

# Lesson 3: It's Your Right

## OBJECTIVES

- Students will:
- Review the content and effectiveness of the current Public Service Advertisements (PSAs) involving fair housing
  - Create effective ads as part of a Fair Housing Campaign
  - Evaluate the effectiveness of personal fair housing PSAs using class-created criteria

## STANDARDS

**CCSS.ELA-Literacy.RL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that readers and listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-Literacy.RL.9-10.5** Make strategic use of print and digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## MATERIALS NEEDED

- Examples of PSA posters from the National Fair Housing Alliance (presented below as a reproducible)
- Access to computers (for PSAs, images, possible design)

## INSTRUCTIONAL ACTIVITIES

### Activity:

1. Begin by brainstorming with the class answers to the following discussion questions:
  - *What is a Public Service Advertisement?*
  - *Can you think of any examples of PSAs you have seen or heard? What made them effective/ineffective?*
  - *What are examples of components you believe should be part of an effective PSA campaign?*

(Consider criteria such as compelling phrases, eye-catching imagery and design, etc. Make a list as a class.)
2. Next, hand out the example of the current PSA advertisements from the National Fair Housing Alliance (available below as a reproducible, or online at [www.nationalfairhousing.org](http://www.nationalfairhousing.org), under 'Fair Housing Resources'). Either as a full class or in small groups, take time to answer the following questions:
  - *What examples of discrimination and/or advocacy are featured in this ad?*
  - *What important information does the ad contain?*
  - *What makes the ad effective? What might you change (if anything)?*
  - *What criteria can we add to the list we have started about effective components of a PSA campaign (from step one)?*
3. Next, divide the class into teams. Each team should take the time to create their own PSAs or posters modeled after the ones they have already viewed. Students may either pick a general theme (such as the importance of reporting discrimination) or a protected group (including race, color, religion, sex, national origin, disability, or familial status) as the basis for their work. If possible, students should have access to computers for imagery and other design resources. Use the criteria created in the prior steps as a checklist for the students for what should be included in their ad.

### Assessment:

Create a "PSA Gallery" where final ads and posters are placed around the classroom. Have students tour the "Gallery" and determine the most effective ad(s) of the class. They may even use some of the same questions from step two above to evaluate each other's work. Alternatively, students can present their PSAs directly to the class. Discuss as a class the reasoning behind their choices for their favorite ads.

## THINK IT OVER

- What examples of discrimination and/or advocacy are featured in these ads?
- What important information do the ads contain?
- What makes the ads effective? What might you change (if anything)?
- What criteria can we add to the list we have started about effective components of a PSA campaign (from classroom discussion)?

They told me to  
"Try someplace else."

So I did.  
I called HUD.



I found the perfect apartment near a park and public transportation. I asked for a reasonable accommodation for my service dog, but the landlord told me "no pets - try someplace else." So I called HUD and found out it's illegal for a housing provider to prohibit service animals. I filed a complaint, and now my dog and I have a great place to live.

### Fair Housing Is Your Right. Use It.

Landlords must make reasonable accommodations for persons with disabilities, such as allowing for service animals or providing an accessible parking space. Report housing discrimination to HUD or your local fair housing center.

Visit [www.hud.gov/fairhousing](http://www.hud.gov/fairhousing)

or call the HUD Hotline

**1-800-669-9777** (English/Español)

**1-800-927-9275** (TTY)



**NFHA**  
National Fair Housing Alliance



A public service message from the U.S. Department of Housing and Urban Development in partnership with the National Fair Housing Alliance. The federal Fair Housing Act prohibits discrimination because of race, color, religion, national origin, sex, familial status or disability. For more information, visit [www.hud.gov/fairhousing](http://www.hud.gov/fairhousing).

**UNLESS YOU REPORT  
HOUSING DISCRIMINATION,  
IT WON'T STOP.**



**Discrimination isn't always this obvious. But it is just as hurtful and illegal. Here are possible signs you might hear from a landlord:**

"There's a lot of traffic. It isn't safe for kids."

"The apartment I told you about on the phone has already been rented."

"My insurance won't cover a ramp if you get hurt."

"We only take English speaking people."

"The ad is wrong. The rent is really \$75 higher per month."

"Steps are what we have. We can't accommodate a walker."

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HOUSING DISCRIMINATION,  
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