Possible Futures

Facilitator Guide:
How to Prepare for This Lesson

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About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on Five Pillars of Effective Communication—What Makes Groupwork Work and Organized?

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. Callouts 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

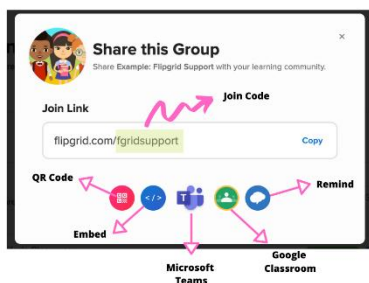Both educators and students will need to set up Flipgrid for use.

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 and select the blue Share button to access your Join Link and Code, as well as other ways to share your discussion.

   The Join Code also creates a Link. Copy and paste the link in emails, texts, social media, Google Classroom, or other websites to invite your students to join! You can download/print QR codes for students 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 a student username, or a password.

2. Set Access and Share

   After creating the Topic, choose how students will access it. If they have email addresses, add the domain (everything after the @ symbol in their email address). If students do not have email addresses, create usernames for each student. 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. Students Respond

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

   Students can share their voices by recording a short video with Flipgrid's fun, simple, and powerful camera. It's 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 student 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 a 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 a student username or a 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 in 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 to.
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 activities. 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 experts who work in various professions to learn about their career journeys, current job roles and responsibilities, and glean valuable insights.

Additionally, interviews also provide the following benefits:

- 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, and so forth 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 12 to 14 years. An ideal ratio is one expert per 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 time available:

- Best practice: Students take all 12 lessons in order.
- Mini-unit option: Instructors select one lesson from each section—Communication (Lessons 1–4), Collaboration (Lessons 5–8), Growth Mindset (Lessons 9–11), and Self-Regulation (Lesson 12).
- Stand-alone lessons: All 12 lessons could stand alone.
- Pairs: Lessons 1 and 2, Lessons 2 and 5, Lessons 9 and 10, and Lessons 11 and 12.
- Trios: Lessons 1–3, Lessons 10–12, and Lessons 6–8.

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 outcome for the Skills for Success curriculum is as follows:
   a. Develop the transferable social, emotional, and employability skills vital for academic and career success.

Communication:
   1. Students develop communication skills that will be essential to their future success in learning- and work-based environments such as verbal and nonverbal communication, listening strategies, conflict management, and self-advocacy.

Collaboration:
   2. Students develop collaboration skills in authentic contexts; learning about actions that add or subtract from collaboration; the importance of trust; using technology to collaborate; and how to identify shared goals and criteria for success with peers.

Growth Mindset:
   3. Students learn about failure and "failing forward," luck versus opportunity, and fixed versus growth mindsets. Students also practice justifying their claims with

evidence, identify the self-talk they use in moments of personal frustration, and develop the ability to recognize mistakes as useful tools for learning.

Self-Regulation:

4. Students learn about thinking fast and slow, luck versus hard work, and examine and reflect on the role of effort and support in attaining their goals.

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
2	Identify recent collaborative experiences.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
2	Evaluate disruptions to collaboration in recent experiences.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
2	Reflect on a previous collaborative initiative to identify areas of improvement.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
2	Develop a working understanding of the five pillars of effective collaboration.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
2	Evaluate collaborative experiences using the five pillars model.	B, C	1.0, 2.0, 3.0, 4.0, 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 completion of lessons by students.

Lesson 6 Components

Guiding Question

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

- What Makes Groupwork Work and Organized?

Lesson Overview

In this lesson, the students will get to reflect on what makes collaboration effective or ineffective. What can be learned from collaboration successes and challenges? How can one work toward positive collaboration? The students will also learn about the five pillars of effective collaboration and apply this new knowledge to thinking about how to improve their own collaboration skills.

Vocabulary in This Lesson—Flip Card Activity

Students should use the flip card activity to familiarize themselves with key vocabulary terms and definitions for this lesson.

- **Pillar**: A basic fact, or principle of something.
- **Collaboration**: To work with another person or group in order to achieve or do something.
- **Effective**: Producing result that is wanted; having an intended effect.
- **Reflective**: Thinking carefully about something.
- **Accountability**: Required to explain actions or decisions to someone or to be responsible for something.
- **Interaction**: To talk to or do things with other people; to act together and have an effect on each other.

Learning Targets

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

- Identify recent collaborative experiences.
- Evaluate disruptions to collaborations in recent experiences.
- Reflect on a previous collaborative initiative to identify areas of improvement.
- Develop a working understanding of the five pillars of effective communication.
- Evaluate collaborative experiences using the five pillars model.

It's Smarter to Travel in Groups—Video Block

In this section, students are asked to watch a [video](#) that depicts an example of a collaborative activity with a specific goal in mind.

> **In-Person Learning Adaptation:** For in-person learning, the videos can be viewed in class through a projector or broadcast over Zoom or Skype for everyone to watch together.

Collaboration 24/7

In this section, students will learn about structures that help support effective collaboration. The students will think back on the last 24 hours to all the times they have collaborated with another person or group and write down all the collaborations that they can think of in the **Collaboration 24/7 Note Catcher** section of this lesson's editable PDF.

Collaboration Gone Wrong!—Video Block

In this section, students will watch a [video](#) and reflect on the following question:

"How might a mistake like this happen?"

The students will then think about a time when they collaborated with another person or group, and it went terribly wrong. They will record their responses to the following questions in the **Collaboration Gone Wrong!** section of this lesson's editable PDF.

- Whom did you collaborate with and what did you do or make?
- What was the outcome? Did you reach your goal?

- What were some difficulties that you had during this collaboration? What caused these difficulties?

> **In-Person Learning Adaptation:** For in-person learning, the videos can be viewed in class through a projector or broadcast over Zoom or Skype for everyone to watch together.
>
> Encourage students to use the PDF and address the questions provided.

Five Pillars: Build New Knowledge—Labeled Graphic Block

In this section, students will learn about the five pillars that support effective communication. They will see an image of five pillars with several hotspots on it. The students will need to select each hotspot to reveal more information. They will see the following instructions on Rise:

"Select each hotspot below to learn more about these important components and to better understand each of the five pillars and its function."

This activity is followed by a knowledge check.

> **In-Person Learning Adaptation:** For in-person learning, facilitator can project the image with hotspots in class and discuss each pillar.

Knowledge Check—Matching

In this section, students are asked to match the definitions with the proper pillar.

The correct answers are as follows:

- Practice and improve collaboration skills—Pillar: BUILD!
- Everyone has individual accountability—Pillar: OWN!
- Help each other and pitch in when needed—Pillar: TEAM!

- Debrief as a group to see the positive and learn from the challenges—Pillar: REFLECT!
- Working together toward a shared goal—Pillar: AIM!

Flipgrid Share Out—Five Pillars

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

- Select one of the five pillars that was lacking and provide an example.
- How do you know that the particular pillar was lacking?
- How could you apply and support/fix it in a similar situation in the future?

Students will use their knowledge of the five pillars of effective communication in the context of "collaboration gone wrong."

Presentation tip: Tell students that they can first write down what they plan to say before they turn on Flipgrid.

Tell students that they can note down their answers in the **Five Pillars Note Catcher** section of this lesson's editable PDF.

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

In-Person Learning Adaptation: For in-person learning, students can work in pairs. Teachers facilitate a classroom discussion instead of using Flipgrid.

Thinking About Your Future

Students will see the following statement in Rise: "This lesson looked at the ups and downs of collaboration and provided some pillar principles that can improve group experiences. We all have experiences where collaborative work went well and when it could have been improved. In either case, you now have the ability to positively impact future collaborative experiences by applying what you know."

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

- Who seems to be the most difficult to collaborate with, someone you know well or someone you're unfamiliar with? Why is that the case?
- Which of the five pillars of effective collaboration is the most natural one for you to apply? Which pillar do you need to develop more?

Career Pathways

In this section, students will see the following in Rise: "It's never too soon to start exploring future career options!"

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

Lesson Completion

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

"In future lessons, you will learn more about collaboration. Topics will include collaboration across cultures and the win-win approach."