Possible Futures

JFF

CENTER FOR THE FUTURE OF ARIZONA

Facilitator Guide:
How to Prepare for This Lesson

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About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Health Sciences – What Have I Learned about the Allied Health Sciences?**

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. Call-outs 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

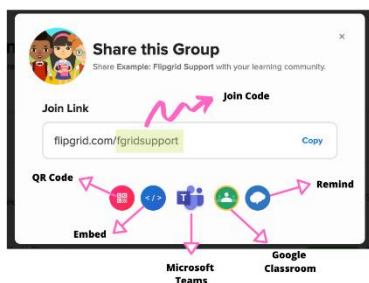Both educators and students will need to set up Flipgrid for use.

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 Join Code, as well as other ways to share your discussion.

   The Join Code also creates a link. Copy/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 the student username or 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 is 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 the Flipgrid 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 the student username or 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, they 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.
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 of experts who work in various professions to learn about their career journeys, current job roles and responsibilities, and glean valuable insights.

Additionally, an interview also provides the following benefits to the students:

- 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, etc., 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, ages 12 to 14. An ideal ratio is one expert for 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 the 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 the time available:

- Mini Unit: Lessons 1 through 5 in sequential order
- Standalone Lessons: Lessons 1 through 11 can each be used as standalone lessons.
- Pairs: Lessons 8 and 9; Lessons 3 and 11; Lessons 7 and 11; Lessons 1 and 8
- Trios: Lessons 4 through 6; Lessons 2 through 4

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 outcomes for the Health Sciences unit are:
1. Students learn the basics of first aide and health sciences.
2. Students explore career options within the health sciences industry.
3. Students identify their strengths and interests in the field of health sciences.
4. Students connect their strengths and interests in the field of health sciences to potential careers.
5. Students explore the local labor-market data and education opportunities for careers in the field of health sciences.

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
3, 4	Reflect on your learning and growth over time.	1, 2, 5	1.0, 2.0, 7.0
3, 4	Communicate your learning and growth over time.	1, 2, 5	1.0, 2.0, 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 the completion of lessons by the 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:

- **What Have I Learned About the Allied Health Sciences?**

Lesson Overview

This lesson begins with some questions designed to help the students recall the work they've done and what they've learned throughout this Allied Health Sciences unit. The students will engage in a reflective portfolio assignment and share their final thoughts with their classmates in Flipgrid.

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.

- **Agency:** The ability to make choices and take action to solve problems or achieve goals
- **Self:** Your self is your sense of who you are, deep down—your identity
- **Security:** Freedom from potential harm and financial worry
- **Society:** The people around you, including your family, your community, and the world
- **Reflection:** An opinion that you form or a remark that you make after carefully thinking about something

Learning Targets

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

- Reflect on their learning and growth over time
- Communicate their learning and growth over time

Allied Health Sciences Reflection

In this section, students will be asked to reflect on questions related to the Allied Health Sciences unit. They will also reflect on several other questions through the Self, Society, and Security lenses, which is presented in a tab.

The students will review the reflection questions and respond to a few questions in this lesson's **Lesson 12 - Health Sciences Closure - Editable PDF**.

> **In-Person Learning Adaptation:** For in-person learning, teachers can have a brief discussion about what the students thought about the unit and how they may apply these learnings in real life.

Presentation – Flipgrid Activity – Let's Talk About It

In this section, students will use Flipgrid to share their views and opinions about Allied Health Sciences.

The students will see the following instructions on Rise:
"Using your notes from the PDF you just completed, share your thoughts about the Allied Health Sciences field with your peers on Flipgrid."

Presentation tip: Remind the students that Flipgrid has a limit of five minutes so it can be helpful to organize their thoughts before they start the video by jotting down some ideas or notes to help plan what they'd like to say.

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

Thinking About Your Future

At the end of the lesson, students will see the following statement on Rise: "You've been exploring Allied Health Sciences as a career in this unit."

Career Pathways

Share the following with your students: "It's never too soon to start exploring future career options!"

Students can access the resources at this link: Pipeline AZ Information Allied Health Sciences Career.

Lesson Completion

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

"In other units, you will learn about Engineering, Cybersecurity, and Information Technology."