

# Possible Futures



## Facilitator Guide: How to Prepare for This Lesson



### **SKILLS FOR SUCCESS**

## **Lesson 3—Communication Bridges and Barriers**

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## About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on Communication Bridges and Barriers—How Do Bridges and Barriers Affect Communication?

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.

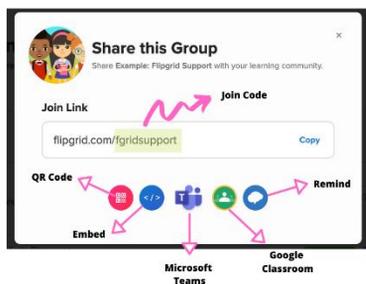
### Educator Step-by-Step Guide

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.

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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](#)

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## 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:

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- 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](#).

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## 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.

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**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](#)

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## 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	Identify barriers and bridges that affect communication.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Brainstorm possible solutions to common barriers in communication.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Create a solution to a communication barrier.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Transform "you" statements into "I" statements.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Advocate for yourself by using assertive communication and "I" statements.	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 3 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 Do Bridges and Barriers Affect Communication?

### Lesson Overview

In this lesson, students will identify bridges and barriers that commonly occur in communication. Students will watch two short clips and look for things that form connections or things that form obstacles to effective communication.

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They will also learn how to advocate for themselves using assertive communication and “I” statements. By understanding the components of “I” statements and applying them to their regular communication habits, they will uncover the power of translating “you” statements into “I” statements.

Finally, they will reflect on what barriers and bridges they commonly use when communication gets difficult and express why self-advocacy is important by explaining how it improves their communication.

## 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.

- **Barrier:** A circumstance or obstacle that keeps people or things apart or prevents communication or progress.
- **Bridge:** Something that is intended to form a connection between two things.
- **Roadblock:** Something that stops progress.
- **Self-Advocacy:** The action of representing oneself or one’s views or interests.
- **Self-Awareness:** Conscious knowledge of one’s own character, feelings, motives, and desires.
- **“I” Statement:** A style of communication that focuses on the feelings or beliefs of the speaker rather than thoughts and characteristics that the speaker attributes to the listener.
- **“You” Statement:** Phrases that begin with the pronoun “you” and imply that the listener is responsible for something.
- **Genuinely:** Actual, real, or true; not false or fake; sincere and honest.
- **Advocate/Advocacy:** A person who argues for or supports a person, group, cause, or policy.
- **Agency:** Having a sense of control in the world.

## Learning Targets

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

- Identify barriers and bridges that affect communication.
- Brainstorm possible solutions to common barriers in communication.
- Transform “you” statements into “I” statements.
- Advocate for yourself by using assertive communication and “I” statements.
- Generalize ways in which the use of “I” statements can help you communicate your thoughts, feelings, and ideas.

## Bridging Understanding

This section introduces students to the fact that communication and language play a major role in how humans interact with each other—even when we speak the same language. Ask students to think about these questions to prepare for this lesson:

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- Have you ever had to guess at what someone was saying?
  - How does it make you feel when you cannot understand someone?
  - What strategies can we use to bridge the understanding gap?
  - What strategies do you use as you listen to others?

## What Is a Bridge? What Is a Barrier?

In this section, students are introduced to the concepts of communication bridges and barriers. Bridges form a connection between people, while barriers are the obstacles in communication.

The students are asked to think of a time when a teacher, friend, schoolmate, or family member did not understand them, and the misunderstanding grew into a disagreement. The students then learn about the differences between bridges and barriers by reviewing examples of each.

## Bridges and Barriers Videos—Video Block

This section asks students to watch two videos about bridges and barriers.

[Campbell's Soup Video](#)

[A Failure To Communicate Video](#)

Once they are done watching the video, the students are prompted to record their thoughts about what things formed connections and what obstacles hindered communication in the **Bridges and Barriers Video Clip Sheet** section of this lesson's editable PDF.

## "I" Statements and "You" Statements—Video Block

This section differentiates between "I" statements and "you" statements for the students. There are three slides. The first slide introduces students to the concepts of agency and self-advocacy. Once they select start, they are taken to a slide that introduces self-advocacy via "you" statements, which primarily assign blame to others.

On the next slide, students are shown a [video](#) that talks about how "you" statements are a barrier to communication. The third slide presents a [video](#) about "I" statements and how they can be used to build bridges in communication with others.

The final slide talks about how positive communication and self-awareness can help students improve communication and be heard.

Navigate the slides by using the arrows on either side of the slides or by clicking on the respective numbers below the slides.

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**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.

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## Anatomy of an “I” Statement

This section introduces the students to different kinds of “I” statements that can be used. “I” statements have four components that are elaborated in the four tabs in this activity. Go through the tabs with the students to help their understanding of the concept.

Once they have read through the components, there are three flip cards with examples that will show students how these components are applied to an interaction. Once they have completed this section, students can move on to the knowledge check that follows.

## Knowledge Check—Matching

In this section, students are asked to match the components of an “I” statement on the left to the right order presented on the right.

## Flipgrid Share Out—Owning vs. Blaming

In this section, students will read a short scenario and use Flipgrid to apply what they have learned about “I” statements to the scenario. The scenario presented is as follows:

*“Marcus, you turned your homework in late again! You really seem to not care about your grades or learning. You need to take more responsibility and raise your hand in class if you don’t understand something. You also should put your homework before TV or computer time. You really disrespect me as a teacher when you don’t show any effort.”*

Ask students to put themselves in the place of the teacher and turn these “you” statements into a more effective scenario by creating a Flipgrid presentation that applies the components of “I” statements.

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:** “This lesson looked at moving from a blame frame to a contribution approach. When communication issues occur, it is likely that each person plays a role in the problem. What you feel and what you do can positively or negatively impact the situation. So it is crucial that you do not add to the problem. Looking at contributions and needs will often help you find a solution—or at least express yourself assertively.

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As you attempt to build bridges instead of barriers and turn ‘you’ statements into ‘I’ statements when communicating, you will find that these principles will become more natural and eventually habitual. Removing roadblocks to communication is key in establishing healthy relationships at home, at school, or in your eventual career.”

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

- What are some bridges that come naturally to you?
- What are some barriers you commonly use?
- Why is it important to take personal responsibility when you are communicating your opinions and feelings?
- How can “I” statements lower resistance among the people who are hearing your message?
- How did you feel when someone used a “you” statement in a disagreement?

## 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 communication. Topics will include some skills that pay the bills.”

## Extension Activity—Communication Game

This activity asks students to work in pairs and try to bridge any communication gaps. Start the activity by introducing the students to the activity by saying the following:

“Communication and language play a major role in how humans interact with each other—even when we speak the same language. Sometimes, even people who speak the same language can struggle to understand each other. What strategies can we use to bridge the understanding gap? Learning various speaking and listening techniques can enhance communication and help when a barrier arises.”

Follow these steps to run the activity:

- Arrange the students in pairs.
- Give them phrases from the game [Mad Gabs](#) face down.
- Explain that the first student will read out a phrase and the other student will attempt to guess what the first student was saying.
- Set a timer for one minute for the first student to read their phrase. At the end of the timer the other student will guess what it means.

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- Switch the roles and repeat.

Depending on time, students can be prompted to use different strategies to bridge the communication gap. They may choose to illustrate the phrase, speak slower or faster, mime, and so forth to help their partner guess the phrase.

Once the activity is over, have the students gather and ask them the following questions to answer as a group.

- Were you able to correctly guess the phrase your partner was saying?
- For those of you who did not correctly guess your partner's phrase, how did it make you feel when you could not understand them?
- For those of you who did correctly guess your partner's phrase, what strategies did you use as you listened?