Possible Futures

JFF

CENTER FOR THE FUTURE OF ARIZONA

Facilitator Guide:
How to Prepare for This Lesson

SKILLS FOR SUCCESS

Lesson 12—The Myth of Multitasking

Table of Contents

About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on The Myth of Multitasking—Can I Study Spanish While Watching TV?

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.

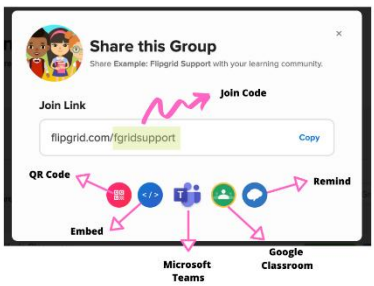
Educator Step-by-Step Guide

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 /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	Understand the assumptions associated with multitasking.	B, C	1.0, 2.0, 3.0, 7.0
4	Compare and contrast multitasking versus single-tasking.	B, C	1.0, 2.0, 3.0, 7.0
4	Reflect on your own assumptions about multitasking.	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 12 Components

Guiding Question

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

- Can I Study Spanish While Watching TV?

Lesson Overview

In this lesson, the students will learn about the assumptions associated with multitasking. The students will analyze and compare multitasking and single-tasking. Based on their analysis and understanding, the students will reflect on their own assumptions about multitasking.

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.

- **Multitasking**: The ability to do several things at the same time.
- **Single-Tasking**: Doing one task at a time.
- **Specialized**: Made or used for one particular purpose, job, place, and so forth.
- **Simultaneous**: Happening at the same time.
- **Baseline**: Information that is used as a starting point by which to compare other information.
- **Detriment**: Something that will cause damage or injury to something or someone.
- **Interstice**: A small space that lies between things—a small break or gap in something.
- **Adversely**: Bad or unfavorable—not good.

Learning Targets

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

- Understand the assumptions associated with multitasking.
- Compare and contrast multitasking versus single-tasking.
- Reflect on your own assumptions about multitasking.

Multitasking: A Neuro-Myth

In this section, students will learn how technology seems to have outpaced the brain and how they put themselves in a state of "continuous partial attention," and think they can manage it by multitasking.

The students will also learn that the brain is not hardwired to do more than one complex task at a time and switching the attention back and forth from one thing to the next is costly both in terms of energy and performance.

Reflection Activity: Multitasking

In this section, students will reflect on their perspective about multitasking. The students will follow the instructions given in the **Reflection Activity: Multitasking** and record their responses in this lesson's editable PDF.

In-Person Learning Adaptation: For in-person learning, the facilitator can take cues from the Reflection Activity and ask students to respond to the questions.

Multitasking Experiment

In this section, students will add data to the baseline beliefs on multitasking and complete the activity given in the **Multitasking Experiment** section in this lesson's editable PDF.

In-Person Learning Adaptation: For in-person learning, the facilitator can ask students to complete the Multitasking Experiment in the class.

Different Perspectives on Multitasking

In this section, students will learn about expert views on multitasking and how it affects the brain. It is presented in a Rise component called a tabs block. The students will learn more about the different perspectives of multitasking by selecting each tab.

After learning about the different multitasking perspectives, the students will reflect on the following questions in the **Your Perspective on Multitasking** section in this lesson's editable PDF.

- What ideas do you agree with and why?
- What ideas do you disagree with and why?
- What ideas do you disagree with and why?

In-Person Learning Adaptation: For in-person learning, the facilitator can share the different perspectives of multitasking via a projector or a Smart board and ask students to discuss their views on each idea.

Single-Tasking Plans—Video Block

In this section, students will watch a video to learn about the Pomodoro technique and look at some examples of productivity apps that will help them in staying focused on the task at hand.

In-Person Learning Adaptation: For in-person learning, the facilitator can share the Pomodoro technique and examples of productivity apps via a projector or a Smart board and ask students to discuss their queries and observations on the single-tasking plans.

Flipgrid Share Out

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

- What are your thoughts on multitasking and single-tasking?
- Which do you think is most efficient? Why?
- Reflect on two or three strategies that you will use to keep yourself from multitasking.
- Have you used the Pomodoro method or any productivity app to help you focus on your task?

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 learned about the myth and assumptions associated with multitasking. You also analyzed your own perspective on multitasking and single-tasking."

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

- Based on your learning experience in this lesson, were you as good at multitasking as you thought you were?
- How do you plan to focus on one task at a time?

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

Encourage students to explore a career from their quiz results.