
UNIT: Housing Needs/Programming**LESSON:** Housing Needs/Programming

COMPETENCIES:

1. Specify the stages of family life cycle and their effects on housing needs.
 2. Discuss how housing needs are ever-changing and identify ideas to cope with these changes.
 3. Discuss the needs of housing for people with special needs: physical disabilities, aging, and specific safety concerns.
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OVERVIEW/SUMMARY:

Selecting a house in which to live is not an easy decision. The price of housing is only one of the considerations. Before deciding on a place to live, there are many features to evaluate.

MOTIVATOR:

Have students complete the "POINTS OF HOUSING" as an introduction to discussing housing needs. There are no right or wrong answers to these questions. The activity is meant to encourage discussion. Have the student with the most points identify what he/she thinks is the most important housing need for an average family. Let each class member share his/her ideas.

OPTIONS/SUPPLIES:**OPTION 1**

DISCUSSION: See "HOUSING NEEDS--Teacher Information".

OPTION 2

WORKSHEET: Have students complete the worksheet "CONSIDER IT". After students have completed the worksheet, discuss the importance of location when buying a home.

OPTION 3

CASE STUDIES: Using current want ads, have the students complete the "HOUSING CASE STUDIES" activity.

OPTION 4

INTERVIEW: Have students use the "HOUSING INTERVIEW FORM" to complete the assignment of interviewing a family who has recently purchased a home. As a class, review their answers and compile a list of advice given by home owners. Some ideas are found on the transparency "ADVICE FROM HOME OWNERS". In addition, you may wish to have your students ask their parents any advice they would give to a someone wanting to purchase a home.

OPTION 5

ACTIVITY: Have students complete the worksheet, "DREAM HOUSE". This sheet will be used as a reference in future lessons, so they should put some thought into the answers they give. **TEACHER NOTE:** You may wish to use this as a fairly major project for the students, or just a quick overview of a dream house. Be sure you specify to the students the amount of depth you want in this assignment.

OPTION 6

REPORTS: Divide the class into small groups and have them read the textbook or other resources, then very briefly summarize one of the following topics:

- Low-income housing
- Middle-income housing
- Upper-income housing
- Groups with special needs
- Population patterns and trends
- Single-family dwellings
- Multifamily dwellings
- Changing life-styles and values
- How technological changes are affecting housing

OPTION 7

WALL PAPER: Have the students design wall paper for differing personalities by using the worksheet "WALL PAPER".

OPTION 8

PERSONAL PROGRAMMING: Have students complete the "PERSONAL PROGRAMMING" exercise.