



SECURITY: THE NEW ECONOMY

Essential Question: *What Does Today's World Demand to Be Economically Successful?*

Learning Targets:

Students will:

- Use skills of inference to interpret data.
- Distill important ideas from a media presentation (video).
- Share and receive new information.
- Use the lens of security to shape a future-ready identity.

Lesson Overview

The young professionals will look deeper at their future through a security lens. What does today's world demand? Is it the same world of work and education that their parents faced? Where are opportunities and how can they best prepare for these opportunities? The YPs will begin by looking at mystery data. Then, a short video will explore success in the modern economy—pushing against some common held assumptions about college, work, and economic opportunity. There is much information in the video, and the YPs will share this through the Give One, Get One, Move On protocol. Finally, they will use an exit ticket to highlight takeaways and lingering questions.

Lesson Agenda

Opening (15 min)	<ul style="list-style-type: none">• Mystery Data
Work Time	<ul style="list-style-type: none">• Video: Success in the New Economy (15 min)• Video Discussion Questions (5 min)• GoGoMo (10 min)
Closure (5 min)	<ul style="list-style-type: none">• 3, 2, 1 Exit Ticket

Materials

- Projector and speakers for video
- Notecards for exit ticket
- Young Professional student packet

FACILITATION NOTES

Respect for all Work. In the discussion of jobs and career it is important to speak of all work with respect. Some students may come from families or neighborhoods where “jobs” are more normal than careers. It is important not to layer bias on this subject, but present it in a respectful manner where the outcome is having youth informed about opportunities and options—and the choices and decisions they will need to make to access a multitude of options.

Mystery Data/Text. This protocol is used to activate critical thinking skills. The first Mystery Text has absolutely every label removed. Review this data ahead of time

Success for the New Economy. It is important to pre-watch this video. It is important to emphasize that ALL opportunities in the new economy require **some post-secondary credential**. It is also important to highlight that the students, with their lenses, will navigate their future based on interests, talents, goals, and values.

Give One, Get One, Move on (GoGoMo). This protocol can follow any experience: film, reading, speaker, etc. It can be used to check for understanding as a formative assessment, to spread or review salient ideas, or to encourage students to use content language and/or review concepts.

IN ADVANCE

- Preview the short video: Success in the New Economy. <https://vimeo.com/67277269> or <https://www.youtube.com/watch?v=AcNSpKX8kVs>.

- Preview the mystery data: **<Where Jobs Are & How Much Jobs Pay by Field>**. If interested in the full report, see: https://cew.georgetown.edu/wp-content/uploads/StateProjections_6.1.15_agc_v2.pdf.

Vocabulary

Content	Tier II
economy, post-secondary, degree,	opportunity

Opening (15 min)

Mystery Data



Are you ready for a good mystery? Get ready to puzzle out some data. For this activity you will use your background knowledge to try to make sense of visual data. Remember, making the right guess is not as important as being able to justify your thinking with examples from the real world.

Part of the Mystery Data protocol is to hold space for students to struggle with making meaning. Take care not to “rescue” them from this discomfort by revealing too much information or leading with questions. Disequilibrium is part of the learning process and working through it helps to develop productive persistence.



1. **Ask** the young professionals to look at the **<Mystery Data Slide 1>** (this slide has no labels).
2. **Invite** them to think about the data and what the pie chart could represent.
3. **Invite** them to turn to a colleague and share their ideas.
4. **Use** equity sticks to call on the young professionals to share their thinking.
 - **Follow** up by asking probing questions, but take care to neither confirm nor negate their guesses.
5. **Project** the **<Mystery Data Slide 2>** that reveals additional information.
6. Again, **tell** the young professionals to think-pair-share, revising their original hypotheses.
7. **Ask:**
 - *Does the new information confirm or contradict your original thinking?*
 - *With this new information, what hypotheses can you make?*
8. **Use** equity sticks to call on the young professionals to share their guesses.
9. **Project** the **<Mystery Data Slide 3>** that has everything labeled and has a title.

10. **Ask:** *What does this data tell us? Why does it matter?*
11. **Repeat** with a second set of mystery data if time allows.

Work Time

Video: Success in the New Economy (15 min)

We will now watch a video that will deepen your understanding about some changes in the world of education and work. You will face a very different world than I did, or your parents did. Looking at information to help make decisions will give you agency—or power to direct your life.



1. **Direct** the YPs to the **<Success in the New Economy Note Catcher>** in their student packets.
2. **Be** transparent about learning strategies. Inform the YPs that there is a different purpose between watching television for fun or entertainment and watching a program to learn.
 - Feel free to **add** lighthearted touches (e.g. *I don't take notes when I watch Game of Thrones/ House Hunters International/ the NBA playoffs*).
3. **Share** the strategy of taking process notes. Students should watch, take notes, and reflect on the new information using the questions provided.



This topic can feel adult and weighty to young people, so including humor and making connections to adolescent life can help make the topic more accessible. Why is this important? Because you don't want to live in your mama's basement your whole life! As you use humor, ensure that it is respectful, appropriate, and connects to the culture and experiences of your students.

Project the short movie. It is fast moving, so there may be the need to watch it a second time.

Video Options:

- **Watch** the first 4:41 seconds.
- **Watch** to 4:41. Skip to 5:33. (This skips a possibly confusing section).
- **Project** the video in its entirety (9 minutes).

Discussion Questions (5 min)

(Select questions relevant to the students and the lesson time. This can be a pair-share, small group, or whole class debrief.)

How would you explain the difference to an uncle, aunt, or parent between today's world and the world they experienced at your age? Does a four-year degree always pay off? What are things to consider as you look at possible careers?

Give One, Get One, Move On (10 min)

1. **Ask** students to review their five new ideas from the <Success in the New Economy Note Catcher>. Next, have them turn to the <GoGoMo> sheet.
2. **Invite** the group to get up and mingle.
3. After 30 seconds, **call** out "Give One/ Get One".
4. Participants **form** pairs with the closest colleague and each student shares one new idea with the other. In this way each person "gives one" and "gets one".
5. **Call** "Move on" and the students will mingle again.
6. **Repeat** the sharing for four to five rounds.

Adding music offers a "musical chairs" feel.

Closure (5 min)

Three, Two, One Exit Tickets



Today we further explored the security lens. This lens is often overlooked when people think about their future. Knowing one's skills, interests, and talents is important, but so is developing an understanding of the costs and returns on education and the many opportunities that exist. Hopefully, you learned something new.

1. **Distribute** exit tickets.
2. **Project** or write the following to guide the exit ticket:
 - 3 new ideas learned.
 - 2 questions you have.
 - 1 thing that you disagree with or would like to challenge.

School to Home Connection



Show the **Success in the New Economy** video to a family or community member.

After the video, **ask**:

- *What did you think of the film? Was anything surprising? Do you have any questions?*
- *Does this make sense given current events?*
- *Do you think the source is a trustworthy one? Why or why not?*



Name:

Date:

SECURITY: What Lifestyle Can I Afford with a High School Diploma?

Today's Learning Objectives:

I can:

- Use skills of inference to interpret data.
- Distill important ideas from a media presentation (video).
- Share and receive new information.
- Use the lens of security to shape a future-ready identity.

I will begin to look deeper at my future through a security lens. What does today's world demand? Is it the same world of work and education that my parents faced? Where are opportunities and how can I best prepare for these opportunities? The lesson will begin by looking at mystery data. Then, a short video will explore success in the modern economy—pushing against some common held assumptions about college, work, and economic opportunity. There is much information in the video, and I will share with my peers through the Give One, Get One, Move On protocol. Finally, I will use an exit ticket to highlight takeaways and ask any lingering questions.

Today's Activities:

- Keep It Real, Round 2: Think, Write, Pair, Share
- Simulation: Keep It Real, Round 2
- Keep It Real, Round 2 Debrief

Success in the New Economy Note Catcher

Directions. Watch Success in the New Economy and record five interesting or surprising facts.

1.

2.

3.

4.

5.

Get One, Give One, Move On

Directions. Follow the GoGoMo protocol as instructed. Record the new information received from your peers here.

1.

2.

3.

4.

5.

Three, Two, One Exit Ticket

Directions. Record 3 new ideas learned, 2 questions you have, and 1 thing that you disagree with or would like to challenge.

Ideas

3.

2.

1.

Questions

2.

1.

Challenge

1.

School to Home Connection

Directions. Watch Success in the New Economy (<https://vimeo.com/67277269> or <https://www.youtube.com/watch?v=AcNSpKX8kVs>) with an adult at home. After the video, ask:

- *What did you think of the film? Was anything surprising? Do you have any questions?*
- *Does this make sense given current events?*
- *Do you think the source is a trustworthy one? Why or why not?*
