

The Law-Related Education Academy is sponsored by the Arizona Foundation for Legal Services & Education with funding made possible by the Arizona Supreme Court.

**“When You Turn 18: Preparing Students for Financial Success” Academy**  
(High School)

**Renting a House/Apartment Lesson Plan**

*Please obtain administrator approval prior to implementing this lesson.*

**Objectives: Students will...**

- ✓ Identify key responsibilities of both renters and landlords based on video and group discussion.
- ✓ Research and evaluate rental options within a budget, applying their knowledge of renting laws and responsibilities.
- ✓ Practice collaboration, critical thinking, and communication skills.

**Protective Factor Developed:** Critical Reasoning Skills

**Materials:**

- ✓ Whiteboard
- ✓ Whiteboard marker (1 for teacher)
- ✓ Electronic device/projector (1 to play video)
- ✓ [“The True Cost of Renting a Place” video](#)
- ✓ [When You Turn 18 Booklets](#) (1 or more per group)
- ✓ Chart Paper (1 sheet per group)
- ✓ Markers (1-2 per group)
- ✓ Renting a House/Apartment Questions handout (1 per group)
- ✓ Suggested Resources handout (1 per group)
- ✓ Electronic devices with internet access (1 or more per group)

**Timeframe:** 60 Minutes

**Preparation:** Print the Renting a House/Apartment Questions and Suggested Resources handouts. Write the questions from step 3 on the whiteboard. Prepare to play the video using a projector. Gather remaining materials (When You Turn 18 Booklets, chart paper, markers, and electronic devices).

**Activity:**

*Part A: Video / Questions*

1. Play the video, “The True Cost of Renting a Place” using a **projector**.  
Link: <https://bettermoneyhabits.bankofamerica.com/en/home-ownership/how-much-rent-can-you-afford>
2. Divide the class into groups of 3-4 students in each and distribute a **When You Turn 18 Booklet**, **chart paper**, and **markers** to each group.

3. Ask students to work with their groups to answer the questions below on their chart paper. They can use the information from the video or find the answers in their When You Turn 18 Booklet.
  - a. Does a lease need to be in writing to be enforceable?
  - b. What are three responsibilities I have as renter?
  - c. What are three responsibilities the landlord has?
  - d. If I must end the lease early, do I still have to pay rent for the time I am not there?
4. Go over the questions by calling on a different group to share their responses with the whole group.

*Part B: Renting a House/Apartment Activity*

5. Explain that students will work with their group to find an apartment or house to rent in their community.
6. Distribute a **Renting a House/Apartment Questions** handout, **Suggested Resources** handout, and **electronic devices** to each group.
7. Instruct groups to use the internet to research and find a house or apartment to rent, keeping in mind the following:
  - a. They should write the answers to the questions from the Renting a House/Apartment Questions handout on their chart paper.
  - b. They need to come to a consensus on which apartment/house they choose.
  - c. They have a total budget of \$2815.
  - d. If they absolutely cannot find the information to answer a specific question, they can choose to make an assumption but they need to justify it.
  - e. They should cite their sources next to each question. (Encourage them to use websites from the Suggested Resources handout.)

*Part C: Lesson Debrief*

8. Write the questions below on the whiteboard and have each group share out.
  - a. What factors did your group consider when selecting a home?
  - b. What surprised you during your research?
  - c. What advice would you give to a friend who is looking to rent for the first time?
9. Allow students from other groups to share their thoughts and build on each other's comments.

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**Renting a House/Apartment Lesson Plan  
Arizona State Standards Correlations**

**Social Studies**

HS.SP3.1 Develop and frame questions about issues and events in the discipline and determine the types of sources that will be helpful in answering these questions.

HS.SP3.8 Present arguments and explanations that feature ideas and perspectives on issues and topics to reach a range of audiences using print, oral, and digital technologies.

HS.E1.1 Evaluate how and why people make choices to improve their economic well-being.

HS.E1.3 Evaluate the cost and benefits of using credit.

HS.E1.4 Compare the cost and benefits of several types of investments.

HS.E2.1 Explain how scarcity results in economic decisions and evaluate their impact on individuals, institutions, and societies.

HS.E3.2 Evaluate how numerous factors and conditions influence market prices.

**English Language Arts**

11-12.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

11-12.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.