

Lesson 4.1: Housing Needs Across the Lifespan and Types of Housing

Unit: Unit 4, Spaces We Live In (Environmental Design and Management) **Topic:** 4.1 Safe, Healthy, Sustainable Homes **Grade:** 6 to 8 (written at grade 7; see Differentiation for the grade 6 support and grade 8 stretch) **Days:** 1 class period of 40 minutes (day 91 of the year) **Room:** Either (classroom or FACS lab; no kitchen needed)

Standards

- NYS module line: NYS EDM 1. Healthy, Safe, Sustainable Living Spaces a) Recognize that family, school, work, and community settings are all part of the individual's broader living space
- CTE theme line: CTE HSW 3. Personal Safety d) Explain how an orderly environment promotes reduction of accidents and injury
- CTE theme line: CTE SUS 1. Resources b) Explain how sustainability can be a factor in decision making
- NYS FACS Learning Standard 2 (Intermediate), Key Idea: Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.; Performance Indicator: Students know the basics of managing a safe and healthy home.
- CDOS Standard 3a Universal Foundation Skills: Thinking Skills
- National FCS 3.0: 1.2.7 Examine what keeps school, work, and community settings safe and healthy.
- National FCS 3.0: 11.2 Evaluate housing and design concepts and theories, including sustainability and universal design, in relation to available resources and options. (content standard, printed in the EDM module block; 3.0 wording)

Note on the National FCS lines: the task suggested 11.2.1 or 11.2.3. Both are about the elements and principles of design, which this lesson does not teach yet. The 11.2 content standard itself names universal design and available resources and options, which is exactly today's content (needs across the lifespan, types of housing, rent versus own), so I cite it at the content-standard level plus 1.2.7.

Enduring understanding and essential question

Big idea: A home has jobs to do, and the jobs change as the people in it change. A good home is not the biggest or the newest one. It is the one that does its jobs for the people who live there. **Essential question:** What does a home have to do for the people who live in it, and who decides when it is doing enough?

Objectives

By the end of this lesson, students will be able to:

1. (Low: remember or understand) Given the seven jobs of a home, list them from memory and give one example of each in a real home.
2. (Mid: apply or analyze) Given a family card (a baby, a teen, a grandparent, a wheelchair user), identify at least three housing needs that person adds and explain why.
3. (High: evaluate or create) Given six family cards and six home listings, match each family to the best-fit home and justify each match in one sentence using needs, not preferences.

Vocabulary

Tier 2 (general academic): need, function, lifespan, accessible Tier 3 (FACS): living space, universal design, apartment, condominium (condo), townhouse, manufactured home, rent, own (mortgage). See the unit vocabulary list for Turkish, Portuguese, and Spanish.

Materials and setup

- Handout, one per student: Handout 04.01 - Match the Family to the Home.md (six family cards, six home listings, the match table)
- Scissors, one pair per team of three, if you want the family cards cut apart (optional; the handout works uncut)
- Slides: Slides 04.01 - Housing Needs Across the Lifespan and Types of Housing
- Four large index cards labeled BABY, TEEN, GRANDPARENT, WHEELCHAIR USER for Step 2, one per wall corner
- Timer visible to the class
- Setup notes: print the handout single-sided so teams can lay the family cards and listings side by side. No food, no tools today. Allergy check: none needed.

Pre-assessment

The Unit 4 pre-test (given at the end of Unit 3) asked students to name three things a home must do and to name two kinds of housing. Skim the pile. If most wrote “a place to sleep” and nothing else, Step 1 runs the full six minutes. If most named four or more jobs, cut Step 1 to four minutes and give the extra two to Step 4.

Do now and hook (Time: 5 min)

On the board: “Think of any home you know. It can be yours, a relative’s, or one from a show. Do not write an address. Write one sentence: what is one thing that home does well for the people in it, and one thing it does badly?”

Debrief: cold call four students for the “does well” half only. Write their answers in a column. Then the hook: “Everything you just said is a job. A home has seven jobs. Today you will find out what they are, and then you will be the person who decides which family gets which home.”

Procedure

Step	Teacher will	Students will	Time
1. Direct instruction: the seven jobs of a home	Show the seven jobs on one slide: shelter (keeps out weather), safety (locks, detectors, nothing to trip on), storage (a place for your things), rest (sleep and quiet), work (homework, cooking, laundry), play (fun and company), belonging (it feels like yours). Match the do now column to the seven. Then the state's bigger idea: your living space is not only your house. School, a job, and the neighborhood are part of it too. Ask: which of the seven jobs does this school do for you?	Copy the seven jobs onto the top of the handout. Answer the school question with a hand vote per job.	6 min
2. Learning activity: Four Corners, needs across the lifespan	Post the four cards in the corners: BABY, TEEN, GRANDPARENT, WHEELCHAIR USER. Send a quarter of the class to each corner. Task: "Your person just moved into a plain two-bedroom apartment. List three things this person needs from the home that another person	Move to a corner, list three needs with the group, write them on the handout. Listen to the other three lists and add one need from each to their own sheet.	7 min

	might not. Write them on the handout, Part 1.” After 4 minutes, one reporter per corner reads the list. Add the word universal design: designing a home so that it works for as many people as possible without changing it later (a no-step entrance, wide doors, lever handles, a shower with no lip).		
3. Direct instruction: types of housing, rent versus own	One slide per type, one photo described each: apartment (a unit in a building, usually rented), single-family house (stands alone, own the land), condo (own the unit, share the building), townhouse (attached on one or two sides, own the unit and usually a small yard), manufactured or mobile home (built in a factory, moved to a lot), shared housing (roommates, or several generations in one home). Then the one rent-versus-own slide: rent means monthly payments to a landlord, easy to	Fill in the housing types table on the handout, Part 2 (name, one feature, rent or own or either).	6 min

	move, the landlord fixes things; own means a mortgage (a loan for a home), you build ownership, you fix things, harder to move. Neither is “better.” It depends on the family, the money, and how long they will stay.		
4. Practice: Match the Family to the Home	Teams of three. Each team has six family cards and six home listings on the handout. Task: match every family to one home, no repeats, and write one sentence per match that uses a need from the card, not a preference. Warn them: one family has no perfect fit. They must pick the least bad and say what is still missing. Circulate with the clipboard check (see below). At 10 minutes, take the two matches teams argued about most and settle them on the board using needs.	Read the cards, match, argue, write the six justification sentences. Report one match and the reason when called.	12 min

Questions to ask

Monitor understanding:

- Which of the seven jobs is a smoke detector doing? Which job is a bedroom door doing?

- What is one thing a wheelchair user needs from a home that a teen usually does not?
- Which types of housing can be rented? Which can be owned? Which can be both?

Deepen learning:

- The state says your school and your neighborhood are part of your living space. What does the school do for you that your home cannot? What does your home do that the school cannot?
- The grandparent card and the wheelchair user card had some of the same needs. Why would a builder design every home for those needs, even when nobody in the family needs them today?
- If a family can only afford rent, is their home doing its seven jobs any less? Which jobs does money change, and which does it not?

Check for understanding

Clipboard checklist during Step 4: for each team, a yes or no on “match uses a need from the card,” “the sentence names the need, not a preference,” and “the no-perfect-fit family is named with what is missing.” A team with three yeses on their first three matches is ready for Lesson 4.2 without review. A team writing “because they would like it” gets the question: “What on the card makes that true?”

Closure (Time: 4 min)

3-2-1 exit card: 3 of the seven jobs of a home, 2 needs that change when a grandparent moves in, 1 type of housing you would want to know more about. Three students read one line aloud. Sort the cards into “got it” and “needs more.” If more than a third cannot name three jobs, Lesson 4.2 opens with the seven jobs on the board and a one-minute recall.

Differentiation and supports

- ELL: the seven jobs slide has a picture for each job; the handout word bank lists apartment, house, condo, townhouse, rent, and own in Turkish, Portuguese, and Spanish (see Vocabulary 04.md); sentence starter for the justification column: “This family needs , **and this home has .**” Pair each ELL student with a partner who can point to the listing.
- IEP and 504 (general): teams of three so one student can be the reader, one the matcher, one the writer; the handout has a checkbox column so a student can mark the match without writing the sentence first; extended time by finishing the last two matches as homework; fidgets allowed; a seat near the board for the housing types slides.
- Grade 6 support: match four families instead of six (drop the roommates card and the no-perfect-fit card), and the justification can be a phrase instead of a sentence.
- Grade 8 stretch: after matching, the team writes which family should rent and which should own, with one reason each, and prices the rent listing against the mortgage listing for one year using the numbers on the handout.

- UDL checkpoint used: multiple means of engagement (Four Corners gets students moving and arguing for a person, not a worksheet) and multiple means of representation (each housing type has a described photo plus a one-line definition plus a table row).
- No-kitchen or no-machine alternative: not a lab; no alternative needed. If the room is too small for Four Corners, run it as four table groups with the cards face up.

Assessment

Objective	Standards met	Learning task	Assessment (formative or summative; tool)
1. List the seven jobs with an example each	EDM 1. a); Std 2 KI; National FCS 1.2.7	Step 1 notes; exit card line 1	Formative; exit card sorted “got it” or “needs more”
2. Identify three needs a family member adds	EDM 1. a); HSW 3. d); National FCS 11.2	Four Corners, Step 2, Part 1 of the handout	Formative; clipboard check on the corner lists (three needs, each tied to the person)
3. Match six families to six homes and justify	SUS 1. b); CDOS 3a Thinking Skills; National FCS 11.2	Match the Family to the Home, Step 4	Formative; handout scored complete, partial, or missing for daily work; the two argued matches feed the Home Safety and Conservation Quiz scenario item

Objectives 1 and 2 are checked summatively on the Home Safety and Conservation Quiz at the end of Lesson 4.5.

Homework

None. Optional: ask an adult at home whether your home is rented or owned and one thing they would change about it if they could. Be ready to say the one thing, not the rent or the price.

Connections

Social studies: the types of housing map onto how a neighborhood is zoned; the social studies teacher can show a zoning map of the town in exchange for FACS students bringing the seven-jobs list to a lesson on community. Community: a local housing counselor or a realtor for a five-minute visit during Lesson 4.16 (careers) to answer the rent-versus-own questions students wrote today. *[Sal: a local partner if you have one.]*

Sources

- NYS Middle Level CTE FACS Content Module 04, Environmental Design and Management (nycotecenter.org, June 2018), line 1. a). Copy in 02 Standards/NYS Module PDFs/.
- NYS Middle Level CTE Theme Module, Health, Safety, and Wellness, line 3. d); Theme Module, Sustainability, line 1. b). Same folder; text per 02 Standards/NYS ML CTE FACS Modules - verbatim extract of all twelve.md.
- NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences (1996), Standard 2, Intermediate. Wording per 02 Standards/STANDARDS CROSSWALK.md, Part A.6.
- National Standards for Family and Consumer Sciences Education 3.0 (LEAD FCS Education, 2018), competency 1.2.7 and content standard 11.2, per 02 Standards/STANDARDS SOURCES - web research.md.
- Sal's own materials: the "Your Room, Your Rules" Brentwood packet (Unit_1_Interior_Design) supplied the "does your room work for you" idea that opens the unit.

Teacher notes

- If time runs short, cut Step 3 to three housing types (apartment, house, shared) and finish the table as the do now tomorrow. Never cut Step 4; the matching task is the lesson.
- Common mistake: students match on preference ("the teen would love the big house") instead of need. Say the rule twice: the card tells you what they need; the listing tells you what the home has. If the sentence does not name both, it is not done.
- The no-perfect-fit family (the Okafor card: three generations, one income, needs a no-step entrance) is on purpose. It previews the Design a Room client brief in Lesson 4.11, where every client has a constraint.
- Some students live in shared housing, shelters, or with relatives. The word "home" is used all day without judgment, and the do now says "any home you know" for that reason. Do not ask anyone to describe where they live.
- *[Sal: if your class is mostly one housing type, add a seventh listing that looks like their neighborhood so the task is not all about somewhere else.]*