

Possible Futures



Facilitator Guide: How to Prepare for This Lesson



LENSES ON THE FUTURE

Lesson 1—Self: The Me I Choose

Table of Contents

Table of Contents	2
About This Facilitator Guide	3
Before You Get Started	3
Flipgrid Instructions – Setting up Flipgrid	4
Using Editable PDFs	7
Ask an Expert Interviews (Optional)	8
How to Implement This Unit	9
Alignment of Learning Outcomes for the Unit	9
Tracking Completion of Lessons	10
Lesson 1 Components	11
Unit Overview	11
Guiding Question	11
Vocabulary in This Lesson – Flip Card Activity	11
Learning Targets	11
Alphabiographies – Process Block	12
Personal Identities Wheel: The Me I Choose	12
Material World	13
Closure: Reflection Journal	13
Thinking About Your Future	14
Career Pathways	14
Lesson Completion	14
Extension Activity – Am I Typical?	14

About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **The Me I Choose – How Do My Choices Create My Identity?**

Instructions for using the SCORM files in Blackboard and Canvas can be found at this [link](#). Instructions for using Flipgrid can be found in this guide.

While this lesson is designed for online learning, you will find information in this guide about In-Person Learning Adaptations to help you facilitate your students who may be completing this lesson in the classroom instead of online. Call-outs will provide guidance on how to adapt various activities for in-person learning.

Before You Get Started

Before you get started with this lesson, please be sure to:

- Read through the facilitator guide.
- Download SCORM. (You will only need to add SCORM once. After that, you will be set to use SCORM for any remaining lessons.)
- Review the Rise lesson.
- Prepare any resources needed for the lesson.
- Set up Flipgrid.

2. Set Access and Share

After creating the Topic, choose how the learners will access it. If they have email addresses, add the domain (everything after the @ symbol in their email address). If the learners do not have email addresses, create usernames for each learner. Invite families and guests by adding a guest password.

Share the Topic by using one of the Share buttons or copy and paste the unique Join Code wherever you connect with your community.

3. Learners Respond

After entering the Join Code, learners gain access by logging in via email or username.

Learners can share their voices by recording a short video with Flipgrid's fun, simple, and powerful camera. It is packed with everything they need to tell their story, including text, emoji, inking, boards, screen recording, and the ability to upload clips.

References:

[Educator Step-by-Step Guide](#)

[Educators: A Teacher's Guide to Flipgrid \[YouTube\]](#)

[Educator Guide to Flipgrid](#)

Student Step-by-Step Guide

A learner can create a video to submit to the educator in a few easy steps!

1. Locate the Join Information From Your Educator

Your educator would have given you one of these ways to join the discussion:

- A Join Code (e.g., FGrid3567, a591dc5d) or a QR code
 - A Join Link (e.g., <https://flipgrid.com/FGrid3567>, <https://flipgrid.com/a591dc5d>)
 - If you don't have a school-provided email, then a unique username or guest password
- Flipgrid** works on most web browsers and mobile devices. Microsoft Edge or Google Chrome is recommended for the best web experience. For easy access to Flipgrid, download the Flipgrid extension. On mobile devices, download the free Flipgrid app for iOS and Android devices.

2. Join the Discussion

Get the educator's discussion by using the link or code provided by your educator in Step 1.

- If you have a Join Link, select that link.
- If you have a Join Code,
 - Go to your web browser and enter <https://flipgrid.com>. You'll see an area to enter a Join Code. Type the Join Code and press Enter on your keyboard.
 - On the Flipgrid mobile app, enter the code.
- If you have a QR code, scan the QR code with your device camera or the Flipgrid mobile app.

You'll see a prompt to log in. Enter the student username or password. If your student username or password is not working, be sure to double-check the case and space sensitivity.

Tip: If you're prompted to log in, choose Google if your school uses Google Classroom, Docs, and Drive. Choose Microsoft if your school uses Word, OneDrive, or Microsoft Teams.

3. Record and Submit

Once you've joined, you'll see your educator's Topic or discussion prompt. Follow the instructions and when you're ready to record, select the red Record a Response button or the Flipgrid logo for the camera to start.

When you're using the Flipgrid camera, you can record a video in these three easy steps:

- Tap to record: Tap the record button on the bottom to start. Add fun stickers, filters, text, and more. Tap the arrow on the bottom-right to advance.

 Review your video: Trim, split, rearrange, or add more. Tap the arrow on the bottom-right to advance.

 Submit your video: Edit your cover image and name, add a title, or attach a link. Then submit.

The Flipgrid camera offers a lot of fun and creative ways for you to share your ideas and voice! [Check out all the camera features here](#). Learn [how to import a custom video](#) or [how to include a screen recording](#).

References:

[Getting Started: Students](#)

[Getting Started with Flipgrid – Students \[YouTube\]](#)

Using Editable PDFs

Most lessons include the use of an editable PDF for students to capture responses to questions and other activities.

Guiding language is included in the lesson to help students access and use the editable PDFs where they appear.

For students who will be using Chromebooks, student will need to use the Print to PDF function to save their editable PDFs to their device. Here's how to do this:

1. Open the editable PDF and select CTRL + P.
2. Open the file destination where the file will be saved.
3. Select Save as PDF.
4. Select Print. Your document is now "printed" as a PDF file which will save your work.

PDFs cannot be submitted via the Rise interactives. If you plan to collect these documents for career planning portfolios or grading, you will need to coordinate that with your students.

To view a video on using Flipgrid and editable PDFs in the lessons, select [this link](#).

Ask an Expert Interviews (Optional)

You may choose to include an “Ask an Expert” interview in this lesson.

An interview provides an opportunity for students to talk with and ask questions to the experts who work in various professions to learn about their career journeys, current job roles and responsibilities, and glean valuable insights.

Additionally, an interview also provides the following benefits for the students:

- Real-world information about careers
- An awareness of the workplace habits and interpersonal skills needed to succeed in any job
- Further encouragement to go to college or post-secondary training, apprenticeship, etc., and get ready for the career of their choice
- An understanding of the fact that each person’s career journey is unique and that most people encounter obstacles and challenges that they must overcome to reach their goals

When selecting experts to participate in the small group interviews, look for “down to earth” people who you think are good speakers and who would be comfortable talking to young students, aged between 12 and 14. An ideal ratio is one expert for every five students.

There are two options that can be used if you choose to use an Ask an Expert interview:

- Schedule a Zoom/Skype call with an expert in the field.
- Find an existing YouTube video of an expert to share with students.

In-Person Learning Adaptation: For in-person learning, project/share the Zoom/Skype call with an Expert with your class. YouTube videos may also be projected/shared in-person. You can consider facilitating further discussions on the key takeaways from the session and/or a specific topic discussed in the session.

Review the following resource for additional information:

[Career and College Exploration Experiences: Planning for Success](#)

How to Implement This Unit

For students to get the most value from this unit, please plan on implementing all lessons in this unit in sequential order.

When it may not be possible to implement the entire unit, we recommend implementing the following lessons to support optimum student learning based on the time available:

- Best practice: All 12 lessons in order
- Recommended combinations: Choose any of the following:
 - Stand alone: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11
 - Pairs: Lessons 1 and 2; Lessons 2 and 3; Lessons 3 and 5; Lessons 1 and 9, Lessons 3 and 8
- Trios: Lessons 1–3; Lessons 3, 5, and 6; Lessons 1, 4, and 9; Lessons 1, 8, and 10
- Mini 4–lesson unit: Lessons 2, 3, 5, 8, and 10

Alignment of Learning Outcomes for the Unit

The program learning outcomes for Possible Futures 2.0 are:

- A. Gain awareness of and exposure to a wide array of careers.
- B. Increase self-awareness and begin to form their potential occupational identity.
- C. Develop employability skills.
- D. Develop foundational technical skills as appropriate.
- E. Be positioned to make more informed educational choices.
- F. Transition to high school with an actionable plan for next steps.

The curriculum learning outcomes for the Lenses on the Future unit are:

Develop an understanding of personal values, cultivate agency and identity, and leverage a framework to navigate choices.

Self:

1. Students learn to evaluate future options for career and college by considering their own interests, talents, culture, and values. Students identify what currently fascinates them and explore new interests.
2. Students identify their own interests, talents, culture, and values.
3. Students consider how their own interests, talents, culture, and values could influence career and education choices.

Society:

4. Students consider how they can contribute to their communities, noting the complex ways that a diversity of fields and careers support solutions to local and

global problems. The society lens asks: What are the problems that face your generation and how will your unique talents help solve these pressing challenges?

5. Students build an understanding of their community and how they fit into it.
6. Students consider how a variety of careers contribute to solving community problems.

Security:

7. Students build background knowledge to prepare them for future decisions and financial realities, learning about the practical elements of future-ready thinking. The security lens guides young people to evaluate educational and career options with a view toward cost, permeability, high-demand fields, future earning potential, and careers that offer opportunities for advancement.
8. Students evaluate educational and career options as they relate to cost, permeability, high-demand fields, future earning potential, and careers that offer opportunities for advancement.

The Arizona Career Literacy Standards for grades 5 through 8 can be found at [this link](#).

This lesson’s learning outcomes align with the program learning outcomes (PLOs), curriculum learning outcomes (CLOs), and Arizona Career Literacy Standards (CLSs) as follows:

CLOs	Lesson Learning Outcomes	PLOs	CLSs
1, 2, 3	Identify components of your personal identity.	B	2.0, 6.0, 7.0
1, 2, 3	Define personal identity as a reflection of individual traits, choices, and options within one’s control.	B	2.0, 6.0, 7.0
1, 2, 3	Consider the way multiple identities frame your perspectives.	B	2.0, 6.0, 7.0

Tracking Completion of Lessons

If you are using SCORM Cloud or Canvas with the lessons in this unit, completion tracking options are available. If you are not using either platform, please determine if and/or how you plan to track the completion of lessons by the students.

Lesson 1 Components

Unit Overview

Students are introduced to the 12-lesson unit: The Lenses on the Future unit equips you to chart a path to future success by identifying your personal interests and strengths, researching college and career opportunities, and considering potential ways you can contribute to society.

Students select the lenses to find out more about each of them.

Guiding Question

The guiding question is intended to provide a focal point for each lesson. This lesson's guiding question is:

- **How Do My Choices Create My Identity?**

Vocabulary in This Lesson – Flip Card Activity

The flip card activity is designed to familiarize students with key vocabulary terms and definitions for this lesson. Students must flip each card to proceed in the lesson.

- **Identity:** The qualities, beliefs, and so on that make a particular person or group different from others
- **Trait:** A quality that makes one person or thing different from another
- **Attribute:** A usually good quality or feature that someone or something has
- **Facet:** A part or element of something

Learning Targets

By the end of this lesson, students will be able to:

- Identify components of your personal identity
- Define personal identity as a reflection of individual traits, choices, and options within one's control
- Consider the way multiple identities frame your perspectives

Alphabiographies – Process Block

In this activity, the students will learn how to write an alphabiography with the help of images and an example. It is presented on a Rise course component called a process block. By selecting the arrows on the left or the right of the process block, the student can view the steps or sections as needed.

The students will then write their own alphabiography in the **Alphabiography** section of this lesson's editable PDF. This section ends with instructions that tell the students how to download and use the editable PDF.

In-Person Learning Adaptation: For in-person learning, the facilitator can explain how to write an alphabiography by revealing and discussing the steps and images in the process block before students work on their own alphabiography.

Personal Identities Wheel: The Me I Choose

In this section, the students will be asked to think about the many aspects of their personal identity by recording their favorite:

- Hobbies
- Skills
- Personal traits
- Books, movies, or tv shows
- Organizations
- Future goals
- Pet peeves
- Defining moments

The students will then be asked to complete the activity given in the **Personal Identities Wheel** section in this lesson's editable PDF. The students will be provided with the Word Bank to help them with the activity.

In-Person Learning Adaptation: For in-person learning, the facilitator can review the personal identities wheel image with the students and ask them to answer one by one.

Material World

In this section, students are asked to look beyond their personal identities and find some similarities and differences between them and the larger world community. The students are asked to view a website with images of families from around the world and think about the following questions:

- What do you notice about each family and its belongings?
- What kinds of things are similar?
- What are the differences?
- What do you wonder about these families?

The students are then asked to complete the activity given in the **Material World** section of this lessons' editable PDF. The activity is divided into two sections. In the first section, given on the first page, the students are asked to choose five families and record their thoughts about each family image, and then on the second page, the students are asked to compare and contrast the images they chose.

Closure: Reflection Journal

In this section, students are given the choice to record their responses to the following questions either in the lesson's editable PDF or they can share their responses with their peers on Flipgrid.

- Are you average? What does it mean to be average?
- Is average synonymous with normal? When you saw the images of other families in the Material World exercise, did they seem normal?
- Have you ever thought of yourself as normal and people different from you as strange, odd, or abnormal?
- How might we communicate differently with each other if we viewed everyone as "normal?"

If they choose Flipgrid, remind the students to include your class hashtag in the title of the post.

Thinking About Your Future

Students will see the following statement on Rise: “In this lesson, you were introduced to the Lenses on the Future and you began to explore aspects of your personal identity.”

Before moving on to the next lesson, think about how you might respond to these questions:

- Do you enjoy reflecting on your own identity?
- What makes personal reflection challenging?

Career Pathways

Share the following with your students: “It’s never too soon to start exploring future career options!”

Students can access the resources at this link: [Pipeline AZ Career Exploration](#).

Encourage the students to explore a career from their quiz results.

Lesson Completion

At the end of the lesson, students will see the following message on Rise:

In future lessons, you will continue to explore your personal identity before considering some decisions about your future and your role in your community.

Extension Activity – Am I Typical?

A theme of the lesson is that the average American youth may not be as “typical” as they think they are. Consider showing “7 Billion: Are You Typical?” by National Geographic (<https://www.youtube.com/watch?v=4B2xOvKFFz4&t=13s>) and encouraging them to broaden their understanding of “average” or “normal” can help them be more accepting of the broad global diversity they will experience in college and careers.