

Possible Futures



Facilitator Guide: How to Prepare for This Lesson



LENSES ON THE FUTURE Lesson 10—Society: Values Hold ‘Em

Table of Contents

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)	7
How to Implement This Unit	8
Alignment of Learning Outcomes	9
Tracking Completion of Lessons	10
Lesson Components	11
Guiding Question	11
Vocabulary in This Lesson – Flip Card Activity	11
Learning Targets	11
Would You Rather... – Activity	11
Flipgrid Activity – Reflecting on Your Choices	12
Values Hold ‘Em – Tabs Block & Sorting Activity	12
Values Hold ‘Em Decoded	12
Order It! Family Values – Process Block	13
Thinking About Your Future	13
Career Pathways	13
Lesson Completion	13
Extension Activities	15

About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Values Hold ‘Em Lesson – How Do My Choices Reflect My Values?**

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.

Flipgrid Instructions – Setting up Flipgrid

Both educators and students will need to set up Flipgrid for use.

Educator Step-by-Step Guide

Set up your free educator account at [Flipgrid.com](https://flipgrid.com) and create a **Topic** for the class. Please copy and paste the heading from the facilitator guide that pairs with the Flipgrid so that the topic aligns with student expectations. A Topic is a discussion prompt for students. Students respond to the Topic with a short video using our fun, social-media-style camera. Students can watch and comment on videos from peers, with the educator in complete control.

1. Create a Topic

Topics start the conversation in Flipgrid. Just write a prompt and include anything for students to review before responding, such as videos and links.

When you create a new Topic or Group, a Join Code is automatically created for it. To share the Join Code to your Topic or Group, log in to your educator account. Select the blue Share button to access your Join Link and Join Code, as well as other ways to share your discussion.



The Join Code also creates a link. Copy/paste the link in emails, texts, social media, Google Classroom, or other websites to invite your learners to join. You can download/print QR codes for learners to scan on the Flipgrid app. The Flipgrid app and flipgrid.com offer a QR scanner on the homepage.

The student receives the Join Code in the form of a link, a code, a QR code, or a guest username and password. The student can then enter the student username or password.

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 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.

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, they 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 to 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 the 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

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

4, 6	Reflect and make choices based on different scenarios.	B	2.0, 6.0, 7.0
4, 5, 6	Analyze scenarios based on your personal values.	B	2.0, 6.0, 7.0
4, 5, 6	Analyze your values using a series of activities.	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 10 Components

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 Reflect My Values?**

Lesson Overview

In this lesson, the students will explore values and come up with characteristics of values.

The students will start with an activity where they will select and discard values based on their personal importance to them.

Then, the students will be asked to reflect on their value choices and how those choices might affect their decisions.

Finally, the students will have the opportunity to work with a family member or trusted friend to learn how their values align with each other and where they differ.

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.

- **Attributed:** To think of something as being made or created by someone
- **Values:** Basic beliefs that guide or motivate attitudes or actions. They help us determine what is important to us.
- **Discard:** To get rid of
- **Faceup:** With the face of something (usually a card) up

Learning Targets

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

- Reflect and make choices based on different scenarios
- Analyze scenarios based on their personal values
- Analyze your values using a series of activities

Would You Rather...

In this activity, students will answer questions, each with two answer choices. The students will decide which choice in each statement appeals to them more.

In-Person Learning Adaptation: For in-person learning, the facilitator can share the questions with the students via a projector and then ask the students to discuss if thinking more about values changed anything about the way they answered the questions.

Reflecting on Your Choices – Flipgrid Activity

In this section, students will use Flipgrid to share their feedback on the “Would You Rather” activity with their peers. Then the students will use Flipgrid to answer these questions:

- Did thinking more about values change anything about the way you responded to the “Would You Rather” questions?
- Why or why not?

Remind the students to **include your class hashtag in the title of the post.**

Values Hold ‘Em – Sorting Activity

In this section, students will think about the values they would like to keep and the ones they would like to give up. The students will also consider how their values and choices can contribute to their community. The students will then be prompted to perform a card sorting activity. They will read through each card and choose whether they would like to place the card in the “Values I Will Keep” category or “Values I Will Give Up” category.

The students will have to drag and drop each card to place them in each category. After they have sorted all the cards, they will have to select “Submit” to see the values they sorted into each category.

In-Person Learning Adaptation: For in-person learning, the facilitator can share the cards with the students via a projector. The facilitator can then take cues from the questions given in the Values Hold ‘Em Decoded section and ask the students to discuss their thoughts on the activity.

Values Hold ‘Em Decoded

In this section, students will think about the cards and the category they chose in the Values Hold ‘Em sorting activity and then answer the following questions:

- What did you keep and what did you give up?
- Do you think these choices reflect your values? Why or why not?
- Based on these values, what life choices or careers might you consider?
- How could your values affect your life choices? (For example, I value family, so I chose a career without travel to spend summers with my children. I value innovation, so I studied design, etc.)

The students are then prompted to record their responses in the **Values Hold ‘Em Decoded** section of this lesson’s editable PDF. This section ends with the instructions that tell the students how to download and use the editable PDF.

Order It! Family Values – Process Block

In this activity, students will explore and compare their values with a family member or a trusted friend by completing the **Order It! Values** section of their editable PDF.

It will be presented on a Rise course component called the process block. By selecting the arrows on the left or the right of the process block, the student can view each step related to the activity.

The students are then prompted to interview their family member or a friend and record their responses in the **Family Values Interview** section of this lesson’s editable PDF.

Remind the students to turn and talk with a peer or find time to talk with a family member or friend in order to complete the lesson.

Thinking About Your Future

Students will see the following statement on Rise: “You have examined what it means to make choices based on your personal values. In this lesson, you learned about using your values to analyze different scenarios and how your values align with those around you.”

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

- What surprised you about how your choices reflect your values?
- How will you use what you learned in this lesson to more effectively make choices based on your values?

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 learn more about topics like building community, identifying your personal brand, and the role of contribution in your career choices.

