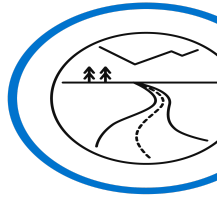


# Possible Futures



## Facilitator Guide: How to Prepare for This Lesson



## **LENSES ON THE FUTURE**

### **Lesson 2—Self: My Strengths and Talents**

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## About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **My Strengths and Talents – How Can I Name, Claim, and Aim My Talents?**

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, 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 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.

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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 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:

<b>CLOs</b>	<b>Lesson Learning Outcomes</b>	<b>PLOs</b>	<b>CLSs</b>
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 2 Components

### Guiding Question

The guiding question is intended to provide a focal point for each lesson. This lesson's guiding question is: **How can I name, claim, and aim my talents?**

### Lesson Overview

In this lesson, students will use their Self Lens to identify their strengths and discover ways to use their talents in academic and professional settings. Students will take a free online personality test to identify their strengths. The test is called the NERIS Type Explorer, which is based on the Myers-Briggs Type Indicator assessment tool. Finally, the students will reflect on how they can use their strengths and talents to help achieve their goals.

### 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.

- **Asset:** A valuable person or thing
- **Talent:** A special ability that allows someone to do something well
- **Claim:** To say that something belongs to you or that you deserve something
- **Trait:** A quality that makes one person or thing different from another

### Learning Targets

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

- Name your personal strengths
- Evaluate your **assets** for succeeding academically or professionally
- Frame goals that leverage your unique strengths and **assets**

### Pop Quiz: What Are Your Natural Strengths and Talents?

This section contains a link to a [quiz](#) that will help students gain some insights into their strengths and talents. Encourage students to answer as honestly and accurately as possible to get the best results.

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**In-Person Learning Adaptation:** For in-person learning, the facilitator can share their quiz results with the students and encourage them to answer the quiz honestly.

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## My Traits and Talents

After getting the quiz results, the students are prompted to think about the following questions:

- What in the description fits?
- Where are your **talents** and **traits** and how do—or can—you use them in your life?

Once the students reflect on these questions, they are asked to complete the activity given in the **My Traits and Talents** section of the editable PDF titled “**Lesson 2 – My Strengths and Talents – Editable PDF.**” This section ends with instructions that tell the students how to download and use the editable PDF.

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**In-Person Learning Adaptation:** For in-person learning, the facilitator can ask students to share their personality type.

The facilitator can also encourage the students to discuss their strengths, work habits, and career choices.

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## Aiming Your Talent

In this section, students will learn about the Name It! Claim It! Aim It! framework from Gallup, which will help them understand their strengths, appreciate their strengths, and help them practice and develop their talents.

The students will then watch a [video](#) to learn more about **Name It! Claim It! Aim It!** and answer the questions in the **Name It! Claim It! Aim It!** section of this lesson’s editable PDF.

## Closure: Journal Reflection

In this section, students are asked to share their responses to the following questions 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.

- Did you learn anything new about yourself? If so, what?
- What parts of your personality quiz results felt like a match for you?
- What parts did not feel like a good fit?

## Thinking About Your Future

***Students will see the following statement on Rise:*** “In this lesson, you took a personality quiz to help you think about your strengths and how to use them.”

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

- Were you surprised by any of the personality quiz results? Which parts?
- Do you think this kind of quiz is a good way to get to know yourself better? Why or why not?

## 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 aspects of your personal identity before thinking about your future life and career and your role in your community.”