In this section, youth will learn about finding and apartment, cleaning and fixing their homes, tenant and landlord rights, grocery shopping, and food management.
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Keeping My Home Clean

**Age Range**
14-21

**Skill Focus**
Ability to keep your living area clean using the proper cleaning tools and material.

**Group Size**
At least 3 youth

**Time Required**
45 minutes

**Purpose**
Youth will be able to identify the importance of regular cleaning using a variety of cleaning tools and materials appropriately.

**Materials Needed**
Flip chart paper, markers, What a Mess Handout, Cleaning Schedule Handout, Who Wants to be a Millionaire Cleaning Game PowerPoint, Computer, Projector, and Internet connection

**Adapted From**
Preparing Adolescents for Young Adulthood

**Leader’s Notes:**
What A Mess Activity

Begin the workshop by passing out the “What A Mess” handout. Review each scenario one by one eliciting responses from the youth. Chart each answer provided using the chart paper.
What A Mess

You’ve just moved into a new apartment and realized that the previous tenants weren’t very clean. Here are some issues you found...what would you do to clean up these following items?

1. The refrigerator doesn’t self-defrost. There is one inch of ice on the freezing compartment. A piece of smelly cheese was left in the meat tray. The tray is moldy.

2. The bathroom shower is full of black mold and scum.

3. The sink drains slowly and there is a rust spot where the water was dripping.

4. There is a dirty film on the windows, making it difficult to see out.

5. The oven has spills and looks like it hasn’t been cleaned in a long time.

6. The white porcelain sink has black marks on it.

7. The bathtub has a ring around it.

8. The person who helped you move had mud on their shoes and it is now on the kitchen floor that is vinyl.

9. There are scrape makers on your oak table.

10. When you were cooking dinner for everyone who helped move you splattered grease on the stove.

11. One of the friends who helped you move spilled soda on your coach and some dripped on the carpet.

12. The light bulb in the bedroom is burnt out.

13. After cleaning your window you realized that the window in the living room has been painted shut.
Cleaning Schedule

Have four flip charts around the room (or four pieces of flip chart paper hung up) with markers at each spot. Split each paper in half and on one side label the paper with one of these: Kitchen, Living Room, Bathroom, and Bedroom. On the other column write “How Often”. Start by asking the youth if they love cleaning? They are probably going to laugh! Ask them if they have chores they do at home? Have the youth go around to each paper and write down a chore or cleaning task that needs to be done in each room on the right hand side and on the left under “How Often” ask them to write how often that task should be done. If they agree with the length of time that another youth wrote tell them to put a check mark, if they don’t agree ask them to put a different time frame. Once the youth have a few minutes to do this, read through each room and have a brief conversation if there are conflicting time frames.

Pass out the “Cleaning Schedule Handout”. Point out to the youth that the activities listed on this sheet are cleaning activities that must be completed on a regular basis. Tell the youth that they should take this handout home and hang it on their refrigerator or another prominent place in their home to remind them to keep their home clean and tidy. The youth can keep track of the cleaning activities that they have completed by placing a check mark in the box next to the specified activity. Remind the youth that keeping their apartment clean can help assure that they get their security deposit back and save them money in the long run. Also this will help the youth to make sure that creatures such as rats, mice, and roaches are not making themselves at home in their apartment.
Who Wants to Be A Millionaire Cleaning Game

Play “Who wants to be a Millionaire Cleaning Game”

Activity Instructions:
First split the group into two equal teams. If there is a large number of youth, split the group into three equal teams. Explain to the youth that they will be playing “who wants to be a millionaire” by working in teams. To win the game, the teams will need to correctly answer questions about keeping their house clean. The team with the most points at the end of the game will be the winners. Remind the youth that they are to work as a team to answer the question. Designate one person on each team as the team spokesperson.

Each team will have an opportunity to use 3 lifelines throughout the game. Please see the PowerPoint for additional information on how to use the lifelines. To use a lifeline, click on the desired lifeline box at the bottom of the question slide. The 3 lifelines are 50:50 where the choices where the leader will narrow down the answers from 4 to 2, Phone a Friend where the youth will be linked to Ask.com, and Ask the Audience where the youth can poll the rest of the participants to see what the most popular answer is. Remind the youth that they are to answer the Ask the Audience questions honestly as they may also have to use this lifeline and will want other participants to help them identify the correct answer to get the points.

*Note: to access the phone a friend lifeline, click on the link that is located in the bottom of the phone receiver.

Begin by asking the first question. The teams will then discuss what they think the correct answer is. The first team’s spokesperson to raise their hand after the question has been read and they discuss the answer with their team will have the opportunity to answer the question. If the team does not know the answer, they can raise their hand before the other teams and ask to use a lifeline. If the team gets the answer correct they will receive the designated amount of points that corresponds with the question. If the youth do not get the question correct, no points are awarded and then one other team whose spokesperson
raised their hand second will gets to “steal” the points by answering the question correctly. The second team does not get to use a lifeline to answer the question that they stole. Give each team an opportunity to answer the 1000000 question. Hand out blank paper and have the spokes person write down their answer. Award points to each team that answer the question correctly.

Who Wants to be A Millionaire Answer Key

100-When Cleaning a Toilet you should...
Answer: A. Use a toilet brush

200-When cleaning carpets you should...
Answer: C. Vacuum once a week

300-When cleaning a bathtub you should NOT...
Answer: B. Leave soap scum

500-When cleaning plastic laminate kitchen counters you should...
Answer: A. Both B & D

1000-When defrosting a freezer you should NOT...
Answer: D. Keep food in the freezer

2000-When cleaning a stove you should...
Answer: C. Wash pans under burner

4000-The first thing to do when a toilet is overflowing is...
Answer: B. Turn off the water valve to toilet

8000-Which task does NOT need to be done daily?
Answer: C. Vacuum

16000-What does NOT save energy?
Answer: D. Taking a bath instead of a shower

32000-When measuring for a curtain or a shade do NOT...
Answer: B. Loose receipts
64000-Wattage refers to...
Answer: A. flow of electricity

125000-This statement is false
Answer: B. It’s not necessary to clean under the refrigerator

250000-Which of these items is TRUE
Answer: C. Water stains on wood furniture may disappear

500000-You can clean a stainless steal sink with...
Answer: D. Detergent & water

Give each team an opportunity to answer the 1,000,000 question. Hand out blank paper and have the spokes person write down their answer. Award points to each team that answer the question correctly.

1,000,000-Which item is TRUE:
Answer: A. A quality paint brush has split ends

When the game is complete, ask the youth if they have any specific questions.
General Home Maintenance and Repair

**Age Range**  
14+

**Skills Focus**  
Ability to make minor home repairs using the proper tools and materials.

**Group Size**  
3+

**Time Required**  
45 minutes

**Purpose**  
Youth will be able to identify the steps and tools necessary to complete basic home repair and be able to identify why it is important to maintain their home.

**Materials Needed**  
Computer, Projector, Internet Access, Fix it PowerPoint, Chart paper, Markers, and Landlord or Tenant Activity Sheet and Answer Key

**Adapted From**  
Preparing Adolescents for Young Adulthood

**Leader’s Notes:**
*Note: Whenever possible, provide hands-on opportunities for youth to practice the home repair skills that are reviewed in this workshop. Contact your local Home Depot for workshop resources and assistance with giving youth hands-on experience practicing skills covered in this workshop.*

Begin the workshop by having the youth list and discuss home repairs that they may need to complete. Use the following questions to guide this discussion:

1. What kind of home repair might you need to know how to do?
2. What tools will you need to complete this repair?

Chart the responses that the youth mention and provide positive feedback for each response. Encourage further discussion if the youth identify an incorrect tool to be used for home repair.
**Landlord vs. Tenant Activity**

Have the youth complete the Landlord vs. Tenant Activity.

**Leader’s notes:** As a tenant, it is important to know what home repairs is your responsibility and what your landlord should take care of. An answer key has been provided with this workshop to confirm the youth’s answers. Once the youth have completed the activity sheet, review the youth’s responses and allow time for discussion. Additional information regarding maintenance requirements can be found at:

**Landlord or Tenant**

It is important to know what home repairs you should contact your Landlord to complete and which repairs you as the tenant should complete. For the following home repairs please identify whether the Landlord should make the repair (indicate with an “L”) or the Tenant should make the repair (indicated with a “T”).

- ______ It is January and your heat stops working.
- ______ You have a nail hole in your wall from a picture you decided to move to a different location in your home.
- ______ You turn your kitchen sink on and no water comes out.
- ______ Your toilet needs to be unclogged.
- ______ Your sink needs to be unclogged.
- ______ The light bulb in your stove hood goes out and needs to be replaced with a new light bulb.
- ______ Your house is infested with bugs.
- ______ You turn on your shower and your water will not get hot.
- ______ You drop your ring down the drain and need to retrieve it.
- ______ You come home and realize that there is a leak in one of your pipes in the kitchen and water is all over the floor.

Disclaimer: Please refer to your lease agreement for additional information regarding the maintenance your landlord will be responsible for and what you as the tenant are responsible for.
**Landlord or Tenant Answer Key**

It is important to know what home repairs you should contact your Landlord to complete and which repairs you as the tenant should complete. For the following home repairs please identify whether the Landlord should make the repair (indicate with an “L”) or the Tenant should make the repair (indicated with a “T”).

___L___ It is January and your heat stops working.

*Discussion Note: It is the landlord’s responsibility to ensure that every dwelling unit has heating that is properly maintained. The heating must have the capacity to keep all habitable rooms at a temperature of at least 65 degrees during the day and 60 degrees at night during ordinary winter conditions.*

___T___ You have a nail hole in your wall from a picture you decided to move to a different location in your home.

*Discussion Note: This is the responsibility of the Tenant. How to fix a hole in the wall will be discussed later in the workshop.*

___L___ You turn your kitchen sink on and no water comes out.

*Discussion Note: It is the responsibility of the Landlord to supply water and hot water in sufficient quantities and temperatures.*

___T___ Your toilet needs to be unclogged.

*Discussion Note: It is the responsibility of the Tenant to tend to clogged toilets. In fact, tenants can be charged for damages caused by carelessness, such as clogging a drain with a foreign material.*
___T___ Your sink needs to be unclogged.

*Discussion Note: It is the responsibility of the Tenant to tend to clogged sink. In fact, tenants can be charged for damages caused by carelessness, such as clogging a drain with a foreign material.*

___T___ The light bulb in your stove hood goes out and needs to be replaced with a new light bulb.

*Discussion Note: This is the responsibility of the Tenant to replace light bulbs.*

___T/L___ Your house is infested with bugs.

*Discussion Notes: In apartments, the landlord is responsible for extermination of insects or rodents that constitute a health or safety hazard. A tenant must cooperate by keeping the unit clean and by allowing exterminators to enter. In single-family homes the landlord must keep the property basically insect-and-rodent proof, but occupants are accountable for infestations caused by poor housekeeping and for the cost of extermination.*

___L___ You turn on your shower and your water will not get hot.

*Discussion Note: It is the responsibility of the Landlord to supply water and hot water in sufficient quantities and temperatures.*

___T___ You drop your ring down the drain and need to retrieve it.
Discussion Note: It is the responsibility of the Tenant to retrieve any possessions lost down the drain. We will be discussing how to unclog sinks and remove the pipes necessary to retrieve lost possessions.

___L___ You come home and realize that there is a leak in one of your pipes in the kitchen and water is all over the floor.

Discussion: It is the responsibility of the Landlord to maintain the plumbing in the rental property.

Disclaimer: Please refer to your lease agreement for additional information regarding the maintenance your landlord will be responsible for and what you as the tenant are responsible for.
Fix it Powerpoint

The rest of this workshop will be focused on how to complete 4 general home repairs that the youth may need to complete whether they are in a lease agreement or own your own home. You will need the Fix it PowerPoint for this portion of the workshop.

Have the youth answer the following questions:

1. **How would you unclog a toilet?**
   After the youth have answered this question to the best of their ability, show the video clip of how to unclog a toilet. After the video clip is complete, allow time for the youth to ask questions about how to unclog a toilet. Make sure to highlight the tools needed and what steps they would take to complete this home maintenance repair.
   Video Clip: [http://www.youtube.com/v/diCcEXNxTJM](http://www.youtube.com/v/diCcEXNxTJM)
   *If possible, have a clean toilet plunger available and have each youth demonstrate what they would do if a toilet needed to be unclogged.

2. **How would you unclog a sink?**
   After the youth have answered this question to the best of their ability, show the video clip of how to unclog a sink. After the video clip is complete, allow time for the youth to ask questions about how to unclog a sink. Make sure to highlight the tools needed and what steps they would take to complete this home maintenance repair.
   Video Clip: [http://www.youtube.com/v/9foHjA01z_Y](http://www.youtube.com/v/9foHjA01z_Y)
   *If possible, have the tools identified in the video clip available and have each youth demonstrate what they would do if a sink needed to be unclogged.

3. **How would you Change a light bulb?**
   After the youth have answered this question to the best of their ability, show the video clip of how to change a light bulb. After the video clip is complete, allow time for the youth to ask questions about how to change a light bulb. Make sure to highlight the tools needed, what steps they would take, and how they can stay safe while completing this home maintenance repair.
4. **How would you patch a hole in the wall?**

After the youth have answered this question to the best of their ability, show the video clip of how to patch a hole in the wall. After the video clip is complete, allow time for the youth to ask questions about how to patch a hole in the wall. Make sure to highlight the tools needed and what steps they would take to complete this home maintenance repair.

**Video Clip**- http://www.youtube.com/v/nLiJj_LPqQc

*If possible, have the tools identified in the video clip available and have each youth demonstrate what they would do to patch a hole in the wall.

**Ending Discussion Question**

At the end of the workshop, ask the youth “why is it important to make necessary home repairs and to maintain your home?”
Food Management: Grocery Shopping and Food Preparation

**Age Range**
14-21

**Skill Focus**
Ability to develop a weekly menu with nutritious meal options, develop a grocery shopping list within a budget, save money using coupons and store sales, recognize expiration date and store food properly, and prepare a meal using a recipe.

**Group Size**
At least 3 youth

**Time Required**
75-90 minutes

**Purpose**
Youth will be able to develop a weekly menu of nutritious meal options. They will develop a grocery shopping list based on their weekly menu that will fit within their budget. The youth will also learn about ways to save money to stay within their grocery budget. They will also be able to use a recipe to prepare a simple meal using the microwave.

**Materials Needed**
Weekly Menu Planning Hand-out, Weekly grocery store sales advertisements from your local grocery store, plates and silverware, microwaves (one for each team of up to 4 youth), cooking utensils (utensils needed to prepare a microwave meal of choice), Microwave safe cooking containers (at least one for each team), Microwave cooking recipes (2 have been provided with this workshop but additional recipes can be located at [http://www.myrecipes.com/microwave-recipes/](http://www.myrecipes.com/microwave-recipes/)), ingredients necessary to prepare the identified recipe during the preparation portion of the workshop, chopped cooking competition scoring sheet, Food management PowerPoint, Projector, and Computer.

**Adapted From**
Preparing Adolescents for Young Adulthood

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**Leader’s Notes:**

**SLIDE #3: What do I know? What do I need to learn?**

Have youth complete the *Food Management Skills Assessment*. This will provide both you and the youth with an understanding of the skills that they have and what skills they will need to develop.
Once the youth have completed the self assessment, allow the youth an opportunity to reflect to the self-assessment. *If appropriate, lead the group through a conversation about their reaction to the assessment.*

Once the conversation has concluded or it seems appropriate to transition into the core content of the workshop, provide the following opening statement informing the youth of the purpose and process of the workshop:

> “Tonight we will be focusing our attention on the skills necessary to grocery shop while remaining within a budget and selecting nutritious foods for a well balanced diet which will keep you healthy and fit. You will also have an opportunity to prepare a meal.”

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**SLIDE #4: Nutrition Facts**

To make sure that you get all the nutrients your body needs, it is important to eat a variety of foods. Here are some basic nutrition facts and food that contain the essential protein, fats, carbohydrates, vitamins, and minerals that your body needs.

**Protein:** Is needed for growth of new tissue and for repair of body cells. Proteins come from animal sources, such as meat, fish, chicken, turkey, eggs, milk, and cheese; or vegetable sources such as cooked dried beans, peas, nuts, and peanut butter.

**Fats:** Foods that contain fats are high in calories. Fats supply energy and make foods taste good. In addition, some fats provide Vitamins A, D, E, and K and other essentials for good health. Fats from vegetable sources include cooking and salad oils, margarine, and vegetable shortenings; butter, bacon, and lard are major sources of animal fats. Meats, poultry, fish, whole milk, and cheese contain smaller amounts of fat.

**Carbohydrates:** Carbohydrates include both sugars and starches, which the body changes into energy. Some starches contain minerals, vitamins, and small amounts of protein. Carbohydrates are found in breads and cereals, dried beans and peas, rice, flour, sugars and other sweets, and fruits and vegetables.

**Minerals:** Many minerals are needed to maintain good health. Here are some of them: Iron is used for building blood. Foods that are good sources of iron and other mineral
include lean meat, liver, dried peas, dried beans, dark green leafy vegetables, enriched bread and cereals, and dried fruits such as prunes and raisins. Calcium and Phosphorus are needed for the development of bones and teeth. Milk and milk products such as cheese are major sources of calcium and phosphorus, along with other minerals.

**Vitamins:** Vitamins are nutrients that are needed in very small amounts to help the body cells work. Each vitamin plays a different role. When daily meals do not contain enough vitamins, body cells do not develop and work properly.

Other vitamins that are necessary for good health include Vitamin A, C, and D, Thiamin, riboflavin, niacin, and folic acid. These vitamins are supplied by the foods that make up balanced meals.

One of the first steps in grocery shopping is developing a weekly menu from which you will make a grocery shopping list. The weekly meal choices that you make and the food products that you ultimately purchase at the grocery store should include nutritious foods for a well balanced diet which will keep you healthy and fit. Keep these nutrition facts in mind because you will be developed a weekly menu later in the workshop.

**SLIDE #5: Grocery Budget**

Buying groceries is a necessity and therefore should be incorporated into your personal budget. (If the youth have not yet developed a personal budget, it is important to work with the youth to develop these.) The amount of money allocated for groceries can be different based on your income, needs, lifestyle, preferences as well as where you reside. The United States Department of Agriculture has provided the average amount that one person spends on food per week. This information as you can see is based on your age, gender and 3 different categories of spending; those that spend a low amount of money on average, those that spend a moderate amount of money on average, and those that spend a high amount of money on average. It is important to set your grocery budget and stick to it. Spending more on groceries than you have budgeted may affect your ability to pay other bills.
SLIDE #6: Grocery Shopping

Once you have set a budget and are aware of how much money you are able to spend on groceries, you should develop a weekly menu. Putting together a weekly menu will allow you to pre-plan meals that will meet your nutritional and budgetary needs. This will also help you to develop a grocery shopping list and identify the food items you will need to purchase at the grocery store. When developing your menu, you should keep in mind your dietary and nutritious needs as well as your budgetary constraints. If you only have $50.00 to spend at the store for the week, it would be unrealistic for your weekly menu to include 7 days of filet minion or other extremely expensive food items. Choosing expensive meals may prevent you from being able to purchase everything that you need for the week and remain within your budget.

Activity:

Have youth complete the Weekly Menu Planning activity to develop a menu for one week. Remind the youth that they will need to ensure that the meal and snack options that they choose will need to remain within their allocated budget. For those youth that have not completed a personal budget use the average food budget based on age range, gender and moderate spending for one person provided by the United States Department of Agriculture. This information can be found on the previous slide. Youth will also need to ensure that they are choosing nutritious meal and snack options.

Provide the youth with the Weekly Menu Planning activity sheet. Youth will also be provided with weekly Newspaper/store sales advertisements and the average retail food prices to guide their menu development. This will help the youth to ensure that they remain within their grocery budget. Once the youth have completed their 7 day menu including snacks, they will then develop a grocery shopping list according to the menu they have developed which should be comprised of each item they would need to prepare each meal. They will then be asked to estimate the approximate cost of the week’s groceries using the Average Retail Food Prices handout and newspaper/store sales advertisements. Next, ask each of youth if they were able to purchase all of the groceries they needed for the
meals that they planned on the weekly menu planner. If the students say no, discuss ways that they could alter their menu to allow them to remain within their budget.

Follow up questions: 1. What other items would you need to add to your grocery shopping list? Make a list of these other items on chart paper or the equivalent.
2. Does the cost of these items need to fall within your grocery budget?

After you create your weekly menu and before you grocery shop:

- Once you have completed your weekly menu, you should check your cupboards for the food items you'll need for the week. The food items that you do not have in your cupboard should be added to your grocery shopping list that you will take to the store with you.
- Next, check the newspaper/store flyers for sales.
- Much like you did in the previous activity, after you have created your weekly menu, identified what food items you have in your cupboard to prepare these menu items, and checked the newspaper/store flyers for sales, you should make a shopping list and buy only what is on your list. Your shopping list should include the food items you will need to prepare the meals and snacks that you have identified for the week. Your shopping list should also include personal care items and household items for which you are in need.

Have the youth give examples of personal care and household items that they may need to purchase.

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**SLIDE #7: Stretching Your Grocery Budget**

Title slide:

- How Can I stretch my grocery budget?

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**SLIDE #8: Tips for Saving Money**

After you have developed your grocery shopping list, it is time to shop. Be a smart shopper when you go to the grocery store. Here are some tips to help you remain within your grocery budget when you go to the store:
• Check the item’s marked “for Quick Sale” or “Close Out”
• Compare the unit prices of different brands and sizes to determine what is the best bang for your buck
• You don’t have to purchase name brand items
• Look for coupons

**SLIDE #9: Couponing**

Show Couponing Video.

This woman is an “extreme couponer”. As she says, she saves hundreds of dollars when she goes grocery shopping by using coupons that can be found online and in newspaper. While this is a very extreme way to save money it does show that coupons are a great way to save money at the grocery store and to stretch your grocery budget.

**SLIDE #10: Couponing Continued**

• Where to locate coupons:
  ◦ Sunday Newspaper
  ◦ Printable Coupon websites
    • Coupons.com
    • Smartsource.com
    • Redplum.com
  ◦ Catalina Coupons
  ◦ Mobile Coupons
  ◦ Coupons inside products

(Resources found at couponingtowdorney.com)

**SLIDE #11: Tips for using Coupons**

Here are some tips for using coupons at the grocery store:

• Try to match your coupons with weekly store sales to save the most money
• By matching your coupons for items that you need to purchase with the weekly sales ad at your local grocery store, you can save extra money on the items that you need to purchase.

• Always check the price of store brand products
  • Even if you have a coupon for the name brand item it still may be cheaper to purchase the store brand products. Make sure to compare the price of the name brand product after the coupon with the store brand product to see which is the best “bang for your buck”.

• Learn your grocery store’s coupon policy
  • Make sure to know your grocery store’s coupon policy. The stores coupon policy, which typically can be found online or at the customer service desk in the store, will let you know the store rules for using coupons. Some stores will double your coupons. For instance, if you have a coupon that will save you $.50 off a product, some grocery stores will double that so that you will save $1.00 on that product. This information will be dictated in the stores coupon policy. The policy will tell you what coupons you can use, how many coupons you can use, if the store doubles or triples coupons up to a certain amount, and on what days they will double or triple.

• Check coupon expiration date
  • Make sure to keep your eye on a coupon’s expiration date. The expiration date can typically be located on the top of a coupon and will say expires: month/day/year. Once the coupon has expired you can no longer use the coupon to save money on your purchase.

• Don’t purchase an item you do not need
  • Don’t purchase an item you don’t need just because you have a coupon. If you are not in need of the product and will not use it, you are actually wasting your money rather than saving using coupons. Make sure to develop your grocery shopping list of the things you need prior to going to the grocery store. This will allow you to think through the things you need and prevent you from making impulse purchases.
SLIDE #12: Be a sharp shopper

Now that you have developed your menu, grocery shopping list, and compiled your coupons to save money, it is time to grocery shop. Be a smart shopper at the store. Another way to be a smart shopper is to check your food’s expiration date for freshness. When you are at the grocery store, make sure that you check to see if the items have expiration dates.

*Lead a discussion about what products you would expect to see an expiration date on. Chart the youth’s responses.*

Some foods like milk, meat, bread, and cheese, have expiration dates so you’ll know when they’re fresh. If the products expiration date has passed, do not purchase the item. The expiration dates also indicates the last day that the food should be eaten. Other dates that you may see on food are “Sell-by” dates which tells the store how long to display the product for sale. You should buy the product before the date expires. “Best if Used by” or “Best if used before” is recommended for best flavor or quality. “Use by” date is the last date recommended for the use of the product while at peak quality. The expiration dates have been determined by the manufacturer of the product.

You should also check fruits and vegetables in the grocery store for freshness. *Lead a discussion about how to determine if a fruit or a vegetable is fresh. Chart the youth’s answers for how to check and verify that fruits and vegetables are fresh.*

SLIDE #13: Storing Food Properly

Explain to the youth that once they have purchased their groceries, it is important to store your food properly in your home. Storing foods properly will ensure that they do not spoil. Read the following list of food items and have the youth identify where item should be stored from the following three options: Refrigerator, Freezer, and Pantry. Allow the youth time to discuss their answers if a disagreement occurs. *Note-Some of these food
items can be stored in multiple locations. Allow time to discuss when it is appropriate to store these foods in the different locations.

1. Meats (Fish, Chicken, Beef, Lamb, etc.)
2. Milk
3. Bread
4. Breakfast Cereal
5. Eggs
6. Apples
7. Uncooked Pasta
8. Unopened jar of pasta sauce
9. Granola Bars
10. Yogurt
11. Squash
12. Ice Cream
13. Potato Chips
14. Chocolate Chip Cookies
15. Cheese

Answers:

1. Meats can be stored either in the refrigerator or the freezer. Meat stored in the refrigerator must be used by expiration date printed on the packaging by the manufacturer. Freezing meat allows you to keep it fresh longer. Chicken should only be frozen 9-12 months, beef 4-12 months, ground meat 3-4 months, pork 4-12 months, fish 3-6 months depending upon the type of fish.

   http://cookingsecond.com/how-long-can-i-freeze-meat/
   http://foodpreservation.about.com/od/Freezing/a/How-Long-Can-I-Store-Food-In-The-Freezer.htm

2. Milk-Should be stored in the refrigerator. It should be used prior to the expiration date printed on the packaging by the manufacturer to ensure that it is fresh. By storing milk in the refrigerator and abiding by the expiration date printed by the manufacturer, you can ensure that you are using a fresh unspoiled product for your cooking and consumption.
3. Bread—Bread can be stored in the pantry, refrigerator, or freezer. Bread will stay fresh in the pantry the shortest time. Storing bread in the refrigerator extends the length of time that the bread is fresh and prevents it from molding. You can also freeze bread if you are not planning to use it right away. This will lengthen the time that the bread remains fresh. Bread should only be frozen for 3 months.

4. Breakfast Cereal—Breakfast cereal should be stored in the pantry.

5. Eggs—Eggs should be stored in the refrigerator to ensure that they do not spoil.

6. Apples—Apples should be kept in the refrigerator.


7. Uncooked Pasta—Uncooked pasta should be stored in the pantry.

8. Unopened jar of pasta sauce—Unopened jars of pasta should be stored in the pantry. Once the jar has been opened, you should store the jar in the refrigerator to keep it from spoiling or molding.

9. Granola Bars—Granola bars should be stored in your pantry.

10. Yogurt—Should be stored in the refrigerator and used prior to the expiration date printed by the manufacturer.


12. Ice Cream—Should be stored in the freezer to prevent it from melting.

13. Potato Chips—Should be stored in the pantry.


15. Cheese—Should be stored in the refrigerator. Cheese can also be frozen to lengthen the amount of time that it remains fresh. Cheese should only be frozen for 4-6 months before use.

**SLIDE #14: Kitchen Safety**

Now that you have made your weekly menu, created a grocery shopping list, gone to the grocery store and purchased fresh foods needed to create your menu items, it is time to prepare your meals. There are many dangers present in the kitchen and it is important to abide by the following kitchen safety tips to ensure that you and others remain safe in the kitchen.
1. Keep Electrical appliances away from water to avoid shocks. Stay away from electrical sockets, especially if your hands are wet.
2. If you burn yourself, hold the burned area under cool running water. Seek medical attention for severe burns.
3. Check that the oven and other cooking appliances are turned off before you leave the kitchen. This will prevent a fire.

SLIDE #15: Kitchen Safety Continued

1. Don’t put knives or other sharp objects into a sink full of water. Someone could reach in and get hurt.
2. Watch out for sharp knives. Cut in a motion that points away from your body.
   *Demonstrate how to cut in a motion that points away from your body.*
3. Never put water on a cooking fire—it could make the fire bigger. It is important to have a fire extinguisher in your kitchen to put out a fire. If the fire is small, it can be put out with a fire extinguisher, baking soda, or smothered with a lid. Leave the house and call 911 if the fire has leaping flames.
4. Don’t put cooked food on an unwashed plate or cutting board that held raw food. This will contaminate your cooked food and may cause you to become very sick. Always use a clean plate.

SLIDE #16: Kitchen Safety Continued

1. Never add water to a pan that has hot oil in it. Adding water could make the oil splatter and burn someone.
   2. Always turn pot handles in towards the back of the range top. This way no one can bump into them and knock the pot over.
   3. Keep paper towels, dish towels, and pot holders away from the range top so that they don’t catch on fire.

SLIDE #17: What Kitchen Hazards Do You See in The Picture?
Have the youth look at the picture on this slide. Spend time deciding what about the picture is not safe. For each safety concern, have the youth identify how they could correct the problem to make it safe in the kitchen.

---

**SLIDE #18: Chopped Cooking Challenge**

Have youth complete the chopped cooking activity. This activity will allow the youth to practice cooking and kitchen safety skills. This activity will also give the youth an opportunity to work in teams and to learn from each other.

**Purpose:** Youth will be using a microwave to prepare meals. This activity will provide a hands-on learning experience where the youth will have to work as a team, follow a recipe, and preparing a delicious meal in a competition setting much like the TV hit show “Chopped”.

**Activity Preparation:**

1. Select a microwave cooking recipe. Two microwave cooking recipes have been included in this curriculum. You can also locate microwave cooking recipes online at [http://www.myrecipes.com/microwave-recipes/](http://www.myrecipes.com/microwave-recipes/) to identify a meal that your youth would enjoy cooking/eating or cultural dishes.

2. Purchase items necessary for the preparation of this recipe. Because this is a cooking competition you will need to purchase enough food items for the number of teams you will be having (at least 2 but there may be more if you have a large group.)

3. Prior to the beginning of the workshop, place all food items needed to prepare your identified recipe into a cover basket (or other covered items) so that the teams will not know what the ingredients or the recipe is prior to the beginning of the competition. **If there are ingredients in the recipe that require refrigeration or to be frozen, please make sure that you store them properly. The baskets of ingredients can be pulled at the beginning of this section of the workshop.**

**Activity:**

Explain to the youth that they will be preparing a meal using just a microwave. This will be a timed cooking competition and they will be split into teams to see which team can follow the recipe accurately and prepare a delicious meal. The teams will be judged on
accuracy of following the recipe, plating, team work, and taste. Split the group into at least 2 teams prior to beginning the activity. It is recommended that there be up to but no more than 4 youth on each team to ensure that everyone has an opportunity to participate in the food preparation process. Assign each team to a microwave and have them stand next to their assigned microwave. Place a covered basket with the recipe's ingredients and recipe in front of each team. At this point, the youth should not know what the will be cooking and what ingredients are included in the basket. Next, tell the youth how much time they will have to prepare their meal (this is determined by the recipe that you choose). Once the teams are ready, start the timer and scream GO! During the food preparation portion of the competition make sure to keep an eye on how the youth are preparing the food to ensure that you or whoever is judging the competition does not consume contaminated food. When the time expires, tell the youth to stop what they are working on. Lastly, judge the competition using the scoring sheet included with this curriculum. Identify the winner of the competition and celebrate everyone’s participation and hard work.

**Note: If you only have access to one microwave, proceed with the Chopped activity by having teams take turns cooking their meal. Give both teams the same allotted time to complete the activity.**

After the activity:
Take time to reflect on this experience using the following discussion questions if time allows:

1. What did you think about preparing your meal using only a microwave?
2. Was this difficult? Easy?
3. What other times do you think you can prepare in the microwave? What things should you not cook in the microwave?
4. What is the benefit of cooking with a microwave? An oven? A Crockpot?
Food Management Skill Assessment

The following questions will help you identify food management skills in which you excel and target those which you need to develop. By yourself or with your team try to answer each of the questions as honestly as possible. After completing this independent living skills assessment, review it with your team and identify those skills you would like to strengthen.

<table>
<thead>
<tr>
<th></th>
<th>I do not know how to do this</th>
<th>I need to know more about this</th>
<th>I can do/have done this</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can prepare a simple meal for myself</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2. Know which foods are nutritious/healthy.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3. Can shop for items on a grocery list using coupons and checking for sales.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4. Know how to cook and bake using the right cooking utensils and appliances.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5. Know how to store food to prevent its spoiling and can identify food that has spoiled.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6. Know how to check packaged food for freshness and to check for the date of expiration.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7. Know how to prepare packaged, frozen, or canned foods according to the directions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8. Use good consumer skills in grocery shopping. Choose fruits and vegetables for freshness and check freshness dates on dairy and meat products.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>9. Using a food budget, can plan a menu of nutritious meals for a week.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>10. Am able to cook nutritious meals for a week using a planned menu.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>11. Can cook using recipes from a cookbook and know how to increase or decrease the ingredients to feed more or fewer people.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>12. Can shop for the ingredients and prepare a traditional dish from my own cultural background.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Weekly Menu Planning

Activity
Now that you are aware of your budget and nutritional requirements, you are ready to use the following meal-planning sheets to develop a menu for one week.

Day One:
  Breakfast:________________________________________________________
  Lunch:________________________________________________________
  Dinner:________________________________________________________
  Snack:________________________________________________________

Day Two:
  Breakfast:________________________________________________________
  Lunch:________________________________________________________
  Dinner:________________________________________________________
  Snack:________________________________________________________

Day Three:
  Breakfast:________________________________________________________
  Lunch:________________________________________________________
  Dinner:________________________________________________________
  Snack:________________________________________________________

Day Four:
  Breakfast:________________________________________________________
  Lunch:________________________________________________________
  Dinner:________________________________________________________
  Snack:________________________________________________________
Day Five:
Breakfast:________________________________________
________________________________________
Lunch:________________________________________
________________________________________
Dinner:________________________________________
________________________________________
Snack:________________________________________

Day Six:
Breakfast:________________________________________
________________________________________
Lunch:________________________________________
________________________________________
Dinner:________________________________________
________________________________________
Snack:________________________________________

Day Seven:
Breakfast:________________________________________
________________________________________
Lunch:________________________________________
________________________________________
Dinner:________________________________________
________________________________________
Snack:________________________________________

Activity Part Two
Develop a grocery shopping list according to your planned menu.

___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________
___________________________  __________________________

___________________________  __________________________
Estimate the approximate cost of your week's worth of groceries using local grocery ads and the Average Retail Food Prices Handout:

$______________

Did you stay within your budget? Explain.

<table>
<thead>
<tr>
<th>Cereals and Bakery Product</th>
<th>Average Retail Food Prices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flour, white, all purpose for a 5 lb bag</td>
<td>$2.55</td>
</tr>
<tr>
<td>Rice, white, long grain, 2 lb bag</td>
<td>$1.38</td>
</tr>
<tr>
<td>Spaghetti and macaroni per lb.</td>
<td>$1.31</td>
</tr>
<tr>
<td>Bread, white</td>
<td>$1.42</td>
</tr>
<tr>
<td>Bread, whole wheat</td>
<td>$2.01</td>
</tr>
<tr>
<td>Cookies, Chocolate chip</td>
<td>$3.84</td>
</tr>
<tr>
<td>Meats, Poultry, fish and eggs</td>
<td></td>
</tr>
<tr>
<td>Beef and veal</td>
<td></td>
</tr>
<tr>
<td>Ground chuck, 100% beef per lb.</td>
<td>$3.32</td>
</tr>
<tr>
<td>Ground beef, 100% beef per lb.</td>
<td>$2.99</td>
</tr>
<tr>
<td>Ground beef lean and extra lean per lb.</td>
<td>$3.96</td>
</tr>
<tr>
<td>All uncooked ground beef,</td>
<td>$3.66</td>
</tr>
<tr>
<td>Per Item</td>
<td>Per lb.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Chuck roast per lb.</td>
<td>$4.01</td>
</tr>
<tr>
<td>Round roast per lb.</td>
<td>$4.10</td>
</tr>
<tr>
<td>All uncooked Beef Roast per lb.</td>
<td>$4.68</td>
</tr>
<tr>
<td>Steak, round, per lb.</td>
<td>$4.63</td>
</tr>
<tr>
<td>Steak, Sirloin, per lb</td>
<td>$5.54</td>
</tr>
<tr>
<td>Beef for stew, boneless per lb.</td>
<td>$4.42</td>
</tr>
<tr>
<td>All uncooked beef steaks per lb.</td>
<td>$6.20</td>
</tr>
<tr>
<td>All Uncooked other beef (excluding Veal) per lb.</td>
<td>$3.71</td>
</tr>
<tr>
<td>Pork</td>
<td></td>
</tr>
<tr>
<td>Bacon, Sliced, per lb.</td>
<td>$4.53</td>
</tr>
<tr>
<td>Chops, center cut, bone-in, per lb.</td>
<td>$3.72</td>
</tr>
<tr>
<td>Chops, boneless, per lb.</td>
<td>$3.99</td>
</tr>
<tr>
<td>Ham, rump or shank half, bone-in per lb.</td>
<td>$2.07</td>
</tr>
<tr>
<td>Ham, boneless per lb.</td>
<td>$3.67</td>
</tr>
<tr>
<td>All other pork per lb.</td>
<td>$2.66</td>
</tr>
<tr>
<td>Other meats</td>
<td></td>
</tr>
<tr>
<td>Bologna per lb.</td>
<td>$2.86</td>
</tr>
<tr>
<td>Poultry</td>
<td></td>
</tr>
<tr>
<td>Chicken, fresh, whole, per lb.</td>
<td>$1.40</td>
</tr>
<tr>
<td>Chicken breast bone-in per lb.</td>
<td>$2.25</td>
</tr>
<tr>
<td>Chicken breast, boneless, per lb.</td>
<td>$3.17</td>
</tr>
<tr>
<td>Chicken legs, bone-in per lb.</td>
<td>$1.59</td>
</tr>
<tr>
<td>Turkey, frozen whole, per lb.</td>
<td>$1.79</td>
</tr>
<tr>
<td>Eggs</td>
<td></td>
</tr>
<tr>
<td>Eggs, grade A, large per dozen</td>
<td>$1.82</td>
</tr>
<tr>
<td>Dairy products</td>
<td></td>
</tr>
<tr>
<td>Whole Milk per gallon</td>
<td>$3.47</td>
</tr>
<tr>
<td>Butter per lb.</td>
<td>$3.18</td>
</tr>
<tr>
<td>American processed cheese per lb.</td>
<td>$4.25</td>
</tr>
<tr>
<td>Cheddar cheese per lb.</td>
<td>$5.62</td>
</tr>
<tr>
<td>Ice cream per ½ gallon</td>
<td>$5.20</td>
</tr>
<tr>
<td>Fruits and Vegetables</td>
<td></td>
</tr>
<tr>
<td>Apples, Red Delicious, per lb.</td>
<td>$1.25</td>
</tr>
<tr>
<td>Item</td>
<td>Price</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Bananas per lb.</td>
<td>$.60</td>
</tr>
<tr>
<td>Grapefruit per lb.</td>
<td>$.93</td>
</tr>
<tr>
<td>Grapes per lb.</td>
<td>$2.68</td>
</tr>
<tr>
<td>Lemons per lb.</td>
<td>$1.51</td>
</tr>
<tr>
<td>Pears per lb.</td>
<td>$1.18</td>
</tr>
<tr>
<td>Strawberries</td>
<td>$1.80</td>
</tr>
<tr>
<td>Potatoes, white, per lb.</td>
<td>$.69</td>
</tr>
<tr>
<td>Iceberg Lettuce per lb.</td>
<td>$.78</td>
</tr>
<tr>
<td>Romaine Lettuce per lb.</td>
<td>$1.47</td>
</tr>
<tr>
<td>Tomatoes per lb.</td>
<td>$1.38</td>
</tr>
<tr>
<td>Broccoli per lb.</td>
<td>$1.56</td>
</tr>
<tr>
<td>Cabbage per lb.</td>
<td>$.64</td>
</tr>
<tr>
<td>Celery per lb.</td>
<td>$.80</td>
</tr>
<tr>
<td>Sweet Peppers per lb.</td>
<td>$2.60</td>
</tr>
<tr>
<td><strong>Processed fruits and Vegetables</strong></td>
<td></td>
</tr>
<tr>
<td>Orange Juice, frozen concentrate 12 oz can</td>
<td>$2.78</td>
</tr>
<tr>
<td>Beans, dried any type per lb.</td>
<td>$1.45</td>
</tr>
<tr>
<td>Sugar and Sweets</td>
<td></td>
</tr>
<tr>
<td>Sugar, white, 5 lb bag</td>
<td>$3.50</td>
</tr>
<tr>
<td>Fats and oils</td>
<td></td>
</tr>
<tr>
<td>Margarine stick per lb.</td>
<td>$1.19</td>
</tr>
<tr>
<td>Margarine tub per lb.</td>
<td>$1.99</td>
</tr>
<tr>
<td>Peanut butter per lb.</td>
<td>$2.79</td>
</tr>
<tr>
<td><strong>Beverages</strong></td>
<td></td>
</tr>
<tr>
<td>Cola</td>
<td></td>
</tr>
<tr>
<td>Coffee 100% ground roast per lb.</td>
<td>$5.53</td>
</tr>
<tr>
<td><strong>Other prepared foods</strong></td>
<td></td>
</tr>
<tr>
<td>Potato chips per 16 oz.</td>
<td>$5.01</td>
</tr>
</tbody>
</table>

*Average prices may vary by location. Average Prices are based on the U.S. city average provided by the U.S. Bureau of Labor Statistics and is based on April 2012 prices which can be found at [http://data.bls.gov/cgi-bin/print.pl/ro3/apmw.htm](http://data.bls.gov/cgi-bin/print.pl/ro3/apmw.htm).
Microwave Southwest Chicken Casserole

Ingredients

- 1 (5 ounce) can chicken chunks, drained
- 1 (4 ounce) can diced green chilies
- 1 (10.75 ounce) can condensed cream of mushroom soup
- 2 cups shredded Cheddar cheese
- 2 tablespoons dried minced onion
- salt and pepper to taste
- 1 1/4 cups water
- 2 cups instant rice

Directions

1. In a large bowl, combine the chicken, chilies, soup, cheese, onions, salt, pepper and water and pour the mixture into a microwave safe 9x13 inch casserole dish.
2. Add the rice. The mixture should be the consistency of soupy pancake batter.
3. Cover the dish with a lid or plastic wrap and microwave for about 15 minutes (depending on the microwave).

Microwave Taco's

Ingredients

- 1 pound ground beef
- 1 1/2 teaspoons chili powder
- 1/2 teaspoon salt
- 1/8 teaspoon garlic powder
- 1/4 teaspoon cayenne pepper
- 1/4 cup water
- 8 medium taco shells, warmed
- 2 cups shredded Cheddar cheese
- 2 cups shredded lettuce
- 1/4 cup finely chopped onion
- 1 medium tomato, chopped
- taco sauce

Directions

1. Crumble the ground beef into a 1 1/2 quart casserole dish. Cover with glass lid. Cook in the microwave for 5 minutes on High. Drain, and stir in chili powder, salt, garlic powder, cayenne pepper and water. Cover and return to the microwave. Cook for another 3 to 4 minutes on High.
2. Fill each taco shell with about 2 tablespoons of the ground beef, then top with desired amounts of cheese, lettuce, onion, tomato and taco sauce.
Directions: Youth will be judged on their ability to follow the recipe, plating, team work, and taste. Teams will be scored in each category on a scale on 1-5 with 5 being the most that a team can receive for each category. The team with the highest total score across all four categories is the winner.

<table>
<thead>
<tr>
<th>Team #:</th>
<th>Scores</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following the Recipe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taste</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Leasing and Tenant Rights & Responsibilities

**Age Range** 16+

**Skill Focus** Ability to read and understand a lease agreement

**Group Size** 3+

**Time Required** 40 minutes

**Purpose** Youth will be able to identify and understand components on a lease agreement as well as understand their rights and responsibilities as a tenant

**Materials Needed** Sample rental agreement, landlord tenant court game, flip chart paper, markers, bingo cards(printed out), bingo chips, bingo definition cards

**Adapted From** Adapted From goes here

**Leader’s Notes:**

Begin by asking the youth if they have ever applied for an apartment? Ask them what things they may need. Jot this down on flip chart paper. Make sure they have covered the main items (driver’s license or form of ID, references, social security card, birth certificate, application fee). Ask the youth if they have these or know a way to get them?

Next ask the youth to look at the sample lease agreement. Give them a few minutes to look over the lease and then ask them a few questions:

If this was a lease between you and an apartment complex help me answer the following:

- Who is the lessee?
- Who is the lessor?
- How much is due prior to moving in?
- How much is rent and when is it due?
- Can you have a roommate who is not on the lease?
- What is included in the rent?
- If you are going to a Youth conference, do you need to let the landlord know that there won’t be anyone there?
- You really want to paint your rooms, can you do this? If yes do you need to notify anyone?
• If you didn’t pay rent for 3 months, how long does the landlord have to give you before he can evict you?

Ask the youth if they have any other questions about the lease? Reiterate to them how important it is to understand the lease and what everything in the lease means. Pass out the sheet with common terms found in a lease and let the youth know to keep this for future references. Remind the youth that it may be a good idea to have another adult go with them when signing a lease in case they have questions.

Next have the youth pair off into teams. We are going to play the “Tenant and Landlord Court” game. (see document)

When the game is over ask the youth if they have any specific questions.

Play Apartment BINGO.
Sample Rental Agreement

1. Parties: The parties to this agreement are the
   Landlord:
   Name: _________________________________________
   Address:________________________________________
   City/State/Zip: _________________________ phone#_______________________

   The tenant:
   Name: ___________________________________________
   Address:________________________________________
   City/State/Zip: _________________________ phone#________________________

2. Property A, Landlord rents to Tenant a dwelling located at:
   Address:_____________________________________
   City/State/Zip: ______________________________

3. The term of this lease shall be ___12 months___ commencing on: _1__ (day) of
   __June__ (month) _2012__ (year)
   until _31__ (day) of __May____ (month) _2013__ (year). This lease shall automatically
   self-extend under the same terms and conditions as the initial lease and shall continue in
   full force and effect from month- to -month unless and until otherwise terminated.

4. The rent shall be $ _925__ / month payable on the __5th__ day of every month, in
   advance, so long as this lease is in force.

5. The following appliances and furniture:
   Stove, refrigerator, microwave, washer, and dryer are included in the rental of these
   premises.

6. Security Deposit: Upon the execution of this Agreement, Tenant shall deposit with
   Landlord the sum of _four hundred and fifty _Dollars  ($__450.00__).
   Receipt of which is hereby acknowledged by the Landlord, as security for any damage
   caused to the Premises during the term of the lease. In accordance with ALM GL ch. 186, §
   15B, such deposit received by the Landlord shall be held in a separate, interest-bearing
   account in a bank, located within the Commonwealth under such terms as will place such
   deposit beyond the claim of creditors of the Landlord. Such deposit shall be returned to the
   Tenant, with interest at the rate of five per cent per year or other such lesser amount of
   interest as has been received from the bank where the deposit has been held, and less any
   set off for damages to the Premises upon the termination of this Agreement.
7. Occupants: The Tenant shall not permit the dwelling to be occupied for longer than a temporary visit by anyone except the individuals listed below and except any children born to or adopted by such individuals during the term of this lease; however the landlord reserves the right to terminate this lease if the additional occupants would render the dwelling overcrowded under the State Sanitary Code.

__Roommate A
__Roommate B

8. Notices: All notices shall be in writing and shall be given to the Tenant at the dwelling; all rents and all notices, which shall be in writing, shall be given to the Landlord at:

______________________________________________________________________________
(name of landlord or landlord’s representative) (address) (phone)
In case of emergency, Tenant shall contact the following person:

______________________________________________________________________________
(name of landlord) (address) (phone)

9. Utilities: Utilities shall be paid by the party indicated on the following chart:
(Please place checkmark under the person who will pay for the utility.)

<table>
<thead>
<tr>
<th></th>
<th>LANDLORD</th>
<th>TENANT</th>
<th>MUNICIPALITY</th>
</tr>
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* The Landlord must provide the facilities for the provision of heat and hot water.

TENANT AGREES

1. Use of Property  Tenant shall use the property for residential purposes only. Tenant agrees not to engage in or permit any household members, relatives, guests, invitees or agents to engage in any unlawful use of the dwelling unit, common areas or grounds.

2. Notice of Absence from Unit  Tenant shall notify the landlord in writing if the dwelling unit will be left unoccupied by at least one adult household member for a period of longer than 30 days, and shall advise Landlord how to contact Tenant during such period.

3. Tenant's Duty to Maintain Premises  The Tenant shall maintain the premises in a clean and neat condition and at all times comply with an occupant’s obligations under Article II of the Sanitary Code.
4. **Waste of Utilities**  Tenant shall make every reasonable effort to conserve the use of utilities supplied and paid for by the Landlord and shall not waste the same.

5. **Damage**  Tenant shall use all appliances, fixtures and equipment in a safe manner and only for the purposes for which they are intended and shall not litter, destroy, deface, damage or remove any part of the dwelling unit, common areas or grounds. Tenant shall pay amounts due for repairs for property damage, reasonable wear and tear excepted, caused by the intentional or negligent conduct of Tenant, a member of the Tenant’s household, relatives, invitees, guests or agents upon receipt of a bill from Landlord. The written bill shall include items of damage, the corrective action taken and the cost thereof.

6. **Alterations**  No substantial alterations, addition or improvement shall be made by Tenant in or to the dwelling unit without the permission of Landlord in writing. Such consent shall not be unreasonably withheld, but may include the Tenant’s agreeing to restore the dwelling unit to its prior condition before moving out.

7. **Locks**  Tenant shall not change, alter, replace or add new locks without written consent of Landlord. Any locks so permitted to be installed shall become property of the Landlord and shall not be removed by Tenant. The Tenant shall promptly give a duplicate key to any such changed, altered, replaced or new lock to Landlord.

8. **Noise**  Tenant agrees not to allow on his/her premises any excessive noise or other activity which disturbs the peace and quiet of other tenants in the building. Landlord agrees to prevent other tenants and other persons in the building or common areas from similarly disturbing Tenant’s peace and quiet.

9. **Subleasing**  Tenant shall not assign this agreement or sublet the dwelling unit without the written consent of Landlord. Such consent shall not be withheld without good reason. This paragraph shall not prevent Tenant from having guests for reasonably short periods of time. 16. **Termination**  Upon termination of this agreement, Tenant shall vacate the premises, remove all personal property belonging to him/her and leave the premises as clean as she/he found them, normal wear and tear and damage by unavoidable casualty excepted, and return all keys to Landlord immediately upon vacating. The Tenant agrees that any personal property left in or about the premises after the Tenant has vacated shall be considered abandoned property, and the Landlord may sell or otherwise dispose of same without liability to the Tenant.

10. **Permission for Landlord to Enter Unit**  Tenant agrees to allow landlord or its agents to enter the dwelling upon reasonable advance notice in order to inspect the premises, to exterminate for pests, to make repairs or to show the premises to prospective tenants, purchasers, mortgagers or their agents. The Tenant will not be unreasonable in denying entry. Landlord may also enter the premises without prior consent if it appears to have been abandoned by the Tenant or in case of emergency, and as otherwise permitted by law or court order.

**LANDLORD AGREES**
1. **Maintenance of Dwelling**  The Landlord agrees to maintain the premises in a structurally sound condition and to otherwise comply with an Owner's obligations under Article II of the Sanitary Code. Substantial violations of the State Sanitary Code shall constitute grounds for abatement of rent.

2. **Destruction of Premises**  If the premises are rendered uninhabitable by fire, flood or other natural disaster during the term of this agreement, this agreement shall be thereupon terminated.

3. **Notification of Termination**  Landlord shall not terminate this lease except for serious or repeated breach of tenant's obligations hereunder. In cases of nonpayment of rent, Landlord may terminate the tenancy by a 14-day written notice to vacate. In all other cases, Landlord may terminate the tenancy by a 30-day written notice to vacate. Notwithstanding the foregoing, the Landlord may immediately terminate this Lease for any act or conduct of the Tenant, household member or guest which entitles the Landlord to evict or enjoin the Tenant.

**ADDITIONAL PROVISIONS**

1. If any, they are attached, initialed and dated by both parties, and are a part of this lease.

**ATTACHMENTS**

1. Tenant agrees to obey the Rules and Regulations which are attached to this lease and made a part thereof, which Landlord reserves the right to amend or supplement at any time.

**CHANGES**

1. No changes or additions to this lease shall be made except by written agreement between Landlord and Tenant. This lease and any attachments represent the entire agreement between Landlord and Tenant.

2. **WHEREFORE, We, the undersigned, agree to this Lease, by signing two copies (one to be kept by Tenant and one by Landlord).**

**LANDLORDS**    **TENANTS**

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- Tenant is encouraged to carry renters insurance on personal belongings
Landlord and Tenant Court Game

Rules: Have the youth separate into teams. It is ideal to have at least 3 youth on each team. Each team needs to have a tenant, a landlord, and a judge. They can rotate position responsibilities if time allows.

The instructor will pass out note cards to each team’s members according to role. One team will go at a time to present their case to their team’s judge. At the end of the presentation, the judge has 2 minutes to come up with a judgment. The judge may consult with other members on their team.

Each correct judgment is given a point. The most points at the end of the game is the winner.

Here are the cases for your reference:

Case #1

TENANT
I did sign a one-year lease for a studio apartment, but after 3 months I found a great job in a town 2 hours away. I couldn’t commute 4 hours a day! So I told the landlord I needed to move out early and gave him a month’s notice.

LANDLORD
The tenant signed a one-year lease for a studio apartment. After 3 months, she told me she was moving out because she found a new job. It took me 4 months to rent the studio, because they are tough to rent. My records show that I advertised in the newspaper. I also had 2 other studio units vacant during that time. Now she refuses to pay me for the extra 4 months of rent.

JUDGE (the correct judgment)
IN FAVOR OF LANDLORD. A tenant who leaves before a lease expires is responsible for paying the rent for the rest of the lease. However, the landlord must make an effort to re-rent the unit at a reasonable price. In this case, the landlord has records proving he had other units vacant and that he was actively trying to rent the units. Therefore, the tenant is responsible for the four month’s rent.

Lesson: Make sure the youth understand that there are consequences for breaking a lease. Make sure that the youth are aware of what their lease agreement states about terminating the lease early.
Case #2

**TENANT**
I noticed a leak in my roof. It didn’t seem that bad at first, so I just left a voice mail message for the landlord. He didn’t call me back, and it seemed to get worse. The roof looked like it was sagging a bit. I wrote him a letter describing the problem. Again, I never heard back from him. Three days later, part of the roof collapsed, damaging my TV & stereo. I feel he needs to reimburse me for the damage to my property.

**LANDLORD**
I was out of town for the weekend when the tenant first called. I later got this letter describing the problem. It sounded pretty minor, and I know by law that I have ten days to respond to minor repair problems. I had other repairs I had to make. The roof collapsed 3 days later after a severe rainstorm. Otherwise it would have been fine. Why should I be liable for an act of nature?

**JUDGE (The correct judgment)**
IN FAVOR OF TENANT. The landlord has 10 days to respond to minor problems, like a leaky roof. The tenant followed all required procedures by reporting the sagging roof in writing, a potential danger. The landlord is required to repair hazardous situation within 24 hours. Therefore, the landlord must reimburse the tenant for damage caused to his property.

**Lesson:** Make sure the youth understand the importance of reporting any damage or possible problems to the landlord and follow up in writing. It is also encouraged that the youth walk through the apartment with the landlord prior to moving in so that they can both document any damage that was their prior to the youth moving in. Encourage the youth to even take pictures of the apartment and any possible damage prior to moving all their items in or when damage is noticed.

Case #3

**TENANT**
The heater in my apartment wasn’t working. It was the middle of winter and I was freezing! I called my landlord and asked her to fix it right away. She never called me back, so I sent her a letter requesting immediate repairs. After 2 days with no response, I decided to fix it myself. I deducted my labor and materials from the rent for the following month. 2 months later the heater caught on fire causing $2,000.00 in damage.
LANDLORD
I could have responded quicker, but I had other, more serious repairs at the time than a tenant being a little cold for a few days. Regardless of what he says, it wasn’t that cold then! Anyway, the repairs required a certified electrician. He had no business trying to repair it himself. As a result, we ended up with a fire that caused $2,000.00 in damages. The fire department said it was caused by bad wiring in the new unit he installed. Why should I have to pay for his bad judgment?

JUDGE (the correct judgment)
In favor of both the Tenant and Landlord. When notified in writing of a lack of heat, the landlord must respond within 24 hours. The landlord failed to do that. The landlord should also have inspected the repairs after she was informed. Certain repairs (electrical or plumbing) require a certified professional. The tenant shouldn’t have installed the unit on his own. The landlord is found responsible for ¾ of the damages, the tenant ¼.

Lesson: Again reiterate to the youth how important it is to make complaints about items not working in writing as well as calling. Also, let the youth know that it is not okay for them to fix things that need a professional, no matter how much knowledge they think they have, they don’t want to be liable for any damage that may be as a result of their handiwork!

Case #4

TENANT
The landlord evicted me for not complying with the terms of the rental agreement. I did have one friend crash on my couch for a few months. Okay, he did have a German Sheppard. But we only threw a few small parties. It was no big deal and the apartment was basically okay. As long as I pay rent, it’s my place, right? But now he’s trying to keep my security deposit plus charge me $750.00 in damages.

LANDLORD
A few parties – yeah, right! I got calls from neighbors complaining constantly about the noise and the all-night parties. Plus, the dog kept peeing on the carpet and he scratched the front door. We had a “no pet” clause in our agreement. I had to fumigate the place and replace the carpet and the front door. She’s getting off easy with losing her deposit and paying $750.00.

JUDGE (the correct judgment)
IN FAVOR OF LANDLORD. The tenant clearly violated her rental agreement by allowing a guest to stay for an extended period and breaking the “no pet” clause. Also, she created a nuisance by throwing many loud parties. These violations resulted in damage beyond “normal wear and tear.” The tenant will lose her security deposit and reimburse the landlord for $750.00.

**Lesson:** Make sure that youth understand how important it is for them to follow the terms in their lease. It is also important to know that their security deposit can be kept and they could possibly owe more money for damages they caused. Encourage youth to be part of the walk through process when moving out. Also, if the landlord is keeping their security deposit and even charging more money, the landlord must present an itemized bill for the youth to know how much the damages were and what the money is going towards in repairs.

**Case #5**

**TENANT**

I moved out over six months ago and have yet to get back my security deposit. I have called several times and have not gotten any return calls or explanation of where my security deposit is. I needed that money to help me move into a new place and have been sleeping on my best friend's couch until I can get a new place!

**LANDLORD**

I have tried to call her for several weeks after she moved. I did not have an accurate working number or a new address to mail the remainder of the security deposit to. Also she will not be getting the entire amount back due to cleaning costs.

**JUDGE**

**IN FAVOR OF THE LANDLORD AND TENANT** The tenant has a responsibility for making sure that the landlord has contact information for her in order for her to receive any money left from the security deposit. However, it seems that the tenant has attempted to contact the landlord. It is the landlord's responsibility to make sure they get correct contact information from the tenant in case they need to be contacted. The landlord needs to return the remainder of the security deposit to the tenant immediately.

**Lesson:** Make sure that the youth know that they need to have good contact information to give to the landlord once they move. The landlord needs to know how to contact them if there are any issues or questions about the security deposit. Also the youth needs to know that they should not rely on the security deposit to be refunded in order for them to move into a new place.
Apartment Living BINGO

- Pass out the BINGO cards to each youth
- Pass out chips/markers
- Shuffle the BINGO caller definitions

The caller will read off the definition to select terms. The caller can either allow for the participants to answer together or let them individually decide what term matches that definition.

Once a player calls BINGO they need to give the word and the definition for all spaces in their “BINGO”.

Here are a list of the definitions with the words:

- Rental unit in different sizes (1, 2, 3 bedrooms) may be in a private home or in varying numbers or sets of buildings (APARTMENT)
- Apartment unit owned by people living in them. Owners sell, rent, or use them. Fees are charged for maintaining common areas (CONDIMINUM)
- Usually one room. Sometimes includes meals and use of common space (ROOMING HOUSE OR BOARDING HOUSE)
- Includes two apartments that are located side by side like two separate houses (DUPLEX)
- One room which includes a cooking area and a private bath (EFFICIENCY)
- Large house found on college campuses. Usually have food service. General areas are shared. Person must receive invitation. (FRATERNITY/SORORITY)
- Single housing units surrounded by a yard. (HOUSE)
- House is built in a factory and transported to a plot of land. (MOBILE HOME)
- Two or more apartments, like separate houses, connected by a common wall (TOWNHOUSE)
- A legal written agreement between tenant and landlord stating rules for renting (LEASE)
- Person renting a rental unit (LEASEE, RENTER, TENANT)
- A person who owns property that is being rented (LANDLORD)
- Advertisement in a newspaper (RENTAL AD)
• Provision that lets renter rent to another person until tenant’s lease expires (SUB-LEASE)
• Usual time required to give moving out notice (30 DAYS)
• Money deposited to landlord to cover costs of damages to a rental unit or unpaid rent when renter moves (SECURITY DEPOSIT)
• To force out of a rental unit by a legal process (EVICT)
• Public services such as gas, electricity, and water (UTILITIES)
• Amount paid for using rental unit (RENT)
• Any nonrefundable fee, which is paid by a tenant to a landlord for the purpose of being considered as a tenant for a dwelling unit (APPLICATION FEE)
• A dwelling unit and the structure of which it is a part and facilities, grounds, areas and facilities held out for the use of tenants generally or whose use is promised to the tenant (PREMISES)
• A person who also occupies a unit and is responsible for a portion of the living expenses and a portion of the upkeep of the unit (ROOMATE)
• A person entitled to occupy a dwelling unit with the consent of the landlord, but who has not signed the rental agreement and therefore does not have the rights and obligations as a tenant under the rental agreement (AUTHORIZED OCCUPANT)
• A person authorized by the landlord to act on behalf of the landlord under an agreement (MANAGEMENT)
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Find the Apartment That’s Right For Me

**Age Range** 16+

**Skill Focus** Finding an apartment that fits your needs

**Group Size** 2+

**Time Required** 55 minutes

**Purpose** For youth to recognize what living situation best meets their needs.

**Materials Needed** Newspaper clippings of apartments, What do these Abbreviations mean? “What’s Important to You” checklist, and “Apartment Sharing” document, chart paper, markers, list of utility companies in the area and monthly rates

**Contributed By** “The New Making it on Your Own”

**Leader’s Notes**

Start the conversation off by asking how many youth live on their own? How many want to in the near future? How many have started planning? Let them know that this activity is meant to get them started on thinking on where they may want to live and what they want when living on their own.

Ask for a volunteer to chart the ideas that the group comes up with.

Ask the group what things are important to them for where they would like to live. For example, how many bedrooms, is there a washer and dryer, is there a yard, do they accept pets. Have the volunteer chart down the group’s ideas.

Next pass out the “What’s Important to You” checklist and ask the youth to take a few minutes to complete this. Now ask the youth if any of them felt like they would like to live
with a roommate. If they say yes or maybe, let them know they may be finding their roommate next (for pretend of course).

As a group go over the apartment sharing document and ask the youth to jot down what their answers are. Once you have done that ask the youth who want to have a roommate stand and find a compatible roommate (if there is an odd number, let them have a set with 3 roommates). Remind the youth that this is just for the activity so it doesn’t matter if they would “NEVER live with this person”. Once they have all found their roommate or decided to live on their own, show the budget that they have to work with in finding their apartment in the next step.

The budget for a youth residing alone is that they have $800 for rent and utilities. The budget for a youth with themselves and one roommate, they have $1150 for rent and utilities. The budget for a youth with more than one roommate, they have $1350 for rent and utilities. Each person has $400 saved up for a security deposit. Stress that this amount is for both rent AND monthly utilities.

Now go over some common abbreviations they may find in the rental ads section. Chart these and keep them posted for the next step.

After that brief overview, allow the youth to look through the newspapers to find an apartment that fits what they felt was important to them as well as any compromise with their roommates. Give them about 5-10 minutes to find an apartment.

Ask the youth to give you feedback about what was easy and what was difficult. What did they compromise on? What was the one thing they were not going to budge on? Did they find that their budget was easy to stay in?
How many found apartment where utilities were included? Why did you choose that? How many places required a security deposit?

Now move onto the next step which is finding out how much utilities cost. So if you didn't find an apartment that has utilities included, or even if you did, was it the best choice? Ask the youth to give a list of utilities that they may need when moving out on their own. Chart this on one part of the paper. Then ask them for names of companies in their area that provide that service. So for example, internet-Verizon, Comcast, etc.

How much do they think a monthly bill may be? When they were getting an apartment did they budget that they needed money left over for the utilities? Read them the monthly average for some companies in their area. Chart some of the costs. How much more do you need over your rent? Will you have enough? Where can you save? Remind youth that some companies also charge a deposit upfront or a connection fee. How will they have that money?

Finally have the youth complete a monthly budget sheet. After completion, ask the youth what they thought about this activity. Is this what they expected?
What Do These Abbreviations Mean?

Housing advertisements use a lot of abbreviations. What do these abbreviations mean? Write your translations in the space below.

Util Incl ____________________  Eff ____________________

WW ____________________  Sec Dep Req’d ____________________

A/C ____________________  Pvt Back Yd ____________________

BR ____________________  W/D Hkup ____________________

FP ____________________  2nd Flr ____________________
Apartment Sharing

Considering the expenses involved in having an apartment, you many want to get a roommate. However, selecting a roommate may not be as easy as you think. Don’t assume that your best friend is the ideal person to live with.

What kind of person are you? Check one box in each set below that best describe you. Are you someone who...

☐ Is neat  ☐ Saves money
☐ Is messy  ☐ Spends money
☐ Gets up early  ☐ Borrows from others
☐ Stays up late  ☐ Doesn’t like to borrow
☐ Is usually on time  ☐ Spends free time alone or with only a few people
☐ Is usually late  ☐ Like to be around a lot of people
☐ Likes loud music  ☐ Can say “no” to friends
☐ Like moderate music  ☐ Has trouble saying “no”

Use the space below to describe the kind of person that would make the best roommate for you. Remember that reliability is important. If your roommate doesn’t pay his/her share of the expenses, you are left with an apartment you can’t afford.

What's Important to You?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Very Important</th>
<th>Not Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordable without a roommate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large enough for two people</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utilities are included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture is provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A stove and refrigerator are included</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Air conditioned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pets are allowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On a bus line</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Close to work, shopping, or school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In a safe neighborhood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the first floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On an upper floor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lease is required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a nice view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a washer and dryer in the building</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a yard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has access to community amenities (pool, etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has off-street parking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>