested finding an alternative evaluation method rather than a formal test, such as challenging the students with a poster competition on topics surrounding homelessness, or having some questions for students based on video clips. This allows students to creatively show what they have learned in each lesson, while also measuring the effectiveness of the program. Ms. Rees suggested having a set of closed questions, such as fill in the blank questions or fact based short answer questions, as well as some open-ended questions to allow students an opportunity to respond to the material in a more abstract and emotional way.

The six teachers mentioned that in teaching secondary school students, finding ways to grab and maintain their students' attention can make or break a lesson. In particular, students will focus more on subjects that are part of the GCSE requirement rather than the Citizenship Curriculum and PSHE Curriculum. All of the teachers that we spoke with believe that **interactive activities**, like small group discussions are vital to encourage student engagement and can encourage students to apply information and skills they already have. Visually representing the information is also essential for secondary students using materials such as video clips and case studies are extremely helpful. Having videos with which students can see and hear the voices of people who went through homelessness and providing case studies of people talking about their experiences firsthand can humanize the concepts and make the issue real to students.

All six teachers agreed that the team should remain **cautious with the use of language and images** in our educational resources, because some students might be homeless. The language used should be framed differently for KS3 and 4- to accommodate differences in comprehension and emotional development by age. The materials for older students can explore the depth of the concepts in more detail, while younger students' lessons will have to be framed more sensitively. This sensitivity in writing accommodates the varying levels of maturity and understanding of the age group of students in the classroom. Some teachers we interviewed also believe that teachers should be taught on how to teach sensitive topics such as homelessness to make sure that lessons are delivered well.

The congregation of suggestions for the interviews held with teachers is compiled in Table 3 on the following page. The suggestions are listed in the left column, and are supported by the reasoning for the suggestion as well as the teacher who made the suggestion.

Table 3: Suggestions from Teacher Interviews

Suggestion	Reasoning	RL	CR	SR	SW	LM	NP
Practice Guide	Help teachers to be prepared and more confident of teaching the subject	•	•	•	•	•	•
Guest speaker	Help answer questions that teachers may not be able to answer Bring mixed views and outcomes	•	•	•	•	•	•
Piloting the program	Good to gage the feedback from the classroom Good to raise more awareness	•	•	•	•	•	•
Visuals, video clips	Help grab students' attention	•	•	•	•		•
Discussions	Help students apply what they learned	•	•	•			
Case studies	Make the situation more real for students	•	•		•		
Framing	Be aware of the use of language and images, since it's a sensitive topic Also be aware the sensitivity of the way it is taught	•	•	•	•		•



Survey of Workers in the Homelessness Sector

Independently, but in association with our project, the Museum of Homelessness surveyed professionals working in the homelessness sector for advice and suggestions on how to educate students on the subject of homelessness. The goal of conducting this survey was to understand how professionals working in the homelessness sector think about:

- Educating students on homelessness;
- What should be focused on or be aware of if to teach this subject; and,
- Some other suggestions

The Museum of Homelessness received 15 responses from a variety of professionals representing organizations such as Groundswell and the Passage Day Center.

The survey data was made available to us for analysis. In this section, we present an analysis of the data question-by-question.

Q1: Do you think there is a need to develop educational and classroom resources relating to homelessness education?

Based on the survey, the majority believes there is a need to educate students about homelessness. The professionals that responded all have worked with homeless people closely and can give the team a different perspective than the teachers and the museum professionals on creating resources. The team did not want to develop resources that homeless people did not think were necessary or could potentially offend them.

Q2: What do you think is the most important thing to teach secondary school students about the subject? :

The purpose of having this question is to give the team additional insight into which subject areas were most important to include in the materials. Many responses mentioned addressing the stigmas people have about the homeless, as these stigmas are some of the biggest problems facing the homeless population. A good way to confront these stigmas is to teach students about the different types of homelessness and the many factors that lead to homelessness, such as the impact of traumas that someone may experience at an early age. Exposing students to case studies of personal stories from those with experience being homeless can also encourage empathy towards the homeless. Another suggestion was teaching students how they can take action to help the homeless population. These kinds of lessons will help



change the stereotypes for the upcoming generations and teach them how to be better U.K. citizens.

Q3: If you were a teacher thinking about teaching students about homelessness, what things would you consider before planning? :

Answers from professionals working in the homelessness sector helps the team know from the homeless perspective what some things they should be careful about are. There are several things to consider before bringing lessons to the class. One thing that was mentioned is to be aware if any student in the class is affected by the homeless problem. If so, the context of the lessons may change a little because there are two groups of audience. Instead of only teaching how to help the homeless, lessons should also cover where to get help. Another thing to consider are the preconceived assumptions students have about the homeless.

Q4: We are thinking of developing a guide to inform teachers about how to approach teaching the subject. Do you think this would be useful? :

All of the respondents believe that a guide for teachers can be very helpful, which corroborates what teachers said from the interviews. This reinforces the need to have the Good Practice Guide for teachers to teach about homelessness.

Q5: Thank you for answering the survey. Please do let us know if you have any final comments, thoughts or advice.

Overall, these professionals believe that teaching sensitive topics like homelessness can be difficult, especially when students are not directly affected by it. Using statistics about homelessness in the borough or community in which the school is located may help make the issue evident for students. The goal of educating about homelessness is to help student's gain better understanding and be able to help improve the situation, instead of ignoring it.

Overview of Museum Educational Resources (Objectives 2 and 3)

The following chapter is a review of existing museum materials, and investigation into the use of educational materials in museums. Before the team looked into other museums, we identified pieces of the MoH collection that were qualified as usable for the materials we intended on creating. In order to accommodate the needs of a museum education program, the team explored what other museums are currently using for supplementary education materials for students. In this exploration, the development process used to create materials was examined. The section is capped with an interview with David Houston of the Design Museum that has experience in creating educational packs for teacher use in the classroom, as well as in attendance at the museum. Finally, a teacher perspective on the usefulness of museum materials and visits provided further insight.

Museum Audit

The team conducted an audit of twelve museum websites and the resources posted on them to gain a comprehensive overview of what kinds of resources and programs museums typically offered to schools. After completing the audit, the team had a more comprehensive view of what museums' teacher resources look like and how they are presented to teachers on museum websites. Through the examination of other museums, the team structured the Museum of Homelessness web page in a way that teachers are expecting, making it easier for them to access the resources. In consultation with Matt Turtle, the team identified a range of websites to be reviewed, including national, local and private museums. The MoH's website was also included in this audit to see how it compared to other museums. The team looked at the websites for:

- Museum of Homelessness
- Migration Museum
- Design Museum
- Museum of Slavery, Liverpool
- Charles Dickens Museum
- Tate Modern
- Vestry House Museum
- Victoria and Albert Museum
- Gressenhall Workhouse Museum
- Museum of Mental Health
- Bethlem Museum of the Mind
- London Transport Museum

The team consulted Matt Turtle in order to establish which elements on the museum websites would be most beneficial for analysis. For each website, the team compiled an overview, list of interesting links, strengths and weaknesses, list of the five most



engaging materials, and suggestions for the MoH to implement. The team examined what materials the museums were offering and how they were presented to educators. Mr. Turtle wanted the team to focus the conclusions on four themes that highlight what the MoH wants to achieve through their set of resources: variety, usefulness, memorability, and accessibility of the websites and resources. Teachers will be more inclined to use the resources if they are convenient to fit into their hectic schedules, and the resources have to be presented in a way that makes them stand out amongst other museum resources competing for teachers' attention. The MoH's main goal for the project is to offer teachers a variety of memorable resources that are easily useable and accessible.

The team compiled a comprehensive document outlining the criteria the team focused on, which was then discussed in a meeting between the team and Turtle. Presented in Table 4 is a summary of the findings. Pictures for numbered examples are provided in Table 5. For the full museum audit, see Appendix E. The team also created a PowerPoint presentation with the key points about each website that was presented the brainstorming workshop used to identify the focus of the resources the team will be working on. The information found through the audit was valuable to identifying the resources the team wanted to create, as well as suggestions for future development of the MoH's website. The team was able to see "the good, the bad, and the ugly" of each museum, and got inspiration for potential resources the MoH could create.

The suggestions section of the audit was helpful in showing the team what they should strive for and what they should avoid. From the websites, the team compiled a list of suggestions for the team and the MoH to consider in the developmental stages of the materials, presented in the table below. The final resources may not be able to incorporate all of the suggestions within the scope of the project, but the list will be beneficial for the MoH's further development of their educational program.

Table 4: Museum Audit Suggestions for Creating Resources

Suggestion	Reasoning	Examples
Clearly mark the key stage and section of the curriculum covered for each resource	Teachers will appreciate immediately knowing which programs are appropriate for their classrooms and what part of the curriculum the resource is covering.	<ul style="list-style-type: none"> • Migration Museum¹ • Museum of Slavery, Liverpool • Charles Dickens Museum² • Tate Modern • Victoria and Albert Museum • Gressenhall Workhouse Museum
Allow teachers to download materials directly from the website	Teachers will be more inclined to use resources they can conveniently print out and give to their students.	<ul style="list-style-type: none"> • Design Museum • Vestry House Museum³ • Gressenhall Workhouse Museum • London Transport Museum
Offer a variety offer teachers to pick from	In order to reach the widest range of classrooms, the resources need to be versatile and meet the different needs of classrooms. The teachers need options to choose from.	<ul style="list-style-type: none"> • Tate Modern • Vestry House Museum • Victoria and Albert Museum • Bethlem Museum of the Mind⁴
Balance quantity of resources versus quality of resources	Providing fewer robust resources would be better for the teachers and the MoH than a greater number of resources that are not as developed	<ul style="list-style-type: none"> • Charles Dickens Museum • Gressenhall Workhouse Museum
Create resources that encourage student interaction with objects	Students will be more engaged with the program if they can physically interact with the objects in the lesson.	<ul style="list-style-type: none"> • Charles Dickens Museum • Gressenhall Workhouse Museum • London Transport Museum⁵

Table 5: Images Corresponding to Table 4

Examples of Clearly Marking Different Key Stages

1. Source: Migration Museum

Migration Museum Project scheme of work	
PRODUCED BY	Migration Museum Project
SUBJECT	Citizenship, History
TOPICS/KEYWORDS	Caribbean immigration, Commonwealth, EU, Huguenots, Identity, Immigration, Irish, Jews, Romans
AGE RANGE	KS3 (ages 11–14)
SUMMARY	This scheme of work created by the Migration Museum Project and teachers covers 6 main migration 'moments' in British history. To download the powerpoints and the supporting worksheets follow this link.
DESCRIPTION	7 Powerpoints and supporting worksheets and activities

2. Source: Charles Dickens Museum

CHARLES DICKENS MUSEUM <i>London</i>		
	YOUR VISIT	ONLINE SHOP
		SCHOOLS
Key Stage One Key Stage Two Key Stage Three	Key Stage Four A Level and Undergraduate Partnered Educational Visits	The Museum offers a vibrant programme of curriculum relevant taught workshops, activities, tours and interactive visits for pupils from KS1 through to A Level.

Example of Downloadable Resources

3. Source: Vestry House Museum

– Activity sheets

- [The Workhouse](#) (3146 KB Word file)
- [NEW: Investigate the Museum](#) (9707 KB Word file)
- [Relic Trail: Guardians of the Museum](#)(5.5MB Word file)
- [Change](#) (6040 KB Word file)

Example of Variety in Activities

4. Source: Bethlem Museum of the Mind

SCHOOLS AND COLLEGES

> Visits, CPD, Courses

We want to make learning as accessible as possible and welcome visits from schools, universities and community groups.

We are currently offering several options for school visits.

Inside Psychology - These facilitated visits include a presentation on the hospital and the history of treatment, time in the museum and a question and answer session. We then add one/two of the following depending on the interests of the group and the availability of staff: an archive session, a workshop based on ethics in mental health care, an analytical session based on the painting *The Maze* (viewable on the website), an artefacts session.

Self-guided visits - These include a short introductory talk and a visit to the museum which now includes sections on labelling and diagnosis, freedom and constraint, temperament, treatments and recovery. Teachers are welcome to make an advance visit and develop their own activities.

Example of Hands on Activities

5. Source: London Transport Museum

Inspire Engineering Day

Inspire your students to consider STEM (Science, Technology, Engineering and Maths) careers through access to practising engineers and London Transport Museum's historic collection.

Let our skilled facilitators inspire your pupils with enquiry-based activities, stories from practising engineers and our iconic collection. The Key Stage 3 Inspire Engineering Day includes:

- Interviews with inspiring engineers
- Participation in our exciting hands-on 'Braking Eggsperiment'
- Exploration of the engineering wonders at the London Transport Museum Depot

Beyond just the resources other museums provided, the MoH wanted the team to critically look at the website layouts and how they were to navigate. The team compiled a similar list of suggestions specifically regarding the development of the website, presented in Table 6 below. For numbered examples, see photos in Table 7. Again, the team and sponsor may not be able to implement all of these suggestions, but in the future they may be ideas the MoH will be able to develop.

Table 6: Museum Audit Suggestions for Website

Suggestion	Reasoning	Example
Develop a main page where teachers can easily access all the resources	Teachers will be discouraged from using the website if they have difficulty finding what they are looking for, or cannot find the same page twice.	<p><i>Centralized Page</i></p> <ul style="list-style-type: none"> Charles Dickens Museum Vestry House Museum⁶ <p><i>Decentralized</i></p> <ul style="list-style-type: none"> Gressenhall Workhouse Museum
Add images and vibrant colors to make the website visually appealing, while keeping a simplistic design	Teachers will be more inclined to stay on a website that is nice to look at, but might become distracted or overwhelmed if there is too many pictures and sidebars	<p><i>Visually Appealing</i></p> <ul style="list-style-type: none"> Migration Museum⁷ Tate Modern⁸ Bethlem Museum of the Mind Museum of Mental Health <p><i>Not Visually Appealing/Uninteresting</i></p> <ul style="list-style-type: none"> Vestry House Museum⁹ Gressenhall Workhouse Museum <p><i>Too Many Pictures and Colors</i></p> <ul style="list-style-type: none"> Victoria and Albert Museum¹⁰
Maintain the website so it remains updated and free of dead links	A website with dead links and outdated materials appears unprofessional and would discourage teachers using its resources	<p><i>Outdated Materials</i></p> <ul style="list-style-type: none"> Museum of Slavery, Liverpool <p><i>Dead Links</i></p> <ul style="list-style-type: none"> Gressenhall Workhouse Museum London Transport Museum
Provide links to further educational materials	The website should point visitors to other resources where they can get more information beyond the scope of the MoH.	<ul style="list-style-type: none"> Museum of Slavery, Liverpool Bethlem Museum of the Mind

Maintain consistency in formatting between homepage and subsequent pages	Inconsistency in web design is confusing and frustrating for visitors to navigate.	<i>Consistent</i> <ul style="list-style-type: none"> • Museum of Slavery, Liverpool <i>Inconsistent</i> <ul style="list-style-type: none"> • Tate Modern • Victoria and Albert Museum
Create an interactive calendar with upcoming events	The calendar helps keep people informed and makes the MoH more accessible to both teachers and non-educators	<ul style="list-style-type: none"> • Victoria and Albert Museum¹¹ • London Transport Museum
Provide a link to a feedback form	A feedback form both helps the museum improve and shows visitors that the organization cares about how people enjoyed their experience	<ul style="list-style-type: none"> • Migration Museum¹² • Museum of Slavery, Liverpool

Table 7: Corresponding Images for Table 6

Example of a Centralized Resource Page

6. Source: Vestry House Museum

The Vestry House Museum website has all their available resources are clearly categorized and uploaded to one central page where they can be viewed and accessed easily.

+ Teachers' pack

– Activity sheets

- [The Workhouse](#) (3146 KB Word file)
- [NEW: Investigate the Museum](#) (9707 KB Word file)
- [Relic Trail: Guardians of the Museum](#)(5.5MB Word file)
- [Change](#) (6040 KB Word file)

+ Object Detective handling sessions

+ Workshops

+ Loan boxes

Examples of Visually Appealing Websites

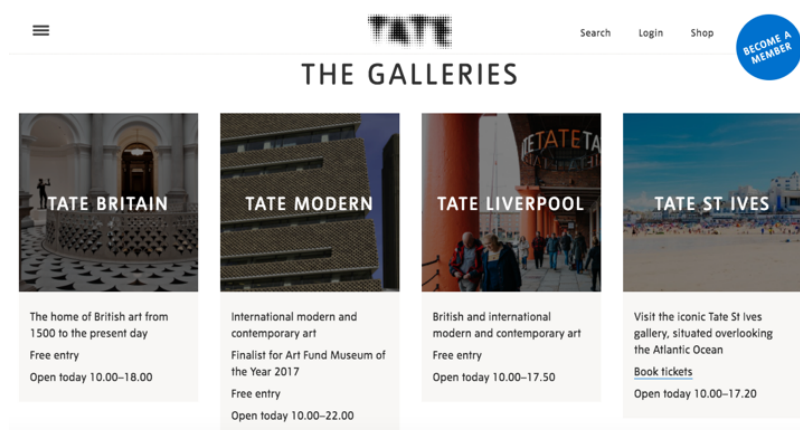
7. Migration Museum

The Migration Museum's website uses a simple layout with vibrant colors to attract the eye. The picture gives the website a more personal feeling without being overbearing or distracting from the page's content.



8. Source: Tate Modern

The Tate Modern website uses a white background and vibrant pictures to draw the viewer's attention to the four tabs. The text is easy to read and the colors are slightly muted so they do not distract from the information.



Example of Not Visually Appealing/Uninteresting Website

9. Source: Vestry House Museum

The Vestry House Museum website is uninteresting, and has no images or design to appeal to the viewers eye. It is simply green text on a white background. There is no visual representation of the museum or anything to entice the viewer to explore further into the site.

Vestry House Museum

Learning at Vestry House Museum

Vestry House Museum has a range of resources and learning activities
[Read more](#)

Venue hire at Vestry House Museum

You can hire the community room for a variety of different functions
[Read more](#)

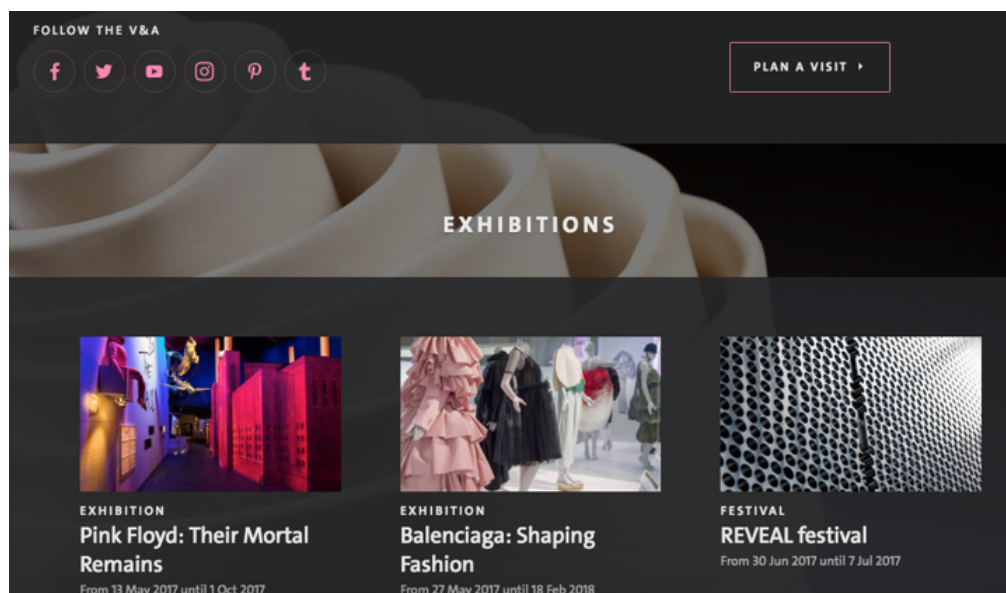
Vestry House Museum

Information about Vestry House Museum
[Read more](#)

Example of a Website with Too Many Pictures and Colors

10. Source: Victoria and Albert Museum

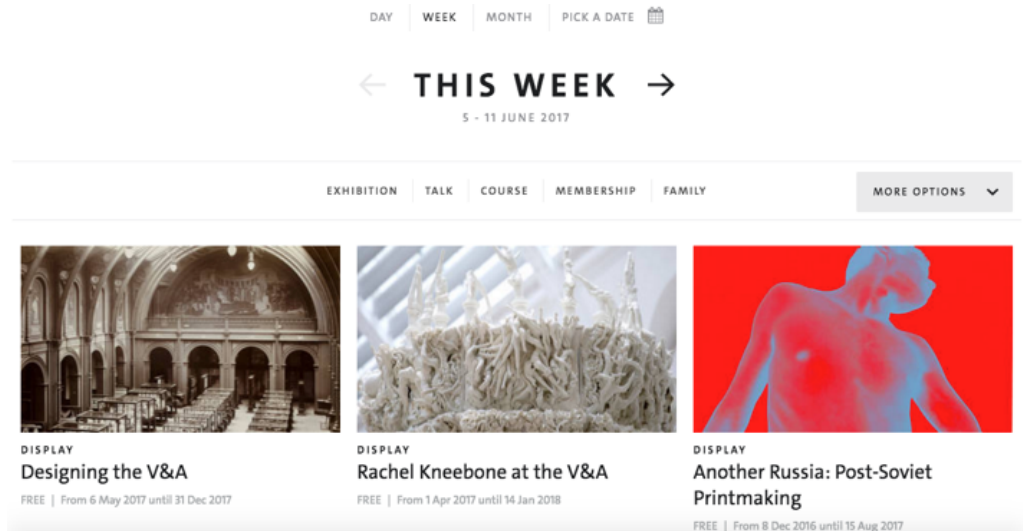
The V&A Museum website has a lot of bright colors and images, which are visually appealing separately, but can be overwhelming when placed all on the same page. It is difficult to find the tab the viewer is looking for because there is so much visual stimulation to look at.



Example of an Interactive Calendar

11. Source: Victoria and Albert Museum

The V&A Museum calendar can be easily clicked on and navigated to see what events are coming up at the museum that week and in the coming weeks.



Example of a Feedback Form

12. Source: Migration Museum

The Migration Museum feedback form can be found easily on their website and allows people to give immediate feedback to their exhibitions.

Do you have feedback?

If you've been to see any of our exhibitions we'd love to hear what you thought:
andrew@migrationmuseum.org

Comment

Name *

Email *

Submit >



The audit was successful in showing both the team and the sponsors what museums have already done. We found evaluation of these resources beneficial to get inspiration for what kinds of resources the MoH would like to have. The information gathered was helpful in defining the resources and types of activities the team chose to create, and gave the MoH suggestions for their website from an objective standpoint so they can make future improvements.

Teachers' Experience with Museums

Each of the teachers we interviewed had particular museum resources they found useful for their classrooms. According to the teachers we interviewed, resources from different museums can serve different purposes. Ms. Rees, for example, highly recommended the case studies from the Holocaust Museum because their resources can be easily adapted and modified to teach different levels of learning. Despite some resource adaptability, Ms. Rees found that most of the resources a museum has are aimed towards a large group or audience; this confines a teacher's ability to teach the topic to their group of students. Other resources teachers recommended for the team to reference were:

- The Imperial War Museum;
- The Walker Art Gallery;
- The Museum of Science and Technology Manchester; and,
- The Museum of Slavery Liverpool.

Upon further research, the team found that of the four museums listed above, all have downloadable worksheets and slideshows for teachers. In particular, the Museum of Slavery, Liverpool developed materials on slavery that directly fit into the Citizenship Curriculum for both KS 3 and 4. The teacher's pack provides guidance for teachers and describes how the material links to specific parts of the curriculum. In addition, these resources are available in both colored and black and white printouts. This makes the materials much more accessible to teachers therefore increasing their attractiveness as well. However, not all collaborations with museums have been pleasant experiences. In our interview with Ms. Litterick, we learned that some museums have plenty of resources, but the treatment of their visitors is poor. In a field trip to the V&A Museum, Ms. Litterick and her class's

experience was quite negative. She explained that the V&A staff were dismissive towards her students' questions and Ms. Litterick believed the staff was standing in the way of, rather than furthering, their learning. This interaction highlights an important aspect of teaching with museums: a museum cannot solely have resources available; the museum staff must also be personable and engaging to make the experience beneficial for both teachers and students.

Interview with Museum Professional

Following the Museum Website Audit, the team interviewed museum professional David Houston to gain his perspective on museums educational resources. Mr. Houston is a museum educational professional in the Design Museum, which has already created sets of teacher's packs and resources for classroom use. The interview helped the team create their resources because Mr. Houston provided insight into how museums create their resources to fit teachers' needs. The interview was divided into two sections²:

- Museum's perspectives on education programs
- Feedback on their programs.

From the interview, the team learned how to make the materials teacher friendly by taking burden away from teachers and making the materials student friendly by stimulating student interest and involvement.

Receiving Feedback on Materials

The team also inquired about how the Design Museum received feedback on its programs, since feedback is critical to helping the MoH develop its materials. Overall, Mr. Houston said the museum has received a lot of positive feedback from teachers and students. A general way of getting feedback from teachers is by using a simple and easily accessible Google Form. If possible, they also arrange interviews with teachers, asking for feedback after a visit or workshop to gauge the success of the program. Mr. Houston mentioned that before the lessons became public, piloting was necessary to see if students showed interest in the lessons or workshops. The Design Museum examined how the students reacted to the pilot program and was

² For the exact questions the museum professional was asked, please see Appendix D.



able to further gauge their interest on the material and presentation. Interacting with students after they finish a session seeing their reactions are important in determining whether or not students found the program to be engaging.

Recommendation for Making Materials Teacher Friendly

Educators are tasked with teaching a wide variety of information that is often challenging and time consuming to plan for, because of this we found that planning and formatting the MoH resources as much as possible is pivotal for the development of the project. A note Mr. Houston made is that all of the resources created should print easily and be adaptable to black and white printouts. The expenses for printing and materials are often funded directly from the teacher's pocket, so teachers will not want to pay extra to color print worksheets for an entire class of students.

Recommendation for Making Materials Student Friendly

Since the MoH is aiming the program at KS3 and 4 students, Mr. Houston said that museums are a good platform for students to access objects regarding a topic and apply what they learned in the classroom to a tangible situation. The Design Museum, for example, has a mix of discovery and constructivist strategies. The discovery strategy is based on storytelling, because presenting the story behind an object helps students connect with and remember the lesson more. In contrast, the constructivist strategy aims to design something. This is where having ideas and creating solutions based on these ideas is the leading part to the strategy. In addition to that, Mr. Houston mentioned that interactive activities, such as games can get students more involved. Even though the MoH is focused on a more sensitive and social issue, it can still use that concept to increase interaction with the students and the resources being created. It also can be helpful to have real life objects that relate to homelessness to integrate into lessons for the class.

Museums' Perspective on Education Programs

The goal of the educational resources created by the Design Museum was to teach the value of design and to inspire audiences to appreciate the influences of design in their everyday lives. The museum provides an expert on the topics taught so students get the best presentation of information and the museum's goals are fully portrayed. Mr. Houston also mentioned that educational sessions for students are building an audience for years to come, and even if the students do not pursue a career in design, the knowledge of the field and how it affects everyday life could benefit them someday. Mr. Houston and his department's goal is advocacy for the benefit of design technology for schools.

The Design Museum gets in contact with schools by sending mail outs, posters and visiting schools to present their resources. Originally, the program was not always as well-established as the program today, as there was a period when the museum was switching buildings where Mr. Houston had to do solely on-site sessions at schools. He would have to pick up the materials early in the morning and take them to the school for a workshop. These workshops still successfully engaged the students, but Mr. Houston preferred bringing students to the museum when it moved to the new building. Bringing museum workshops to schools provides a more challenging environment for museum educators because students are within their comfort zone. If in attendance at a museum for a workshop, students are challenged to go beyond this comfort level to explore the unfamiliarity of the environment as well as the program.

Evaluating the MoH Collection

To begin developing the final deliverables, the team began by selecting objects from the Museum of Homelessness' collection. The MoH collection and archive is held in 2 locations and includes the following categories:

- *The Today* collection is a small collection of objects chosen for the Tate Exchange program that was held on April 8 and 9, 2017. These items can be found in the *State of the Nation* newspaper. Each of these objects is accompanied by an oral testimony.

- *The Historical* collection is a small set of largely archival items held in London that explores the history of homelessness.
- *The Wider Holdings* collection is held in mid Wales and are currently not available to the MoH to be fully catalogued.

Furthermore, the team worked to draft a spreadsheet on Microsoft Excel to catalogue the entire collection of objects to create a central database. To see the entire database in more detail please see the separate file titled “Catalogue of MoH Collection”. It can be found on the London Project Center website:

<http://wp.wpi.edu/london/projects/2017-projects-summer/>.

The team catalogued a total of 120 items, which included works of art, books, publications, scrapbooks, and diaries that represent the homeless experience in an emotional rather than factual way. These collection pieces were then assessed according to criteria the team developed on-site with Matt and Jess Turtle.

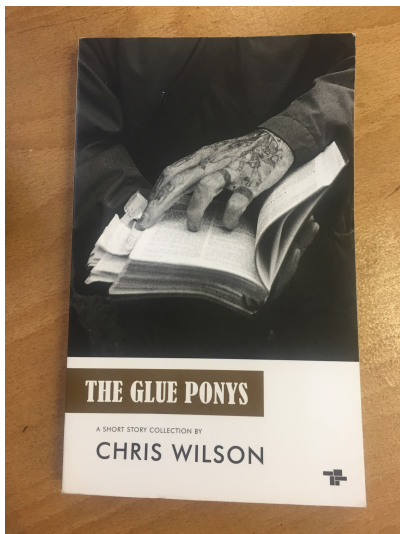
The archive is mostly composed of books, press clippings, photographs and publications that were catalogued accordingly into a database that records the following for each item:

- File Location;
- Object Title;
- Publisher;
- Publication Date;
- Material the object is made out of;
- Catalogue Reference³;
- Lender;
- Brief 50 word factual description;
- Image; and,
- Educational interest.

An example of this archiving model can be seen below in Table 8, with the team’s catalogue of the book *The Glue Ponys*.

³ Currently there is nothing recorded in the database for the catalogue reference. It is a section the museum hopes to use in the future.

Table 8: Example of an Object Being Catalogued

File Location	MoH Acquisitions
Object Title	The Glue Ponys: A Short Story Collection
Publisher	Tangerine Press
Publication Date	2016
Material	Book
Catalogue Reference	
Lender	Chris Wilson
Measurements	Book
Description	Thirty Short Stories about “the lost and wandering of America”
Image	
Educational Interest	Short but powerful and telling stories about many different homeless people. The accounts are unapologetic and sometimes graphic, but bring up strong feelings of empathy. It would be a great resource to pull a few stories from to include in lesson plans such as a creative writing exercise.

In addition to the objective criteria above, the team also had to contemplate rating the objects based on their applicability to the topics the developed materials will cover and the appeal the exhibit would have to secondary school students. The objective of thoroughly cataloging these pieces is to identify what objects might be beneficial to feature in the resources we developed.

Matt Turtle then asked the team to make a list of the objects that they found the most striking⁴. Ultimately, pieces were chosen with the goal of resonating with students (i.e. if they are objects they can touch or depict stories they could relate to), while also fulfilling a part of the Citizenship Curriculum requirement taught in schools. The team then weighed the feasibility and usefulness of each available collection piece and separated the chosen pieces so they could be used in the final publication.

The team brainstormed the following objects from archive to use in their lesson plans. The following items are detailed in Table 9:

- Snags and Hazards article taken from Shelter newspaper;
- Housing Map illustration from 1992;
- Glue Pony short stories by Chris Wilson;
- What is homelessness? Paste by Steph Evans;
- Healthy London Partnership Health Cards⁵;
- The Hat Object⁶;
- The ASBO⁷; and,
- Naloxone Kit⁸.

⁴ Choosing striking objects is at discretion of the person conducting the archival. He/she can choose the most appropriate way to archive future objects and communicate with MoH for clarification.


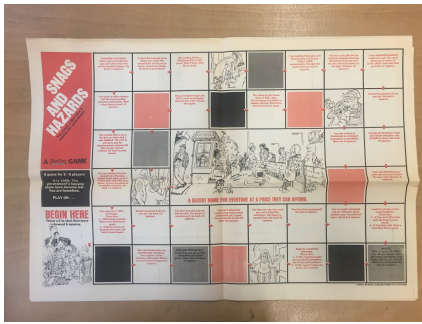
⁵ Health Cards are a part of the MoH's collection however the team did not formally catalogue this item and enter it into the collection database. This is an object that is accompanied by a story in the form of short film.

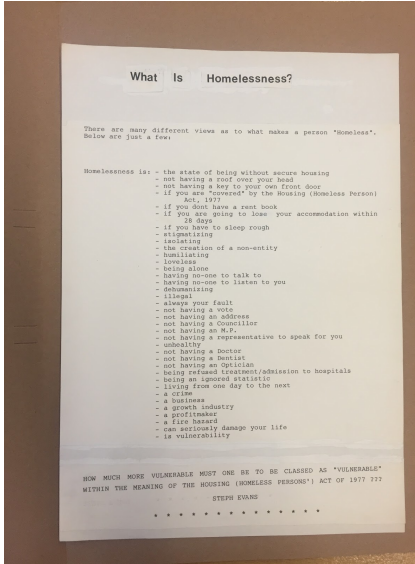
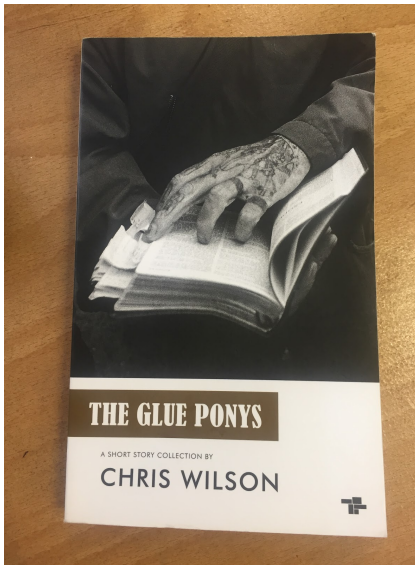

⁶ The Hat Object is a part of the MoH's collection however the team did not formally catalogue this item and enter it into the collection database. This is an object that is accompanied by a story in the form of short film.


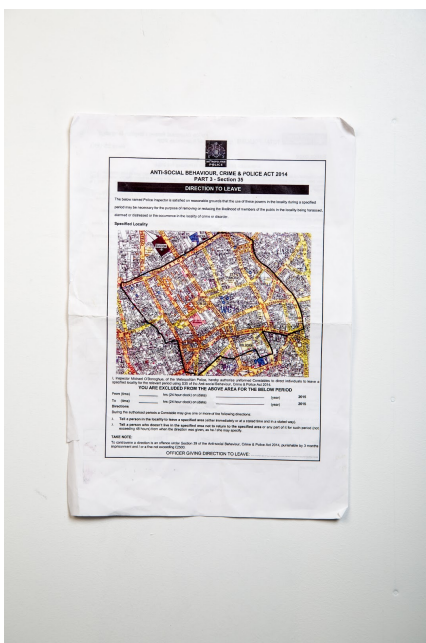

⁷ The ASBO (Antisocial Behavior Order) is a part of the MoH's collection however the team did not formally catalogue this item and enter it into the collection database. This is an object that is accompanied by a story in the form of short film.

⁸ The Naloxone Kit is a part of the MoH's collection however the team did not formally catalogue this item and enter it into the collection database. This is an object that is accompanied by a story in the form of short film.

Table 9: Selected Objects from the MoH Collection

<i>Database # and File Location</i>	<i>Object</i>	<i>Picture</i>	<i>Description/Thoughts About Object</i>
#51, Jane Cook Archive 004	Housing Map Illustration from 1992		A graphic hand-drawn map of what housing in England looked like in 1992 with a second page of corresponding statistics that work in support with the illustration. The team would recommend using the map, or something similar in a classroom, the visual appeal is helpful. Also, the ability to show statistics in a way that goes beyond a list of numbers is crucial.
#55, Jane Cook Archive 005	Snags and Hazards Article taken from Shelter Newspaper		A newspaper publication that has a cover story titled "Christmas Crisis" speaking of the celebration of Shelters twenty-first year in operation, but with the highest levels of homelessness since the war-there was little to celebrate. The centerfold includes an interactive walk through of what life was like in 1988 as a homeless person where you roll a dice to determine your day-to-day life. The game (Snags and Hazards) in the centerfold would be interesting to introduce to a classroom, and could play a role as a reality check-maybe including contemporary examples rather than older examples.

<p>#108, Simon Archive 008</p>	<p>What is Homelessness? Paste by Steph Evans</p>		<p>A list of things that makes a person "homeless", some factual, some emotional and some portraying stereotypes of homelessness</p>
<p>#120, MoH Acquisitions</p>	<p>Glue Ponies Short Stories by Chris Wilson</p>		<p>Short but powerful and tells stories about many different homeless people. The accounts are unapologetic and sometimes graphic, but bring up strong feelings of empathy. The team thought it would be a good source to pull stories from for lesson plans.</p>
<p>* Item is a part of the collection but not catalogued. Object is accompanied by a short film.</p>	<p>Healthy London Partnership Health Cards</p>		<p>This is a card that allows someone to get access to a GP without proof of address or eligibility. They are shared with people who may need them in an effort to overcome barriers and stigmas associated with accessing health services. Information has power and this is empowering a person.</p>

<p>* Item is a part of the collection but not catalogued. Object is accompanied by a short film.</p>	<p>The Hat Object</p>		<p>"It's like they say, where you put your hat down is your home, you change your clothes pretty much every single day, but with your hat you pretty much wear the same one every single day and it becomes part of you, and that's what your home does as well, you know you become part of that place. I think that's why when people lose their home it's so difficult to sort of pick yourself back up from because it's a massive part of who you are." - Donor: Artist, London</p>
<p>* Item is a part of the collection but not catalogued. Object is accompanied by a short film.</p>	<p>The ASBO (Antisocial Behavior Order)</p>		<p>An Asbo is issued by the government for antisocial behavior to any individual over the age of 10. This object could be used to teach about the benefits and drawbacks of the U.K. government's policies.</p>
<p>* Item is a part of the collection but not catalogued. Object is accompanied by a short film.</p>	<p>Naloxone Kit</p>		<p>Testimonial for the Naloxone Kit was donated by a man from the Simon Community in Scotland. This would be useful in a lesson plan about opioids and substance misuse.</p>



Refining of Project Goals (Objective 4)

The establishment of project goals is defined in this chapter. The goals were developed and adapted over the course of the project as the scope of the deliverables were refined. These refinements came following a review of the curriculum, and a workshop where the deliverables were determined based on feasibility. The learning outcomes and preferred content for the final deliverables were clarified through this process. The curriculum review molded the resources, focusing them on a specific teaching point for the lesson.

Citizenship Curriculum/Personal, Social, Health, and Economic Information

The program produced as a result of this project will fit into the Citizenship and PSHE curricula in a variety of places. The majority of the intended learning outcomes are focused on the personal connections to homelessness, and personal identity. The curriculum as a whole is expansive, and has a wide variety of options for teachers to choose from to cover the requirement. Finding where the resource materials would fit was a process rooted in research of the PSHE and citizenship curricula. Each document outlined what the requirements of each are described through brief summaries of goals in each section. With that, we had to identify where the materials could fit in the pre-existing curriculum. The outline for the PSHE curriculum showed an explanation for each of the three core themes for key stages 1-5. There were hundreds of pages of curriculum breakdowns that were investigated. The best fit for the majority of the material is in the Living in the Wider World section of the PSHE curriculum. The ideals of understanding the wider world around while at the same time exploring self-understanding are prevalent in this section.

The Citizenship Curriculum is divided into twelve subsections most of which show overlap with the lesson plans that we have created. The main focus of the majority of these plans is risk, healthy lifestyles, identity and diversity and rights and responsibilities. These cover both Key Stage 3 and Key Stage 4 and have similar



goals that are built upon as students reach higher education levels. The focus for the homelessness unit lies in:

- Risk;
- Identity & Diversity;
- Healthy Lifestyles;
- Relationships;
- Rights & Responsibilities; and
- Personal Identity.

Within each of these categories, the lessons fit into subcategories that include diversities in communities as well as self-care.

The PSHE curriculum covers a wide range of material that is meant to be shaped by each institution's needs. The goals are to educate on current world issues that are relevant to students in that location. The flexibility of the program allows for teachers to alter the fit of each lesson to their classroom and the needs of their students. PSHE is driven by three core themes that are broken down further into subsections that outline learning outcomes. These outcomes align with the homelessness unit that our team has created. In the PSHE curriculum, the core themes are Relationships, Health and wellbeing, and Living in the Wider World. In each of these three categories, some of the lesson plans fit in. Living in the wider world has the most opportunity for use with the homelessness unit that has been created with sections that aim to educate students in Key Stage 3 outlining the stereotypes and bigotry that we witness in our daily lives.

Workshop

On Monday, May 22nd, Matt Turtle organized a brainstorming workshop to reflect on the team's research and assignments completed over the first two weeks of the project. In attendance were the team, Matt and Jess Turtle, and Damien Quigg (a volunteer with the Museum of Homelessness and has personal experience with homelessness). Rhiannon Litterick, an educational professional, was unable to attend due to unforeseen circumstances. This workshop served as a way to bring all the components of the project together: the sponsor's perspective, the professional in the



homelessness sector's perspective, the educational professional's perspective, and the team's perspective. By getting these different viewpoints in one room, everyone was able to offer ideas and opinions in real-time, asking necessary questions, and decide which direction the project would be taking.

The afternoon began with introductions, and all attendees articulated why they believed the project was important, setting the tone for the workshop. The team presented their museum audit to show the group what resources already existed and make some suggestions for the MoH's website design. Then the team presented the archive of the MoH's collection, highlighting some of the objects they believed would have the biggest impact and could have activities built around them. The "Educational Interest" column of the archive was used to recall which objects particularly stood out. The team was then able to use the "File Location" column in the archive to find the objects in the boxes and folders and present them to the group. Four key objects the group discussed were the Housing Map of England, the "What is Homelessness?" document, *The Glue Pony's* book, and the Snags and Hazards board game. The sponsors also presented the video depicting the story of the National Health Card created for the Tate Exchange. The group decided that the museum's four videos for objects they had already produced would be a great resource to use for some of the materials, and the videos would be an engaging way for students to learn the stories of the objects.

After discussing potential objects to use for materials, the group discussed what was feasible to complete in the four remaining weeks of the project, detailed in Table 10. By determining the boundaries of what was possible within the project's timeframe, the group was able to establish a set of reasonable deliverables for the MoH.

Table 10: Feasibility of Ideas Proposed in Workshop

Feasible	Not Feasible
<ul style="list-style-type: none"> • A page on the MoH website with a body of links for the general public to find more information • A good practice guide on how to talk about homelessness for teachers, parents, and people who care • A formal lesson plan framework that can be applied to multiple objects to form lessons around 	<ul style="list-style-type: none"> • A comprehensive timeline of the history of homelessness • A complete set of lesson plans ready for publication

For the last part of the workshop, the team and sponsors decided on four deliverables for the team to complete: a new webpage for the museum, a Good Practice Guide for teachers and parents, a database of schools teaching the citizenship curriculum, and a set of lesson plans focused on the objects chosen from the archive. In the days following the workshop, the team specifically defined each deliverable and created plans to complete each. The workshop was successful in compiling the many perspectives the team had to take into consideration when creating the resources, and establishing what deliverables the team would create within the scope of the project.



Development of Deliverables (Objective 5)

This chapter is about developing, testing and refining curriculum materials and resources. The team developed four deliverables: a database of local schools, a good practice guide, a new tab with additional pages on the Museum of Homelessness website, and a set of lesson plans. It consists of the explanations of each deliverable. The new web page is used to guide the audience to the existing and new materials like lesson plans and the good practice guide. A good practice guide is used as a tool to help teachers, parents and students with teaching about the homelessness. The database for schools that teach the Citizenship Curriculum can help the MoH push the materials into these schools. The lesson plans for KS 3 and 4 are created to introduce the homelessness subject into the Citizenship Curriculum. Further refinements were made after circulating with educational professionals that are interested.

Some of the following deliverables reference separate files attached to this report. These files are called:

- MoH Database of Schools
- Good Practice Guide Framework
- Lessons and Supplemental Materials

These files can be found on the London Project Center website:
<http://wp.wpi.edu/london/projects/2017-projects-summer/>.

Deliverable 1: Additions to Website

The team created several additional web pages to add to the MoH's website. These pages will act as a resource for teachers, parents, and students to broaden their understandings and provide materials and facts to accurately discuss homelessness.

The team created drafts for the creation of six new web pages titled:

- *Learn More*
- *About Homelessness*
- *Homelessness in 2017*
- *Ten Articles to Read*

- *Objects and Their Stories*
- *Teacher Resources*

The *Learn More* page was created as an additional tab on the MoH website's main menu. It can be used to access all the other pages created. It serves as a hub for the three main subsections, *About Homelessness*, *Objects and Their Stories*, and *Teacher Resources*. Each subsection leads to content within its category. The layout of the pages can be seen in Figure 11:

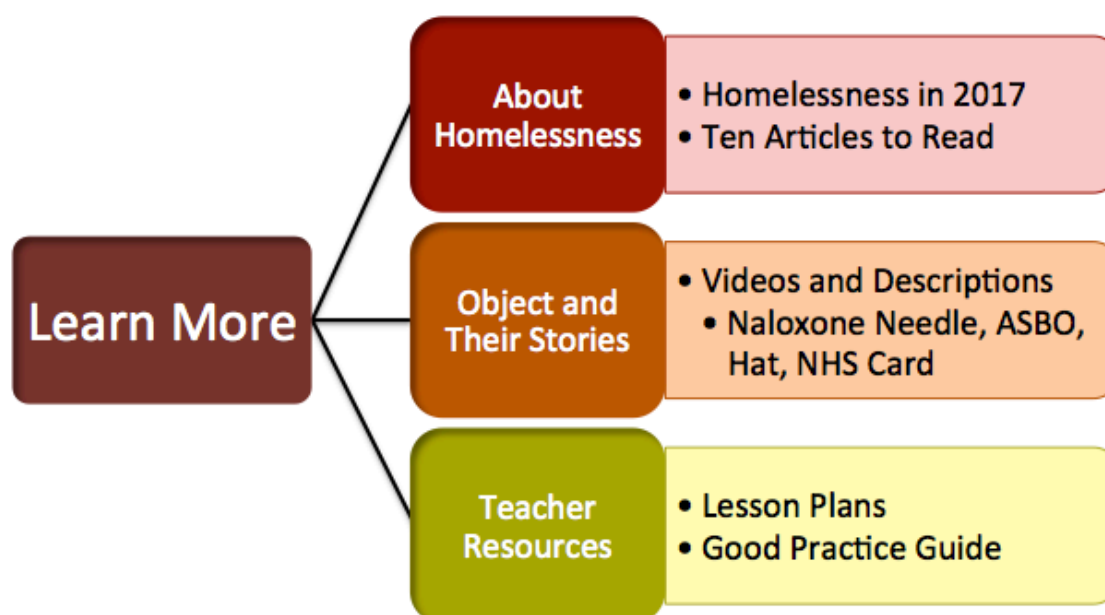


Figure 11: New Webpage Site Map

The *About Homelessness* page was created to provide an overview of important information to begin to understand the complex topic of homelessness. This page was meant to help people who want to know more about homelessness in the U.K., but have no idea where to even begin to learn about such a broad, multi-faceted topic. The page leads to two subsequent pages, *Homelessness in 2017* and *Ten Articles to Read*. *Homelessness in 2017* is a page containing updated key statistics and facts about homelessness in England today. The information on it was pulled heavily

from the team's background and sections of the MoH's State of the Nation report. The *Ten Articles to Read* page leads to links outside of the website, from a variety of sources. These ten articles were selected by the museum of a good representation of the many perspectives and experiences surrounding homelessness. This page serves as a resource hub for anyone looking for a good variety of resources to get an overview of homelessness in the U.K.

The *Object and Their Stories* page contains all four of the object videos the MoH created for the State of the Nation at the Tate Exchange. Previously, the MoH did not have anywhere to publish these videos on their website. The videos are embedded so they can be watched directly on the website, and include the link to the video on YouTube. Each video has accreditation to the donor and performer, as well as a quote from the video that represents what the story is about. The objects the four videos focus on are the Naloxone needle, the ASBO, the hat, and the NHS card. This page serves as a place where viewers can get both access to personal accounts of being homeless, and insight into the kind of work the museum does.

The *Teachers Resources* page was made as a location for the MoH to upload the materials the team made specifically for teachers. There is a note on the page that anyone can use the resources, but they were created specifically for use in the classroom. The page is divided into Key Stage 3 and Key Stage 4 sections, with descriptions of the developed lesson plans and a link to download them. There is also a section for the Good Practice Guide, as teachers are its target audience.

The team was able to publish four of the six webpages drafted. The *Learn More, About Homelessness, Ten Articles to Read*, and the *Objects and Their Stories* pages were able to go live on the MoH website for the public to view and use. The decision to make them go live was made in a meeting with the team and the sponsor, based on three criteria:

- Whether the quality and accuracy of the content was at a level that could be made public, representing the MoH,
- Whether there were pictures and other media to make the pages visually interesting, and
- Whether all the pages hyperlinks were connected and working.

The four published pages were determined to meet all three categories. Two pages, *Teacher Resources* and *Homelessness in 2017*, remained in draft format because the other resources the team had produced were still receiving feedback and were not ready for publication. The MoH plans to continue working on these pages in the future as the resources are finalized.

Deliverable 2: Database of Schools

The team created a database of secondary schools that teach the citizenship curriculum or any other related curricula that the subject of homelessness can fit into, such as PSHE. The research will first be based on schools in more local area (Westminster, Kensington, Chelsea, Hammersmith, and Fulham), which are easier for the MoH to reach out to. More than that, areas such as Westminster have large population of the homeless. The team now has 50 schools on the list. The database is in the form of excel sheet with the following headings:

- School's name
- Website
- Address
- Contact information
- Topics that homelessness can fit into
- Additional notes on the curriculum

The MoH will use this database to identify schools that may be interested in using the resource materials. It will be updated and extended as the MoH develops relationships with schools in and beyond the museum's immediate catchment area. The database has the potential to serve as an additional resource that teachers can use to connect with other schools interested in teaching about homelessness.

The majority of the information reported in the school database came from the Ofsted Report. Ofsted stands for the Office for Standards in Education, Children's Services and Skills, and is a government department that oversees predominantly state institutions and their implementation of the national curriculum. There is a set of standards that Ofsted evaluates for, and the majority of teachers and institutions

teach to these. When researching for the collection of schools for the database, Ofsted reports were sometimes helpful in identifying which schools focused any time on the Citizenship or PSHE curricula. Some schools Ofsted reports gave details of what was being taught for the curricula. In some cases, the reports did not detail much information about this curricula we were interested in finding, so the school's website was the next piece of research. The most important consideration with looking at a school's website is that it is used as advertisement for the institution, so there is not always completely factual or updated information displayed.

While developing the school database, we found that many secondary schools have replaced the Citizenship Curriculum with the PSHE Curriculum, however we also found that some schools decided to keep both curricula. For example, the Arnold House School takes the Citizenship Curriculum more seriously and incorporates the Citizenship Curriculum into other subjects, such as religious studies and government politics. The goal is to satisfy national curriculum requirements through cross-curricular teaching. Based on our research, there are also schools are teaching PSHCE, which stands for Personal Health, Social, Citizenship & Economic Education. It combines the PSHE and Citizenship Curriculum. The curriculum is also taught one session every week throughout the academic year. For the detailed database of the schools that teaches the Citizenship Curriculum, please " the file titled "MoH Database of Schools".

Deliverable 3: Good Practice Guide

The Good Practice Guide is directed towards teachers to help them feel comfortable and confident about teaching the subject of homelessness. The goal of the guide is to function as a concise, easy to follow resource for teachers to effectively open up a discussion on such a sensitive topic. It directs readers to the appropriate lesson plans, where to find specific resources for teaching about homelessness, and offers advice on teaching the topic. It will be in the form of a downloadable PDF. To view the full draft of the Good Practice Guide the separate file titled "Good Practice Guide Framework". This guidebook is intended to provide information and materials that will give teachers guidance and access to other teachers and educators through a set of educational resources. The educational materials needed to cover a broad range of topics and be designed to develop understanding, tolerance and empathy, as well

and reinforce the museum's mission to combat the stereotypes and narrow understandings that exist around homelessness.

The following is a list of the Table of Contents:

- Introduction
- Chapter 1: Homelessness in 2017
- Chapter 2: What is Out There
- Chapter 3: Teaching Homelessness
- Chapter 4: Lesson Plans
- Chapter 5: Further Links/Enrichment Activities
- Chapter 6: Taking Action
- References

Due to the sheer length and depth of topics necessary in the guidebook, the final product resulted in an initial draft that needs additional work by the MoH. The draft outlines which homelessness topics teachers should present and seeks to answer potential questions or concerns they may have about teaching homelessness. To view the full draft, see file titled “Good Practice Guide Framework”. The MoH has the potential to expand upon and refine this guidebook for publication and future use.

Deliverable 4: Lesson Plans

To introduce homelessness to the citizenship curriculum, a set of 4 lesson plans for Key Stages 3 and 4 have been created that drew upon content developed and held by the MoH, for a complete copy of the lesson plans, see the separate file titled “Lessons and Supplemental Materials”. The lesson plans each have a corresponding PowerPoint and set of worksheets that are cohesive, but also can stand alone. The set of lesson plans are adaptable with extension activities for students who work faster, or show more interest in the topic. Each plan is designed to fit into the PSHE/Citizenship curriculum denoted on each lesson plan so teachers can introduce the topic when they feel is appropriate in their classroom. The lesson plans are shaped around the aforementioned curricula, but also are cross-curricular in some areas. The lesson plan overview and goals are detailed in Table 11.

The lessons were molded around objects chosen from the museum collection that the team archived, as well as items that have testimonial videos that could be used in a classroom. Through archiving, the team was able to collaborate and share opinions on lesson plan ideas based on certain pieces of the archive. The group brainstormed the following objects to use in lesson plans:

- Healthy London Partnership Health Cards
- Snags and Hazards article taken from Shelter newspaper
- Housing Map illustration from 1992
- Glue Pony short stories by Chris Wilson
- What is homelessness? Paste by Steph Evans
- The Hat object
- The ASBO
- Naloxone Kit

The items that have been used in current development of materials for this project are Glue Pony's, The ASBO, and the Naloxone Kit. These pieces were chosen because of their adaptability to the classroom and the materials that the team has created. Although there were only three items chosen, there is a fourth lesson plan that focuses on the housing crisis, but does not use a collection piece to emphasize the information.

A set of concept maps is utilized for each of the key stages that the materials are aimed towards. The concept maps outline the key questions and goals for each of the lessons. The questions are the basis for the objectives that the lessons are built around. There are four lessons that were circulated to teachers for review. Of the lesson plans, two focus on the KS3 curriculum and two on KS4. The table below outlines the overview and overall goals for each of the four plans. The background lesson plan details important information that is the groundwork for what the lesson entails. The remainder of the lesson presents poems and short stories from two publications that are in the museum's collection. Students read and analyze the material, and are then asked to write their own poetry based on their interpretation of the material. The Background is geared towards Key Stage 4, but could be

adapted to KS3 with different excerpts from the publication. The second lesson plan pertains to housing in the United Kingdom, and does not include an object from the collection, rather focuses on the legislation and shift in the housing market. The lesson targets KS3 students opening the door to information about homelessness. This lesson is broken down into two activities. The first activity lets students create a definition for the words house and home. Defining these two words leads students into the next exercise where they are given a set income as well as a list of flats to choose from. The circumstances vary, and it forces students to make decisions on what they would consider home. The third of the lessons uses a testimonial video for an ASBO (anti-social behavior order) and asks students to contemplate what they would do as a displaced homeless person in central London. This role-play gives students the opportunity to understand the situations that are reality for so many who live on the streets.

Finally, the opioid lesson is geared solely at KS4 due to the content of the material to be presented. The lesson goes into detail discussing not only the physiological effects of drug use, but also the social consequences as well. To go with the PowerPoint and video, there is a worksheet that has key questions outlined on it so students can follow the lesson and keep notes as it progresses.

Table 11: Lesson Plan Explanations

Lesson Plan	Overview	Overall Goals
Background (KS4)	The purpose of this lesson is to expose students to stories and narratives of people who have experienced homelessness. Through poetry, and short stories students can reflect on what their views of the homeless are how their perceptions could change.	Students will be able to identify with people their own age who have or are experiencing homelessness in the United Kingdom. They will work on creatively interpreting the material that they read from the excerpts.
Housing (KS3)	With the current housing crisis in the country, and the shift from renting to owning, the picture of housing is quickly changing. This has led to a change in what people are able to afford with high housing prices.	Students will be able to identify the difference between a house and a home. As well as be able to understand the shift in housing tendencies in the United Kingdom in the last 40 years.

Living (KS3)	The purpose of this lesson is to introduce what an ASBO is, and have students learn through role-play the effects that displacement has on homeless individuals.	Students will learn what their daily basic needs would be as an individual who is homeless, and will discover what happens when an ASBO is issued.
Opioids (KS4)	The purpose of this lesson is to explain the tremendous effects that drugs and alcohol can have on the community, both homeless and not. Students will also learn how an individual's drug misuse can affect friends and family and become a public health problem for society at large.	Students will be able to identify the use of Naloxone and the effects of addiction on the homeless community.



Conclusions and Recommendations

Deliverable Conclusions and Recommendations

New Webpages

In designing new pages for the Museum of Homelessness website, there were a significant number of conclusions made about the usability and expansion of the content of the existing website. Before the addition of new pages, the website was mainly comprised of information about the museum, its objects, and information about the events they were hosting, but little about the overall topic of homelessness, with the exception of a few statistics. The museum has the resources and ethos to provide reliable and comprehensive resources about the complex topic. For future development, the two pages that remain in draft form, the *Homelessness in 2017* and *Teacher Resources* pages, should be finalized and published once the materials and content are ready to be made public.

Other additional features could also be added to the website. Through the development of the project, the team completed a museum website audit that identified a series of features that could benefit the MoH website. A common feature was a *Give Feedback* page, potentially something as simple as a link to a Google Form, so people could directly respond to the museum's materials and share their experiences. The team also found interactive calendars of events and timelines were visually appealing and user friendly features. These would take a longer time to develop, but are worth the museum looking into in their future development. One problem the team found in the audit was some websites had dead links, along with pages that didn't lead to any more information on the website. This is discouraging to the viewer, and in the future development of new webpages, it is crucial to continue to keep links updated as well as create pages that lead back into the website and its resources.



Beyond the new information posted on the webpage, there is a multitude of further topics that could be elaborated on. Some examples are a *Taking Action* page, for people who want to get involved with helping the homeless community, and an *Additional Resources* page for teachers to get resources beyond the ones the MoH has developed. There could also be a page for a person who is homeless, or know someone who is homeless, with information about places to get assistance and support. Another piece of information currently on the website that should be expanded on is the information about the co-founders Matt and Jess Turtle. The pair had discussed that they purposely did not go into much depth explaining themselves on the website because they wanted to focus on the homeless population rather than themselves. However, having this information would be beneficial to the museum, as it would give context to the museum and provide an understanding of the idea from which the museum was conceived.

School Database

While developing the school database, there are a few conclusions identified for the MoH in the future. The school database deliverable gave the museum a list of contacts for local schools that are teaching the curricula that the other materials could be integrated into. When completing the research to compile this list, the team began looking at Ofsted reports for each of the schools, but they did not always supply the information that was desired. In further expansion of this database, it is important to look at both the Ofsted report as well as the school's website which may provide more information. Further, the national curriculum and education standards are in a cycle of constant change. Due to this evolution, the database will need to be updated frequently to portray the most accurate and up to date information about the material that the school is teaching. Since the database was not a complex database to build, Excel worked well as a platform for the creation of this deliverable. Unless the depth of information in the database increases, Excel is still the best way to document schools because of its ease of use.



Good Practice Guide

After successfully developing an initial draft of the Good Practice Guide multiple conclusions can be made. The Good Practice Guide deliverable resulted in an initial draft that outlines which homelessness topics teachers should present. Since the guide is in draft form and does not address all aspects of homelessness the MoH should use this draft as foundational framework. The MoH has the potential to expand upon and refine this guidebook for publication and future use. This initial draft serves as framework and provides the MoH with the foundation necessary to expand its educational outreach. Framework is essential to the development of successful educational materials. Although the guide itself is thorough and descriptive, it focuses primarily on teachers and is currently not formatted for use specifically by parents and students. In response to this need, the MoH could create similar miniature guides that aim to educate both parents and students about approaching material educating about homelessness. These miniature guides could draw upon elements from the Good Practice Guide, but in a less formal context.

The overall aims of the Good Practice Guide are to cover a wide range of topics surrounding teaching of homelessness as well as answer any potential questions teachers may have when teaching homelessness. It is important to keep in mind that each school approaches sensitive topics and core curriculum differently. Offering a variety of approaches to teaching homelessness gives teachers the opportunity to choose the best methods for their classroom. With continuous development, the guide should include additional guidance sheets that can help set the tone for teaching homelessness in the classroom. In addition to the PowerPoints made to accompany each lesson plan, a slide should also be added at the beginning of each slideshow, creating ground rules for discussions and a respectful environment.

Lesson Plans

Through the development of the lesson plans, numerous conclusions were identified to guide their future development. Consistency between the materials was crucial to create a cohesive program. The branding of each piece gives the MoH visibility through each lesson, as recommended by David Houston of the Design Museum.



Future materials should be adapted to fit the design that current materials follow to streamline the lessons if other design avenues are explored, existing materials should be converted to follow the new theme. An important point to remember is that wording is key when writing a lesson plan for teachers to use in their classroom, with bullets detailing each activity and summary for each plan. The wording is also dependent on the audience, and needs to be adaptable to fit the needs of the students in the classroom. When compiling new materials, define what student outcomes should be in parallel to what the teacher guide is portraying. Having discrete student outcomes gives the teacher an understanding of what students are getting out of the lesson through each step of the activity. To further form the materials to fit Ofsted expectations, clarify whether all students, some students, or few students will understand the material.

Within the scope of the project, it was not possible to develop more materials due to the short span of time that was left between the circulation of the materials and the conclusion of the project. From the feedback given by the educators that were included in this initial circulation, there were a few main points to be considered when looking at materials that could be put together following the project period. Some changes that should be adopted are rethinking the rubric to fit the type of lessons more appropriately and rewording some of the material to sound more like a school lesson rather than just a presentation of information.

Different schools frame their lessons to focus on varying aspects of the core curriculum to emphasize what their testing material structure is. In accordance with Ofsted standards, cross-curricular lessons are much more attractive to educators so they complete multiple requirements at once. Word choice is also vital in the portrayal of the materials to show the thoughtful nature of the lesson rather than merely stated information.

Overall Conclusions and Recommendations

After working with the Museum of Homelessness and researching homelessness and education, the team has come to the following conclusions and subsequent recommendations.

The workshop to define our deliverables occurred several weeks into the project, meaning the amount of time spent framing and developing the deliverables was significantly longer than the time allotted to actually develop the resources. In order to allow for a sufficient amount of time to create the educational materials and receive feedback, the workshop should be held earlier in the process.

Through preliminary and on-site research, the team compiled data definitively establishing the severity of homelessness in the United Kingdom. The lack of understanding stems from misconceptions and preconceived notions about homelessness, which cause a wider rift between the homeless community and the general public. Because there is a serious need to ensure the information is correct, it will become crucial to continually update the website and materials to portray the most accurate and up to date data for those interacting with the resources. Further, there is a potential for future development of the materials with location-based teaching. This can include gathering local data to educate about homelessness in the immediate locality of the school or organization.

Following a series of interviews, the needs and perspectives of teachers revealed that homelessness is a topic they would like to bring in the classroom, and there is an appetite for homelessness education materials at the secondary school level. Our research and interviews showed us that topics about homelessness would fit into the citizenship and PSHE curriculums, as these curriculums are taught at most schools. Currently, none of the teachers we interviewed have seen any implementation of materials surrounding the topic of homelessness, further outlining the need for an introduction of educational materials. An adaptation of the materials will be necessary in the future to accommodate any national curriculum changes as adjustments are made to fit students' needs.

In narrowing the target audience for this set of the museum's materials, it became imperative that there be a discrete focus on the age group that the materials are geared towards. This affords the materials the ability to be directed at a specific audience. To continue to be attractive for use in the classroom, further materials should be formed to fit the needs of students as they age, as well as adapting materials that could be used for public education.

With feedback from interviews, we found that students tend to focus more of their attention on their GCSE examination requirements and less attention on their other curricula. The pressure of learning the GCSE material takes precedence over learning pastoral subjects. To combat this, it will be important to attract students' attention and create material that will be interesting and engaging. We do not recommend implementing a formal pre- and post-test for the material as a means of gaining students' interest, rather creating lessons and resources that are interactive and let students think independently.

Most educators are well versed in a specific subject area. Teachers need to be educated on the presentation of sensitive subjects and social issues to combat the need for these discussions in the classroom. Teacher education can begin with a workshop to generate an understanding of the necessary precautions that should be addressed when discussing a sensitive subject with students. In order for the materials to be attractive to teachers, there needs to be a connection to the current curriculum. With shifts in the curriculum occurring often with each academic year, the need to grow with the changes is vital to the continuation of the MoH's educational program. If the program did not transform existing materials to satisfy new or edited curricula, it would become obsolete, and go unused.

Before publishing the educational materials to the public, piloting in local schools would give the museum a small set of feedback and allow them to adjust lessons accordingly. Piloting was strongly encouraged in the majority of the interviews that the team conducted, and using local connections would provide the best platform to edit materials. Along with piloting, scaling will be beneficial for the museum. Starting small with a few core schools will allow for the strongest pilot courses to be presented in classrooms.

Without a building, the MoH relies on outreach and outside events, finding that they would benefit from expanding this outreach further. In the future, the education programs that the museum has established can be focused on different audiences similarly to the lesson plans that were written. Overall, the museum has the potential and determination to become a source of accurate, comprehensive, and empathetic information regarding homelessness and its impact on every citizen in the U.K.

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Appendices

Appendix A: A Brief Description of the Museum of Homelessness

Giving a voice to people who have been silenced throughout history, especially with regards to the homeless community, is a principle by which the Museum of Homelessness (MoH) was founded.. The museum was founded in 2015 and temporarily resides in Peabody Housing Estate in Victoria, London, England. The complex provides storage facilities and office spaces for the museum staff. While the museum is still in its early stages and does not yet have a brick and mortar home, they continue to amass stories and pieces for their collection and archive. The MoH is spearheaded by Matt and Jess Turtle, and has a small core team of people who help it progress toward its goals. They are further supported by a network of volunteers, who help with programs and provide the manpower to achieve the ambitions of its founders. Due to the recent rise in rough sleeping their goal to create a museum that sparks social change to combat homelessness is increasingly urgent. It is still one of the biggest issues in the United Kingdom with 63.5 million people displaced at the end of 2015. The Turtles aim to make people realize the many ways people can find themselves homeless, and the many ways out of it. As Rebecca Atkinson, author of *Museums and Homelessness* said, “Museums can open their doors to homeless people through oral history projects and sustainable volunteering opportunities.” The MoH intends to achieve this idea of a museum by building long-term relationships and trust between the homeless and the mainstream culture.



The museum cites Groundswell, a partner for some previous projects, as a source of support and experience. Groundswell, created in 1996, is a charity that “exists to enable homeless people to take more control of their lives, have a greater influence on services, and to play a full role in our community” (*About Groundswell* 2015). The MoH aims to do similar work. As co-founder Matt Turtle puts it, they founded a museum “on the basis of a social need rather than to preserve an inherited collection of objects [as typical of other museums].” The team members do not see themselves as activists, however. Turtle continues, “It is simply common sense. It would be unethical to address homelessness without putting lived experience at its core (*Activism* 2017)”. The MoH has the goal of giving a voice to people who have been silenced throughout history. The museum uses therapeutic facilitation as the inspiration for their programs and exhibits. Their collection consists of objects and stories from people who have lived through the struggle of homelessness. They want people to feel a deeper connection with the content they are curating, understanding the impact of what they are looking at rather than just looking at an exhibit then walking away unchanged. A member of the museum team is a psychotherapist, who develops the museum’s programs to help trigger deep emotional reactions by its participants, even if they have not personally experienced homelessness. The collection is a source of empowerment and education, highlighting the people that society too often pushed aside or was ashamed to address.

Homelessness has been an ongoing problem in the United Kingdom for decades. Although the rates have varied over time, they have increased dramatically in recent years. For example, the number of rough sleepers has increased by 102% since 2010 (*LPP Key Facts* 2015). Homelessness is not defined solely by rough sleeping, it can



range from that to temporary accommodations. Anyone who is not guaranteed housing can fall into the category of homelessness.

The MoH launched its first major program with Tate Exchange at Tate Modern on April 8th and 9th, 2017. While the Museum does not have its own building, it is working on creative new ways to inform the public. This was one of the largest exhibitions the MoH has held so far and there were over 1600 people in attendance. The exhibition showcased artworks that brought to life the homeless experience and included workshops on homelessness. Programs included an open forum on the State of the Nation, with guest speakers, a musical performance by a group made up of currently and formerly homeless people, and a fashion show featuring clothing made from rubbish found on London streets. (*State of the Nation*, 2017) In addition to the MoH, several other organizations are challenging the conventional notion of a museum as a building that houses a collection of objects. One example of this is the Empathy Museum, “which exists in the form of its main exhibit: a 10-foot-high, 30-foot-wide shipping container made up to look like a giant shoe box”. On the walls of the exhibit are about 115 pairs of shoes and it provides people an opportunity to learn about others’ lives by literally walking in their shoes, (*Hanc* 2017). While walking in the shoes visitors listen to professionally produced 10-to-12 minute-long recordings narrated by the shoes’ owners and then afterwards reflect upon the experience. After a few days at a certain location, the “shoebox” is then transported to a new area.

One item that the museum is showcasing on their website in the Collection is the *Dosser’s Bible*, which was assembled by the founder of the Simon Community, a



charity that was founded in 1963 to help homeless people, (*Collection and Archive* 2017). A dossier is a slang term for homeless people, derived from the term “doss house”, a type of cheap housing usually used to house the homeless. The *Bible* tells the stories about the homeless experience throughout the 1960’s. The *Bible* contains articles and newspaper and magazine clippings that highlight many of the issues surrounding homelessness in modern society. The main idea of the *Collection* is to emphasize how many things about the causes and experiences of homelessness remain unchanged today, (*Simon*, 2011). The museum hopes that presenting the bible and its context may trigger an emotional response among museum visitors and encourage more people into action. Jess and Matt Turtle want to use the museum to explain the context of homelessness to the public.

The overall goal of this project is to assist the Museum of Homelessness in the creation of resources for teachers to encourage student empathy for the homeless and to satisfy key stage citizenship curriculum requirements. Homelessness is an ever-present problem in the U.K. and one that has been growing of late as a result of the economy and housing policies. The homeless are often stigmatized and treated poorly by members of the general public who fail to understand their plight. This is a problem because people fail to empathize with the homeless and often do not recognize they are still human beings with emotions, dignity, and stories. Educating students about homelessness may be one way to enhance public empathy for the homeless in the long term and help eliminate the stigma associated with homelessness.



The Museum of Homelessness was founded by Jess and Matt Turtle, and is run by a small team of core individuals and volunteers. A key member of this team is a psychotherapist who develops the museum's programs to help trigger deep emotional reactions. The museum uses therapeutic facilitation as the inspiration for their programs and exhibits. It evokes a powerful response from people who may not have experienced homelessness themselves. As the museum continues to grow its collection, they are residing in a storage and office space in Peabody Housing Estates. The temporary home for the museum leads the founders to wonder where the museum will go in the future years. Matt Turtle discussed this in an interview saying that the future of the museum is not definite, and that it could go in a range of directions (M. Turtle, personal interview, March 27, 2017). In the same interview, he joked about a museum about homelessness having a permanent home and whether or not that was appropriate. The future of the museum, and whether it will have a permanent home, are to be determined.

The concepts the museum is approaching are politically charged, and often surrounded by a number of biases. The Turtles use the personal experiences of their volunteers to combat these obstacles, finding individuals who are willing to speak openly about what they have been through. The MoH is not the first to approach a sensitive topic, all over the world many other museums are presenting difficult material every day. For example, the Holocaust Memorial Museums showcase a period in history filled with horrific events that evoke a number of painful emotions. These memorial museums are dedicated to creating an open conversation about a part of history that many would rather forget. They honor the people who suffered, while remembering the strife and turmoil they faced throughout that time, as it is



necessary for students to learn about these difficult parts of history. A similar example is the Museum of Tolerance, designed to examine tolerance and understanding, specifically regarding Jewish history. The museum targets issues that are often ignored or avoided in hopes of preventing further conflict or controversy. The MoH has a similar goal to combat the general stereotypes of homelessness and present the facts in an educational setting.

Appendix B: Glossary of Useful Terms

Abbreviations from the paper

- **CC:** Citizenship Curriculum
- **PSHE:** Personal, Social, Health & Economic Education
- **KS:** Key Stage
- **MoH:** Museum of Homelessness

The following terms are directly from the Hard Edges Mapping Mapping Severe and Multiple Disadvantage Report produced by the LankellyChase Foundation. See references for full citation.

- **Disadvantage Domains:** the three realms of negative experience focused upon in this study, i.e. homelessness, offending, and substance misuse.
- **Homelessness:** a broad definition of homelessness is adopted, including not only rough sleeping, but also other forms of highly insecure and inappropriate accommodation
- **Offending:** Involved with criminal justice system, whether in custody or under supervision, as a result of multiple and/or non-trivial convictions
- **Severe and multiple disadvantage (SMD):** specific combinations of the three disadvantage domains: homelessness, offending, and substance misuse.
- **SMD1:** experiencing only one of the three specified disadvantage domains
- **SMD2:** experiencing a combination of two of out of three disadvantage domains
- **SMD3:** experiencing all three relevant disadvantage domains
- **Substance misuse:** participating in publicly-funded treatment for dependence on drugs (particularly crack cocaine) or alcohol.

The following abbreviated terms are from the Crisis Homelessness Monitor 2017

- **BTL:** Buy to let



- **CHAIN:** Multi-agency database recording information about rough sleepers and the wider street population in London
- **DHP:** Discretionary Housing Payments
- **FTT:** Fixed Term Tenancy
- **LA:** Local Authority
- **LHA:** Local Housing Allowance
- **LWA:** Local Welfare Assistance
- **NHF:** National Housing Federation
- **PRS:** Private Rented Sector
- **PSE:** Poverty and Social Exclusion Survey
- **TA:** Temporary Accommodation
- **USS:** Understanding Society Survey

Appendix C: Teacher Interview Questions

“Hello, we are a team of Worcester Polytechnic Institute students working with the Museum of Homelessness to create a citizenship curriculum about homelessness for key stages 3 and 4. The purpose of this interview is to learn more information that will help us in the development of a set of materials to educate secondary school students about homelessness. You do not have to answer questions that you do not feel comfortable about. We will respect the choice if you want to keep the information anonymous, confidential or public. We will not be interacting with students in any way.”

The preliminary set of questions the team plans to ask are:

This first set of questions relate to how you teach. There will be questions about teaching secondary school students and teaching the citizenship curriculum. We would like to get a teacher’s perspective on these topics because we want to be able to make our resources as teacher and student friendly as possible.

1. How do you see schools playing a role in civic and social education?
2. The materials we are creating are meant to cover Key Stages 3 and 4. Is there anything we should keep in mind that is unique to teaching secondary school students?
3. Students learn from a wide variety of learning strategies, but are there any that stand out that generally work well in teaching these students?
4. What strategies tend to be effective? Are there any strategies that you wish were there?
5. How is the citizenship curriculum currently taught to students in key stages 3 and 4?
6. We are working to create a set of resources to cover the citizenship curriculum. Do you enjoy the way you currently teach it? Do you have any suggestions for improvements?



7. How much time do you have to devote to teaching the citizenship curriculum in a term/year?
8. What are the challenges that you find with teaching the citizenship curriculum?

The next set of questions relate to the topic of homelessness in schools. We know it can be a sensitive topic and difficult to talk about. We want to make sure our resources cover the topic effectively while being aware that the discussion may hit close to home for students in your classes.

9. In your experience, is homelessness often taught in schools? What kinds of different approaches have you seen?
10. What types of resources would encourage teachers to teach homelessness?
11. If you were to teach homelessness, what topics would you want to focus on?
12. Are there any topics about homelessness you would not feel comfortable teaching?
13. What is your experience with homeless students in your classroom? How can we talk about the topic while being conscientious of their feelings?

The third set of questions relate to teaching with museums. Many museums have educational resources and programs for teachers to incorporate into their classrooms. We have done research into these, and want to get a teacher's perspective on how effective they are.

14. What interactions have you had with museums in the past? What did you like/dislike about the relationship?
15. Have any particular museum resources stood out as especially helpful in teaching your students about a topic? If so, which ones?



The final set of questions relate to different ideas we had that we would like to include in our resource. We want to know how effective they would actually be in a classroom.

16. How effective would guest lecturers or a class trip be for your students?
17. In what situations do you use pre and post tests in your classroom?
18. We were thinking of including a pre- and post-test for our materials. How effective would that be for engaging students and helping them absorb the information?
19. How useful would a good practice guide (a guide for teachers on how to teach the sensitive topic of homelessness) be for the materials?
20. Are there any other resources that you would appreciate having offered with this curriculum?
21. Do you feel there would be any benefits to a pilot program once we have a preliminary set of materials?
22. Do you know of any other resources that museums or other organizations developed that would be useful for us to look at for more information or ideas?
23. We have done our research and prepared these questions, but there is likely important information or topics we missed. Is there anything you think we should include in our resources that we haven't already discussed?
24. May we contact you after this interview should we think of any other questions or ideas?

These questions are subject to change after on-site consultation with our advisors and sponsors. They may also evolve during the course of the interviews and can be tailored to match the interests and expertise of the interviewee. From these interviews, the team will be able to create a deliverable that will best benefit the teachers and students while satisfying the requirements of the curriculum.



Appendix D: Museum Professional Interview

“Hello, we are a team of Worcester Polytechnic Institute students working with the Museum of Homelessness to create a citizenship curriculum about homelessness for key stages 3 and 4. The purpose of this interview is to learn more information that will help us in the development of a set of materials to educate secondary school students about homelessness. You do not have to answer questions that you do not feel comfortable about. We will respect the choice if you want to keep the information anonymous, confidential or public. We will not be interacting with students in any way.”

The preliminary set of questions the team plans to ask are:

This first set of questions relate to the types of educational programs your museum has. We would like to get a museum staff member’s perspective on this because it will help us tailor our museum’s educational program so that teachers and students can get the most information out of our resources.

1. What are the goals of your museum as a whole?
2. What educational program(s) have you/ your museum developed?
3. How have they impacted the museum as a whole?
4. What were some challenges you faced in creating these programs?
5. Do you have any suggestions for us with regards to the program that we are working on?
6. What are some of the things you hope to achieve as a result of your educational programs?
7. What is the draw of creating educational programs for museums rather than letting guests observe the museum independently?
8. Why do you believe it is important for museums to offer these programs to educators?



9. How do educators typically approach these programs? Do museums reach out, or do educators show interest first?
10. What are some challenges you have faced working on an educational program? How have you overcome them?

This next set of questions has to do with how teachers and students have responded to your educational programs.

11. How have teachers responded to your museum's resources? Based on their feedback, are there any alterations that you have had to make along the way?
12. What are some learning strategies that you found students particularly enjoy or learn effectively from?
13. What are some of the ways teachers can access your resources? What is the process of integrating your program into their classroom?

The final set of questions has to do with the effectiveness of your educational programs. We would like to know how you gauge whether or not your program(s) has been successful.

14. How do you determine the effectiveness of your materials? Is there a benchmark that is set when materials are created, or are trials completed before a goal can be set?
15. We were thinking of including a pre- and post-test for our materials. How effective would that be for engaging students and helping them absorb the information?
16. Do you have any recommendations for creating a set of materials for key stage 3 and 4?
17. May we have a copy of your resources for reference? (If yes, is there a place that we can access them online?)
18. Do you know of any other resources that museums or other organizations developed that would be useful for us to look at for more information or



ideas? Are there any that particularly have stood out, or inspired some of your work?

19. We have done our research and prepared these questions, but there is likely important information or topics we missed. Is there anything you think we should include in our resources that we haven't already discussed?
20. May we contact you after this interview should we think of any other questions or ideas?

The questions may evolve during the course of the interviews and can be tailored to match the interviewee. From these interviews, the team will be able to understand pre-existing programs museums use, and what works and does not work in educating the public on a difficult issue.

Appendix E: Complete Museum Audit Findings

Museum Audit

What to Compile:

- An overview of what is on each site
- A response to the criteria above in a table
- Links of Interest
- A strengths and weaknesses overview of each
- Top five List of the most engaging materials
- Thoughts about what the MoH could implement

What to look for: **Variety, Usefulness, Memorable, and Accessibility**

Museum of Homelessness:

Website: <http://museumofhomelessness.org/>

- An overview of what is on each site:
 - Good overview of what MoH is and how to get in contact and involved (plans of action to take)
 - Section on current events/what is happening now
- A response to the criteria above in a table
 - Variety: Not a whole lot, very simple
 - Usefulness: Good way to contact MoH but no actual resources or educational programs readily available or links to other pertinent websites
 - Memorable: dynamic colors, Logo and homepage
 - Accessibility: User friendly and easy to navigate, everything clearly labeled
- Links of Interest:
 - Has a link to current news articles and events with relevance to MoH or similar social topics
 - <http://museumofhomelessness.org/2017/04/24/raw-truths-a-collaboration-with-cardboard-citizens/>
- A strengths and weaknesses overview of each:
 - Strengths:
 - Good starting point for basic info
 - Links to social media platforms and how to stay connected
 - Weaknesses:
 - Collection and Archive page is lacking of collection pieces only discusses Dossier's Bible
 - Not very specific, general information not enough to peak user's interest to stay and explore page
- Top five List of the most engaging materials
 - "Get Involved" page, Breaks down 4 main ways to be an active participant in enacting change, and a way to start by contacting MoH
- Thoughts about what the MoH could implement
 - Specific section on Educational Programs and collection & archive
 - Mini biographies on founders...personalize website section on co-founders a tad more

Migration Museum:

Website: <http://www.migrationmuseum.org/>

- An overview of what is on each site:
 - Focuses on KS3 (ages 11-14)
 - Covers 6 main migration ‘moments’ in British history
 - Has resource bank of materials and advice for teachers
- A response to the criteria above in a table
 - Variety: Plenty of media and access to various links
 - Usefulness: Provides a useful resource bank search section
 - Memorable: Colorful homepage, welcoming
 - Accessibility: Busy homepage, a bit disorienting, a lot of clicking and scrolling
- Links of Interest:
 - <http://www.migrationmuseum.org/output/audio/> audio podcasts that users can listen to from previous lectures and exhibitions
 - <http://www.migrationmuseum.org/nations-divided-how-to-teach-the-history-of-partition/>
 - Helpful link on teaching a difficult subjects, i.e. history of partition with India
 - http://www.iniva.org/learning/learning_resources
 - Emotional Learning Cards: art focused learning resources for use by teachers etc. who are seeking new ways of supporting young and vulnerable people to make sense of their lives, experiences and emotions. KS1-5
 - These cards combine images by international artists with thought-provoking commentary and questions highlighting themes around identity, relationships, diversity and gender. The learning team also have frequent CPD sessions and workshops.
- A strengths and weaknesses overview of each:
 - Strengths:
 - Resource bank page where user can select age range, subject/topic, or keyword to find various educational resources
 - Links to various media, i.e. YouTube videos and powerpoints
 - Has links to current and future exhibitions
 - Offers a feedback forum for constant revision and opinions of public
 - Weaknesses:
 - Pages full of links and a lot of scrolling-overwhelming and busy homepage
- Top five List of the most engaging materials
 - Migration Museum at The Workshop page
 - “All Our Stories: Migration & Fashion” digital booklet, interactive and telling
 - <http://www.migrationmuseum.org/advice-for-teachers/> Advice for teachers webpage
 - “Where We’re From” App: interactive app that tracks migrants around the world
 - <https://www.iom.int/world-migration>
- Thoughts about what the MoH could implement
 - Add resource bank section on MoH website of the cataloged collection pieces
 - Add digital copy of educational publication
 - Offer/Add a section where users can submit a “homeless story” voluntarily or images, really engage audience viewing website--help them feel like they are a part of the museum
 - Advice for teachers webpage

Design Museum:

Website: <https://designmuseum.org/discover-design>

- An overview of what is on each site:
 - General overview of visitation stuff, exhibits, design and learning/research
 - Appears to have materials for KS 3 students
- A response to the criteria above in a table
 - Variety: Focused on contemporary design in architecture, fashion to graphics, product and industrial designs
 - Usefulness: Layout of website is simple/could guide us, but it is specific to design and architecture so not too useful to a teacher
 - Memorable: Exhibitions
 - Homepage photograph slideshow stands out
 - Latest Story or Latest Object link-pretty neat
 - Accessibility:
 - Decent layout however lots of clicking and subheadings to go through and find specific pages
 - Had to manually search for education publications, none easy to find
- Links of Interest:
 - Discover Design: <https://designmuseum.org/discover-design>
- A strengths and weaknesses overview of each:
 - Strengths:
 - Useful info page for teachers to help them make the most of their trip to the museum
 - Section on design shows the different design of chairs throughout time chronologically kind of cool how the chair design evolved
 - Links to new exhibits
 - Has a page on website for families
 - Weaknesses:
 - Could use a more expansive “About the Museum page”
 - Not a lot of education publications or info a teacher could use/reference
 - Took a long time to find a teacher pack, had to use search bar for key stage 3 and found a teacher pack
 - Most activities occur at Museum
- Top five List of the most engaging materials
 - What’s On Offer page--segues to talks, courses and workshops
 - Imagine Moscow Exhibit <https://designmuseum.org/exhibitions/touring-exhibitions/exhibitions-for-hire/imagine-moscow-touring-exhibition>
 -
- Thoughts about what the MoH could implement
 - Add a page with latest story or object added to the collection
 - Evolution of how homelessness came to be and throughout years timeline with images

Museum of Slavery, Liverpool:

Website- <http://www.liverpoolmuseums.org.uk>

- An overview of what is on each site
 - There are links to teacher resources for key stages 2 and 3 that explain the connection to each respective curriculum and why a teacher would want to present the material in a classroom. The discuss education for active citizenship which follows the goals of the citizenship curriculum.
- A response to the criteria above in a table
 - There are a few materials offered on the website for teachers. There is a decent amount that could be utilized by teachers, but nothing extremely substantial.
- Links of Interest
 - There are links to all of their partnering websites that gives more insight into the programs that are offered
 - <http://www2.hull.ac.uk/fass/wise.aspx>
 - <http://beta.www.hull.ac.uk/Home.aspx>
 - <http://www.unesco.org/new/en/social-and-human-sciences/themes/slave-route/>
 - Has further educational resources
 - <http://www.liverpoolmuseums.org.uk/ism/learning/slavery-today/teaching-resources/index.aspx>
 - Teacher resources
- A strengths and weaknesses overview of each
 - Strengths
 - “Tell us what you think”: is a great way to get feedback from people viewing the materials.
 - Cross-curricular resources to accommodate different teachers
 - The most accessible teacher pack (of the few I researched)
 - They acknowledge their own barriers and boundaries with regards to the curriculum
 - Weaknesses
 - Few images and not very appealing to look at or interact with
 - The concepts are simply listed and generalized rather than elaborated on
 - The contemporary teachers resource has links from 1995
- Top five List of the most engaging materials
 - Key Stage 3 materials
 - List of each key stage and the section requirements that can be reached as a benchmark
 - Live feed(s)
- Thoughts about what the MoH could implement
 - Role Playing as active citizens; walking a mile in someone’s shoes mentality
 - The role of personal stories and anecdotes to enhance the learning experience and evoke a deeper response from students
 - Have twitter and other live feeds on the bottom of the homepage

Charles Dickens Museum:

Website- <https://dickensmuseum.com>

- An overview of what is on each site
 - The basic museum information as well as info about the museum and different aspects and activities that are available at the museum.
 - There are a load of links that are easy to access
 - Focuses solely on key stage 3
 - Very little variety, but what they do have is well done and presented in a simple fashion
- A response to the criteria above in a table
 - Links to each of the key stage information that is pertinent
 - In each of these links, there is an explanation of where in the curriculum the information/ workshops fit
 - The images that are on the top of each page are the most memorable part of the Dickens website
 - The website is easy to navigate and find useful information
 - Clean and consistent format for information
- Links of Interest
 - Very few links beyond the site itself to reference
 - Links to each of the Key stages information blurbs
- A strengths and weaknesses overview of each
 - Strengths
 - The museum has few, but strong materials for teachers
 - Access to contact the education team with any questions
 - Weaknesses
 - Most if not all of the activities occur at the museum itself
 - The teacher resources could have more depth
 - Brief description of materials
- Top five List of the most engaging materials
 - Writing in the style of Dickens (workshop)
 - Exhibition pages that detail the different pieces in the museum
- Thoughts about what the MoH could implement
 - Including the key stage requirement or piece that is covered by the materials in each section
 - The interactive workshop experience that the Dickens' provides could be a good tool to offer.

Tate Modern:

Website- <http://www.tate.org.uk>

- An overview of what is on each site
 - The Tate site did not have much by any means with regards to education. The most of what they had were hands on activities at the museum itself as advertised on their website.
 - Art and Artist explanations that could be reformatted to be introduced in a classroom setting
 - General overview of a visit and planning for a group/individual/family

- Gives an overview of almost any age-group that would be at the museum giving materials and resources to accommodate each of these
 - Materials are not easily accessible
 - Collection and Exhibition materials
- A response to the criteria above in a table
 - The tabs offered on the homepage were not easy to navigate to find the information that was needed
 - It took about 6 or 7 clicks to reach any sort of educational information that a teacher could use.
 - I probably would have stopped searching depending on the necessity of the resource
 - Not the best to use an educational resource
 - Because every click lead to a new page, the memorability is not strong
- Links of Interest
 - The links brought you to the Tate website that houses information about all of the museums which was not very helpful when finding information
 - Teacher Resources: <http://www.tate.org.uk/about/projects/looking-change>
- A strengths and weaknesses overview of each
 - Strengths
 - Dividing the resource links by age range, teacher/student, and category
 - Vast number of resources- not necessarily specific to teaching
 - A depth of information and links
 - The **home page** is very well designed and appealing (only this page and a few others look this way, the rest are all very simple)
 - Weaknesses
 - Accessibility to educational resources was slim and difficult to find
 - There is so much to look at, that it could take hours to find something that a teacher was looking for.
 - Circular searching- linking back to material that has already been encountered.
 - There is so much unrelated information on one page that it can be distracting to the eyes.
 - As you click deeper into the site, you find that the web design quality decreases significantly.
 - For a museum with a wide number of resources, the ones offered to teachers are slim
- Top five List of the most engaging materials
 - Teacher's Programme at Tate London 2016-17
 - Accessibility to materials
 - Explanation of approaches to using the galleries as teaching tools
 - Glossary of terms for students to use to better understand the museum
- Thoughts about what the MoH could implement
 - Hands on activities rather than lecture based material
 - A breakdown of each resource with its own link on the website so information is accessible based on what a teacher is looking for.
 - Sorting by age-group

Vestry House Museum:

Website: <https://www.walthamforest.gov.uk/service-categories/vestry-house-museum>

- An overview of what is on each site:
 - General information on the museum
 - The learning resources the museum has
 - How to book the museum for an event
- A response to the criteria above in a table
 - Variety: A range of activities like booking school trips, teacher packs, activity sheets, loan boxes, touring displays, workshops, and object handling sessions
 - Usefulness: The resources seem very useful for teachers, with varying degrees of involvement from the museum. The museum has activities and workshops on-site, but if the teacher wanted to make their own program based off the materials that option is available.
 - Memorable: Not particularly, some of the activities were unique, like the Victorian classroom, but there was nothing that made mentally connect it with the museum.
 - Accessible: It is very streamlined and easy to navigate, with all the information in drop down menus on the pages, and their worksheets are ready to download right from the website.
- Links of Interest
 - <https://www.walthamforest.gov.uk/content/learning-vestry-house-museum>
 - A variety of different kinds of resources
- A strengths and weaknesses overview of each
 - Strengths
 - Very readable and accessible
 - All the resources are on one page
 - Information easy to find for a range of topics divided up into collapsible sections on one page
 - Overall very comprehensive list of resources
 - Weaknesses
 - Hard to describe but the collapsible sections mess up where you are on the page and it is slightly annoying
 - Homepage is very blank and undeveloped, it seems like the general info page should be the home page with links to the other two (resources and how to book venue)
 - Personal preference: Wish files were .pdfs so they could be opened in the browser instead of opening word
 - Not enough pictures
- Top five List of the most engaging materials
 - Activity sheets to bring to museum to make sure students are engaging in the exhibits
 - Pre-visit materials for teachers to use, both information-wise and health and safety-wise
 - Offer object handling sessions for all key stages to give students a hands-on experience
 - Loan boxes so teachers can take out a set of materials to teach on their own (and there are clear measures in place to ensure they are returned properly)
 - Interactive workshops hosted by the museum, for example a class that is set in a Victorian classroom showing what it would be like to be a schoolchild during that time.

- Thoughts about what the MoH could implement
 - Good ideas for worksheets, and has a good example of comprehensive pre-visit materials for teachers. Loan boxes might not be doable, but I think they might be looking into.
 - Incorporate links to other organizations like Shelter or Groundslow

V&A Museum (Victoria and Albert Museum):

Website: <https://www.vam.ac.uk/>

- An overview of what is on each site
 - A lot of information on the museum and what pieces it has
 - 5 tabs: Home, Visit, What's On, Collections, Learn (most useful to us), Join and Support, Shop
- A response to the criteria above in a table
 - Variety: Range of activities to choose from, on the website there is an entire downloadable brochure of school programs for KS 3&4. A lot of workshops and hand on activities. There are also varying lengths for programs; some are over one day, some are multiple sessions, and one called Graphic Gathering that takes place over a year and is a more in depth project
 - Usefulness: The website is a useful resource if a teacher knows they have the means/opportunity to bring their students to the museum. Everything has to be pre-booked, there are no downloadable lessons or any resource packs they can look into. If a teacher knows they can go to the V&A, there are lots of options to choose from. There is also contact information so the teachers can reach out if they have a lesson plan they want to incorporate into a visit but aren't sure how.
 - Memorable: The website's vibrant pictures and the names of their workshops (like Shakespeare in a Suitcase) make them memorable.
 - Accessible: The website has a lot of information on it, almost too much at times. If you know what you are looking for, it is easy enough to navigate, but if you just want to get a general overview of what the V&A has to offer, it can be overwhelming. The backgrounds and many places to click make the website very busy, but on the other hand, it is colorful and the main content is easily readable
- Links of Interest
 - <https://www.vam.ac.uk/info/secondary-schools-colleges>
 - <https://www.vam.ac.uk/info/teachers-resources-for-secondary-schools-and-colleges>
 - file:///C:/Users/EliteBook/Downloads/V&A%20Schools%20Programme%202016-17.pdf (might not work because it is a download but it can be found in first link)
- A strengths and weaknesses overview of each
 - Strengths
 - A ton of information with visuals
 - Had information for teachers divided by Key Stages
 - Programs were tailored to different groups
 - There were a variety of mediums to learn from
 - Weaknesses
 - Pages are overwhelming, a large number of links it is hard to tell where to even begin
 - Pages scroll on for a long time, tiring to scroll through an entire page

- Website structure changed for some tabs: very different for “What’s On” and “Shop”
- Top five List of the most engaging materials
 - Set of interactive workshops dedicated solely to Key Stages 3&4
 - Interactive calendar of what events were happening when
 - List of collections and what they contain on the website
- Thoughts about what the MoH could implement
 - List workshops and public events with all the key information then a link to more info
 - This website is way too busy, use as a basis for what is too many links
 - Workshops that are different lengths to fit different schedules
 - Workshops that incorporate arts or performances to teach students while building their confidence

Gressenhall Workhouse Museum:

Website: http://www.museums.norfolk.gov.uk/Visit_Us/Gressenhall_Farm_and_Workhouse/index.htm

- An overview of what is on each site
 - 7 main tabs: Home, Visit Us, Learning, What’s On, Join Us, Research, and About Us
 - Shares website with all of “Norfolk Museums”, so it is easy to get sidetracked and accidentally end up reading about a different museum
- A response to the criteria above in a table
 - Variety: Not a lot of resources, just a few works workshops and activities to choose from. Seems like a more small scale operation
 - Usefulness: The activities do seem like they would be useful to a classroom and would make a good day trip for a class.
 - Memorable: The trip seems memorable but the website has nothing particularly grabbing about it.
 - Accessible: The links to resources are not all on one page, difficult to find something after you closed out the tab
- Links of Interest
 - http://www.museums.norfolk.gov.uk/Learning/Gressenhall/Secondary_schools/index.htm
 - <http://www.museums.norfolk.gov.uk/view/NCC151152>
 - <http://www.museums.norfolk.gov.uk/view/NCC151151>
 - <https://www.youtube.com/watch?v=s69k9FR9dHE>
 - <http://www.museums.norfolk.gov.uk/Learning/Resources/index.htm>
 - <http://www.museums.norfolk.gov.uk/view/NCC146426>
- A strengths and weaknesses overview of each
 - Strengths
 - Specific interactive programming for KS 3&4
 - Activities make students draw their own conclusions rather than telling them what to think
 - Upfront about logistics like cost, number of attendees, how to get there, what the program entails, risk management, etc.
 - Specific .pdfs for each program
 - General interest form teachers can fill out, then the museum works around the teachers’ schedules

- Weaknesses
 - Several dead links- I think site is undergoing renovation
 - Shared with other Norfolk Museums so it can be easy to get lost (not the Museums fault but still tricky to work with sometimes)
 - Difficult to tell what is actually at the Gressenhall and not a different Norfolk Museum
 - Seems like a more small scale operation so there are not a ton of things to do, though they probably do not have the resources to host many things.
 - More of a note than a weakness: education on history rather than a social issue
- Top five List of the most engaging materials
 - “Was the workhouse so bad” workshop
 - Video on Geography of site, a fake news broadcast presenting different opinions on what the land should be used for
 - Tours of farm that connect students with land and rare animals
 - List of resource packs, including some cross-curricular ones
 - Same location but different activities depending on age group
- Thoughts about what the MoH could implement
 - Encouraging students to form their own opinions rather than telling them what to think
 - Different learning media- hands on, videos, resource packs

Museum of Mental Health:

Website: <http://www.southwestyorkshire.nhs.uk/quality-innovation/mental-health-museum/>

- An overview of what is on each site
 - Basic information about the museum, including the team and the mission
 - Collection and exhibitions
 - News about the “Dark Corners” collection
 - Accessibility and contact information
- A response to the criteria above in a table
 - Variety: There is not a large variety of the information due to the limitation of the space on the website.
 - Usefulness: There is no information on learning material
 - Memorable:
 - Accessibility: Materials are organized in a ordered way under the MMH page.
- Links of Interest
 - <http://www.southwestyorkshire.nhs.uk/quality-innovation/mental-health-museum/collection/>
 - <https://www.artstthread.com/portfolios/darkcorners/>
- A strengths and weaknesses overview of each
 - Strength:
 - Each page is very concise.
 - Weakness:
 - The MMH page is within the South West Yorkshire Partnership website, which can confuse with other information that is not related to the MMH.
 - Limited information on the page

- There is no information on learning materials
- There is not much introduction to the pieces in the collection. Sometimes can be hard to understand why some pieces are related to the mental health.
- Top five List of the most engaging materials
- Thoughts about what the MoH could implement

Bethlem Museum of the Mind:

<http://museumofthemind.org.uk/>

- An overview of what is on each site
 - Background information about the Bethlem Royal Hospital, Bethlem Museum of the Mind, and the Trust
 - Learning materials available
 - Artworks and exhibitions
- A response to the criteria above in a table
 - Variety: pretty variable on the breadth of the educational material
 - Usefulness: There are online resources that can be used, also some general information of the resources for different groups of people, such as school, adults and families. They also provide projects that collaborate with schools and universities, such as transition projects and research projects.
 - Memorable:
 - Accessibility: Usually can get the information within few clicks.
- Links of Interest
 - <http://museumofthemind.org.uk/gallery/artwork/ldbth149> : The Maze - a powerful image illustrates the mental state of the artist
- A strengths and weaknesses overview of each
 - Strength
 - Layout of the website is very clear
 - The learning material is divided into 4 groups: schools, families, adults and online resource.
 - The website is accessible
 - Good amount of information about the exhibitions and artworks to help audiences to know what the museum is doing
 - Each piece in the collection has a brief paragraph introduction beside it.
 - Can get access to the archives online
 - Weakness
 - Maybe they can add a page for the curriculum they mention in the learning page.
- Top five List of the most engaging materials
 - Academic projects collaborating with schools.
- Thoughts about what the MoH could implement

London Transport Museum:

Website: <https://www.ltmuseum.co.uk/>

- An overview of what is on each site
 - detailed background information about the museum
- A response to the criteria above in a table
 - Variety: a lot of material available on the website, learning materials for KS1,2,3 and early stages and etc.
 - Usefulness: They provide specific notes for teachers.
 - Memorable:
 - Accessibility: The website overall is not so user friendly. Had to go through a certain amount of pages.
- Links of Interest
 - <https://www.ltmuseum.co.uk/whats-on/hidden-london>
 - https://www.ltmuseum.co.uk/assets/primaryschools_programmebrochure_2016-2017.pdf
 -
- Strengths and weaknesses overview of each
 - Strengths
 - Can get accessed to a lot of information online
 - The website has very detailed classification of collections and learning materials. They have programs for early stages, KS1,2 and 3.
 - There is explanatory background story for every art piece, such as posters and films.
 - It has well-organized calendar with details down the page.
 - The website has virtual assistant.
 - Weaknesses
 - Some important information might be buried.
 - Some pages cannot be found for past exhibits.
 - Some pages can be a bit wordy, which will get people tired.
- Top five List of the most engaging materials
 - Hands on programs for students
 - The museum also provides program for family and community learning.
- Thoughts about what the MoH could implement
 - Can also have some hands on projects for students especially among the community
 - A page for upcoming events

Summary of Findings

Museum	Successes	Suggestions
<i>Museum of Homelessness</i>	<ul style="list-style-type: none"> • News articles and current events • Good overview and who to contact/get involved • User friendly • Dynamic and friendly colors • Links to social media 	<ul style="list-style-type: none"> • Add section on education, collection and archives • Add mini biographies on co-founders, personalize website • More variety

	<ul style="list-style-type: none"> • Get involved page 	
<i>Migration Museum</i>	<ul style="list-style-type: none"> • Focuses on KS3 • Useful Resource Bank-can search by KS, subject area, and search bar • Lots of variety, colorful and welcoming homepage • Audio podcasts, emotional learning cards (KS1-5) etc. = useful resources • Interactive online publication “All Our Stories: Migration & Fashion” • Offers a feedback forum, allowing audience/visitors to provide opinions etc. 	<ul style="list-style-type: none"> • MoH could add a resource bank section similar to MM for their catalogued pieces • Add digital copy of educational publication • MoH could add a section where users can submit a “homeless story” voluntarily or images, really engage audience • Advice for teachers webpage
<i>Design Museum</i>	<ul style="list-style-type: none"> • Overall good layout, contemporary • Specific to design and architecture • Nice homepage image slideshow • Useful info pages for teachers to help them make the most of their visit to the museum • Section on design shows evolution of chairs in a timeline • Page for families 	<ul style="list-style-type: none"> • Lacking/Sparse in educational publications • Make sure educational publications are easily accessible • Needs a more expansive “about the museum” page • Needs more activities/resources that can be done outside museum • MoH could add a timeline showing history of homelessness and how it's changed throughout the years • MoH could add a page with the latest story or object
<i>Museum of Slavery, Liverpool</i>	<ul style="list-style-type: none"> • Link other education resources • Use personal stories and anecdotes to enhance resources • Key Stage and Section requirement listed with the material • “Tell us what you think”- feedback mechanism • Consistent webpage design throughout each tab 	<ul style="list-style-type: none"> • Keep the page interactive and eye-catching • Do not generalize concepts that the student may not understand without explanation • Keep resources up to date (some was from 1995) even after publishing them online

<i>Charles Dickens Museum</i>	<ul style="list-style-type: none"> • Strong, cohesive set of materials <ul style="list-style-type: none"> ◦ Focus on specific KS • Explain where each fits in the curriculum (Key Stage __) • Interactive workshops • Easy navigation takes less time to get to the information being searched for 	<ul style="list-style-type: none"> • Provide enough material to create a solidified teaching module • More depth in explanations of the topics and their fit in the curriculum
<i>Tate Modern</i>	<ul style="list-style-type: none"> • Colorful and memorable • Dividing the resource links by age range, teacher/student, and category • Diversity in resources 	<ul style="list-style-type: none"> • Streamline information so that tabs and links make a logical pathway for the user • Difficult navigation • Create consistency between pages rather than having many with completely different designs • If offering education materials, make them accessible to the average person looking for them on the website.
<i>Vestry House Museum</i>	<ul style="list-style-type: none"> • Very user friendly website • One comprehensive list of resources • Wide variety of types of lessons, with both on-site and off-site options • Programming seemed very teacher based and easy to incorporate into a classroom • Had downloadable information sheets for all of the programs 	<ul style="list-style-type: none"> • Not particularly memorable, website had no pictures or eye catching design • Website design had annoying quirks
<i>Victoria & Albert Museum</i>	<ul style="list-style-type: none"> • Variety of workshops to choose from, all compiled into a teacher brochure • Information and programs were divided by Key Stages • Interactive calendar made it easy to tell when events were happening • Vibrant pictures and design on website 	<ul style="list-style-type: none"> • No downloadable content for teachers and workshops mainly had to be done on-site • Website overwhelming, way too much information on some pages

<i>Gressenhall Workhouse Museum</i>	<ul style="list-style-type: none"> • Programs seemed engaging and useful for teachers • Upfront about logistics (cost, directions, number of attendees) • Specific .pdfs for each program • Different programs for different key stages • Cross curricular resource packs • Workshops encourage students to form their own opinions rather than tell them what to think 	<ul style="list-style-type: none"> • Lots of dead links on website and resources not in one centralized location • Not a lot of variety • Nothing particularly grabbing about the website
<i>Museum of Mental Health</i>	<ul style="list-style-type: none"> • User-friendly, won't get lost in the website • Concise on the introduction page 	<ul style="list-style-type: none"> • It is necessary to put a short paragraph to describe each piece in the museum. • Will be helpful to lighten up the homepage
<i>Bethlem Museum of the Mind</i>	<ul style="list-style-type: none"> • Clear layout • Archive is available online • Pieces in the collection are well-explained. • Have teacher resources facing different groups of people • Some online resources can look into 	<ul style="list-style-type: none"> • MoH probably can add some more pieces to the collection. • More pictures, less words on the homepage