Possible Futures

Facilitator Guide:
 How to Prepare for This Lesson

STEMPLORATION

Health Sciences – Lesson 1

An Overview

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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 - An Overview - What Might Interest Me in 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.
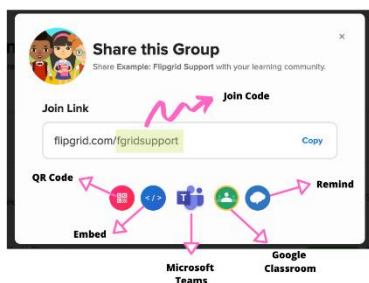
   The Join Code also creates a link. Copy/paste the link in emails, texts, social media, Google Classroom, or other websites to invite your students to join. You can download/print QR codes for students to scan on the Flipgrid app. The Flipgrid app and flipgrid.com offer a QR scanner on the homepage.

   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 the 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,
        o 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.
        o 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
2, 4, 5	Describe some of the careers in the Allied Health Sciences.	A	1.0
2, 4, 5	Explain why it is important to make informed career choices.	A, B	1.0
1	Use subjective and objective information to make sense of an emergency situation.	D	2.0
1	Use evidence to form a hypothesis.	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 1 Components

Guiding Question

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

- **What Might Interest Me in the Allied Health Sciences?**

Lesson Overview

This lesson is an introduction to the Allied Health Sciences. In this lesson, students review different possibilities and careers in the health sciences and take a first-person role as a first responder. Students follow the case of a young skateboarder from accident to recovery.

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.

- **Acronym:** A word formed from the first letters of each one of the words in a phrase For example: LOL stands for laugh out loud
- **Circulation:** The movement of blood through the body that is caused by the pumping action of the heart
- **Airway:** The area in the throat through which air passes to and from the lungs
- **Observation:** A statement about something you have noticed: a comment or remark
- **Subjective:** Based on feelings or opinions rather than facts. It is the opposite of objective
- **Objective:** Based on facts rather than feelings or opinions. It is the opposite of subjective
- **First Responder:** Someone designated or trained to respond to an emergency such as police officers, fire fighters, and school nurses

Learning Targets

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

- Describe some of the careers in the Allied Health Sciences.
- Explain why it is important to make informed career choices.
- Use subjective and objective information to make sense of an emergency situation.
- Use evidence to form a hypothesis.

Process Block – Let's Solve a Mystery!

This activity contains an introduction and three steps which are presented on a Rise course component called the process block. The student can navigate through the activity by selecting the arrows on the left or the right of the process block.

The introduction can be read out to students and the function of the arrows will need to be explained to them for this activity.

In-Person Learning Adaptation: For in-person learning, the facilitator may provide the students facts about the various statistics present in the Process Block activity.

The process block can also be projected via Zoom/Skype or in-person via a projector.

Introduction to Health Sciences – Career Gallery Walk

Students use the flip card activity to familiarize themselves with different professions related to Allied Health Sciences field. Instead of keywords, there are a series of seven flip cards at the end of the introductory text for this activity.

The students will navigate through the activity by using the arrows on the left and right of each card. They will review the job description, education pathway, and average salary of the following professions:

1. Emergency Medical Technician (EMT)
2. Neurology Technician
3. Occupational Therapist
4. Phlebotomist
5. Physician Assistant
6. Radiologic Technician
7. Healthcare Social Worker
8. Surgical Technician
9. Radiologist
10. Physical Therapist
11. Biostatistician

Before reviewing the allied careers information, students are asked to download the editable PDF document for this lesson. They will respond to the questions in the "**Career Gallery Walk**" section of the PDF. They will see the following instructions on Rise:

"Take a look at each of these Allied Health professions. Document in your editable PDF what you see in each image and the things you wonder as a result of these images.

Also note the following:

- Which career did you think was interesting or cool?
- What about the images surprised you?
- What questions did the images raise?
- How do the images compare to what you imagine from popular media like TV, movies, or video games?"

In-Person Learning Adaptation: For in-person learning, Teachers can give out the information presented in the flip cards by using the information presented previously as a fillable table on screen or on a whiteboard.

Students can discuss or estimate each profession's job description, educational pathway, and average salary.

Teachers can help them along by providing useful facts and information as necessary.

Who Do You Call? The First Responder Scenario

In this section, students will review a scenario that leads them to think about the role of the Emergency First Responder.

The First Responder

This section provides an overview of the role of an emergency first responder and how they respond to emergency events. The students are asked to watch the [Skateboarding accidents,

falls, crashes, bails, and pain compilation video to understand more about the role of a first responder.

Once students review the view, they are directed to look for the "**The First Responder**" section in this lesson's editable PDF and respond to the questions. The students will see the following instructions in the PDF:
"After watching the video of skateboarding accident, what are some things that could have happened to the skateboarders? By answering this question, you are trying to figure out what happened to the patient to give them the best care."

> **In-Person Learning Adaptation:** For in-person learning, teachers can show the video in class and initiate a discussion that guides them in responding to the question in the PDF.

Making Observations

Students will now be asked to reflect on the skateboard scenario that they watched in the video from the previous section and respond to the following question on Rise:

The skateboards in the previous videos are a clue to what has happened to the riders. In a first responder's mind, they work through the list of possibilities. Which of the following scenarios are more likely to have happened based on this clue? Select all of the scenarios that apply.

- ☐ Hiccups
- ☐ Possible broken bones
- ☐ Head injuries
- ☐ Lacerations
- ☐ Food poisoning
- ☐ Heart attack

> **In-Person Learning Adaptation:** For in-person learning, teachers can initiate a discussion after the video and ask this as a follow-up question.

The A-B-Cs of Emergency

In this section, students will review how A-B-C − Airway, Breathing, and Circulation help a first responder identify any immediate threats to the patient's health in case of an emergency event. They will also watch a video on Initial Emergency that demonstrates how a trained first responder does a primary survey.

The D-Chart: Communication Is Important

This section is about how first responders must communicate their observations, findings, actions, and any other data to the providers at the next level of care for the emergency patient. Students will explore the D-CHART format, a standardized way of making notes in emergency services. D-CHART is an acronym that stands for dispatch, chief complaint, history, assessment, and treatment (Rx) and transport. Students will be asked to locate the "**D-Chart Communication**" section in this lesson's editable PDF and respond as per the instructions. Students will see the following instructions in the PDF:

"First responders must communicate their observations, findings, actions, and any other data to the providers at the next level of care for the emergency patient. It is important to take and pass on notes. These notes are standardized—meaning that they follow a form that everyone in emergency services uses. Imagine you are a first responder to a call about a patient who was in a car accident. Create a scenario using the D-Chart."

> **In-Person Learning Adaptation:** For in-person learning, teachers can show a sample of D-CHART format if possible.

Emergency!

In this section, students will see the following text on Rise:
"In this lesson, you explored the realm of working as a first responder. In this work environment, it is crucial to know our teammates and have some clear norms for how we will function as a group. If things were chaotic at a hospital, could you imagine how that would affect patients?"

Flipgrid Activity – Let's Talk About It

In this section, students will use Flipgrid to introduce themselves to other students taking this course.

The students will see the following instructions on Rise:

"Use the flipgrid to introduce yourself to other students taking this course. Begin your message by saying "Hello, my name is _____", then follow with answering one or more of the following question prompts:

- Have you ever broken a bone, ridden in an ambulance, had an X-ray, or had stitches?
- Do you have a friend or family member that works in a hospital? If so, what do they do?
- Are you afraid of blood? Have you ever gotten your blood drawn? Do you know your blood type?
- Have you ever visited someone in the hospital? If so, what was your experience like visiting them? Have you ever had to stay in the hospital? If so, what was your experience?"

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 have just gone through an introduction to the health sciences profession. In this lesson, you explored different careers in the health sciences, put yourself in the shoes of a first responder, and communicated with your colleagues."

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

- Of the health science careers you explored today, which do you find most interesting? Why?
- How did you enjoy making observations?

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 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 respiration, the skeletal system, and exploring the emergency room."