



# Lesson Overview

## Title: The Right to Housing

Grade Level

Gr.7-8

Lesson Type

Individual and Group

Subject

Social Studies

Skill(s) Developed

Critical Thinking  
Creative Thinking  
Collaboration

Duration



**Topic:** What are human rights?

### Learning Goals :

By the end of this lesson, learners will be able to define what a human right is. This includes the right for every person to have access to adequate housing. Learners will be introduced to the Canadian Charter of Rights and Freedom's and the Human Rights Code.

### Materials Needed:

- Chart Paper
- Markers
- Hierbert vs. Amberwood Village activity worksheet (included)
- Human Rights Crossword Puzzle activity worksheet (included)

### Pre-Requisites

Introduction to Homelessness

Introduction Homelessness 2



# THE RIGHT TO A HOUSE

## LESSON PLAN:GR. 7-8

### OBJECTIVE

Understand why housing is a human right

### PREPARATION

To prepare yourself and the learners for the lesson, instructor should review the **Teacher's glossary** at the end of this lesson for definitions/explanations related to : Human rights, discrimination, and housing accessibility. Instructor should review all activities and discussion questions prior to beginning the lesson.

### ACTIVITIES

**Activity 1:** Herbert vs. Amberwood Village

**Activity 2:** Human Right's Crossword Puzzle

### RESOURCES

Human Rights in Canada- [Overview](#)

Canadian Human Rights Commission- [Right to a house Overview](#)

Hiebert vs. Amberwood Village - [Case Overview](#)

### LESSON OUTLINE

**1** Begin the lesson by asking the learners if they know what a human right is **2** Instructor will define human rights and introduce the learners to the Canadian Charter of Rights and Freedoms **3** Discuss the rights and responsibilities of people protected under the charter **4** Instructor will define discrimination and housing discrimination based on the Canadian Human Rights Commission Policy on housing rights **5** Learners will complete **Activity 1:** Hiebert vs. Amberwood Village followed by **Activity 2:** Human Rights Crossword Puzzle.

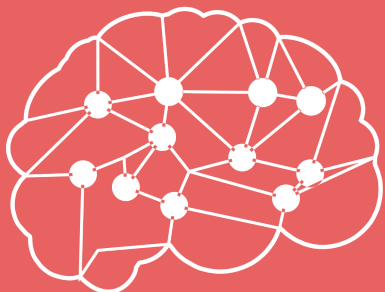
### EVALUATION

After the completion of the pre-lesson activity, and activity 1-2, instructor may use the Evaluation rubrics to assess learning goals.

**Evaluation Rubric(s):** Critical Thinking Skills, Creative Thinking Skills, Collaboration Skills



# Activity



## Title: Hierbert vs. Amberwood Village

Grade Level

**Gr.7-8**

Lesson Type

**Group**

Duration



Subject

**Civics**

Skill(s) Category

**Analyzing  
Problem Solving  
Decision Making**

**Topic:** The Right to a House

**Materials Needed:**

- Chart Paper
- Markers
- Hiebert vs. Amberwood Village - [Canli Case Overview](#)
- Case study activity + questions

**Instructions :**

1. Read the case study: Hierbert vs. Amberwood Village as a class.
2. Learners will debate the topic outlined below based on the case study.
3. Instructor will divide the class into 4 equal groups and assign 2 groups as affirmative and 2 as negative.
4. The teams which argue for the topic is called the affirmative. The teams arguing against the topic is called the negative.
5. Instructor will review the debate format and allow learners to organize their arguments before presenting them to the class.

**Debate Topic:**

Ms, Hierbert was subject to housing discrimination by the policy at Amberwood Village .

# Hiebert vs. Amberwood Village



**Case Study:** The incident in this case takes place in 2006. Ms Hiebert is the mother of three children, two of whom are adults. Her third child, a daughter, Hannah, was born in January 2001. After separating from her husband, Ms. Hierbert began looking for a new place to live with her youngest daughter. After reviewing ads for apartment listings, Ms. Hierbert decided to call a few. Among that list was Amberwood Village.

Amberwood Village is an apartment complex. It is made up of six buildings, with three floors each. After speaking with the apartment manager, Ms. Hierbert was told that the units available were not suitable for "families," and there was a strict policy in place that prohibits families from renting units on the upper-levels of the buildings. After receiving a similar response from several other apartment listings, Ms. Hierbert decided to file a written complaint to the Human Rights Commission.

## **Issue:**

Ms. Hiebert claimed that the property managers at Amberwood Village discriminated against her by denying her the opportunity to rent an apartment based on her family status.

## **Task:**

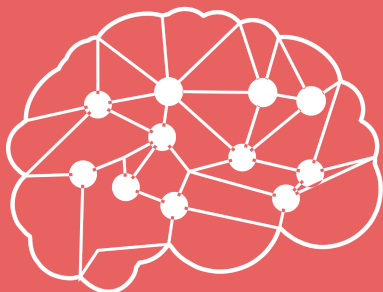
As a team, you will be arguing affirmatively or negatively (as assigned by the instructor) about whether or not Ms. Hiebert faced housing discrimination by the policy implemented at Amberwood Village.

## **Post Debate Case Study Questions:**

1. Who else do you think might have similar discriminatory experiences with landlords?
2. What should the resolution or remedy be for this case?
3. Individually respond to the following quote: ***"Overcoming poverty is not a gesture of charity. It is an act of Justice. It is the protection of a fundamental human right, the right to dignity and a decent life."*** Nelson Mandela



# Activity



## Title: Human Rights Crossword Puzzle

Grade Level

**Gr.7-8**

Subject

**Social Studies**

Lesson Type

**Group**

Skill(s) Category

**Problem Solving**

Duration



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**Topic:** The Right to a House

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### Materials Needed:

- Human Rights Crossword Activity Worksheet

### Instructions :

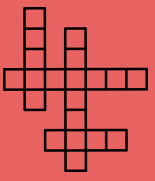
- 1.Learners will complete the Human Rights Crossword puzzle to review the definition of key concepts introduced in this lesson.
- 2.Key Concepts include: human rights, discrimination, The Charter of Rights and Freedoms and the Human Rights Code.
- 3.Instructor will follow up this activity with the discussion questions below.

### Discussion Questions:

- 1.Why is the Charter of Rights and Freedoms important?
- 2.Why is the Human Rights Code an important?



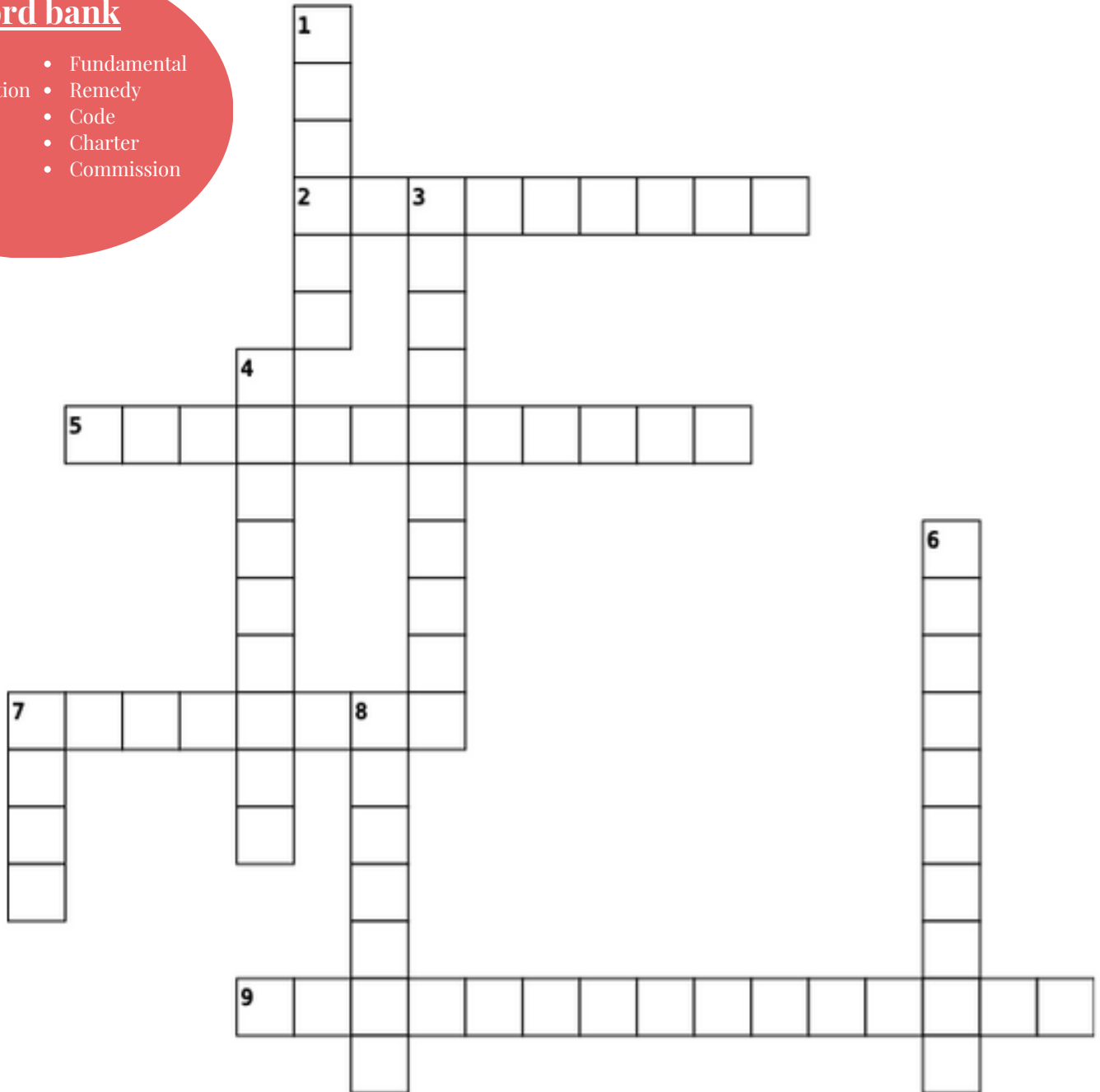
# Human Rights Crossword Puzzle



Instructions: Use the clues and the word bank to solve the crossword puzzle.

## Word bank

- Rights
- Discrimination
- Adequate
- Equality
- Universal
- Fundamental
- Remedy
- Code
- Charter
- Commission



### Across

2. A state of being equal or equivalent
5. Being an essential part of something.
7. Sets out those rights and freedoms that Canadians believe are necessary in a free and democratic society.
9. When a person is treated unfairly or differently because of some part of their identity

### Down

1. Something that corrects or counteracts
3. Something for everything or everyone
4. Suitable or enough for a requirement
6. A regulated body set up to investigate, promote or protect human rights.
7. Prohibits actions that discriminate against people based on a protected ground in a protected social area.
8. It is believed this belongs to every person



# Glossary



## Grade Level

**Gr. 7-8**

## Lesson Title

**The Right to A House**

## Subject

**Social Studies**

## Description

The glossary section provides definitions and explanations for the lesson.

## DEFINITIONS

### **Human Rights**

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life.

### **Canadian Charter of Rights and Freedoms**

The Charter is one part of the Canadian Constitution. The Constitution is a set of laws containing the basic rules about how our country operates, and the charter sets out the rights and freedoms that we believe are necessary in a free and democratic society.

### **Discrimination**

Discrimination is unfair treatment of one person or group of people, usually due to a part of their identity like the person's age, gender identity, religion, nationality, ethnicity (culture), race, or other personal traits.

### **Housing discrimination**

Sellers and landlords cannot refuse to sell or rent to a person for any reason other than not being able to afford it. If they refuse for a reason like the person's race, religion, gender, disability, family status, or nationality, this is considered housing discrimination and is in violation of the Charter of Rights and Freedoms.

### **Adequate housing**

Adequate housing means more than four walls and a roof. It provides safety, security and dignity. This means housing should be the right size, in a reasonable location, well-maintained with electricity/heat/water, culturally appropriate, affordable and accessible.

## LESSON RESOURCES

1. **Teacher's Guide**- The teachers's guide provides an introduction to the Shoebox Project lessons. This includes information about The Shoebox Project, why it matters and the learning objectives for these lesson plans. Please [click here](#) for details.
2. Evaluation rubrics- [Click here](#) to download