**Lesson plan**

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| **Lesson Title (concept)** | Place this family in a home. |
| **Instructor** | LuAnne Bibler |
| **Suggested grade level/course** | Senior High School |
| **Time suggested** | Three 45 minute class periods |
| **National Standards addressed:**   * State the entire objective, not just the number   **State and/or local standards addressed:**   * State the entire objective, not just the number | 2.1.2 analyze how individual and families make choices to satisfy needs and wants |
| **Rationale for the lesson:**   * Where does it fit into the unit plan? * Why are you choosing this activity/strategies? * How will you plan for differentiation? | * Day 3 of unit * Students will investigate options for a given life situation, this investigation will lead to an awareness of why people choose to live where they live.   Heterogeneous groups will create a group with a variety of life experiences jigsawing the lesson will give all the opportunity to fill each role in the group Facilitator: keep discussion moving by asking questions.  Secretary: records answers and suggestions.  Searcher: search the internet when needed. |
| **Content objective:**   * What will students know and be able to do at the end of the lesson? * Is the information or concept new to the students? | * Students will know how to research housing needs and figure how much they can afford. * We will be building on what they already know in financing housing. |
| **Assessment:**   * How will you know students can do the above? | Students will be given a short quiz along with a group evaluation. They will turn in a letter of application for housing either a loan or rent-rubric attached |
| **Procedure/activities**   * Handout: “Can you afford the rent?” Do the first part together. Have students work through the next 5. Give them no more than 5 minutes. Discuss affordable housing. Compare Homework given Dream home vs affordable home display these in the room. * Students will be placed in groups of three by drawing colored dots out of a basket, matching colors are a group. They are to assign roles within the group **Facilitato**r: keep the discussion moving by asking questions. **Secretary**: records answers and suggests. **Searcher**: search the internet when needed. Suggested sources for home buying advice <http://www.habitat.org/getinv/apply.aspxm> <http://michaelbluejay.com/house/>   They will go over a life scenario given in form of a hand out; then answer the questions. They are to rotate roles at each question giving everyone a chance to do each role.   * For each solution given in #2 they will write a letter to the lender or landlord and give a strong case as to why they should rent to you or give you a loan. Group members will read and revise each other’s papers. * From the three solutions the group will decide which ONE is best. They will prepare a presentation for the class using poster-board, power-point or other approved media. Visually appealing stating which housing solution was best for this family/individual and why they think this is best. * Day 2: Give a full class period to work on this assignment * Day 3: Each student must be prepared to be a presenter; all students in class will receive a playing card. (make sure they are in order 2-A and two suits red/black) Teacher draws from the other two suits. When the student’s number and color are called they are to present. Other students from the group may add comments at the end before class comments. * Grading will be clarified in the rubric. | |
| References and resources | <http://www.habitat.org/youthprograms/ptl_suppdocs/mslessons_afford.pdf>  <http://michaelbluejay.com/house/> |

Include attachments of any handouts, assessments, and/or powerpoints, etc.