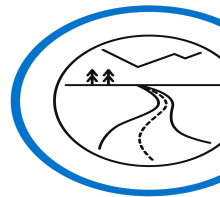


Possible Futures



Facilitator Guide: How to Prepare for This Lesson



LENSES ON THE FUTURE

Lesson 6—Security: Job, Job, Career

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About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Job, Job, Career – What Is the Difference Between a Job and a Career?**

Instructions for using the SCORM files in Blackboard and Canvas can be found at this [link](#).

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, including any materials or platforms you choose for students to share their reflections.

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, student 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.
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 interactives. If you plan to collect these documents for career planning portfolios or grading, you will need to coordinate that with your students.

Reflecting on the Lesson

This lesson asks students to reflect on what they have learned by responding to a reflection prompt. You can choose for students to record their responses in this lesson's editable PDF, share their answers through an in-class activity, or submit their reflections through a social sharing platform to which your class has access.

Some examples of in-class activities that you can adapt for these reflections include:

- **Four Corners Debate:** Give the students a question that has four possible answers (or ranges). Students choose a corner and have discussions based on their shared opinions.
- **Anticipation:** *Before* the lesson, present a statement or question related to the learning intention. Ask the students to share their thoughts, opinions, or answers based on their current knowledge. *After* the lesson, present the same statement or question again. Ask them to reflect on their learning by answering the prompt: “At first I thought... but now I think...”
- **Pair Up Pyramid:** Pair students to discuss their answer to the reflection prompt with each other. Then, ask that pair to find another pair (group of 4) to discuss and compare their answers. Continue pairing the groups until the whole class has joined together.
- **Socratic Seminar:** Arrange the students in a concentric circle. The person in the inner circle is the Pilot, who answers the reflection prompt aloud, while the person in the outer circle is the Copilot, who remains silent and takes notes. When the Pilot fully completes their answer, the Copilot shares observations, provides feedback, and asks additional questions to clarify the Pilot's response.

Depending on the technology available in your class, students may want to record their reflection through a video, audio, collaborative whiteboard, or another format. Examples of social sharing and video recording platforms that are commonly available for educators and students include:

- Padlet
- Seesaw
- Gravity
- Miro
- Google Jamboard
- Screencastify for Education

Consider alternating the reflection methods between lessons to promote engagement, cater to different learning preferences, and foster a more inclusive and effective learning environment.

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 the 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 for 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, aged between 12 and 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:

- **Best practice:** All 12 lessons in order
- **Recommended combinations:** Choose any of the following:
 - **Standalone:** Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11
 - **Pairs:** Lessons 1 and 2; Lessons 2 and 3; Lessons 3 and 5; Lessons 1 and 9, Lessons 3 and 8
 - **Trios:** Lessons 1–3; Lessons 3, 5, and 6; Lessons 1, 4, and 9; Lessons 1, 8, and 10
 - **Mini four–lesson unit:** Lessons 2, 3, 5, 8, and 10

Alignment of Learning Outcomes for the Unit

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 Lenses on the Future unit are:

- Develop an understanding of personal values, cultivate agency and identity, and leverage a framework to navigate choices.

Self:

1. Students learn to evaluate future options for career and college by considering their own interests, talents, culture, and values. Students identify what currently fascinates them and explore new interests.
2. Students identify their own interests, talents, culture, and values.
3. Students consider how their own interests, talents, culture, and values could influence career and education choices.

Society:

4. Students consider how they can contribute to their communities, noting the complex ways that a diversity of fields and careers support solutions to local and global problems. The society lens asks: What are the problems that face your generation and how will your unique talents help solve these pressing challenges?
5. Students build an understanding of their community and how they fit into it.
6. Students consider how a variety of careers contribute to solving community problems.

Security:

7. Students build background knowledge to prepare them for future decisions and financial realities, learning about the practical elements of future-ready thinking. The security lens guides young people to evaluate educational and career options with a view toward cost, permeability, high-demand fields, future earning potential, and careers that offer opportunities for advancement.
8. Students evaluate educational and career options as they relate to cost, permeability, high-demand fields, future earning potential, and careers that offer opportunities for advancement.

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, 2, 3	Identify components of your personal identity.	B	2.0, 6.0, 7.0

1, 2, 3	Define personal identity as a reflection of individual traits, choices, and options within one's control.	B	2.0, 6.0, 7.0
1, 2, 3	Consider the way multiple identities frame your perspectives.	B	2.0, 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 the completion of lessons by the students.

Lesson 6 Components

Guiding Question

The guiding question is intended to provide a focal point for each lesson. This lesson's guiding question is: **What is the difference between a job and a career?**

Vocabulary in This Lesson – Flip Card Activity

The flip card activity is designed to familiarize students with key vocabulary terms and definitions for this lesson. Students must flip each card to proceed in the lesson.

- **Job:** The work that a person does regularly in order to earn money
- **Career:** A profession that someone does for a long time
- **Venn Diagram:** A graph that employs closed curves and especially circles to represent logical relations between and operations on sets and the terms of propositions by the inclusion, exclusion, or intersection of the curves
- **Compare:** To look at (two or more things) closely in order to see what is similar or different about them or in order to decide which one is better
- **Contrast:** To compare (two people or things) to show how they are different

Learning Targets

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

- Evaluate the difference between a job and a career
- Infer a theme based on context clues
- Analyze text to find connections, agreements, and contradictions

Jobs vs. Careers

In this section, the students are asked to think about success and prosperity and prompted to complete an activity in this lesson's editable PDF where they read through statements and select if they agree, disagree, strongly agree, or strongly disagree.

In-person Learning Adaptation: For in-person learning, the facilitator can share each statement with the students and discuss their opinion on each of them.

Mystery Text: What's the Theme?

In this activity, the students are asked to read an [article](#) from the Huffington post by Christine Hassler. The students are then prompted to guess the theme of the article and then analyze the content by providing the answers to the questions given in the **Mystery Text Notecatcher** section of this lesson's editable PDF.

In-person Learning Adaptation: For in-person learning, the facilitator can share the article via a projector and ask students to read it. The facilitator can then ask the students to discuss any queries or observations about the article.

Compare and Contrast Job vs. Career

In this section, students are asked to watch a [video](#) to explore the difference between a job and a career. The students are then prompted to summarize their thoughts in the **Job & Career Venn Diagram** section of this lesson's editable PDF.

In-person Learning Adaptation: For in-person learning, the facilitator can show the video via a projector and ask the students to discuss any queries or observations about the video.

Closure: Journal Reflection

In this section, students are asked to share their responses to the following question in an in-class activity, the lesson's editable PDF, or a sharing platform of your choice. Consider alternating the instructional methods between lessons to promote engagement, cater to different learning preferences, and foster a more inclusive and effective learning environment.

- How did the information in this lesson impact your thinking about your future work choices?

Thinking About Your Future

Students will see the following statement on Rise: “In this lesson, you gauged your own thoughts about work and then explored the differences between a job and a career.”

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

- Had you ever thought about the differences between a job and career?
- Does this change how you think about your future?

Career Pathways

Share the following with your students: “It’s never too soon to start exploring future career options!”

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

Encourage the students to explore a career from their quiz results.

Lesson Completion

At the end of the lesson, students will see the following message on Rise: “In future lessons, you will continue to explore the world of work and how your choices can impact your community.”

Extension Activity – Four Corners Protocol

This activity is an alternative to the activity given in the editable PDF in Jobs vs. Career section. Teachers can consider conducting this activity in class as the Four Corner Protocol by providing the following instructions:

1. “As I read each statement aloud, move to one of the four corners of the room to signify your thinking. The four corners are: **Agree**, **Disagree**, **Strongly Agree**, and **Strongly Disagree**.”
2. We have **5 minutes** for the activity, so move quickly and quietly to the corner of your choice.”
3. Read some of the following statements to the class. (Feel free to modify them to suit your class and do not feel pressured to make it through all the statements.)
 - “There are more opportunities for youth today than 50 years ago.”

- “To be successful, it is important to go to college.”
- “Working while in high school will increase your chances of getting a good job in college and later.”
- “Money is the most important thing about working.”
- “Being a hard worker will get you to the top.”
- “In general, men earn more than women.”
- “Doing something you enjoy is the most important thing when choosing your career.”
- “My generation works as hard as my grandparents’ generation.”
- “I would like to own a home someday.”
- “Career planning doesn’t matter because robots will do everything in the future.”
- “Earning a paycheck in high school would be a good thing.”
- “All I have to do is blog about my passion, and I will be fine.”
- “You have to work your way to the top.”
- “Getting good grades is the only way to get a good job.”
- “It’s not about what you know; it’s about who you know.”

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