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Selecting Roommates and Recognizing Their Characteristics

TRANSITION OBJECTIVE

Students will learn to pick a roommate based on personal characteristics and tastes.

RELEVANCE TO SUCCESSFUL TRANSITION

Carefully choosing a roommate is very important and can affect every aspect of our lives. By teaching young adults some of the things they need to consider before choosing a roommate, problems can be minimized.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

As a new roommate, I . . .

❑ STEP 2: Convene Roundtable

"One reason I would like to have a roommate is ____."

❑ STEP 3: Advance Organizer

"Today you will learn how to choose and get along with a roommate."

❑ STEP 4: Activity - 30 Minutes

Explain to students that they will practice choosing a roommate, using the handout **Roommate Match Up**. First, have students complete the checksheet. Assist students with poor reading skills. Have students count the number of "a" and "b" answers in each section. Ask students who had more "a" answers in the first section, numbers 1-10, to stand on one side of the room and those who had more "a" answers in the second section, numbers 11-20, to stand on the other side of the room.

Tell students to compare their checksheet with others in their group to find the ones with the greatest number of "a" answers. Have students pick a roommate based on a match of at least five "a" answers. Help students work this out if needed. If there is an extra student, set up a group of three.

Tell students they will remain roommates throughout the rest of the unit activities.

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LIFE MANAGEMENT: Unit 3 LESSON 9

Roommate Match Up

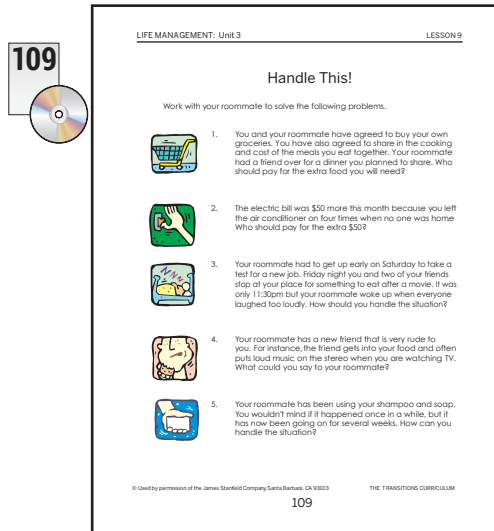
Read each statement and circle either "a" or "b":
 "a" = like me or "b" = not like me.

1. I keep the stereo turned up loud at home.	a. like me	b. not like me
2. I watch lots of shows and sports on TV.	a. like me	b. not like me
3. I like to stay up late watching TV.	a. like me	b. not like me
4. I like to sleep in and take it easy.	a. like me	b. not like me
5. I like to eat fast food and not cook.	a. like me	b. not like me
6. I usually have to borrow money from friends.	a. like me	b. not like me
7. I like to go out with friends.	a. like me	b. not like me
8. When I'm bothered, I have to talk about it.	a. like me	b. not like me
9. I don't mind if my room is messy.	a. like me	b. not like me
10. I don't like to clean, so I leave things messy.	a. like me	b. not like me

11. I like to listen to good, soft music.	a. like me	b. not like me
12. I watch TV when a good show is on.	a. like me	b. not like me
13. I almost always go to bed early.	a. like me	b. not like me
14. I usually get up very early.	a. like me	b. not like me
15. I like to buy groceries and cook meals.	a. like me	b. not like me
16. I like to pay bills on time and never borrow.	a. like me	b. not like me
17. I like to stay home and have friends over.	a. like me	b. not like me
18. When I'm bothered, I like to be alone.	a. like me	b. not like me
19. I keep my room neat and clean.	a. like me	b. not like me
20. I don't mind doing my share of chores.	a. like me	b. not like me

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❑ STEP 6: Evaluate Outcomes

One thing I learned about picking a roommate is “_____.”

❑ STEP 7: Connecting Activity

Have students brainstorm ten things they would like to see in a roommate. List them on the board. Give each student an envelope with three small pieces of paper inside. Have students write their names on the front of the envelope, then pass their envelope to the person on the left. The person receiving the envelope uses one piece of paper to write one positive reason this person would be a good roommate. Encourage students to use ideas written on the board. After one minute, have students send the envelope to the person to the left. The students repeat the activity and pass it to the person on the left one more time. End by having students send envelopes back to the owners. Encourage them to read the positive comments before the next class.

❑ STEP 5: Activity - 15 Minutes

With their roommates, have students solve the problems on the handout **Handle This!**. After five minutes, have roommates share solutions to one or more of the situations. End the lesson by having students mark the square labeled, *Find a Roommate*, on **The Game of Life**.

KEY WORDS

roommate

qualities

share

trait

compatible

MATERIALS AND PREPARATION

- Student Handouts: **Roommate Match Up**, page 108; **Handle This!**, page 109.
- Prepare to go over and use the checksheet. Be sure that students stay positive about each other in this activity.
- Become familiar with the situations on the handout.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening, Speaking
- Thinking Skills: Decision Making, Problem Solving, Visualizing
- Personal Qualities: Self-Esteem, Sociability, Self-Management, Honesty/Integrity