



## MODULE 28C: **HOUSING—RENTING**

Choose from the Suggested Activities below to find activities to help your students meet the outcome for this module from the Saskatchewan Financial Literacy 20/30 curriculum.

All resources for this module's activities can be found on [saskmoney.ca](http://saskmoney.ca).

### OUTCOME

Assess factors involved in renting a home.

#### INDICATORS

- Discuss the advantages and disadvantages of renting and renting-to-own a home.
- List the types of home rental properties available within one's or another community.
- Discuss factors that may influence one's selection of a specific rental property.
- Assess the suitability of various rental properties to meet the needs represented by several scenarios.
- Examine the components of a typical rental agreement in Saskatchewan.
- Investigate the rights and responsibilities of landlords and tenants in Saskatchewan.
- Develop a plan for accommodation for the first five years beyond high school.

#### OVERVIEW

Students will understand the essential factors involved in renting a home.

#### PREREQUISITE

Modules 28A

#### SUGGESTED TIME

3–4 hours

#### RESOURCES

- **Textbook** *Money and Youth* (2018, online or text):
  - Module 9: Taking Control of Your Money, page 119.
  - Module 10: Spending on Major Purchases, pp. 135–136.
- **Online Tools:**
  - Tips on Moving Out and Getting Your First Apartment (*YouTube*)
  - Finding a Place to Rent (*GCFGlobal*)
  - SGI Tenant Pak Insurance
  - Finding a Place to Rent (*GCFGlobal*)
- **Assignments and Activities:**
  - Setting Up a Home—Activity Package
  - Record of Belongings
  - Standard Conditions of a Tenancy Agreement: The Residential Tenancies Act, 2006
  - Spent—Paycheque to Paycheque
  - Fine Print: Electricity Bill
  - Compare: Find an Apartment

# MODULE 28C: CONTINUED

## ASSESSMENT

- Assess completed “Setting Up a Home” worksheets to be sure students have a clear and complete understanding of the complexity of a rental agreement. Activity 5 involves math and should be checked for accuracy.
- Completed *Move Out Plan* (summative activity suggestion that could combine all of Modules 28 A, B, and C).

## SUGGESTED ACTIVITIES

1. Get an overview of the topic by assigning the reading from the textbook *Money and Youth*, pages 119 and 137 to 138n (text available online or as hard copy). Have students make jot notes and compile those in a class discussion.
2. **What can I expect when renting a home?**
  - As a class, brainstorm beliefs about what the students expect the experience of renting a home will be like.
  - Watch the video [Tips on Moving Out and Getting Your First Apartment](#). Have students discuss it in small groups, focusing on things that the large group didn't anticipate.
  - Referring to the website [Money Basics: Finding a Place to Rent](#), have students read through it in partners. They should discuss each section and make jot notes of the key points.
  - Direct students to discuss the website
  - Provide all students with the **Setting up A Home Activity Package** handouts (pdf). Briefly review the 6 activities included.
  - Assign Activity 1, *Rental stories*. Be sure to emphasize to students that they need to treat the topic with sensitivity and not to record the identity of their interview subjects. Allowing a few days for students to complete this, have the students discuss the experience and the responses that they collected. As a large group, share the insights that each group considers most important.
  - Have students use preapproved rental listing websites to complete Activity 2. Emphasize that answers don't need to be elaborate—identifying the area is suitable for the address field, for example. Have small groups compare their responses to respond to the two questions at the bottom of the sheet.
  - Using the Activity 3 worksheet, *Furnishing*, have each student do an inventory of the furnishings in some areas of their home. If time allows, extend this activity to include a living room. *Note:* If some of your students come from families that might be struggling financially, find a photo of a modest bedroom, bathroom, and kitchen for them to inventory instead so they don't feel self-conscious about their personal situation.
    - Extend this activity by having groups explore how one might manage furnishings with roommates. Which rooms would each be responsible for? How could the cost of some furnishings be shared?

## MODULE 28C: CONTINUED

- Have each student complete activity 4, Insurance, using the website [Tenant insurance](#). Students could also be provided a copy of the document **A Record of Your Belongings**, (linked at the bottom of the site, or PDF), and explain the benefit of maintaining a current inventory of belongings in case they ever need to make a claim.
    - If possible, invite an insurance agent to speak to the class about the importance of insurance and to answer any questions they might have.
  - Referring back to the completed Activity 2 handout, have students complete Activity 5, *Move in Expenses*. Have students work in small groups to compare different scenarios based on the listing that they chose.
  - Provide pairs of students with copies of the Standard Conditions of a Tenancy Agreement: The Residential Tenancies Act, 2006 and have them work together to complete Activity 6, Understanding Leases. Review the answers as a large group when complete.
3. **What should I do now to prepare to move out in the future?** Students will prepare a Move Out Plan, a detailed plan to budget and otherwise prepare for their first rental home, taking into account everything they have explored in these activities. Encourage students to refer to their completed activity package, as well as to reference websites like [Money Basics: Finding a Place to Rent](#).
    - If teaching Module 28 (A-C), this *Move Out Plan* could be more comprehensive to accommodate housing, vehicles, etc. Perhaps this would make a good final project depending on sequencing.
    - Students could also complete plans for five and/or ten years in the future by setting goals for income and employment.
    - Teachers may want to preview and select websites hosting rental listings in their community that fit with board directives around acceptable online practices (ex. *kijiji.ca*, *rentals.ca*, and *facebook marketplace*).
  4. Students experience what it's like to live paycheck to paycheck by playing the game **Spent**. (activity has a “Teacher Tip” video).
  5. **Compare—Find an Apartment.** It is important to find an apartment that fits well with lifestyle, budget, and other personal preferences. In this activity, students will think about what they want in an apartment, calculate how much students can afford on housing, and find an apartment that fits needs and wants.
  6. **Fine Print: Electricity Bill.** When renting, power/gas/water may be included in the rent or renters may have to pay them separately. This assignment teaches students how to analyze their monthly bills. (American but teacher could adapt to show a Saskatchewan bill)

For more curriculum information, please visit the Government of Saskatchewan curriculum website.