

RECOMMENDED RESOURCES ... NOT REQUIRED

SHEET A • AGES 6-10 • 25 MINUTES

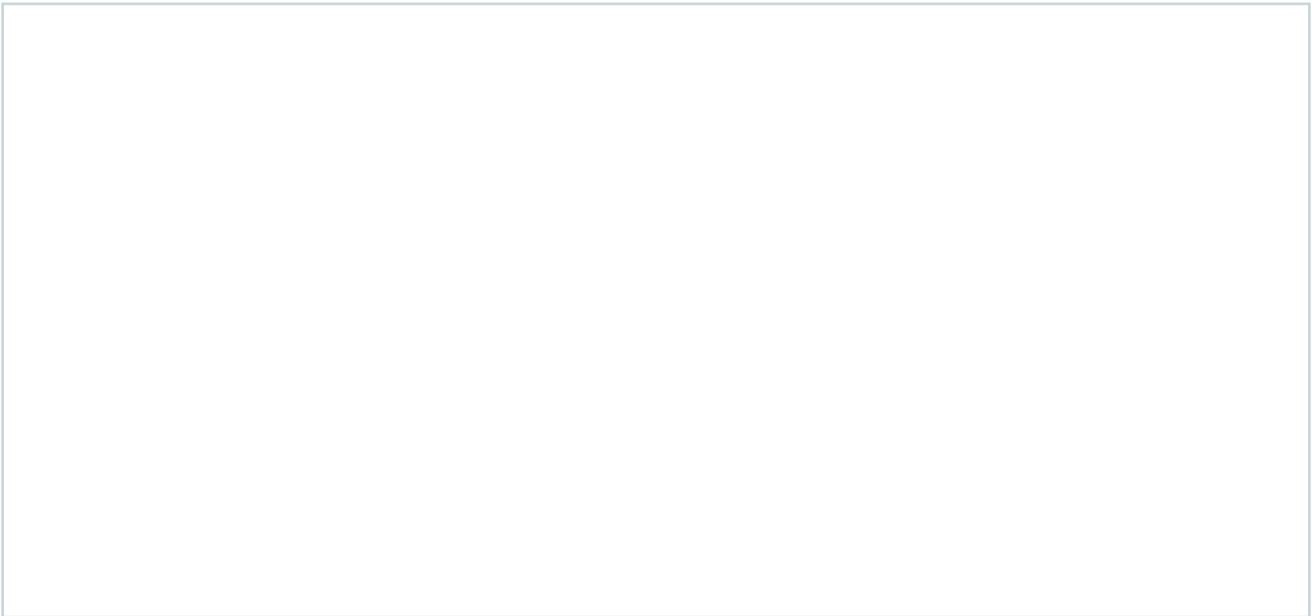
Elementary: What makes a home?

Purpose: Help children understand that people need more than walls and a roof ... they need safety, stability, connection, and dignity.

Facilitator opening: "People live in different kinds of homes. Some families have to move often, and some people do not have a stable place to stay. No one should be teased or judged because of where they live."

1. Draw a place that helps someone feel safe (10 minutes)

Inside the box, draw or write three things that help a person feel safe and cared for.



2. Talk together (10 minutes)

- Which of these things does everyone need?
- How would you feel if you had to move and did not know where you would sleep?
- What can you do to make someone feel welcome and respected?

3. One kind action (5 minutes)

This week I can show kindness by: _____

Host note: Keep examples gentle, do not ask about children's personal housing situations, and allow anyone to skip sharing.

Recommended Resources ... Not Required

These materials reflect a "shelter first" and lowest-barrier approach. They are recommended, not required; groups choosing not to use them are still encouraged to participate. Awareness doesn't take sides ... all voices and perspectives are encouraged. However, Campout for Compassion will not provide or recommend "treatment first" materials.

RECOMMENDED RESOURCES ... NOT REQUIRED

SHEET B • AGES 11-13 • 30-35 MINUTES

Middle grades: Everyday needs map

Purpose: Understand how stable housing makes ordinary routines easier ... and how communities can reduce barriers.

1. Choose three everyday needs

Circle three: **Sleep** | **Toilets** | **Food** | **Phone charging** | **Laundry** | **Transportation** | **Shower** | **Storage** | **School supplies** | **Quiet place to study**

2. Fill in the chart (15 minutes)

NEED	When a person has a stable home ...	What may become difficult without one?

3. Name a community response (10 minutes)

Pick one difficulty. What organization, public facility, friend, service, or housing option might reduce it?

Discuss: Why might it be difficult to keep a job or attend school when basic routines become unpredictable? Do not assume a participant's housing situation.

RECOMMENDED RESOURCES ... NOT REQUIRED

SHEET C • AGES 14-17 • 35-45 MINUTES

Teens: Decisions without easy answers

Purpose: Learn to recognize real-world constraints and ask what practical options are missing. The fictional situations are for analysis ... **not role-play.**

Read one fictional situation per small group (10 minutes)

SITUATION 1 • Work hours

A retail worker ends an evening shift after a shelter's latest admission time. The worker has income but cannot find a room within budget.

SITUATION 2 • Keeping family together

A parent is offered a temporary arrangement that cannot accommodate their child or meet the family's transportation needs.

SITUATION 3 • School stability

A student is staying temporarily with relatives. The commute and uncertainty make attendance and homework harder.

SITUATION 4 • Belongings and documents

An adult has no safe storage for work clothes, identification, or medication and must travel to appointments across town.

Questions (20 minutes)

- Which needs are immediate? Which problems are caused by a missing resource rather than a poor personal decision?
- What options does the person realistically have? What key information is missing?
- What would make this situation easier ... housing, schedule flexibility, safe storage, transit, services, or something else?

Write one specific improvement for Chico (10 minutes)

Facilitator rule: The goal is to notice limited choices, not ask teenagers to guess what homelessness "feels like" or rank who deserves help.

RECOMMENDED RESOURCES ... NOT REQUIRED

SHEET D • ADULTS / MIXED GROUPS • 45 MINUTES

Adults: Three perspectives, one community

Purpose: Practice listening without requiring agreement on every policy.

Read three viewpoints, then discuss

Neighbor: “I’m worried about safety, trash, and how usable our neighborhood parks feel.”

Person without housing: “I need somewhere safe to sleep and keep my things ... and I don’t always have a realistic alternative.”

Service provider: “We want to help, but programs have limits and we cannot promise a housing placement to everyone right away.”

1. What does each person want? Avoid telling them what they “really” mean. (10 minutes)

2. Identify two shared goals. (10 minutes)

3. List two questions that need facts, not assumptions. (10 minutes)

4. Identify one respectful next step. (10 minutes)

Facilitator: Acknowledge distinct perspectives, but do not require participants to agree with a harmful generalization or abandon their own experience.

RECOMMENDED RESOURCES ... NOT REQUIRED

SHEET E • AGES 11+ • 15-20 MINUTES

Optional: Listening and language exercise

Purpose: Notice the difference between a fact, an assumption, and a respectful question.
Discuss each sentence. What is observed? What is assumed? How might the speaker ask a better question?

Statement	Observed fact or interpretation?	Better question to ask
"Everyone on the street refuses help."		
"Moving tents means fewer people are homeless."		
"People in shelters have no problems."		
"Our neighborhood feels less safe."		

Debrief: What words could help us talk about a difficult community issue while still recognizing the dignity of all neighbors?

RECOMMENDED RESOURCES ... NOT REQUIRED

SHEET F • ANY AGE (ADAPT AS NEEDED)

Reflection: What changed for you?

Complete individually, with a partner, or as a closing circle. Sharing is optional.

One thing I learned today ...

One assumption I want to reconsider ...

One question I still have ...

One way I could treat a neighbor with more dignity ...

For overnight participants: What could you stop doing tomorrow that someone without a safe home cannot simply stop? (Keep the focus on differences, not equivalence.)

End with this: "Our night was temporary. What we learned can stay with us."

Optional videos for older groups

These are optional companions to the six activity sheets; no video is required to take part. A facilitator should preview the full recording before selecting an excerpt. These titles link to the publishers.

Can You Tell Who is HOMELESS? — OrgCode

Why show it: A conversation starter about the assumptions we make from clothing, appearance, and first impressions.

[Watch on OrgCode](#) (the title and link are clickable in the PDF)

Why PERSON-FIRST Language is Important. — OrgCode

Why show it: Introduces the idea of describing someone as a person rather than reducing them to a housing status.

[Watch on OrgCode](#) (the title and link are clickable in the PDF)

Why So Many Teens Are Becoming Homeless — OrgCode

Why show it: Explores why young people may lose stable housing and what support they need to stay safe.

[Watch on OrgCode](#) (the title and link are clickable in the PDF)

The Reality of Family Homelessness — OrgCode

Why show it: Introduces the forms of family homelessness that can be less visible than sleeping outdoors.

[Watch on OrgCode](#) (the title and link are clickable in the PDF)

The Missing Piece in Ending Homelessness: Shared Values — OrgCode

Why show it: Opens discussion about shared community values among people who disagree about homelessness policy.

[Watch on OrgCode](#) (the title and link are clickable in the PDF)

Homeless ENCAMPMENT Response 101 — OrgCode

Why show it: Introduces approaches and outcome measures for community responses to outdoor encampments.

[Watch on OrgCode](#) (the title and link are clickable in the PDF)

Ages 6–10: use the drawing and discussion activities without a required video. Ages 11–13: preview material carefully. For teens and adults: offer a chance to opt out and do not ask anyone to share their own housing situation.