

Possible Futures



Facilitator Guide: How to Prepare for This Lesson



STEMPLORATION

Health Sciences – Lesson 9

Occupational Therapy

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About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Occupational Therapy**.

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.

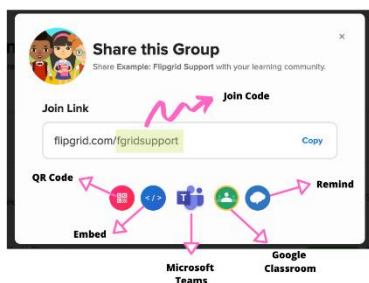
Educator Step-by-Step Guide

Set up your free educator account at [Flipgrid.com](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 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

In this unit, students will follow the case of a young skateboarder from accident to recovery. Students will be introduced to the skateboarder in Lesson 1 and then meet up with him in other lessons throughout the unit as he receives care from different kinds of allied health professionals. 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 aid 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
2, 4	Explain the difference between physical therapy and occupational therapy.	A, B, E	1.0
1	Describe the visual sense, the somatosensory sense, the kinesthetic sense, and the vestibular sense.	C, D	2.0

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 9 Components

Guiding Question

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

- **Do Humans Have a Sixth Sense??**

Lesson Overview

In this lesson, students meet up with the skateboarder and explore about the sixth sense of proprioception. Students also dive into the occupational therapist career and learn the difference between occupational therapy and physical therapy.

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.

- **Proprioception:** Our body has an internal sense known as “proprioception,” which is basically our sense of awareness of where our body is in space. Our body senses proprioception through messages sent to the brain from sensory receptors in our muscles and joints.
- **Somatosensory:** The somatosensory system is a sensory system that detects experiences such as touch or pressure, temperature (warm or cold), and pain (including itch and tickle).
- **Vestibular System:** The Vestibular System is located within the inner ear and responds to movement and gravity contributing to the development of balance, equilibrium, postural control, muscle tone, maintaining a stable visual field while you are moving, and bilateral coordination (crossing your centerline).
- **Kinesthetic:** The word kinesthetic refers to our ability to sense body position and movement.
- **Occupational Therapy:** Treatment that helps people who have physical or mental problems learn to do the activities of daily life
- **Senses:** One of the five natural powers (touch, taste, smell, sight, and hearing) through which you receive information about the world around you

Learning Targets

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

- Explain the difference between Physical Therapy and Occupational Therapy.

- Describe the visual sense, the somatosensory sense, the kinesthetic sense, and the vestibular sense.

Occupational Therapy Scenario

Students will begin by returning to the skateboarder scenario and move on to understand the role of a technician and their role in the hospital.

Students are asked to assume the role of an occupational therapy assistant specializing in helping people adapt to and rehabilitate their bodies after injury.

The ultimate goal of the treatment should be to help clients improve basic motor, cognitive, and emotional functions in order to return to their roles in life, but also to compensate for loss of function.

In-Person Learning Adaptation: For in-person learning, teachers can discuss the role description of an occupational therapy assistant. Teachers can even consider doing a role-play of the operating room.

What do you think is the difference between an occupational therapist and a physical therapist? – Video

In this section, students learn about the difference between physical and occupational therapists. They see two flashcards on Rise, which show the information on selecting each one of them.

Students also learn more about the role of occupational therapists by watching this [video](#).

In-Person Learning Adaptation: For in-person learning, teachers can show the video in class and discuss student observations.

Students are then asked to respond to the following knowledge check question on Rise:

Occupational therapists work only in hospitals and doctor's offices.

- a. *True*
- b. *False*

Further, in this section learners learn about the various parts of a human brain and the role they play in daily activities.

A Proprioceptive Experience

Before students begin this activity, they are asked to download the editable PDF document for this lesson titled “Lesson 9 - Occupational Therapy - Editable PDF.” They will respond as instructed in the “**A Proprioceptive Experience**” section of the PDF after going through the job descriptions of professions. They will see the following information in the PDF:

“Explore your own proprioception by testing your balance with your eyes open and closed! Time yourself completing the four tasks below and record how long you are able to maintain your balance.”

This is followed by a series of cards in which the learners will learn about the various types of senses, such as:

- The Vestibular Sense
- The Kinesthetic Sense
- The Somatosensory Sense
- The Visual Sense

Students can navigate through the various senses using < and > navigation arrows on Rise.

The Somatosensory System

In this section, students learn about three different senses:

- a) **The Vestibular Sense**
- b) **The Kinesthetic Sense**
- c) **The Somatosensory Sense**
- d) **The Visual Sense**



Students see this section as a series of Process cards on Rise. Use the (navigation buttons) to go through each of these three senses.

Here is a brief description of the information the students see on the process cards:

The Vestibular Sense:

- a) Vestibular sense is the first to develop in a prenatal baby.
- b) Starts with pregnancy
- c) By only five months in the womb, this system is well-developed and provides a great deal of sense information to a growing baby's brain
- d) System controlled by a set of fluid-filled canals and a sac-like structure in the inner ear that respond to movement and change in direction

The Kinesthetic Sense:

- a) Kinesthetic receptors detect change in the body position.
- b) The kinesthetic sense monitors: the position and movement of muscles, bones, and joints.

In-person Learning Adaptation: For in-person learning, teachers can discuss an interesting example of kinesthetic sense.

The Somatosensory Sense:

- a) The tactile sense, or sense of touch
- b) Tactile system helps us understand temperature and feel pain.

The Visual Sense:

- a) Plays an important role in the ability of an individual to control balance and maintain an upright posture
- b) Most significant contributor to balance

Take a Stand: Occupational Therapy

In this section, students are asked to consider whether or not a surgical technician's career appeals to them by taking a values self-assessment. They respond as instructed in the "**Occupational Therapy - Editable PDF**" section of the editable PDF. They will see the following instructions in the PDF:

“Now that you’ve learned some more about being an occupational therapist, take a moment to consider more closely whether or not this career might appeal to you by completing the survey. Rate the characteristics of an occupational therapist on a scale from one to four.”

Thinking About Your Future

At the end of the lesson, students will see the following statement on Rise: “In this lesson, you explored the occupational therapist profession and learned about the “sixth-sense.”

Before moving on to the next lesson, think about the following questions:

- Did you find the occupational therapist career interesting?
- How did you enjoy learning about the “sixth-sense?”

Career Pathways

At the end of each lesson, students will be reminded that it is never too soon to start exploring future career options! Encourage students to check out this resource to help them learn about:

- Various jobs in the Allied Health Sciences field
- Projected growth
- Potential earnings

Students can access the resources at this link: [Pipeline AZ Career Search](#).

Lesson Completion

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

“In future lessons, you will learn more about different aspects of the health sciences field. Topics will include mental health and healing and safety and epidemiology.”