



SECURITY: SECURITY SPENT

Essential Question: *What Are Trade-offs?*

Learning Targets:

Students will:

- Explain the difference between wants and needs.
- Gain perspective on the costs of different lifestyle choices.
- Reflect on trade-offs to stay within a budget.

Lesson Overview

In this exploration of security, the YPs will first begin to explore wants versus needs in a survival task. Through an online budgeting simulation, they will then apply this knowledge to the challenge of maintaining survival based on a fixed income. Using a gallery walk protocol, the YPS will then get to “dream big” by choosing various aspects of a lifestyle they want. In future lessons, they will consider what security they need in order to maintain this lifestyle.

Lesson Agenda

Opening (15 min)	<ul style="list-style-type: none">• Initiative: Lost on Mars
Work Time	<ul style="list-style-type: none">• SPENT Simulation (20 min)• Dream Big Gallery Walk (10 min)
Closure (5 min)	<ul style="list-style-type: none">• Take Five to Reflect

Materials

- Young Professional student packet
- Computers or mobile devices for student use.
- Dream Big stations.

FACILITATION NOTES

Options for Naviance. For districts that use Naviance, there is a product called The Real Game (<http://www.realgameonline.ca>). This provides an excellent online simulation where students select their lifestyle, hobbies, homes, etc. They then select a career, and have to re-budget to make their lifestyle fit within their reality. This can be used in place of the paper version of this activity.

The Real Game: <http://www.realgame.ca/en/games/TRG/index.html>. This is an in-depth game with options for different grade levels, with detailed facilitator notes, and multiple sessions. It emphasizes the “high five”:

1. **Change is Constant:** We change constantly and so does the world around us—including the working world. Most people now encounter many jobs, in different occupations, organizations, and industry sectors during their lifelong career journey. Adaptability and resilience are important skills to master. Every change, good or bad, brings new opportunities.
2. **Learning is Lifelong:** Since change is constant, learning needs to be on-going. Learning does not end with high school graduation or completion of post-secondary studies or training. Opportunities to learn are everywhere! Learn to recognize them and make your learning lifelong.
3. **Focus on the Journey:** Life is a journey. Identifying your goals and purpose gives your life direction. However, people who are too fixed on a destination can miss the doors of opportunity, relationships, situations, and possibilities that present themselves along the way. Become a good traveler on the journey of life.

4. **Access Your Allies:** The journey of life is not solitary. Friends, relatives, teachers, and neighbors can be willing and helpful allies in choosing next steps on your life journey. Anyone who knows and cares about you can be a great ally for you, and you for them.
5. **Follow Your Heart:** Know yourself, believe in yourself, and follow your heart. Imagining your future helps you understand what you really want in life. Knowing who you really are and what you want makes you strong and motivates you through life's challenges. Believe in yourself, and never be afraid to dream.

Source: Anaca Technologies Ltd. (o/a Career Cruising) 2012. The Real Game (Canada). <http://www.realgame.ca/en/games/TRG/index.html>.

IN ADVANCE

- Set up computers or mobile devices and bookmark the SPENT activity.

Vocabulary

Content	Tier II
security	needs, wants, rankings, survival

Opening (15 min)

Initiative: Lost on Mars (15 min)

In the near future, the Orion program plans to send the first humans to Mars. While every preparation is being put into place to ensure the mission to Mars is successful, NASA must plan for setbacks. For today's activity, we are going to imagine your Orion crew has to make an emergency landing on Mars.



1. **Use** equity sticks to select groups or form ahead of time.
2. **Direct** students to the <Lost on Mars Handout> in their student packets.
3. **Explain** the Double Ranking system.
 - YPs **rank** their items individually.
 - After two minutes, they will **collaborate** in groups to create a shared group ranking.
 - Students will have eight minutes to **discuss** and decide on their group ranking. As in any emergency, time is of the essence!
4. **Check for Understanding:** Who can share the steps we will take in this activity?
5. After groups have completed their shared rating, **project** NASA's rankings and explanations.

During earlier lessons on Collaboration, YPs set goals to improve behavior that "added to" group collaboration. It is important to highlight collaboration skills and each student's personal goals for growth. Additional collaboration reflection questions can be added to the debrief, time permitting.



Debrief: Lost on Mars



*How did you determine what **need** was the most important? What is a need? In your life, what needs do you have?*

Listen for: Shelter, air, food, love, security, freedom, respect.

Ask: How do you separate out needs from wants?

Work Time

Simulation: SPENT (20 min)

Your teams did a fine job of identifying your survival needs in extreme conditions. Next you will try to survive in a different extreme environment—making ends meet as an adult. You will take on the role of an adult who has recently lost their job. The objective is to last a

month without running out of money. You may have to make decisions that you would not normally make. Get ready to experience SPENT. Please make note of your choices on your SPENT: Mission Notes.

1. **Ask** the YPs to review their mission notes, so they will know when they need to record information. In pairs, have them play <http://playspent.org>.
 - Working in pairs, they will need to **discuss** decisions and come to a consensus before making a selection.
 - YPs will **follow** the online simulation in pairs, which will take about ten minutes. Fast finishers can repeat the scenario, as the simulation will offer different choices.
 - YPs should each **complete** separate **<SPENT Mission Notes>**.

SPENT Debrief



How many of you thought a thousand dollars was a lot of money? Did your view change over the simulation? What were some of the situations that you faced?

What decisions did you make? What were the results of those decisions? Did a decision ever “come back to haunt you”?

What would you have done differently if you had more money?

Now that you have completed the mission successfully, you are ready to think about your future as an adult. Right now, a thousand dollars sounds like a lot. However, as you just experienced, few people want to be in the position of being “spent”—surviving on 1,000 dollars a month. Many people have to—and you experienced a taste of that lifestyle. It’s stressful and hard to find options.

*We want you to have many lenses to make decisions about your future. The lens we are focusing on now is the lens of **security**. What does security mean?*

Listen for: *Being safe, job security, not having to be stressed.*

In order to make good decisions, it is important to have and understand facts before you make your decisions. While few people will want a “spent” lifestyle, it is important to know what kind of lifestyle meets one’s needs, values, and vision. This is different for every person. Just like having a low income has constraints like the ones experienced in SPENT, having a luxurious lifestyle has limits too: it requires a job that generates high amounts of income.



Dream Big Gallery Walk (10 min)

We are going to start by having you select your “Dream Big” lifestyle. You will select where you want to live, what you want to drive, and things you want to do in your leisure (spare) time.

⇒ In advance, prepare space for each decision group (Housing, Transportation, Leisure) with photos and text for each choice.



1. **Model** walking around and selecting a house, car, or leisure activity. Model recording the choice and its cost on the [<Dream Big Organizer>](#).
2. **Play** music. As YPs listen, ask them to silently visit the groups and record their first round of lifestyle choices on the [<Dream Big Organizer>](#). When the music stops, have them return to their seat.
3. **Circulate** to assist.
4. **Instruct** them to add up the costs of their lifestyle.
5. **Collect** these organizers until the next session (Keep it Real Round One).

You just selected one lifestyle and added up the costs. Next session we will continue our simulation for exploring the lens of security.

Closure (5 min)

Take Five to Reflect

To close, let's take a moment to reflect on the Spent activity—especially as compared to the Dream Big Gallery Walk.

Direct students to the [<Take Five To Reflect>](#) Exit Ticket in their student packets.



Say: *Reflect on a decision you struggled to make in order to “last the month”. What thoughts went into the decision, and did it align with your values? How did the decision make you feel?*

School to Home Connection



Ask an adult about a time they had to make a difficult decision to make ends meet. What was the challenge and how did they solve it? How did they feel about the situation?



Name:

Date:

SECURITY: *What are Trade-Offs?*

Today's Learning Objectives:

I can:

- Explain the difference between wants and needs.
- Gain perspective on the costs of different lifestyle choices.
- Reflect on the trade-offs to stay within a budget.

In this lesson, I will encounter two simulations that will initiate thinking about budget concerns. After several lessons about spark and individual interests, the security lessons begin to bring in another practical way to address careers. In the activities presented, I must make choices and my rank wants and needs while budgeting. Through this lesson, I will begin thinking about the real-world costs associated with daily life and how dealing with them pertains to career success.

Today's Activities:

- Initiative: Lost on the Moon
- SPENT Simulation
- Dream Big Gallery Walk
- Take Five to Reflect

LOST ON THE MARS

Your spaceship has just crash-landed on the Mars. You were schedule to rendezvous with a mother ship 200 miles away on the surface of the Mars, but the rough landing has ruined your ship and destroyed all the equipment on board except for the 15 items listed below. Your crew's survival depends on reaching the mother ship so you must choose the most critical items available for the trip. Your task is to rank the 15 items in terms of their importance for survival. Place the number 1 by the most important, number 2 by the second most important, and so on.

<u>Individual Rating</u>	<u>Item</u>	<u>Group Rating</u>
	Box of matches	
	Food concentrate	
	Fifty feet of nylon rope	
	Parachute silk	
	Solar-powered portable heating unit	
	Two 45-caliber pistols	
	One case of dehydrated milk	
	Two 100-pound tanks of oxygen	
	Stellar map (of the moon's constellations)	
	Self-inflating life raft	
	Magnetic compass	
	Five gallons of water	
	Signal flares	
	First-aid kit containing injection needles	
	Solar-powered FM receiver-transmitter	

ITEM	NASA REASONING	NASA RANK	GROUP RANK	ERROR POINTS
Box of Matches	No oxygen on the moon: worthless	15		
Food Concentrate	Efficient means of energy	4		
50ft Nylon rope	Useful in scaling cliffs, tying injured together, etc.	6		
Parachute silk	Sun protection	8		
Solar Powered heating unit	Not needed unless on dark side of the moon	13		
2 45-Caliber Pistols	Possible means of propulsion	11		
Case of dehydrated milk	Bulkier duplication of food concentrate	12		
Two 100lb oxygen tanks	Most pressing survival need	1		
Stellar Map	Primary means of navigation	3		
Self-inflating life raft	Co2 bottle in raft may be used for propulsion	9		
Magnetic Compass	Magnetic field on moon not polarized: useless	14		
5 gals. Water	Replacement for tremendous liquid loss on light side of moon	2		
Signal Flares	Distress signal when mother ship is located	10		
First-aid kit with injection needles	Needles fit special aperture in space suits	7		
Solar-powered FM 2-way radio	For communication with mother ship, but FM requires line-of-sight transmission, short range	5		

TOTAL ERROR POINTS: _____

SPENT: Mission Notes

Assignment: Last the month on 1,000 Dollars

What job did you have?

How much did you earn before taxes?

After?

Name at least three choices you would “do differently” if you had more money:

-
-
-

Did you make it through the month?

What is one fact you learned about the challenges many adults face in “trying to make ends meet”?

Dream Big Organizer

Name: _____

	Description	Cost
Where I want to live...		
What I want to drive...		
What I want to do with my free time...		

Total Cost: _____

Take Five to Reflect

Directions. Reflect on a difficult decision you made during the Spent activity in order to “last the month”. How did you come to this decision, and did it align with your values? How did the decision make you feel? How was the Dream Big activity different?

School to Home Connection

Directions. Interview an adult at home or in your community about a time they had to make a difficult decision to make ends meet. What was the challenge and how did they solve it? How did they feel about the situation?

Facilitator Documents:

Box of Matches	No oxygen on the moon: worthless	15
Food Concentrate	Efficient means of energy	4
50ft Nylon rope	Useful in scaling cliffs, tying injured together, etc.	6
Parachute silk	Sun protection	8
Solar Powered heating unit	Not needed unless on dark side of the moon	13
2 44-Caliber Pistols	Possible means of propulsion	11
Case of dehydrated milk	Bulkier duplication of food concentrate	12
Two 100lb oxygen tanks	Most pressing survival need	1
Stellar Map	Primary means of navigation	3
Self-inflating life raft	Co2 bottle in raft may be used for propulsion	9
Magnetic Compass	Magnetic field on moon not polarized: useless	14
5 gals. Water	Replacement for tremendous liquid loss on light side of moon	2
Signal Flares	Distress signal when mother ship is located	10
First-aid kit with needles	Needles fit special aperture in space suits	7
Solar-powered FM 2-way radio	For communication with mother ship, but FM requires line-of-sight transmission, short range	5

