Possible Futures

JFF

CENTER FOR THE FUTURE OF ARIZONA

Facilitator Guide:
How to Prepare for This Lesson

SKILLS FOR SUCCESS

Lesson 11—The Hero and the Scholar

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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 Hero and the Scholar—How Does Having “Two Brains” Help Us Survive?

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.

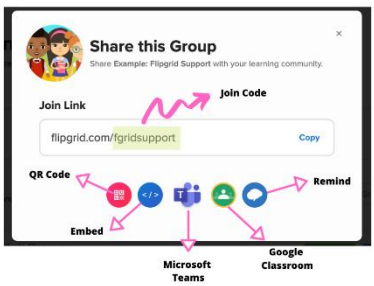
Educator Step-by-Step Guide

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, 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:

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
4	Describe the purposes of the hero and the scholar brains.	B, C	1.0, 2.0, 3.0, 7.0
4	Analyze situations to determine which thinking system may be triggered.	B, C	1.0, 2.0, 3.0, 7.0
4	Reflect on your hero-brain and scholar-brain moments.	B, C	1.0, 2.0, 3.0, 7.0
4	Evaluate plans and spaces in your lives that tend to encourage either fast or slow thinking.	B, C	1.0, 2.0, 3.0, 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 11 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 Does Having "Two Brains" Help Us Survive?

Lesson Overview

In this lesson, the students will learn about the development of fast and slow systems of thinking and its purpose. The students will analyze different situations to see what kind of thinking each situation provokes or supports: fast or slow. Based on their growing understanding of fast and slow thinking, the students will reflect on recent situations that may have triggered their hero or scholar brain.

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.

- **Fast Thinking**: Having or showing an ability to think or react quickly and effectively.
- **Slow Thinking**: A slower, rational, and deliberate ability to think, which requires preparation and time to function at its best.
- **Hero**: A person who is admired for great or brave acts or fine qualities.
- **Scholar**: A person who has studied a subject for a long time and knows a lot about it: an intelligent and well-educated person who knows a particular subject very well.

Learning Targets

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

- Describe the purposes of the hero and the scholar brains.
- Analyze situations to determine which thinking system may be triggered.
- Reflect on your hero-brain and scholar-brain moments.
- Evaluate plans and spaces in your lives that tend to encourage either fast or slow thinking.

Thinking Fast and Slow

In this section, the students will learn how in some situations they may require thinking quickly and other times they may need to slow down and mull things over. The students will also learn about the two systems—one that thinks fast (hero brain) and one that thinks slow (scholar brain).

Hero Brain and Scholar Brain—Process Block

In this section, the students will learn how the hero brain and the scholar brain work and how distinct the two systems are and how they function.

It will be presented in a Rise course component called a process block. By selecting the arrows on the left or on the right of the process block, the student can learn more about the hero brain and the scholar brain.

In-Person Learning Adaptation: For in-person learning, the facilitator can explain the hero and the scholar brain by sharing the examples given in the process block. The facilitator can then ask students to reflect on situations that required them to use their hero brain and the scholar brain.

Brains Within the Brain—Video Block

In this section, students will watch a video to learn about the different brain systems and explore their own fast and slow thinking.

In-Person Learning Adaptation: For in-person learning, the facilitator can share the video via a projector or a Smart board and ask students to discuss any queries or observations based on the video.

Journal Reflection

In this section, the students are asked to reflect on the following questions and record their responses in this lesson's editable PDF.

- Can you think of a time when your fast system was in control? Your slow system?
- What makes the two brains different, and how do they work together?

In-Person Learning Adaptation: For in-person learning, the facilitator can take cues from the journal reflection questions and solicit discussion among students.

Two Brains Working Together—Video Block

In this section, the students will watch a video to understand how the two brains work together to help them function. After they watch the video, the students are asked to think about the similarities and differences between the two thinking systems and record their responses in the **Two Brains Working Together Reflection** section of this lesson's editable PDF.

In-Person Learning Adaptation: For in-person learning, the facilitator can share the video via a projector or a Smart board and ask students to think about the differences and similarities between the two thinking systems.

Let's Sort: Scholar Brain and Hero Brain

In this activity, the students will look at different scenarios and determine the scenarios that would activate System One (fast thinking/hero brain) or System Two (slow thinking/scholar brain).

In-Person Learning Adaptation: For in-person learning, the facilitator can share the different scenarios via a projector or a Smart board and ask students to determine the scenarios that would activate System One (hero brain) and System Two (scholar brain).

Flipgrid Share Out

In this section, students will use Flipgrid to think through their typical day to identify situations and environments that tend to activate their hero brain and those that support their scholar brain.

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.**

Thinking About Your Future

Students will see the following statement in Rise: "In this lesson, you explored the 'fast' and 'slow' thinking systems and analyzed different situations that activate your hero and scholar brain."

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

- Based on your learning experience, would you prefer to use your hero brain or your scholar brain to handle general situations in your day? Why?
- Can you identify spaces, activities, or events at your school that support the scholar brain or slow thinking?

Career Pathways

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

Pipeline AZ Career Exploration

Lesson Completion

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

"In the future lesson, you will learn about the myth and assumptions associated with multitasking."