

'Flatting': The Experience

Year Level(s): 12

<p>Activity Objective: To understand the skills needed for flatting, choice of flatmates, implications, and financial commitments.</p>								
<p>The Learning Context: Task 1: Understanding the Tenancy Agreement, and its implications. Task 2: How to prevent and resolve problems which arise in a flatting situation.</p>								
<p>Curriculum Reference:</p> <p>Level 6 Technology</p> <ul style="list-style-type: none"> Critically analyse their own and others' past and current planning practices in order to make informed selection and effective use of planning tools. Use these to support and justify ongoing planning that will see the development of an outcome through to completion. <p>Level 6 Social Science (Economics)</p> <ul style="list-style-type: none"> Understand how, as a result of scarcity, consumers, producers and government make choices that affect others in New Zealand society. Understand how the different sectors of the economy are interdependent. 								
<p>Key competencies and enterprising attributes:</p> <table border="1"> <thead> <tr> <th>Competencies</th> <th>Enterprising Attributes</th> <th>Indicators</th> </tr> </thead> <tbody> <tr> <td> Relating to others Using language symbols and texts Managing self Participating and contributing Thinking </td> <td> 1. Collecting, organizing and analyzing information 2. Identifying, solving and preventing problems. 3. Working with others 4. Communicating and receiving ideas. 5. Planning and organising </td> <td> 1. Getting in touch with various agencies, collecting pamphlets and other information. 2. Considering information to be considered when identifying future flatmates. 3/4. Interviewing those who have recently left school (and are involved in flatting) to identify issues that had/have to be resolved. 5. Aiming to be proactive in the choice of flatting partners and situations, rather than being reactive. </td> </tr> </tbody> </table>			Competencies	Enterprising Attributes	Indicators	Relating to others Using language symbols and texts Managing self Participating and contributing Thinking	1. Collecting, organizing and analyzing information 2. Identifying, solving and preventing problems. 3. Working with others 4. Communicating and receiving ideas. 5. Planning and organising	1. Getting in touch with various agencies, collecting pamphlets and other information. 2. Considering information to be considered when identifying future flatmates. 3/4. Interviewing those who have recently left school (and are involved in flatting) to identify issues that had/have to be resolved. 5. Aiming to be proactive in the choice of flatting partners and situations, rather than being reactive.
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<p>Learning Outcomes:</p> <p>The development of Problem Solving skills which involve a flexible attitude to change and learning from mistakes.</p> <ul style="list-style-type: none"> Learning to Relate effectively with to others which requires effective communication skills, decision-making and conflict resolution. 								
<p>Resource Requirements:</p> <ul style="list-style-type: none"> Banks Work and Income Tenancy Services IRD Tertiary establishments CAB Real estate firm Former students 								

Teaching and Learning Sequence

Students will have two weeks to complete this process. At the beginning of the unit, representatives from a bank, Citizens' Advice Bureau and local Real Estate firm, are invited in to talk to students about implications of flatting - that is, both the personal and financial aspects as well as the property side of the situation.

In school time:

Students visit a house to be rented with a Real Estate agent and complete the Tenancy Form.

Tenancy services website: www.tenancy.govt.nz could be visited, and pamphlets provided by this department would be read and précised. These pamphlets include:

- *Renting and you*
- *Tenancy information*
- *Tenancy bonds*
- *Tenancy disputes*

In own time:

Students interview family members and friends who have been involved with flatting. This may be in the form of a questionnaire. To speed up the process, e-mailing responses would be acceptable. Questionnaires should cover:

- How problems can be avoided in the first place
- If problems arise, what is the best way of solving them
- Financial issues and implications for flatting.

1. Students are divided into groups of four/five people and encouraged to brainstorm two areas:

- Present living situation and the advantages and disadvantages
- What they perceive to be advantages and disadvantages of flatting.

All ideas to be written on large sheet of paper. This information is then shared by a spokesperson from each group.

2. Visiting speakers can be brought in from CAB, a bank and a local real estate firm. Depending on the time they have available and their preferred method of giving the information, this may be completed on separate days, or we may invite them for a double period when they can each give information, and then operate as a panel for the students to ask questions.

3. Students will then be encouraged to complete their questionnaires and interviews. Answers to these will need to be presented as part of the final evaluation.

Suggested Feedback and Feed-forward Questions:

- How do I effectively choose flatmates?
- What actions must I take to avoid future problems, both personal and financial?
- What are my rights and responsibilities as a tenant?

Possible Assessment Activities:

Formative

Personal written reports that have resulted from their interviews – rough notes to be attached.

These reports will include information about tenancy issues, choice of flatmates and being proactive before problems arise.

Summative

Unit Standard 12354 – Level 2; 4 credits

Describe implications of independent living, including rental and flatting.