

# Possible Futures



## Facilitator Guide: How to Prepare for This Lesson



### STEMPLORATION

#### Information Technology

#### Lesson 12—Information Technology Closure

---

## Table of Contents

	1
About This Facilitator Guide	3
Before You Get Started	3
Flipgrid Instructions: Setting Up Flipgrid	4
Using Editable PDFs	7
“Ask an Expert” Interviews (Optional)	8
How to Implement This Unit	9
Alignment of Learning Outcomes	9
Tracking Completion of Lessons	10
Lesson 12 Components	11
Guiding Question	11
Lesson Overview	11
Vocabulary in This Lesson: Flip Card Activity	11
Learning Targets	11
Reflection Part I	12
Reflection Part II	12
Flipgrid Activity: Let’s Talk About It—What My App Will Look Like!	12
Thinking About Your Future	13
Career Pathways	13
Lesson Completion	13

---

## About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson **Information Technology Closure: What Have I Learned About Information Technology?**

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.

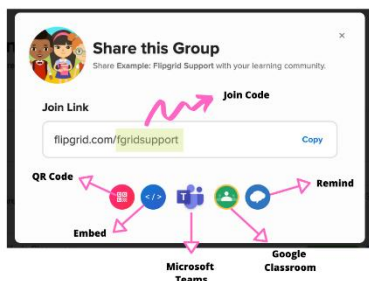
### *Educator Step-by-Step Guide*

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 Flipgrid's 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 home page.

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.

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](#)

---

### *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 or a591dc5d) or a QR code
- A Join Link (e.g., <https://flipgrid.com/FGrid3567> or <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, do either of these:
  - 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:**

- 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.

Students who will be using Chromebooks 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](#).

## **“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 and current job roles and responsibilities and to 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 postsecondary training or apprenticeship 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 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:

- Recommended combinations: Choose any of the following:
  - Lesson 4 as a stand-alone lesson
  - Pairs: Lessons 2 and 3, Lessons 4 and 6, Lessons 3 and 4, and Lessons 4 and 5
  - Trios: Lessons 3 through 5 or Lessons 4 through 6
- Mini four-lesson unit: Lessons 1 and 2 and Lessons 4 and 5
- The Introduction to Information Technology unit: Lessons 1 through 3 in sequential order

## Alignment of Learning Outcomes

The program learning outcomes for Possible Futures 2.0 are as follows:

- A. Gain awareness of and exposure to a wide array of careers.
- B. Increase self-awareness and begin to form one's 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 Information Technology unit are as follows:

1. Students learn the basics of coding and computer programming.
2. Students explore career options within the information technologies industry.
3. Students identify their strengths and interests in the field of information technology.
4. Students connect their strengths and interests in the field of information technology to potential careers.
5. Students explore local labor market data and education opportunities for careers in the field of information technology.

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:

<b>CLOs</b>	<b>Lesson Learning Outcomes</b>	<b>PLOs</b>	<b>CLSs</b>
2,3,4,5	Reflect on your learning and growth over time.	A, B, E, F	1.0, 2.0, 4.0, 6.0, 7.0
2,3,4,5	Communicate your learning and growth over time.	A, B, E, F	1.0, 2.0, 4.0, 6.0, 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 12 Components

### Guiding Question

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

- **What Have I Learned About Information Technology?**

### Lesson Overview

This section provides an overview of the lesson. In this lesson, students reflect on the learning from the previous lessons in this unit through Reflection activities. They record their learnings and observations in the editable PDF of this lesson.

### 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 do the following:

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

---

## Reflection Part I

In this section, students will be asked to reflect on questions related to the information technology field. They will also reflect on several other questions through the self, society, and security lenses.

**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.

## Reflection Part II

In this section, students are asked to download an editable PDF titled **Lesson 12—Closure—What Have I Learned About IT—Editable PDF**. Upon opening the PDF, they will see the following instructions in the “Portfolio Reflection Part II” section before responding to a few questions:

“Select one or two questions in each category below to respond to. You can write in full sentences or use bulleted phrases. Work to show reflection by

- showing your growth and learning over the course of the unit;
- showing something that you are particularly proud of and explaining why you are proud of it; and/or
- showing a change in your thinking over the course of the curriculum.”

**In-Person Learning Adaptation:** For in-person learning, teachers can explain these instructions and provide a couple of examples before beginning the activity.

## Flipgrid Activity: Let’s Talk About It—What My App Will Look Like!

In this section, students will use Flipgrid to share their thoughts about the IT field.

The students will see the following instruction on Rise:

“Using your notes from the PDF you just completed, share your thoughts about the IT field with your peers on Flipgrid.”

---

Remind 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 information technology as a career in this unit.”

## Career Pathways

At the end of each lesson, students will be reminded that it’s 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 software development field,
- projected growth, and
- 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 other units, you will learn about engineering, cybersecurity, and health sciences.”