Possible Futures

Facilitator Guide:
How to Prepare for This Lesson

SKILLS FOR SUCCESS
Lesson 2—Listening to Understand

Table of Contents

About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on Listening to Understand—How Can I Get You?

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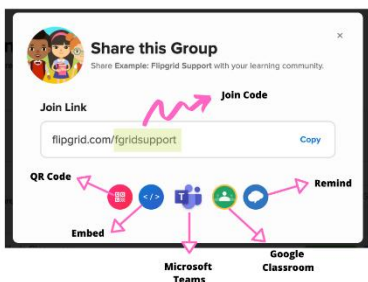
The Join Code also creates a Link. Copy and paste the link in emails, texts, social media, Google Classroom, or other websites to invite your students to join! You can download/print QR codes for students to scan on the Flipgrid app. The Flipgrid app and flipgrid.com offer a QR scanner on the homepage.

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

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, students 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
1	Analyze a case study and apply the Listen First to Understand principle to create a win-win solution.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Identify the four qualities of empathetic listening.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Identify times to use empathetic listening skills.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Compare and contrast empathetic listening and active listening.	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 2 Components

Guiding Question

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

● How Can I Get You?

Lesson Overview

In this lesson, students will review and practice principles of Listening First to Understand.

First, they will learn about the Habits of Highly Successful People, one of which is "Seek First to Understand, Then to Be Understood." Next, they will learn about the PAQ strategy to reaffirm understanding, acknowledge feelings, and ask clarifying questions as part of active listening. When applied, these strategies fulfil that fundamental need to be understood.

Then, students will utilize and apply those strategies to analyze an individual scenario to create a win-win scenario and create a presentation demonstrating what they have learned about seeking to understand before trying to be understood.

After that, they will learn about four qualities of empathetic listening skills and distinguish the differences between active listening and empathetic listening to make connections with empathetic listening at home, school, and in the real world. Lastly, students will reflect upon new understandings of Listening First to Understand.

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.

- **Empathy**: The ability to understand and share the feelings of another.
- **Habit**: A usual way of behaving; something that a person does often in a regular and repeated way.
- **Active Listening**: The ability to focus completely on a speaker, understand their message, comprehend the information, and respond thoughtfully.
- **Language**: The system of words or signs that people use to express thoughts and feelings to each other.
- **Communication**: The act of using words, sounds, signs, or behaviors to express or exchange information or to express ideas, thoughts, or feelings to someone else.
- **Win-Win**: Providing a good result for everyone involved.
- **Empathic Listening**: The practice of being attentive and responsive to others' input during conversation.

Learning Targets

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

- Analyze a case study and apply the Listen First to Understand principle to create a win-win solution.
- Identify the four qualities of empathetic listening.
- Identify times to use empathetic listening skills.
- Compare and contrast empathetic listening and active listening.

Habits of Highly Effective People

This section introduces students to the seven habits of highly effective people. They are made aware of a book called *The Seven Habits of Highly Effective People* by Stephen Covey. The habits are as follows:

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then to Be Understood
- Synergise
- Sharpen the Saw
- Find Your Voice and Help Others Find Theirs

Students will be focusing on the habit "Seek First to Understand, Then to Be Understood."

PAQ It Up

In this section, students are introduced to the concept of PAQ, a protocol by which they can practice the habit of active listening. Students are asked to take on the mind of an explorer: How much can they discover about what the other person is thinking, feeling, and has experienced BEFORE they share their ideas, story, or side?

Students are asked to explore what the other person is thinking and feeling before they respond to them or share their idea or side of the story. PAQ has three components:

Paraphrase: Repeat the gist of the message as it was understood, looking for confirmation and correction if necessary. For example, *I hear you say that it made all of the students feel disrespected. You feel like the assignment wasn't given far enough in advance, is that right?*

Acknowledge: Validate the speaker's feelings by listening empathetically and trying to put yourself in their shoes. For example, *I can see how that experience made you angry/frustrated.*

Question: Ask relevant and/or clarifying questions or questions that will expand your understanding. For example, *Was this the first time that happened? Do you think the cafeteria is always unsafe?*

Seek First to Understand, Then to Be Understood

Now that students have understood PAQ, they will be presented with four scenarios where they will be practicing the PAQ protocol. The scenarios are presented in four tabs: Scenario 1, Scenario 2, Scenario 3, and Scenario 4. Students can select the scenarios by selecting the tabs.

Before they do so, students are asked to consider the following:

- Read the four scenarios below in which communication has gone awry.
- Select one scenario to respond to.
- Apply the PAQ protocol.
- Think through the issue and create a win-win solution.
- Be ready to answer these questions:
    - Who needs to be understood to move the situation forward?
    - Who should try to listen first to understand?
    - What PAQ strategies could be used to understand?
    - How could this end in a win-win situation?

The students are prompted to record their responses in the **Seek First to Understand, Then to Be Understood** section of this lesson's editable PDF.

Flipgrid Share Out

In this section, students will choose one of the three options and create a Flipgrid presentation that addresses one of the following questions:

- Think of a time you had to listen first to understand.
- Use an example from a book, movie, TV show, and so forth where a character had to listen first to understand.
- With a family member or other trusted adult, discuss an issue that they have recently encountered at work or in their personal life where they had to listen to understand.

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

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

In-Person Learning Adaptation: For in-person learning, help the students formulate their information before they start to input in their presentations using an example.

Discuss any queries the students have in class together to foster understanding of the task.

What Is Empathy?—Video Block

This section introduces the students to empathy while listening. They are asked to watch a [video](#) that is followed by a knowledge check.

Knowledge Check— Multiple Response

The correct answers for the first knowledge check are as follows:
- Perspective taking
- Staying out of judgment
- Recognizing emotion in other people and then communicating that
- Feeling WITH people

The correct answers for the second knowledge check are as follows:
- Empathy fuels connection and sympathy drives disconnection.
- Empathy feels WITH people and sympathy FOR people.

Empathetic Listening vs. Active Listening—Flip Card Activity

This section contains a flip card activity that asks students to distinguish between empathetic listening and active listening.

The students can flip the cards to gain an understanding or recap about the two forms of listening.

Knowledge Check—Matching

Before moving on to the knowledge check, the students should be told to:

- Read each scenario.
- Determine if it is an example of empathetic listening or active listening.
- Drag and drop the items on the left of the knowledge check to the matching category.
- Select SUBMIT to check their results.

B.E.R.E.A.L

This section introduces students to the behaviors of an empathetic listener by using the acronym B.E.R.E.A.L. The acronym is detailed as follows:

- B = Body language and attention
- E = Empathize internally ("How would you feel?" "What experiences have you had?")
- R = Reflect back ("You sound really hurt by this.")
- E = Empathize; don't advise, monopolize, or trivialize
- A = Allow for pauses
- L = Look for the emotions and needs behind the words

It is important for students to understand that there is a difference in being an active listener and an empathetic listener. Depending on the situation, they must know which one is appropriate to use at a given time.

Empathetic listening allows us to feel with other people. It can help us to connect and feel connected to others. Ask the students to reflect on their own experiences regarding empathetic learning.

> **In-Person Learning Adaptation:** For in-person learning, students can discuss the times that they came close to learning either aspect of communication mentioned in the B.E.R.E.A.L acronym.

Thinking About Your Future

Students will see the following statement in Rise: "You will spend the next few years of high school communicating with friends, parents, and new people. Why not sharpen your skills? In this module on communication, you learned principles, processes, models, and skills that promote healthy communication. You also learned to better express yourself, listen in different ways, advocate for yourself, problem solve, and navigate conflict."

Before moving on to the next lesson, ask students to reflect on the following questions:

- When was a time you could have improved an outcome by Listening First to Understand?
- When was a time an adult in your life should have used it?
- When was a time someone showed you empathy in their action or conversation? How did it make you feel?
- When was a time you would have liked empathetic listening to get through a tough situation?

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: 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 communication. Topics will include the importance of recognizing communication barriers and bridges, and skills that pay the bills."