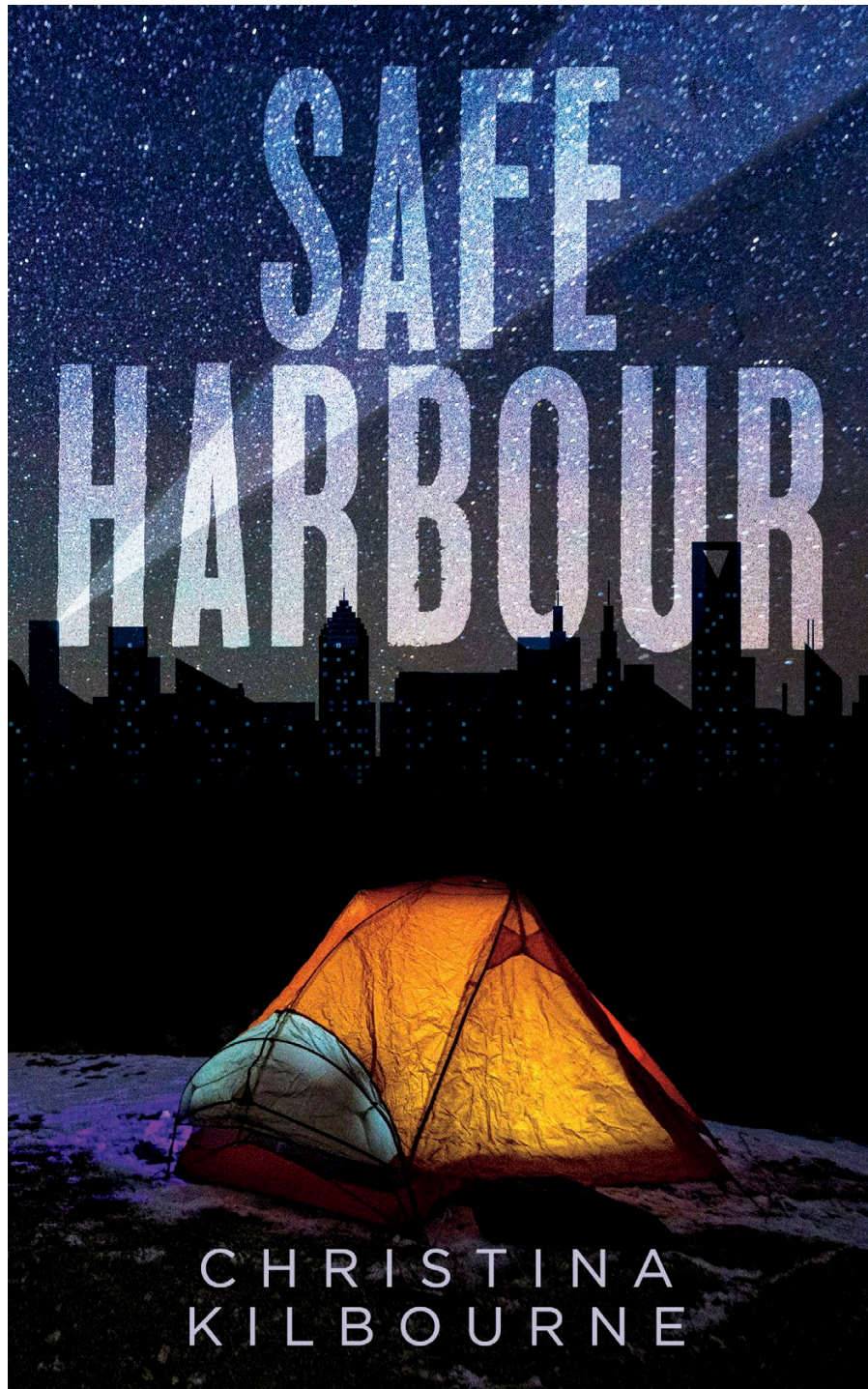


TEACHER'S GUIDE



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CONTENTS

I Summary	4
II Pre-Reading Activities	9
What Is Homelessness?	9
Statistics on Homelessness in Toronto, Ontario, and Canada	10
Comparing Statistics on Homelessness	12
What Are the Causes of Homelessness?	14
What Issues Do Homeless Youth Face?	16
Getting to Know Toronto Neighbourhoods and Landmarks	19
My Ideal Learning Environment	23
III During-Reading Activities	26
Making Connections During Reading	26
Reading Comprehension Questions	28
IV After-Reading Activities	30
Harbour’s Privileges	30
Struggles Faced by Homeless Characters	34
Researching Homeless Shelters in Toronto	37
Will the Positive Leaders Please Stand Up?	42
What Makes a Good Friend?	45
Evaluating Harbour’s Decision-Making	52
Managing Difficult Emotions	55
Yogananda’s <i>Autobiography of a Yogi</i>	57
V Ontario Curriculum Connections	58
VI Resources	60

I SUMMARY

Harbour and her dog, Tuff Stuff, have recently arrived in Toronto. They have been camping in a ravine, waiting for her father to arrive. Harbour already has a sense of the neighbourhoods and landmarks. Harbour chats with the homeless girl she usually sees at the intersection of Yonge and Bloor and learns that her name is Lise Roberts.

Harbour spends a lot of time at the library, where she washes up, charges her phone, and reads books on her reading list that her dad created on ancient philosophy. She meets the librarian, Erica, who talks to her about the books she's reading and encourages her to stop cutting barcodes off books and get a library card.

Harbour's friendship with Lise deepens. Lise visits Harbour frequently and brings food to share. She listens to Harbour's stories about her unconventional life with her dad, asking a lot of important critical questions and providing guidance for navigating homelessness, such as suggesting that Harbour stay at a homeless shelter for youth in case Harbour's dad doesn't make it in time before the winter weather arrives. Lise warns Harbour against contacting Brandon, a young man who offered support when Harbour was upset about her dad's credit card being declined at a grocery store. Lise believes Brandon has ulterior motives. Harbour learns more about Lise's past and her time spent in foster homes. During one of Lise's visits to the ravine, Harbour saves Lise from a man who attacks her by shooting her gun into the air.

Harbour explores the people and places of Toronto with Lise, navigating weather that slowly grows colder, waiting for her dad to show up. She brings Harbour to meet her friends Frankie and Josh, who drink alcohol all day and night and end up fighting.

One day, Harbour leaves Tuff with Frankie and Josh so Harbour can try spending a night at the shelter. Harbour feels vulnerable and wonders if Tuff is okay. Harbour plays one of her dad's songs and gets upset. Lise comforts her. The next morning, they sneak out early, leaving through the back door. They get coffee for Frankie and Josh and head to pick up Tuff. When they arrive at Frankie and Josh's place, no one is there. Harbour starts panicking. Harbour insists that Homeland Security or terrorists have found Tuff because they want information stored on a computer chip under his skin. She thinks Frankie and Josh are secret agents and that it was their plan to take Tuff the whole time. Suddenly, Tuff jumps on Harbour and tackles her to the ground. Frankie says they won't take Tuff again and thanks the girls for the breakfast.

Some time passes and there are fewer leaves on the branches in the ravine. Harbour can now see the back walls of houses across the valley. Harbour is wearing every piece of clothing she owns. Lise visits and dumps a bag of clothing on Harbour that she picked up from a coat drive run by a church for the shelter. Harbour puts on a winter coat, gloves, a hat, and snow pants. Lise brings out an old flip phone she can use for texting that Joyce gave her. Harbour shares about Boca Chita, an island across from Miami that her great-great-grandfather once owned before the government paid for it and took it. Harbour decides to share with Lise that Miami, New York, San Francisco, Chicago, and Atlanta are going to get blown up and millions of people will die. Harbour believes that ISIS and Al-Qaeda were invented by the U.S. government, and that 9/11 was a training exercise. She says all of the information is outlined on the chip implanted in Tuff, and that the government

plan is the reason why her dad sent her to Toronto. Lise questions Harbour and pokes holes in her explanations. Lise calls Harbour and her dad weird and strange. She asks where Harbour's dad found his top-secret information. Harbour gives her usual answer when she wants to avoid answering a question: it's a long story.

Warm weather arrives and Harbour and Lise head to the waterfront. Lise wants to visit an island with a lighthouse, like Toronto's version of Boca Chita. They get on the ferry ride using a sheet of paper that someone at the shelter gave Lise to use as a ticket.

On the island, they admire the modest homes and the lack of streetcars and traffic. They arrive at the beach and both take a dip in the cold water. Then, they lie in the sand to dry off before heading for the lighthouse. They head back to the ferry and pass a deserted amusement park, which Harbour finds off-putting. She wants to be back in the city, distracted by the noises, where she can focus on survival instead of thinking, and there isn't the promise of a childhood adventure that could go wrong.

They head to the library, and Harbour washes up in her favourite washroom. Harbour leaves to find Lise having a conversation on the phone. Harbour realizes Lise is using Harbour's phone, so Harbour grabs it and shouts, "Dad? Where are you?" The voice shares something about the *Starlight* being adrift, her dad's name, an accident, and the Miami-Dade police. Harbour drops the phone and stomps on it, breaking the phone. Harbour explains to Lise that her dad taught her to destroy the phone if someone ever called saying that they were the police. Harbour believes that the government is looking for her and Tuff so they can get the microchip. Lise admits that she could have mentioned that they were in Toronto. Harbour runs off and Lise runs after her. Lise tells Harbour that they found her dad's boat adrift near Miami, that her dad hasn't made it to Toronto because he never left Miami, and that Harbour's number was the only one found on his phone. Harbour is angry that Lise answered the phone. Lise tells Harbour that they told her that her dad's dead. Harbour refuses to believe it and stomps off.

Back at the ravine, Harbour looks for her gun. Lise admits that she left the gun with Frankie to hold on to because she didn't want Harbour to do anything stupid. Harbour feels angry and heads toward the Portlands to get the gun. Harbour wants to protect herself from the Secret Service agents. Lise reasons with Harbour. They arrive at the Portlands and see that the garage has been demolished. Lise feels sure that Frankie and Josh were able to clear out their belongings and can take care of themselves.

Harbour shares a story from a few years ago, when her dad docked the boat at someone's place for one month. Her dad said the owners were friends on vacation who asked him to take care of their place. One day, a man and a woman dressed similarly showed up in a car. They were wearing dark pants and sunglasses and seemed out of place in Florida. Her dad untied the boat, put Harbour on deck, and sailed off. The man and woman were on the dock, yelling for them to return. Harbour thinks the man and woman were Secret Service agents or Homeland Security. Lise points out that her dad jumped to conclusions. Harbour says she never saw them again and there were other close calls like that. Harbour and Lise pass 9 Amelia Street, and Tuff sniffs and pees on the gatepost. Harbour imagines being on the couch with Tuff and her dad, watching something on the TV. Lise asks if it's possible Harbour's dad could have been wrong. Harbour doesn't think so. Later that night, Harbour wonders if she ever really knew her dad.

It's been winter for a few weeks, and Lise and Harbour are still looking for Frankie and Josh. They find Lise's friends Travis and Charlene at a church mission; Lise asks them if they've seen Frankie and Josh. Charlene mentions that Frankie said he wanted to head to Vancouver. She also recalls Josh saying he wanted to head to Temagami. Lise and Harbour leave. Harbour feels completely lost, as if she has no way to protect herself and Tuff.

The winter days have gotten very cold. Lise shares tricks for getting through the days, such as sitting in a medical clinic, wandering around the mall, or riding the subway. One day, Lise and Harbour are hanging out at a subway station, when Lise pulls a poster from the wall that has "MISSING: Harbour Mandrayke," the picture of a small child, an age-progressed photo, and information that Harbour went missing eight years ago on it. Harbour is shocked by the words "primary caregiver found deceased." Harbour notices the Ferris wheel from the Toronto amusement park in the background of the picture of the small child. She wonders if she had been to Toronto as a child. Lise suggests that the photo was Photoshopped.

Harbour wants to stay hidden and asks Lise to help bring her food. Harbour tells Lise to say that she lost track of Harbour, that Harbour left town a few weeks ago. Lise promises to visit Harbour every other day.

Lise says Harbour could pass for a boy and suggests that Harbour disguise herself as one. Lise hands over a bag of food to last for two days. She updates Harbour on her attempts to take down all of the posters.

Harbour and Lise go for a walk and bump into two police officers, who share that there has been a complaint about a tent set up in the ravine and a campfire. Lise feigns disbelief. One of the officers holds up a "MISSING: Harbour Mandrayke" poster and asks if Lise and Harbour have seen the girl. The other officer looks back and forth between the poster and Harbour. Harbour fakes having a seizure and falls to the ground. Lise fakes making a phone call to "Hannah's" mother, and Harbour pretends to have an argument with her "mother" over the phone. The cops leave, and Lise praises Harbour's acting.

They arrive back at the camp to find a coyote running away and food strewn everywhere. Lise leaves to get more supplies and says she will join Harbour for the night.

Harbour awakens and realizes that Tuff is gone and she is sick. She falls asleep again and awakens to find Lise and Tuff still gone. Harbour has frozen tuna with crackers. Lise arrives with doughnuts and coffee. Lise shares that she has been looking for Tuff but can't find him. Lise leaves to look for Tuff by walking along the river.

Harbour grabs Lise's phone and texts Brandon. Then Tuff shows up. He backs up warily. Harbour notices he's wearing a yellow collar. Then she sees that it's not Tuff. Tuff comes around the other side of the tent and licks Harbour's face. The mystery dog races off and Tuff follows her. A woman enters the campsite and sees Harbour. "Harbour?" she asks. "Is that Tuff Stuff?" Harbour is confused and asks if the woman knows Lise, but she doesn't. The woman says she wants to get hot fluids into Harbour and provide a warm bed, but Harbour feels fearful. She realizes that Harbour doesn't recognize her, so she tells Harbour that she is her aunt, her mother's sister, Jackie, who Harbour used to call Titi Jack. Harbour experiences a distant memory. Harbour

remembers that her dog is named Beanstalk. Jackie shares how Harbour visited when Tuff and Bean were six months old. Harbour feels a deep pang of longing to run into her aunt's arms, but she remains frozen. They sit down and continue to talk. Jackie invites Harbour to her place. Jackie offers her hand, Harbour grabs it, and Jackie envelops Harbour in a hug. Jackie suggests leaving Lise a note to visit Jackie's. Harbour finds out that Jackie lives at 9 Amelia Street, where Tuff likes to pee.

On the walk to Jackie's place, Harbour asks if she went to Centre Island when she was in Toronto. Jackie says she did, and that she gave that picture to the police. Harbour finds out that Tuff had gone to Jackie's place that morning. Tuff wouldn't stop barking at Bean, so Jackie let him into the yard and they played. Tuff seemed happy to see Jackie and went right to the back door where she used to feed him and Bean.

At Jackie's house, Harbour looks at pictures of her as a child and of her mother and Jackie when they were younger. Jackie shares stories of how she and Harbour's mother visited Vancouver, and how her mom met her dad on the ferry to Vancouver Island. He had serenaded her with a crowd singing along.

Harbour showers and Jackie feeds her. Harbour expresses confusion about how Jackie found her. Jackie explains that Tuff smelled smoky, and the police mentioned looking for a girl camping in the ravine. Jackie concluded that the girl was Harbour and followed Tuff to the campsite.

Jackie shares that she filed a missing person's report years ago, when Harbour's dad stopped communicating with her, and the private detectives she hired couldn't find any new information on Harbour's whereabouts. The police updated Jackie when they suspected Harbour was in Toronto. Jackie gave them the picture and the police made the posters.

Jackie continues, sharing that the police had called one number in her dad's call history, and the person who answered said that Harbour was in Toronto. Harbour realizes that person was Lise. Harbour wonders how the police knew to look in the ravine. Jackie says that a librarian had seen the poster and suggested that the police look for a spot where a girl could camp.

Harbour wakes up and sees Jackie and Lise looking at a photo album. Harbour looks at photos of her mom, dad, and herself as a child in detail. Lise heads to bed. Harbour and Jackie stay up talking. Harbour is confused about her dad only having one number on his phone because he would stay up all night talking on the phone. Jackie shares that Harbour's dad had schizophrenia and that he was diagnosed a few years after he met Harbour's mom. Her mom kept him grounded and made sure he took his medications.

Harbour asks if it's possible that her dad killed her mom by accident. Jackie says evidence such as fingerprints and DNA was found that linked the murder to a person who had committed other home invasions in the area.

Harbour visits Erica at the library to show her a piece of mail with her mailing address on it. Harbour gives her a new copy of Parahamsa Yogananda's translation of the *Bhagavad Gita* and apologizes for damaging the other copy. Harbour shares that she is attending an alternative school and she's learning about religious studies and English.

Harbour visits Lise at the shelter. Lise closes a Smart Serve workbook that she has been studying. Harbour shares that she has to write an essay and is looking forward to it. Lise apologizes for being so hard on Harbour's dad and says she would have liked him. Harbour says he had good days, and on other days, he was hard to handle. Lise is surprised that Harbour can admit this. Harbour shares that every day she keeps re-adjusting to the fact that he had a mental illness, and that there was no plan on a microchip under Tuff's skin to blow up the world. It makes her sad and question everything she's ever known. They reflect on how lucky Harbour is.

Harbour walks home from the shelter and watches Jackie through the window with Bean and Tuff, thinking, "That's my family. This is the home Dad sent me to find."

Harbour visits Miami with Jackie. In the plane, Harbour shares that she's scared to see what happened to *Starlight*. Jackie suggests not to worry about it today, that they will deal with it tomorrow as it comes. Harbour appreciates how Aunt Jackie breaks problems into chunks and orders it so that it is safe and manageable. Her dad did the opposite.

Jackie gives Harbour a present. It's a new iPhone in a case. Her aunt has inputted Lise and her contacts, used an audio recording of Tuff and Bean barking as the ringtone, added pictures of Lise and Tuff, Jackie and Bean, the dogs in the park, and the house on Amelia Street. She's also added videos of Harbour's dad singing with the ukulele. Jackie explains that Lise had saved Harbour's memory card. Harbour wonders if her dad had indirectly sent Harbour to Jackie.

Harbour and Jackie visit Jackie's step-uncle Dennis, whose house Jackie remembers visiting that time her dad docked the boat for one month. Harbour asks when Dennis last talked to her dad. Dennis says that it was about a year ago, when her dad shared that Harbour was going to sail to Canada to spend some time with Jackie. Jackie shares that Dennis had been managing Harbour's dad's finances since he moved onto *Starlight*. Dennis adds that he was also the executor of his will. Dennis shares that her dad left her *Starlight*, the house on Pelican Way, and his share of the radio stations. The rent money goes into a trust fund for Harbour.

Harbour visits *Starlight* and is unnerved by the boat sitting motionless. The coast guard captain outlines the details of the search-and-rescue mission. Harbour asks where her father was found. He says her father was in the forward cabin, and it was still dry. The captain surmises that the father must have gotten caught in bad weather. Harbour knows for sure that something happened, he died, and the mast broke after he died.

Harbour climbs onto *Starlight*. Everything smells like rot and she tries not to gag. The aft cabin and the galley are a mess. Harbour goes over the last day she saw her dad. Harbour enters the forward cabin, the only place without junk. It hasn't changed since she left. Her dad's water bottle and ukulele are the only signs he was using the space. Harbour grabs the ukulele and takes the artwork and photos, slipping them into the ukulele case.

Harbour climbs back on deck, feeling relieved to breathe in the fresh Florida air. Jackie puts her arm around Harbour's shoulders. Harbour doesn't know how she should feel, but she knows the ground is solid beneath her feet, and it feels good.

II PRE-READING ACTIVITIES

WHAT IS HOMELESSNESS?

Ask students to define homelessness. The class may arrive at a simple definition, such as “the state of having no home.”

ENRICHMENT

Ask students to explore an extended definition of homelessness developed by the Canadian Observatory on Homelessness: homelesshub.ca/sites/default/files/COHhomelessdefinition.pdf.

Task:

1. Read the document carefully and highlight or underline key ideas.
2. Take notes on the key ideas in your own words.
3. Write a summary of the key ideas or present the key ideas in a slide presentation, audio recording, outline, video, or poster.

STATISTICS ON HOMELESSNESS IN TORONTO, ONTARIO, AND CANADA

Ask students to compare “fact” versus “opinion.” Give students examples of facts and opinions and have them determine which examples are facts and which are opinions. Tell students that they will be exploring facts about homelessness in Ontario and Canada and sharing their opinions on those facts.

Have students explore the following links individually and reflect on five facts that surprise them.

- Statistics on homeless youth in Toronto: evas.ca/about-us/facts-about-youth-homelessness
- Statistics on homelessness in Ontario and Canada: acto.ca/production/wp-content/uploads/2017/07/Factsheet-4-Homelessness-in-Canada-and-Ontario2.pdf

STUDENT HANDOUT: STATISTICS ON HOMELESSNESS IN TORONTO, ONTARIO, AND CANADA

Read the statistics on homelessness in Toronto, Ontario, and Canada at the following links:

- Statistics on homeless youth in Toronto: evas.ca/about-us/facts-about-youth-homelessness
- Statistics on homelessness in Ontario and Canada: acto.ca/production/wp-content/uploads/2017/07/Factsheet-4-Homelessness-in-Canada-and-Ontario2.pdf

Share five facts that you thought were important in the first column in table below. In the second column, share your reaction. Did you feel sad, surprised, angry, disgusted? Did you have a strong opinion in response to reading the fact? Did you make a connection to something else that you read, to a personal experience, or to another issue?

Fact	Reaction (Your feelings or opinion)

ENRICHMENT

Create a poster to raise awareness about homelessness in Toronto, Ontario, or Canada. Include your most compelling statistics. Make sure your poster incorporates design elements such as using visuals, considering background space, using contrast, and considering font style and text size.

COMPARING STATISTICS ON HOMELESSNESS

MATH FOCUS

Revisit the following link for statistics on homelessness in Ontario and Canada: acto.ca/production/wp-content/uploads/2017/07/Factsheet-4-Homelessness-in-Canada-and-Ontario2.pdf.

Have students make calculations with populations and percentages. For example, ask students to determine the following:

- The population of Canadian women who experience homelessness
- The population of youth who experience homelessness
- The population of Canadians aged fifteen and over who have experienced hidden homelessness

ENRICHMENT

Have students compare statistics on homelessness experienced by vulnerable groups in three different countries, including Canada.

Students will find statistics on the percentage and population of vulnerable groups such as:

- Individuals who identify as LGBTQ2S (including lesbian, gay, bisexual, transgender, transsexual, queer, questioning, and two-spirit)
- Black, Indigenous, and people of colour (BIPOC)
- Youth
- Individuals who experience mental illness
- Individuals who experience drug addiction
- Individuals who experience disability

STUDENT HANDOUT: COMPARING STATISTICS ON HOMELESSNESS

Research statistics on homelessness experienced by the following vulnerable populations:

- Individuals who identify as LGBTQ2S (including lesbian, gay, bisexual, transgender, transsexual, queer, questioning, and two-spirit)
- Black, Indigenous, and people of colour (BIPOC)
- Youth
- Individuals who experience mental illness
- Individuals who experience drug addiction
- Individuals who experience disability

Homeless Population of Vulnerable Group	Canada	Country 2:	Country 3:
LGBTQ2S			
BIPOC			
Youth			
Mental Illness			
Drug Addiction			
Disability			

Compare and contrast the statistics on homelessness affecting vulnerable populations in the three different countries. What similarities do you notice? What differences do you notice?

I noticed these similarities:

I noticed these differences:

WHAT ARE THE CAUSES OF HOMELESSNESS?

Brainstorm the causes of homelessness with the class by making a mind map on a blackboard, whiteboard, or projected document.

Answers may include:

- Mental illness and lack of necessary resources
- Poverty
- Eviction
- Lack of affordable housing
- Unemployment
- Substance abuse and lack of necessary resources
- Family breakdown
- Gambling
- Social isolation
- Family violence
- Poor physical health
- Physical abuse
- Sexual abuse
- Emotional abuse

Tell students that they will be researching three causes and providing at least three details for each cause. Preview the student handout and direct students' attention to the third column. Tell students they will be making a personal connection to what they learn. The personal connection can be a question, opinion, feeling, a memory, a text they've read, or another issue.

STUDENT HANDOUT: WHAT ARE THE CAUSES OF HOMELESSNESS?

Research three causes of homelessness. For each cause, you must provide at least three details.

You will also make a personal connection to what you learn. Your personal connection can be a question, opinion, or feeling. It can also be connection to a personal experience, the experience of someone you know, a text you have read, or another issue.

Cause	Details	Personal Connection
1st Cause:	Detail 1: Detail 2: Detail 3:	
2nd Cause:	Detail 1: Detail 2: Detail 3:	
3rd Cause:	Detail 1: Detail 2: Detail 3:	

ENRICHMENT

Using your completed chart above, write a well-structured essay, with an introduction, three body paragraphs, and a conclusion, that explores three causes of homelessness.

WHAT ISSUES DO HOMELESS YOUTH FACE?

Eva's is an organization that provides shelter and services to homeless youth. Introduce students to the website and explore the links so students understand what services Eva's offers.

Students will read stories about youth who experienced homelessness, the issues they struggled with, and their positive transformations.

Visit the following link: evas.ca/what-we-do/youth-stories.

As a class, read a few of the stories together. Complete one to two rows of the organizer, and then instruct students to read a few more stories and fill out the rest of the organizer.

To conclude the class, ask a few students to share a memorable story of struggle and positive transformation. Ask students, "What character traits did the individual demonstrate?"

STUDENT HANDOUT: WHAT ISSUES DO HOMELESS YOUTH FACE?

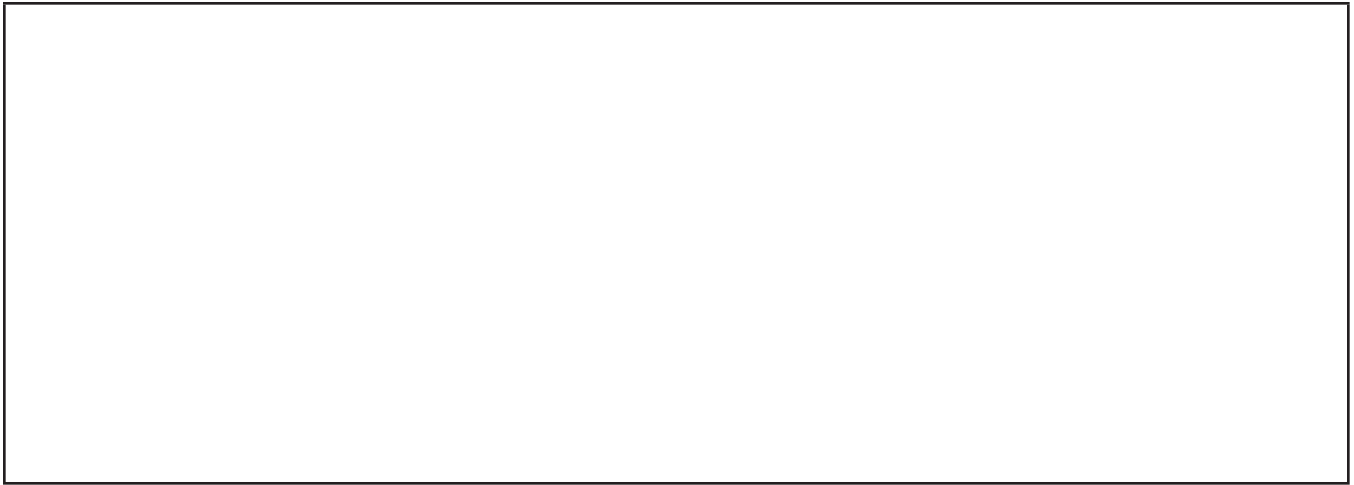
Read the stories about youth who experienced homelessness, the issues they struggled with, and their positive transformations.

Visit the following link: evas.ca/what-we-do/youth-stories.

Choose a few stories to read. Then, complete the organizer below.

Name	Problems Faced	How They Overcame Their Problems

Choose one memorable story of struggle and positive transformation. What stood out to you? What character traits did that individual demonstrate? Answer this question by writing a paragraph with a topic sentence, a body, and a concluding sentence.

A large, empty rectangular box with a thin black border, intended for the student to write their paragraph response.

GETTING TO KNOW TORONTO NEIGHBOURHOODS AND LANDMARKS

Tell the students that Toronto is where the story takes place — downtown Toronto, in particular. Ask students to share what they know about Toronto. If students are from Toronto, ask them to share what they know about their city and what they have heard people say about Toronto’s culture, population, neighbourhoods, landmarks, food, etc.

Students may share that Toronto is known for:

- Being the second most expensive Canadian city to live in
- Having a large financial district
- Being a multicultural and multiracial city with people from diverse backgrounds
- Having a variety of cuisines
- Having many ravines and parks
- Having a waterfront, the CN Tower, Casa Loma, Royal Ontario Museum
- Being the home of Margaret Atwood and Drake
- Sports teams like the Toronto Maple Leafs and the Toronto Raptors

Tell the students that they will be exploring Toronto neighbourhoods and landmarks by using Google Earth. Students will pick eight neighbourhoods or landmarks and describe the physical features of the landmark or major elements of the neighbourhoods. Have students research each neighbourhood or landmark to find out interesting facts. Suggest that students include facts such as the history of the neighbourhood or population statistics.

To conclude the lesson, ask students to share their answers to the following questions: Which neighbourhood or landmark stands out to you as memorable? What makes it memorable? What conclusions can you draw about Toronto based on your exploration of its neighbourhoods and landmarks?

STUDENT HANDOUT: GETTING TO KNOW TORONTO NEIGHBOURHOODS AND LANDMARKS

Use Google Earth to explore the neighbourhoods and landmarks of Toronto. Pick eight neighbourhoods or landmarks and describe the physical features of the landmark or characteristics of the neighbourhoods. Research each neighbourhood or landmark to find out interesting facts. Include facts such as the history of the neighbourhood, population statistics, and factors affecting the development of the neighbourhood.

Visit this link to find facts on different Toronto neighbourhoods:

toronto.ca/city-government/data-research-maps/neighbourhoods-communities/neighbourhood-profiles.

Examples of possible descriptions:

- Hip storefronts
- Flowers and trees
- Low-rise residential buildings
- Many skyscrapers
- Narrow streets
- Wide streets
- Lots of lighting
- Walkable sidewalk
- Many benches
- Bike paths
- Near a highway
- Beside a park
- Across from a parking lot
- Patio dining
- Interesting architecture
- Interesting sculptures

Suggested neighbourhoods and landmarks:

- Aga Khan Museum
- Annex
- Art Gallery of Ontario
- Ashbridges Bay
- Black Creek Pioneer Village
- Cabbagetown
- Casa Loma
- Chinatown
- Christie Pits Park
- Church and Wellesley
- CN Tower
- Distillery District
- Edwards Gardens
- Entertainment District
- Evergreen Brick Works
- Exhibition Place
- Fort York National Historic Site
- High Park
- Humber Bay Arch Bridge
- Humber Marshes
- Jane and Finch
- Kensington Market
- Kew Gardens
- Koreatown
- Little India
- Little Italy
- Massey Hall
- Moore Park Ravine
- Nathan Phillips Square
- Ontario Science Centre
- Osgoode Hall
- Parkdale
- Queen West
- Queen's Park
- Regent Park
- Royal Ontario Museum
- Scarborough Bluffs
- St. Lawrence Market
- St. Michael's Cathedral Basilica
- Tommy Thompson Park
- Toronto City Hall
- Toronto Islands
- Toronto Reference Library
- Toronto Zoo
- Trinity Bellwoods Park
- University of Toronto — St. George Campus
- Waterfront
- Yonge-Dundas Square
- Yorkville

Neighbourhood or Landmark	Characteristics	Interesting Facts

ENRICHMENT

Choose one question to answer:

1. Which neighbourhood or landmark stands out to you as memorable? What characteristics and facts make it memorable?
2. What conclusions can you draw about Toronto based on your exploration of its neighbourhoods and landmarks?

Write a paragraph with a topic sentence, a body, and a conclusion. Edit and revise your draft, then write or type your final draft on a separate document and submit it.

MY IDEAL LEARNING ENVIRONMENT

Tell students that there are many different schools and home learning environments with unique models of education.

Discuss these points with students:

- Students can learn in a large classroom, in small groups, or one-on-one.
- Students can learn with one teacher or many teachers.
- Students can learn in person, online, or a mixture of both. Make connections to the experience of learning online during the pandemic. Ask students whether they prefer learning in person or online and why.
- Students can learn many different subjects each week or a few subjects each week in a deeper way.
- Students can have an education focused on: science, technology, social justice, religion, movement, music, or the arts.
- Students can go to school part-time or full-time.
- Students can take control of their learning, or their teacher can decide what they will learn, or there can be a mixture of both.
- Learning can be assessed with quizzes and tests, with projects, with observation of student performance on tasks, or a mixture of the three.
- No accommodations can be made for individual learning needs or many accommodations can be made for individual learning needs.

Ask a few students to describe their ideal school or learning environment. What subjects will students learn? What will the teachers be like? What will the students be like? What will be the rules? Have them describe what happens during one full day of school. What time does school start? How long is each period? How many breaks are there? How long is each break? What time does school end?

Then, have students complete the handout.

STUDENT HANDOUT: MY IDEAL LEARNING ENVIRONMENT

What subjects will students learn?

What will the teachers be like?

What will the students be like?

What will be the rules?

Describe what happens during one full day of school. What time does school start? How long is each period? How many breaks are there? How long is each break? What time does school end?

ENRICHMENT

Write a well-structured essay with an introduction, body paragraphs, and a conclusion that shares your ideas about your ideal learning environment. You must submit the organizer, your essay outline, your first draft, your edits and revisions, and your final typed draft.

Or, instead of the essay, present a speech that shares your ideas about your ideal learning environment. You will create a Google Slides or PowerPoint presentation to accompany your speech. You must submit the organizer, a video recording of one practice session, and your slide presentation. In addition to content, you will be assessed on your verbal and non-verbal communication.

III DURING-READING ACTIVITIES

MAKING CONNECTIONS DURING READING

Encourage students to make many connections to the text as they read. Important quotations can be recorded in the first column of the organizer. In the second column, students can make personal connections to each quotation.

Discuss examples of personal connections that can be made:

- Your feelings
- Your opinions
- Your questions
- Your predictions
- Your inferences
- Your connection to other parts of the text
- Your connection to other texts
- Your connection to issues
- Your connection to your personal experience
- Your connection to someone else's experience

Alternatively, if students own their own copies of the text, encourage them to write their personal connections in the margins of the text. If texts are borrowed, provide sticky notes that students can write their personal connections on and place on the page.

STUDENT HANDOUT: MAKING CONNECTIONS DURING READING

As you read, record important quotations in the first column and make personal connections to each quotation.

Personal connections can include the following:

- Your feelings
- Your opinions
- Your questions
- Your predictions
- Your inferences
- Your connection to other parts of the text
- Your connection to other texts
- Your connection to issues
- Your connection to your personal experience
- Your connection to someone else's experience

Quotation (include page number)	Personal Connection

READING COMPREHENSION QUESTIONS

As you read the first few chapters with students, ask the following questions during reading to aid in reading comprehension.

CHAPTER 1

1. Why do Harbour and her dad look for her mom's face in the clouds before they start their day? (p. 7)
2. What possessions does Harbour have? (p. 9)
3. What's odd about Harbour saying to Tuff, "Don't get used to living on land"? (p. 9)
4. What is the origin of Tuff's name? (p. 10)
5. What are the indicators that Lise is homeless? (p. 11)
6. A simile is a figure of speech that compares two different things. Find the simile on page 11. What two things are being compared?

CHAPTER 2

1. Describe the physical appearance of the sales associate at the sporting goods store. (p. 14)
2. Why did the sales associate ask Harbour if she was "really planning on sleeping on a boat in the winter in Toronto"? (p. 15)
3. Why did the sales associate assume that Harbour wasn't from Toronto? (p. 16)
4. What was surprising about the librarian's response to finding the book with the tags cut off? (p. 18)
5. What did Harbour enjoy about Yogananda's *Autobiography of a Yogi*? (p. 19)
6. Why does Harbour use the librarian's name when speaking to her? (p. 20)
7. Why did Harbour feel intense shame when Erica asked if she could take a bowl of water to Tuff so that others would know he was being taken care of? (p. 21)
8. Why does Harbour give "9 Amelia Street" as her address? (p. 23)
9. What does the simile "like spoons" communicate about Harbour's relationship with Tuff? (p. 24)
10. What is ironic about the ravine feeling like home? (p. 24)
11. What are the benefits of having free books in wooden "cupboards" on random streets in Toronto (p. 24)? What might this feature of Toronto tell you about Torontonians?
12. What did Harbour accomplish that made her feel satisfied (p. 24)? What do her accomplishments tell you about Harbour's personality?

CHAPTER 3

1. What is ironic about Harbour not getting scared except when Lise shows up making a huge commotion? (p. 29)

2. What does Lise suggest to Harbour that reveals Lise’s thinking about Harbour being homeless? (p. 29)
3. Why do most parents settle on land by the time their kids get to Harbour’s age? (p. 30)
4. How long have Harbour and her dad been living on the boat? (p. 30)
5. What does Harbour do when she starts feeling doubt? What could she do differently? (p. 31)
6. Describe the lakefront neighbourhood. (p. 32)
7. Use Harbour’s description of her boat to draw a labelled diagram of her boat. (p. 33)
8. The author uses a simile to show how Lise and Harbour were dodging tourists. What two things were being compared? (p. 34)
9. Why does Harbour leave the stash of bills hidden? How might Lise feel if she found out? (p. 34)
10. Why does Lise rummage in a garbage can for a coffee cup? Why does she say that having Tuff will make the process go faster? (p. 35)
11. What makes Lise good at panhandling? (p. 35)
12. List the foods that Lise and Harbour have been eating recently. What can you conclude about their diet? (p. 36)
13. Why does Lise say that she and Harbour will be “like a couple of Girl Guides”? (p. 37)
14. Why does Harbour choose to eat crackers and tuna? (p. 38)
15. Describe Lise’s life before she moved to Toronto. (p. 39)
16. What does Harbour do to change the melancholic mood? (p. 40)
17. What personality trait could be used to describe Harbour’s dad? Provide an example from the text to support your answer. (p. 40)

REFLECTING ON FORM, FEATURES, AND STYLISTIC ELEMENTS

1. How might reading the story in novel form differ from reading it as a graphic novel or watching the story in a film adaptation?
2. How do text features (title, image on front cover, chapter headings, ellipses within chapters) help improve your reading comprehension?
3. How does the author use stylistic elements such as simile and point of view to effectively communicate ideas?

IV AFTER-READING ACTIVITIES

HARBOUR'S PRIVILEGES

Define privilege as “a special advantage given to an individual due to birth, social position, effort, or gift.”

Discuss examples of privilege with students. Examples of privilege may include:

- Feeling comfortable about discussing your sexual orientation in public
- Having bookshelves full of books at home
- Being raised by two parents
- Both parents having a post-secondary education
- Being given land that was owned by ancestors
- Being given businesses that were owned by ancestors
- Your parent(s) owning your home
- Being male in a male-dominated profession or activity
- Being female in a female-dominated profession or activity
- Being able to walk outside without being harassed by police
- Being able to navigate school or work without being verbally or physically abused due to your race or gender
- Seeing people who look like you as the main characters in films and books
- Seeing people who look like you on the covers of magazines
- People do not assume that you represent all members of your race or culture
- Looking like the mainstream media representation of what is considered attractive
- Being considered highly intelligent
- Having the full use of all four limbs
- Not needing to find out if a building is accessible for persons with physical disabilities
- Being able to fluently speak the dominant language of a country
- Having someone who cares about you, a warm home, and fresh food waiting for you after school or work

Facilitate the activity “Privilege for Sale,” found at the following link: socialjusticetoolbox.com/wp-content/uploads/2015/07/Privilege-for-Sale.pdf.

This activity allows students to explore examples of privilege without highlighting their own privileges (or lack of privilege). Students can feel safe to discuss privilege without sharing what can be shameful (due to having many privileges) or painful personal experiences (due to lack of privilege).

You may want to adapt the privileges listed so that students can relate to them more easily. For example, if you are teaching at a music-focused school, you may include the privileges of parents being able to afford to buy instruments for their child or parents being able to afford private music lessons.

After students complete the activity “Privilege for Sale,” ask students to consider the privileges that Harbour has in *Safe Harbour* and hand out “Harbour’s Privileges.” Do one example together as a class. For example, Harbour’s dad was able to pay for expenses such as food, gas for the boat, and Harbour’s phone bill because his parents own several radio stations. This privilege allowed Harbour to travel frequently and to receive an unconventional education from her dad.

To conclude the lesson, have students share their answers to the following questions:

- What are some ways in which Harbour lacks privilege?
- How might Harbour’s fate have changed if she did not have access to the same privileges?
- How can Harbour use her privileges to help those with less privilege (such as Lise)?

STUDENT HANDOUT: HARBOUR'S PRIVILEGES

A privilege refers to a special advantage given to an individual due to birth, social position, effort, or gift.

Despite her state of homelessness, Harbour does have access to resources that give her privileges that Lise and other homeless youth do not have.

List Harbour's privileges in the organizer and explain how each privilege gives Harbour a special advantage.

Privilege	Special Advantage

What are some ways in which Harbour lacks privilege?

How might Harbour's fate have changed if she did not have access to the same privileges?

How can Harbour use her privileges to help those with less privilege (such as Lise)?

STRUGGLES FACED BY HOMELESS CHARACTERS

Brainstorm with students about the issues that homeless people face. Record ideas in a mind map on a display.

Give an example of a character who experienced homelessness in the text, such as Frankie.

Ask students, “What struggles did Frankie face?” Students might come up with the following answers: alcoholism, his home being demolished.

Then, ask students, “Did Frankie overcome his struggles? If so, how?”

Students might respond:

- No, he does not overcome his drinking problem because Lise talks about it as if it occurs frequently.
- The drinking affects his relationship with Josh, but they forget about their fighting the next day.
- The drinking also drives away the girls and affects his ability to get tasks done.
- After his house was demolished, he disappeared and we don’t know what happened to him.

Distribute the organizer and have students complete it.

STUDENT HANDOUT: STRUGGLES FACED BY HOMELESS CHARACTERS

Choose four characters in the novel who faced homelessness. For each character, write down the struggles that they faced. Did the character overcome the struggle? If so, how?

Character who experienced homelessness	What struggles did the character face?	Did the character overcome the struggle? If so, how?

ENRICHMENT

Choose one option or do both for a challenge! Your task is to record a podcast of you discussing your responses to the questions below. Your podcast should have an opening sequence that introduces your show, your thoughtful responses to each question, an advertisement, and a featured guest who provides extra insight through a similar or contrasting viewpoint.

1. Pick one character who overcame their struggles. What traits did they possess that helped them to succeed? Do you have these traits? What can you do to demonstrate these traits more often?
2. Pick one character who did not overcome their struggles. What obstacles got in the way? What could this character have done differently?

RESEARCHING HOMELESS SHELTERS IN TORONTO

Tell students that they will research and compare the shelter and services provided by three homeless shelters in Toronto, placing their research in the corresponding organizer. They must generate at least one question about each homeless shelter. They can ask any many questions as they want.

Teach students how to write a formal email that contains a greeting, opening statement, body, closing statement, and signature. Provide examples and non-examples of appropriate greetings, opening statements, closing statements, and signatures.

Have students complete the “Formal Email Organizer” and check that it has been completed correctly. Once students have completed the organizer, they may write formal emails to a representative of each homeless shelter with their questions in the body of the email.

STUDENT HANDOUT: RESEARCHING HOMELESS SHELTERS IN TORONTO

Homeless Shelter	Services Provided	Questions

STUDENT HANDOUT: FORMAL EMAIL ORGANIZER

Complete the three formal email organizers and check with your teacher to make sure you completed them correctly. Make any necessary edits and revisions, then write your emails and send them!

Name of homeless shelter:
Email address of homeless shelter:
Greeting:
Opening statement:
Body:
Closing Statement:
Signature:

Name of homeless shelter:
Email address of homeless shelter:
Greeting:
Opening statement:
Body:
Closing Statement:
Signature:

Name of homeless shelter:
Email address of homeless shelter:
Greeting:
Opening statement:
Body:
Closing Statement:
Signature:

WILL THE POSITIVE LEADERS PLEASE STAND UP?

Show students images of positive leaders. Include leaders from diverse backgrounds. For example, highlight David Suzuki, Malala Yousafzai, Rosa Parks, Jane Goodall, Bill Gates, Barack Obama, Li Wen Liang, Simon Bolivar, and Greta Thunberg. Ask students to identify the people in the images and to share what they know about the leadership they have demonstrated. Write down the qualities students share on the board or display.

If you would like to keep building the list of qualities, ask students to share more examples of leadership demonstrated by people they know from the past or present and also fictional characters.

Examples of qualities students might come up with include:

- Served others behind the scenes
- Generous with time or money
- Organized protests
- Stood up for the rights of others
- Improved the quality of life of animals or people
- Collaborated well with others to achieve goals
- Humility
- Fought for a cause that no one else cared about
- Overcame strong opposition to ideas
- Didn't care about being liked
- Persevered through hardship
- Visionary ideas
- Persuaded others to follow them
- Kindness
- Creativity

If “ordinary people” who have made a difference have not been brought up as examples, bring up the topic of leadership demonstrated during the Covid-19 pandemic. Ask students about positive leadership shown by grocery store workers, nurses, doctors, other healthcare workers, and politicians and officials in local government.

Ask students to consider positive leadership demonstrated by a character in *Safe Harbour*. Have students pick one character who demonstrated positive leadership and list personality traits or qualities of the character (such as the qualities brainstormed together as a class). Students will then find examples from the text (examples can be direct quotations or paraphrased) as proof. Each example will be accompanied by an explanation of how the example showed that the character demonstrated positive leadership.

STUDENT HANDOUT: WILL THE POSITIVE LEADERS PLEASE STAND UP?

Follow these steps to complete this activity:

1. Choose one character from *Safe Harbour* who demonstrated positive leadership.
2. List five personality traits or qualities (such as the qualities that we brainstormed together as a class).
3. For each trait or quality, provide one example from the text (paraphrased or as a direct quotation; include the page number) and an explanation that reveals how the example demonstrates the trait or quality.

ENRICHMENT

1. Write a well-structured essay with an introduction, three to five body paragraphs, and a conclusion. You must submit the organizer, your essay outline, your first draft, your edits and revisions, and your typed final draft.
2. Complete the task again by choosing a second character who demonstrated positive leadership. Write a comparison/contrast essay with an introduction, three to five body paragraphs, and a conclusion that answers the question, "Who was the better leader?" You must submit the organizer, your essay outline, your first draft, your edits and revisions, and your typed final draft.

Character who demonstrated positive leadership:		
Trait	Example from text (include page number)	Explanation

Describe the ways in which you demonstrate positive leadership. Describe qualities of positive leadership that you would like to develop in yourself.

WHAT MAKES A GOOD FRIEND?

Ask students, “What makes a good friend?” Write down answers on the board or on a display. If answers are not easily generated, ask students to think about their own friendships or good friendships they’ve read about in books or seen in films.

Answers may include:

- Good listener
- Understanding
- Accepting
- Honest
- Treats you with respect
- Kind
- Play games together
- Play sports together
- Have fun together
- Makes you feel comfortable
- Helps you solve problems
- Helps you grow
- Gives thoughtful gifts
- Keeps your secrets
- Asks you to hang out often
- Makes you smile and laugh
- Enjoys your company
- Wants you to do your best
- Wants good things to happen to you
- Celebrates your successes with you

Tell students that they will be exploring Lise and Harbour’s friendship in *Safe Harbour*.

Students can pick one of the following questions to answer:

1. Was Lise a good friend?
2. Was Harbour a good friend?
3. Did Lise and Harbour have a good friendship?
4. Who was the better friend: Lise or Harbour?

Have students complete the organizer, providing three to five points or reasons, an example from the text to prove each point or reason, and an explanation that demonstrates how the example proves the point or reason.

ENRICHMENT

Ask students to answer the question, “Who was the better friend: Lise or Harbour?” Put students in teams and then facilitate a debate. Distribute the debate outline so students can understand the sequence of turns. They can use the debate outline to take notes before and during the debate when preparing their rebuttals.

STUDENT HANDOUT: WHAT MAKES A GOOD FRIEND?

Point	Example from text (paraphrase or direct quotation)	Explanation
Point 1:		
Point 2:		
Point 3:		
Point 4:		
Point 5:		

Describe the ways in which you are a good friend.

What can you do to be a better friend?

STUDENT HANDOUT: DEBATE OUTLINE

TEAM 1:

Introductory remarks:

TEAM 2:

Introductory remarks:

TEAM 1:

Point 1:

Evidence 1:

Explanation 1:

TEAM 2:

Two minutes to prepare rebuttal

Rebuttal of Team 1's Point 1:

TEAM 2

Point 1:

Evidence 1:

Explanation 1:

TEAM 1

Two minutes to prepare rebuttal

Rebuttal of Team 2's Point 1:

TEAM 1:

Point 2:

Evidence 2:

Explanation 2:

TEAM 2:

Two minutes to prepare rebuttal

Rebuttal of Team 1's Point 2:

TEAM 2:

Point 2:

Evidence 2:

Explanation 2:

TEAM 1:

Two minutes to prepare rebuttal

Rebuttal of Team 2's Point 2:

TEAM 1:

Point 3:

Evidence 3:

Explanation 3:

TEAM 2:

Two minutes to prepare rebuttal
Rebuttal of Team 1's Point 3:

TEAM 2:

Point 3:

Evidence 3:

Explanation 3:

TEAM 1:

Two minutes to prepare rebuttal

Rebuttal of Team 2's Point 3:

TEAM 1:

Concluding remarks:

TEAM 2:

Concluding remarks:

EVALUATING HARBOUR'S DECISION-MAKING

Introduce the topic of decision-making to students. Define decision-making as choosing between possible solutions to a problem. Tell students that decisions can be made using intuition or reasoning, or a mixture of both.

Provide an example from the text where a character made an important decision. For example, Harbour's dad sent her to Toronto to wait for him.

Ask students to evaluate his decision by considering the questions: "Was his decision made wisely? Was his decision the best option?"

Next, ask students, "What alternative solutions would you have considered?"

Tell students that they will evaluate Harbour's decision-making by considering the same questions.

STUDENT HANDOUT: EVALUATING HARBOUR'S DECISION-MAKING

Identify three decisions that Harbour made in response to problems she encountered. Evaluate each decision. Ask yourself, "Was her decision made wisely? Was her decision the best option?" Generate alternative solutions to the problem.

Decision	Evaluation of Decision	Alternative Solutions

How do you make important decisions?

Evaluate your decision-making. Do you make wise decisions? Do you choose the best option? Do you consider alternative solutions?

What can you do differently to make better decisions?

MANAGING DIFFICULT EMOTIONS

Tell students that emotions are normal and healthy, and that we experience at least one emotion in every moment. Tell students to think about what emotion they are currently experiencing.

Ask students to identify as many emotions as they can. Examples may include: happy, sad, angry, fearful, surprised, disgusted, excited, lonely, or anxious.

Say that many people have trouble managing negative emotions, such as sadness, anger, fear, loneliness, and anxiety. Negative emotions can be painful if intense or if they're experienced often.

Share the following resource with students: kidshealth.org/en/teens/stressful-feelings.html.

Read through the three steps that can help individuals manage difficult emotions.

Tell students that they will explore how Harbour managed difficult emotions and apply what they've learned from the resource to help Harbour better manage her emotions. If they think Harbour didn't manage her emotions well in a particular situation, ask them to consider, "What could Harbour have done differently to manage her emotions?"

STUDENT HANDOUT: MANAGING DIFFICULT EMOTIONS?

You will explore how Harbour managed difficult emotions in particular scenarios. For each scenario, consider the following questions: What difficult emotions did Harbour feel? How did she manage them? What could Harbour have done differently to manage her emotions?

Scenario	What difficult emotions did Harbour feel? How did she manage them?	What could Harbour have done differently to manage her emotions?

YOGANANDA'S AUTOBIOGRAPHY OF A YOGI

Share Yogananda's *Autobiography of a Yogi* with students by providing the following link:
ananda.org/autobiography.

Read the first chapter with the students and facilitate a discussion about the following suggested topics:

1. What was unique about Yogananda's early childhood memories?
2. Describe Yogananda's mother and father.
3. Who was Lahiri Mahasaya? How was he connected to Yogananda?
4. What spiritual vision did Yogananda have?

Ask students to share why they think Harbour might have enjoyed reading this text.

V ONTARIO CURRICULUM CONNECTIONS

GRADES 7-10 ENGLISH

Expectation

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Applies to: All included activities

Expectation

1. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Applies to: Reading Comprehension Questions

Expectation

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Applies to: What Makes a Good Friend?; My Ideal Learning Environment; Struggles Faced by Homeless Characters

Expectation

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience.
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively.

Applies to: Statistics on Homelessness in Toronto, Ontario, and Canada; What Are the Causes of Homelessness?; What Issues do Homeless Youth Face?; Getting to Know Toronto Neighbourhoods and Landmarks; My Ideal Learning Environment; Researching Homeless Shelters in Toronto; Will the Positive Leaders Please Stand Up?

EQUITY, DIVERSITY, AND SOCIAL JUSTICE (HSE3E)

Expectation

1. Explain how power and privilege operate in various Canadian social, economic, and political contexts.
2. Identify a specific need related to an equity or social justice issue, and design an initiative to address this need.

Applies to: Harbour's Privileges; Statistics on Homelessness in Toronto, Ontario, and Canada

LEARNING STRATEGIES 1: SKILLS FOR SUCCESS IN SECONDARY SCHOOL (GLS10)

Expectation

1. Apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school.

Applies to: Will the Positive Leaders Please Stand Up?; What Makes a Good Friend?; Evaluating Harbour's Decision-Making; Managing Difficult Emotions; My Ideal Learning Environment

GRADE 8 MATH

Expectation

1. Use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems.

Applies to: Statistics on Homelessness in Toronto, Ontario, and Canada; Comparing Statistics on Homelessness

WORLD RELIGIONS AND BELIEF TRADITIONS: PERSPECTIVES, ISSUES, AND CHALLENGES (HRT3M)

Expectation

1. Explore topics related to world religions and belief traditions, and formulate questions to guide their research.

Applies to: Yogananda's *Autobiography of a Yogi*

VI RESOURCES

Advocacy Centre for Tenants Ontario. *Fact Sheet: Homelessness in Canada and Ontario*. July 2017. acto.ca/production/wp-content/uploads/2017/07/Factsheet-4-Homelessness-in-Canada-and-Ontario2.pdf.

City of Toronto. "Neighbourhood Profiles." Accessed November 21, 2020. toronto.ca/city-government/data-research-maps/neighbourhoods-communities/neighbourhood-profiles.

Eva's Initiatives for Homeless Youth. "About Youth Homelessness." Eva's. evas.ca/about-us/facts-about-youth-homelessness.

Gaetz, S., C. Barr, A. Friesen, B. Harris, C. Hill, K. Kovacs-Burns, B. Pauly, B. Pearce, A. Turner, A. Marsolais. *Canadian Definition of Homelessness*. Toronto: Canadian Observatory on Homelessness Press, 2012.

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