

**TIES 2002**

**Livin' For The City**

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## Habitat for Humanity Curriculum Unit Overview

### Summary

This unit is designed to benefit junior to senior high school students by presenting them with three specific, yet thematically connected, areas of study. These areas are: Personal Economics, City Government, and Community Service. Each area of study will require students to gather relevant data, methodically analyze data, and draw defensible conclusions. The main outcome to be achieved by each student is increased awareness of the money required to live independently, the physical situation of their home town, and of the purpose of local non-profit agencies.

This unit has many cross-over applications. It could be used as an introductory lesson for Habitat for Humanity's Partner Families. Partner Families would have increased knowledge of Habitat's missions and the responsibilities assumed by new homeowners.

This unit could be utilized as an introductory lesson for a unit on Career Awareness. It could also be used as a Community Awareness unit. It could also be used as a counseling tool in assisting students in preparing for independent living.

A one-week timeline is suggested for the implementation of this unit.

## Habitat for Humanity Curriculum Unit Summary

<b>Community Service</b>	<b>Habitat Geography</b>	<b>Personal Economics</b>
<p><b>ALT 1- The Face of Poverty</b> In small groups students explore the reasons for poverty and present their findings to the class.</p>	<p><b>ALT 1-Habitat Across the World</b> Students will research the physical, spiritual, cultural features of a geographical area and determine what kind of Habitat home should be built to match the area.</p>	<p><b>ALT 1- Mortgage and Car Payments</b> Students will learn how to figure simple interest and will determine whether or not they can afford a house or car of their dreams.</p>
<p><b>ALT 2-What is a Volunteer?</b> Students research the importance of volunteering and look for role models who have been volunteers.</p>	<p><b>ALT 2-Urbanization of Montgomery County</b> Students will look at the history of Dayton and draw parallels between historical events and population trends.</p>	<p><b>ALT 2- Family Budgeting</b> Students will plan a balanced budget to meet expenses for a given family situation.</p>
<p><b>ALT 3- A Day at the Soup Kitchen</b> Students will take a field trip to a soup kitchen and volunteer.</p>	<p><b>ALT 3- The Future of Montgomery County</b> Students will draw upon prior historical knowledge of Montgomery county and will make predictions as to future population trends.</p>	<p><b>ALT 3- Home Maintenance</b> A Habitat Partner Family will come into the classroom and discuss with students basic home maintenance needed in owning a home.</p>

### **Transfer Activity**

#### ***Community Fair***

In a gym or cafeteria invite charities from your community to come set up booths displaying what they do in the community. Allow students the time to walk from booth to booth and research how to join the charity and what kind work they do. In particular it would be an extra benefit to have a Habitat for Humanity Booth with Partner Families present to share with the students the benefits of this charity.

## **Section One: Community Service**

### **ALT One: The Face of Poverty**

#### **Summary**

The students will have an opportunity to learn the many different factors that lead to the poverty that grips local neighborhoods.

#### **Competencies**

The students will learn:

1. Skills on how to research for a presentation.
2. The different factors that cause poverty.
3. The proper way to present material to a group of people.

#### **Time**

The lesson could be completed in a forty-five minute class period.

#### **Materials**

Writing Utensils, Paper, Class set of photocopied articles in the July 2002 Habitat world newsletter. (see appendix)

#### **Instructions**

1. The teacher breaks the students into groups of five.
2. Each group is given one of the articles from the Habitat Magazine.
3. The group in thirty minutes must present to their class what their factor of poverty is, why it causes poverty, and what can be done to help those facing this factor.
4. The group will read the article and collectively brainstorm to meet the criteria.
5. The groups will give their presentations.
6. The teacher will listen and cover any weaknesses in classroom discussion.

#### **Evaluation/Assessment**

The first method of assessment will involve the teacher walking throughout the room observing groups and how they interact. The teacher will then give participation points to groups that stay on task and work together. Secondly, the teacher could evaluate what the class has learned by having students take a class test together.

#### **Closure**

The teacher could pose a question for the students to ponder for the next day: What is a volunteer and why is it important.

## **Section One: Community Service**

### **ALT Two: How to Volunteer**

#### **Summary**

Students research the importance of volunteering and look for role models who have been volunteers.

#### **Competencies**

1. Students will gain an awareness of the different types of volunteer positions available in their community.
2. Students will assess their own strengths and weaknesses and how to use them to help a charity.

#### **Time**

The lesson could be completed in a forty-five minute class period.

#### **Materials**

Writing Utensils, Paper, Habitat Magazines

#### **Instructions**

1. The students will list three of their biggest strengths and three of their biggest weaknesses on a piece of paper.
2. The students will then share these strengths and weaknesses with the class in a discussion format.
3. The students will then look through the Habitat magazine and discover the many different jobs that take place inside of a charity.
4. The students will then pick a job inside of one the charitable organizations and list all of the duties and skills that job would require.
5. The students finish the lesson by writing an essay citing reasons why their strengths would make them good for this job.

#### **Evaluation/Assessment**

The teacher will look will grade the students' work based on whether the student accurately described the duties and skills needed for the job and whether the student used adequate reasons that he or she might be good at that job.

#### **Closure**

The students could share their essay with the class.

## **Section One: Community Service**

### **ALT Three: A Day at a Soup Kitchen**

#### **Summary**

Students will take a field trip to a soup kitchen and volunteer.

#### **Competencies**

1. The students will witness first hand the volunteer work that goes into running a soup kitchen.
2. The students will be able to write a narrative essay on their experiences at the soup kitchen.

#### **Time**

The lesson could be completed in a forty five minute class period, and a two to three hour field trip.

#### **Materials**

Writing Utensils, Paper

#### **Instructions**

1. The students will review the proper plot structure to a narrative essay including the introduction, narrative hook, rising action, climax, falling action, and conclusion in a discussion setting.
2. The students must choose a common everyday story such as The Three Little Pigs, and identify each part of the plot structure.
3. Take the students on a tour of the soup kitchen and allow the students to observe the daily operation.
4. The next day the students write a narrative essay of what they saw while incorporating all parts of plot structure.

#### **Evaluation/Assessment**

The teacher will grade the narrative essay to make sure that plot structure was utilized correctly.

#### **Closure**

The students could send their essays to volunteers they worked with at the soup kitchen.

## Section Two: Habitat Geography

### ALT One: Habitat Across the World

#### Summary

Students will research the physical, spiritual, cultural features of a geographical area and determine what kind of Habitat home should be built to match the area.

#### Competencies

1. Students will use Internet skills to do research.
2. Students will research the physical, spiritual, cultural features of a geographical area.
3. Students will apply knowledge learned and create a house considering the physical, spiritual, and cultural features of their geographical area.

#### Time

The lesson could be completed in two or three forty five minute class periods.

#### Materials

Computer access, poster board, colored pencils, markers, rulers, and notebook paper

#### Instructions

1. Students will draw to see what country they will be building a Habitat Home in.
2. Students will be asked to research their country on the Internet to find out the physical, spiritual, and cultural factors of their country.
3. Once the students have their research they are to then design their own home on a poster board. The student must also list the types of materials that will be used to build the home. The drawing and building materials must be compatible with the physical, spiritual, and cultural features of their country

#### Evaluation/Assessment

The teacher will look at the poster boards and will grade them on how close the design of the home and the building materials fits the geographical demands of the country.

#### Closure

The students could partner up and tutor each other on their individual countries.

## Section Two: Habitat Geography

### ALT Two: Urbanization of the Miami Valley

#### Summary

Students will look at the history of Dayton and draw parallels between historical events and population trends.

#### Competencies

1. The students will be able to draw parallels between historical events and population trends.
2. The students will be able to function in a group and present material to the class..

#### Time

The lesson could be completed in a forty five minute class period.

#### Materials

Writing Utensils, Paper, Class set of books *For the Love of Dayton*

#### Instructions

1. The students will partner up and using the *For the Love of Dayton* books will be given thirty minutes to research answers to the questions on the History of Dayton Worksheet.
2. The class should then be split into three groups each being assigned one of the areas Colonial Times, The Nineteenth Century, The Twentieth Century.
3. Each group will present to the class a poster board highlighting five historical events and the population trend at the time.
4. After the presentation the teacher will review the material learned and draw connections where there are gaps in understanding.

#### Evaluation/Assessment

1. The teacher will walk around the room to make sure groups are on task and giving participation points to those who are.
2. The teacher will grade each group on how well they followed through the expectations of the assignment.

#### Closure

The students could create a skit symbolizing their time period of Dayton history.

## Section Two: Habitat Geography

### ALT Three: The Future of the Miami Valley

#### Summary

Students will draw upon prior historical knowledge of Montgomery County and will make predictions as to future population trends.

#### Competencies

1. The students will be able to explore future trends concerning population, home, and business development.
2. The students will be able to work effectively in a group.

#### Time

The lesson could be completed in a forty five minute class period.

#### Materials

Writing Utensils, Paper, Class set of *For the Love of Dayton* books, and What Do You Know About Dayton Worksheet

#### Instructions

1. As a warm up activity the students race to see who can obtain the most correct answers on the What Do You Know About Dayton Worksheet in twenty minutes.
2. Then break the students into four groups:
  - Group One investigates the racial, cultural, and economic divisions of East and West Dayton.
  - Group Two investigates the growing population of Beavercreek and Fairborn after 1991
  - Group Three investigates the growing population of Centerville and Springboro
  - Group Four investigates the revitalization taking place in Downtown Dayton.
  - All information can be gathered from the *For the Love of Dayton* books
3. Each group then presents the information learned.
4. Each student must pick one of the four topic areas and by using what was learned in class must write a three paragraph prediction of the future.

#### Evaluation/Assessment

The teacher grades the predictions on the basis of how much fact was used from the presentations.

#### Closure

Students can visit the computer lab to work on Sim City, a computer simulation on how cities grow.

## Section Three: Personal Economics

### ALT One: Mortgage and Car Payments

#### Summary

Students will learn how to figure simple interest and will determine whether or not they can afford a house or car of their dreams.

#### Competencies

1. Students will learn and use basic math skills such as addition subtraction, multiplication, and division to figure interest.
2. Students will learn how car salesmen can manipulate the price to make people think they are getting a deal.

#### Time

The lesson could be completed in a forty-five minute class period.

#### Materials

Writing Utensils, Paper, Mortgage/Car Payment worksheet, calculators, car magazines

#### Instructions

1. The teacher have the students write down two cars they would want if they won the lottery and an estimated price of that car.
2. The teacher goes student by student and has them declare their car and their price. The teacher corrects price as they go.
3. The teacher explains what interest is and the point of interest.
4. The teacher gives students the mortgage/car payment worksheet.
5. The teacher picks the price a car and goes step by step with students in figuring the monthly payment.
6. The teacher should repeat step five with the price of another car.
7. The students are then asked to figure the car payment for one of the two dream cars they chose at the beginning of the class.
8. The teacher then repeats step five but uses a mortgage amount instead.
9. The teacher then repeats step six but uses a mortgage amount instead.
10. The teacher walks around to help those who are having difficulty.

#### Evaluation/Assessment

1. The teacher will walk around and see which students understand the concept and which ones don't.
2. The students in the next lesson will be given a designated amount of money and will be expected to purchase a house and a car in their budget.

#### Closure

In the next lesson students will take their knowledge of mortgage and car payments and buy a car and a house to fit into a family budget.

## **Section Three: Personal Economics**

### **ALT Two: Family Budgeting**

#### **Summary**

Students will plan a balanced budget to meet expenses for a given family situation.

#### **Competencies**

1. Students will learn or use basic math skills such as addition subtraction, multiplication, and division to figure a family budget.
2. The students will gain an awareness of all the factors that go into a budget for a family.
3. Students will gain an awareness of how education and job skills play a role in monthly income.

#### **Time**

The lesson could be completed in one or two forty-five minute class periods.

#### **Materials**

Writing Utensils, Paper, Family Budget Worksheet, Auto Magazines, Home Guides, Calculators

#### **Instructions**

1. The students will draw out of a hat to see their occupation. Make sure there is a mix of low, middle, and high paying jobs.
2. The students will draw out of a hat to see their marital status and number of children.
3. The students will then fill out all information on their Family Budget Worksheet based on their own individual scenario. They will not fill out the housing and automotive sections.
4. The students will then look in the auto and housing guides to buy a car and home. The students must figure the monthly payment for both and fit that into their monthly budget.
5. Students check their work to see their balance at the end of the month.
6. If students are in the negative they must list options they have for getting themselves out of debt.

#### **Evaluation/Assessment**

The teacher grades their work based on whether the student was able to balance their budget.

#### **Closure**

Students could partner up and check each other's work.

## **Section Three: Personal Economics**

### **ALT Three: Home Maintenance**

#### **Summary**

Students will question a panel of Habitat for Humanity Partner Families for information on how they budget for and maintain their home.

#### **Competencies**

1. The students will learn the basic fundamentals of home ownership such as plumbing, electricity, heating and air conditioning, and basic repairs.
2. The students will be able to question the visitor.

#### **Time**

The lesson could be completed in a forty five minute class period.

#### **Materials**

Writing Utensils, Paper, Class set of Partner Family Handbooks

#### **Instructions**

1. The students will be given the Partner Family Handbook before the speaker comes to see the different tasks needed to maintain a home.
2. Each student writes down five questions they will ask the guest speaker.
3. The Partner Family speaker presents to the class.
4. The students conduct a question and answer session with the guest speaker.
5. Once the speaker has left, the students reflect on what they've learned through a three paragraph essay.

#### **Evaluation/Assessment**

The teacher will grade the essay according to how well the student mentioned topics discussed in the guest speaker's presentation.

#### **Closure**

The students will share their essay with the class.

## Transfer Activity

### Community Fair

#### Summary

In a gym or cafeteria invite charities from your community to come set up booths displaying what they do in the community. Allow students the time to walk from booth to booth and research how to join the charities and what kind work they do. In particular it would be an extra benefit to have a Habitat for Humanity Booth with Partner Families present to share with the students the benefits of this charity.

#### Competencies

1. Students will apply the knowledge gained throughout the unit.
2. Students will talk one on one with volunteers in the community.

#### Time

Two to Three Hours

#### Materials

Contacts to charitable organizations, Tables

#### Instructions

1. Arrange for different charitable organizations to set up booths in your gymnasium.
2. Students are given an opportunity to walk through the booths and carry on conversations with volunteers.
3. The students pick the booth the charitable organization they liked best and explain why in an essay format.

#### Evaluation/Assessment

The teacher will grade the essay according to how well the student mentioned topics discussed in the guest speaker's presentation.

#### Closure

The students will share their essay with the class.