

# Possible Futures



## Facilitator Guide: How to Prepare for This Lesson



## LENSES ON THE FUTURE

### Lesson 7—Security: Keeping It Real

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## About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Keeping It Real – What Lifestyle Can I Afford Based on My Choices?**

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.

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## 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](#)

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## 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.

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**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](#).

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## 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.

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**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](#)

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## 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:

<b>CLOs</b>	<b>Lesson Learning Outcomes</b>	<b>PLOs</b>	<b>CLSs</b>
7, 8	Evaluate fiscal decisions to stay within a budget.	C, D	2.0, 7.0
7, 8	Create a budget based on real-world constraints.	C, D, F	2.0, 7.0
7, 8	Compare academic preparation with resulting opportunities and constraints.	A, E, F	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.

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## Lesson 7 Components

### Guiding Question

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

- **What Lifestyle Can I Afford Based on My Choices?**

### Lesson Overview

This Security Lenses lesson begins with some mystery data for the students to explore. Then, the students will participate in a simulation that will allow them to select a job, housing, transportation, and leisure items. Then the students will be asked to calculate the cost of their choices and see if they can afford the lifestyle they choose.

### Lesson Overview

In this Security Lenses lesson, the students will explore the difference between jobs and careers. A quick opening activity will help the students to assess their current understandings about the world of work. The students will then analyze a Mystery Text, reflecting on the implication of the opinion piece, as well as to infer a possible theme.

Finally, the students will complete a reflection in which they will agree and disagree with various ideas in relation to the theme, before reflecting on the conceptual difference between jobs and careers.

### 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.

- **Budget:** A plan used to decide the amount of money that can be spent and how it will be spent
- **Expense:** The amount of money that is needed to pay for or buy something
- **Income:** Money that is earned from work, investments, business, etc.
- **Degree:** An official document and title that is given to someone who has successfully completed a series of classes at a college or university

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## Learning Targets

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

- Evaluate fiscal decisions to stay within a budget
- Create a budget based on real-world constraints
- Compare academic preparation with resulting opportunities and constraints

## Mystery Data – Process Block

In this activity, students will be asked to puzzle out data using their background knowledge. The students will look at charts to make sense of the visual data.

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 chart.

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

**In-person Learning Adaptation:** For in-person learning, the facilitator can show the charts via a projector and ask students about their observations on each of them.

## Simulation: Keep It Real, Round 1 – Flip Card Activity

In this activity, the students will select a job from a list of options presented on a Rise course component called the flip card grid. The students will read through each card, consider what they will do, and make a note of the salary they will earn.

The students are then prompted to select their housing, transportation, and leisure items in the subsequent sections.

To keep track of their selections as well as other necessary monthly expenses, the students are then prompted to record their selections in the **Expense Worksheet** section of this lesson's editable PDF. This section ends with instructions that tell the students how to download and use the editable PDF.

## You Choose: Housing – Flip Card Activity

In this section, students will select their choice of housing from a list of options presented on a Rise course component called the flip card grid. The students will explore each card and select between renting, purchasing a home, or living at home with their parents.

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## You Choose: Transportation – Flip Card Activity

In this section, students will select the mode of transportation from a list of options presented on a Rise course component called the flip card grid. The students will explore each card and select between walking/biking, using public transportation, leasing a vehicle, and purchasing a vehicle.

## You Choose: Leisure Items – Flip Card Activity

In this section, students will select the leisure item they are most interested in from a list of options presented on a Rise course component called the flip card grid. The students can choose as many and as few as they like.

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**In-person Learning Adaptation:** For in-person learning, the facilitator can show the cards from each category (job, housing, transportation, and leisure items) via a projector and ask students to note down their selections. Once the students have made their choices and determined their salary and expenses, the facilitator can ask them to total it all up. Lastly, the facilitator can ask students about their monthly budget based on their selections.

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## Keeping It Real – Round 2

In this section, students will add up their salary and expenses for one month based on their housing, transportation, and other choices and calculate the monthly income in the **Monthly Budget Worksheet** section of this lesson's editable PDF to see their results.

## Closure: Journal Reflection

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

- 
- How did the information in this lesson impact your thinking about your future work choices?
  - What differences did you experience between your “dream lifestyle” and what you could afford? Did you run out of money? Have extra money?
  - If your salary did not cover your costs, what would you change to balance your budget?
  - If you had money left over, what do you think you would do with it?

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 participated in a simulation that let you make job, housing, transportation, and leisure choices and then determine if you could afford them.”

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

- What surprised you in this simulation? Did your monthly salary “go” as far as you initially thought it would?
- Did the results change your thoughts about the job you might want or the other choices you made?

## 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:**

It’s never too soon to start exploring future career options! Check out this resource to learn more about career opportunities that might interest you.

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## Extension Activity – Simulation: SPENT

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

“You will take on the role of an adult who has recently lost their job and had to take another one. 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.”

1. Review the SPENT Assignment and record your choices as you play SPENT.
2. Play SPENT on <http://playspent.org> in pairs.
3. Discuss your decisions and come to a consensus before making a selection.
4. You have about 10–15 minutes to finish the online simulations in pairs. Fast finishers can repeat the scenario, as the simulation will offer different choices.

**SPENT Assignment:** Last the month on \$1,000

*What job did you choose?*

\_\_\_\_\_

*How much did you earn before taxes?*

\_\_\_\_\_

*After?*

\_\_\_\_\_

What did you prioritize (spend money on)?

\_\_\_\_\_

What did you avoid spending money on?

\_\_\_\_\_

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

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- 
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Did you make it through the month? \_\_\_\_\_

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

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**SPENT Debrief: Ask:** Some of the following questions to prompt discussion.

- 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 you ever regret any of the decisions you've made?
- What would you have done differently if you had more money?

**Say:** “Now that you have done this simulation, 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 surviving on \$1,000 a month. Many people must—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**.

In order to make good decisions, it is important to have and understand the 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 requirements too: it requires a job that generates high amounts of income.”