Possible Futures

Facilitator Guide:
How to Prepare for This Lesson

LENSES ON THE FUTURE
Lesson 8—Security: Holland Codes

Table of Contents

About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Holland Codes – What is My Career Personality?**

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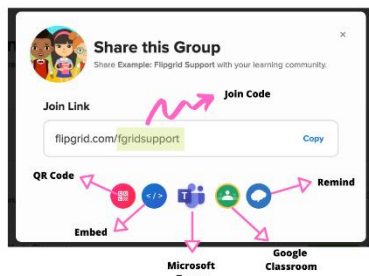
    The Join Code also creates a link. Copy/paste the link in emails, texts, social media, Google Classroom, or other websites to invite your learners to join. You can download/print QR codes for learners to scan on the Flipgrid app. The Flipgrid app and flipgrid.com offer a QR scanner on the homepage.

    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.
   ● 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
7, 8	Describe your career personality using the Holland Code personality types.	A, B, E	1.0, 2.0, 7.0
7, 8	Evaluate careers that match your Holland Code.	A, B, E	1.0, 2.0, 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 8 Components

Guiding Question

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

- **What Is My Career Personality?**

Lesson Overview

In this Security Lenses lesson, the students will explore the Holland Code personality types and the careers associated with them. The students will weigh different career interests by taking a photo career quiz and a Holland Code career evaluation. The students will then evaluate their possible careers options based on the results of the quizzes and their personal interests. Finally, the students will reflect on their reactions to the Holland Code test outcomes.

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.

- **Holland Code:** Codes developed by Dr. John Holland which reflect a combination of personality traits and employee traits
- **Personality:** The set of emotional qualities, ways of behaving, and so on that makes a person different from other people
- **Modality:** A particular mode in which something exists or is experienced or expressed

Learning Targets

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

- Describe their career personality using the Holland Code personality types
- Evaluate careers that match their Holland Code

Visual Holland Code

In this section, students learn about Holland Codes. The students are then prompted to take the first quiz, which is a Visual Holland quiz and record their results in the **Visual Holland Reflection** of this lesson's editable PDF. This section ends with instructions that tell the students how to download and use the editable PDF.

Holland Code

In this activity, students will be asked to take another modality of Holland [quiz](). In this quiz, the students will respond to a given activity along a continuum of like to dislike. Remind the students that there are no incorrect answers.

Before attempting the quiz, students will look at screenshots that walk them through the different sections of the quiz results. 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 students can view each screenshot.

The introduction can be read out to students and the function of the arrows will need to be explained to them for this activity.

After browsing the results and selecting their top three career choices, the students are prompted to complete the **Holland Code Careers** section of this lesson's editable PDF. Remind the students to keep the Holland Quiz page open so that they can refer to it while they work. 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 show an example of a Holland quiz via a Smart Board or projector, etc., and share the results with the students. The facilitator can then ask students to discuss any queries or observation on the quiz and its results.

Let's Talk About It – Flipgrid Activity

In this section, students will use Flipgrid to answer these questions:

- What were your top Holland Codes?
- What careers were in your top three choices? Why did you select them as your top three?
- What insights did this activity give you in terms of work and career?

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

Encourage students to jot down notes or ideas before they start filming themselves.

Thinking About Your Future

Students will see the following statement on Rise: "In future lessons, you will begin to explore the Society Lenses and think about your community and how you fit into it."

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

- Had you ever thought about work in terms of your personality or the personality of different careers?
- Did you feel your results in the two Holland Code quizzes were an accurate reflection of yourself? How so or why not?

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 begin to explore the Society Lenses and think about your community and how you fit into it.

Extension Activity – Pay Me/Passion Pays Me Line Up

Teachers can also consider conducting an additional activity in class by providing the following instructions:

"Young people are often told to follow their passion. But what does that even mean? Most people don't know that the root of the word passion means "to suffer." Many people who have followed their spark and risen in their field have made sacrifices—studying long hours, living in tight conditions to have an opportunity to work with an expert, spending their own money on supplies—to pursue their passion. Successful people often have stories of their days of struggle and the many obstacles they faced.

Sometimes you are so passionate about something you would do it for free. Other things you definitely do to earn a paycheck. While not everyone can "work for free," it can help to think about what you enjoy so much that money isn't the main goal.

In this activity, you will move to the corner of the room that resonates with you. One corner of the room is labeled "I dig this so much; I would do it for free". Another is labeled "I enjoy this, but you would have to pay me for my time." A third corner is "This isn't my favorite thing, but I would do it to earn money." The last corner is "I don't want to do this work, even if you paid me."

1. ***Read*** *off statements that reflect possible work and student interests. The following* <u>*examples*</u> *are for your reference.*
2. ***Add*** *additional statements to reflect the interests of your students.*
3. ***Include*** *work that is obviously fun with work that may be less fun but still a good start in a career or industry.*
4. ***Include*** *common "first jobs."*
5. ***Include*** *jobs from every career cluster.*
6. ***Move*** *beyond well-known careers (teacher, doctor, nurse).*

Examples:

- Working as a bank teller
- Teaching high school
- Running a restaurant
- Being a prep cook
- Working at the front desk of a hotel
- Working at the MacDonald's drive through
- Programming code for a small local business
- Designing websites
- Assisting patients at a hospital
- Monitoring environmental quality
- Making drones
- Designing cars
- Pressing records
- Keeping track of accounts
- Selling insurance
- Building computer security systems
- Running a small business
- Designing fonts and images
- Touring with your band
- Designing apps