

## VINNIES WINTER APPEAL 2023

# SCHOOL ACTIVITIES

### WHAT'S IN THIS PACK?

1. 2023 Vinnies Winter Appeal Theme
2. Older Women Experiencing Homelessness: What are the Numbers?
3. Case Study – Joan's Story
4. Activities (see table below)
5. Appendix



	Lower primary	Upper primary	Lower Secondary	Upper Secondary	Run time (minutes)	Page number
Connections With the Elderly	✓	✓	✓	✓	20-45	6
One Community	✓	✓			30-40	7
What's In Your Backpack?	✓	✓	✓		25-40	8
Belongings not Belonging		✓	✓	✓	45-60	9
Myth Bust			✓	✓	20-40	11

# 2023 VINNIES WINTER APPEAL SCHOOLS KIT

## Dear Teachers and Students,

The St Vincent de Paul Society has launched its 2023 Vinnies Winter Appeal and we are pleased to supply the Winter Appeal Schools Kit to assist you and your school community in participating in this year's Appeal.

This year, we are focusing on the issue of **older women experiencing homelessness**. The number of older women experiencing homelessness across the country has grown rapidly in recent years, and continues to increase, accounting for almost double the growth rate for all people experiencing homelessness in Australia.

The true extent of the problem in Australia is likely to be hugely under-reported as older women who are at risk of homelessness are often 'hidden'. Many will stay with their children or friends, live in their car, or stay in unsafe relationships to avoid sleeping rough.

Research shows that most of these women – mothers, sisters, aunts and grandmothers – have never been homeless before. For many of these women, homelessness is triggered by a crisis such as the death of a spouse, divorce, serious illness, rent increase or eviction. Intimate partner violence or elder abuse also lead to older women being forced to flee their homes.

Through our specialist homelessness services and our domestic and family violence services, Vinnies assists older women who are homeless, or at risk of becoming homeless, to have access to the supports they need to get back on their feet and to be safe and well.

We continue to advocate at state, territory and Commonwealth levels to immediately increase social security payments and to



boost the supply of social and affordable housing so that older women can retire with dignity and with a safe, affordable place to call home.

The following suite of activities have been compiled by Vinnies Youth staff for use of school communities during the 2023 Vinnies Winter Appeal and for School Sleepout events. In this pack, read about the current issue of older women experiencing homelessness, ways to give, and activities to involve your students with this year's Appeal. We hope you find this helpful in engaging your school community more deeply in the matters of social justice, poverty, and homelessness.

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

*The Vinnies Youth Team*

# OLDER WOMEN EXPERIENCING HOMELESSNESS: WHAT ARE THE NUMBERS?

Older women are one of the fastest growing groups of homeless Australians. There were 7,325 women aged 55 and over who were homeless in 2021, up 37% in the past decade



The number of older women seeking support from homelessness services has increased by 55% in the last decade

Women aged over 60 now comprise the largest group receiving JobSeeker payments, which provides less than \$50/day

A 2020 report estimates the number of older women at risk of homelessness in Australia is 405,000 as older women who are homeless are often 'hidden'. Many will stay with their children or friends, live in their car, or stay in unsafe relationships to avoid sleeping rough

Anglicare's 2022 Rental Affordability Snapshot found just five rentals across the country were affordable for a single person on JobSeeker, while a person on the Age Pension could only afford 0.1 percent of listings

Almost 40% of women over 55 lived under the poverty line in 2016

Specialist Homelessness Services are turning away 288 requests for assistance per day, while at the same time the sector is facing a \$65 million cut to its funding from July this year.

Older females are much more likely than males to be in supported accommodation for the homeless, staying temporarily with other households, or living in 'severely' crowded dwellings

Members of Vinnies NSW assisted over 36,000 people in 2022. Of this, 7,187 were women over the age of 50 years. This equates to around 20%

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



## CASE STUDY: JOAN'S STORY

"I had nowhere to live because I wasn't even in the will. I was homeless."

Immediately in the wake of the death of her loving husband of almost 50 years, Joan made the shocking discovery she had secretly been written out of his will.

Even worse news was to come when she tried to seek her lawyer's help.

"I can't act for you anymore because I'm acting for your daughter," Joan recalls being told, "She's the executor."

Joan's daughter had abused the access her parents had given her to their personal details and finances to have her father's will rewritten to exclude her mother.

Things only deteriorated from there.

A few weeks out from her 70th birthday, Joan was told by her daughter "This is my home now and you're not welcome here."

"Now, I can still see it to this day," Joan says, "Standing out the front of our double-glass doors and she said, 'You're not welcome here.'"

Joan found herself packing and before long she was dropped off on the main street of her suburb, left to fend for herself.

Luckily for Joan, she wasn't far from support and she was able to find short-term accommodation in a motel before being referred to crisis accommodation.

It was there she first encountered the St Vincent de Paul Society.

"Without Vinnies, without the accommodation I doubt whether I would have seen my 70th birthday," Joan says.

"I was just broken-hearted.

"I'd lost my husband, I'd lost my home, I'd lost my family.

"I had nothing to live for – I didn't even have a pension."

A pension was one of many things the Society helped Joan access but it was just the beginning.

Joan speaks incredibly highly of personal support she'd received from the team at the Society.

Speaking of a hospital visit, Joan describes the generosity of the people assisting her, "They're there. I had major heart surgery – [they are] the first people there."

Joan goes on to speak about how a simple barbeque held by the Society lifted her spirits on Mother's Day.

Luckily for Joan, she was able to find long-term accommodation in public housing following the dedicated work done on her behalf by Society team members.

Being in a new home did not stop the support she was receiving from the Society.

"Even my dog, when I got here.

"I said, 'I miss my little pup because they took him away.'

"She found a little dog. Then she drove to get the little fella and, yes, he's here... today and we've got that little dog."

"It's the emotional things that they do," Joan says.

"Medical – I had cataracts. They drove me to the hospital, picked me up after the operation.

"They still can do my shopping, or pick something up, or take me to the hospital, or take me to an appointment, and that's what I'm saying – you don't get from everybody.

"You've got to be really dedicated to your job to get that," Joan says.



# HOW TO GIVE



## TO GIVE FINANCIALLY

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

**To donate financially, you can either;**

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

**or**

**2)** Raise funds (offline), and then donate at our website: <https://donate.vinnies.org.au/donation-hub>

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

**3)** Via direct deposit to:

**Bank Name:** Commonwealth Bank

**Account Name:** St Vincent de Paul Society Appeals Account

**Account Number:** 10057471

**BSB Number:** 062 193

**Branch:** LEICHHARDT NSW

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

Remittance advice should be provided for all donations.

## SHARE YOUR EFFORTS!

Share your pictures and stories with us by tagging the @VinniesNSW socials on Facebook and Instagram.

## SCHOOL SLEEPOUTS

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

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

School Sleepouts must be registered with Vinnies.

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

## MATERIAL DONATIONS

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

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

**A few things to keep in mind:**

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



# THANK YOU FOR PARTNERING WITH US TO CHANGE LIVES!

# CONNECTIONS WITH THE ELDERLY



**Context:** This game demonstrates how important support and connections with elderly people around us are. The students will create a web like structure through passing a ball of string around the group. Together, we all need to look out for elderly people in need and support them.

**Age group:** Suitable for primary and secondary school students (secondary activity to include extension)

**Resources:**

☐ Ball of sturdy woven string or yarn

**Runtime:** 20-45 minutes  
(45 minutes if including extension activity)

## ACTIVITY DESCRIPTION:

1. Form small groups of about 8-12 students and ask the groups to form a close circle.
2. Explain that they are going to take turns throwing a ball of string to each other in the circle, but before they pass it on they need to;
  - a. identify an older person they know (for example, grandparent, neighbour etc.)
  - b. share an idea of how they can help meet a need of that older person.
3. Then, keeping hold of one end of the string, they throw the ball of string after saying the name of who they are throwing to.
4. The student who received it then keeps hold of part of the string (really tight not letting go) and shares about an older person they know.
5. Once everyone has a turn and is holding part of the string the teacher then asks the students, "What does this look like"? Answers may include: a net, spider web etc.

**6. Explain to students:**

- a. Through the things we have said and ideas we have had we are part of a web like this string web. This web is a support for older people that we know, or are part of our community, and it links us to them. If we all hold onto our string tightly, by caring for the elderly, we can support each other like this. But if we let go of our part of the web, it is not as strong and the web only exists through working together as a team to hold up our end.
- b. Why do we take care of our elderly? This is based on the concept of human dignity. We are created in the image and likeness of God and every life has inherent value. We should take care of the people around us as God commanded us to "Love your neighbour as yourself". Mark 12:31

### EXTENSION for Secondary school Students and/or Upper Primary

As well as the students identifying an older person and getting them to share an idea of how they can help meet a need, get them to think of the need of that older person in relation to Maslow's Hierarchy of Needs, this highlights the fact that we are making sure people are getting a more wholesome form of support.



# ONE COMMUNITY

**Context:** The St Vincent de Paul Society is committed to providing physical, emotional and spiritual care for all individuals and groups – older women included – in a dignified manner. Vinnies has a strong commitment to supporting people no matter their age, gender, background or other characteristics, as every person has equal value and should therefore be treated with respect.

**Age group:** Suitable for lower and upper primary school students

**Resources:**

- ☐ A4 paper
- ☐ Colouring equipment e.g. textas, pencils, crayons etc.

Note: be sure to include every colour on each table!

**Runtime:** 30-40 minutes

## ACTIVITY DESCRIPTION:

1. Provide each student with an A4 piece of paper and ask them to fold it in half and then in half again
2. Ask students to unfold their pages. They should now have four equal sized boxes on their page
3. Ask students to draw the below images – one per box. Allow 2-4 minutes before telling students what the next image is
  - a. A car with no wheels
  - b. A happy person without a mouth
  - c. A rainbow without using the colour green
  - d. A sunny garden without drawing a sun

4. Ask the students:

- a. Do your pictures look a bit funny? If yes, why?
- b. Were these images hard to draw? If yes, why?
- c. What would make this easier?

5. Now, ask students to go back and draw:

- a. Wheels on the car
- b. A mouth on the person
- c. A rainbow using the colour green
- d. A sun in the sky

6. Explain to students:

The same way your images became complete when you were allowed to draw wheels on your car, a mouth on the happy person, a rainbow using the colour green and a sun in the beautiful garden, our world is not complete without each and every one of us. Our community is made up of young people, older people, boys, girls, people from different countries and of all different abilities. However, we are all just as special and contribute in our own way. Without each and every one of these people, our community would not be the same – just like a car without wheels or a rainbow without the colour green.



# WHAT'S IN YOUR BACKPACK?



**Context:** People experiencing homelessness more than likely only carry one backpack, mainly out of practicality and safety. This backpack is similar to a school bag in size and weight. Just like a school bag, it contains the most important items needed for everyday use

**Age group:** Suitable for primary and secondary school students

**Resources:**

- ☐ Butcher's Paper
- ☐ Pens
- ☐ A whiteboard may be helpful for writing instructions or highlighting common ideas

**Runtime:** 25-40 minutes

## ACTIVITY DESCRIPTION:

1. Instruct students to sit in groups of four. Steps 2-4 will be done in groups
2. Ask students to list all the items they use before school – everything and anything. Allow 5-10 minutes to discuss/write each list
3. Ask students to list all the items they carry in their bag to school each day. Allow 5-10 minutes to discuss/write each list
4. Excluding a sleeping bag and drink bottle, ask students to choose 3 items from the above lists that they can fit into their backpack (emphasise the word 'FIT', this excludes TVs, bikes, bathtubs etc.)
5. Debrief this activity with students to determine their final essential items and the challenges they face in making their decisions throughout the activity. Some examples of reflection questions include:
  - a. What was the most difficult part about choosing your final 3 items?
  - b. How did it feel prioritising / leaving off important items?
  - c. Did this activity change your point of view when it comes to homelessness and being in "survival mode"? If yes, how?
  - d. What is one thing you would tell someone about homelessness that you have learned from this activity?





# BELONGINGS NOT BELONGING

**Context:** This is an empathy building activity based on the theme of homelessness. When faced with homelessness, one of the toughest decisions people have to make is deciding what to take and what to leave behind, especially if facing life on the streets. In this activity, students must make decisions about what belongings they feel would be essential to them if they were faced with homelessness.

**Age group:** Suitable for upper primary school and secondary school students

**Runtime:** 45-60 minutes

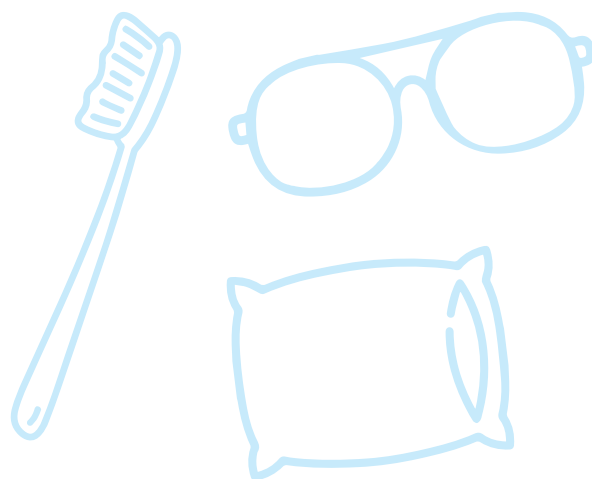
**Resources:**

- ☐ Belongings not belonging images (see Appendix) — cut out and placed in a zip-lock bag
- ☐ The facilitator should be prepared to provide a brief scenario that can be used to create the context for the activity. Two examples are included below

## ACTIVITY DESCRIPTION:

1. Students are to work in small groups of 3-4. Each group will receive a zip-lock bag with the images.
2. To give context to the activity, provide students with a scenario based on homelessness (see below).
3. Instruct each group to lay out all their image cards (belongings) so they can see them. Tell students that they have approximately 5 minutes to determine which are the most essential items they will take with them. They can choose as many items as they wish.

4. After 5 minutes, ask some groups to share some of the items that they have chosen to keep, and have them explain why they decided a particular item was essential.
5. Instruct students that they have too many items to carry and need to reduce their belongings. They are to select only 15 items that they believe are essential.
6. After 5 minutes, again ask some groups to share some of the items they have kept or have removed. Ask them to explain their choices. Inform them that they still have too many belongings to keep with them and need to remove a further 5 items, meaning 10 in total.
7. Again, ask students to explain their choices and their reasons for these. They now need to limit themselves to only 5 essential items, meaning another 5 items must be removed.
8. Discuss with students what belongings they have left. You may wish to go one more step and challenge the students to cut their items back even further to what they consider to be the 3 most essential belongings.



9. Debrief this activity with students to determine their final essential items and the challenges they faced in making their decisions throughout the activity. Some examples of debrief questions are included below to guide you.

1. Which items did your group decide were essential?
2. What could you do without?
3. Did your group have any difficulties in making your decisions?
4. What challenges did you face when deciding?
5. Why did you choose the items you have over others?
6. Is there anything else you would choose, but was not an option?
7. If you picked tin food, how would you open or eat this?
8. Is a phone a necessity?
9. How would you charge your phone? Where might you access wifi?
10. If you didn't choose Driver's License or Birth Certificate, what would be your plan for accessing government services like Job Seeker allowance? How would you afford to apply for new copies of these documents? Do you have anything else for ID?
11. Why is shelter important?
12. How important are 'creature comforts'?
13. Do you have items at home that you never use?
14. How attached do we become to our belongings?
15. How do you think you would feel if you were faced with this situation?
16. How realistic do you think it might be for people who are experiencing homelessness to have to make these choices?

**NOTE:** this activity can be adapted to suit each group's needs. For example, facilitators may choose to remove certain items (belongings), prior to the activity. This may be the case if the activity is to be used with younger primary school ages or a shorter time frame is required.

### Scenario 1: Primary

Your family have recently become homeless and are couch surfing with friends while hoping to find something more permanent. Your mother told you that you had to limit what you could take with you and keep only what is essential.

### Scenario 2: Secondary

You are a young adult who is fleeing an abusive relationship. As your partner has become more and more aggressive towards you, you make the snap decision to leave when the opportunity arises. Not having much time to plan for this, you grab what you can – taking only what you think is essential.



# MYTH BUST

**Context:** There are several misconceptions and stereotypes that exist around homelessness. From the individuals and groups who may be experiencing it, to the reasons someone becomes homeless, it is imperative that the greater community is educated on the social justice issue so as to not continue the spread of misconceptions and to be better equipped to support the issue.

**Age group:** Suitable for secondary school students

**Resources:**

- ☐ Question cards on screen or printed out (see Appendix)

**Runtime:** 20-40 minutes

## ACTIVITY DESCRIPTION:

1. Display the question cards (see Appendix) on a screen or projector (one page at a time)

Note: You may like to print out the question cards as visual cues as well/instead

2. Ask students to respond to the questions in accordance to each question card.

Rather than students simply answering with, “this or that, a or b, all of the above etc.”, have them respond by participating in the corresponding actions

3. Reveal the answers (see Appendix) and speaker notes once all students have responded with an action



4. Once all questions have been answered, debrief as a group using the following questions:
  - a. Which answer surprised you the most and why?
  - b. Do you think older women will continue to be one of the fastest growing cohorts of people experiencing homelessness? Why/why not?
  - c. What can you – as an individual and as a school community – do to support older women experiencing homelessness?



 <p><b>PILLOW</b></p>	 <p><b>BACKPACK</b></p>
 <p><b>CASH</b></p>	 <p><b>TOOTHBRUSH</b></p>
 <p><b>JEANS</b></p>	 <p><b>TOYS</b></p>
 <p><b>SHOES</b></p>	 <p><b>BLANKET</b></p>





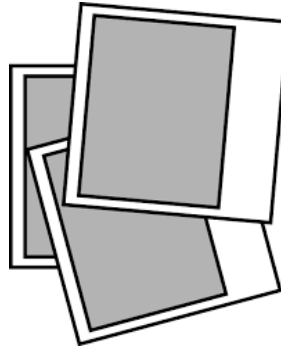
**UMBRELLA**



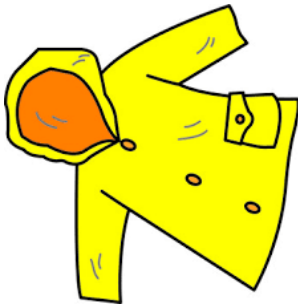
**WATER**



**MOBILE PHONE**



**PHOTOS**



**RAINCOAT**



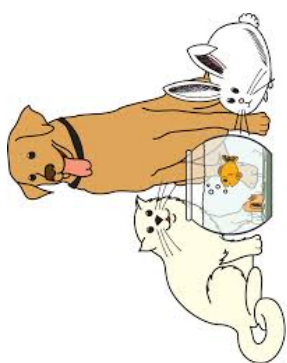
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**BOOKS**



**TIN FOOD**



**PET**



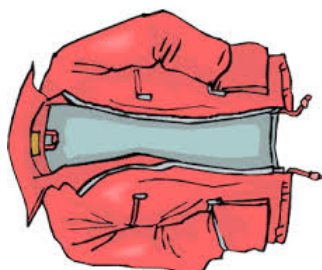
**DEODORANT**



**SWAG**



**EXTRA TSHIRT**



**JACKET**



**MEDICATION**



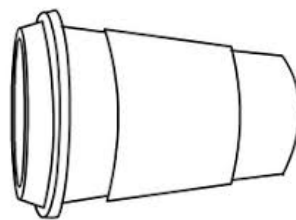
**DRIVER'S  
LICENCE**



**SOAP/  
SHAMPOO**



**DRINK BOTTLE**



**REUSABLE  
COFFEE CUP**



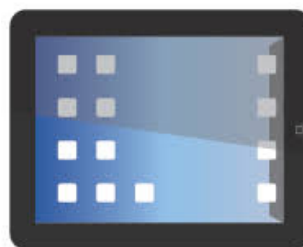
**BIRTH  
CERTIFICATE**



**LAPTOP**



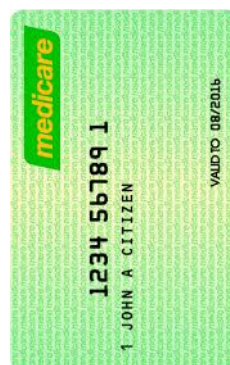
**PUBLIC  
TRANSPORT CARD**



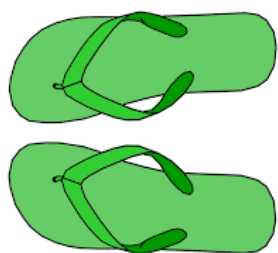
**IPAD**



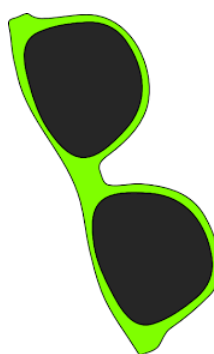
**HAIRBRUSH**



**MEDICARE CARD**



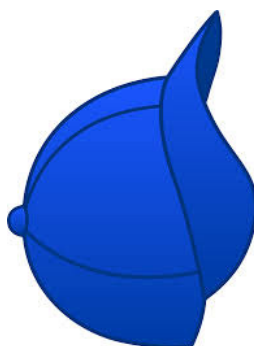
**THONGS**



**SUNGLASSES**



**SOCKS**



**HAT**



**HEADPHONES**



**METAL CAMPING  
PLATE**

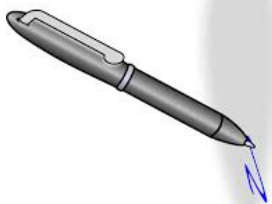


**TEABAGS**



**CAMPING  
CUTLERY**

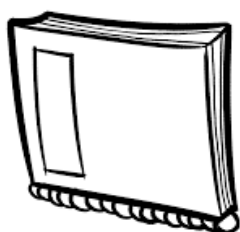




**PEN**



**BATH TOWEL**



**NOTEBOOK**



**FACE WIPES**



**UNDERWEAR**



**BICYCLE**



**RUNNERS**



**RAZOR**

# APPENDIX

## This or That – Question Cards

### QUESTION ONE:

By how much has the percentage of older women experiencing homelessness in Australia increased in the last decade?

- A. 15%
- B. 37%
- C. 50%

**Hands on head** if you think the answer is A

**Hands on hips** if you think the answer is B

**Hands in the air** if you think the answer is C

### QUESTION TWO:

How many people were experiencing homelessness in 2021?

- A. 122,494
- B. 116,000
- C. 1,000,000

**Stand up** if you think the answer is A

**Sit down** if you think the answer is B

**Crouch** if you think the answer is C

### QUESTION THREE:

Where might an older woman stay if she finds herself experiencing homelessness?

- A. With her children or friends, in a car, in a refuge
- B. In her home
- C. On the streets, in a hotel, in her boat

**Point to the nearest window** if you think the answer is A

**Point to the nearest door** if you think the answer is B

**Point to the teacher** if you think the answer is C

### QUESTION FOUR:

How many of the 37,000 people supported by Vinnies NSW in 2022 were women over the age of 50?

- A. 35,890 (97%)
- B. 18,500 (50%)
- C. 7,187 (20%)

**Gather at the left of the room** if you think the answer is A

**Gather at the right of the room** if you think the answer is B

**Gather at the front of the room** if you think the answer is C

# APPENDIX

## This or That – Question Cards

### QUESTION FIVE:

Older women have themselves to blame for experiencing homelessness because they don't want to work.

**TRUE**

OR

**FALSE ?**

**Stand up** if you think the answer is TRUE

**Sit down** if you think the answer is FALSE

### QUESTION SIX:

Vinnies supports older women who are already/at risk of experiencing homelessness to have access to supports they need to get back on their feet.

**TRUE**

OR

**FALSE ?**

**Gather at the front of the room** if you think the answer is TRUE

**Gather at the back of the room** if you think the answer is FALSE

### QUESTION SEVEN:

Gender and age discrimination means that older women are at greater risk of financial and housing insecurity due to...

- A. Lower salaries
- B. Less savings
- C. Lower superannuation
- D. All of the above

**Hands on head** if you think the answer is A

**Hands on shoulders** if you think the answer is B

**Hands on knees** if you think the answer is C

**Hands on toes** if you think the answer is D

### QUESTION EIGHT:

Anglicare's 2022 Rental Affordability Snapshot found that an older woman on the Age Pension is able to afford 0.1% of rental listings

**TRUE**

OR

**FALSE ?**

**Point to the ceiling** if you think the answer is TRUE

**Point to the door** if you think the answer is FALSE

# APPENDIX

## Myth Bust – Facilitator Answers

### Question One teacher answer: B

**Teacher speaking notes:** Older women are one of the fastest growing groups of homeless Australians. There were 7,325 women aged 55 and over who were homeless in 2021, up 37% over the past decade. This figure is almost double the growth rate for people experiencing homelessness in Australia over the same period. A 2020 report estimates the number of older women at risk of homelessness in Australia is 405,000.

### Question Two Teacher answer: A

**Teacher speaking notes:** “The rate of homelessness in Australia has increased 5.2 per cent over the last five years, according to new data from the 2021 Census of Population and Housing.

The latest estimates reveal more than 122,000 people were experiencing homelessness in Australia on Census night, representing 48 homeless persons for every 10,000 people.” – ABS, 2021

### Question Three Teacher answer: A

**Teacher speaking notes:** A 2020 report estimates the number of older women at risk of homelessness in Australia is 405,000. Older women who are homeless are often ‘hidden’. Many will stay with their children or friends, live in their car, or stay in unsafe relationships to avoid sleeping rough.

When the next Census homelessness estimates are released this year, it’s likely we will see even more older women at risk of homelessness given the ongoing shortage of social and affordable housing, rising rents, ageing population and lifetime wealth gap between men and women.

### Question Four Teacher answer: C

**Teacher speaking notes:** Members of Vinnies NSW assisted over 36,000 people in 2022. Of this, 7,187 were women over the age of 50 years. This equates to around 20%.

Of this, 40% were located in Greater Sydney (Sydney, Greater Western Sydney and Broken Bay).

### Question Five Teacher answer: FALSE

**Teacher speaking notes:** Research shows that most of these women – mothers, sisters, aunts and grandmothers – have never been homeless before. For many of these women, homelessness is triggered by a crisis such as the death of a spouse, divorce, serious illness, rent increase or eviction. Intimate partner violence or elder abuse also lead to older women being forced to flee their homes.

### Question Six Teacher answer: TRUE

**Teacher speaking notes:** Through specialist homelessness services and domestic and family violence services, the Society assists older women who are homeless, or at risk of becoming homeless, to have access to the supports they need to get back on their feet and to be safe and well.

Vinnies continues to advocate at state, territory and Commonwealth levels to immediately increase social security payments and to boost the supply of social and affordable housing so that older women can retire with dignity and with a safe, affordable place to call home.

### Question Seven Teacher answer: D

**Teacher speaking notes:** Gender discrimination means that older women are at great risk of financial and housing insecurity due to lower salaries, less savings, and a lack of superannuation compared to men. Age discrimination means that it can be difficult for older women to find employment. And the enduring impacts of colonisation puts First Nations older women at even great risk.

### Question Eight Teacher answer: TRUE

**Teacher speaking notes:** Australia’s affordability housing crisis is also putting older women at risk of housing insecurity and homelessness. Growing numbers of older women are renting in the private market, which is characterised by spiralling rents and a lack of available properties. Anglicare’s 2022 Rental Affordability Snapshot found just five rentals across the country were affordable for a single person on JobSeeker, while a person on the Age Pension could only afford 0.1 percent of listings.



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