

Possible Futures



Facilitator Guide: How to Prepare for This Lesson



SKILLS FOR SUCCESS

Lesson 8—The Win-Win Approach

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About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on The Win-Win Approach—When Should We Consider Compromise?

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.

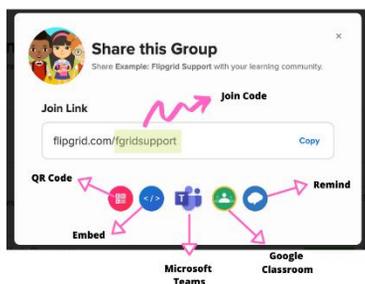
Educator Step-by-Step Guide

Set up your free educator account at [Flipgrid.com](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 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, 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
2	Identify situations where compromise can lead to gains for themselves and others.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
2	Create win-win solutions when presented with a hypothetical conflict.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
2	Reflect on how a win-lose conflict in their own lives could be turned into a win-win.	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 8 Components

Guiding Question

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

- When Should We Consider Compromise?

Lesson Overview

In this lesson, the students will use problem-solving skills to negotiate win-win resolutions for everyone. This lesson begins with a reflection on social deposits or withdrawals—adding or subtracting from trust and goodwill. Next, they will learn about the four different types of negotiation outcomes: (a) win-lose, (b) lose-win, (c) lose-lose, and (d) win-win.

The students will examine different situations that people might encounter at work, in sports, and in other settings that require negotiation and work to find win-win solutions. Lastly, they will reflect on a conflict they negotiated in the past that they felt they lost, apply their new knowledge, and determine how different actions could have resulted in a win-win.

Vocabulary in This Lesson—Flip Card Activity

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

- **Principled Negotiation:** A negotiation model which outlines three ways to achieve lasting solutions: (a) separating people from the problem, (b) focus on the interests and not on the position, and (c) generate options.
- **Win-Win:** A situation where both parties gain something (e.g., in economic trade, a buyer and seller can both benefit from the same transaction).
- **Lose-Lose:** A situation where both parties lose (e.g., a war).
- **Win-Lose/Lose-Win:** A situation where one party wins and one party loses (e.g., tennis)
- **Zero-Sum Gain:** The result of a win-lose or lose-win situation where the loss cancels out the win resulting in no benefit for either party.
- **Relationship Bank Account:** Every person with whom we have a relationship, we have a different account, into which we are making depositor withdrawals—adding or subtracting from this account of trust and goodwill.
- **Alternative:** Something that can be chosen instead of something else; a choice or option.

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- **Deposit:** To put or leave (someone or something) in a particular place.
 - **Withdraw:** To take something back so that it is no longer available.
 - **Employer:** A person or a company that has people who do work for wages or a salary; a person or company that has employees.
 - **Employee:** A person who works for another person or for a company for wages or a salary.

Learning Targets

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

- Identify situations where compromise can lead to gains for yourself and others.
- Reflect on how a win-lose conflict in your own life could be turned into a win-win.

Win-Win and Principled Negotiations—Video Block

In this section, students will watch a [video](#) about solving conflicts using a win-win mindset. The students will also learn about the components of principled negotiation model.

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.

Deposits and Withdrawals

In this section, students will learn about deposits and withdrawals—adding or subtracting from the relationship bank account of trust and goodwill. The deposits are the positive things that they add to the relationship, and the withdrawals are the negatives.

The students will then think about the following questions and record their responses in the **Deposits and Withdrawals** section of this lesson's editable PDF.

- What are some things (deposits) you do or could do to make your friend happy?
- What are some things (withdrawals) that would make a friend mad at you?

Win-Win, Lose-Lose, and Zero-Sum Gains—Video Block

In this section, students will learn about some types of collaborative negotiation concepts that will help them become a master of win-win at home, in school, and on the job. They will also learn about conflict table, which will explain win-win, lose-lose, and zero-sum gain situations.

The students will also watch a [video](#) about a zero-sum gain situation where one party wins and one party loses. Once they have completed this section, students can move on to the knowledge check that follows.

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.

Knowledge Check—Multiple-Choice Questions

In this section, students are asked to read a scenario and answer the multiple-choice questions provided. Encourage students to think of real-world examples of win-win, win-lose, lose-win, lose-lose situations and fill out the conflict table in the **Conflict Table** section of this lesson's editable PDF.

Go for the Win

In this section, students will learn about the six steps to finding a win-win situation. The steps are presented in an accordion block. The students will use the steps outlined in this section to identify a solution and complete the activity given in the **Go for the Win** section of the lesson's editable PDF.

Thinking About Your Future

Students will see the following statement in Rise: “This lesson looked at how to effectively negotiate win-win resolutions for everyone involved. The goal is to make social deposits and avoid withdrawals, which therefore lead to creating win-win solutions. Conflict is

inevitable and does not need to be avoided. Nor do you need to lose or cause others to lose in the process. The art of negotiating a deal that benefits all is attainable.

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

- Think of a time when you negotiated and felt that you lost. What would you do differently?
- How could you work with a friend or family member to practice examining and identifying different conflict outcomes?

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 begin learning about a growth mindset. Topics will include celebrating failure and the power of yet."