

# Possible Futures



## Facilitator Guide: How to Prepare for This Lesson



### **SKILLS FOR SUCCESS**

## **Lesson 4—Communication Skills That Pay the Bills**

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## About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on Communication Skills That Pay the Bills—What Skills Will Make Me Employee of the Month?

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.

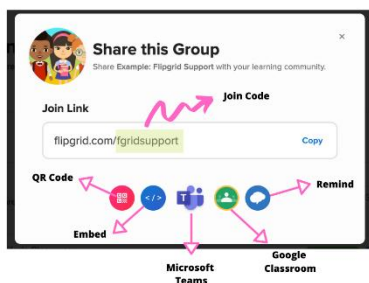
### Educator Step-by-Step Guide

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 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 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 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 a student username, or a 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'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](#)

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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 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.

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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, students 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](#).

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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 to experts who work in various professions to learn about their career journeys, current job roles and responsibilities, and 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 post-secondary training, apprenticeship, and so forth 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, aged 12 to 14 years. An ideal ratio is one expert per 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.

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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

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 time available:

- Best practice: Students take all 12 lessons in order.
- Mini-unit option: Instructors select one lesson from each section—Communication (Lessons 1–4), Collaboration (Lessons 5–8), Growth Mindset (Lessons 9–11), and Self-Regulation (Lesson 12).
- Stand-alone lessons: All 12 lessons could stand alone.
- Pairs: Lessons 1 and 2, Lessons 2 and 5, Lessons 9 and 10, and Lessons 11 and 12.
- Trios: Lessons 1–3, Lessons 10–12, and Lessons 6–8.

## 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 outcome for the Skills for Success curriculum is as follows:

- a. Develop the transferable social, emotional, and employability skills vital for academic and career success.

### Communication:

1. Students develop communication skills that will be essential to their future success in learning- and work-based environments such as verbal and nonverbal communication, listening strategies, conflict management, and self-advocacy.

### Collaboration:

2. Students develop collaboration skills in authentic contexts; learning about actions that add or subtract from collaboration; the importance of trust; using technology to collaborate; and how to identify shared goals and criteria for success with peers.

### Growth Mindset:

3. Students learn about failure and “failing forward,” luck versus opportunity, and fixed versus growth mindsets. Students also practice justifying their claims with

evidence, identify the self-talk they use in moments of personal frustration, and develop the ability to recognize mistakes as useful tools for learning.

### Self-Regulation:

4. Students learn about thinking fast and slow, luck versus hard work, and examine and reflect on the role of effort and support in attaining their goals.

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
1	Identify the economic benefits of strong communication skills.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Evaluate the actions of an employee and create alternatives.	B, C	1.0, 2.0, 3.0, 4.0, 7.0
1	Describe actions that will make you an outstanding employee in their first job.	B, C	1.0, 2.0, 3.0, 4.0, 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.

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## Lesson 4 Components

### Guiding Question

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

- What Skills Will Make Me Employee of the Month?

### Lesson Overview

This lesson provides students with an introduction to the importance of strong communication skills. They will begin by examining some mystery data. They will then check off the importance of basic communication skills and better understand their claims.

The students will evaluate the actions of employees in different scenarios to determine the perspectives of the employee and employer and provide recommendations for changes that the employee could make to improve their professionalism. The students will solidify their new learning by providing their future self with some advice to help them succeed in their first job.

### 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.

- **Perception:** The way you think about or understand someone or something.
- **Entrepreneur:** A person who starts a business and is willing to risk loss in order to make money.
- **Communication:** The act or process of using words, sounds, signs, or behaviors to express or exchange information or to express ideas, thoughts, or feelings to someone else.

### Learning Targets

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

- Identify the economic benefits of strong communication skills.
- Evaluate the actions of an employee and create alternatives.
- Describe actions that will make you an outstanding employee in your first job.

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## Mystery Data

In this section, students will review a chart and guess its missing title and percentage labels. Using the left and right arrows, students will navigate to learn about the surprising data.

The students will then reflect on the following questions:

- Were you surprised that this illustration was about what employers are looking for in their employees?
- Does this data tell anything about important attributes?
- Is this similar or different from what you expected?
- Does this data change how you think about things?
- Can you think about ways the top skills of leadership, teamwork, written communication, and problem solving are part of your day-to-day life in school or elsewhere?

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**In-Person Learning Adaptation:** For in-person learning, the facilitator may discuss any queries or observations that students might encounter.

Facilitator may use the questions provided to aid discussion.

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## Communication Skills That Pay the Bills—Video Block

This section contains a short [video](#) that explains the importance of public speaking and communication skills.

## Which Are Most Important to You?

This section contains a checklist. Students must be encouraged to first go through the list of things that they think they will be able to do on the job.

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**In-Person Learning Adaptation:** For in-person learning, the facilitator may discuss the checklist after the activity is complete.

Facilitator may use the questions provided to aid discussion.

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## The Importance of Communication Skills Demonstrated Through 10 Studies—Labeled Graphic Block

In this section, students will learn about the benefits of communication skills. They will see an image of two children with several hotspots on it. The students will need to select each hotspot to reveal more information. They will see the following instructions in Rise:

“Move your mouse over each hotspot below and select it to learn about these additional benefits.”

**In-Person Learning Adaptation:** For in-person learning, facilitator can project the image with hotspots in class and discuss various benefits of communication skills.

## Perception Is Everything—Video Block

This section contains a short [video](#) on mastering soft skills at the workplace.

**In-Person Learning Adaptation:** For in-person learning, share the video with your class. They may use either a digital or printed version of the PDF to record their responses to the reflection questions.

## Perception Is Everything Scenarios

In this section, students will review three different scenarios presented in tabs. The students will navigate through each scenario by selecting each of the tabs with titles to reveal more information.

The students will see the following instructions on Rise:

“Read each of the scenarios below and use the principles and strategies learned in this lesson to think through each issue and document your findings. Be ready to answer these questions:”

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**In-Person Learning Adaptation:** For in-person learning, facilitator may reiterate different principles and strategies discussed in the scenarios. Encourage students to use either a digital or printed version of the PDF to record their responses to the reflection questions.

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- What was the employee thinking?
- What might the employer think of the situation?
- What could the employee change to be more successful?

The students will record their responses in the **Perception Is Everything Scenarios** section of this lesson's editable PDF.

## Thinking About Your Future

**Students will see the following statement in Rise:** "You have just learned about some essential skills. You found out that things like collaboration, decision-making, critical thinking, and communication are required to be successful in college, careers, and life in general. Being good at them will make your life better; make you happier, healthier, and better at your jobs; and make you get more money!"

Before moving on to the next lesson, think about how you might respond to these questions:

- What two pieces of advice can you give to make your future self-successful in getting and excelling at a new job?
- What is one thing you will do on the first day at a new job to ensure success?
- What is one thing you should not do at a new job?

## Career Pathways

**In this section, students will see the following in Rise:** "It's never too soon to start exploring future career options!"

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

## Lesson Completion

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

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In future lessons, you will learn about collaboration. Topics will include what collaborative communication looks and sounds like, pillars of effective communication, collaboration across cultures, and the win-win approach.