Writers’ Group

Mary McKendry, Castle Tower School (Loughan Campus), Ballymena (Editor)
Catherine Foster, Fleming Fulton School, Belfast
Maggie Jamison, Glenveagh School, Belfast
Cathy McCormick, Tor Bank School, Dundonald
Dorothea Simpson, Fleming Fulton School, Belfast

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Cover Photograph: Andrew Holt, Photographer’s Choice (Getty Images)
**Unit Title:** Responding Responsibly

**Sub Theme:** Houses and Homes

**Thinking Skill and Personal Capabilities:** Being Creative

**Curriculum Objective:** To develop the young person as a contributor to society

**Key Elements:** personal understanding, mutual understanding, moral character, spiritual awareness, citizenship, cultural understanding, ethical awareness, employability, economic awareness

**Attitudes and Dispositions:** concern for others, openness to new ideas, curiosity, community spirit, flexibility, tolerance, respect

**Learning Experiences:** investigating & problem solving, linked to other curriculum areas, relevant and enjoyable, media-rich, skills integrated, active and hands-on, offers choice, challenging and engaging, supportive environment, culturally diverse, positive reinforcement, varied to suit learning style, ongoing reflection, enquiry based

The Thematic Units connect the Learning for Life and Work subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address the key elements and statements of the revised Northern Ireland curriculum.

Each Thematic Unit contributes to the statutory requirement for Learning for Life and Work and also links to other Areas of Learning. In addition, there are opportunities to develop learners’ Thinking Skills and Personal Capabilities, incorporate Assessment for Learning principles and make connections to the Cross Curricular Skills.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.
### Statements of Minimum Requirement

These are the Statements of Minimum Requirement that are addressed in this unit:

<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Home Economics</strong></td>
<td>Independent Living</td>
<td>Develop a range of skills to promote independence through planning, managing, and using resources</td>
</tr>
<tr>
<td><strong>Education for Employability</strong></td>
<td>Work in the Local and Global Community</td>
<td>Describe different types of work and investigate the range of employment in the local area</td>
</tr>
<tr>
<td><strong>Education for Employability</strong></td>
<td>Enterprise and Entrepreneurship</td>
<td>Explore the range of small businesses in the life of the community</td>
</tr>
<tr>
<td><strong>Personal Development</strong></td>
<td>Self-awareness</td>
<td>Explore and express a sense of self</td>
</tr>
<tr>
<td><strong>Local and Global Citizenship</strong></td>
<td>Equality and Social Justice</td>
<td>Explore the work of NGOs that aim to promote equality and social justice</td>
</tr>
<tr>
<td><strong>Personal Development</strong></td>
<td>Self-awareness</td>
<td>Explore personal and moral values and beliefs</td>
</tr>
<tr>
<td><strong>Local and Global Citizenship</strong></td>
<td>Diversity and Inclusion</td>
<td>Investigate ways in which individuals and groups express their identity</td>
</tr>
<tr>
<td><strong>Local and Global Citizenship</strong></td>
<td>Equality and Social Justice</td>
<td>Investigate how and why some people make experience inequality/social exclusion on the basis of their material circumstances</td>
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</tbody>
</table>
### Key Question

**What is a home?**

... develop an understanding of what a home is.

### Learning Intention

Learners will have opportunities to...

### Possible Learning, Teaching and Assessment Activities

- **Discuss with your learners what a home is.** Refer to Resource 1 for some basic concepts. Using Resource 2, allow them to circle the things we do in our homes.

  - **Resource 1: Basic Concepts**

- **Collect images of all sorts of homes/houses (both for humans and animals). Include some images that are not homes/houses** (this supports **Thinking Skills and Personal Capabilities** where your learners have to select and classify). With your learners, categorise the images into:
  - homes for people;
  - homes for animals; and
  - not homes.

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**Resource Sheet in this booklet**

LAB or PowerPoint activity available from www.nicurriculum.org.uk

Skills tabs printed in **yellow** are Cross Curricular Skills

Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities
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</thead>
</table>
| **What is a home?** | Learners will have opportunities to ... | Discuss what their concept of a home is by using these focused questions:  
- What sort of home do you live in?  
- What do you miss most when you are away?  
- What do people do in homes?  
- Why are homes important?  
- Does everyone have a home?  
- Can you have more than one home?  
- How does being at home make you feel?  
- What is good/not good about homes?  
- When might I need a new home?  | |
| | | You can adapt the activity ‘Card Ranking’ to assess understanding – have your learners work collaboratively to rank their ideas. The ‘Card Ranking’ activity appears on page 11 of Active Learning and Teaching Methods for Key Stage 3, which is available on www.nicurriculum.org.uk as well as on the CPD disc in your school’s Curriculum Support and Implementation Box. | |
| | | You can make links to Art & Design by:  
Allowing your learners to work in groups to design and build a house for the future. | |
| | | Throughout this unit you can make links to Literacy through stories and poems about houses and homes. | |
| | | Further Suggestion  
You can make links to History by:  
Creating opportunities for your learners to explore their family histories. Depending on their ability, see Resource 3 for suggestions on ways they might discover more about the childhood homes of their parents’. | |
<p>| | | Resource 3: Where Did You Live Mum and Dad? | |</p>
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</table>
| What does my home look like?     | ... consolidate an awareness of the type of building they live in.                   | Together, discuss the best method to gather information on the types of homes everyone in the class lives in (for example class survey, etc.).  
Allow each of your learners to create a small picture of their home using Resource 4.  
**Resource 4: My Home**  
You can make links to Using Mathematics by: Creating a Venn Diagram, Bar Chart, Pie Chart or pictogram.  
Using the RM Starting Graph on C2K to create a simple chart showing the types of houses they live in.  
Using Resource 5, allow your learners to describe their home as if it were for sale.  
**Resource 5: Home For Sale**  
Display the information on homes using the work your learners have created. Then, discuss the homes they live in using the following focused questions:  
− What is the same?  
− What is different?  
− Why do the homes look different?  
− Does it matter that people have different homes?  
− Should we all have the same home?                                                                 | Make ideas real by experimenting with different designs, actions and outcomes  
Using Mathematics - Read, interpret, organise information in mathematical formats |
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</table>
| **What does my home look like?** | Learners will have opportunities to ... ... consolidate an awareness of the type of building they live in. | Use Resource 6-8 with your learners (depending on their ability) to consider the rooms in our homes and what we do in each.  

- Resource 6: Rooms [with blanks]  
- Resource 7: Rooms [with word bank]  
- Resource 8: Rooms [with symbols]  

You can make links to Religious Education by:  
*Exploring Noah's Ark as a home and creating activities around this.*  

*Depending on their ability, allow your learners to complete the word search in Resource 9.*  

- Resource 9: Word Search  

Consolidate the learning by using Resource 10 with your learners to match the style of home to its building description.  

- Resource 10: Types of Homes |
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<tbody>
<tr>
<td><strong>What different kinds of homes do people and animals live in?</strong></td>
<td>... develop an awareness that different homes are suitable for different people and animals.</td>
<td>Together, examine different types of homes using a range of methods (for example, where appropriate, learners could take a walk around the local area listing what they notice). Types of homes might include:  - bungalow  - terraced house  - flats  - farmhouse  - houseboats  - caravans  - windmills.</td>
<td>Take risks for learning (pupils may be unfamiliar with equipment or taking photos)  See opportunities in mistakes and failures  <strong>Using ICT</strong> - Manipulate information and multimedia products using a range of assets  Share, collaborate, exchange and develop ideas digitally  <strong>Communication</strong> - Select and use information from a range of sources  <strong>Cameras</strong>  <strong>You can make links to Art and Design by:</strong>  <em>Allowing your learners to draw and paint the animals and their homes.</em>  <strong>You can make links to Science by:</strong>  <em>Together making a wormery or creating a pond.</em>  Plan a visit to the zoo to investigate animal homes and allow your learners to take photographs of them for display.  <strong>Cameras</strong></td>
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<tr>
<td><strong>Visit the school area and allow your learners to take photos of the types of homes they see - include animal homes.</strong></td>
<td>Explore the sites of animal homes:  - in trees  - on the ground  - underground  - in water  - on water  - in hives.  • Cameras</td>
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</tr>
</tbody>
</table>
### Key Question

**What different kinds of homes do people and animals live in?**

### Learning Intention

Learners will have opportunities to...

... develop an awareness that different homes are suitable for different people and animals.

### Possible Learning, Teaching and Assessment Activities

Using Google Earth, allow your learners to look at their locality (Google Earth can be installed on C2K machines. Contact your C2K manager for advice.)

Find the school/points of interest/landmarks to assist them in relating the picture to the reality. (Not all localities can be found on Google Earth. If your area is not available, choose one that your learners are likely to be familiar with – like an area from a school trip they took part in.) You can also use the following focused questions to expand the learning:

- What is different about how your area looks on Google Earth (bird’s eye view)?
- How would you recognise a house from this view?
- How many buildings can you see?
- Which are likely to be homes?
- Can you see animal homes?
- Why/why not?

Complete the activity by printing out some bird’s eye views of homes in the area.

- [Google Earth via http://earth.google.com](http://earth.google.com)

Together, research homes using a variety of sources. Allow your learners to complete Resource 11 to pair different types of homes with a suitable owner.

- **Resource 11: Estate Agent**

- Access to the Internet, CD-based encyclopaedias, magazines, newspapers, books, and property description leaflets from estate agents and other sources
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<tr>
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<td><strong>What different kinds of homes do people and animals live in?</strong></td>
<td><strong>Learners will have opportunities to ...</strong></td>
<td>... develop an awareness that different homes are suitable for different people and animals.</td>
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<td><strong>Possible Learning, Teaching and Assessment Activities</strong></td>
<td>Collect pictures of as wide a variety of homes as possible. Include homes from around the world (traditional and modern, ensuring that your learners can gain a balanced view of the world. (For example, not everyone in Africa lives in a mud hut.) Also include a range of animal homes.</td>
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<td>Sort the pictures and photos gathered into categories, for example:</td>
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<td>– town/country</td>
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<td>– small/big</td>
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<td>– old/new</td>
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<td>– local/foreign</td>
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<td>– fixed/moveable</td>
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<td>– material of construction.</td>
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<td>They can complete Resource 12 to pair the type of home with the correct owner.</td>
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<td><strong>Resource 12: Who Lives in a House Like This?</strong></td>
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<td><em>Allow your learners to create a series of posters to display their findings.</em></td>
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<td>• <strong>Art Materials</strong></td>
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<td>Video your learners discussing the information they have discovered. Later, allow the class to watch the video clips and evaluate the work by giving one suggestion for improvement and two areas they liked about their posters.</td>
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<tr>
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<tr>
<td>What different kinds of homes do people and animals live in?</td>
<td>Learners will have opportunities to ...</td>
<td><strong>Further Suggestions</strong>&lt;br&gt;Explore town living vs. country living by using Resource 13 and/or 14. This may be particularly useful for inner city learners who may not be aware of the benefits of country living. You may wish to extend the work on homes from around the world using Resource 14.</td>
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<tr>
<td></td>
<td>... develop an awareness that different homes are suitable for different people and animals.</td>
<td><img src="#" alt="Resource 13: Where Should We Live?" />&lt;br&gt;<img src="#" alt="Resource 14: Homes Around the World" /></td>
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<td></td>
<td>Discuss homes that existed in the past, for example:&lt;br&gt;• castles&lt;br&gt;• caves&lt;br&gt;• town houses through the ages.</td>
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<td>If possible, visit to a stately historic home.</td>
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<tr>
<td>Key Question</td>
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</tbody>
</table>
| **Is it expensive to keep a home?** | **Learners will have opportunities to ...** | Using pictures or newspaper advertisements of a range of homes (for example semi-detached, flat, bungalow, etc.) get your learners to rank the homes in order of price.  
- **A collection of images of homes taken from estate agent leaflets, websites, newspaper adverts, etc.** | **Communication**  
Use a range of texts for ideas, information and enjoyment |

You can make links to Technology/Art and Design by:  
**Allowing your learners to design their ideal bedroom.**

Explore the costs of running a house by using Resources 15.

**Resource 15: Household Bills**

**Further Suggestions**  
Depending on your learners’ abilities, extend your exploration of household expenses by together completing Resource 16 to discover what it costs to furnish a room.

**Resource 16: It Costs!**
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Who builds homes?</strong></td>
<td>Learners will have opportunities to ...</td>
<td>Together, investigate the range of jobs involved in building a home – builder, labourer, plumber, joiner, painter, architect, etc.</td>
<td>Make new connections between ideas/information</td>
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<tr>
<td></td>
<td></td>
<td>Encourage your learners to work in pairs or in a small group to select a job and find out what that worker does and the equipment he or she uses (see website).</td>
<td>Communication - Listen to and take part in discussions, explanations and presentations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Access to <a href="http://www.primaryresources.co.uk/online/ks1ks2cons.swf">www.primaryresources.co.uk/online/ks1ks2cons.swf</a></td>
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<td></td>
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<td>An interactive site about workers involved in house building</td>
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<td>Invite people from the building trade to talk to your learners about their jobs. (Family members or lecturers from further education colleges may be a good starting point.)</td>
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<td>Allow your learners to work with Resource 17 to explore the different parts of the house that builders must build.</td>
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<td>Resource 17: Parts of a House</td>
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<td>Using Resources 18 and 19, allow your learners to explore the different materials used to build components of a house.</td>
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<td>Resource 18: Materials Used to Build a House</td>
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<td>Resource 19: Materials Used for My House</td>
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<td>Use Resource 20 to help your learners consider which materials are most suitable for building a house in Northern Ireland.</td>
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<td></td>
<td>Resource 20: House Builder</td>
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<tr>
<td>Key Question</td>
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</table>
| Are there enough homes for everyone? | Learners will have opportunities to ... | Invite a representative of the Simon Community or similar organisation to talk to your learners about their work.  
- Visit www.simoncommunity.org | Seek out questions to explore and problems to solve |
|  | | As a class, look at images of homeless people and discuss together the problems they might have. You could use the following focused questions to help your learners consider the topic:  
- Do you know anyone who doesn’t have a home?  
- Why do some people not have homes?  
- What problems are there if you don’t have a home?  
- Where would you get washed?  
- Where would you cook your dinner?  
- How could you find help if you didn’t have a home?  
- What would it feel like if you were homeless?  
- How would other people feel about you?  
- A collection of pictures of homeless people taken from the Internet and magazines | Communication - Contribute comments, ask questions and respond to others’ points-of-view |
|  |  | Use Resource 21 to explore why people become homeless by pairing images of homeless circumstances with the reasons behind them.  
Resource 21: Why Do People Become Homeless? |  |
|  |  | Using Resource 22, explore the difference between needs and wants by placing images of each in the correct column.  
Resource 22: Needs and Wants |  |
<table>
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<tr>
<td>How would I feel if I didn’t have a home?</td>
<td>Learners will have opportunities to ...</td>
<td>... investigate issues and possible solutions.</td>
<td>Seek out questions to explore and problems to solve</td>
</tr>
</tbody>
</table>

With your learners, use Resources 23-26 as stimuli to investigate the feelings surrounding homelessness.

- **Resource 23: My Feelings About Leaving Home**
- **Resource 24: Your Box Home**
- **Resource 25: Leaving Home**
- **Resource 26: Homeless**
<table>
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</table>
| How can I help someone who is homeless? | ... develop an awareness of how to help support people who are homeless.                | Together, investigate a range of ways to help the homeless. For example, consider:  
- organise a whole-school fundraising event (for example sell buns, hold a car wash, etc. to raise money for a homeless charity);  
- discuss with your learners the tasks involved in organising the fundraiser;  
- assign each of them a task;  
- during the organisation phase and the fundraiser itself, take photos of the work your learners are doing; and  
- after the fundraiser, together evaluate how well they carried out their role by discussing the photos.  
Provide your learners with access to the Internet so they can visit www.makeroom.ie and make the online pledge to do all they can to assist the homeless.  
Provide your learners with Resource 27 to consider how people become refugees.  
Resource 27: Refugee Reasons | Seek out questions to explore and problems to solve  
Communication - Use non-verbal methods to express ideas and engage with the listener |
**Basic Concepts**

**Introduction**
- All living things need a shelter or a safe place to rest.
- Homes can be anywhere. They can be off the ground, on the ground, under the ground, on water or under water.
- Both humans and animals build homes from many different kinds of materials.
- Some houses are permanent, some are temporary and some are carried around.

**Development**
Explain to the children that thousands of years ago someone in their family probably lived in a cave or a shelter made from branches. However, even their ancestors needed homes where they were safe from wild animals and the bad weather. A home was place to come back to after a day of searching for food. When the fires were lit, home was a place of warmth and shelter. Nothing much has changed since then? We still want our home to be safe, warm and dry.

For some people, home is a tent or a caravan. For others it is a flat, a bungalow or a house.
What Is A Home?

Circle the pictures to complete the sentence:

Home is where we ________________________.

- keep warm
- relax
- go to class
- spend money
- spend time with family
- feel safe
- doctor visits you
- eat
- sleep

Can you think of any more?
Where Did You Live Mum and Dad?

**Introduction**
Have your learners talk to their parents/carers about the houses they lived in when they were children.

**Development**
Have them gather information about their parents’ houses. Encourage them to ask questions about:
- what the house looked like;
- how many people lived there;
- what wash-day was like;
- who did the housework;
- where the meals were eaten;
- what was their bedroom like; and
- how did they heat their house.

Learners could make tape recordings of their parents’ answers. Where possible, encourage parents to take their child to visit the home they were brought up in and photograph it.

**Extension activity**
Children could explore similarities/differences between their homes and their parents’ homes.
My Home

What type of house do you live in?

Draw or stick a photo of your house in the box below:

My house is a:

(Tick Box)

- bungalow
- two storey
- caravan
- flat

My address is ____________________________________________
Imagine that your house was for sale. What might the ad say about it?
**Rooms (With Blanks)**

Look at the pictures below. Which room in a house are they from? Think of 3 things you could do in these rooms.

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Rooms (With Word Bank)

Look at these pictures below. Which room in a house are they from? Think of 3 things you could do in these rooms.

<table>
<thead>
<tr>
<th>Room 1</th>
<th>Room 2</th>
<th>Room 3</th>
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<tbody>
<tr>
<td><img src="image" alt="Kitchen" /></td>
<td><img src="image" alt="Bathroom" /></td>
<td><img src="image" alt="Living Room" /></td>
</tr>
</tbody>
</table>

Ideas bank:
- wash
- use toilet
- sleep
- cook
- get dressed
- store clothes
- brush teeth
- eat dinner
- store food

Responding Responsibly Thematic Unit Houses and Homes
Look at these pictures below. Which room in a house are they from? Draw a line from the action to the room it takes place in.

- wash
- cook
- get dressed
- sleep
- keep clothes
- eat
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</tr>
</tbody>
</table>

Words found:
- house
- home
- kitchen
- bedroom
- bathroom
Types of Homes

Match the House to the Description. Draw a line to the correct answer.

- This house has no upstairs
- This house has no house beside it
- You might sleep upstairs in this house
- This house has another house beside it
- This is a small house.
- This house can move
- This house can be found along a street

---

SEMI-DETACHED

FLAT

BUNGALOW

TERRACE

2 STORYED

DETACHED

CARAVAN
Estate Agent

These people need to find a suitable home. Can you find them one?

I like to travel.

A flat

I want to live on my own.

A bungalow

We need a big house with lots of space.

A caravan

I need a house with no upstairs.

A detached house
Who Lives in a House Like This?

Draw a line from the home to the owner.

- igloo
- wig-wam
- mud hut
- house
- nest

- family
- birds
- Eskimo
- Indian
- Native African
Where Should We Live?

Decide if these people should live in the town or the countryside.

I would like to be a farmer and grow crops.

I would like to live near to where I work in the Shopping Centre.

We want our family to grow up in an area that has space and fresh air.

I want to live beside lots of other people and near to shops and the hospital.

Should live in ____________________________

Should live in ____________________________

Should live in ____________________________

Should live in ____________________________
Look at these homes that people live in. Can they be found in the part of the world you live in?

- [ ] yes
- [ ] no

- [ ] yes
- [ ] no

- [ ] yes
- [ ] no

- [ ] yes
- [ ] no

- [ ] yes
- [ ] no

- [ ] yes
- [ ] no
Household Bills (1 of 2)

Look at this picture. What clues do the pictures give you about the bills you would have to pay if you were in charge of a house?
Household Bills (2 of 2)

When you have a TV, you need to pay this ________________________________

What you pay to keep the house warm ________________________________

If you have Sky TV, you pay this ______________________________________

What you pay if you dial a number _____________________________________

When you plug in and turn on, you are charged this ______________________

What you pay when online ______________________________________________

<table>
<thead>
<tr>
<th>electricity bill</th>
<th>telephone bill</th>
<th>internet bill</th>
<th>heating bill</th>
<th>TV licence</th>
</tr>
</thead>
</table>

Responding Responsibly Thematic Unit Houses and Homes
**It Costs!**

Do you know how much it would cost to furnish a room in your house? Think of all the things you have in your bedroom (add any other items you have in your bedroom into the blank spaces) and using a catalogue, find out how much it all costs!

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
<td></td>
</tr>
<tr>
<td>duvet</td>
<td></td>
</tr>
<tr>
<td>pillow</td>
<td></td>
</tr>
<tr>
<td>wardrobe</td>
<td></td>
</tr>
<tr>
<td>cabinet</td>
<td></td>
</tr>
<tr>
<td>dressing table</td>
<td></td>
</tr>
<tr>
<td>floor covering</td>
<td></td>
</tr>
<tr>
<td>lamp</td>
<td></td>
</tr>
</tbody>
</table>

Total Cost:
Parts of a House

Draw a line from the word to match the part of the house.

garage
wall
roof
window
door
chimney

Resource 17
Materials Used to Build a House

Draw a line from the material to where it would be used.

glass

spouting

wood

tiles

bricks
## Materials Used for My House

<table>
<thead>
<tr>
<th>Part of House</th>
<th>glass</th>
<th>wood</th>
<th>brick</th>
<th>tile</th>
<th>plastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>roof</td>
<td>![rooftile]</td>
<td>![wood]</td>
<td>![brick]</td>
<td>![tile]</td>
<td>![plastic]</td>
</tr>
<tr>
<td>walls</td>
<td>![wall]</td>
<td>![brick]</td>
<td>![brick]</td>
<td>![brick]</td>
<td>![brick]</td>
</tr>
<tr>
<td>doors</td>
<td>![door]</td>
<td>![brick]</td>
<td>![brick]</td>
<td>![brick]</td>
<td>![brick]</td>
</tr>
<tr>
<td>window</td>
<td>![window]</td>
<td>![brick]</td>
<td>![brick]</td>
<td>![brick]</td>
<td>![brick]</td>
</tr>
</tbody>
</table>
**House Builder**

Are these GOOD, VERY GOOD or BAD materials to use for building houses in Northern Ireland?

<table>
<thead>
<tr>
<th>Material</th>
<th>Very Good</th>
<th>Good</th>
<th>Bad</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>brick</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>wood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mud</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>straw</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Some things to think about...

- weather
- safety
- warmth
- cost
Why Do People Become Homeless?

Read these reasons why some people become homeless. Match the picture to the reason.

I can’t afford a house as I lost my job.  

I left my own country because I was afraid of war.  

I am a drug addict and my family and friends don’t want to know me.  

I had a big argument with my family and left home.  

A tornado hit our land.

family problems  

social problems  

natural disasters  

refugee  

no money
# Needs and Wants (1 of 2)

<table>
<thead>
<tr>
<th>NEEDS</th>
<th>WANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="#" alt="Thumb Down" /></td>
<td><img src="#" alt="Hand Balancing" /></td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

Mayer Johnson PCS Symbols © Mayer Johnson LLC (contact Widgit Software www.widgit.com)
Needs and Wants (2 of 2)

- a home
- a car
- trainers
- shampoo
- safety
- a football

- water
- medical help
- food
- a TV
- a CD player
- family/friends
My Feelings About Leaving Home

How would you feel if you had to leave your home? Circle the pictures to show how you would feel?

- happy
- afraid
- excited
- lonely
- worried
- sad
- safe
- nervous
- surprised
- lucky
- proud
- pleased
### Your Box Home

Spend a few minutes experiencing what it would be like to live in a box. Complete the questions below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Tick Box</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The box was comfortable.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The box was cramped.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I could have a stretch in the box.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The box would be a safe place to sleep in.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The box would protect against the wind and rain.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I could keep all my belongings safe in the box.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I could invite my friends over.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I could wash in the box.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I was warm in the box.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>I could cook in the box.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Imagine you had to leave home in a hurry. You do not know where you are going. What items would be most useful? Select them and cut and paste them into the suitcase.
Use the pictures as a clue to complete the sentence. If I did not have a home I could not...

- **watch**
- **shower**
- **safe**
- **sleep**
- **family**

- feel safe
- be with my family
- wash
- sleep in my own bedroom
- watch TV
Refugee Reasons

Match the reasons why some people may become refugees to the correct picture.

I left my home because I had no money.

I left home because I was afraid of fighting.

I left my home because I had no job.

I left my home because I wanted to give my family a better life.

- find a job
- get money
- better home
- war