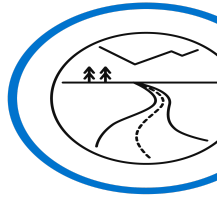


Possible Futures



Facilitator Guide: How to Prepare for This Lesson



LENSES ON THE FUTURE

Lesson 7—Security: Keeping It Real

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About This Facilitator Guide

This facilitator guide provides the details to help you enable students to complete the lesson on **Keeping It Real – What Lifestyle Can I Afford Based on My Choices?**

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 7 Components

Guiding Question

The guiding question is intended to provide a focal point for each lesson. This lesson's guiding question is: **What lifestyle can I afford based on my choices?**

Lesson Overview

This Security Lenses lesson begins with some mystery data for the students to explore. Then, the students will participate in a simulation that will allow them to select a job, housing, transportation, and leisure items. Then the students will be asked to calculate the cost of their choices and see if they can afford the lifestyle they choose.

Lesson Overview

In this Security Lenses lesson, the students will explore the difference between jobs and careers. A quick opening activity will help the students to assess their current understandings about the world of work. The students will then analyze a Mystery Text, reflecting on the implication of the opinion piece, as well as to infer a possible theme.

Finally, the students will complete a reflection in which they will agree and disagree with various ideas in relation to the theme, before reflecting on the conceptual difference between jobs and careers.

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.

- **Budget:** A plan used to decide the amount of money that can be spent and how it will be spent
- **Expense:** The amount of money that is needed to pay for or buy something
- **Income:** Money that is earned from work, investments, business, etc.
- **Degree:** An official document and title that is given to someone who has successfully completed a series of classes at a college or university

Learning Targets

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

- Evaluate fiscal decisions to stay within a budget

- Create a budget based on real-world constraints
- Compare academic preparation with resulting opportunities and constraints

Mystery Data – Process Block

In this activity, students will be asked to puzzle out data using their background knowledge. The students will look at charts to make sense of the visual data.

It will be presented on a Rise course component called the process block. By selecting the arrows on the left or the right of the process block, the student can view each chart.

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 can show the charts via a projector and ask students about their observations on each of them.

Simulation: Keep It Real, Round 1 – Flip Card Activity

In this activity, the students will select a job from a list of options presented on a Rise course component called the flip card grid. The students will read through each card, consider what they will do, and make a note of the salary they will earn.

The students are then prompted to select their housing, transportation, and leisure items in the subsequent sections.

To keep track of their selections as well as other necessary monthly expenses, the students are then prompted to record their selections in the **Expense Worksheet** section of this lesson's editable PDF. This section ends with instructions that tell the students how to download and use the editable PDF.

You Choose: Housing – Flip Card Activity

In this section, students will select their choice of housing from a list of options presented on a Rise course component called the flip card grid. The students will explore each card and select between renting, purchasing a home, or living at home with their parents.

You Choose: Transportation – Flip Card Activity

In this section, students will select the mode of transportation from a list of options presented on a Rise course component called the flip card grid. The students will explore each card and select between walking/biking, using public transportation, leasing a vehicle, and purchasing a vehicle.

You Choose: Leisure Items – Flip Card Activity

In this section, students will select the leisure item they are most interested in from a list of options presented on a Rise course component called the flip card grid. The students can choose as many and as few as they like.

In-person Learning Adaptation: For in-person learning, the facilitator can show the cards from each category (job, housing, transportation, and leisure items) via a projector and ask students to note down their selections.

Once the students have made their choices and determined their salary and expenses, the facilitator can ask them to total it all up. Lastly, the facilitator can ask students about their monthly budget based on their selections.

Keeping It Real – Round 2

In this section, students will add up their salary and expenses for one month based on their housing, transportation, and other choices and calculate the monthly income in the **Monthly Budget Worksheet** section of this lesson's editable PDF to see their results.

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.

- What differences did you experience between your “dream lifestyle” and what you could afford? Did you run out of money? Did you have extra money?
- If your salary did not cover your costs, what would you change to balance your budget?

- If you had money left over, what do you think you would do with it?

Thinking About Your Future

Students will see the following statement on Rise: “In this lesson, you participated in a simulation that let you make job, housing, transportation, and leisure choices and then determine if you could afford them.

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

- What surprised you in this simulation? Did your monthly salary “go” as far as you initially thought it would?
- Did the results change your thoughts about the job you might want or the other choices you made?”

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: “It’s never too soon to start exploring future career options! Check out this resource to learn more about career opportunities that might interest you.”

Extension Activity – Simulation: SPENT

Teachers can also consider conducting an additional activity in class by providing the following instructions:

“You will take on the role of an adult who has recently lost their job and had to take another one. The objective is to last a month without running out of money. You may have to make decisions that you would not normally make. Get ready to experience SPENT.”

1. Review the **SPENT Assignment** and record your choices as you play SPENT.
2. Play SPENT on <http://playspent.org> in pairs.
3. Discuss your decisions and come to a consensus before making a selection.

4. You have about 10–15 minutes to finish the online simulations in pairs. Fast finishers can repeat the scenario, as the simulation will offer different choices.

SPENT Assignment: Last the month on \$1,000

- What job did you choose?

- How much did you earn before taxes?

- After?

- What did you prioritize (spend money on)?

- What did you avoid spending money on?

- Name at least three things you would “do differently” if you had had more money:

- Did you make it through the month? _____

- What is something you learned about the challenges many adults face in trying to “make ends meet”?

SPENT Debrief: Ask: Some of the following questions to prompt discussion.

- How many of you thought a thousand dollars was a lot of money?
- Did your view change over the simulation?
- What were some of the situations that you faced?
- What decisions did you make?

- What were the results of those decisions?
- Did you ever regret any of the decisions you've made?
- What would you have done differently if you had more money?

Say: “Now that you have done this simulation, you are ready to think about your future as an adult. Right now, a thousand dollars sounds like a lot. However, as you just experienced, few people want to be in the position of surviving on \$1,000 a month. Many people must—and you experienced a taste of that lifestyle. It’s stressful and hard to find options.

We want you to have many lenses to make decisions about your future. The lens we are focusing on now is the lens of **security**.

To make good decisions, it is important to have and understand the facts before you make your decisions. While few people will want a “spent” lifestyle, it is important to know what kind of lifestyle meets one’s needs, values, and vision. This is different for every person. Just like having a low income has constraints like the ones experienced in SPENT, having a luxurious lifestyle has requirements too: it requires a job that generates high amounts of income.”