

# Possible Futures



## Facilitator Guide: How to Prepare for This Lesson



### **STEMPLORATION**

#### **Health Sciences – Lesson 10**

#### **Mental Health and Healing**

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## About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Mental Health and Healing**.

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.

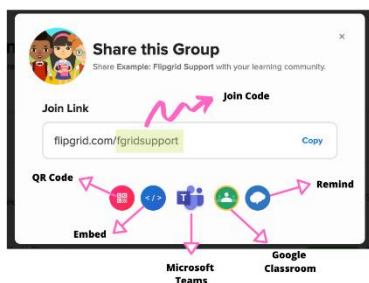
### *Educator Step-by-Step Guide*

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.

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## 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](#)

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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 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.

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**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](#).

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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 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.

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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

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](#).

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This lesson's learning outcomes align with the program learning outcomes (PLOs), curriculum learning outcomes (CLOs), and Arizona Career Literacy Standards (CLSs) as follows:

<b>CLOs</b>	<b>Lesson Learning Outcomes</b>	<b>PLOs</b>	<b>CLSs</b>
2, 4, 5	Explain the social worker career.	A, B	1.0
1	Describe de-escalation techniques.	C, D	2.0, 3.0, 4.0
1	Describe active listening techniques.	C, D	2.0, 3.0, 4.0, 6.0
1	Understand the importance of good communication skills.	C, D	2.0, 3.0, 4.0, 6.0

## 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.

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## Lesson 10 Components

### Guiding Question

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

**What Role Does Mental Health Play in Healing?**

### Lesson Overview

This lesson focuses on emotions that the patient, family, and community members experience in a hospital setting post-accident.

To address these emotions as a social worker, students practice active listening and communication skills to de-escalate situations when they become heightened to the point of verging on violence.

**Note:** Many schools have social workers on their campuses; consider partnering with your school social worker to deliver this lesson. They can provide additional information on the different types of careers available to social workers. They may also have additional information on active listening and de-escalation skills and strategies.

### 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.

- **Mental Health:** A person's condition with regard to their psychological and emotional well-being
- **Active listening:** The ability to focus completely on a speaker, understand their message, comprehend the information and respond thoughtfully
- **De-escalation:** Reduction of the intensity of a conflict or potentially violent situation
- **Escalation:** To become worse or to make (something) worse or more severe
- **Stress:** A state of mental tension and worry caused by problems in your life, work, etc.

### Learning Targets

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

- Explain the social worker career.
- Describe de-escalation techniques.
- Describe active listening techniques.
- Understand the importance of good communication skills.

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## Mental Health Scenario

The lesson starts with a familiar skateboarder scenario. A young man has been in an accident, he requires mental counselling and someone who can be a connection between the family and the medical system. The learners assume the role of a social worker whose purpose is to support the patient and his family during their interaction with the medical system.

Students learn about the role of social workers in the healthcare system and that it is vital for social workers to have effective communication skills.

**In-Person Learning Adaptation:** For in-person learning, teachers can do a role-play where students assume the role of the patient (and family) and the social worker.

Through a series of process cards on Rise, students learn more about the patient and the context of the accident.

Here is a brief highlight of the information on the cards:

- Skateboarder had a serious accident while not wearing a helmet.
- He has a facial laceration, subsequent dental damage, and a broken arm besides other issues.
- In an interview with the patient's parents, learners learn about the patient's defiance of the rule to wear a helmet while skateboarding.
- Parents express anger at this defiance.

After going through the process cards on Rise, learners respond to the questions in the **"Mental Health Scenario"** section of the editable PDF. They will see the following instructions in the PDF:

"Now that you have read the mental health scenario about our skateboarder, answer the following questions:

- How might our skateboarder be feeling right now?
- How might his family be feeling about the incident?"

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## Active Listening

In this section, students learn about the importance of active listening. The guiding question for this section is:

How do social workers know what a patient or their family needs?

The answer is active listening. To learn more about being an active listener, students watch this How to Become an Active Listener [video](#).

Students reflect on the following questions:

- What is the patient's body language?
- Are you making eye contact?
- Can you restate what the patient said?
- Can you ask good questions?
- Can you detect when words may not express everything a patient needs?

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

Learners then answer the following knowledge check question:

\_\_\_\_\_ is one way you can show someone you are listening to them.

*Answer: Body Language. Body language is very important to showing others that you are listening to them. You can also use active ways to respond and to be sure you truly understand what is being said—this is called paraphrasing. Professionals practice these skills to become effective communicators. Let's add active listening to your young professional toolbox.*

## De-escalation Skills

In this section, students learn how in some situations people experience such intense emotions that they can become very upset, especially if they feel they are not being heard. Social workers, and other professionals like police officers, who work with people in difficult situations, are trained in special techniques called de-escalation skills.

Students are introduced to the EARS (Emphasize, Acknowledge, Reflect, Solutions) protocol as a de-escalation strategy. The information is in an Accordion interactivity on Rise. Select each tab to expand/collapse it.

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## Escalation Scenario

In this section, learners respond to the prompts in the “**Escalation Scenario**” section of the editable PDF. They will see the following instructions in the PDF:

“Answer the following questions about an escalation scenario you have experienced:

- Describe a time at school when you have seen a behaviour escalate.
- Describe how the situation ended.
- Do you think that something could have been done differently in this situation to make it better? What de-escalation skills would have been helpful?”

## Take a Stand: Mental Health and Healing

In this section, students will be asked to consider whether or not a social worker’s career appeals to them by taking a values self-assessment. They will be asked to respond as instructed in the “**Health Sciences Mental Health and Healing - 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 a social worker, and that this career entails active listening and de-escalation skills, take a moment to reflect on your own actions.

- How do you usually handle conflict?
- What is one goal you have to improve your active listening and communication skills?”

## Thinking About Your Future

***At the end of the lesson, students will see the following statement on Rise:*** “In this lesson, you learned more about the social worker career and different responsibilities that come with this career.”

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

- Is the career of a social worker interesting to you?
- Do you think you would be able to handle situations like the ones you read about in this lesson?

## 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:

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

Students can access the resources at this link: [Pipeline AZ Information Allied Health Sciences Careers](#).

## Lesson Completion

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

“In future lessons, you will learn more about different aspects of the Health Sciences field. Topics will include safety and epidemiology.”