

SUMMER TEACHER EXTERNSHIP 2025



2025 Teacher Externship LESSON PLANS



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GARLAND ISD LESSON PLANS



Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Plastipak	Teacher Name: Alexandria Paige
Education Alignment: Business, Marketing, Finance	School District: Garland ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students will complete a discussion post that responds to the prompt.</p> <p style="text-align: center;">What are soft skills? How do they differ from hard skills? (provide at least 2 examples of each type of skills)</p>
Mini Lesson (10-15 min) (I do, we do)	<p>** Lesson will build upon the previous lesson on employability skills, with a focus on transferable soft skills**</p> <ol style="list-style-type: none"> 1. Google doc worksheet that includes table included in links below. 2. Teacher will post Plastipak Job posting with link to google doc so students will have initial listing to follow along with. 3. Teacher will begin by guiding students through job posting and how to begin worksheet. 4. Teacher will guide review of posing and identify where students can review for soft skills and hard skills. 5. Through completion of worksheet students will also gain additional experience

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		reviewing job postings and self-evaluating for personal skills and experience alignment.
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> Worksheet will include two more blank tables that students will complete. For a total of 3 job postings Students are responsible for locating entry-level jobs that they may be interested in pursuing and responding to the questions.
	Intervention time	<ul style="list-style-type: none"> During independent work time can assist students who may be struggling with identifying skills. Utilize discussion prompt responses and input from the mini-lesson to guide where to begin identifying students who may need additional support.
Reflection/ Wrap up (3-5 min)		Exit ticket mini quiz requiring students to check all the soft skills out of a list of skills.

Links:

https://plastipak.wd1.myworkdayjobs.com/en-US/Plastipak/job/Process-Technician_REQ20605?locations=a389d2a04f5f0149e6fdc793653b540b

Example Worksheet

Company Name	
Job Title	
Short description of company and what they do	
URL of posting	
Skills: Include 2 hard skills and soft skills	
Soft Skills	
Hard Skills	

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Reflection: Is this a job that you believe you may be interested in? Why did you choose this job to review? How does your current experiences and skills align with the posting? What can you do to help fill skill and/or education gaps you may currently have?

Summer 2025: Teacher Externship

Lesson Plan

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Please complete the template on the next page:

Summer 20245 Teacher Externship Lesson Plan

Industry Partner: Hyatt Regency Dallas	Teacher Name: April Alaniz
Education Alignment: Hospitality	School District: Garland ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min) Review of previous lessons concepts	<p>Students are given 2 scenarios that relate to customer service interactions within a hotel. Students read scenarios, identify what is wrong, and explain how the situation should be handled. Set a timer for 5 minutes and allow students to write. When 5 minutes is up, discuss answers with the class.</p> <p><u>Situation 1:</u> A female customer arrives at the hotel who is using a walking stick and appears to be blind. A well-meaning hotel employee walks toward the customer, grabs her forearm to guide the customer to the check-in guest. What is wrong about this interaction?</p> <p><u>Situation 2:</u> A customer walks up to the front desk and complains that their room is dirty.</p>

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	<p>The bed isn't made, trash hasn't been emptied, and the bathroom was dirty. What should happen in order to make this right for the customer?</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Standard Covered: Compare and contrast duties and responsibilities from each department to the larger lodging environment to include food and beverage services.</p> <p>Introduce the idea of departments within a business. Use the example of school as this is what students are very familiar with. Ask what departments they can find in school? Responses might include the following: - the history department, the science department, the english department, etc.. Explain how each department has a specific purpose and tasks that must be completed in order for the school to run properly and for students to complete the credits needed for graduation.</p> <p>Transition into the idea of lodging and ask students to brainstorm possible departments within a hotel. Write their responses on the dry erase board. Add any departments missed to the list and erase any that are not correct. At this point in the lesson, explain to students that today they will research the various departments within a hotel. Their research should include the duties and responsibilities of their given department.</p>

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	<p><u>Departments to assign:</u></p> <ul style="list-style-type: none">● Front Desk/Office● Housekeeping● Food and Beverage (F&B)● Sales and Marketing● Human Resources● Finance● Maintenance/Engineering● Security● Reservations● Concierge● Night Audit● Stewarding● Purchasing● IT
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Students work in teacher assigned pairs to create an anchor chart on each department within the lodging environment. Each anchor chart must have the following information:</p> <ul style="list-style-type: none">● Title(Department Name)● Brief overview of the responsibilities of the given department● List of job titles that would work in the department and their specific responsibilities● List of specific tasks completed by the department● Average pay for manager of department● Average pay for employees of department

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		<ul style="list-style-type: none">• Must be neat, with color, and add a visual to represent department <p>Once complete, students hang their anchor chart around the room. Students will use the anchor charts to complete their note sheet on hotel departments. Future activities will ask students to compare and contrast the departments using their notes.</p>
	Intervention time	Teacher monitors the room as students create their anchor chart looking for any groups that might be struggling. Redirect or assist any students that might need assistance.
Reflection/ Wrap up (3-5 min)		End the class session by asking which department is the most important in their opinion? Students can respond on a post-it note or a verbal discussion. Use this time to review departments using student answers and show how they are all important and necessary for the hotel to function properly.

Links:

Lesson Plan for Food Science

[Title]

Inside the Kitchen: Culinary Careers & Skills from the Hilton Hotel

Grade Level: 12th Grade (High School Seniors)

Duration: 5 Days – 60 minutes/day

Unit Theme: Culinary Foundations & Food Industry Readiness

Industry Model: Hilton Hotel Industrial Kitchen

[Learning Objectives]

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

1. Identify and demonstrate key roles in an industrial kitchen.
2. Apply basic food safety and sanitation procedures.
3. Execute a basic recipe using hotel kitchen techniques (batch cooking, plating, etc.).
4. Understand kitchen organization, flow, and teamwork.
5. Reflect on soft skills and professional behavior expected in the hospitality industry.

[Certifications Earned]

- ServSafe Manager Certification (National Restaurant Association)
- ASMA Food Safety and Science Certification

These certifications validate readiness for commercial kitchens and demonstrate a strong foundation in food safety, sanitation, and hospitality science—ideal for resumes, internships, or culinary school applications.

[Day-by-Day Breakdown]

Day 1: Introduction to the Industrial Kitchen

- Virtual tour of a Hilton Hotel kitchen.
- Discussion: Front-of-House vs. Back-of-House roles.
- Digital worksheet: Match job roles.

Tools: Google Slides, Kahoot Quiz

Day 2: Safety & Sanitation

- ServSafe-style hygiene lesson.
- Create a sanitation checklist.
- Certification quiz prep.

Tools: Canva, Google Forms

Day 3: Kitchen Systems & Communication

- Watch hotel kitchen prep video.
- Group kitchen layout activity (Google Jamboard).
- Discussion on communication and timing.

Tools: Jamboard, Padlet

Day 4: Recipe Execution – Batch Cooking

- Watch hotel meal prep demo.

Lesson Plan for Food Science

- Scale recipe using Google Sheets.
- Mini cooking lab (home or school).

Tools: Google Sheets, Flipgrid

Day 5: Professionalism & Career Readiness

- Guest speaker (chef manager or hotel food manager).
- Write reflection blog: “What I Learned from the Hilton Kitchen.”
- Resume & digital portfolio workshop with certification highlights.

Tools: Google Docs, Canva

[Assessments]

- Daily participation in digital activities
- Online quizzes & certification prep
- Sanitation checklist and kitchen layout submission
- Scaled recipe document
- Final reflection blog and updated resume

[Skills Developed]

- Culinary: Knife skills, mise en place, recipe scaling, plating
- Safety: Cross-contamination prevention, PPE use, temperature control
- Professional: Time management, teamwork, kitchen communication
- Career: Resume writing, certification prep, hospitality industry knowledge

The Lesson Attached:

[Title]

Design Your Own Hotel Kitchen Team & Meal Service Plan

[Objective]

Apply your knowledge from the Hilton kitchen unit by designing a breakfast service for 25 guests and organizing your digital kitchen team.

[Scenario]

You're the Student Sous Chef for a hotel's breakfast service. Plan a safe, efficient, and professional breakfast for 25 guests.

[Instructions]

Part 1: Build Your Kitchen Team

- Create a digital staff chart with at least 4 roles (e.g., Executive Chef, Line Cook, Dishwasher, Prep Cook).
- Describe each role's responsibilities.
- Explain how your team communicates during prep and service.

Lesson Plan for Food Science

Use Google Slides, Jamboard, or Canva.

Part 2: Plan the Meal Service

- Choose one main dish (e.g., pancakes, omelet bar).
- Add two side items (e.g., fruit, toast, sausage).
- List all ingredients with safe cooking/storage temperatures.
- Include plating or buffet setup plan.

Use Google Docs, Slides, or Canva.

Part 3: Food Safety Focus

- Create a Sanitation Checklist with at least 5 rules drawn from ServSafe and ASMA best practices:
 - Example: Wash hands every 20 minutes.
 - Keep raw meats at or below 40°F.
 - Sanitize surfaces before/after use.

[Submission Requirements]

- Digital team chart (PDF or slide screenshot)
- Meal service plan (Google Doc or Slide)
- Sanitation checklist (list format)

[Due Date]

Friday, [INSERT DUE DATE]

[Grading Rubric]

Category	Points
Kitchen Roles & Descriptions	20
Meal Plan & Recipe Accuracy	30
Sanitation Checklist	20
Creativity & Presentation	20
Professionalism (format, clarity)	10
Total	100

[Bonus – 5 pts]

Include a **short voice or video clip** explaining how your kitchen would handle a last-minute guest allergy.

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Hyatt Regency	Teacher Name: Caren Watson
Education Alignment:	School District: Garland ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Speak to students about the Teacher Externship I did at the Hyatt Regency Hotel. Explaining the areas of culinary, banquets, and stewarding.</p>
Mini Lesson (10-15 min) (I do, we do)		<p>I will provide the students with a scenario that they will have to figure out the best solution to a real problem the hotel encountered during my externship. During a banquet lunch, service for 350 guests: The banquet was divided into 2 areas and set up for 175 guests each. Guests were not assigned a specific room to go to. What are the possible problems and what are some possible solutions. After your discussion time and hearing your solutions, I will let you know what the hotel did.</p>
Independent work (20-25 min) (you do)	Student work time	Students will be broken up into groups to

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		discuss possible solutions to the problems that could arise from this situation.
	Intervention time	I will walk around and listen to all the groups to make sure they are working on figuring out solutions to the problem and giving guidance when needed so the students can get the most out of the activity.
Reflection/ Wrap up (3-5 min)		After all the groups have presented their ideas, I will wrap up with letting the students know what the hotel ended up doing and discuss if they think that was the best idea to take care of the problem.

Links:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions Greater Dallas	Teacher Name: Daphne Jackson
Education Alignment: All – Career Development and CCMR expectations	School District: Garland ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<ul style="list-style-type: none"> • Show a brief video demonstrating descent paying jobs that require little to no college. • Pose some thought-provoking questions: "What do you think are some of the biggest barriers to attending college?", "Why do you think some students choose not to go to college?", and invite a few students to share their thoughts.
Mini Lesson (10-15 min) (I do, we do)	<ul style="list-style-type: none"> • Slides demonstrating what the job market needs (forgotten jobs; jobs least likely to be pursued) and AI-proof jobs with an introduction to workforce solutions (Slide creation resources list at the bottom) • Includes:

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	<ul style="list-style-type: none">○ Which jobs are we compatible with personality-wise, educationally.<ul style="list-style-type: none">▪ Then consider your personal desires like hands-on vs. analytical, location, ability to relocate and continue working, and your own situational/life circumstances.○ How to discover which job may be more in line with your passions and personality versus the income or what you have seen on TV.○ Which jobs does Chatgpt consider to be AI-proof and why.
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <ul style="list-style-type: none">• Everyone one will take the O*NET Interest Profier quiz to see which jobs are recommended for them.• Everyone will pick 2 occupations (one that might require college and one that does not) and create 2 vision boards either on paper or in Canva.com, one for each career.<ul style="list-style-type: none">○ These vision boards will include, salary, 3-5 daily activities, expected uniform/clothing, places/locations/companies

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		<p>you could work for, and advancement options.</p> <ul style="list-style-type: none">• Students can even use this as a resource to help select from the list of jobs given.• Incomplete vision boards become homework due by next class.
	Intervention time	<p>Pull aside students who need extra guidance with selecting 2 careers or understanding these new careers, and provide one-on-one or small group support using simplified resources or visuals of your creation.</p>
Reflection/ Wrap up (3-5 min)		<p>In the form of an exit ticket - Did the careers that you were matched with surprised you? Why or why not? What careers were you matched with?</p>

Links:

https://www.youtube.com/watch?v=Bt_ILQ1kRQg

<https://www.wfsdallas.com/>

<https://www.chatgpt.com/>

<https://www.mynextmove.org/explore/ip>

<https://www.canva.com/>

<https://www.bls.gov/ooh/>

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Job Resources for creating slides:

https://money.usnews.com/careers/best-jobs/rankings/best-jobs-without-a-college-degree?utm_source=chatgpt.com

https://www.bls.gov/careeroutlook/2022/article/occupations-that-dont-require-a-degree.htm?utm_source=chatgpt.com

https://www.forbes.com/sites/juliakorn/2025/04/07/top-remote-jobs-in-2025-that-dont-require-a-college-degree/?utm_source=chatgpt.com

<https://www.chatgpt.com/>

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Texas Workforce Solutions	Teacher Name: Kiahnn Lloyd
Education Alignment: <i>Principles of Human Services I TEKS: 6(B) the student is able to investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members</i>	School District: Garland ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Warm up/Bellringer:</p> <p>Spark: Students watch this 3 minute video clip – A Place at the Table Movie CLIP - Food Stamps (2012) - Documentary HD – and then answer and discuss the following questions</p> <ul style="list-style-type: none"> • “What challenges did the family shown in the video clip face?” • “What other things do families need to thrive?” • “What other types of support might help the family in the video clip?” • “What happens when they don’t have enough money, food, access to health care, or pathways to having their needs met?”

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Teacher Instruction:</p> <p>Students are given an overview for one of the more common assistance programs including:</p> <ul style="list-style-type: none">a) the target demographic or populations served,b) the purpose and history of the programc) key eligibility requirementsd) resources providede) a class discussion on the program’s potential impact towards improving family dynamics, responsibilities and daily life. <p>SNAP (Supplemental Nutrition Assistance Program)</p> <ul style="list-style-type: none">○ Target demographic○ Program purpose and history○ Eligibility Requirements○ Resources○ Discussion questions:<ul style="list-style-type: none">▪ <i>“Based on the eligibility criteria, what are some other areas of need that a family utilizing the program might have?”</i>▪ <i>“What improvements to daily life would a family or individual experience while utilizing this program?”</i>▪ <i>“What challenges to daily life might a family or individual experience if they did not utilize or have the resources of the</i>
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		<i>program available to them?"</i>
Independent work (20-25 min) (you do)	Student work time	<p>Students are split into groups and are given one of the assistance programs below to research on their Chromebooks:</p> <ul style="list-style-type: none"> • TANF (Temporary Assistance for Needy Families) • Medicaid • WIC (Women, Infants, and Children) • Housing Assistance • Employment Assistance <p>Each group will include the following information about their assigned assistance program on a poster provided to them:</p> <p>a) the target demographic or populations served,</p> <p>b) the purpose and history of the program</p> <p>c) key eligibility requirements</p> <p>d) resources provided</p> <p>e) the program's potential impact towards improving family dynamics, responsibilities and daily life.</p>
	Intervention time	The teacher moves between student groups to discuss their findings and provide feedback.
Reflection/ Wrap up (3-5 min)		Students watch this video clip - Curly Sue (1991) - Give Her a Chance Scene (4/8) Movieclips - highlighting the impact of a family who does not utilize assistance programs (for context, the woman in the clip is confronting a man whom she has allowed to

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Rowlett Chamber of Commerce	Teacher Name: Melissa Alvarez
Education Alignment: Business etiquette when networking	School District: Garland ISD

TEKS §130.139. Business Management

Knowledge and skills. (1) The student demonstrates professional standards/employability skills required by business and industry. The student is expected to: (A) communicate effectively with others using oral and written skills.

Workshop Model

Stage	Description
Warm Up (5-10 Min)	What do you think networking is? On a post-it, have students write what they think networking is. After a couple of minutes, have them turn to their shoulder partner, share, discuss, and compare what they felt networking is. Go around the room and have some students share their responses with the class.
Mini Lesson (10-15 min) (I do, we do)	I will give the definition to networking, give examples from personal experiences and the power of networking. We will together as a class, read the article “Learn To Love Networking” or sections of “Mastering the Art of Networking: 7 Essential Etiquette Tips for Professional Success in 2024”. Discuss the key

	<p>takeaways from the article, the importance and benefits of networking, and proper business etiquette while networking.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>
	<p>Using AI, you will create a “User Guide” explaining proper business etiquette while networking. Start by including a definition for networking, what are the benefits, and why it is important. The following concepts must also be included:</p> <ol style="list-style-type: none"> 1.) First Impression 2.) Entering/Exiting a conversation 3.) Networking Virtually 4.) Respecting Personal Space 5.) Follow Up <p>Using AI is just a tool to help with research, use your own words when recording your response for submission.</p> <p>Last, include a 30 second introduction of yourself that you would use to introduce yourself in a business environment/meeting/gathering.</p> <p>(This assignment can be submitted in the form of an actual “User Guide” or as an essay/report.)</p>
	<p>Intervention time</p> <p>Actively walk around the room making sure students are working and address any questions or confusion. If there is a common question, address the class to provide clarity.</p>

<p>Reflection/ Wrap up (3-5 min)</p>	<p>On the flip side of their post-it, have them write what their new definition of networking is. Have students share their definitions. Close with a brief summary of Networking, its benefits, importance and best practices. Challenge students to use some of what they learned to network before the next class and come to class ready to share about their experience. (Can be a homework or extra credit assignment)</p> <p>At the beginning of the next time you meet, revisit what was taught. Have students share what networking is, it's importance and benefits. During class discussion, have students give examples from their user guide. If you want to extend this to two class periods, you can turn your classroom into a networking environment (have small refreshments, optional) and after the discussion, have students walk around the room and practice with their peers.</p>
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Links:

<https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch130d.pdf>

<https://hbr.org/2016/05/learn-to-love-networking>

<https://www.eventible.com/learning/networking-etiquette/>



GRAND PRAIRIE ISD LESSON PLANS



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: WFS Greater Dallas - Redbird	Teacher Name: J. Villarreal
Education Alignment: Principles of Health Sci.	School District: Grand Prairie ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<ul style="list-style-type: none"> -Have students visit www.onetonline.org and spend 5 minutes exploring a health science career of their choice. -Share out: Ask students to share one interesting fact they learned about their chosen career. (If time allows.)
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> -Introduce the concept of resume building and its importance in the health science field. -Explain the three types of resumes: chronological, functional, and combination. -Demonstrate how to create a basic chronological resume structure using a sample health science career.
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> -Students will create their own chronological resume based on their chosen health science career. -They should include sections for Summary of Qualifications, Skills, Experience (even if hypothetical), and Education. -Encourage students to use www.workintexas.com or Microsoft Word templates for guidance.
	Intervention time	<ul style="list-style-type: none"> -Provide one-on-one assistance to students struggling with resume formatting or content. -For advanced students, introduce the concept of creating a LinkedIn profile and discuss its importance in professional networking. (Note this is a concept introduction only, as site is age restricted.) -Advanced students may also provide peer-to-peer support.
Reflection/ Wrap up (3-5 min)		<ul style="list-style-type: none"> -Have students share one challenge they faced while creating their resume and how they overcame it or what major challenge they are still facing. -Discuss the importance of tailoring resumes to specific health science careers.

Links: www.onetonline.org (useful for job tasks, skills, salaries, and helping students locate, evaluate, and interpret career options)
www.workintexas.com (includes a resume builder tool)
www.Linkedin.com (a professional social networking site useful for job board, brand building, and networking)

Summer 2025: Teacher Externship Lesson Plan – Day 1

Industry Partner: Amber Electrical Contractors	Teacher Name: Jennifer Adams
Education Alignment: CTE Architecture	School District: Grand Prairie ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Introduction and welcome by Amber Electrical leadership team. Overview of the company’s history, core values, and its role in commercial and industrial electrical contracting across Texas.
Mini Lesson (10-15 min) (I do, we do)		Observed and participated in the new hire onboarding presentation, which outlined the company structure, scope of operations, key departments, and expectations for employees. Discussed the importance of professionalism, communication, and teamwork on job sites.
Independent work (20-25 min) (you do)	Student work time	Engaged in safety orientation training including OSHA standards, PPE (Personal Protective Equipment) requirements, jobsite hazard identification, lockout/tagout protocols, ladder safety and emergency procedures. Took notes and reflected on how these procedures align with safety protocols taught in the classroom.
	Intervention time	Asked clarifying questions to the safety coordinator and HR staff regarding documentation, certification requirements, and how these policies are communicated to new hires. Discussed how this real-world onboarding can translate to teaching

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		professional workplace expectations in the classroom.
Reflection/ Wrap up (3-5 min)		Reflected on the company's structured onboarding process and its value in preparing employees for safe, efficient, and successful careers.

Links:

<https://www.amberelectrical.com/>

Summer 2025: Teacher Externship Lesson Plan – Day 2

Industry Partner: Amber Electrical Contractors	Teacher Name: Jennifer Adams
Education Alignment: CTE Architecture	School District: Grand Prairie ISD

Financial Management – Cost Estimation

Stage		Description
Warm Up (5-10 Min)		Brief introduction to the Finance Department. Overview of financial roles within the company and introduction to the Financial Project Manager.
Mini Lesson (10-15 min) (I do, we do)		Observed the PM review with the estimating team – project status, deadlines, and budgets for all current electrical projects that are in the pipeline for bid.
Independent work (20-25 min) (you do)	Student work time	Teamed with an estimator. Reviewed real project documents to understand how electrical construction budgets are estimated, how bids are prepared, and how financial forecasts impact project planning.
	Intervention time	Asked specific questions about software used for cost estimation, labor/equipment/material breakdowns, and how estimates are validated before bids are submitted. Explored ways this process can be translated to lessons on cost analysis and planning.
Reflection/ Wrap up (3-5 min)		Reflected on the connection between architecture design and budgeting.

Summer 2025: Teacher Externship Lesson Plan – Day 3

Industry Partner: Amber Electrical Contractors	Teacher Name: Jennifer Adams
Education Alignment: CTE Architecture	School District: Grand Prairie ISD

Project Management

Stage		Description
Warm Up (5-10 Min)		Introduced to the Project Management team. Overview of how project managers coordinate schedules, teams, and resources to meet deadlines.
Mini Lesson (10-15 min) (I do, we do)		Observed a Project Manager explain how they manage electrical construction projects, track progress, communicate with general contractors, and mitigate issues related to delays or supply chain disruptions.
Independent work (20-25 min) (you do)	Student work time	Reviewed project schedules and planning tools such as Gantt charts and job site reports. Took notes on how these tools are used to forecast timelines and adjust for unexpected changes on the job site.
	Intervention time	Asked questions about specific case studies of delayed projects and how they were resolved. Discussed connections to architecture coursework including design timelines, permitting, and stakeholder communication.
Reflection/ Wrap up (3-5 min)		Reflected on the vital role project management plays in ensuring design and construction efforts align.

Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: NCCO	Teacher Name: Savannah Fluitt
Education Alignment: Arts, Audio Visual Technology and Communications	School District: Grand Prairie ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Provide the students the example of the print shop ticket that NCCO uses. The students will look through the ticket, briefly comparing and contrasting to our current print shop ticket.
Mini Lesson (10-15 min) (I do, we do)		I will explain my time at NCCO and how their ticket functioned in a real-world atmosphere. As a class, we will discuss the similarities and differences of the print shop tickets.
Independent work (20-25 min) (you do)	Student work time	The students will get into pairs or groups and redesign our current print shop ticket and make sure to include real world terms such as Quality Assurance, Mixed Media, Finishing, Substrate, etc.
	Intervention time	I will make sure the students understand print shop terms and have them discuss what elements we should bring into our final print shop ticket to use as our student run print shop and why.

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<p>Reflection/ Wrap up (3-5 min)</p>	<p>The students will tell me the importance of printshop elements and what elements they consider the most important. We will discuss how if they do not function correctly, the printshop does not run how it should.</p> <p>Follow Up: We will discuss if the new printshop ticket worked or didn't work and why and create a new ticket if need be.</p>
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Links:

<https://dubiski.gpisd.org/shop-161/dubiski-printshop>

<https://www.dotit.com/?srsId=AfmBOor8Y7Hf6pHPmM-5dEByC7MAgWF-qKc5UrpYuHjwrsyPJmsZa989>

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Westin DFW	Teacher Name: Trenton Coots
Education Alignment: Hospitality	School District: Grand Prairie ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Have students describe their favorite hotel they have stayed at. If they have never stayed at a hotel, have them use a hotel from a movie or similar. Guiding questions: <i>What was the name? Where was the hotel? What did you like about this particular hotel?</i>
Mini Lesson (10-15 min) (I do, we do)		Ask a few students to share their responses from the warm-up to get class engaged and then ask students to think about the hotel staff they might have interacted with during their time at the hotel. Teacher will then introduce different job positions on a hotel's staff (without showing the responsibilities) and demonstrate the expectations for the day's lesson by describing the responsibilities of any <u>one</u> of the positions from the "Certification Checklists" and having the class help match which of the available positions those responsibilities are describing.
Independent Work (20-25 min) (you do)	Student work time	Have students work independently or in pairs to take each of the checklist positions' job responsibilities and match them to the corresponding job title.
	Intervention time	For students or pairs that fall behind, the teacher can help by asking guiding questions to get on track.

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	Extension Time	The students who are ahead can take each of the job responsibilities and summarize them into a single sentence job description.
Reflection/ Wrap up (3-5 min)		After the whole class has correctly matched each job title with the corresponding job responsibilities, have each student choose a job or job category they would be interested to have as a career and explain why they think they would like that career and why they would be successful in that position. They can submit this as an exit-ticket/informal assessment.

Links: See the attached “High School Hospitality Certification Checklist” from the Texas Hotel and Lodging Association

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name

High School

Teacher

Department Supervisor

Hotel

Human Resources Director

Hotel Department

Date Rotation Completed

FRONT DESK

____ Ability to check-in and check-out guests promptly and courteously, including handling express check-in/check-out.

____ Ability to provide excellent service to guests in order to ensure all guests leave the hotel satisfied. Understand the significance of this to the overall operations of the hotel.

____ Ability to communicate effectively with the public and other hotel employees.

____ Understand the procedures to ensure prompt service for all guest requests including maintenance, housekeeping, and other calls.

____ Review the proper handling of guest complaints/grievances.

____ Knowledge of hotel services: Valet, Masseuse, Hair Salon, etc. Understand amenities that hotel can provide, such as gift baskets, and when to recommend this service.

____ Familiarization with local attractions and services, including giving directions to streets and highways.

____ Review computer system and how it relates to other departments such as accounting, reservations and housekeeping.

____ Review of accounting principles of the front desk including posting, charge disputes, proper cash handling, credit card procedures, guaranteed no -shows, etc.

____ Familiarization with hotel reports. Understand when and how to review, run reports, complete, and submit.

____ Understand the importance of communication between the front desk and housekeeping services.

____ Know the Hotel Emergency Plan for fire, flood, bomb threat, etc.

____ Understand when and how to notify Manager on Duty/Security Department of potential emergencies, complaints, or suspicious activity.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name _____

High School _____

Teacher _____

Department Supervisor _____

Hotel _____

Human Resources Director _____

Hotel Department _____

Date Rotation Completed _____

HOUSEKEEPING

- _____ Ability to clean rooms which includes making beds, cleaning bathrooms, dusting, vacuuming, and replacing amenities.
- _____ Understand room inspection system.
- _____ Learn to replace cleaning supplies: proper loading and unloading procedures of the housekeeping carts.
- _____ Understand how the activities and groups in-house affect the Housekeeping Department.
- _____ Ability to maintain the cleanliness of the lobby, public restroom, office areas, elevators, and stairs. (Optional)
- _____ Knowledge of proper reporting procedures for all problems and maintenance repairs.
- _____ Familiarization with procedures and information regarding the safe use of cleaning chemicals (HAZCOM program), and use of universal precautions (Bloodborne Pathogen Program) when working with potentially infectious items.
- _____ Familiarization with emergency/security procedures for the Housekeeping Department including fire alarms, suspicious activities, key control, etc.
- _____ Learn the procedure for turning in lost items.
- _____ Understand procedure for turning rooms (i.e. reporting to front office).

**TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist**

Student Name	High School	Teacher
Department Supervisor	Hotel	Human Resources Director
Hotel Department	Date Rotation Completed	

ROOM SERVICE

- _____ Answer the phone in courteous, professional manner within three rings.
- _____ Understand and be able to describe all menu items.
- _____ Ensure accuracy of order before hanging up.
- _____ Give approximate time of delivery for the order.
- _____ Know how to properly set up a table or tray for each order.
- _____ Deliver order within service guidelines and standards.
- _____ Greet guests in a warm, congenial and professional manner.
- _____ Set up service efficiently and carefully.
- _____ Remove tray when requested quickly and discreetly.
- _____ Perform daily side duties including keeping area neat, clean, and well- stocked.
- _____ Have complete knowledge of hotel services and amenities.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
Department Supervisor	Hotel	Human Resources Director
Hotel Department	Date Rotation Completed	

GUEST SERVICES

Concierge, Bell Stand, Van Driver, Valet Services

- _____ Greet all guests in a warm, congenial, and professional manner. Offer to assist guests in any way needed.

- _____ Take guests' and their luggage to and from their rooms while communicating the amenities and features of the hotel and hours of operation.

- _____ Familiarization with local attractions, services, streets, and highways.

- _____ Have complete knowledge of hotel services: valet, parking, masseuse, hair salon, recreation facilities, amenities, food and beverage outlets, etc.

- _____ Deliver messages and /or packages to meeting rooms and guestrooms. Use proper logging procedures.

- _____ Ability to lift and carry up to 40 pounds.

- _____ Ability to ensure prompt and courteous service to all guests so that all guest experiences are distinctively supreme.

- _____ Display the ability to communicate clearly and effectively with the public and other hotel employees.

- _____ Understand van policies, runs, schedules, and request procedures and be able to communicate information to guests.

- _____ Learn proper parking lot attendant procedures including issuing tickets, taking payments, and reporting.

- _____ Know how and when to notify Manager on Duty or Security Department of potential emergencies, complaints, or suspicious activity.

- _____ Provide administrative support services to guests using business/executive center services.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
Department Supervisor	Hotel	Human Resources Director
Hotel Department	Date Rotation Completed	

RESTAURANT

- ___ Greet guests with a smile and a warm, congenial and professional manner.
- ___ Understand and describe all menu items including daily specials and buffets.
- ___ Assist host or hostess in seating guests and controlling heavy traffic at restaurant entrance.
- ___ Anticipate guests needs such as refilling beverages and clearing dishes.
- ___ Learn to carry a tray and assist servers in food delivery.
- ___ Understand and follow all safety procedures.
- ___ Assist with servers' side work. Understand side work schedule and assignments.
- ___ Know how to handle guest complaints in a courteous and professional manner following hotel guidelines.
- ___ Have complete knowledge of hotel services: valet, masseuse, hair salon, recreation facilities, amenities, etc.
- ___ Communicate effectively with kitchen staff.
- ___ Work as part of the foodservice team to provide guests with best possible product and service.
- ___ Help maintain a clean, neat, and orderly manner work area.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
Department Supervisor	Hotel	Human Resources Director
Hotel Department	Date Rotation Completed	

RESERVATIONS & REVENUE MANAGEMENT

- ____ Understand how to use hotel computerized reservation system.
- ____ Understand room rates and how they are determined.
- ____ Understand room types and how they differ.
- ____ Understand sales techniques such as probing questions.
- ____ Be able to make a benefits statement to guest.
- ____ Learn terms and principles of market segmentation.
- ____ Understand group room blocks, rates, and cut-off dates.
- ____ Understand and participate in rate surveys.
- ____ Understand what goes into forecast development.
- ____ Understand sell-out procedures.
- ____ Understand these terms and concepts: transient and group booking pace, previous year's actuals, denial and regrets, restrictions, city business demands, GDS and CRO.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

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<hr/> Hotel Department	<hr/> Date Rotation Completed	

SALES DEPARTMENT

- ____ Learn about room rates and room types.
- ____ Understand hotel business mix and market segmentation.
- ____ Understand how sales affect hotel operations.
- ____ Understand group booking procedures including rooms control log.
- ____ Understand sales contract and group resume.
- ____ Learn about a groups' need for meeting facilities and food and beverage functions.
- ____ Understand meeting space reservation system and diary.
- ____ Learn about trace system.
- ____ Learn how to plan for a sales call and make a presentation.
- ____ Understand sales skills such as handling inquiries, prospecting, soliciting, negotiating, and closing skills.
- ____ Learn about client account management.
- ____ Understand sales manager's deployment, financial goals, and responsibilities.
- ____ Learn about community involvement and public relations.
- ____ Learn about working with outside firms providing advertising, publicity, and communications services to the hotel.
- ____ Learn about special incentive, VIP or other client clubs and the tasks required in working with each club.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
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CATERING SALES

- _____ Learn about reserving catering space including hotel sales policies, maintaining diary, and space ratios.
- _____ Be able to read and interpret Banquet Event Order forms.
- _____ Understand policy on guarantees including timing and overages.
- _____ Learn about menus including portions per person, beverages, action stations, minimum food costs, combinations, and themes.
- _____ Understand event types such as receptions, buffets, breaks, continental breakfast, box lunches, brunches, plated meals, etc.
- _____ Learn about décor, table linens, centerpieces, and entertainment.
Understand both hotel and outside resources available.
- _____ Learn all possible meeting room set-ups and when each style is most appropriate.
- _____ Learn about audiovisual equipment and how it is set up in meeting rooms.
- _____ Learn sales techniques such as handling inquiries, prospecting, soliciting, negotiating, and closing skills.
- _____ Understand account management, trace system and marketing program.
- _____ Study all collateral pieces and printed menus, packages, etc.
- _____ Learn about sales managers' market segment, sales goals and incentives.
- _____ Understand hotel billing policy and procedures such as deposits, direct bill, prepayment and establishing credit.

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High School Hospitality Certification Checklist

Student Name	High School	Teacher
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BANQUET SERVICE

- _____ Learn how to read and interpret a Banquet Event Order.
- _____ Learn about all possible table sets including silverware placement, napkin folds, centerpieces, etc.
- _____ Learn about all event set ups such as breaks, receptions, buffets, and action stations.
- _____ Set up for events including presets on tables, back-ups inside stations, beverages, etc.
- _____ Wear appropriate uniform for the event: clean and crisp with a nametag.
- _____ Learn and practice proper serving etiquette and different styles of service.
- _____ Practice appropriate loading and carrying techniques for proper tray service.
- _____ Observe assigned section and which personnel facilitate service in that section.
- _____ Learn how to handle special requests from guests during banquet service.
- _____ Practice “clean as you go” techniques of service: clear between courses, crumb the table, exchange ashtrays, keep side station clean, neat, and supplied.
- _____ Unload trays properly in dish area.
- _____ Understand all TABC rules and regulations concerning the handling of alcoholic beverages.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

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<hr/> Hotel Department	<hr/> Date Rotation Completed	

HUMAN RESOURCES

- _____ **Benefit Overview.** Understand benefit administration and education.
Understand promotion/marketing of benefit package and enhancements.

- _____ **Training Overview.** Observe new hire orientation. Learn about hospitality, service & support training. Understand management skills training program.

- _____ **Employment/Hiring.** Understand affirmative action and equal opportunity employment. Follow application process including references, offering position & drug screen. Observe hiring interview and exit interview. Learn about retention and turnover.

- _____ **Recruiting.** Learn to identify the labor market. Understand advertising & distribution of job lists. If possible, attend a job fair or school function.

- _____ **Administrative/Systems Overview.** Understand HR reporting system, office procedures, phone etiquette, and computers.

- _____ **HR Communications.** Learn about bulletin boards, newsletters, paycheck stuffers, and departmental meetings.

- _____ **Employee Relations.** Understand purpose of general meetings, awards functions, employee picnic, theme days in employee cafeteria, employee recognition programs.

- _____ **Hotel Overview.** "Big Picture" Structure. Understand the organizational chart, internal customer service, and how all areas of the hotel affect and support each other.

- _____ **Worker's Compensation.** Understand, OSHA 200 Log, OSHA requirements and reporting, lost time report, risk management and safety.

- _____ **Community Involvement.** Learn about committee involvement and involvement with local schools and community organizations.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
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Hotel Department	Date Rotation Completed	

PBX OPERATIONS

- _____ Ability to communicate effectively with the public and other employees.
- _____ Ability to answer all incoming telephone calls and connect them to their proper extensions.
- _____ Ensure prompt and courteous service to guests so that all guest experiences are distinctively supreme.
- _____ Ability to assist guests with proper dialing procedures.
- _____ Ability to dispatch calls to Engineering/Housekeeping/Security effectively via a two-way radio.
- _____ Ability to take clear and concise messages for guests and put in writing and/or computer for incoming guests.
- _____ Understand how and when to notify Manager on Duty/Security Department of potential emergencies, complaints or suspicious activities.
- _____ Familiarization with Emergency Procedures including fire alarms, bomb threats, 911 calls, etc.
- _____ Familiarization of the proper procedures for recording and handling wake-up calls.
- _____ Review proper handling of guest complaints/grievances.

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High School Hospitality Certification Checklist

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ENGINEERING

- _____ Understand teamwork and internal customers.
- _____ Understand preventative maintenance in rooms.
- _____ Preventative maintenance in: pool, grounds, mechanical and public areas.
- _____ Understand heating and air conditioning systems including cost of building energy system.
- _____ Understand emergency procedures and life safety system.
- _____ Understand response expectations for guests' calls.
- _____ Learn about television and movie systems.
- _____ Learn about furniture, fixtures, and expenditures for large projects.
- _____ Understand computers and engineering and MIS system, if applicable.
- _____ Learn about grounds maintenance, if applicable.
- _____ Understand Risk Management.
- _____ Gain exposure to all the trades; plumbing, carpentry, electrical, painting, HVAC, etc.

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ACCOUNTING

- _____Accounts Receivable. Learn about guest ledger and city ledger.
- _____Credit and Collections. Understand policies and procedures, credit application, credit reference, collection calls, and check guarantee services.
- _____Daily Revenue Journal. Understand daily source documents and accounting flow to daily revenue journal. Audit daily activity.
- _____Payroll. Learn about time and attendance, benefit tracking, payroll taxes, garnishments, and payroll journals.
- _____Cash Procedures. Understand daily cash deposit, cash handling policy, cash variances, cash audit procedures and the general fund.
- _____Purchasing. Learn about purchase orders, receiving records, shipping and receiving policies, and storeroom policies.
- _____Accounts Payable. Learn about invoices, cash management and statements.
- _____General Ledger. Learn about financial statements and accounting flow, account reconciliation and forecasting.
- _____Information Systems. Learn about computer networks, accounting software, payroll systems, and point of sale systems.
- _____Taxes and Legal Issues. Understand local taxes and reporting requirements, insurance, risk management, licenses and permits and contract administration.

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High School Hospitality Certification Checklist

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<hr/> Hotel Department	<hr/> Date Rotation Completed	

LAUNDRY

- _____ Ability to load and unload machines.
- _____ Familiarization with and performance of all stages of linen processing (i.e., sorting and weighing soiled linen, sorting clean linen, running clean laundry through the proper machinery.)
- _____ Understand the communications and procedures to ensure effective flow of all linen items to the Room Attendants.
- _____ Understand the cycle of linen supply, control, or requisitioning for current or anticipated occupancy.
- _____ Understand the cleaning products and processes and how they work (i.e., how detergent, bleach, water temperature affect linens.)
- _____ Ability to clean the laundry machinery and laundry area.
- _____ Knowledge of the reporting procedures for mechanical problems.
- _____ Familiarization with the linen inventory process.
- _____ Familiarization with procedures for and information regarding the safe use of laundry chemicals (HAZCOM Program), and use of universal precautions/procedures (Bloodborne Pathogen Program) when handling potentially infectious linens.
- _____ Familiarization with emergency procedures for the Housekeeping Department including fire alarms, suspicious activities, using fire extinguishers, etc.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
Department Supervisor	Hotel	Human Resources Director
Hotel Department	Date Rotation Completed	

CONFERENCE SERVICES

- _____ Ensure uniform is appropriate for function: clean and crisp and nametag is properly attached to uniform.
- _____ Maintain a professional appearance and behavior when in contact with customers and co-workers.
- _____ Greet guests with a smile and congenial demeanor. Understand hotel policy on special requests by guests during events.
- _____ Have an accurate and complete understanding of a Function Sheet or Banquet Event Order.
- _____ Cross-references with other materials, such as Function Sheet or Agenda, for set-up information.
- _____ Set up rooms with tables, chairs, linens, and equipment according to detailed plan provided on function sheet.
- _____ Ensure all function rooms and equipment are clean.
- _____ Determine break times for assigned meeting rooms.
- _____ Prepare supply cart for meeting room refresh according to standards.
- _____ Refresh meeting rooms during meeting breaks: complete checklist of tasks to ensure room is clean, neat, and reset when clients return from break.
- _____ Break down equipment from function room after function has ended. Learn about responsibilities such as setting thermostat, extinguishing lights, and locking doors.
- _____ Store equipment and supplies in a neat and orderly fashion.
- _____ Report equipment and supply shortages to appropriate supervisors.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name _____

High School _____

Teacher _____

Department Supervisor _____

Hotel _____

Human Resources Director _____

Hotel Department _____

Date Rotation Completed _____

STEWARDING

_____ Turn on and set up the dish machine.

_____ Clean the dish machine.

_____ Set up the pot-washing sinks.

_____ Learn proper technique for cleaning pots, pans, skillets, hotel pans and sheet pans.

_____ Learn scraping and rinsing procedures.

_____ Store china, glassware, and flatware properly.

_____ Understand garbage disposal use and care.

_____ Learn cleaning schedule for walk-ins, walls, floor, trash cans, service, and storage areas.

_____ Learn about proper chemical storage and inventory.

_____ Understand responsibilities in maintaining dumpster and dock area.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
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KITCHEN

- _____ Understand and follow all safety policies and procedures.
- _____ Understand and follow all sanitation policies and procedures.
- _____ Learn all menu items produced by an assigned station.
- _____ Learn to set up an assigned station for daily service.
- _____ Communicate with the Chef to learn daily work tasks and their coordination and assist with daily prep list.
- _____ Understand refrigerator and freezer storage, dating, labeling, rotating food, and proper thawing technique.
- _____ Learn about proper dry food storage including labeling, rotating, and protecting from pests.
- _____ Learn about cooking equipment such as grill, broiler, fryer and when each is used.
- _____ Understand food safety temperatures for both refrigerated and cooked foods.
- _____ Understand portion control and food costs and how this affects overall kitchen operations.
- _____ Learn about plating guides and photographs.
- _____ Learn how to prepare food once it has been ordered.

**TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist**

Student Name	High School	Teacher
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Hotel Department	Date Rotation Completed	

SECURITY

- _____ Ability to perform a perimeter and a guest floor check.
- _____ Understand (observe, if possible) how to handle confrontations and noise complaints.
- _____ Understand the procedure for dealing with trespassers or misfits on hotel property.
- _____ Familiarization with the procedure for conducting an investigation.
- _____ Learn how to handle a guest or employee accident.
- _____ Understand when and how to generate a security report.
- _____ Familiarization with the fire emergency plan and procedures.
- _____ Learn how unique situations such as bomb threats or robberies are handled.
- _____ Review the proper procedures for dealing with handicapped guests.
- _____ Understand the procedures used for VIP security.
- _____ Understand key control procedures and their importance.
- _____ Familiarization with pull station, smoke detector and heat detector locations.

**TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist**

Student Name

High School

Teacher

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Hotel

Human Resources Director

Hotel Department

Date Rotation Completed

HEALTH CLUB, SPA & SPORTS

- _____ Understand the purpose and scope of the Health Club, Spa & Sports activities.
- _____ Understand the proper usage, maintenance and storage of Health Club, Spa and Sports activity equipment.
- _____ Display the ability to communicate effectively by telephone or in person with the guests and other hotel employees.
- _____ Ability to maintain the supplies and cleanliness of the locker rooms.
- _____ Learn about the exercise area and exercise options and activities available to guests.
- _____ Ability to follow procedures to maintain the proper chemical readings and levels of cleanliness in the pool and spa.
- _____ Understand the club's rules and follow the proper procedures for enforcing them.
- _____ Ability to maintain the refreshments provided to guests.
- _____ Understanding of the policies for handling guest charges from the club.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

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<hr/> Hotel Department	<hr/> Date Rotation Completed	

PURCHASING

- _____ Understand and follow the procedure for opening the storeroom.
- _____ Learn how to fill food requisitions.
- _____ Assist in receiving and storing food orders.
- _____ Assist in receiving and storing meat and seafood orders.
- _____ Familiarization with storage requirements for items stocked.
- _____ Understand the process for issuing non-food items.
- _____ Assist in storeroom facility maintenance.
- _____ Familiarization with monthly inventory and paperwork procedures.

**TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist**

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<hr/> Hotel Department	<hr/> Date Rotation Completed	

CAFETERIA

- _____ Learn and follow the procedure for obtaining keys from the security department.
- _____ Perform the daily duties of setting and maintaining the tables and chairs.
- _____ Ensure that all table condiments are clean and readily available to diners.
- _____ Assist in the preparation of salad bar items.
- _____ Learn to set the salad bar and keep it well stocked.
- _____ Understand the communication and procurement process with the main kitchen regarding hot food items.
- _____ Learn to set the hot food line and keep it well stocked.
- _____ Ability to serve employees in the hot food line.
- _____ Familiarization with the process for making food and non-food requisitions.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

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<hr/> Hotel Department	<hr/> Date Rotation Completed	

AUDIO VISUAL (A/V)

- _____ Ability to set up, operate and strike basic A/V equipment including overhead projector, slide projector, TV/VCR, microphone, and screen.

- _____ Confidently greet the client and/or speaker and orient them to the operation of basic A/V equipment.

- _____ Display the ability to answer a client's basic A/V questions.

- _____ Explain and demonstrate how to handle a customer complaint.

- _____ Read, understand, and process event orders.

- _____ Conduct sets and strikes according to the daily schedule.

- _____ Recognize and understand the benefits and limitations of basic rooms sets.
(Classroom, U-shape, Conference, Banquet, Hollow Square, etc.)

- _____ Understand the pricing structure and basic billing process.

- _____ Understand the hotel organization and hierarchy.

- _____ Display a proactive and enthusiastic attitude.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
Department Supervisor	Hotel	Human Resources Director
Hotel Department	Date Rotation Completed	

PASTRY KITCHEN

- _____ Ability to read and execute a Banquet Event Order (BEO) for daily functions.

- _____ Demonstrate the proper use of basic equipment such as mixers, pastry bags, knives, scales, etc.

- _____ Demonstrate knowledge of measurement systems (pounds, ounces, cups.)

- _____ Understand the basic procedure required to complete banquet plate-ups.

- _____ Recognize the importance of and implement basic sanitation procedures throughout the day.

- _____ Understand the FIFO (first in, first out) method of stock rotation and production.

- _____ Demonstrate the proper techniques in rolling croissants and danish.

- _____ Understand the use and purpose of a micros printer.

- _____ Understand the difference between couvature chocolate and coating chocolate and the application of each.

**TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist**

Student Name _____

High School _____

Teacher _____

Department Supervisor _____

Hotel _____

Human Resources Director _____

Hotel Department _____

Date Rotation Completed _____

GOLF COURSE OPERATIONS-Grounds/Cart Attendant

Grounds

_____ Understand the safe usage procedures for Stump Grinder, Turf Vac, Bob Cat, Backhoe, Forklift, Dump Truck, EZ Go & Golf carts, Box Blade and other vehicles used in course maintenance.

_____ Understand procedures and signs indicating the need for grounds maintenance: Syringing, Watering techniques, Divot Repair, Fertilizer & Plant Protectant Application, Bunker Maintenance, Hazard Marking & Maintenance, Tee & Fairway Divots, Trimming, Topdressing procedures, Aerifiers (various), Blowers (various), Trash pick-up and Signage Maintenance.

Cart Attendant

_____ Display the ability to communicate effectively by telephone or in person with the guests and other hotel employees.

_____ Ability to handle two-way radio communications related to golf course operations and carts.

_____ Perform the daily duties related to golf carts: Cart charging, Daily Preventative Maintenance, Cleaning, Stocking, Towing & Staging Carts and Golf Cart Maintenance Records.

_____ Handle Driving Range Set-up, Tee Sheets, Cart Sign-In, Cart Sign-Out.

_____ Display understanding of hotel policy on proper etiquette to be used in greeting guests, receiving bags, loading bags, transporting members and bag transportation after play.

_____ Understand club repair and rental policy and perform golf club cleaning.

_____ Assist Driving Range Attendant.

_____ Assist with Tournament Operations.

TEXAS HOTEL & LODGING ASSOCIATION
High School Hospitality Certification Checklist

Student Name	High School	Teacher
Department Supervisor	Hotel	Human Resources Director
Hotel Department	Date Rotation Completed	

CHILDREN'S PROGRAM

- Display the ability to communicate effectively by telephone or in person with guests, their children and other hotel employees.
- Understand procedures for handling guest complaints.
- Understand hotel policies on age limits for program participants.
- Perform duties related to obtaining waiver and release forms for program participants.
- Ability to handle youth drop-off and pick-up.
- Perform orientation with new children.
- Understand programmed activities.
- Familiarization with the children's program safety procedures as well as cleanliness, food preparation and sanitation protocols.
- Understand the proper usage, maintenance and storage of youth program equipment and toys.
- Understand the policies for handling children who become ill while in the program.



GRANDVIEW ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

*Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.
Lesson plans will be published.*

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Justice IT Consulting	Teacher Name: Kellie Holder
Education Alignment: Forensics, Physics	School District: Grandview ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Display the following question: "What kind of digital evidence might a forensic investigator look for on a hacker's computer?" Let students discuss in pairs or write on sticky notes.</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">I do: Introduce key vocabulary</p> <p style="text-align: center;">Explain login tokens</p> <p style="text-align: center;">Show how activity logs help trace user behavior</p> <p style="text-align: center;">Discuss phishing, fake websites, fake QR codes, ransomware, and multifactor</p> <p style="text-align: center;">We do: Investigate real cases of ransomware that have impacted school districts</p>

Independent work (20-25 min) (you do)	Student work time	Students must: <ul style="list-style-type: none"> - Review mock activity logs and detect unauthorized access. - Identify login token misuse or compromised sessions. - Decode a suspicious QR code (some lead to a real website, others to a warning page). - Compare phishing emails to spot red flags. - Propose a plan for implementing multifactor authentication and better encryption.
	Intervention time	Groups discuss their findings. Teacher will guide the discussion to reinforce: <ul style="list-style-type: none"> - Real-world value of cyber forensics - Legal implications of data breaches - Importance of digital literacy
Reflection/ Wrap up (3-5 min)		Each team presents: <ul style="list-style-type: none"> - What they think happened. - Which forensic clues led to their conclusion. - Cybersecurity strategies that could have prevented it.

Links:

<https://docs.google.com/document/d/12HXX4rqA1PhA0CtQHb8kJ8HXQ9BH44RT/edit?usp=sharing&oid=116943025726355379756&rtpof=true&sd=true>



Summer 2025: Teacher Externship Lesson Plan

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Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		A brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2025: Teacher Externship Lesson Plan

“Tomorrow Starts Today!”

Industry Partner: Workforce Solutions-Cleburne	Teacher Name: Rachel Bays
Education Alignment: English III & IV	School District: Grandview ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		English III and IV students are preparing for their futures with a brief discussion about careers and lifestyle choices. To inspire them, they will spend a few minutes brainstorming their interests and possible career paths while listening to “Tomorrow Starts Today” by Sabrina Carpenter.
Mini Lesson (10-15 min) (I do, we do)		Students will be directed to the https://www.dfwjobs.com/youth/explore-careers page. Together, we will follow a step-by-step process, and they will explore career options on the Workforce Solutions website and complete the attached form.
Independent work (20-25 min) (you do)	Student work time	Students will revisit the Career Lattice page and utilize additional resources to research their selected Area of Interest. They will then use the Living Wage Calculator to answer questions related to their chosen field and determine if the salary meets their desired future lifestyle. Form provided below.
	Intervention time	While students work on the assignment, I will walk around the classroom to offer support and assistance as needed.



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Reflection/ Wrap up (3-5 min)	Students will answer the following prompt: Reflect on what you discovered about your career interest and the financial realities of living in Johnson County. In a short paragraph, explain how your research influenced your understanding of the lifestyle you can expect and any new insights you gained. (Exit Ticket)
--------------------------------------	--

Links:

Warm-Up:

Form: https://docs.google.com/document/d/1PcwePixRGnq6gx5hD347jJgODGBXpeXvXNA_QcpNFJs/edit?tab=t.0

Video: <https://youtu.be/8uWcx8YGaZM?si=0IPFLVJyikknHfsf>

Mini-Lesson: https://docs.google.com/document/d/1ZZVFZ-laoYtXn_nYvzBoVP3M_H0N7rLnGBDgBsZL7OO/edit?tab=t.0

Independent Work:

https://docs.google.com/document/d/18NBJQTtL_gefe64zmGvCOVNPEW7BFrPJDdfXm_DaUYs/edit?tab=t.0

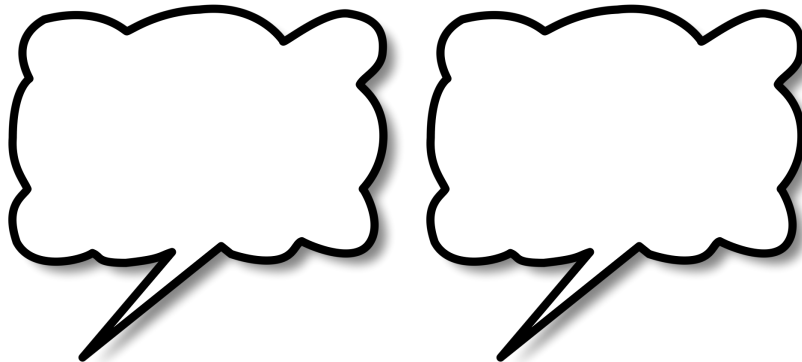
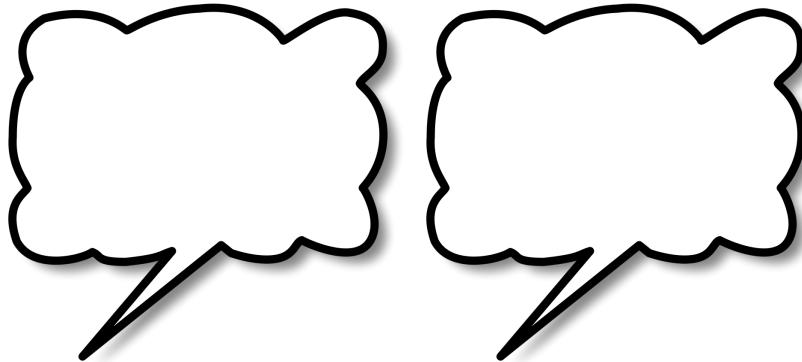
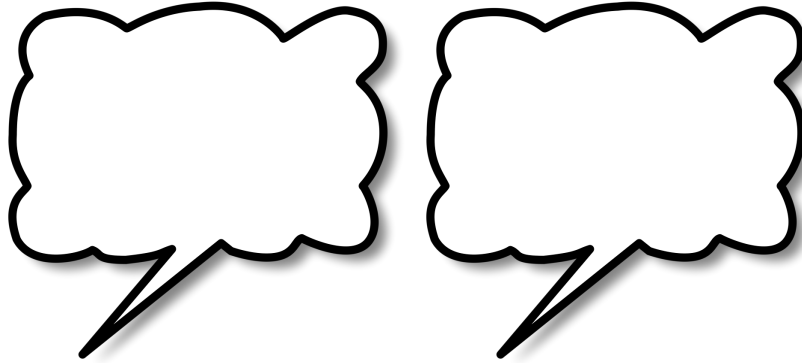
Reflection: https://docs.google.com/document/d/1FK_uSQkdp45w6sOkrzWcqo0u0ti0KnZYQwnOrlyKiAg/edit?tab=t.0

Grading Rubric: https://docs.google.com/document/d/1q_sHag0bEuiK3JQkuIRcPI1UNNIBG56fo9l8xLLINTA/edit?tab=t.0

English III TEKS:

- 4(A) establish purpose for reading assigned and self-selected texts;
- 4(B) generate questions about text before, during, and after reading to deepen understanding and gain information;
- 4(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;
- 4(E) make connections to personal experiences, ideas in other texts, and society;
- 4(F) make inferences and use evidence to support understanding;
- 4(G) evaluate details read to analyze key ideas;
- 4(H) synthesize information from a variety of text types to create new understanding;
- 5(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

BRAINSTORM FORM





Tomorrow Starts Today! Exploring Your Career Options

Steps for Students:

1. Visit the Workforce Solutions website:
<https://www.dfwjobs.com/youth/services-for-youth>
2. At the top menu, find the **YOUTH** section and select **Explore Careers** from the drop-down.
3. Scroll to the middle of the page and click on the **CAREER LATTICE** tab.
4. **What is a Career Lattice?** *(Write your definition or thoughts below.)*

-
5. Select your county from the drop-down menu: **Johnson County**.
 6. Choose your first **Area of Interest**: _____
 7. Complete the following based on your chosen area:
 - Median Salary: _____
 - Job Zone: _____
 - Typical Entry Level Education: _____
 - Career Growth Percentage: _____
 - Pay & Openings: _____
 - Top 5 Employing Industries:
 - _____
 - _____
 - _____
 - _____
 - _____
 - Top 3 Rated Skills: _____, _____, _____
 - Top 3 Rated Abilities: _____, _____, _____
 - Top 3 Rated Work Activities: _____, _____, _____



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Tomorrow Starts Today! Independent Work

1. Return to the **Career Lattice** page under your chosen Area of Interest. Find and click the **blue** tab labeled **Additional Resources** in the upper left corner. Watch the video provided.
2. Still under **Additional Resources**, click on the **Living Wage Calculator**.
3. Select:
 - State: **Texas**
 - County: **Johnson County**
4. Answer the following:
 - What is the living wage? _____
 - What is the poverty wage? _____
 - What is the minimum wage? _____
5. Review the **Typical Expenses** for one adult with zero children. Fill in the table below:

EXPENSE	AMOUNT (\$)
Food	
Childcare	-0-
Medical	
Housing	
Transportation	
Civic	
Internet & Mobile	
Other	
Required Annual Income After Taxes	
Annual Taxes	
Required Annual Income Before Taxes	

Reflect on your chosen career area:

6. After watching the video and completing the Living Wage Calculator table, do you believe the salary provides a comfortable lifestyle? Circle your answer: **YES** or **NO**

Reflection Time!

Take a moment to think about what you've learned today. Use the questions below to help guide your thoughts, then write a short paragraph sharing your ideas!

1. What did you discover about your career interests?
2. How did learning about the financial side of your future career make you feel?
3. What surprised you the most?
4. What is one thing you want to explore more?

Write your reflection here:

Grading Rubric for Tomorrow Begins Today Career Exploration Lesson

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Career Exploration Form	Completed all sections accurately with detailed, thoughtful responses showing a strong understanding of career options	Completed most sections accurately with clear responses showing good understanding	Completed some sections with limited detail or minor inaccuracies	Incomplete or mostly inaccurate responses; lacks understanding
Use of Workforce Solution Website	Followed all steps correctly; used additional resources thoroughly to research chosen career area	Followed most steps; used additional resources with some depth	Followed basic steps but missed some key resources	Did not follow steps or use resources appropriately
Living Wage Calculator Table	Filled in all expense categories accurately with correct data from the calculator	Filled in most expense categories accurately	Filled in some expense categories with partial accuracy	Missing or inaccurate expense data
Reflection Paragraph	Thoughtful, well-written paragraph addressing all prompts with clear insight and personal connection	Addresses most prompts clearly with some insight	Addresses some prompts but lacks depth or clarity	Incomplete or unclear reflection; minimal insight
Participation & Effort	Actively engaged; completed tasks independently and asked questions when needed	Engaged and completed tasks with minimal support	Participated but required frequent support or reminders	Limited participation and effort



GRAPEVINE-COLLEYVILLE ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage	Description of What Will Happen
Warm Up (5-10 Min)	<p style="text-align: center;">Get students thinking like engineers under uncertainty</p> <ol style="list-style-type: none"> 1. Present 3 Scenarios (one at a time). These should be short, high-stakes, and with just enough ambiguity to spark debate. 2. Ask students to decide quickly: YES or NO? 3. Discuss briefly (1 min per scenario): Why did you choose that? What information would you want to know? <p>Here are 4 example scenarios: (or to make it more fun, you could tailor them to something specific to your school or community)</p> <ol style="list-style-type: none"> 1. The Bridge Test You're an engineer. A bridge you helped design is complete. It's passed 90% of safety simulations, but the final load test failed due to a sensor glitch. The mayor wants to hold a public ribbon-cutting today. Do you give the go-ahead? 2. The Rocket Launch Your team's rocket is ready. A sensor shows a 2% chance of engine failure due to cold temps. If you delay, you miss your launch window for a month. Do you launch? 3. The Software Bug You're releasing a robotics control software update. You found a small glitch that might affect 1 in 1,000 users. Marketing says the update has to go out today. Do you push it?

	<p>4. Battery Recall Decision Your company just launched a new electric scooter. After two weeks on the market, 3 out of 5,000 units have reported overheating batteries. No injuries—yet. Engineers suspect it's a rare manufacturing defect but can't reproduce it. Recalling now could cost the company millions and damage its reputation. Do you issue a recall?</p>																		
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Introduce students to decision-making under uncertainty, using data analysis, engineering judgment, and critical thinking.</p> <ol style="list-style-type: none"> Go over the background of the Carter Racing Team. <ul style="list-style-type: none"> The Carter Racing team must decide whether to race today. They've had engine failures in cold weather before. The team has some temperature and failure data, but it's incomplete. There's pressure to race because it may attract a sponsorship. Frame this as a real-world case that requires engineering reasoning and a cost-benefit mindset. Provide students with the Carter Racing data table (partial data showing engine failures vs. outside temperatures). <p>Carter Racing Data Table (engine failures vs. outside temperature)</p> <table border="1" data-bbox="431 1453 1114 1885"> <thead> <tr> <th>Race #</th> <th>Outside Temp (deg F)</th> <th>Engine Failed?</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>53</td> <td>No</td> </tr> <tr> <td>2</td> <td>57</td> <td>No</td> </tr> <tr> <td>3</td> <td>63</td> <td>No</td> </tr> <tr> <td>4</td> <td>70</td> <td>No</td> </tr> <tr> <td>5</td> <td>75</td> <td>No</td> </tr> </tbody> </table>	Race #	Outside Temp (deg F)	Engine Failed?	1	53	No	2	57	No	3	63	No	4	70	No	5	75	No
Race #	Outside Temp (deg F)	Engine Failed?																	
1	53	No																	
2	57	No																	
3	63	No																	
4	70	No																	
5	75	No																	

	<table border="1" data-bbox="431 331 1114 466"> <tr> <td>6</td> <td>80</td> <td>No</td> </tr> <tr> <td>7</td> <td>82</td> <td>No</td> </tr> </table> <p>3. Do this part together creating a scatterplot using a projector or interactive board.</p> <p>4. As a class:</p> <ul style="list-style-type: none"> • Look for patterns. • Ask: “Do we have all the data?” *Lead them to realize the data is only from races they finished (survivorship bias). • Introduce the idea of plotting the data or calculating failure rates at different temperatures. 	6	80	No	7	82	No																					
6	80	No																										
7	82	No																										
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Students analyze the full data set, make a recommendation, and defend their engineering decision.</p> <p>Give students the student handout with the complete data set (including failed races).</p> <table border="1" data-bbox="431 1205 1114 1831"> <thead> <tr> <th>Race #</th> <th>Outside Temp (deg F)</th> <th>Engine Failed?</th> </tr> </thead> <tbody> <tr><td>1</td><td>53</td><td>Yes</td></tr> <tr><td>2</td><td>57</td><td>Yes</td></tr> <tr><td>3</td><td>63</td><td>No</td></tr> <tr><td>4</td><td>70</td><td>No</td></tr> <tr><td>5</td><td>75</td><td>No</td></tr> <tr><td>6</td><td>76</td><td>No</td></tr> <tr><td>7</td><td>78</td><td>No</td></tr> <tr><td>8</td><td>80</td><td>No</td></tr> </tbody> </table>	Race #	Outside Temp (deg F)	Engine Failed?	1	53	Yes	2	57	Yes	3	63	No	4	70	No	5	75	No	6	76	No	7	78	No	8	80	No
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		<table border="1" data-bbox="431 331 1114 596"> <tr> <td>9</td> <td>82</td> <td>No</td> </tr> <tr> <td>10</td> <td>67</td> <td>Yes</td> </tr> <tr> <td>11</td> <td>55</td> <td>Yes</td> </tr> <tr> <td>12</td> <td>58</td> <td>Yes</td> </tr> </table> <p>Have them:</p> <ul style="list-style-type: none"> • Calculate failure rates by temperature. • Plot or sketch a graph (temp vs. failure rate). • Interpret the risk at today's race temperature. <p>As the students go through the handout, they will analyze their data and decide whether to race or not. They will support their answer using data, logic, and risk evaluation.</p>	9	82	No	10	67	Yes	11	55	Yes	12	58	Yes
9	82	No												
10	67	Yes												
11	55	Yes												
12	58	Yes												
	<p>Intervention time</p>	<p>Intervention: Pull students needing help with basic data interpretation or graphing.</p> <p>Extension: Have advanced students explore survivorship bias or relate the case to real engineering disasters (i.e. Challenger explosion, Deepwater Horizon).</p>												
<p>Reflection/Wrap-up (3-5 min)</p>		<p>Debrief as a class:</p> <ul style="list-style-type: none"> • Who chose to race? Who didn't? • How did pressure, data, and assumptions influence your decision? <p>Reveal: The case is based on the Challenger disaster, where decision-makers ignored temperature-related O-ring failures.</p> <p>Major engineering lessons:</p>												



	<ol style="list-style-type: none">1. Don't make decisions based on incomplete data. Changed NASA's culture from a racing culture mindset to data driven mindset2. It is up to the engineer to be able to communicate their findings in a clear, succinct way3. Be aware of confirmation bias when analyzing data
--	--

Links:

[carter-racing.pdf](#)

[Carter Racing Student Worksheet.docx](#)

Lesson Plan: Principles of Business, Marketing, and Finance

TEKS for Principles of Business, Marketing, and Finance (130.222):

Unit TEKS/CEDs:

- (1)(A) Describe the role of business, marketing, and finance in the global economy.
- (3)(A) Describe the impact of marketing on business and consumers.
- (3)(B) Identify marketing functions such as promotion, selling, and event marketing.
- (5)(A) Describe how customer relationships and company culture impact business success.
- (6)(B) Identify the role of internal and external customers.
- (7)(A) Describe the importance of teamwork and communication in business.
- (10)(A) Analyze how business ethics and company culture influence customer satisfaction and employee motivation.

Monday

Objective: Explain the importance of company culture in business success and customer relationships.

Activity:

Discuss Deloitte University's company culture as an example of a strong business environment.

Class brainstorm: What elements make a positive company culture?

Students watch a short video or read an article about how company culture affects employee engagement.

Closure: Students write 2 -3 sentences explaining why company culture matters in business.

Tuesday

Objective: Identify key marketing functions with a focus on event marketing and promotion.

Activity:

Review marketing functions: promotion, selling, event marketing.

Use the Deloitte University event teams' approach as a case study.

In small groups, students list marketing activities involved in planning an event.

Closure: Groups share one marketing activity involved in event planning.

Wednesday

Objective: Differentiate between internal and external customers and their needs.

Activity:

Mini-lecture on internal (employees) vs. external (clients/customers) customers.

Students create two event ideas: one targeting employees (internal) and one targeting clients (external).

Discuss how marketing strategies differ for each group.

Closure: Pair -share: Students explain the difference between internal and external marketing.

Thursday

Objective: Demonstrate teamwork and communication skills in marketing event planning.

Activity:

Role-play: Students work in teams to plan a small event for either internal or external customers.

Teams must assign roles, create a basic plan, and communicate ideas clearly.

Discuss how teamwork affects marketing outcomes.

Closure: Reflection: Write a paragraph on how communication helped their team plan.

Friday

Objective: Analyze the impact of company culture and ethics on marketing success.

Activity:

Class discussion on how ethics and company culture influence customer satisfaction and employee motivation.

Students review real or hypothetical scenarios where company culture influenced a marketing event's success or failure.

Students summarize key takeaways in a quick write -up.

Closure: Exit ticket: Name one way company culture affects marketing success.

1. Hook + Video (7 minutes)

Prompt:

“Have you ever designed something that looked perfect on screen... but printed completely different?”

Then show:

Video 1: RGB vs CMYK: What's the Difference? (Play entire 2:52)

- Brief class discussion (2–3 minutes):
 - What are RGB and CMYK used for?
 - Why do the colors change?
-

2. Direct Instruction & Real-World Connection (8 minutes)

Use visuals or slides to explain:

- RGB = screen (additive), CMYK = print (subtractive)
 - Why designers working for print (like Brumley Printing) must convert to CMYK
 - Color shift risks, color gamut limitations
 - Quick Brumley example: fixing bleed, flattening layers, converting fonts
-

3. Demo + Supplemental Video (8 minutes)

In Photoshop:

- Show how to identify and convert an RGB file to CMYK
- Use “soft proofing” or “proof colors” to preview differences

Then show:

Video 2: Dane Clement – Color Management (Play from 0:45–4:36)

- Pause and clarify as needed; highlight how this mirrors what happens in real print shops
-

4. Student Activity (15 minutes)

In pairs or individually:

- Open a provided RGB file
 - Convert it to CMYK
 - Use soft proofing to observe any changes
 - Complete a short worksheet:
 - What colors shifted the most?
 - What changes might you suggest before printing?
 - Why do these changes matter in a professional setting?
-

5. Exit Ticket / Wrap-Up (7 minutes)

Class discussion or quick write-up:

“Why can’t print shops like Brumley just print what the client sends in?”

Tie it back to the need for skilled designers who understand how screen and print differ — and why pre-press is such an important (and often invisible) part of the design world.



Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
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	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Baylor Scott and White Hospital Grapevine- Inpatient Pharmacy	Teacher Name: Kristi Mordhorst
Education Alignment: Practicum of Pharmacy Technician	School District: Grapevine-Colleyville ISD

Lesson: Introduction to Sterile Compounding

Learning Objectives:

1. Define sterile compounding and explain its importance.
2. Identify basic USP <797> standards.
3. Recognize proper sterile technique and equipment.
4. Explain the use of PPE and controlled environments.
5. Reflect on the importance of accuracy and safety.

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Display 4–5 images: <ul style="list-style-type: none"> ○ Cleanroom ○ Cluttered workspace ○ Sterile IV bag ○ Technician without PPE

	<ul style="list-style-type: none"> ○ Fully garbed technician <p>2. Ask students:</p> <ul style="list-style-type: none"> ○ “Which of these are safe for sterile compounding?” ○ “Would you trust this for your own IV medication?” <p>Discussion Prompt:</p> <p>“What could happen if a sterile product is contaminated before it reaches the patient?”</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p><u>Part A – Direct Instruction (8–10 minutes)</u></p> <ul style="list-style-type: none"> ● Definition: Sterile compounding = preparing medications free from contamination. ● Purpose: Used for IVs, injections, and eye drops; high risk if contaminated. ● USP <797>: Key standard regulating sterile compounding practices. ● Environment: Cleanrooms, ISO 5 hoods, HEPA filters. ● PPE and Aseptic Technique: Proper handwashing, gowning, no-touch method. <p><u>Part B – Guided Practice (5 minutes)</u></p> <p>Use a T-Chart or Venn Diagram on the board:</p> <p>Compare <i>Regular Drug Prep</i> vs. <i>Sterile Compounding</i></p>



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	<p>Ask students to help complete:</p> <p>Regular Prep Sterile Compounding</p> <p>Count tablets Prepare IV bags</p> <p>Done in open air Done in sterile hood</p> <p>Gloves optional Full PPE required</p> <p><u>Wrap-Up Prompt:</u></p> <p>“Tell a partner one reason sterile compounding requires stricter rules.”</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Students will complete “Sterile Compounding Intro” assignment.</p> <p>Link: https://docs.google.com/document/d/1u8_INPxyNoH7nsOEKeac93Ocqr_I5APFyALKpX4F_B8/edit?usp=sharing</p>
	<p>Intervention time</p>	<ul style="list-style-type: none"> ● Pull students to reteach foundational concepts (e.g., handwashing, PPE). ● Review past content (e.g., dosage calculations). ● Provide extra support with terminology or procedural steps. <p>Cornerstone Task Option: If students are working on a portfolio or</p>



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		<p>cumulative project, they may use this time to add today’s notes, visuals, or reflections on sterile compounding.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Prompt: “What did you learn today?”</p> <p>Choose 1 of the following:</p> <ul style="list-style-type: none"> ● Think–Pair–Share: Students discuss one takeaway with a partner. ● Exit Slip: <ul style="list-style-type: none"> ○ “Today I learned that in sterile compounding, _____.” ○ “One thing I still wonder about is _____.” ● 1-Minute Write: <ul style="list-style-type: none"> ○ “What’s one thing from today’s lesson that surprised you?” ○ “What’s one mistake that could cause harm in sterile compounding?” <p>Optional Teacher Wrap-Up Script:</p> <p>“Sterile compounding requires precision, awareness, and accountability. Every step you take in this process matters—because your work directly impacts patient safety.”</p>



Links:

Supportive video link:

<https://youtu.be/LJz2jLnRKfo?si=nCggBXzXh7CjZ8WR>



HURST EULESS BEDFORD ISD LESSON PLANS



Designing a Hotel Conference Center Wedding

Grade Level: 7th–8th Grade

Lesson Length: 45 minutes

Lesson Type: Career Exploration

Unit Focus: Hospitality & Tourism

Lesson Title:

“Planning the Perfect Wedding: Hotel Conference Center Edition”

Lesson Objective:

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

- Identify key elements and roles involved in planning a wedding at a hotel conference center
 - Analyze client preferences and design an event plan that reflects a specific couple’s vision
 - Collaboratively create and present a professional wedding pitch
 - Apply creativity and problem-solving while simulating a real-world hospitality career task
-

Standards Alignment:

- **National FCS Standards – Hospitality, Tourism & Recreation**
 - 13.1.1: Analyze career paths within the hospitality, tourism, and recreation industries
 - 13.4.2: Apply principles of event planning for food and beverage services
 - 13.5.1: Design promotional materials that incorporate hospitality concepts
-

Materials Needed:

- Projector or screen for teacher example
- Student Chromebooks or devices with access to Google Slides, Canva, or Jamboard

- Printed or digital hotel conference center floor plans (optional)
 - Timer or visible countdown clock
 - Paper and pencils for sketching if needed
-

Preparation by Teacher:

- Prepare a short example slide deck or presentation outlining a sample couple and their wedding style
 - Optional: Create a template in Google Slides or Canva for students to use
 - Set up a way for teams to submit their slides or links before time ends
-

Teacher Example: “Meet the Couple”

Introduce the couple and describe their vision:

Elena and Marcus are high school sweethearts in their late twenties. They want a modern and elegant wedding held at a hotel conference center. They love neutral colors, soft lighting, and classical music. Elena is passionate about floral design, and Marcus is focused on guest comfort. They expect around 100 guests and want a beautiful indoor ceremony followed by a formal seated dinner. The couple values simplicity, elegance, and professionalism.

Encourage students to take notes. Explain that their team must design a wedding plan that matches **Elena and Marcus’ vision**.

Lesson Sequence

1. Introduction and Objective Review (5 minutes)

- Welcome students and introduce the career focus: event planning at hotel conference centers.
- Share the lesson objective and explain how they will simulate working as a professional planning team.
- Present Elena and Marcus' couple profile.

2. Instructions and Team Formation (5 minutes)

- Divide students into groups of 3–4
- Each team will have 30 minutes to create a 5-slide wedding pitch for Elena and Marcus

- Slides must include:
 1. Wedding theme, name, and colors
 2. Hotel layout with clear event flow
 3. Food and décor details
 4. Roles of hotel staff and services
 5. Unique personal touches that match the couple’s style
- Remind students that their final pitch must be submitted and presented before the end of the period.

3. Team Work Time: Design and Develop the Pitch (30 minutes)

- Students research, design, and create their slide decks or Canva pages.
- Teacher circulates to guide discussion, support group dynamics, and check for understanding.
- Encourage students to stay focused and ensure they use hotel terminology (e.g., ballroom, banquet staff, AV technician).
- Prompt students to explain how their choices reflect the couple’s style and values.

4. Presentation and Sharing (5 minutes)

- Select 3–4 teams to quickly present their wedding pitches to the class
- Ensure each team identifies why their plan fits Elena and Marcus best
- Remaining groups can submit their links digitally for review

Assessment Criteria:

Use a quick scoring rubric or checklist during presentations:

Exit Ticket (Optional, if time permits):

Students respond in writing or digitally:

- “What part of event planning do you think is most challenging?”
 - “Which hospitality career would you want to try and why?”
-

Differentiation and Support:

- Provide hotel layout templates or digital planning boards for students who need structure
 - Allow students to sketch designs instead of using digital tools if they prefer
 - Assign roles within groups to support organization (e.g., designer, researcher, speaker)
 - Encourage the use of visuals and bullet points to reduce writing pressure
-

Closure:

Wrap up with a quick summary of key skills learned:

- Understanding customer preferences
- Communicating ideas through design
- Applying creativity in a hospitality career path

Offer praise for teamwork and creativity, and remind students that event planning is a real career path that combines leadership, service, and vision.

Hotel Wedding Planning Pitch Rubric

Category	Excellent (3)	Satisfactory (2)	Needs Improvement (1)
Event Matches Couple's Preferences	Clearly reflects the couple's style and values	Somewhat reflects the couple's preferences	Does not reflect the given couple's vision
Visual Quality and Slide Design	Slides are organized, neat, and visually appealing	Slides are somewhat clear or neat	Slides are cluttered or hard to follow
Use of Hotel/Event Planning Terms	Consistently uses correct hospitality vocabulary	Uses some terms correctly	Uses few or no hospitality terms
Team Collaboration	Worked equally and effectively as a team	Some members contributed	One or two members did most work
Presentation Clarity and Completeness	Presented all slides clearly and on time	Missed one slide or unclear	Unclear or incomplete presentation

Comments:



Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic.
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice.
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: NCCO Brand Fulfillment	Teacher Name: Esther Keller
Education Alignment: Business and Entrepreneurship TEKS 130.114	School District: Hurst-Euless-Bedford ISD

Workshop Model : Understanding Organizational Culture and its impact Lesson Plan

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">“What Makes a Workplace Great?”</p> <p>Students respond individually in their journals, Google forms, or on sticky notes posted on a board to the prompt: “Think about a job you've had or a place you've worked in a group (like a team or class project). What made it a good or bad experience?”</p> <p>Then ask:</p> <ul style="list-style-type: none"> ● “What do you think <i>organizational culture</i> means?” ● “Why do you think it matters in business?” <p>Goal: Activate prior knowledge, introduce the concept naturally, and engage interest.</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>The teacher provides the whole class with direct and explicit instruction <u>using a presentation</u> that includes key concepts, key vocabulary, examples and practice, and a brief video about Google, a real company and its organizational culture. The links to the mentioned presentation and video are attached at the end of this template.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Independent Work (20–25 minutes)</p> <p>You Do: Culture Design Challenge</p> <ul style="list-style-type: none"> ◆ Task: In small groups of 3-4 students, or individually if you want, students design their own company’s culture. It is ideal to design and share a rubric so students know how they will be assessed, and on what criteria. <p>Instructions:</p> <ul style="list-style-type: none"> ● Invent a business idea (retail, tech startup, food service, etc.) ● Create a mini poster or digital slide that includes: <ul style="list-style-type: none"> ○ Mission, Vision, and 3 Core Values ○ How leaders behave and communicate ○ What employee behavior looks like

		<ul style="list-style-type: none"> ○ How success and effort are recognized ○ How the culture promotes happiness, productivity, and growth <p>◆ Options for Struggling Students:</p> <ul style="list-style-type: none"> ● Use sentence starters or a fill-in-the-blank version ● Pair students for co-design ● Small group instruction with teacher support available <p>In small groups, I suggest 3 or 4 students continue to work on this topic.</p>
	<p>Intervention time</p>	<p>The teacher monitors students and assists the ones that struggle or have any questions related to the topic.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Exit Ticket (Discussion or ask each student to answer in a diary, Google form or the format it is more convenient for you to review) the following questions:</p> <ul style="list-style-type: none"> - Which company culture would you most like to work in and why? - What values are most important in a workplace? - How does a leader's behavior affect the team? 	



Links: [Esther Keller MiniLesson \(I do, We do\)](#)

 **What's it like to work at Google?**



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Spark CoWorking	Teacher Name: Hannah Kelly
Education Alignment: Professional Communication	School District: Hurst-Euless-Bedford ISD

This lesson is designed for secondary students in order to introduce them to the concept of elevator pitches and conceptualizing an original idea for a business pitch. This is day one of a series of activities that helps students develop business ideas that will culminate in a Shark Tank style business creation & pitch presentation.

Lesson: Elevator Pitches

Stage	Description
<p>Warm Up (10 Min)</p> <ul style="list-style-type: none"> ● Activate Prior Knowledge ● Get students to think creatively 	<ol style="list-style-type: none"> 1. Ask students "If you had 60 seconds to convince someone to download your favorite app, what would you say?" (1 minute) 2. In pairs or small groups, discuss options and choose a 'favorite app' and reasons they love it. (2 minutes) 3. Lead a class discussion over what they chose and why. Have a student serve as a scribe and write all apps and reasons on the board. (5 minutes) 4. Close out by asking "Why might it be important to explain your idea quickly and clearly in the real world?" (2 minutes)
<p>Mini Lesson (10-15 min) (I do, we do)</p> <ul style="list-style-type: none"> ● Model the elements of an effective elevator pitch 	<ol style="list-style-type: none"> 1. Define an elevator pitch: A concise, persuasive 1–2 minute presentation of an idea, product, or business designed to generate interest.

2. Explain the key components:

- **Hook (attention-grabber)**
- **Problem + solution (what need does your product solve?)**
- **Unique value proposition (what makes it different or better?)**
- **Call to action or memorable closing**

Model (I Do): Present a sample elevator pitch for a fictional product (e.g., "GlowGo" – a biodegradable glow stick for hikers).

*"Imagine you're deep in the woods on a sunset hike: your visibility drops, and traditional glow sticks just don't cut it. They're single-use, full of chemicals, and leave plastic waste behind. That's where **GlowGo** comes in. GlowGo is the first **biodegradable, non-toxic glow stick** designed specifically for outdoor adventurers. It glows just as brightly as a standard stick but breaks down naturally in just 30 days—no guilt, no litter. Lightweight, waterproof, and perfect for marking trails or emergency visibility, GlowGo is safer for the environment and essential for your backpack. Whether you're a weekend warrior or thru-hiker, GlowGo lights your path **without leaving a trace**. Ready to hike cleaner and smarter?"*

Guided Practice (We Do): As a class, analyze what worked in the model using a Plus Delta chart. What improvements, changes, or alternative ideas do students suggest?

<p>Independent work (20-25 min) (you do)</p> <ul style="list-style-type: none"> ● Plan, write, and rehearse elevator pitch ● Support students who need guidance with content or delivery 	<p>Student work time</p>	<ul style="list-style-type: none"> ● Students will draw prewritten product or business ideas from a hat or virtual spinner. (prepared prior to activity) ● Complete a pitch planner: <ul style="list-style-type: none"> ○ Product/idea name ○ Who it helps and how ○ Key benefit or selling point ○ Memorable tagline or closer ● Write a 1–2 minute script or bullet-point outline. ● Practice delivery (can be solo or in pairs for feedback).
	<p>Intervention time</p>	<p>Teacher circulates and provides targeted help to students who are struggling with:</p> <ul style="list-style-type: none"> ● Narrowing down their idea ● Structuring their pitch ● Delivery style or confidence <p>Optional: Pull a small group for rehearsal coaching or script revision.</p>
<p>Reflection/ Wrap up (3-5 min) Solidify learning and set up next steps</p>	<p>Quick exit slip or round-robin: <i>“What’s one thing you included in your pitch that you’re proud of?”</i> or <i>“What’s one thing you’d still like to improve?”</i></p> <p>Remind students: Next class will include pitch presentations to peers.</p>	



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Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Ogle School	Teacher Name: Isheva Coleman
Education Alignment: Cosmetology CTE	School District: Hurst Euless Bedford ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min) Product Detective		Read the labels of a few of the various shampoo and conditioner bottles that are on the stations, identify what hair type each is intended for, write down two things you didn't know about the products. Then you will share your interesting findings. (2-3 minutes)
Mini Lesson (10-15 min) (I do, we do)		<p>Topic: Purpose and procedure of shampooing.</p> <p>I will demonstrate shampooing highlighting the steps, and technique. Consultation, Draping, scalp analysis, testing temperature, technique, rinsing, conditioner application, and rinsing. emphasizing hygiene and client safety.</p> <p>I will have students recall the procedure and have them mimic hand motions and posture while air shampooing.</p>
Independent work (20-25 min) (you do)	Student work time	students will pair up and perform a basic shampoo on their mannequins. Using the



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		<p>steps and methods that I used. One person will shampoo, the other observes and give feedback or assistance. Then they switch.</p>
	<p>Intervention time</p>	<p>I will move about the room, using targeted support to students that may be struggling. Performing additional demonstrations if needed.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Shampoo success, students will form a circle stating thing they learned or did well, and one thing they would like to improve upon.</p> <p>Exit ticket, what is the most important part of the shampoo from a client’s perspective?</p>

Links:

<https://www.yumpu.com/en/document/view/69625722/milady-standard-cosmetology-14th-edition-pdf>



Summer 2025: Teacher Externship Lesson Plan

<p>Industry Partner: Texas Workforce Solutions– Vocational Rehabilitation Services -Margaret Schiffner-Transition Vocational Rehabilitation Counselor-Blind/Visually Impaired</p>	<p>Teacher Name: Jaime Lofton</p>
<p>Education Alignment: Dollars and Sense – TEKS §130.247(c)(3)(D): The student understands the relationship of the consumer to the economic system and the marketplace.</p>	<p>School District: Hurst-Euless-Bedford ISD</p>

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Start with a class discussion: “Has anyone had difficulty reading fine print or accessing a website that didn’t work properly on your phone?”</p> <p>Follow-up with a conversation that, for many, these are not unusual occurrences, but instead, the daily lives of consumers with visual impairments. Explore how accessibility of products and content can inform purchase decisions and increase or decrease independence.</p>
Mini Lesson (10-15 min) (I do, we do)	Begin with a real-world scenario students can relate to:

“Imagine you're filling out a job application online, but the text is hard to see and the buttons are tiny. Now imagine you're visually impaired—how would you complete it without help?”

Ask students for quick thoughts, then guide them into the key ideas.

Introduce the idea that today's focus is on vocational rehabilitation.

Explain that vocational rehabilitation is a state-supported service designed to help individuals with disabilities prepare for, find, and keep employment. It also supports independent living by helping people learn how to manage everyday tasks like shopping, reading labels, or accessing information online.

Share with students that for someone who is blind or visually impaired, these everyday tasks can be more challenging. Vocational rehabilitation helps by providing tools, training, and access to assistive technology so individuals can meet their personal and professional goals.

Present examples of assistive technology that support daily living and workplace success:

- Screen readers that read websites and emails aloud
- Screen magnifiers that enlarge text and images

- Braille displays that translate digital content into braille
- Apps that identify products, scan barcodes, or read menus out loud

Explain that businesses and organizations also play a role in accessibility.

When companies design products, packaging, websites, and signage that are easier to access, it benefits everyone. This is called inclusive design—and it includes things like large, high-contrast text, alt-text for images, voice features, and braille labeling.

Guide students through a shared example.

Display a real product label or screenshot of a website and ask:

- “What might make this difficult for someone with low vision?”
- “Would this be usable with a screen reader?”
- “What design changes could improve accessibility?”

Example suggestion:

Use a sample credit card or utility bill statement as your class example. Something with a lot of small print, a payment history, a balance due, and possibly a confusing layout. You can pull a real example (with personal info covered) or find a mock-up online to print or project.

Ask students then questions such as:

- “If someone had trouble seeing, how easy would it be to find the total amount due?”
- “Could they spot the due date without help?”
- “What would make this easier to understand—bigger print? Better layout? Maybe a voice feature that reads it out loud?”

Note:

Most students will probably realize that bills like this can be confusing even for people without a visual impairment. That opens the door to a good class conversation about how simple design changes—like clearer fonts, better spacing, or voice options—could make everyday tasks like paying a bill easier for everyone, not just for people with vision loss.

Preview one or more of the following websites as examples of accessible and inclusive design:

[The WeCo – Screen Readers, Magnifiers & Braille Displays](#)

[AudioEye – Accessible Website Design Examples](#)

[Accessibility Spark – Types of Assistive Technology](#)

[Microsoft Inclusive Design Toolkit](#)

Wrap-Up Statement (Real-World Connection):



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	<p>Being able to identify and eliminate obstacles makes you a better employee and a more astute customer, regardless of your line of work—whether you're serving customers, stocking shelves, creating packaging, or even managing your own company. Businesses perform better in the marketplace when their offerings are more widely available. The goal of accessibility is to improve the functioning of the marketplace for all people, not just those with disabilities.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Now that students understand how visual impairments can affect daily consumer tasks and how inclusive design plays a role, they'll work in small groups to apply what they've learned.</p> <p>Task:</p> <p>Give each group a printed or digital sample—like a utility bill, product package, receipt, or website screenshot. You can gather these ahead of time or let students use school devices (if allowed) to look at approved examples online.</p> <p>Each group will:</p> <ul style="list-style-type: none"> ● Identify at least two barriers someone with a visual impairment might face when trying to read

		<p>or interact with the example</p> <ul style="list-style-type: none"> ● Come up with specific ways the business or company could redesign the product or document to make it more accessible ● Create a quick sketch or bullet-point list of their improved version—focusing on things like layout, font size, color contrast, voice-read options, or Braille. <p>Encourage students to think like real-world consumers and future professionals. They can reference what they saw in the earlier examples from Microsoft Inclusive Design, AudioEye, etc., and apply those ideas.</p> <p style="text-align: center;">Sharing our Solutions:</p> <p>After groups complete their accessibility review and redesign ideas, each group will take 1–2 minutes to share a quick summary with the class. They will:</p> <ul style="list-style-type: none"> ● Once each group finishes their redesign, they will take 1–2 minutes to present their work to the class. Each group will hold up their sketch or example and give a quick explanation of the accessibility barriers they identified and how they would improve the design to make it more inclusive for someone with a visual impairment. <p>If time is limited, you can have groups post their redesigns on the board or wall for a quick gallery walk, where students rotate and look at each other’s ideas.</p> <p>Sharing gives students a chance to hear different ideas and see how others approached the same problem. It also</p>
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		<p>helps them think through how these issues show up in real life and how small changes can make a big difference.</p>
	<p>Intervention time</p>	<p>Students are working in groups; move around the room to check in and offer support where needed. Focus on helping students who may be struggling to identify accessibility barriers or who need help thinking through inclusive design solutions.</p> <p>Use simple, guiding questions to keep students thinking critically:</p> <ul style="list-style-type: none"> ● “If you had trouble seeing clearly, what part of this would be the hardest to read or understand?” ● “Would something like a larger font or bold text help?” ● “How could this be improved for someone using a screen reader or magnifier?” <p>If students are struggling to come up with ideas, offer some examples:</p> <ul style="list-style-type: none"> ● Braille or raised text on packaging ● Larger, high-contrast fonts ● Clear labeling of prices, due dates, or instructions ● Voice-read options or QR codes linked to audio

		<p>Provide a short list of accessibility features to spark ideas or show a sample that’s already been improved to help students visualize what’s possible if needed.</p> <p>If a few groups are struggling in the same spot, pause to do a quick class check-in or gather them for a quick brainstorm. Let stronger groups keep working while you offer more support to others.</p> <p>The timing is flexible—some students will be ready to jump into design ideas right away, while others may need extra guidance to make the real-world connection.</p> <p>This time should be responsive and flexible—tailored to support students at varying levels of understanding and creativity</p>
<p>Reflection/Wrap-up (3-5 min)</p>		<p>To close out the lesson, take a few minutes to check in with students and bring the focus back to the real-world connection. Ask:</p> <p>“What’s one thing you learned today about accessibility or design that made you think differently?”</p> <p>Call on a few students to share. Their responses can lead into a short class conversation about how accessibility shows up in everyday life—whether someone has a disability or not. This supports the notion that everyone gains from inclusive design.</p> <p>Next, distribute a brief exit ticket that asks the following two questions:</p>

1. What's one way you would change a product, ad, or store to make it easier for someone with a visual impairment to use?
2. Why do you think it's a good idea for businesses to think about accessibility when they design things?

As students finish or wrap up, collect their exit tickets on a post-it note and turn them in at a designated spot or parking lot. (**Parking Lot:** A spot on the wall (like a poster or folder) where students stick or drop off their exit tickets before leaving class.)

You can quickly assess their comprehension of the lesson and whether they are applying it to actual circumstances by reading what they write.

Links:

[Texas Workforce Commission – Vocational Rehabilitation Services](#)

[The WeCo—Screen Readers, Magnifiers & Braille Displays](#)

AudioEye—[Accessible Website Design Examples](#)

[Accessibility Spark—Types of Assistive Technology](#)

[Microsoft – Inclusive Design Toolkit](#)



Summer 2025: Teacher Externship Lesson Plan

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Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: SaddleCreek Logistics	Teacher Name: J. Killoran
Education Alignment: Demonstrate Interview Skills Based On Attribute Hiring (Two- 45 - 50 Minute Class periods)	School District: Hurst Eules Bedford ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Ask students for 1 example of something they do in the school/outside of school that would relate to a skill or requirement in the workplace- students work with a shoulder partner. Share out. Watch short video on good and bad interviews.
Mini Lesson (10-15 min) (I do, we do)	<p>Prior to this lesson students have learned about resumes and job applications</p> <p>1) Describe how interviews are used (employment, scholarships, colleges)</p> <p>2) Discuss the following topics with the class:</p> <p><u>“Before the Interview”:</u></p> <p>a. Review job descriptions to ensure you have the skills the company is looking for.</p>



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	<p>b. Job Application: complete the application in full-don't leave any blanks</p> <p><u>In Person/Phone or Virtual Interviews:</u></p> <p><u>In Person Interview</u> Know where you are going/time/name of person meeting with Ask about dress code Arrive 5 - 15 minutes early</p> <p><u>If Phone/Virtual Interview</u> Ensure you have no distractions- quiet area Be available 5 minutes before scheduled time Dress appropriately (virtual interview) Do not answer any other calls Do not put interviewee on hold Speak clearly and politely</p> <p><u>Interview Do's and Don'ts</u> Each student should get a copy of the Do's & Don'ts for the Job Interview" (Link below)</p> <p><u>Reasons for No Hire:</u></p> <ul style="list-style-type: none">● Poor personal appearance● Inability to communicate clearly, poor voice, and grammar● Lack of planning for a career...no purpose or goals● Lack of enthusiasm and confidence in the interview● Condemning past employers● Failure to look the interviewer in the eye● Limp handshake● Late to the interview● Does not thank the interviewer for his/her time
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	<ul style="list-style-type: none"> ● Lack of knowledge about the business or the position <p>3) Discuss “Attribute Hiring” Be prepared to discuss your skills that match the job requirements/skills- (discuss w/students attribute hiring i.e.: how do skills in school/sports/extracurricular/electives translate to skills in the workplace and how they can be matched with the job description ex: being on time to class, working well with other, completing work on time, resolving conflict with peers, meeting deadlines for projects, attention to detail, taking initiative, following rules, working in groups/teams etc.</p> <p>4) (We Do) Students will be given 1 of the 4 “Job descriptions” forms (Link below) and identify 1 or 2 skills/requirements from the job description and write down how what they do in school/extracurricular activities/clubs, etc. would demonstrate that skill/requirement. Review as class.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>5) Students will review the job descriptions received and identify a total of 4 (including above) skills/requirements from the job description and record it to prepare for a mock interview the next day. Ask for volunteers to share out.</p> <p>6) Teacher will ask for a volunteer and conduct a mock interview (prescribed answers)</p> <p>Homework: Distribute “Interview Questions” and “How to Answer Interview Questions” (Links below) for students complete to prepare for the mock interview</p>

		<p>The Mock Interview:</p> <p>Working in groups of 3 students will participate in a mock interview. Roles: Interviewer/Interviewee/Evaluator(see: Link below: "Interview Evaluation")</p> <p>Students will rotate groups and roles so they are not with the same students until all students have held each position in the mock interview.</p> <p>Teacher will review evaluations and find commonalities and have a class discussion to include suggestions from students on how to improve.</p>
	<p>Intervention time</p>	<p>While students are working independently, walk the class and be available for questions and feedback.</p> <p>On day 2 when completing evaluation observations walk the groups and ask for input of their solutions to check for understanding/participation as well as available for questions and feedback</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Exit Ticket(sticky notes for each student) - Attribute interviewing is relating the different things you do in school or any setting can show experience in skills required in a job description. Have students list 1 attribute they have that can relate to a job skill</p>	



Links:

[Job Descriptions](#)

[Mock Interview Evaluation Form](#)

[Interview Questions](#)

[Interview Script](#)

[Do's & Don'ts for the the Job Interview](#)

[How to Answer Interview Questions](#)



Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher led recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Hilton DFW Lakes	Teacher Name: LaTasha Williams
Education Alignment: Business Information Management (BIM I & BIM II)	School District: Hurst Euless Bedford (HEBISD)

Workshop Model

Stage		Description
Warm Up (5-10 Min)		You work in Conference Services as a Conference Planner for a major hotel that offers meetings, events and conferences for their guests. Your job requires you to setup the rooms for the guests and their events. Given the following Banquet Event Order (BEO) forms, you will create a diagram of the room setup requested using PowerPoint.
Mini Lesson (10-15 min) (I do, we do)		<p>I do:</p> <ul style="list-style-type: none"> • Describe the role of a Conference Planner. • Explain the importance and parts of a BEO form. <p>We do:</p> <ul style="list-style-type: none"> • Review BEO. • Review types of room setups available. • Review PowerPoint – how to insert, copy, paste, and move shapes and images.
Independent work (20-25 min) (you do)	Student work time	<p>You do:</p> <ul style="list-style-type: none"> • Using the “SETUP” section of each BEO, create a diagram of the requested room setup.



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	Intervention time	<ul style="list-style-type: none"> • Review sections of BEO. • Provide examples of room setup diagrams. • Model using PowerPoint how to insert, copy, paste, and move shapes and images.
Reflection/ Wrap up (3-5 min)		<p>Class discussion: Which room setup diagram was the most challenging to create? Which setup have you seen in the real world used the most?</p> <p>Exit ticket: Name three key elements of a BEO.</p>

Links:

https://drive.google.com/file/d/1BwctScFXBNUc3pZSMQ5rOE8cuKQrGEPE/view?usp=drive_link

https://drive.google.com/file/d/14ISGEoOgHJdwN3Q2G4M2MSt7RQYZPkFr/view?usp=drive_link

https://drive.google.com/file/d/1sj_H7y0rjGq4wR3e3DJfWQOse_ZCLhJB/view?usp=drive_link

https://drive.google.com/file/d/1IAIhK6UAKzjyGg7jaoMKqWsH7VF-ybH_/view?usp=drive_link

https://drive.google.com/file/d/1NwYbstsQ8r4pD2u9gM7q34tXV5VnyA0d/view?usp=drive_link



Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
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	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Nerdworks Services LLC Craig Leikis	Teacher Name: Mildred Hsueh
Education Alignment: Information Technology	School District: HEB (Hurst-Euless-Bedford) ISD

Workshop Model: Introduction to Networking and System Maintenance

Stage	Description
Warm Up (5-10 Min)	<p>Student Learning Objective: Activate critical thinking and connect to real-world job skills Nerdworks Services LLC uses.</p> <p>Opening Activity: “What Would You Do?”</p> <p>Students read, quick-write, and discuss short prompts based on real workplace IT issues:</p> <ul style="list-style-type: none"> • The Wi-Fi suddenly stops working in the office • A user reports a very slow computer <p>Slide Link: Introduction to Networking and System Maintenance Lesson</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Topic: Basic Network Components & Troubleshooting</p> <p>Teacher-Led Presentation (I Do):</p> <ul style="list-style-type: none"> • Explain common network components: router, switch, modem, NIC, Ethernet cable • Cover basic troubleshooting steps:



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	<ol style="list-style-type: none"> 1. Restart the device 2. Check physical connections 3. IP configuration 4. Use of command-line tools like ping and ipconfig <p>We Do – Guided Demo:</p> <ul style="list-style-type: none"> • Live demo or simulation: Use ipconfig and ping in Windows Command Prompt to troubleshoot a connection. • Discuss what the commands show and how techs use them in real support jobs. 	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Activity: Troubleshooting Lab – “Tech Support Simulation”</p> <p>Students work in teams or individually to solve simulated computer or network problems:</p> <ul style="list-style-type: none"> • No Internet connection • Slow performance • Network printer offline • IP address conflict <p>Instructions:</p> <ul style="list-style-type: none"> • Identify the issue from a given “ticket” • Document steps taken • Write a mock support response explaining the fix in plain language
	<p>Intervention time</p>	<p>Teacher Monitoring:</p> <ul style="list-style-type: none"> • Work with students needing support on command-line usage or network concepts. • Review vocabulary terms with struggling learners (e.g., “router,” “IP address,” “packet”).



Reflection/ Wrap up (3-5 min)	Writing Prompt: “What did you learn today that you think a business like Nerdworks finds valuable?” Students write in journal or share one new concept and how it connects to real IT jobs.
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Links:

General IT & Networking Concepts:

Cisco Networking Basics Course (Free) - <https://www.netacad.com/courses/networking-basics?courseLang=en-US>

Computer Networking for Beginners – Video Playlist -

https://www.youtube.com/playlist?list=PLIFyRwBY_4bRLmKfP1KnZA6rZbRHtxmXi

GCF Learn Free - Internet Basics - <https://edu.gcfglobal.org/en/internetbasics/>

Command Line & Troubleshooting Tools:

How to Use PING – Beginners Guide - <https://www.geeksforgeeks.org/ping-command-in-linux-with-examples/>

Simulation Tools (Optional/Advanced):

Cisco Packet Tracer Download (Free for Students) - <https://www.netacad.com/courses/packet-tracer>

Network Topology Mapper (Web Demo) - <https://nmap.org/>



Summer 2025: Teacher Externship Time Log

Every Teacher Extern is required to be on-site for a total of **5 workdays** and/or a total of **20 hours**. The workdays do not need to be consecutive and can be completed over the course of June 9th – 26th of 2025.

This sheet tracks your externship hours and must be signed by the Industry Partner site coordinator. Upload this signed timesheet with your Lesson Plan in order to receive your stipend.

Date	Hours On-Site	Activity Notes
06/16/25	5	<p>Arrival & Orientation:</p> <p>Arrived at 10:00 AM. Met with Craig, business owner of Nerworks Services LLC (the externship host) to discuss the goals and expectations of the program. As I will be teaching Computer Networking and Computer Maintenance, we focused on aligning this experience with classroom instruction. Craig emphasized the importance of CompTIA A+ certification for entry-level high school students seeking IT careers and skills that are necessary for the IT workforce: troubleshooting, communication, and teamwork.</p> <hr/> <p>Field Observation – Networking Support Call:</p> <p>While on site, Craig received a call from a client reporting network connectivity issues with a Mac and a VoIP phone. The client had attempted basic troubleshooting (shutting down the device, unplugging the Ethernet cable, attempting to connect via Wi-Fi) with no success. Craig remotely identified incorrect IP address settings for both devices and dispatched members of his networking team. I accompanied the team to shadow the troubleshooting process.</p> <ul style="list-style-type: none"> ● The team (a full-time technician and an intern) coordinated with Craig by phone. ● They conducted cable tracing and tested a direct wall connection. ● Upon restoring the connection, the technician installed an older Netgear switch to reestablish service for both the Mac and the phone. ● The issue was documented using their Syncro Help Ticket System, and the ticket was successfully closed. <hr/> <p>Software Development Exposure:</p> <p>Upon returning to the office, I had the opportunity to observe how version control systems are used in a professional environment. A part-time developer demonstrated the use of Git, a distributed version control system</p>

used to track changes in source code and collaborate on software development projects. Key concepts covered included:

- **Git:** version control concepts including commits, branching, pull requests, and merging.
 - Commit – A snapshot of the project at a specific point in time. Commits record changes and include a message describing what was changed.
 - Branch – A separate line of development. Developers often create branches to work on features or fixes without affecting the main project.
 - Pull Request – A request to merge one branch into another, typically used in team environments to review code before integration.
 - Merge – The process of integrating changes from one branch into another, often used after a successful review of a pull request.

- **MotionAI:** basic overview of functionality (for workflow or automation).

This exposure gave me insight into collaborative coding practices and software development workflows that I can introduce to students in Computer Maintenance and Networking classes, especially when teaching file management, software tools, or scripting.

Cybersecurity & Policy Enforcement:

Shadowed Craig during a customer support call where a user needed to install an application. The organization uses a Zero Trust Solution, where administrators create policies allowing or restricting application downloads to prevent malware. This illustrated the importance of endpoint management and secure access control.

Discussion Topics Covered:

- Most valuable skills in the IT workforce: troubleshooting and team collaboration
- Weekly schedule and possible externship agenda
- Opportunities for high school student internships
- Plan to shadow various teams throughout the week
- Invitation to attend the company’s weekly team meeting on Tuesday, June 18 at 1:30 PM to discuss projects, goals, and benefits for employees.

Relevance to Instruction:

- The concepts of Git, DHCP, VPN, and Remote Desktop can be directly integrated into classroom lessons for Computer Networking and Computer Maintenance:
- Git can be introduced through basic command-line projects or collaborative documentation tasks.
- DHCP and VPN can be part of a unit on network protocols and services.
- Remote Desktop can be demonstrated through secure connections

		<p>between student machines or simulated IT support scenarios.</p> <ul style="list-style-type: none"> • These real-world applications provided meaningful context that I can bring back to the classroom to enhance student engagement and career readiness. <p>Departed at 3:15 PM.</p>
06/17/25	5	<p>Arrival:</p> <p>Arrived at 10:10 AM. Met with full time IT Support Technician and provided an overview of Syncro Help Ticket System. It supports:</p> <ul style="list-style-type: none"> • Multi-organization support, custom policies and services on remote devices • Remote access tools & ticket system (assign, track, document) • On-site or remote support options • Integrated ticket history using descriptions and solution notes • Third-party integration with Huntress & ThreatLocker for endpoint security <p>Average Learning Curve for IT Support Technicians</p> <ul style="list-style-type: none"> • Entry-level basics: ~3–6 months learning fundamentals (OS, networking, ticket systems) • Competence in RMM tools, scripting, basic security: 6–18 months • Full skill proficiency (VPN, zero-trust, scripting, collaboration): 1–2 years • Industry Certifications (CompTIA A+, Network+, Security+) accelerate advancement. <p>Topics Discussed and Notes on Classroom Use</p> <ul style="list-style-type: none"> • Bash scripting: Use crash-course video and Hostinger guide to teach automation • Syncro & Huntress: Demo agent deployment via Bash/PowerShell in RMM • VPN tunnels: Explain use cases, then simulate client-to-site VPN • RMM workflow (Syncro): Walk through ticket creation, remote sessions, policy application • MotionAI: Introduce low-code automation via visual workflows • Hudu (CI/CD): Show automated build/test processes after Git commits <hr/> <p>Met with Craig and discussed client onboarding, trust-building, and session tokens.</p> <p>Client Onboarding & Trust Management</p> <p>New clients are guided through a structured onboarding checklist, which includes:</p> <ul style="list-style-type: none"> • Setup of systems and services • Introduction to communication channels and support • Walkthrough of tools like ticketing platforms and remote access

- Employees are trained using this checklist to ensure consistency, professionalism, and attention to detail across all client interactions.

Building Client Trust – The Bank Account Analogy

- Trust = a Bank Account
 - Every positive interaction (solving a problem, clear communication, proactive service) is like making a deposit into the client trust account.
 - When a negative experience happens (e.g., an outage or mistake), it's a withdrawal.
 - The goal is to maintain a positive balance over time so occasional mistakes don't ruin the relationship.
- Key takeaway: The more “deposits” you’ve made in advance (goodwill and positive experiences), the more resilient the client relationship is during challenges.

Session Token: a temporary, secure digital key used to verify a user’s identity after they log in.

- Instead of asking the user to log in on every action, the system uses the session token to confirm their identity during that session.
- It is:
 - Time-bound (expires after a period of inactivity)
 - Stored on the client side (in cookies or browser storage)
 - Revoked upon logout or timeout

Example:

When a user logs into a support dashboard, a session token is created. This token lets the user submit tickets, view data, or chat with support without logging in again during that session.

Teaching Analogy – Session Tokens: Hotel Key Cards

Think of a session token like a hotel room key card:

- When you check in (log in), you’re given a key card (token).
- You can access your room (dashboard, resources) freely.
- After checkout time (logout or session timeout), the card no longer works.

You can always go back to the front desk (login page) to get a new key card (token).

In-person Employee Weekly Meeting

Start time 2:35 PM

End time: 3:15 PM

Agenda & Discussion Points:

1. Team Project Updates
 - a. Each team member shared updates on their current assignments and progress.

		<ol style="list-style-type: none"> 2. Active Leads <ol style="list-style-type: none"> a. Reviewed ongoing leads and next steps for client engagement and follow-up. 3. High-Priority Projects <ol style="list-style-type: none"> a. Discussed deadlines, immediate deliverables, and team member responsibilities for high-impact work. 4. Client Proposal Opportunities <ol style="list-style-type: none"> a. Identified potential proposal opportunities with current and prospective clients. b. Brainstormed strategies for client outreach and service alignment. <p>Discussed next day goals to create a scenario and test ticket using Syncro's ticketing system including issue and documentation. Scenario A: Server Clean-up and/or Data Corruption and Recovery. Attend a weekly luncheon at 11:30 AM - 1 PM with Craig.</p> <p>Departed at 3:20 PM</p>
06/18/25	5	<p>Arrival and Morning Activity</p> <p>Arrived at 10:10 AM</p> <p>Printer Troubleshooting & Ticket Resolution Support Scenario: Printer Not Printing</p> <p>Technician Task:</p> <p>Worked alongside a full-time Tier 1 Support Technician on a ticket involving a Xerox network printer. The technician was on a call with customer:</p> <ul style="list-style-type: none"> ● Remoted into the client's computer to review and adjust printer preferences. ● Noted several print jobs stuck in the print queue, and the printer was not outputting documents despite being visible on the network. Attempted to print a test page but it failed. ● Remoted into the printer interface and discovered that: <ul style="list-style-type: none"> ○ The device was set to "Auto" tray selection. Tray 1 was configured for envelopes and was likely causing misfeeds or confusion. Manually switched the printer to Tray 2 for standard paper. <p>Escalation:</p> <p>When the issue persisted, the technician escalated the ticket to the business owner (Craig) for further guidance.</p> <p>Craig inquired whether:</p> <ul style="list-style-type: none"> ● The IP address of the printer had been accessed and configured correctly. ● The technician had updated the printer properties from the client side.

Resolution:

- Deleted all pending print jobs in the queue.
- Adjusted the tray configuration to ensure correct paper type alignment in print settings.
- Print Test Page
- Print another document to printer
- Verified that both the customer and other employees in the office could now print successfully from their machines.
- Total time to resolve: 35 minutes
- Ticket closed and marked as resolved

Ticketing System Practice in Syncro Hands-On Task: Creating a Test Ticket

Created a test ticket in **Syncro**, modeled on a server performance issue using Nerdworks Services LLC as an example.

Performance Issue on Server – Resolved with Disk & Service Clean-Up.

Initial Client Issue: reported that shared drive and hosted accounting software were slow and lagging during logins.

Category: Performance and Maintenance

Ticket Entry Workflow:

1. Click “Create New Ticket”
Add Company & Customer Name
2. Select Issue Type:
 - Available options: Remote, Onsite, Preventative Maintenance, Project, Contract, Other
 - Technicians commonly choose "Remote" or "Onsite"
3. Set Priority:
 - 0 – Urgent
 - 1 – High
 - 2 – Normal
 - 3 – Low
4. Describe the Issue
5. Assign Technician or Helpdesk
6. Attach Device or Asset
7. Apply SLA (Service Level Agreement):
 - Break-Fix for one-time service clients
 - SLA for ongoing maintenance clients

Documentation:

- **Private Notes:** Detailed technical steps, scripts used, error codes, and troubleshooting logic. Meant for internal technician reference.
- **Public Notes:** Clear, user-friendly explanations for the client with no jargon. Includes time worked and resolution summary.

Closing the Ticket:

- Use dropdown to select **Resolved**.
- Include total time worked to bill clients as necessary.
- Public note sent to client, often with time and next steps (if any).

Discussed Platform: DadaBik (for Student Use)

Possible classroom activities: set up a ticketing system for students to engage in creating organizations, create new tickets, troubleshoot, process documentation, and resolve issues.

Conversation with Craig:

Explored the possibility of using a developer sandbox platform hosted by Nerworks called **DadaBik** to simulate a ticketing environment where students can:

- Create support tickets
- Practice documenting resolutions
- Store and organize troubleshooting steps
- This could serve as a hands-on lab in IT courses

HEB Chamber of Commerce Luncheon – Business Networking

Time: 11:30 AM – 1:00 PM

Location: Tony's Pizza & Pasta, Hurst, TX

Networking Notes:

- Attended **Business Builders Leads Group** through the **HEB Chamber of Commerce**.
- Met a variety of small business owners in service industry such as:
 - Web Development
 - Real estate
 - Insurance
 - Travel
 - Notary services
 - Construction & facilities
 - Marketing
 - VoIP phones
 - Automotive dealerships
- **Membership Requirements:**
 - Attend 3 meetings
 - Bring 3 guests
 - Give 3 referrals
 - Complete 3 one-on-one meetings

Afternoon Technical Walkthrough

Upon returning to the office to complete notes and make plans for last day:

- Observed the process of **adding a new customer and asset** in

		<p>Syncro:</p> <ul style="list-style-type: none"> ○ Downloaded Syncro agent installer. Installed agent on client device to enable remote access and asset management. ● Still need to shadow: <ul style="list-style-type: none"> ○ Axcient – Backup solution used for full system or file-level backups. Domotz – (Pending) Network monitoring tool that may be reviewed in upcoming sessions. <p>Departed: 3:10 PM</p>
06/19/25	5	<p>Activity Summary</p> <p>Arrived at 10:10 AM. Spoke with Craig regarding a client whose platform integrates customer database functionality including inventory, scheduling, CRM (Customer Relationship Management), compliance tracking, and FRP (Field Resource Planning) applications. Nerdworks Services, LLC will use DadaBik to build their platform. Because Nerdworks has a DadaBik license, they can host a staging environment at no additional cost. This staging area will allow HEB ISD students to practice real-world IT skills by simulating ticketing systems and resolving technical issues. Estimated development time: one month.</p> <p>Developer Tools & DevOps Concepts</p> <p>Craig discussed how many organizations are adopting Continuous Integration and Continuous Deployment (CI/CD) pipelines, using platforms like Microsoft Azure DevOps. These allow developers to write code, run automated checks, deploy to staging, and push updates to production environments. A live demonstration of DevOps concepts was provided.</p> <p>Hackathons were also briefly mentioned—these events allow developers to use 20% of their time on personal or experimental projects, while 70–80% is spent on regular job responsibilities.</p> <p>Classroom Application: Using SharePoint</p> <p>Observed the use of SharePoint. Can incorporate as a classroom tool to manage student files, assignments, and documents. Teachers can organize folders by unit or student name, and students can be taught how to create, name, and save documents following naming conventions. SharePoint can be used for collaborative work, project submissions, and digital portfolios.</p> <p>Understanding Managed Services Agreements</p> <p>Nerdworks Services, LLC operates as a Managed Services Provider (MSP). Reviewed sample Managed Service Agreements (MSAs), which outline legal terms and service options including Break-Fix (non-managed), Budget Plan, Professional Plan, and Professional+ Plan. Each plan details monthly costs and services provided (e.g., remote support, onsite visits, after-hours support).</p> <p>Pricing decision is based on:</p> <ul style="list-style-type: none"> ● Cost of Goods Sold (COGS): 30%

- Profit Margin: 70% (before overhead)
- Additional fees: onboarding, server-specific support, per-user device limits

Agreements include priority levels, descriptions, expected response times, and resolution times. Escalation procedures begin with ticket creation and must attempt resolution via phone/email/remote tools before scheduling onsite service.

Cybersecurity Tools and Compliance

Reviewed tools used for IT security and PCI compliance:

- Syncro: Ticketing system with QuickBooks integration for invoicing/accounting.
- Bitwarden: Password management system.
- Hudu: Documentation platform for internal technical processes.
- Huntress: Threat detection and incident response (endpoint protection).
- ThreatLocker: Application whitelisting and zero trust security enforcement.
- Motion (likely Motion.io): Scheduling, workflow automation, or time tracking.

Discussed future goal of assigning dedicated account managers per client for personalized service.

Shadowing Activities

Shadowed the in-house developer. Topics discussed included:

- DevMode: Developer Mode for web debugging.
- Incognito/Guest Browsers: Used for testing environments by clearing cookies and session data.
- API usage: For website troubleshooting and system integration.

Observed creation of unique professional emails for client accounts, including use of Guest Mode and private browsing.

Also shadowed the System Administrator assembling a rack-mounted server (“pizza box” form factor). Used 3 drives and building RAID 5 (fault tolerance). They used Rufus to install Microsoft Windows Server 2022, preparing the system using bootable USB drives.

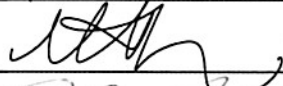
Vocabulary & Technical Concepts

- CRM (Customer Relationship Management): Software used to manage interactions with customers, including sales, support, and communication.
- CI/CD (Continuous Integration/Continuous Deployment): Software practices that automate code building, testing, and deployment.
- RAID 5: Redundant Array of Independent Disks that provides fault tolerance using distributed parity.
- MBR (Master Boot Record) vs GPT (GUID Partition Table): Two types of disk partitioning systems. MBR works with BIOS; GPT is modern and used with UEFI.

		<ul style="list-style-type: none"> ● BIOS vs UEFI: BIOS is legacy firmware; UEFI is newer, supports larger drives, faster booting, and secure boot. ● PCI Compliance: Adherence to Payment Card Industry standards to protect credit card data. ● API (Application Programming Interface): A set of protocols that allows software applications to communicate with each other. <p>Career Insight: Data Analyst</p> <p>A Data Analyst collects, processes, and analyzes data to help organizations make informed decisions. They often work with data visualization tools (e.g., Power BI, Tableau), use programming languages like SQL and Python, and generate reports for stakeholders. Their role supports business intelligence and strategic planning.</p> <p>Departed: 3:45 PM</p>
<p>Total Time Completed</p>	<p>20</p>	<p>Company: Nerdworks Services LLC Host: Craig Leikis Employees: <10</p>

Teacher Name (Print): Mildred Hsueh

ISD Full Name: HEB (Hurst-Euless-Bedford) ISD

Teacher Signature:  Date: 06/19/25

Industry Signature:  Date: 6/19/25



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Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2025: Teacher Externship Lesson Plan



Industry Partner: The Women’s Center	Teacher Name: Nichelle Lang
Education Alignment:	School District: Hurst Euless Bedford ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Activity: Brainstorming Session – “Why Might Someone Need a Social Worker?”</p> <ul style="list-style-type: none"> In pairs or small groups, students list as many reasons as they can think of that someone might need a social worker. After 5–7 minutes, discuss as a class. Record responses on the board (examples: eviction, child welfare, domestic abuse, food insecurity, job loss, mental health, substance use, etc.)
Mini Lesson (10-15 min) (I do, we do)	<p>Activity: Community Resource Research Objective: Create a collective, exhaustive list of local nonprofit and social service resources in Tarrant County, Texas.</p> <ul style="list-style-type: none"> Students will work in small groups using laptops and printed materials. Each group will be assigned a category (e.g., housing, food assistance, job training, childcare, clothing, healthcare, transportation, etc.). Each group must list:



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	<ul style="list-style-type: none"> ○ Name of resource ○ Brief description of services offered ○ Eligibility (if known) <p style="text-align: center;">Contact info or location</p> <ul style="list-style-type: none"> ● Students will then share out to create one master class resource list. <p>A few known resources like <i>MHMR of Tarrant County, Union Gospel Mission, 6 Stones Mission Network, GRACE, SafeHaven of Tarrant County, Tarrant Area Food Bank, The Women's Center, Catholic Charities Fort Worth</i>, have been pre-uploaded</p>
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Activity: Resource Scenario Matching Instructions: Students will receive 1 of 10 client scenarios. They must:</p> <ul style="list-style-type: none"> ● Identify the main issues/needs. ● Recommend 2–4 local resources from the class list that would help. <p>Justify <i>why</i> each resource fits the client's needs.</p> <p>Scenarios</p> <ol style="list-style-type: none"> 1. Client A, a single mother of three, just lost her job. She can't afford daycare



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		<p>and doesn't have any family support. Her rent is due next week, and she's worried she'll be evicted.</p> <ol style="list-style-type: none"> 2. Client B, recently released from incarceration, is staying in a temporary shelter. He needs a phone to search for a job search but has no permanent address or transportation. He is also seeking certification and training. 3. Client C, a 20-year-old college student, has been living in her car since her boyfriend kicked her out. She works part-time and needs help with hygiene, food, and safe shelter. 4. Client D, a widower in his late 50s, recently lost his wife. He's struggling with depression and is behind on his mortgage. He feels overwhelmed and doesn't know where to turn. 5. Client E, a single parent with a toddler needs diapers. She's currently employed part-time but all money goes toward transportation and rent. 6. Client F, a single father, has been offered a job, but can't accept it without childcare. He doesn't have transportation and is worried about how to provide. 7. Client G, a domestic violence survivor, left her abuser with her two children. She has no home, limited clothing, and needs legal help to gain custody and safety.
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		<p>8. Client H, a young adult couch-surfing with friends, wants to finish his GED and get a job but needs help with food and stable housing.</p> <p>9. Client I, a pregnant woman in her early 20s, was laid off and has no family in town. She needs prenatal care, food, and housing support before the baby arrives.</p> <ul style="list-style-type: none"> • Client J, an elderly man living on a fixed income, is being threatened with eviction. He needs legal help, possible rental assistance, and food security.
	<p>Intervention time</p>	
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Options:</p> <ul style="list-style-type: none"> • Written Response (Exit Ticket): <i>What surprised you about the needs people have and the role of a social worker? What was the most useful resource you found today and why?</i> <p>Group Share: Each group shares their solution approach and which resources were most helpful.</p>	



Links:



Summer 2025: Teacher Externship Lesson Plan

*Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.
Lesson plans will be published.*

Summer 2025: Teacher Externship Lesson Plan

Industry Partner: TRANE Air Conditioning	Teacher Name: Peter Sebastian
Education Alignment: Engineering	School District: Hurst Eules Bedford ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students will view short video about the day in the life of a HVAC technician and then answer/reflect in a canvas discussion thread: What did you find most interesting about this technician’s typical day?</p> <p style="text-align: center;">Share and discuss answers with class.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>HVAC Project Objective: Students are to design and build/ test a mini custom, functioning air conditioning / ductwork system to help deliver clean, consistent air to a specific space that need to stay warm / cool.</p> <p style="text-align: center;">Supplies:</p>



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		<p>Cardboard Tubes x4 6" Cardboard Tubes x3 3" Cardboard Tubes x 1 Chipboard Base x4 90 deg. PVC Elbows x1 PVC Tee x1 PVC 3-way connector x3 Fans x4 Plastic Cups Paperclips (as needed) Masking Tape, Pump, Anemometer, Markers to draw design ideas Project & Play Videos (10-15 mins.) 3.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students will work in groups of 2 or 3 students and have 1-2 class period to design and test air flow in their system using the anemometer.</p>
	Intervention time	<p>Students will answer basic questions and jot down their observations and notes about key terms in their engineering journal: HVAC, Pressure, Technician, Engineer, Pressure, Duct, Sustainability, Energy Efficient, Thermodynamics, Vent, Fan, Airflow</p>
Reflection/ Wrap up (3-5 min)		<p>Parking lot: What additional questions do you have about HVAC?</p> <p>Are you interested in a HVAC internship?</p>

Links: simple introduction video:

<https://www.youtube.com/watch?v=GVOKVct4mas>



Summer 2025: Teacher Externship Lesson Plan

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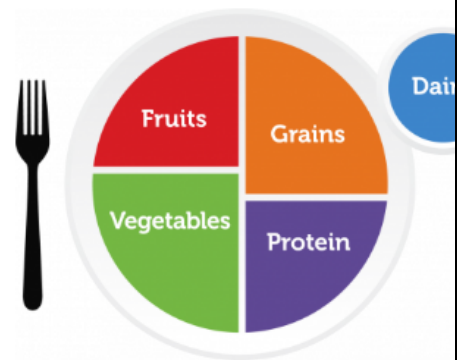
Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Spark Arlington	Teacher Name: Susannah Keneda
Education Alignment: Human Services	School District: HEB ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Brainstorm a list of three food restrictions that are common right now. These might be due to a medical diagnosis, fad diets or other nutritional needs
Mini Lesson (10-15 min) (I do, we do)	<p>Slide 1 Nutrition and Healthy Eating</p> <p>Slide 2 MyPlate: The Foundation of Balanced Nutrition</p> <ul style="list-style-type: none"> ● MyPlate replaced the Food Pyramid in 2011 ● Five main food groups: Vegetables, Fruits, Grains, Protein, and Dairy ● Recommended portions: Make half your plate fruits and vegetables

- Choose whole grains over refined grains
- Visual guide helps create balanced meals
- Interactive tools available at MyPlate.gov



myPlate Quiz

<https://www.myplate.gov/> Middle of the page there is a link

Slide 3

Special Dietary Considerations

- Common dietary restrictions:
 - Vegetarian/Vegan
 - Gluten-free
 - Dairy-free/Lactose intolerant
 - Food allergies
- Reading food labels
- Understanding ingredients
- Finding alternative sources of nutrients
- Importance of consulting healthcare providers



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Slide 5

Making Healthy Choices

- **Daily recommendations:**
 - **2,000-2,800 calories for boys**
 - **1,800-2,200 calories for girls**
- **Smart snacking options**
- **Hydration: 8-10 cups of water daily**
- **Limiting processed foods and added sugars**
- **Planning balanced meals**
- **Impact of nutrition on academic performance and sports**

Slide 6

Understanding Life Stage Nutrition

- **Nutrition needs vary throughout different life stages**
- **Key nutrients include proteins, carbohydrates, fats, vitamins, and minerals**
- **Daily caloric requirements change based on age, activity level, and life stage**
- **Proper nutrition supports growth, development, and maintenance of health**
- **Special considerations needed for certain life phases**

Slide 7

Pregnancy and Maternal Nutrition

- **Increased caloric needs: 300-500 extra calories per day**
- **Essential nutrients:**
 - **Folic acid (400-800 mcg daily)**
 - **Iron (27 mg daily)**
 - **Calcium (1,000 mg daily)**
 - **Omega-3 fatty acids**

- **Foods to avoid:**
 - **Raw fish/sushi**
 - **Unpasteurized dairy**
 - **High-mercury fish**
 - **Raw/undercooked meat**

Slide 8

Childhood and Adolescent Needs

- **Children (Ages 4-12):**
 - **Balanced diet for growth**
 - **Calcium for bone development**
 - **Iron for blood formation**
 - **Protein for muscle growth**
- **Teenagers (Ages 13-19):**
 - **Increased caloric needs**
 - **Extra protein for development**
 - **Iron (especially for menstruating teens)**
 - **Calcium for peak bone mass**

Slide 9

Adult and Senior Nutrition

- **Adults (Ages 19-50):**
 - **Maintain healthy weight**
 - **Regular protein intake**
 - **Balanced vitamins and minerals**
 - **Adequate fiber**
- **Seniors (51+):**
 - **Reduced caloric needs**
 - **Increased protein requirements**
 - **Additional calcium and vitamin D**
 - **B12 supplementation often needed**



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	<p>Slide 10 Special Considerations and Tips</p> <ul style="list-style-type: none"> ● Stay hydrated throughout all life stages ● Eat a variety of colorful fruits and vegetables ● Choose whole grains over refined grains ● Regular meal timing is important ● Consult healthcare providers for individual needs ● Consider cultural and dietary preferences
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Objective: Students will develop a catering plan for a business group during a meeting.</p> <p>1. Case Studies: Each group will be assigned one of the two case studies:</p> <p style="text-align: center;">Case Study 1: Corporate Training Session</p> <ul style="list-style-type: none"> ○ A tech company is hosting a full-day training session for 50 employees. They want to provide breakfast, lunch, and two coffee breaks. The focus is on healthy options that can cater to various dietary restrictions (one vegetarian, one pregnant mother).



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		<p>2. Case Study 2: Executive Meeting</p> <ul style="list-style-type: none"> ○ A finance company is holding a 2-hour executive meeting for 10 senior leaders. They require a catered lunch that includes gourmet sandwiches, salads, and beverages. The meeting will take place in a conference room, and the food should be easy to serve and consume. (one with Celiac disease, one diabetic) <p>3. Roles: Assign the following roles within each group:</p> <ul style="list-style-type: none"> ○ Team Leader: Facilitates the discussion and keeps the group on task. ○ Researcher: Gathers information on catering options, including menus and pricing. ○ Designer: Creates a visual presentation of the catering plan (menu layout, seating arrangements). ○ Presenter: Shares the final catering plan with the class. <p>4. Plan Development: Each group should:</p> <ul style="list-style-type: none"> ○ Discuss the needs of the chosen case study. ○ Create a menu that includes options for all dietary restrictions.
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		<ul style="list-style-type: none"> ○ Estimate costs for the catering plan. ○ Prepare a brief presentation (2-3 minutes) summarizing their catering plan, including menu choices, cost, and any special considerations. <p>5. Presentation: Each group will present their catering plan to the class in the final 5 minutes of the task.</p>
	<p>Intervention time</p>	<p>Peruse the room while students are working to offer feedback and encouragement. Check on group dynamic, work progress, etc.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>After the presentations, students will reflect on the following questions:</p> <ul style="list-style-type: none"> ● What challenges did your group face in developing the catering plan? ● How did each member contribute to the final presentation? ● What would you do differently if given more time? 	



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Links:



Summer 2025: Teacher Externship Lesson Plan

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Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Sheraton Arlington	Teacher Name: Theresa Davis
Education Alignment: Sports & Entertainment Marketing	School District: Hurst Euless Bedford ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Look through these articles and research on your own to answer these questions and be prepared to discuss and share in our walk and talk- What area in DFW and do you think has the most sports and entertainment venues and impact and why?</p> <p>https://www.dmagazine.com/publications/d-ceo/2025/sports-business/how-dfws-largest-sports-related-commercial-developments-impact-the-regional-economy/</p> <p>https://www.traveltexas.com/articles/post/dfw-sports-scene/</p> <p>https://www.sportsbusinessjournal.com/Journal/Issues/2023/03/20/In-Depth/best-sports-business-cities-dallas/</p> <p>https://www.meetingstoday.com/articles/144666/arlington-sports-entertainment-meetings-events</p> <p>What are the industries/events that you think can capitalize on this the best (make revenue from the sports and entertainment events and how? (take various answers and make suggestions to cover areas wanted)</p> <p>Students should come up with things that make revenue like hotels, restaurants, stadiums, concerts, amusement parks, rodeos, e sports arenas, etc.</p> <p>Students should come up with how they make revenue with things like ticket sales, food, hotel rentals, transportation fees, etc.</p>

	<p>What various things do you think these industries use to make an event exciting/memorable/build customer/fan loyalty? (take various answers and make suggestions to give a variety)</p> <p>Students should come up with things the industries might do to make an event exciting, etc., like sports/entertainment themed food, sports/entertainment themed event tie-ins, souvenirs, autograph sessions, meet and greets, etc.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>We will zero in on the Arlington Entertainment district as it stands out with the most sports/entertainment venues. Students can pick specific venues (Sheraton Arlington, a nearby restaurant, etc. that we could propose our idea to the local business and even ask the business questions to help make a more appropriate program they could use) that align with their choice/assigned area to create a program to make the event exciting and tie it in to the chosen event (Dallas Cowboys/Ranger game, Shakira concert, etc.)</p> <p>Go over these ideas/examples and make suggestions as you go. Encourage them to do their own research, utilize AI with asking pertinent questions, etc. to get more details to help them create the best event/activity tie-in.</p> <p>Show students examples of tie-ins to events with hotels:</p> <p>https://www.loewshotels.com/arlington-hotel/arlington-special-events</p> <p>https://event.marriott.com/dalqi-sheraton-arlington-hotel/events</p> <p>https://thecrescenthotelfortworth.com/happenings/</p> <p>https://thecoastalconcierge.com/blog/collaborating-with-local-businesses#:~:text=Exploring%20the%20Benefits%20of%20Local%20Collaborations&text=When%20guests%20feel%20special%20and,journeys%20that%20guests%20will%20cherish.</p> <p>Ideas of how restaurants tie-in to events:</p> <p>https://texas-live.com/</p>



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	<p>https://mccainusafoodservice.com/trends/details/beating-the-winter-blues-with-holiday-sports-tie-ins/</p> <p>https://blog.menuviel.com/21-best-restaurant-event-ideas-to-drive-revenue/</p> <p>https://www.cvent.com/en/blog/events/restaurant-event-ideas</p> <p>https://business.yelp.com/resources/articles/summer-restaurant-marketing/?domain=restaurants</p> <p>Of these areas, what area would you be most interested in creating something that would help market the event, make it exciting, build customer loyalty, etc. Create teams to work together as best as possible to evenly distribute the events based on the area you are most interested in.</p> <p>Break students up into groups (3-5 depending on class size) for areas such as hotels, restaurants, transportation, venues (stadiums, arenas, amusement park, etc.). What they create will be different based on their area (restaurant's might have themed food, amusement park might have ride your rollercoaster with your favorite sport player, hotel might have a happy hour meet and greet with some of the athletes, or maybe an arm wrestle challenge with opposing teams, or have your favorite player tuck you in, etc.-the limit is their imagination)</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Choose a specific event that everyone can create their idea from, or each group can choose their own chosen event (Cowboy/Ranger game, Shakira concert, etc. either past event or future coming event-future event gives them the opportunity to actually market this to the establishment)</p> <p>Use these resources we've covered and any of your own research needed additionally to come up with a great idea to build excitement, customer loyalty, etc. related to our chosen event and your chosen/assigned area.</p> <p>For your chosen/assigned area, how can your team best capitalize on this sports/entertainment event. Come up with a plan to create an</p>



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		<p>activity, theme, pricing, etc. that would best incentivize customers, create excitement, and/or build customer loyalty.</p> <p>Create a presentation to show your ideas to the class and sell them on them as if they were the business that you created the ideas for.</p> <ul style="list-style-type: none"> -it should have ample visuals to demonstrate what your ideas are -it should have thorough written descriptions of your ideas -it should have a thorough written justification of how your ideas would help build excitement for the event, incentivize customers to use your facility, and/or build customer/fan loyalty, and ultimately increase your revenue. -determine what each person in your group will explain/show to the class. <p>Students present their ideas and justify them to the class.</p>
	<p>Inter vent ion time</p>	<p>Walk around and guide students as they do this, offer suggestions, answer questions, etc.</p>
<p>Reflection/ Wrap up (3- 5 min)</p>		<p>Wrap-up/write/discuss-Why would businesses use special activities, themes, events, etc. to tie-in to some sports or entertainment event? What is important to consider when creating these things? What groups benefit from these things and how?</p>

Links:



IRVING ISD LESSON PLANS



Hotel Sales and Marketing - Lesson Plan

LEARNING OBJECTIVE:

Students will be able to understand and apply key concepts in hotel sales and marketing, focusing on customer service, teamwork, and Microsoft applications.

ASSESSMENTS:

Students will complete a project presentation and a reflective journal entry demonstrating their understanding of hotel sales and marketing principles.

KEY POINTS:

- Importance of customer service in the hospitality industry.
- Roles and responsibilities in hotel sales and marketing.
- Effective communication and collaboration in team settings.
- Familiarity with Microsoft applications for marketing and sales tasks.
- Understanding the operational functions of front desk, catering, and housekeeping.

OPENING:

- Introduce the topic with a brief video showcasing a day in the life of hotel staff.
- Pose the question: "What do you think makes a hotel successful?"
- Engage students in a quick discussion to gather initial thoughts.

INTRODUCTION TO NEW MATERIAL:

- Present key concepts through a PowerPoint presentation.
- Discuss each role (front desk, catering, housekeeping) and their importance in hotel operations.
- Common misconception: Students may think that only front desk staff interact with customers, when in fact, every role contributes to customer satisfaction.
- Use real-world examples and case studies to illustrate points.

GUIDED PRACTICE:

- Divide students into groups and assign each a hotel department (e.g., front desk, catering).
- Provide scenarios for each group to role-play customer interactions.
- Scaffold questions:

- Easy: "What would you say to a guest who is checking in?"
- Medium: "How would you handle a complaint?"
- Hard: "What strategies can you implement to improve customer experience?"
- Monitor group discussions and provide feedback.

INDEPENDENT PRACTICE:

- Assign students to create a marketing brochure for their assigned department using Microsoft Word or Publisher.
- Expect students to include customer service strategies and key roles in their brochures.
- Provide clear guidelines and a rubric for assessment.

CLOSING:

- Have a quick share-out where each group presents their brochure and explains their marketing strategies.
- Summarize key takeaways from the day's lesson.

EXTENSION ACTIVITY:

- For students who finish early, they can research and create a presentation on a successful hotel marketing campaign.

HOMEWORK:

- Students will write a one-page reflection on what they learned about the importance of teamwork in hotel operations and how it relates to customer service.

STANDARDS ALIGNED:

- TEKS 130.263 (c)(1)(A) - Explain the importance of customer service.
- TEKS 130.263 (c)(2)(C) - Demonstrate effective communication skills.
- TEKS 130.263 (c)(3)(B) - Utilize technology in marketing tasks.



JOSHUA ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

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Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Baird, Hampton, and Brown	Teacher Name: Aaron King
Education Alignment: Engineering	School District: Joshua ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		What is Engineering? Table groups will come up with a definition for what engineering is and what do it entail
Mini Lesson (10-15 min) (I do, we do)		Provide a class discussion and then a video to answer what engineering is
Independent work (20-25 min) (you do)	Student work time	Students will be given a field of engineering with a rubric including criteria to make a quick 5 minute presentation about the field and what schooling would be needed to be a PE
	Intervention time	Walk around and answer questions as needed
Reflection/ Wrap up (3-5 min)		Exit ticket discussion How has your definition changed?

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Links:



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: City of Alvarado, Economic Development Department	Teacher Name: Celeste Zachry
Education Alignment: English IV	School District: Joshua ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Prompt: "If you could ask the mayor or city council one question about your neighborhood, what would it be?"
Mini Lesson (10-15 min) (I do, we do)		<p>What makes a good question for local government?</p> <p>Explain the purpose: requesting information, expressing concern, suggesting a change.</p> <p>Discuss characteristics of a good question: clear and concise, respectful tone, specific and relevant, actionable or informative</p> <p>Ex: (bad) "Why don't you care about the roads?"</p> <p>(good) "What is the city's current plan to repair potholes on Main Street?"</p>
Independent work (20-25 min) (you do)	Student work time	Students identify one issue in their community (e.g. park safety, public transit, street lighting, etc.)

		<ul style="list-style-type: none"> - Define the issue - Identify the recipient - Draft their question <p>Students write and revise their question, then peer review with a partner using the revision checklist.</p>
	<p style="text-align: center;">Intervention time</p>	<p><u>Differentiation:</u></p> <p>ELL/Struggling Students: provide sentence stems (e.g. "What are the city's plans to...?")</p> <p>Advanced Students: Write a series of follow-up questions or a brief proposal.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>What's one thing you learned about writing for a real audience?</p> <p>What issue in your community do you now feel more confident asking about?</p>	

Links: Revision/Editing Checklist: (paste link into a browser)

https://lithgow-h.schools.nsw.gov.au/content/dam/doi/sws/schools/l/lithgow-h/localcontent/peer_editing.pdf



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Orthman Conveying Systems	Teacher Name: Charlotte Penney Brewer
Education Alignment: 10-12 Grade Math	School District: Joshua ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Give each student a strip of paper</p> <p>Steps: 1. Fold paper in half from end to end.</p> <p>Mark crease with a vertical line $\frac{1}{2}$</p> <p>2. Fold paper in half and then half again</p> <p>Mark the new creases as $\frac{1}{4}$ and $\frac{3}{4}$</p> <p>3. Fold paper in half, then half, then half again.</p> <p>Mark new creases as $\frac{1}{8}$, $\frac{3}{8}$, $\frac{5}{8}$, and $\frac{7}{8}$</p> <p>4. Fold paper in half, then half, then half, then half again.</p> <p>Mark new creases as $\frac{1}{16}$, $\frac{3}{16}$, $\frac{5}{16}$, $\frac{7}{16}$, $\frac{9}{16}$, $\frac{11}{16}$, $\frac{13}{16}$, $\frac{15}{16}$.</p> <p>Explain that this is reference for the next activity</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>INTRODUCTION TO NEW MATERIAL:</p> <ul style="list-style-type: none"> ● Explain the formulas for volume of the cube, rectangular prism, and cylinder. ● Demonstrate measuring the dimensions of each type of container using a tape measure. ● Anticipate the misconception that all containers of the same height can hold the same volume regardless of shape. <ul style="list-style-type: none"> ● Group students into pairs to measure a set of provided containers using tape measures. ● Start with a cube, then a rectangular prism, followed by a cylinder. ● Scaffold questions: <ul style="list-style-type: none"> ○ "What dimensions do you need for the cube?" ○ "How do you calculate the volume of this rectangular prism?" ○ "What happens if you change the height of the cylinder?" ● Monitor student performance by circulating and checking measurements and calculations. 		
<p>Independent work (20-25 min) (you do)</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="597 1648 787 1841" style="text-align: center;"> <p>Student work time</p> </td> <td data-bbox="787 1648 1427 1841"> <p>Assign students to measure three different containers of their choice, calculate the</p> </td> </tr> </table>	<p>Student work time</p>	<p>Assign students to measure three different containers of their choice, calculate the</p>
<p>Student work time</p>	<p>Assign students to measure three different containers of their choice, calculate the</p>		

		<p>volumes, and select the best container for a specified volume of material (e.g., 15 liters).</p> <ul style="list-style-type: none"> ● Set expectations for collaboration and focus during this activity. ● Students will submit their calculations and reasoning in a brief report.
	<p>Intervention time</p>	<p style="text-align: center;">EXTENSION ACTIVITY:</p> <ul style="list-style-type: none"> ● For early finishers, challenge students to design a new container that maximizes volume with the least surface area, using the principles learned. <p>HOMEWORK: Students will research a real-world application of volume measurement in a field of their choice (e.g., cooking, construction, etc.) and write a short paragraph about it.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<ul style="list-style-type: none"> ● Conduct a quick review by asking students to share one thing they learned about volume and container selection. <p>Summarize key concepts discussed during the lesson.</p>	



Links:

KEY POINTS:

- Understanding the formulas for volume:
 - Cube: $V = s^3$ where s is the side length.
 - Rectangular Prism: $V = l \times w \times h$ where l is length, w is width, and h is height.
 - Cylinder: $V = \pi r^2 h$ where r is the radius and h is the height.
- Importance of measuring accurately using a tape measure.
- Comparing different container shapes and sizes for efficiency in volume.



Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: BHB Firm	Teacher Name: Jeff Strobl
Education Alignment: CTE/Construction	School District: Joshua ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Discussion Starter:</p> <p>What do you think engineers do in construction projects? Can you think of any famous buildings or structures and the engineers behind them?</p>
Mini Lesson (10-15 min) (I do, we do)	<p>I Do (Modeling):</p> <ul style="list-style-type: none"> • Introduce the concept of engineering disciplines in construction: Talk about the different roles engineers play, such as structural engineers, civil engineers, and mechanical engineers in construction projects. • Blueprints and Design: Explain how engineers create blueprints to design a building and ensure it's structurally sound. You could demonstrate by showing a simple blueprint or CAD drawing and explaining how measurements, materials, and load-bearing structures are represented.

<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<ul style="list-style-type: none"> • Bridge Building Challenge: Students are given a set of materials (popsicle sticks, glue, string) and tasked with building a bridge that can hold a certain weight (such as a small toy car). <ul style="list-style-type: none"> ○ Objective: This can test their understanding of how engineers select materials and design for strength. ○ Assessment: Walk around, check in on their designs, and ask them to explain their choices. Are they thinking about stability, support, and material strength? • Blueprint Design: Students create a simple blueprint for a small structure (like a house or a park bench). <ul style="list-style-type: none"> ○ Objective: Students will use their knowledge to draw a basic design with measurements and labels for the different engineering aspects (foundation, load-bearing walls, etc.). ○ Assessment: Collect and review the blueprints to see if they are incorporating key concepts like load distribution and material selection.
	<p>Intervention time</p>	<ul style="list-style-type: none"> • For Struggling Students: <ul style="list-style-type: none"> • Pair them with a peer for the bridge-building activity or review the basic engineering principles again with a

		<p>visual aid or video showing how structures are built.</p> <ul style="list-style-type: none"> • Simplify the task by providing a more guided outline for designing the blueprint. <p>• For Advanced Students:</p> <ul style="list-style-type: none"> • Challenge them to think about the environmental impact of construction materials (e.g., sustainable materials, energy-efficient designs). • Ask them to research a famous construction project (like the <i>Great Wall of China</i> or <i>Eiffel Tower</i>) and present on the engineering feats involved.
<p>Reflection/ Wrap up (3-5 min)</p>		<ul style="list-style-type: none"> • Exit Ticket: Have students write down one thing they learned today and one question they still have. This helps assess what they took away from the lesson and if there are areas to revisit. • Group Share: Ask for volunteers to share their bridge designs or blueprints with the class. They can explain how they approached the engineering challenge and any difficulties they encountered.

WORKFORCE SOLUTIONS
NORTH CENTRAL TEXAS

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Links:



KELLER ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Autobahn Porsche	Teacher Name: David Stanley
Education Alignment: TEKS 130.450- Automotive Technology II, ASE MLR Standards	School District: Keller ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min): Brief activity that engages students in the topic.	Students respond to a journal prompt with a hand-written entry to their personal notebooks: <i>“What is the importance of technician communication when performing Multi-Point Inspections? How does it impact Service Department efficiency and the customer experience?”</i>
Lesson (10-15 min) (I do, we do): The instructor provides the class with direct instruction with teacher lead demonstration.	The instructor will present real-world Multi-Point Inspection (MPI) forms. The discussion will cover the workflow from the customer check-in with the Service Advisor to the technician's inspection process. Emphasis will be placed on professional, accurate documentation with clear communication of vehicle needs. Discuss relevance to an automotive career path: job roles and the essential career and technical skills. The instructor will show examples of MPIs, highlight primary safety items across all manufacturers, and review prior knowledge of major vehicle systems.



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<p>Independent Work (20-25 min) (you do): Students independently work to apply concepts and skills presented by the instructor.</p> <p>Intervention time for students that need clarification and assistance to ensure mastery of key concepts.</p>	<p>Student Work Time</p>	<p>Students will work in teams to complete a Multi-Point Inspection (MPI) on a training vehicle in the shop using provided checklists. Each team member will be individually responsible for specific sections to support the overall team goal. Students will inspect major vehicle systems (Tires, Brakes, Fluids, Battery condition) while focusing on safe workshop practices, using accurate documentation and terminology, and effective collaboration. Findings will be categorized using a system of Green/Yellow/Red to model industry-standard MPI reporting.</p> <p>Note: This activity can be repeated in a future class or double-block session. Teams and/or vehicles may be reassigned to give students experience with different team dynamics and vehicle conditions.</p>
	<p>Intervention time</p>	<p>The instructor will monitor the inspection process and review inspection sheets for accuracy, terminology, and documentation standards. Clarifying expectations and re-teaching as needed on inspection items. Emphasis will be placed on technical writing, attention to detail, and teamwork communication. Students will revise their inspection sheets based on instructor feedback to model continuous improvement and demonstrate understanding of industry expectations.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>The class will engage in a group discussion to reflect on their MPI findings and how communication impacts customer trust and</p>



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	<p>service quality. The instructor will guide students in connecting their experience to industry expectations. Using Porsche service standards as an example, students begin preparing for careers that demand efficiency, clear communication, and a commitment to quality service. On the following class day, students will respond to a journal prompt that builds off the initial prompt:</p> <p><i>“Now that you’ve completed a Multi-Point Inspection, how does technician efficiency and communication impact service department workflow?”</i></p>
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Links:

- [Chapter 130. Texas Essential Knowledge and Skills for Career and Technical Education 130.450. Automotive Technology II: Automotive Service](#)
- [ASE Education Foundation Automobile Program Standards 2024](#)
- [Autobahn Careers](#)



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Marriott Springhill Suites Fossil	Teacher Name: Megan Schank
Education Alignment: Business Finance	School District: Keller ISD

Hotel Pricing and Revenue Simulation Activity

Workshop Model

Stage	Description																								
<p>Warm-Up (5–10 minutes)</p> <p>“Would You Pay That Much?”</p> <p>Objective: Get students thinking about how demand affects pricing in the hotel industry by connecting it to real-life decision-making.</p>	<p>Imagine this scenario: You and your friends are planning a weekend trip. You find a hotel that normally charges \$150 per night, but the price has changed depending on the date.</p> <p>Look at the following situations and decide: Would you book the hotel at this price? Why or why not?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 25%;">Scenario</th> <th style="width: 15%;">Room Rate</th> <th style="width: 25%;">Would You Book It? (Yes/No)</th> <th style="width: 35%;">Why or Why Not?</th> </tr> </thead> <tbody> <tr> <td>Regular weekend</td> <td>\$150</td> <td></td> <td></td> </tr> <tr> <td>Off-season (rainy, fewer tourists)</td> <td>\$120</td> <td></td> <td></td> </tr> <tr> <td>Summer holiday weekend</td> <td>\$195</td> <td></td> <td></td> </tr> <tr> <td>Last-minute booking for July 4th</td> <td>\$225</td> <td></td> <td></td> </tr> <tr> <td>Big music festival in town</td> <td>\$262.50</td> <td></td> <td></td> </tr> </tbody> </table> <p>Share your thoughts: What made you say “yes” or “no”?</p>	Scenario	Room Rate	Would You Book It? (Yes/No)	Why or Why Not?	Regular weekend	\$150			Off-season (rainy, fewer tourists)	\$120			Summer holiday weekend	\$195			Last-minute booking for July 4th	\$225			Big music festival in town	\$262.50		
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	<p>Did the event or timing influence your decision? How do you think hotels decide on these prices?</p> <p>I say: As you just saw, hotel prices can change a lot depending on the time of year or what’s happening in town. Today, you’re going to step into the shoes of a Revenue Manager and learn how to set those prices strategically to maximize profit while keeping guests happy.”</p>										
<p>Mini Lesson (10-15 min) (I do, we do)</p> <p>Objective: Students will analyze hotel pricing strategies based on seasonal demand.</p>	<ul style="list-style-type: none"> You are the Revenue Manager of a 100-room hotel. The standard rate for a room is \$150 per night. Adjust the pricing based on different scenarios below. <table border="1" data-bbox="576 667 1414 1020"> <thead> <tr> <th data-bbox="576 667 1177 737">Scenario</th> <th data-bbox="1177 667 1414 737">Price Adjustment</th> </tr> </thead> <tbody> <tr> <td data-bbox="576 737 1177 806">Off-season (low demand, 40% occupancy)</td> <td data-bbox="1177 737 1414 806">Decrease by 20%</td> </tr> <tr> <td data-bbox="576 806 1177 875">Peak summer season (high demand, 90% occupancy)</td> <td data-bbox="1177 806 1414 875">Increase by 30%</td> </tr> <tr> <td data-bbox="576 875 1177 945">Last-minute holiday weekend (95% occupancy)</td> <td data-bbox="1177 875 1414 945">Increase by 50%</td> </tr> <tr> <td data-bbox="576 945 1177 1014">Major conference in town (100% occupancy)</td> <td data-bbox="1177 945 1414 1014">Increase by 75%</td> </tr> </tbody> </table>	Scenario	Price Adjustment	Off-season (low demand, 40% occupancy)	Decrease by 20%	Peak summer season (high demand, 90% occupancy)	Increase by 30%	Last-minute holiday weekend (95% occupancy)	Increase by 50%	Major conference in town (100% occupancy)	Increase by 75%
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<p>Independent work (20-25 min) (you do)</p> <p>Divide students into small groups. Each group will design a new hotel brand and create a marketing strategy to attract guests. Present their marketing plan to the class.</p>	<p>Hotel Details to Include:</p> <p>Hotel Name & Theme: What is the brand’s concept? (Luxury, eco-friendly, budget, resort, etc.) Target Audience: Business travelers, families, couples, etc.</p> <p>Loyalty Program: What perks do repeat customers get?</p> <p>Marketing Channels: How will you advertise? (Social media, billboards, influencers, etc.)</p> <p>Special Promotions: Discounts, package deals, or unique features to attract guests.</p>										
<p>Reflection/Wrap-up (3-5 min)</p>	<p>Discussion Questions:</p> <ol style="list-style-type: none"> Why do hotels increase prices when demand is high? How do loyalty programs impact pricing and customer retention? What happens if a hotel sets prices too high or too low? 										

Topic: HVAC Residential Preventative Maintenance

<p>Success Criteria: What do you want the students to know and be able to do at the end of this unit? This should be written question form.</p>	<ol style="list-style-type: none"> 1. Define preventative maintenance and its importance in HVAC systems 2. Identify common preventative maintenance tasks for residential HVAC systems. 3. Demonstrate basic Maintenance procedures 4. Complete a P/M checklist
<p>Standards: Select the TEKS/standards as applicable.</p>	<p>Student Expectation - HS.B.HVAC.8I: Perform furnace preventative maintenance procedures such as cleaning and filter replacement under supervision.</p>
<p>Means of Assessment: Will there be a Pre-Assessment; if so, what is it? How will mastery for this unit be assessed?</p>	<p>For a pre assessment there will be a 10 question quiz on key concepts, students will be assessed on completing a preventative maintenance checklist by completing a preventative maintenance on a split system: class participation completed maintenance checklist quiz results</p>
<p>Direct Instruction:</p>	<p><i>When students arrive in class the warm up on the board is , "what happens if you don't change the oil in a car?" Follows with a brief discussion on preventative maintenance.</i></p> <p>Start direct instruction on preventative maintenance. Starts with a video on residential preventative maintenance and failures due to improper maintenance.</p>
<p>Guided/Independent Practices What is/are the activity/activities you will use that allow(s) students to demonstrate new knowledge from this unit? How will you monitor to determine the level of mastery and provide individual remediation as needed? Note the appropriate quadrant that the guided/independent practice activities apply to.</p>	<p>Teacher demonstrate proper residential preventative maintenance answering questions during the process. Starting with the indoor air handler and furnace inspection and cleaning as well as filter replacement. Lastly the students will pair up with their table mates and one of them will pick up a preventative maintenance checklist from the daily work bin, the other will pick up a tool kit from the tool cage and meet their partner at the unit they will be working on. They will complete each maintenance item listed on the checklist and sign off that it's complete until the list is fully checked off.</p>
<p>Closure Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion or frustration and to reinforce major points learned.</p>	<p>Wrap up discussion on the key takeaway points and maintenance schedule for a residential system.</p>



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Wallbox (www.wallbox.com)	Teacher Name: Tuan Tran
Education Alignment: Business Productivity	School District: Keller ISD

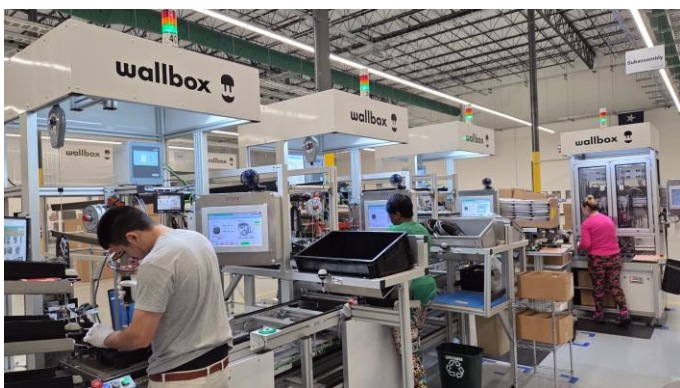
Workshop Model

Stage	Description				
Warm Up (5-10 Min)	Class Discussion: Students to share if they have taken a tour or seen the inside of a factory or plant that produces products? Discuss what the inside of a factory that produces laptops would look like.				
Mini Lesson (10-15 min) (I do, we do)	1) Essential Question: How can specialization and division of labor impact business productivity? 2) Cover lesson on concepts of: <ul style="list-style-type: none"> ▪ Productivity ▪ Specialization ▪ Division of labor ▪ Quality control ▪ Economies of scale 				
Independent work (20-25 min) (you do)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center; vertical-align: middle;">Student work time</td> <td> Class Exercise: Division of Labor and Productivity (30 minutes) 1) Students to work together in small groups to: <ul style="list-style-type: none"> ▪ Design, create, and produce paper boats from sheets of white paper. ▪ Establish production goals relative to quality, quantity, number of workers, defects/errors, etc. ▪ Develop the best strategy and process for team members to work together. ▪ Consider the strategy, processes, tasks, and work activities that will enable the team to reach its goal for productivity. </td> </tr> <tr> <td style="text-align: center; vertical-align: middle;">Intervention time</td> <td> Class Exercise: Division of Labor and Productivity (30 minutes) 2) Each team to present and explain to the class: <ul style="list-style-type: none"> ▪ Team's strategy and process for designing, assigning, and performing the work. ▪ Did the team reach its productivity goals? Explain WHY or WHY NOT? </td> </tr> </table>	Student work time	Class Exercise: Division of Labor and Productivity (30 minutes) 1) Students to work together in small groups to: <ul style="list-style-type: none"> ▪ Design, create, and produce paper boats from sheets of white paper. ▪ Establish production goals relative to quality, quantity, number of workers, defects/errors, etc. ▪ Develop the best strategy and process for team members to work together. ▪ Consider the strategy, processes, tasks, and work activities that will enable the team to reach its goal for productivity. 	Intervention time	Class Exercise: Division of Labor and Productivity (30 minutes) 2) Each team to present and explain to the class: <ul style="list-style-type: none"> ▪ Team's strategy and process for designing, assigning, and performing the work. ▪ Did the team reach its productivity goals? Explain WHY or WHY NOT?
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Reflection/ Wrap up (3-5 min)	Class Discussion: Students to discuss how specialization and division of labor can impact business productivity.
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Links:

- **Wallbox USA:** wallbox.com/en_us/
 Wallbox USA provides smart EV chargers & energy management solutions for home, business, and public sector.
- Pictures from the assembly lines of Wallbox in Arlington, Texas. (permission granted by Wallbox).



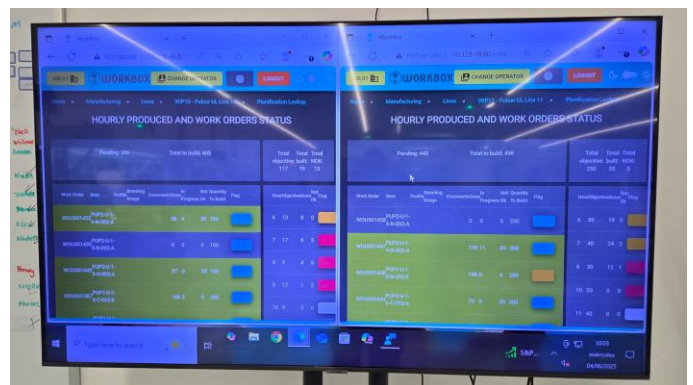
Production Line



Production Line



Automated Tester



Production Monitoring System



Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

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Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: LBL Architects	Teacher Name: Wendy Starkey
Education Alignment: Architecture/Construction	School District: Keller ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students will be divided into small groups and provide them with a set of architectural drawings and a list of common symbols and annotations.</p> <p>Ask students to work together to identify and categorize symbols based on their function (e.g., doors, windows, electrical symbols, dimensions).</p> <p>Groups will present their findings, including the symbols they identified and the line weights they found in their drawings. https://drive.google.com/file/d/1wM2pmwFs1LBfZ32rtISmkBxNV3H6Eyet/view?usp=drive_link</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher will provide a mini-lecture (slide show with notes) on the importance of each element, offering definitions and examples of proper usage.</p> <p>Lines and symbols for construction drawings slideshow: Lines and Symbols in Construction Drawings Lesson.pptx</p> <p>Worksheet: Line and Construction Drawing handout: Line and Symbols Construction Drawing Notes</p>



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Independent work (20-25 min) (you do)	Student work time	<p>Students create a simple floor plan incorporating annotations and varying line weights to communicate their design intent clearly. Students will work on a project where they must create a complete architectural drawing of a simple structure (e.g., a small house or shed) that includes all necessary symbols, annotations, and appropriate line weights using an architectural scale, pencil, and grid paper in 1/4"=1' scale. Students will be challenged to incorporate real-world applications of these concepts in their designs (e.g., considering the functionality of spaces, accessibility).</p>
	Intervention time	<p>Teacher will walk around the room and facilitate the evaluation process and provide constructive feedback as the students are working on their floor plans.</p>
Reflection/ Wrap up (3-5 min)		<p>Teacher will ask open-ended questions to promote deeper thinking, such as: "What challenges did you face while creating your drawing?" "How did you decide which symbols to use?" "How do you know which type of lines you need to use for dimensions, annotations, etc?" "How do the annotations and line weights enhance or detract from the floor plans clarity?"</p>

Links:

[Dimensioned Floor Plan Example](#)

[Lines and Symbols in Construction Drawings Lesson.pptx](#)

[Lines and Symbols in Construction Drawings Notes/Worksheet](#)

Learning Objectives

- Students will be able to:
 - Utilize annotations effectively to communicate design intent in architectural drawings.
 - Differentiate between varying line weights and their purposes in enhancing clarity.
 - Analyze the impact of annotations and line weights on the interpretation of architectural designs.



KIPP TEXAS PUBLIC SCHOOLS LESSON PLANS



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: FlexNGate	Teacher Name: Nicolas Fairweather
Education Alignment: Engineering	School District: KIPP Texas Public Schools

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Classroom conversation about manufacturing.
Mini Lesson (10-15 min) (I do, we do)	<p>I will describe the complete context of the processes occurring in a manufacturing warehouse. In a manufacturing warehouse there are industrial engineers who optimize systems and processes to improve efficiency, productivity, safety, and cost-effectiveness. There are also automation engineers who program automize processes to reduce manual work, increase efficiency, and ensure consistent quality. In addition, there are welders who weld parts for equipment and machinery. Lastly there are quality and assurance workers who ensure that products, processes, and storage conditions meet company standards and meet customer expectations. The students will then reiterate the warehouses processes and start brainstorming about who in their desk group will take on which role.</p>

WORKFORCE SOLUTIONS**GREATER DALLAS**A proud partner of the [AmericanJobCenter](#) network

Independent work (20-25 min) (you do)	Student work time	Students will work in groups, taking on the roles of industrial engineer (designing the blueprint of the warehouse), automation engineering (write a code that automate machinery), Quality & Assurance (create a checklist on the project objectives and ensuring that work is great quality), welder (creates a manufacturing robot from VEX parts).
	Intervention time	Teacher will actively monitor ensuring students are staying on task. On the board, there will be clear and concise criteria for success.
Reflection/ Wrap up (3-5 min)		Students will then present their manufacturing company in a PowerPoint presentation, with the understanding that they are seeking to be the partners of a top-rated company.

Links: N/A



LAKE DALLAS ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

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Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Winco Distribution Center	Teacher Name: Ann Hodges
Education Alignment: Business	School District: Lake Dallas ISD

Employee Retention Lesson

(Upcoming Job Fair Recruitment Flyer – this lesson will be a cross curricular project within the CTE Department to include BIM, Graphic Design and possibly AV students. The lesson below is Day 1 in BIM – future classes will work with Graphic Design students and AV)

Stage	Description
Warm Up (5-10 Min)	Working with your neighbor – use Google Docs or MS Word to list reasons why people leave their job. Once listed – circle your top three that you feel are contributing to this issue and be prepared to share with class.
Mini Lesson (10-15 min) (I do, we do)	Class discussion - have each group share their top three - list duplicates on white board for overall discussion. The teacher will share any ideas they have with students and discuss any from their summer externship from the industry.



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Independent work (20-25 min) (you do)	Student work time	<p>Divide into small groups (no more than 4). Students will do research on what is being done in the workplace to overcome the top three out of all that were discussed. Students will develop a job recruitment flyer to entice individuals for an upcoming job fair using Google Docs or MS Word. (Graphic students will assist with this creation – similar to a team environment in the workplace) If AV students are involved then we will begin with a brainstorming session on what examples we can film for possible videos we can have streaming during the job fair – possibly set up time at the employers location for filming.</p> <p>Teacher will show examples on projector so students have an idea of what is expected – this lesson may take more than one class period to complete.</p>
	Intervention time	<p>Teacher will float around the room to see what groups are researching, discussing and creating. Teacher will remind all groups of time left on assignment.</p>
Reflection/ Wrap up (3-5 min)	<p>Ask each group to share one retention idea that they have included on their flyer and why they think this will help employee retention.</p> <p>Students will reflect on research from today and list what needs to be accomplished next class period to incorporate graphic design and AV students.</p>	

* * * * *

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	<p>The teacher will print flyers for classroom display.</p> <p>Flyer will serve as a reminder to students as they enter the workforce.</p>
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Links:



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Communities in Schools of North Texas	Teacher Name: Dawn Grey-Compton
Education Alignment: Collaboration/soft skill	School District: Lake Dallas ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Teacher will introduce the topic of communities and collaboration with a quick video and digital puzzle activity with a picture of a community.</p> <p>Discuss how each piece of the puzzle is important to see the big picture, just as each person of a community is important in making the community.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher states: Today you will work together to complete an activity. When you work together you are collaborating. As you grow up you will continue to collaborate with others to help you, your classmates, or even your job/career to be successful in reaching a goal.</p> <p>Materials: Baggies of Legos for partners that have the same amount, size and color of Legos</p> <p>“Collaboration” image is linked to a quick video defining collaboration.</p> <p>Teacher will model with a student the lego partner activity Directions:</p> <ol style="list-style-type: none"> 1. St. get the same amount, sizes and color of blocks in a bag that matches their partner. 2. They will sit back to back with their partner

	<ol style="list-style-type: none"> 3. Partner A will build something with their legos (Partner B does not look at this time) (t. gives partner A minute to build) 4. Then Partner A will give directions to Partner B on how to build the same structure (they are still back to back and cannot look at each other's Legos) 5. when Partner B has completed the structure they can turn and compare what they made. <p>As a class reflect what worked and what didn't work Then have Partner B build and give directions to Partner A. You can have then face each other this time or continue back to back. Once complete reflect as a class what worked and didn't work. Discuss how working together might help them create the structure easier.</p>
Independent work (20-25 min) (you do)	<p style="text-align: center;">Student work time</p> <p>Students will create a school community image on their blank puzzle pieces. Then students will place their puzzle pieces in a baggie and switch with a partner. they will work to put together the other person's puzzle. Once they complete the puzzles they will share with their partner why they chose the to draw the picture to represent part of the school community.</p> <p>Materials:</p> <p>Paper puzzle template (or you can order blank puzzles on amazon)</p>
	<p style="text-align: center;">Intervention time</p> <p>Small group for students needing help with understanding collaboration</p> <p>Materials: simple puzzles or matching game</p> <p>“Working with Partner Checklist”</p> <ol style="list-style-type: none"> 1. Eyes on partner 2. Sharing 3. Use kind words <p>Introduce checklist</p> <p>Each pair will work on a small task (puzzle or match game)</p> <p>Remind them to use the checklist while working</p> <p>Reflection:</p>

		<p>Ask students:</p> <ol style="list-style-type: none"> 1. How did you and your partner help each other? 2. What was hard or easy about working together?"
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Teacher will guide students through class discussion or turn and talk activities to close out the lesson.</p> <p>Guiding Questions:</p> <ol style="list-style-type: none"> 1. What would happen if our Principal did not communicate the expectations for how we dismiss at the end of the day? 2. What would happen if the cafeteria workers didn't work together to provide our breakfasts and lunches? 3. What does it mean to collaborate with others? 4. How will you model collaboration throughout the rest of the week?

Links:

[Collaboration Lesson Google Slides](#)



Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides the whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Denton County Friends of the Family	Teacher Name: Deborah Gladen
Education Alignment: Counselor TEK- Personal Safety and Friendship - 2nd and 3rd grade	School District: Lake Dallas ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Have each student think of the difference between a surprise and a secret. Have each student write an example on an index card. Then have the students turn to their shoulder partner to tell their example.
Mini Lesson (10-15 min) (I do, we do)	Read Huggapotamus by Steve Metzger to the class. Discuss if the conflict in the story was a surprise or a secret. Once the students recognize that the hugs were surprises and how the characters reacted, discuss if there were any secrets in the story. (The friends are discussing whether Huggapotamus would be allowed to play with them.) Ask if that was a bad secret or a good secret (good). Then



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		<p>discuss what a bad secret could be. Then discuss if the hugs were appropriate and why they might not have been. (Trusted or non-trusted people) Introduce Circle of Trust.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Ask the students to think of who they trust; it can be anyone and does not have to be a parent. Have students complete their circle of trust. (Link below)</p> <p>After they complete with names, have them give examples for each circle.</p>
	Intervention time	<p>Move around the room and assist students in brainstorming people and activities, or information that is appropriate for each circle.</p>
Reflection/Wrap-up (3-5 min)		<p>Review the difference between secrets and surprises, circle of trust and setting healthy boundaries like they were set in story.</p>

Links: [Circle of Trust](#)



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Town of Little Elm	Teacher Name: Liana Karamzin
Education Alignment: Accounting	School District: Lake Dallas Independent School District

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Teacher will begin with a brief discussion on what happens when businesses fail to pay their bills on time. Teacher will present a real-world scenario and ask students how it could impact the business.</p>
Mini Lesson (10-15 min) (I do, we do)		<p>Teacher will present a PowerPoint on accounts payable, covering definitions, importance, and processes. Teacher will use real-life examples to illustrate concepts, such as how a late payment can affect supplier relationships.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Teacher will distribute a worksheet that includes various scenarios related to accounts payable. Students will practice recording transactions and answering questions about managing payables.</p> <p>Teacher will divide students into small groups to analyze a set of transactions and determine how they would be recorded.</p>



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	Intervention time	Teacher will assist students needing assistance or who have not yet mastered the skill.
Reflection/ Wrap up (3-5 min)		Teacher will ask students to share one new insight they gained about accounts payable.

Marketing and Tourism: Engaging the Future

LEARNING OBJECTIVE:

Students will be able to analyze the role of marketing in tourism and develop a promotional strategy for a tourism destination.

ASSESSMENTS:

Students will create a marketing plan for a chosen tourism destination, presenting the components and strategies involved in attracting visitors.

KEY POINTS:

- Understanding the elements of marketing: product, price, place, promotion.
- The importance of target audience in tourism marketing.
- Strategies for creating engaging promotional materials (brochures, social media campaigns).
- The impact of tourism on local economies and cultures.
- Ethical considerations in tourism marketing.

OPENING:

- Begin with a short video showcasing various tourism campaigns from around the world.
- Pose the question: "What makes a travel destination appealing?"
- Facilitate a brief discussion based on students' responses.

INTRODUCTION TO NEW MATERIAL:

- Explain the four P's of marketing (product, price, place, promotion) through a presentation.
- Use real-world examples of successful tourism marketing campaigns to illustrate each point.
- Anticipate the misconception: "Marketing is only about advertising" by clarifying its broader role, including research and customer engagement.

GUIDED PRACTICE:

- In pairs, students will analyze a provided tourism marketing example and identify the four P's.
- Set expectations for collaboration and respect during pair work.
- Questions will scaffold from identifying basic elements to discussing their effectiveness.
- Monitor student performance by circulating and asking guiding questions.

INDEPENDENT PRACTICE:

- Assign students to create a marketing plan for a local tourism destination.

- They will include a brief description, target audience, and at least two promotional strategies.
- Expectations: work independently, using resources provided, and submit by the end of the class.

CLOSING:

- Have students share one strategy they plan to use in their marketing plans.
- Summarize key concepts discussed during the lesson.

EXTENSION ACTIVITY:

- Students who finish early can create a social media post or advertisement for their tourism destination using graphic design tools.

HOMEWORK:

- Students will research a successful tourism marketing campaign and write a one-page reflection on its effectiveness.

STANDARDS ALIGNED:

- TEKS 130.203 (c)(1): The student understands the role of marketing in the tourism industry.
- TEKS 130.203 (c)(2): The student analyzes the impact of tourism on local economies and cultures.
- TEKS 130.203 (c)(3): The student develops effective promotional strategies for tourism destinations.



LAKE WORTH ISD LESSON PLANS



Teacher Externship Lesson Plans

Day 1:

Theme: Stewardship and Community Service volunteering with prep work for an upcoming event at a public dog park.

Objectives:

- Understand the importance of park maintenance.
- Prepping dog treats for this event
- Use basic landscaping and maintenance skills to ensure park is clean and ready for the event.
- Foster a sense of responsibility for public spaces.

Activities: Work all assignments as needed

- **Morning Briefing (30 min):** Safety protocols, tools overview, and task assignments.
- **Work Session (2.5 hrs.):** Tasks may include raking, waste cleanup, and water station maintenance.
- **Lunch Break (1 hr.)**
- **Afternoon Session (2 hrs.):** Continue tasks, possibly paint touch-ups or signage cleaning.
- **Wrap-Up & Reflection (30 min):** Discussion with Management on teamwork, and the impact of their work and what else may be needed to complete today's objective.

Possible Materials Needed:

- Gloves, rakes, shovels, mulch, paint, trash bags, water bottles, sunscreen.

Reflection Questions:

- What did you learn about maintaining public spaces?
- How does this work benefit the community?

Day 2: Working with Senior Citizens at their Community Rec Center

Theme: Intergenerational Connection and Service

Objectives:

- Build empathy and communication skills.
- Understand the needs and interests of older adults.
- Contribute to a positive social environment.

Activities:

- **Morning Introduction (1.5 hrs.):** Overview of the senior center, expectations, and etiquette.
- **Activity Session (2 hrs.):** Assist with or lead activities such as bingo, arts and crafts, storytelling, or tech help.
- **Lunch & Social Time (1 hr.):** Eat and chat with seniors to build rapport.
- **Afternoon Project (2.5 hrs.):** Help with a group project like a garden walk, memory book, or music session.
- **Wrap-Up & Reflection (1 hr.):** Share experiences and discuss what was learned.

Materials Needed:

- Activity supplies (games, crafts), name tags, notebooks for journaling.

Reflection Questions:

- What surprised you about working with seniors?
- How can we better support older adults in our community?

Day 3: Shadowing Park Staff Across Sites

Theme: Behind the Scenes of Park Operations

Objectives:

- Gain insight into the diverse roles within the park district.
- Observe how different departments collaborate.
- Explore potential career paths in parks and recreation.

Activities:

- **Morning Rotation (1 hr.):** Shadow staff in areas like recreation programming, maintenance, natural resources, or administration.
- **Lunch & Q&A (1 hr.):** Eat with staff and ask questions about their roles and experiences.

- **Afternoon Rotation (1 hr.):** Continue shadowing or assist with a small project.
- **Wrap-Up & Group Discussion (1 hr.):** Share takeaways and discuss how each role contributes to the park district's mission.

Materials Needed:

- Notebooks, pens, schedule of rotations, safety vests if needed.

Reflection Questions:

- Which role did you find most interesting and why?
- How do all the departments work together to serve the public?



LANCASTER ISD LESSON PLANS



Lesson Plan 1: CDL Pre-Apprenticeship Visit

Lesson Title:

Career Exploration – CDL Pre-Apprenticeship and Transportation Industry Readiness

Date/Time:

June 18, 2025 @ 1:00 PM CST

Location:

NTX Job Corps

Instructor(s):

Chasity Pitts-Armstead, Mikal Body, Jasmin Vann

Industry Partner:

DJH Express National Training Academy

Grade Band / CTE Alignment:

Grades 11–12 / Career & Technical Education (CTE): Transportation, Distribution & Logistics

Instructional Objectives

- Students will explore CDL career pathways and training requirements.
 - Students will understand the WIOA application process and required documentation for enrollment.
 - Students will evaluate the expectations and structure of ELDT (Entry-Level Driver Training) coursework.
 - Students will analyze future trends in the transportation industry including AI and autonomous vehicles.
-

Materials Needed

- Required document checklist
 - CDL course timeline handout
 - WIOA application materials
 - FMCSA ELDT course overview
 - Sample CLP (Commercial Learner's Permit) prep questions
 - Reflection journal
-

Learning Activities

1. **Introduction (Katrina Hawkins):** Meet and greet with Job Corps students interested in CDL.
2. **Workshop Observation:** Students observe a Driver Readiness Workshop with segments on:
 - Document requirements
 - WIOA/TWC application
 - Drug & Alcohol awareness
 - CLP expectations and timeline
3. **Industry Overview:** Charlene Arnold explains ELDT requirements under FMCSA.
4. **Interactive Q&A:** Teachers may ask questions; students take notes and reflect.

5. **Future of Transportation (Jerri Banks):** Discussion on AI, autonomous vehicles, and evolving job markets.
-

Student Outcomes

- Identify the steps required to enroll in a CDL training program.
 - Summarize the significance of ELDT and regulatory expectations.
 - Reflect on career interests related to transportation technologies.
-

Assessment / Reflection

- Students complete a post-visit journal prompt:
“What steps do I need to take to pursue a CDL or similar pathway?”
 - Group debrief led by teacher the following day.
-

Extension / Follow-Up

- Students can research one autonomous or AI-based innovation in trucking and prepare a short presentation.
 - Optional: Begin a mock WIOA form as part of classroom career-readiness portfolio.
-

Lesson Plan 2: Jewels Comfort Keepers (JCK) Visit

Lesson Title:

Community Engagement and Reentry Support Careers – Jewels Comfort Keepers Site Visit

Date/Time:

June 24, 2025 @ 2:00 PM CST

Location:

1201 N. Watson Rd., Arlington, TX 76006

Instructor(s):

Chasity Pitts-Armstead, Mikal Body, Jasmin Vann

Industry Partner:

Jewels Comfort Keepers (JCK), DJH Express National Training Academy

Grade Band / CTE Alignment:

Grades 11–12 / Community Engagement & Support Services

Instructional Objectives

- Students will explore how nonprofit and community organizations support formerly incarcerated individuals.
 - Students will understand the impact of community partnerships on workforce reentry.
 - Students will develop awareness of social services and second-chance career pathways.
-

Materials Needed

- JCK overview sheet
 - Student reflection worksheet
 - Community service learning journal
-

Learning Activities

1. **Welcome and History (Kimberly Caldwell):** Founder shares JCK's mission and journey.
 2. **Day in the Life:** Real-world stories and examples of community service work.
 3. **Community Impact Discussion:** How JCK supports individuals and collaborates with partner organizations.
 4. **Partnership Focus:** DJH & JCK partnership discussion on training and job placement for reentering citizens.
 5. **Q&A:** Teachers may ask questions about engagement models and student-family support.
-

Student Outcomes

- Describe how community agencies contribute to reducing recidivism.
 - Identify career opportunities in community engagement, reentry services, and nonprofit sectors.
 - Reflect on the role of empathy and advocacy in career pathways.
-

Assessment / Reflection

- Students complete a reflection prompt:
“What did I learn today about how I can support others in my community?”
 - Optional group discussion in class.
-

Extension / Follow-Up

- Service Learning Project: Students research and present on a local nonprofit addressing housing, employment, or justice reform.
- Career Interview Assignment: Interview a staff member from a local support agency and summarize findings.

Summer 2025: Teacher Externship Lesson Plan

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Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Realford Consulting	Teacher Name: Kara Crayton
Education Alignment: Entrepreneurship II	School District: Lancaster ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Bell Ringer-What's the difference between owning a business and owning many businesses?
Mini Lesson (10-15 min) (I do, we do)		Mini-Lecture: Intro Power Point-Realford Consulting Inc. & LLC - What is a holding company? - Realford Consulting Case: Overview of real-world operations - Examples of subsidiaries and why they are useful (diversification, asset protection)
Independent work (20-25 min) (you do)	Student work time	Group Activity: - In small teams, students build a "mini-holding company" with 2-3 fictional businesses underneath. - Each group justifies how these businesses complement each other and why they're placed under a holding company.
	Intervention time	Have students look at known companies and

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		<p>subsidiaries. Student explains why the smaller companies are called subsidiaries.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Student does a teach back to class by summarizing what a holding company does with real world example</p> <p>Another student does a teach back to class summarizing what a subsidiary is with real world example</p> <p>Preview of what next lesson will be for next class meeting-Real Estate Investing & Asset Management</p> <p>Exit Ticket: What is one benefit of organizing a business as a holding company?</p>

Links: realfordconsultinggroup.com

Top 25 U.S. Holding Companies

[https://news.ambest.com/articlecontent.aspx?refnum=309855.](https://news.ambest.com/articlecontent.aspx?refnum=309855)

Summer 2025: Teacher Externship

Lesson Plan

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Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Lion of Judah Montessori	Teacher Name: Mabellyne Lopez
Education Alignment: College and Career Readiness (Education and Childcare)	School District: Lancaster ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Prompt Discussion: What are some challenges parents face when finding childcare or schools for their kids? Quick Write: List 3 skills or traits that would help you run a daycare or a micro school.

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Mini Lesson (10-15 min) (I do, we do)	Teacher Presentation (I Do): https://docs.google.com/presentation/d/18bVR1qEufaOHQV_aiTEl6RwVxmBhDfGVa05Zj_rseSA/edit?usp=sharing <ol style="list-style-type: none">1. Give a brief overview of what a daycare and micro school are.2. Provide the key steps to start one:<ul style="list-style-type: none">• Identify your vision/mission• Learn about licensing and regulations• Create a business plan (location, staffing, curriculum, budget, etc.)• Market your program to families Collaborative Brainstorm (We Do): <ul style="list-style-type: none">• In table groups, students collaborate to list things you would need to run daycare (toys, daily schedule, nap space, materials, food, parent communication system, etc.)
Independent work (20-25	Student work time Students Work on Short Project: <ol style="list-style-type: none">1. Choose a daycare or a micro school2. Draft a simple plan that includes: program name and mission, target age group, daily schedule, one marketing idea to attract families

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min) (you do)	Intervention time	Teacher circulates to: <ul style="list-style-type: none">• offer support and to clarify• help generating ideas and to answer any questions• complete small group check-ins for students needing help planning and organizing their ideas
Reflection/ Wrap up (3-5 min)		Exit Ticket: What is one step you would take tomorrow if you were really going to open a daycare or micro school?

Links:

Teacher Presentation: https://docs.google.com/presentation/d/18bVR1qEufaOHQV_aiTEl6RwVxmBhDfGVa05Zj_rseSA/edit?usp=sharing

[18bVR1qEufaOHQV_aiTEl6RwVxmBhDfGVa05Zj_rseSA/edit?usp=sharing](https://docs.google.com/presentation/d/18bVR1qEufaOHQV_aiTEl6RwVxmBhDfGVa05Zj_rseSA/edit?usp=sharing)

Childcare and Small Business Resources: <https://docs.google.com/document/d/1bTbEPuxvOKSR50IkfE3CUbEc4-eZyvWTXRepc-YM24I/edit?usp=sharing>

[1bTbEPuxvOKSR50IkfE3CUbEc4-eZyvWTXRepc-YM24I/edit?usp=sharing](https://docs.google.com/document/d/1bTbEPuxvOKSR50IkfE3CUbEc4-eZyvWTXRepc-YM24I/edit?usp=sharing)

Childcare and Micro School Entrepreneurship Vocabulary List: https://docs.google.com/document/d/1jWC-hxiEjCalGJVPuVLsk_z0VzddtYZK13TMrwKQooo/edit?usp=sharing

Summer 2025: Teacher Externship

Lesson Plan

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	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Brooke Montessori	Teacher Name: Toni Cherry
Education Alignment: Education	School District: Lancaster ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Class Discussion Prompt: "What do you think it takes to take care of young children all day?" Write three traits or skills you think a daycare worker should have. Then turn to a partner and compare lists.
Mini Lesson (10-15 min) (I do, we do)		Teacher will present a short slideshow or video on "Top Skills for Childcare Workers." Discuss key soft skills (patience, responsibility, communication, creativity) and technical skills (basic first aid, child safety, cleanliness). Introduce the concept of preparing for a job interview and what employers in daycare settings look for in teen applicants (e.g., dependability, availability after school, volunteering, etc.). https://youtu.be/HS-LR7hHxk8?si=bA8lqEkXioZwf3cx
Independent work (20-25 min) (you do)	Student work time	Students complete two short tasks: 1. Job Skill Self-Inventory Worksheet – Students rate

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		<p>themselves on a list of daycare-relevant traits (e.g., "I am patient," "I enjoy helping others," etc.).</p> <p>2. Mock Interview Prep Sheet – Students choose 3 interview questions (from a list) and write their answers in complete sentences. Examples: "Why do you want to work with kids?" "What would you do if a child started crying?"</p> <p>https://youtu.be/PxoOTFPn43w?si=2iZLSiiVOQenZvW</p>
	Intervention time	<p>Teacher works with students who may struggle with reading/writing or need clarification on interview question responses. Small group discussion for students unsure about career fit. Provide additional examples or vocabulary support.</p> <p>Possible support with vocabulary: Downloads/Daycare Vocabulary Handout (1).pdf</p>
Reflection/ Wrap up (3-5 min)		<p>Class shares responses to: "What is one skill you already have that would make you a good daycare worker?" Teacher summarizes top skills and reminds students that working with children is an important, rewarding job. This can be done using google slides or similar platform and have students present what they've found.</p> <p>Possible teacher response: "Wow, you all shared some amazing skills—like being patient, responsible, creative, and caring. These are exactly the kinds of qualities that make a great daycare worker. Remember, working with young children isn't just a job—it's a chance to make a real difference in their lives every day. That's something to be proud of!"</p>

Links:

- <https://texascareercheck.com/OccupationInfo/OccupationSummary/39-9011.00/>
- <https://www.thebalancecareers.com/job-interview-questions-for-teens-2061254>
- <https://www.childcaretraining.org/>

Summer 2025: Teacher Externship

Lesson Plan

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Lesson plans will be published.

Workshop Model Sample

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Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Brooke Montessori w/ HAKing Innovation	Teacher Name: Toni Cherry
Education Alignment: STEM Exploration / Entrepreneurship	School District: Lancaster ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Scenario Starter: "You're opening your own tech workshop for kids. What three things would you teach to get them excited about STEM or STEAM?" Students write down ideas and share with a partner or larger group.
Mini Lesson (10-15 min) (I do, we do)		<p>Introduce possible core STEM themes from their summer camp such as: coding, automotive principles, drones, 3D printing, robotics, Aerospace, sports tech, AI learning, making money in tech, and video game design.</p> <p>The entrepreneur shares a brief story of their business journey, what inspired them, and how they use STEM in real life. Have someone do a virtual session, in person or create a video.</p> <p>Display a short video showing kids learning in these fields. Then, demonstrate a simple example of each:</p> <ul style="list-style-type: none"> - Basic code block in Scratch - Discuss how gears make a toy car move - Show a video game character created with student art.
Independent work (20-25 min) (you do)	Student work time	Students choose one of three activity paths:

WORKFORCE SOLUTIONS

GREATER DALLAS

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		<ol style="list-style-type: none">1. Code a Mini Game: Using Scratch, students remix a simple chase or maze game.2. Build a Mini Car Model: Using small kits or virtual tools, students sketch or assemble a basic car with labeled parts.3. Design a Game Character: Students create and label a game character that will live in their imagined game world. <p>Have students plan out their lesson to a specific age group. They can provide the materials and teach the class or record themselves going through the lesson for credit exploration.</p>
	Intervention time	Support students unfamiliar with coding or struggling with building/design concepts. Offer small group help or peer coaching to encourage creativity and problem solving.
Reflection/ Wrap up (3-5 min)		Share circle: Students explain which STEM or STEAM component they explored and how they might use it in their own future business. Prompt: "What surprised you the most about learning this today?"

Links:

- <https://scratch.mit.edu> (Beginner coding site)
- <https://www.tinkercad.com> (Car model builder)
- <https://www.canva.com> (Game art design and prototyping)
- <https://www.HAKingInnovation.org/summer-lancaster>

Presentation Link:

[CTE-Exploring-Lessons-Daycare STEM](#)

WORKFORCE SOLUTIONS

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MANSFIELD ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Spark Arlington	Teacher Name: Adriana Rohrig
Education Alignment: Math, Science, and Art	School District: Mansfield Independent School District

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Project an image of a painting and conduct a Knows and Needs to Know mini session.</p> <p>Guiding questions may include: What do you notice? What tools do you think they used?</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Paint Tools and Measuring Surfaces</p> <p>Project a slideshow that includes: properties of paint, color wheel mixtures, and coverage per unit of measure. (ex: 1 small container covers 24" x24")</p> <p>Relate the real-life aspect of knowing how much is needed to the importance in real world situations. (Texas Live food estimation/Art material estimation in grant funded commissions)</p> <p style="text-align: center;">Activity: Paint like a Pro!</p>



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	<p>Learners will work in pairs to determine given area of work surface and select correct paint sizes per color on given worksheet</p> <p>Activity: Color Scheme Refresh</p> <p>Learners will exercise and refresh prior knowledge of Color Schemes by creating a color combo on their chromebook using Colors.co that represents the displayed Color Scheme name.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Learners will design their own painted Murals using graph paper to calculate the surface area of each color needed, and determine the quantity of paint containers needed per color.</p>
	<p>Intervention time</p>	<p>Workshops will be provided on calculating surface area, and how it relates to the different sizes of paint containers provided.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>The teacher will project and present the following questions to the learners:</p> <ol style="list-style-type: none"> 1. What did you discover or figure out? 2. How did you learn it? (What did you do?) 3. What were you wondering about when you started? 4. What answers or cool facts did you find along the way? 	



Links:

[Warmup Painting Knows and Needs to Know](#)

[Paint Tools and Measuring Surfaces Slideshow](#)

Summer 2025: Teacher Externship

Lesson Plan

Lesson Plan: Exploring Careers in Hospitality, Entertainment, and Sports

Grade Level: 9–12

Duration: ~60 minutes

Objective:

Students will use the Myers-Briggs personality assessment to identify personal strengths and match them with a potential career in the hospitality, entertainment, or sports industry. They will research a selected career and present key findings in a brief oral summary.

1. Warm-Up (5–10 min)

Activity: *Career Trait Word Cloud*

- Project or write the words: “Hospitality,” “Entertainment,” “Sports” on the board.
- Ask students:

“What traits do you think someone needs to succeed in each of these fields?”

- As students share responses, write traits on the board (e.g., outgoing, creative, organized, competitive).
- Conclude with:

“Now let’s find out which traits YOU have—and how they can lead to a career path!”

2. Mini Lesson (10–15 min)

Topic: *Using Personality to Guide Career Choices*

I Do (Modeling)

- Explain what the **Myers-Briggs Type Indicator (MBTI)** is and how personality can help guide career decisions.
- Show a sample MBTI result (e.g., ENFP - The Campaigner).
- Show how to take the *free 16Personalities test* or provide printed/simplified versions. Students google Myers Briggs Personality Assessment. Take the assessment, and record your four letters, example INTF. Next google hospitality, entertainment, sports careers or personality INTF. I like the Truity website.

We Do (Guided Practice)

- Guide students to take a short MBTI quiz (or use a simplified version if time is limited).
- After results, help them navigate to a suggested career based on their type.
- Narrow choices to **Hospitality**, **Entertainment**, or **Sports** sectors.
- Discuss one example:

“An ENFJ might be a great Event Coordinator in the hospitality industry.”

Guided Practice

- Students google Myers Briggs Personality Assessment.
- Take the assessment, and record your four letters, example INTF.
- Next google hospitality, entertainment, sports careers or personality INTF. I like the Truity website.

3. Independent Work (20–25 min)

Task: *Career Research and Summary*

Instructions:

1. Choose one career from your MBTI results that falls under **hospitality**, **entertainment**, or **sports**.
2. Research the following:
 - **Job Description**
 - **Salary and Wages**
 - **Working Conditions**
 - **Challenges**
 - **Education & Training Needed**
 - **Common Employers / Places to Work**
 - **Job Outlook**
3. Prepare a 2-minute oral summary to share with a partner or small group.

Resources:

- Websites like:
 - bls.gov/ooh
 - [O*NET Online](https://www.o*net.org/)
 - [MyNextMove.org](https://www.mynextmove.org/)
 - 16personalities.com career section

4. Intervention Time / Small Group Support (As Needed)

- Pull students needing extra support:
 - Help interpreting MBTI results
 - Guiding research process
 - Reading comprehension of job descriptions
 - Tech help or organization of ideas
-

● 5. Reflection / Wrap-Up (3–5 min)

Exit Ticket or Group Share:

- Ask:

“What career did you choose and why?”

“How does your personality type match the skills needed in this field?”

“What surprised you about this career?”

Optional: Have 2–3 students volunteer to give a quick preview of their 2-minute summary.

Materials Needed

- Access to MBTI quiz (free online version or printed version)
 - Internet access or printed research resources
 - Career summary handout template (optional)
 - Whiteboard or chart paper
-



Summer 2025: Teacher Externship Lesson Plan

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Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Podiatry Associates of Texas	Teacher Name: Denise Nettles
Education Alignment: Medical Assisting	School District: Mansfield ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Students will: Journal together and class discussion on empathy and compassion in patient care. How does empathy affect patient outcomes and patient compliance.
Mini Lesson (10-15 min) (I do, we do)	We will: Discuss obtaining patient information including patient histories, surgical, medical, social, and obtaining patient chief complaints. Teacher will perform obtaining these skills on a student in class using soft skills, empathy and compassion. The teacher will practice using compassion while obtaining necessary data collection in the medical clinic and providing patient care such as obtaining subjective and objective information for mock provider for mock clinic.



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<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Student will: Perform collection of subjective and objective information including patient medical history, surgical history, social history, chief complaint, vital signs while using</p>
		<p>compassion and empathy (all information will be mock information provided by teacher to abide by HIPAA).</p>
	<p>Intervention time</p>	<p>Teacher will be monitoring students and room for assistance with collecting data and help with questions to ask others, information to gather on forms provided, and for chief complaint cards provided to mock patients (student partners). The teacher will also assist with vital signs including blood pressure.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Exit Ticket: Students are to select one stick with a question regarding how to handle delicate patient questions and respond with how they would handle the question. If unsure they can use a support chair (a fellow student).</p>

Links:



Summer 2025: Teacher Externship Lesson Plan

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Cedar Hill Police Department	Teacher Name: Jessica Soto
Education Alignment: Forensic Science, 11-12	School District: Mansfield ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Warm-Up Question: What do all the following things have in common? 1. Cheese, 2. Mushroom, 3. Pepperoni, 4. Sausage, 5. Bell Peppers (Answer: pizza toppings)</p> <p>What type of toppings on your pizza do you prefer?</p>
Mini Lesson (10-15 min) (I do, we do)		<p>I do (I will): Review the differences between class and individual characteristics when analyzing shoe impressions evidence by comparing (2) unknown shoe impressions to a known shoe impression.</p> <p>We do (We will): Compare (2) unknown shoe impressions by identifying (2) class characteristics and (5) individual characteristics for each to use in matching one of them to the known shoe impression.</p>
Independent work (20-25 min) (you do)	Student work time	Students will receive their (2) unknown shoe impressions to work independently. They will identify (2) class and (5) individual characteristics on each. They will then compare their findings to the known shoe impression and make a match.
	Intervention time	After independent work time, students will be checked on and additionally assistance will be given for those not done or that need extra help. Students who are done can assist classmates who are not done as well.
Reflection/ Wrap up (3-5 min)		Instructor will lead a reflection activity on the differences between class and individual characteristics. Students will complete an exit ticket by sharing a class and individual characteristic of an item.

Links:

Ketra L. Davenport-King
Externship project: Loew's Arlington Hotel
Lesson Plan Activity: Hotel Industry Simulation

Objective: The objective of this activity is to introduce high school students to the basics of the hotel industry and help them understand the various aspects of running a hotel business.

Materials Needed:

1. Role-play scenarios (printed or written on cards)
2. Whiteboard and markers
3. Pen and paper for each student
4. Access to the internet (optional, for research)

Instructions:

1. Introduction (10 minutes):
 - Begin by discussing with the students what they know about the hotel industry. Ask them about their experiences staying in hotels or any family experiences related to hotels.
2. Explanation (15 minutes):
 - Briefly explain the key components of the hotel industry, including:
 - Types of hotels (e.g., luxury, budget, boutique)
 - Hotel departments (e.g., front desk, housekeeping, restaurant)
 - Guest services (e.g., check-in/out, room service, concierge)
 - Careers in the hotel industry (e.g., manager, receptionist, chef, housekeeper)
 - Discuss the importance of customer service in the hotel industry.
3. Role-Play Activity (30 minutes):
 - Divide the students into small groups.
 - Provide each group with a role-play scenario card. These cards could describe a specific situation in a hotel, such as a guest complaint, a front desk check-in, or a room service order.
 - Instruct each group to act out the scenario, with each student taking on a specific role (e.g., guest, front desk agent, housekeeper).
 - Encourage them to think about the customer service aspect, communication, and problem-solving skills required in their roles.

Ketra L. Davenport-King
Externship project: Loew's Arlington Hotel
Lesson Plan Activity: Hotel Industry Simulation

4. Discussion (15 minutes):

- After the role-play activity, gather the students back together.
- Ask each group to share their experiences and discuss what they learned about the hotel industry during the simulation.
- Lead a discussion on the challenges and rewards of working in the hotel industry.

5. Research Assignment (optional, as homework):

- Assign each student a specific role in the hotel industry (e.g., chef, general manager, marketing manager).
- Instruct them to research their assigned role, including responsibilities, qualifications, and career prospects.
- Have students present their findings in the next class.

6. Conclusion (5 minutes):

- Summarize the key takeaways from the activity and emphasize the importance of customer service, teamwork, and communication skills in the hotel industry.
- Encourage students to consider careers in the industry if they found the activity interesting.

This activity will provide high school students with a hands-on experience of the hotel industry and help them gain insight into the various roles and responsibilities within this field. It also promotes teamwork and communication skills.



Summer 2025: Teacher Externship Lesson Plan

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Live! By Loews Arlington	Teacher Name: Natalie Wilson
Education Alignment: Business, Marketing, Finance and Hospitality	School District: Mansfield ISD

Workshop Model: Workplace Readiness – The Power of People Skills

Stage	Description
<p>Warm Up (5-10 Min)</p> <p>Activity: "Rate That Interaction" – Social Media Edition</p>	<p>Instructions: Display 3 short (30-sec to 1-min) TikTok, YouTube Shorts or Instagram Reels showing customer service interactions (use curated clips of both good and bad examples, such as fast food employees handling complaints, influencers talking about brand interactions, etc.).</p> <ul style="list-style-type: none"> • After each clip, students will rate the level of hospitality shown (1 to 5) and identify what made it good or bad. • Discussion Questions: <ul style="list-style-type: none"> ○ How would you feel if you were the customer? ○ What could the employee/service rep have done better? What was done well? ○ What does this show us about hospitality in today’s social climate?



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<p>Mini Lesson (10-15 min) (I do, we do)</p> <p>Topic: What Is Hospitality and Why It Matters in All Workplaces</p>	<p>Slide/Presentation Outline:</p> <ul style="list-style-type: none"> • Definition of Hospitality: Relates to EVERY business field and type. Focus is about making others feel valued, respected, and cared for. • Soft Skills Developed Through Hospitality: <ul style="list-style-type: none"> ○ Active Listening ○ Empathy ○ Clear Communication ○ Conflict Resolution ○ Emotional Intelligence • Relevance to Workplace Readiness: <ul style="list-style-type: none"> ○ Employers prioritize soft skills as much as technical skills. ○ Hospitality helps build team cohesion, customer satisfaction, and brand loyalty. • Real-World Examples: <ul style="list-style-type: none"> ○ A nurse showing compassion to a patient. ○ A tech support agent resolving an issue calmly. ○ A retail employee handling a return with patience. <p>Social Media Impact:</p> <ul style="list-style-type: none"> • Hospitality plays out in brand reputation online. • One bad interaction can go viral or one amazing instance can build a loyal fanbase. 	



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<p>Independent work (20-25 min) (you do)</p> <p>Activity: Social Scenario Roleplay</p>	<p>Student work time</p>	<p>Instructions:</p> <ul style="list-style-type: none"> • Students choose 1 of the following workplace scenarios or they can create their own: <ol style="list-style-type: none"> 1. A customer is angry about a late delivery. 2. A team member forgets to complete their part of a group project. 3. A first-time client is nervous during a consultation. 4. A tax client is disappointed by their tax return and lack of deductions compared to the previous year. 5. A server messes up several orders on their first day on the job. 6. Create your own scenario... <p>Task:</p> <ul style="list-style-type: none"> • Write a short dialogue showing how you would respond as a manager/team leader using hospitality principles (kindness, patience, professionalism). • Then, post a 1-paragraph “social caption” as if you're sharing your approach on LinkedIn or a professional Instagram post. (e.g., “Today, I learned that patience can turn a complaint into a connection...”) ○ Use Canva or Google Slides to make it look like a real post.
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	<p>Intervention time</p>	<ul style="list-style-type: none"> • As students are working on their scenarios with their group, walk around and check progress and execution of tasks. • Pull out group that are slow to start or struggle with ideas on how to approach the given scenarios and prompt them with the same questions from today's warm up.
<p>Reflection/ Wrap up (3-5 min)</p> <p>Prompt: "How Has Hospitality Shown Up in Your Life?"</p>		<p>Students write a short reflection (half-page):</p> <ul style="list-style-type: none"> • Have you ever been on the receiving end of great hospitality? • How do you think showing hospitality can help you stand out in a future job? • What soft skill do you want to develop more?

Links:

The Art of Hospitality

<https://youtu.be/OblQXeJHts8?si=xjqUXGp7mq1LixAb>

Bon Qui Qui – King Burger

https://youtu.be/yo_hrYPrAc4?si=SVVeAP7gFfy_CD6p

SNL – Hotel Check In (start at 35 sec and play for about 1 minute)

<https://youtu.be/kq9Q9-U0vrc?si=YKuZjd8B2SiRjTcW>

SNL – Flight Change (start at 27 sec and play for about 1 minute)

https://youtu.be/9QnRHEA0_3Q?si=kroOXDBS4BL5tZM-



Summer 2025: Teacher Externship Lesson Plan

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Texas Health, Mansfield	Teacher Name: Sheila Holbrooks
Education Alignment: Health Science	School District: Mansfield ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Students will complete a bell-ringer prompt: “What hospital departments do you think exist, and what jobs are performed in them?” After writing their responses, students will share answers in a brief class discussion.
Mini Lesson (10-15 min) (I do, we do)	<p>The teacher will present an overview of the externship experience at Texas Health Hospital, including a slideshow or discussion covering a wide range of hospital departments. Students will learn how each department supports patient care, either directly or indirectly. Key departments include:</p> <p>Clinical Departments:</p> <ul style="list-style-type: none"> • Emergency Room (ER): Responds to urgent and life-threatening conditions. Staff must make fast decisions to stabilize patients. • Operating Room (OR): A sterile environment where surgeries are



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	<p>performed. Includes surgeons, scrub techs, and anesthesiologists.</p> <ul style="list-style-type: none">• Post-Surgical/Recovery: Monitors patients immediately after surgery until stable.• Radiology: Performs diagnostic imaging (X-ray, MRI, CT, ultrasound).• Laboratory: Analyzes patient specimens for diagnosis and treatment.• Labor & Delivery (L&D): Handles childbirth and newborn care.• NICU (Neonatal Intensive Care Unit): Specializes in care for premature or critically ill newborns.• Inpatient Units: Long-term recovery and treatment for medical and surgical patients.• Pharmacy: Prepares and dispenses medications; ensures medication safety.• Infection Prevention: Develops protocols to prevent and manage hospital-acquired infections.• Social Work: Assists patients and families with care planning, discharge, and emotional support. <p>Non-Clinical & Support Departments:</p> <ul style="list-style-type: none">• Medical Records: Manages patient health information and ensures compliance with privacy laws.
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	<ul style="list-style-type: none">• Admissions: Handles patient check-in and registration processes.• Billing & Insurance: Works with insurance providers and patients on claims and payment plans.• Human Resources (HR): Manages hiring, training, and employee support.• Marketing & Community Relations: Promotes hospital services and coordinates outreach programs.• House Supervisor: Oversees hospital operations during each shift, ensuring departments function smoothly.• Supply Chain: Orders and distributes medical supplies and equipment.• Facilities Management: Maintains hospital infrastructure (plumbing, HVAC, electrical systems).• Food & Nutrition Services: Prepares patient meals tailored to medical needs and manages cafeteria services.• Environmental Services (EVS): Maintains cleanliness, infection control, and sanitation across the facility.• Information Technology (IT): Manages hospital computer systems, networks, and patient data security. <p>Students will take guided notes and participate in a brief discussion highlighting how each department plays a critical role in the hospital ecosystem. This activity helps students see the</p>
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	<p>variety of career options available in healthcare beyond direct patient care.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Students will be assigned to research one hospital department of interest (from those presented) and create a one-page informational flyer or digital slide. The flyer must include: department overview, common careers, required certifications or degrees, and interesting facts. Students may use textbooks, NHA materials, or reputable websites for research.</p>
	<p>Intervention time</p>	<p>Teacher will circulate the room to assist students needing guidance with research or formatting. For students struggling with writing or organization, graphic organizers or pre-filled templates will be provided. Those who finish early can begin peer reviewing a classmate's draft.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Students will participate in a Think-Pair-Share activity to answer: "Which department would you consider working in and why?" A few volunteers will share out to the class. Teacher will recap key takeaways about the diversity of hospital roles and the importance of externships in career planning.</p>	



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Links:

- <https://www.texashealth.org/careers>
- [Explore Health Careers](#)
- [NHA – National Healthcareer Association](#)
- <https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch127i.pdf>



MESQUITE ISD LESSON PLANS



Summer 2025: Teacher Externship Lesson Plan

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions Greater Dallas	Teacher Name: Christy Norris
Education Alignment: (2) The student analyzes career paths within the human services industries. The student is expected to: (B) complete a resume; (C) create, maintain, and present an employment portfolio with content such as licensures or certifications, samples of work, and evaluation from a supervisor for use during practicum experience in human services careers; (D) demonstrate appropriate interviewing skills to seek employment or job shadowing experiences	School District: Mesquite ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">O*Net Online Scavenger Hunt</p> <p>Students will familiarize themselves with the website and conduct a scavenger hunt for the attached terms.</p> <p>Write each term on top of a chart paper and hang around the room. Each student</p>

	<p>will write their answers on the chart paper along with their initials.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Resume Presentation</p> <p>I Do - Review Pear Deck slides with students. Show example of resume and the components using the template.</p> <p>We Do - Throughout Pear Deck students will answer questions and do activities in preparation of creating their own resume.</p> <p>Stickie Scramble - Students will write their experiences on stickies to help when it is time to create their resume.</p> <p>I Do - Model- Heading for Resume</p> <p>We Do - students write their own heading on a stickie, which will be used later on their resume</p> <p>I Do - Give examples of experiences and how to write on a resume.</p> <p>We Do - Students write experiences on stickies, which can be used when structuring their resume.</p>

<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Students will organize stickies in chronological order and by each section (Title, Summary, Experience, Education, etc)</p> <p>Students will use template to create a resume.</p> <p> Teen Resume Template</p> <p> List of Action Verbs for Resumes & Pr...</p>
	<p>Intervention time</p> <p>Actively monitor students. Those who are struggling refer to resume examples and job descriptions on O*Net.</p> <p>Repetition of words - Refer to Action Verbs List</p> <p> List of Action Verbs for Resumes & Pr...</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Exit Ticket</p> <p>Real World Connection</p> <p>How will what you learned today help you in the real world?</p> <p>Explain the purpose of a resume and a</p>


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Links:

 [How to Get a Job - Externship Lesson](#)

 [Resume Presentation](#)

 [Teen Resume Template](#)

 [List of Action Verbs for Resumes & Professional Profiles.pdf](#)

<https://www.onetonline.org/>

Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic.
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher led recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Westlink Academy	Teacher Name: David Renteria
Education Alignment: Cybersecurity	School District: Mesquite ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Engage class in open conversation to gauge their knowledge on Cybersecurity career paths (i.e., certification training vs college degrees)
Mini Lesson (10-15 min) (I do, we do)		Discuss training programs like Westlink Academy, WIOA, and Workforce Solutions apprenticeship opportunities as well as prerequisites to participate. Then, provide instructions on a research assignment to present different training programs and college CS or Cybersecurity degree programs.
Independent work (20-25 min) (you do)	Student work time	Group students into pairs, one member evaluates non-formal certification/apprenticeship routes and the other evaluates college education options. Then have them design a “roadmap” to attain industry-recognized certifications or degrees, respectively, using the programs they evaluate, compare their findings, and present

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		to the rest of the class.
	Intervention time	Assist students in understanding their options to entering the cybersecurity field (i.e., certifications vs degrees; salaries for each certification/degree; leadership positions, etc.)
Reflection/ Wrap up (3-5 min)		Have students openly discuss which paths they feel are best for their personal situations, why they feel that is the best option, and seek like-minded peers who may support each other's goals throughout high school.

Links:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: <i>Lion of Judah Montessori</i>	Teacher Name: Devonna Perro
Education Alignment: 8 th grade <i>Principles of Education</i>	School District: <i>Mesquite ISD</i>

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p><u>WARM-UP ACTIVITY (8 minutes)</u></p> <p><u>Gallery Walk</u></p> <p><u>Setup (Teacher prep: 5 minutes before class):</u></p> <ul style="list-style-type: none"> • Post 6 large sheets around classroom with different education scenarios • Each sheet shows a different classroom setup with images <p><u>Student Activity:</u></p> <ul style="list-style-type: none"> • Students walk around the classroom in pairs (2 minutes per station) • At each station, students will write ONE word describing the learning environment • Stations include Traditional rows, Montessori classroom, outdoor school, online learning, one-room schoolhouse, modern collaborative space <p><u>Accountability:</u> Each pair must visit all 6 stations and contribute to the discussion.</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p><u>MINI-LESSON: I DO/WE DO (15 minutes)</u></p> <p><u>Direct Instruction - Montessori Method</u></p> <p><u>Introduction</u></p> <p>I DO (7 minutes) - Teacher Direct Instruction:</p> <ol style="list-style-type: none">1. Hook: Show 2-3 minute video clip of Montessori classroom in action (youtube.com/watch?v=Sy2gKIWoMEA)2. Historical Context: Maria Montessori timeline (1870-1952)<ul style="list-style-type: none">○ First female physician in Italy○ Worked with children with disabilities○ Developed method based on scientific observation3. Core Definition: "Child-centered education based on natural learning" <p><u>WE DO (8 minutes) - Guided Practice:</u></p> <ol style="list-style-type: none">1. Interactive Note-Taking: Students complete graphic organizer while I explain2. Five Key Principles (students fill in examples):<ul style="list-style-type: none">○ Mixed-age classrooms (3-year spans)○ Student choice of activity○ Uninterrupted work periods○ Specialized educational materials
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	<ul style="list-style-type: none">○ Teachers as guides, not instructors <p>Required Materials:</p> <ul style="list-style-type: none">• PowerPoint slides (provided)• Student graphic organizer (attached)• Video link
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p><u>INDEPENDENT WORK: YOU DO (22 minutes)</u></p> <p><u>Montessori Simulation & Comparison Activity</u></p> <p><u>Activity 1: Experience Montessori (12 minutes)</u></p> <p><u>Students rotate through 4 "Montessori-style" stations:</u></p> <p><u>Station 1: Practical Life (3 min per rotation)</u></p> <ul style="list-style-type: none">• Origami folding activity (develops concentration)• Students work at own pace, help each other <p><u>Station 2: Sensorial Learning (3 min per rotation)</u></p> <ul style="list-style-type: none">• Texture identification boxes• Pattern recognition with geometric shapes <p><u>Station 3: Mathematical Materials (3 min per rotation)</u></p> <ul style="list-style-type: none">• Base-10 blocks for place value review• Self-correcting materials <p><u>Station 4: Language Arts (3 min per rotation)</u></p> <ul style="list-style-type: none">• Etymology word roots activity

		<ul style="list-style-type: none"> • Students trace word origins independently <p><u>Activity 2: Comparison Chart (10 minutes)</u> <u>Students complete detailed comparison chart:</u></p> <p><u>Traditional Classroom</u> <u>Montessori Classroom</u></p> <p>Teacher role: Teacher role:</p> <p>Student seating: Student seating:</p> <p>Curriculum delivery: Curriculum delivery:</p> <p>Assessment methods: Assessment methods:</p> <p>Age grouping: Age grouping:</p>
	<p>Intervention time</p>	<p><u>INTERVENTION TIME (Built into Independent Work)</u></p> <p><u>For Advanced Students:</u></p> <ul style="list-style-type: none"> • Additional research task: "Famous people who attended Montessori schools" • Create mini-presentation for next class <p><u>For Struggling Students:</u></p> <ul style="list-style-type: none"> • Simplified comparison chart with sentence starters • Partner support during station rotations • Teacher check-ins every 5 minutes <p><u>For ELL Students:</u></p> <ul style="list-style-type: none"> • Vocabulary support sheet with key terms and definitions • Visual aids at each station

		<ul style="list-style-type: none"> • Bilingual peer support when available
Reflection/ Wrap up (3-5 min)		<p><u>WRAP-UP/REFLECTION (5 minutes)</u></p> <p><u>Structured Discussion - "What Did You Learn?"</u></p> <p><u>Required Questions (Teacher asks all):</u></p> <ol style="list-style-type: none"> 1. "Based on today's activities, how would you define Montessori education?" 2. "What was one similarity and one difference between Montessori and traditional methods?" 3. "Which approach do you think would work better for <i>YOUR</i> learning style? Why?" <p><u>Exit Ticket (MANDATORY - collect before dismissal): Students write 3-sentence summary answering:</u></p> <ul style="list-style-type: none"> • What is Montessori education? • How is it different from your current school experience? • Would you want to attend a Montessori school? Why/why not?

Links:

- **Montessori classroom in action**
([youtube.com/watch?v=Sy2gKIWoMEA](https://www.youtube.com/watch?v=Sy2gKIWoMEA))
- file:///C:/Users/perro/Downloads/montessori_graphic_organizer.html
- file:///C:/Users/perro/Downloads/simplified_comparison_chart.html

- **Montessori Vocabulary Support Sheet**

https://onedrive.live.com/personal/6857baa6e885947f/_layouts/15/Doc.aspx?sourcedoc=%7B82b77926-3794-4d25-88cf-d0aa77046331%7D&action=default&redeem=aHR0cHM6Ly8xZHJ2Lm1zL3cvYy82ODU3YmFhNmU4ODU5NDdmL0VTWjV0NEtVTnlWTmlNX1FxbmNFWXpFQk1PYm40V0ZjejE0R2V2YjBHVFg0Q1E_ZT1ndTlZRkY&slrid=78cbaaa1-c029-0000-c785-a97c7ac220d8&originalPath=aHR0cHM6Ly8xZHJ2Lm1zL3cvYy82ODU3YmFhNmU4ODU5NDdmL0VTWjV0NEtVTnlWTmlNX1FxbmNFWXpFQk1PYm40V0ZjejE0R2V2YjBHVFg0Q1E_cnRpbWU9SjktcndmcXgzVWc&CID=38385b8b-b559-4f3b-a7f9-22e87b6cc261&_SRM=0:G:42

Summer 2025: Teacher Externship Lesson Plan

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Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: TEXO Association	Teacher Name: Dr. Dimitria Waters
Education Alignment: Architecture	School District: Mesquite ISD

Lesson Plan: OSHA & Job Site Safety Procedures

Topic: OSHA and Job Site Safety: Fall Protection & Ladder/Stair/Scaffold Safety

Course: Principles of Construction

Grade Level: High School

Duration: 50-minute class period

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Warm-Up (5–10 min): “Who’s Responsible?” Safety Culture Prompt</p> <p>Materials: Short written scenario displayed on board/projector</p> <p>Scenario Example: <i>“Carlos is on a construction site. He notices that the ladder is missing a foot grip and wobbles slightly, but he uses it anyway to hang some wiring. His supervisor walks by but doesn’t stop him.”</i></p>

	<p>Prompt Questions (students write short answers or discuss):</p> <ul style="list-style-type: none">● What unsafe behavior happened here?● Who is responsible for safety in this scenario?● What would you do differently? <p>Goal: Engage critical thinking and introduce the idea of shared responsibility and OSHA’s purpose.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Mini Lesson (10–15 min): “OSHA + The Big 3: Fall, Ladder, Scaffold Safety”</p> <p>I Do – Teacher-Led Instruction (7–8 min):</p> <p>Use a slideshow or visual chart to explain:</p> <ul style="list-style-type: none">● What is OSHA and why was it created?● The concept of the General Duty Clause● Fall protection (harnesses, guardrails, nets)● Ladder safety rules (3 points of contact, weight limits, ladder angles)

	<ul style="list-style-type: none">● Scaffold safety tips (planking, guardrails, access) <p>Visuals & examples keep students engaged.</p> <p>We Do – Guided Practice (5–7 min):</p> <p>Use printed safety scenarios or visuals. Students work with partners or respond aloud to:</p> <ul style="list-style-type: none">● “Is this person following safety protocols?”● “What OSHA rule is being broken?”● “What equipment is missing?” <p>Example Image Prompt: Photo of a worker on scaffolding without a harness → Ask students to identify 3 hazards.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Independent Work (20–25 min): “Job Site Safety Audit” or “Fall Safety Poster”</p> <p>Option A (Individual): Job Site Safety Audit Worksheet</p> <ul style="list-style-type: none">● Students receive a drawing or written mock-up of a job site with 6–8 hidden safety violations.

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		<ul style="list-style-type: none">● They list violations, note OSHA rules broken, and describe how to fix each issue.● Bonus: Highlight any fall, ladder, or scaffold errors in red. <p>Option B (Creative Alternative): Fall Protection PSA Poster</p> <ul style="list-style-type: none">● Students create a poster or slide to educate peers on fall safety, ladder use, or scaffold protocols.● Must include a slogan, at least 3 safety tips, and a drawing or example. <p>Teacher Role During This Time:</p> <ul style="list-style-type: none">● Circulate for support● Pull small groups for reteaching or enrichment● Observe students' understanding and note misconceptions
	Intervention time	

<p>Reflection/ Wrap up (3-5 min)</p>		<p>Reflection/Wrap-Up (3–8 min): “Safety Exit Ticket”</p> <p>Prompt Questions (choose one or two):</p> <ul style="list-style-type: none">● What is one new thing you learned about OSHA today?● Why is fall protection so important?● Which ladder or scaffold tip surprised you?● Who is responsible for safety on the job site? <p>Optional: Use sticky notes or index cards to collect responses.</p>

Links:

Summer 2025: Teacher Externship

Lesson Plan

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Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: IDP TM	Teacher Name: Joel Butanda
Education Alignment: Principles of Technology	School District: Mesquite ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students will come into the classroom and pick up a ruler that we will use in the lesson today. They will log into quizizz.com and complete a warm up activity over converting metric units.
Mini Lesson (10-15 min) (I do, we do)		The teacher will model on how to create a coffee mug on tinkercad.com Students will follow along and manipulate the shapes to create their coffee mug. This activity should give students an intro on how to manipulate the shapes, cut out holes (use of negative space), and introduce them to using the x,y,z plane as well as the 360 view plane.
Independent work (20-25 min) (you do)	Student work time	Students will design a restroom pass for the class. The design must fit within the printer bed and under the print limit of 150mm x 150mm x 150mm. The ruler should help students visualize the dimension of their project as they work on it and inform their choices of design. Students will be encouraged to explore the different shapes available as well as the models that they can download and edit. This time is meant for them to

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		familiarize themselves with the various features as well as engage them by utilizing their interests and introducing healthy competition habits. The class will then vote on the designs submitted and the winning pass will be 3D printed and used during the school year.
	Intervention time	The teacher will pace the room and help students troubleshoot their designs.
Reflection/ Wrap up (3-5 min)		Students will perform unit conversions and use a ruler to make design choices in the creation of a restroom pass.

Links: tinkercad.com quizizz.com

Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions Greater Dallas	Teacher Name: Joseline Pita
Education Alignment: Career Preparation General TEKS: 1A, 1B, 1C, 1D, 2A, 2B	School District: Mesquite ISD

Workshop Model

Stage	Description
<p>Warm Up (15 Min)</p> <p>Objective: Students will explore how Workforce Solutions Greater Dallas helps individuals find employment.</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Sticky notes ● Workforce Solutions Activity Sheet ● Video: Participants: Workforce Solutions Greater Dallas <p>Quick Write (5 minutes) Students will answer the following question on a sticky note: <i>“Where do you apply for jobs? If you can’t find a job, where do you turn for help?”</i></p> <p>*Give students 2-3 minutes to respond and advise them to place their pencils once finished *</p> <p>Lead a brief discussion where students share and discuss their answers.</p> <p>Video & Note-Taking (5 minutes) Following the discussion, hand out the Workforce Solutions Activity Sheet, where students will answer the question related to the Participants: Workforce Solutions Greater Dallas video.</p> <p>Class Discussion (3 minutes) Open class discussion with asking students to share their responses to the question posed to them in their notes: <i>“In what specific ways has Workforce Solutions Greater Dallas supported these individuals?”</i></p>

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		<p>Wrap-Up (2 minutes) Teacher will summarize key points from the discussion, and encourage students to think about Workforce Solutions as a potential resource.</p>
<p>Mini Lesson (25-30 min) (I do, we do)</p> <p>Objective: Students will engage with career development skills and explore Workforce Solutions Greater Dallas resources.</p>		<p>Materials:</p> <ul style="list-style-type: none">• Workforce Solutions Activity Sheet• Developing Career Skills Presentation• Access to Workforce Solutions Greater Dallas Website <p>Mini Lecture: Career Development Skills (10 minutes) Teacher will present a mini lecture on Developing Career Skills (resume building, job search, interview tips) and using prompts on Page 1 of the Workforce Solutions Activity Sheet to guide the lecture and engage students.</p> <p>Students will take notes and respond to the prompts on Page 1 of the activity sheet during the lecture.</p> <p>Scavenger Hunt: Workforce Solutions Greater Dallas Website (10-15 minutes) Teacher will guide students through the Workforce Solutions Greater Dallas Website instructing students to turn to the back of the activity sheet and complete the Scavenger Hunt using the website</p> <p>Students will navigate the website to find answers to the Workforce Solutions Scavenger Hunt located on the back of the Workforce Solutions Activity Sheet.</p> <p>Wrap-Up (5 minutes) Teacher will guide a student-led discussion reviewing key findings from the Scavenger Hunt and discuss how Workforce Solutions can help with career development.</p>
<p>Independent work (40-50 min) (you do)</p>	<p>Student work time</p> <p>Set timers for each station (10–15 minutes)</p> <p>Groups of 4</p>	<p>Materials Needed</p> <ul style="list-style-type: none">• Workforce Solutions Simulation Cards & Materials• Workforce Solutions Student Worksheet portfolio (one per student)

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	<p>Objective:</p> <p>Students will explore and practice real-world career readiness skills by rotating through interactive stations that simulate services provided by Workforce Solutions, including resume building, job searching, professionalism, and interview preparation.</p>	<p>Workforce Solution Simulation</p> <p>Students will participate in a Station Rotation Simulation that mirrors the key resources and support offered by Workforce Solutions. Each station provides hands-on, scenario-based tasks to help students better understand and experience essential job-readiness skills.</p> <p>Stations & Descriptions</p> <p>Station 1: Resume Review & Drafting “ Create Your Professional First Impression”</p> <p>Students will review resume samples and begin drafting their own resumes using a provided template. <i>Focus:</i> Identifying transferable skills, organizing personal and academic achievements.</p> <p>Station 2: Job Search Practice "Finding the Right Fit"</p> <p>Students will explore job postings and complete a Job Search by identifying positions that align with their interests and skills. <i>Focus:</i> Navigating job listings, understanding job qualifications, using keywords.</p> <p>Station 3: Professionalism & Professional Dress "Dress for Success"</p> <p>Students will analyze scenarios of professional and unprofessional behavior and discuss professional dress in different fields. <i>Focus:</i> Workplace etiquette, communication, attire, and conduct.</p> <p>Station 4: Interview Skills "Ace Your Interview"</p> <p>Students will practice answering common interview questions by role-playing in pairs. <i>Focus:</i> Verbal communication, confidence, body language, and preparation.</p>
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	<p>Intervention time</p> <p>Occurs while actively monitoring students in the simulation</p>	<p>Teacher will foster collaboration and discussion through these methods:</p> <ul style="list-style-type: none">● Encouraging students to work together at each station.● Prompting them to share ideas, compare responses, and ask each other questions.● Using sentence starters like: <i>“Why do you think that’s important in a job setting?”</i> or <i>“How would you respond in that situation?”</i> <p>Teacher will actively circulate and support by:</p> <ul style="list-style-type: none">● Moving between stations to monitor progress and engagement.● Clarifying instructions or vocabulary as needed.● Asking guiding questions to deepen thinking or connect the activity to real-world scenarios. <p><i>Examples:</i></p> <ul style="list-style-type: none">○ <i>“Have you ever had to write something like this before?”</i>○ <i>“How might this help someone applying for their first job?”</i>
<p>Reflection/ Wrap up (5-10 min)</p> <p>Objective: Students will reflect on employment barriers and propose realistic community-based solutions related to transportation and child care.</p>		<p>Debrief Activity: Solve the Barrier!</p> <p>Students will take on the role as a Workforce Solutions Project Manager who is tasked to come up with resources to keep meeting community needs with transportation and child care services.</p> <p>Students will answer the following questions</p> <ul style="list-style-type: none">- <i>What is one realistic way your community can help job seekers who don’t have reliable transportation?</i>- <i>What is one idea that could support parents who need child care while working or job hunting?</i> <p>*Teacher may make debrief activity a google form for easy submission or on paper for students to turn in*</p>

- **In preparation for the lesson, teachers may advise students to “Dress-Up for Work” to further create a sense of professionalism and workforce environment during the simulation.**

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Links:

- **Workforce Solutions Video:**
<https://www.youtube.com/watch?v=T9KQxyKzsel>
- **Warm-Up *Workforce Solutions Greater Dallas Activity Sheet: (Warm-Up and Mini Lesson)**
https://www.canva.com/design/DAGqokxMzQ0/PLTB4--JgVlyEhSHMIPuBw/edit?utm_content=DAGqokxMzQ0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- **Mini Lesson Teacher Presentation: Developing Career Skills**
https://www.canva.com/design/DAGqi1XauvQ/62XZILsiaKWhuFUXPQFXXA/edit?utm_content=DAGqi1XauvQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- **Workforce Solutions Simulation Cards & Materials**
https://www.canva.com/design/DAGqo1tyOGY/9TWWhrCW_prvKMHLIjcP9Q/edit?utm_content=DAGqo1tyOGY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- **Workforce Simulation Portfolio (Student Worksheets for Workforce Simulation Activity)**
https://www.canva.com/design/DAGqpfWJJq8/QSkhS-dVH0mrmUBWM-Vb7Q/edit?utm_content=DAGqpfWJJq8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Workforce Solution	Teacher Name: Lakeishia Perry
Education Alignment: CCMR: Employability Skills and Career Readiness	School District: Mesquite ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>1. Quick Icebreaker Question (3 minutes): Ask the group: “What kind of job would you love to have in the next 2–3 years?”</p> <ul style="list-style-type: none">• Allow a few volunteers to share.• If virtual or large group, use a poll or word cloud tool so they can submit anonymously.• Write a few responses on the board or screen (e.g., nurse, welder, game designer, teacher). <p>2. Prompt for Connection (2 minutes): Ask: “What tools or websites have you used to look for jobs or apply for work?” Briefly discuss answers. Then introduce: “Work in Texas is one of the best tools available to job seekers in our state—it helps match your skills to real job openings and even offers training resources.”</p> <p>3. Set the Purpose (1 minute): Say: “Today we’re going to create our own WorkIn Texas accounts. This will open doors to job listings, resume help, and more. Let’s get ready to build your path to employment!”</p> <hr/> <p>Optional Twist:</p>

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	<p>Give out small incentives (stickers, snacks, raffle tickets) to a few participants who shared during the warm-up to encourage engagement.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Objective: Students will be able to successfully create a WorkInTexas.com account for job search and employment resources.</p>
	<p>Materials Needed:</p> <ul style="list-style-type: none"> • Computers or tablets with internet access • Projector or screen to demonstrate steps • Whiteboard or chart for key steps/notes • Optional: Handout with step-by-step instructions or login info tracker
	<p>Teaching Outline</p>
	<p>1. Anticipatory Set / Hook (2–3 mins)</p> <p>(Use your earlier warm-up or recap it) Ask:</p> <p>“Why is it important to have a job search account like WorkIn Texas?”</p> <p>Briefly review benefits:</p> <ul style="list-style-type: none"> • Access to job listings • Resume builder • Employer matching • Career tools and tips
	<p>2. I Do (Modeling – 4 mins)</p>

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“Watch as I walk you through how to create your account.”

Steps to Model (project on screen):

1. Go to www.WorkInTexas.com
2. Click **Sign In/Register** in the top right
3. Select **Job Seeker**
4. Click on **Option to Register New Account**
5. Enter requested information (name, email, password, SSN*, etc.)
6. Accept terms, create login
7. Begin filling out profile details (resume, job interests, etc.)

*If students don't want to input SSN during the demo, they can complete registration later with it to access full features.

3. We Do (Guided Practice – 5 mins)

“Now we'll go through the steps together. I'll help you as you do it.”

- Instruct students to go to the website
- Guide them step-by-step
- Pause to check for understanding or questions at each step
- Walk around to assist or troubleshoot

Tips for Support:

- Partner students who may need help with someone more tech-savvy
- If time is short, focus just on creating the login—filling out the full profile can come later

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Independent work (20-25 min) (you do)	Student work time	4. You Do (Independent Practice – 3–5 mins) “Now it’s your turn to finish your account setup.” <ul style="list-style-type: none">• Students complete the rest of the registration and begin exploring their dashboard• Encourage them to begin filling in their profile or look for a job of interest
	Intervention time	Intervention Time: 3–5 Minutes (During “We Do”) When: During the “We Do” portion, right after students begin entering their personal information but before they click “Submit” to create the account. Purpose: To support students who are stuck or confused by any fields (e.g., SSN, email, or security questions) May be missing required info Need clarification on username/password creation Need tech support or accessibility help <i>Teacher Actions:</i> <i>Circulate the room and observe student screens</i> Ask prompting questions like: “Where are you right now in the process?” “Did you get stuck at any field?” “Do you know where to write your login info?” <i>Provide 1:1 assistance where needed</i>

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		<p>Remind students to record login info on their tracker</p> <p>Optional Group Prompt:</p> <p>“If you’re done with Step 5, give me a thumbs up. If you need help, keep working and I’ll come to you.”</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>5. Wrap-Up / Exit Ticket (1 min)</p> <p>Ask:</p> <p>“What’s one thing you learned or noticed about WorkIn Texas today?”</p> <p>OR</p> <p>Quick check:</p> <p>“Give me a thumbs up if your account is created. Sideways if you need more time.”</p> <p>Optional Extension:</p> <p>Assign students to fully complete their profile and upload a resume (or build one in the system) before the next</p>

Links:

Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
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Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Inspire Brand Management	Teacher Name: Melissa Guggenheim
Education Alignment: Marketing I: §130.347(c)(13)(A-B); Entrepreneurship I: §130.347(c)(8)(D)	School District: Mesquite ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Prompt: “Think of a time when you tried a sample or saw a live product demo in a store. What made it stand out—or not? Did it influence whether you wanted to buy the product?”</p> <p>Students briefly discuss their experience with a partner (“pair and share”) and then a few students share answers with the class.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Brief presentation: “What is Experiential Marketing?”</p> <p>Define experiential marketing and its purpose: creating a memorable, hands-on experience to connect customers to a brand.</p> <p>Show examples of five key elements that make a product demo successful:</p>

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	<p>Setup Plan</p> <p>Demo Script</p> <p>Visuals</p> <p>Ambience</p> <p>Social Media Tie-In</p> <p>Use a sample demo kit or digital mock-up to illustrate how these components work together.</p> <p>Class discussion: What would make a product demo successful in a store like Costco or Whole Foods?</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Students work in teams (3–5 members) to design and plan their own Product Launch Demo Event using experiential marketing strategies.</p> <p>Quick Sketch of Setup Plan (Marketing students will be assigned a product to promote.</p> <p>Entrepreneurship students will use a product they have been developing as part of their business project.</p> <p>Each team will create:</p> <p>Sketch of Setup Plan – Table layout, signage, sample process, and reasoning.</p>

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		<p>Demo Script – Key talking points and product highlights.</p> <p>Visuals – Mock packaging, posters, or branded props.</p> <p>Ambience Plan – Mood, dress code, music/video, and overall vibe.</p> <p>Social Media Tie-In – Hashtag, caption, teaser post, or short video idea.</p> <p>Teachers will circulate to support and guide each team.</p>
	<p>Intervention time</p>	<p>Students needing extra support can meet in small groups with the teacher for guidance.</p> <p>They will use a Project Planning Checklist that outlines key objectives and assigns roles for each team member. This ensures collaboration and accountability throughout the project.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Marketing students respond to a quick Google Classroom prompt:</p> <p>“What part of your team’s demo will make the biggest impact on your audience and why?”</p>

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	<p>Entrepreneurship students are working on public speaking and will respond aloud as a classroom share-out:</p> <p>“What will make your product demo unforgettable to your target customer?”</p> <p>Teacher closes with encouragement and a reminder of “Launch Day” presentations happening in the next class.</p>
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Links:

Summer 2025: Teacher Externship Lesson Plan

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Lesson plans will be published.

Industry Partner: DJH Express National Training Academy	Teacher Name: Mikal Body
Education Alignment: Texas TEKS: §130.347(c)(3) — <i>The student identifies the characteristics of successful entrepreneurs.</i> <ul style="list-style-type: none"> • (A) Determine personal traits needed to be a successful entrepreneur • (B) Identify and analyze the characteristics of successful entrepreneurs (e.g., self-discipline, integrity, perseverance) • (C) Evaluate one's personal level of entrepreneurial traits and determine needed improvements 	School District: Mesquite ISD

Stage	Description
Warm Up (5-10 Min)	<p><i>"Guess the Pay & Path"</i></p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Display a Texas CDL salary infographic on the board. 2. Prompt students with the question: <p>"How much do you think a truck driver makes in Texas?"</p>

	<p>“Do you think truck driving can be a business — or just a job?”</p> <ol style="list-style-type: none"> 3. Students write a quick response (2–3 sentences) in their journals or on a sticky note. 4. Pair and share: Students turn to a partner and compare their answers. 5. Class share: Choose 2–3 students to share surprising guesses or insights. 	
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Teacher will present a mini-lesson using the printed CDL salary infographic and the steps to obtain a Commercial Learner Permit (CLP) in Texas. Students will be guided through the requirements to become a licensed CDL driver. Discuss how CDL driving can evolve into entrepreneurship (owner-operator, hot shot trucking) as shown in the entrepreneurship page. Traits of an entrepreneur such as independence, risk-taking, and time management will be identified in the context of trucking.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Students will choose one of the entrepreneurial options listed (e.g., owner-operator, hot shot trucking, junk removal, moving company, etc.) and complete a business concept sheet. This includes identifying what services they’ll offer, the startup costs, needed licenses, and how they will market their business. They will also list at least three entrepreneurial traits they will need to succeed.</p>
	<p>Intervention time</p>	<p>Students who need additional support can work in a small group to revisit the requirements to obtain a CDL and brainstorm ideas for their business concept. Teacher will provide examples and visuals to guide students who may need extra clarification.</p>

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Reflection/ Wrap up (3-5 min)	Students will share one takeaway from today's lesson, either about the truck driving career path or about an entrepreneurial idea they found interesting. They will write a short exit slip answering: 'Do you think trucking could be a good career path for you? Why or why not?'
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Links:

<https://www.djhcareerpathways.com/www.dfwjobs.com>

<https://www.ziprecruiter.com/Salaries/CDL-Driver-Salary-in-Texas>

<https://www.dps.texas.gov/section/driver-license/commercial-driver-license>

<https://cdltesttruck.com/>

Summer 2025: Teacher Externship Lesson Plan

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Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner:	Teacher Name:
Education Alignment:	School District:

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Ask students: “If you were going to a job skills workshop, what topics would you expect to learn about?” Share ideas in PearDeck.</p>
Mini Lesson (10-15 min) (I do, we do)		<p>Teacher presents highlights from the Choices Employment Planning Session 2024 workshop, including the importance of: career goal-setting, communication with employers, and using digital tools. Explain how Workforce Solutions staff support clients with planning, emails, resumes, and tech. Model a professional email used in follow-up communication.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students create a two-part deliverable: 1) Write a mock professional email to the teacher, and 2) Include a short plan listing two short-term employment goals (e.g., update resume, practice interview skills) and one tool they’d use (e.g., job board or scheduling platform).</p>

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	Intervention time	Offer one-on-one guidance on formatting emails, setting realistic career goals, and using a template. Students needing more help can choose from prewritten goal examples and revise them.
Reflection/ Wrap up (3-5 min)		Prompt: “What’s one way your communication skills can impact your future job opportunities?” Invite all students to share their takeaways via Pear Deck.

Links:<https://www.dfwjobs.com/>https://www.twc.texas.gov/programs/choices?custom2=b09c8ded-bab4-428d-976a-a49d61fd2&og1=b09c8ded-bab4-428d-976a-a49d61fd2&tg1=opg_tanf&tg7=7&tg8=8&tg9=9

Summer 2025: Teacher Externship

Lesson Plan

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Summer 2024: Teacher Externship

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Lesson Plan

Industry Partner:Hilton hotel Park Cities	Teacher Name:Sheena Mills
Education Alignment: Travel and Tourism	School District:Mesquite ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Turn and Talk: Imagine that you just checked into a hotel, what are three expectations that you would have for the front desk? What are three expectations that you would have for housekeeping? Answer the questions on your own paper then turn and discuss your responses to a partner.</p>
	<p>I do: Present slides with the following information. Today we will be focusing on two departments in any hotel, which is the front desk and housekeeping. These departments are the first and last impressions for guests and how they work together and can make or break someone's stay.</p> <p style="text-align: center;">The main responsibilities of the front desk attendants are:</p> <p style="text-align: center;">Greeting guests on arrival</p> <p style="text-align: center;">Checking guests in and out</p> <p style="text-align: center;">Managing reservations and room assignments</p> <p style="text-align: center;">Handling payments</p> <p style="text-align: center;">Answering questions and resolving issues</p> <p style="text-align: center;">They must be friendly and professional and</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>have great communication skills. They are the first ones the guest usually sees so it is important to make a great first impression.</p> <p>Housekeeping make sure the rooms are clean, comfortable and presentable for the guests.</p> <p>These are some of their responsibilities</p> <p>Cleaning and sanitizing guest rooms and bathrooms</p> <p>Replacing linens and towels</p> <p>Refilling supplies (like soap, coffee, etc.)</p> <p>Reporting damage or missing items</p> <p>Preparing rooms for the next guest on time</p> <p>We do: Students will be given a scenario.</p> <p>A guest had a privacy sign hanging on their door due to having very expensive items in the room, however when they get back in their room they noticed that housekeeping entered the room regardless of the sign. The customer goes down to the front desk to make a complaint.</p> <p>Ask students: What's the first thing the front desk should do? I will do an example role playing to guide the students</p> <p>Step 1: Acknowledge the Concern</p> <p>Ask: What's the first thing the front desk agent should say or do when approached by the upset guest?</p> <p>Guide students to emphasize active listening and empathy.</p>
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	<p>Example response: “I’m very sorry to hear that happened. I completely understand why that would be upsetting.”</p> <p>Step 2: Gather Details Respectfully</p> <p>Ask: What information does the front desk need to gather to resolve this? Time of incident, room number, complaint, was anything stolen</p> <p>Encourage students to remain calm and professional even if the guest is frustrated. Do not take it personal.</p> <p>Step 3: Notify Management and Housekeeping</p> <p>Guide students to practice how the front desk would document the issue and notify both the housekeeping supervisor and the hotel manager.</p> <p>Ensure they understand chain of command and professional discretion.</p> <p>Step 4: Offer a Resolution</p> <p>Ask: What can the front desk offer to the guest in the moment?” They could file a formal complaint, offer a free meal, request investigation, offer a room change, or comp their room partially or fully. The goal is not just to resolve, but to rebuild trust.</p>
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Independent work (20-25 min) (you do)	Student work time	You do: Students will now create their own scenario and write it on paper,. Then they will role play with the people at their table.
	Intervention time	Teach that a hotel’s service does not end when the guest walks away. Have students discuss: How to reassure the guest their complaint is being handled Importance of documenting the incident properly and ensuring the guest feels safe and respected for the rest of their stay
Reflection/ Wrap up (3-5 min)		Write three things that you learned today 2 things that you would like to learn about the topic and 1 question you still have about the lesson today

Links:

Summer 2025: Teacher Externship Lesson Plan

Lesson Title: **Dream It. Plan It. Begin It.** – Exploring Career Aspirations

Stage	Description of What Will Happen
<p>Warm Up (5-10 Min)</p>	<p>“Do you remember the first time someone asked you what you wanted to be when you grew up? How did it make you feel—especially if you didn’t know the answer? Now that you're in middle or high school, do you still feel the same way?”</p> <p>Have students write a quick response or share in pairs/small groups to encourage open reflection.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>The teacher/counselor shares their own story:</p> <ul style="list-style-type: none"> ● When did they realize what they wanted to do? ● What were their childhood dreams or goals—realistic or not? ● Did any come true? ● Did they write them down or create a vision board? <p>Discussion Prompt for Students:</p> <p>“What do you dream of doing? Have you thought about applying to the military, junior college, trade school, or a 4-year university? Write about what you’ve considered, done, or are currently doing to prepare for life after high school.”</p>

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Independent work (20-25 min) (you do)	Student work time	<p>Students will work independently to:</p> <ul style="list-style-type: none">• Take a career interest survey (if available)• OR list 1 to 5 career paths they could see themselves pursuing• Reflect on how these careers align with their interests, strengths, or values <p>Encourage creative thinking—students don't have to be certain about the future to start exploring options.</p>
	Intervention time	<p>Offer small-group or one-on-one support for students who feel uncertain or discouraged.</p> <p>Help them understand they are free to dream and that career paths don't have to follow traditional or expected norms.</p>
Reflection/Wrap-up (3-5 min)		<p>“What did you learn about yourself, your goals, or your dreams during this activity?”</p> <p>Facilitate a brief discussion about how success can look different for everyone and doesn't have to match societal expectations.</p>

Industry Partner: UT Dallas	Counselor Name: Teresa Lyons, CSC, LPC Associate
Education Alignment: CCMR	School District: Mesquite ISD

Links:

Some districts have required surveys and some have some flexibility in what tools teachers can use. [CareerOneStop Interest Assessment](#), [K12 Career Quiz](#)

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<https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx>

<https://www.k12.com/career-and-college-prep/career-prep/what-is-career-for-student-explore/career-quiz/>

Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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Reflection/Wrap-up (3-5 min)		Teacher led recap- "What did you learn?"

Please complete the template on the next page:

**Summer 2024: Teacher Externship
Lesson Plan**

Industry Partner: Plastipak Packaging	Teacher Name: Vickie R. Reed
Education Alignment: <ul style="list-style-type: none"> • Explain the environmental impact of plastic packaging production. • Identify how Plastipak in Garland addresses sustainability. • Analyze one local environmental concern and connect it to industry practices. • Propose one actionable solution for reducing environmental impact. 	School District: Mesquite Independent School District

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>"How do companies like Plastipak Packaging affect the local environment, and what can be done to reduce their impact?"</p> <p>Prompt: "Name one item you used today that was made of plastic. Do you know where it goes after you're done with it?"</p> <p>Discussion: 2–3 student responses. Lead into the topic of plastic packaging and local industry.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher Presents:</p> <ul style="list-style-type: none"> • Plastipak Packaging in Garland manufactures plastic bottles for brands like PepsiCo and Kraft Heinz. • The facility has expanded and employs local workers. • Environmental concerns: plastic waste, recycling issues, energy use, possible soil and air quality concerns.

	<ul style="list-style-type: none"> • Sustainability efforts: lightweight bottles, recycled plastic (rPET), zero pellet loss, volunteer cleanups. 																	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Task: In small groups, students complete the “Plastipak Environmental Impact Web” worksheet.</p> <p>Each group fills out a chart with:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Positive Impact</th> <th>Negative Impact</th> <th>One Solution</th> </tr> </thead> <tbody> <tr> <td>Production</td> <td>Ex: local jobs</td> <td>Ex: uses fossil fuels, emissions</td> <td>Ex: switch to renewable energy</td> </tr> <tr> <td>Waste/Recycling</td> <td>Ex: uses some recycled plastic (rPET)</td> <td>Ex: Not all products are recyclable</td> <td>Ex: improve recycling labels</td> </tr> <tr> <td>Local Community</td> <td>Ex: cleanup events</td> <td>Ex: nearby soil contamination risk</td> <td>Ex: community monitoring program</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Each group shares 1 key insight from their chart. • Teacher writes major points on board. • Prompt: “How can we balance economic benefits with environmental protection?” 	Category	Positive Impact	Negative Impact	One Solution	Production	Ex: local jobs	Ex: uses fossil fuels, emissions	Ex: switch to renewable energy	Waste/Recycling	Ex: uses some recycled plastic (rPET)	Ex: Not all products are recyclable	Ex: improve recycling labels	Local Community	Ex: cleanup events	Ex: nearby soil contamination risk	Ex: community monitoring program
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Local Community	Ex: cleanup events	Ex: nearby soil contamination risk	Ex: community monitoring program															
<p>Intervention time</p>	<ul style="list-style-type: none"> • Provide key vocabulary (e.g., sustainability, emissions) with visuals before the lesson to support comprehension for ELLs and students with learning differences. • Use structured group roles and graphic organizers to ensure all students can contribute meaningfully during collaborative activities. • Offer sentence starters and visual aids to scaffold responses and check in with guiding 																	

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		questions to support critical thinking and engagement.
Reflection/ Wrap up (3-5 min)		Prompt: <i>"What does one change a company like Plastipak or the city of Garland could make to reduce environmental harm?"</i>

Links:

https://www.teachengineering.org/activities/view/wpi_packaging_materials

https://www.teachengineering.org/activities/view/cub_life_lesson01_activity1

<https://www.plt.org/ee-resource/product-life-cycle-assessment-worksheet/>



MIDLOTHIAN ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

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Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Lion of Judah	Teacher Name: LaJoy Grant
Education Alignment: CTE Robotics	School District: Midlothian ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students complete a rapid "Problem Spotting" warm-up. Prompt: "Look around your school or community—what’s a problem you see that needs solving?" Write or draw one problem on a sticky note and place it on the board. Groups will take turns sharing problems they have identified. We will do a Venn Diagram to show differences and commonalities</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher introduces the mxINC concept of "Pain Points" in customer discovery. Use a story-based example from camp (e.g., like we used in Penny the Chick or Ada Twist) to discuss how problems lead to ideas. Together, walk through an example: How a student turned a school frustration into a business solution.</p>



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Independent work (20-25 min) (you do)	Student work time	<p>Students form teams using the STEM+C Success Camp ‘Team Role Worksheet’ structure. Each group identifies one “pain point” they want to solve and sketches out their first business idea on a Planning Poster.</p> <p>Optional: Assign team roles modified (CEO, Designer, Marketer, Researcher).</p> <p>🎯 Focus on real-world application, collaboration, and leadership—mirroring P.U.R.P.O.S.E. values.</p>
	Intervention time	<p>Students needing help receive targeted prompts: “What does your idea solve?” “Who needs this most?”</p> <p>Offer guided questions, visual graphic organizers, and team huddles.</p> <p>Encourage using sentence starters and drawing if students struggle with writing.</p>
Reflection/ Wrap up (3-5 min)		<p>Students share their favorite part of the activity or one challenge they faced.</p> <p>Prompt: “What did your team learn about solving problems today?”</p> <p>Wrap up with a class chant: “We are thinkers! We are leaders! We solve problems together!”</p>

Links: Uncharted Learning mxINC Website: <https://www.unchartedlearning.org/mxinc>

- STEM Camp Team Role Worksheet
- Penny the Chick Story Sheet
- Student Planning Poster Template (editable)



NORTHWEST ISD LESSON PLANS



Summer 2024: Teacher Externship Workshop Model Lesson Plan

Industry Partner: Denton County Friends of the Family		Teacher Name: Angela Bolton
Education Alignment: Family and Community Services		School District: Northwest ISD
Stage		Description
Warm Up (5-10 Min)		Have them make a T-chart with “Empathy” on one side and “Sympathy” on the other side. Ask students what they think when they hear empathy vs sympathy. Instruct students to write their ideas on the correct side of the chart.
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> • Instruct the students to draw a Venn Diagram in their journals. One circle is sympathy, and one is empathy. • Watch the video “RSA Shorts: Brene Brown on Empathy”. Students are to consider how sympathy and empathy are similar and different. • After the video, students will write their observations into the Venn diagram. • Conduct a debrief of the student’s observations from the video. Discuss their similarities and differences. Discuss the T-Chart from earlier.
Independent work (20-25 min) (you do)	Student work time	Role Play with a Partner: Create a common scenario of a difficult situation a teenager might experience in life. This teenager is talking with two friends. One friend in the scenario is responding to the situation with empathetic expressions and the other friend is expressing it sympathetically. The role play skit should not be longer than 2 minutes.
	Intervention time	Students will present role play scenarios to the class or just the teacher for feedback. The teacher will pose questions to reflect on the scenarios as needed.
Reflection/ Wrap up (3-5 min)		Journal reflection: I use to THINK...but now I KNOW: Ask students to compare their ideas from the beginning of a lesson to the ideas they have at the end of the lesson. Share out if time permits.

Links:

- Snow, Vance and Associates: Assessing for Learning. [Workshop Handout]. Fort Worth, Tx: Fort Worth ISD. www.snowvance.com
- RSA. (2014). Brene Brown on Empathy [Video]. YouTube. <https://youtu.be/1Ewvgu369Jw?si=xS1GhYVG6s1Me6Xb>



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Hyatt Regency	Teacher Name: Ashleigh Seymour-Jones
Education Alignment: CTE Career Prep	School District: Northwest ISD

Workshop Model – Day 1

“Introduction to Hospitality & Research Kickoff”

Stage	Description
Warm Up (5-10 Min)	<p>Quick Write Prompt: “Think of the best hotel, restaurant, or travel experience you have had. What made it memorable?”</p> <p>Students share in pairs, then a few share out to the whole class.</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Topic: “What Is Hospitality?”</p> <p>The teacher presents an overview of the four main sectors:</p> <ul style="list-style-type: none"> - Lodging (hotels, resorts) - Food & Beverage (restaurants, catering) - Travel & Tourism (airlines, cruise lines, tour companies) - Recreation & Entertainment (theme parks, event planning, gaming) <p>Show brief video clips or slides for each area. Teacher models how to begin research using credible sources and outlines what an effective presentation includes.</p>



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Independent work (20-25 min) (you do)	Student work time	Students are assigned (or choose) one sector to research in small groups or pairs. They begin gathering information on: <ul style="list-style-type: none"> - Overview of the field - Common careers and responsibilities - Education or skills required - Work environment and potential employers - Industry trends or fun facts Begin drafting Google Slides/PowerPoint or gathering visuals.
	Intervention time	Teacher circulates to support students with research guidance, topic clarification, or slide design assistance.
Reflection/ Wrap up (3-5 min)		Class shares one interesting fact they discovered. Teacher reviews next class expectations: “Tomorrow we’ll finish our research and start practicing our presentations.”

Introduction to Hospitality and Tourism

<https://youtu.be/0POQpL8DjuY>

<https://youtu.be/TVcB-0b4Wis>

Hospitality Quiz:

https://docs.google.com/document/d/1T2yXOPwCqky8869Dtwr_LIAVVxmFgeMkGZbj8BHAI mg/edit?usp=sharing

Presentation Rubric:

https://docs.google.com/document/d/1forBNyC0o_K-nkmpsab_eyVj-TyBe-GR_INc9lhpzll/edit?usp=sharing

Presentation Checklist:

<https://docs.google.com/document/d/16Wk9Epdz9XkVHMLr9r88UE5PulyL89yiU-gWwoRXiOE/edit?usp=sharing>



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Hyatt Regency	Teacher Name: Ashleigh Seymour-Jones
Education Alignment: CTE Career Prep	School District: Northwest ISD

Workshop Model – Days 2 & 3

Continue Research and Preparing Slides/Presentation Practice

Stage		Description
Warm Up (5-10 Min)		Slide Checklist Quick Quiz (5 questions) to review what must be included in the final slide presentation.
Mini Lesson (10-15 min) (I do, we do)		Teacher models effective presentation skills: <ul style="list-style-type: none"> - Clear voice, eye contact, body language - Slide design: Less text, more visuals - How to manage nerves Brief group discussion: “What makes a speaker engaging?”
Independent work (20-25 min) (you do)	Student work time	Students continue to work slides and begin rehearsing presentations in small groups or with partners. Peer feedback form provided. Optional: Record short practice videos for self-assessment.



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	Intervention time	One-on-one support for students who need help organizing slides or preparing to speak. Provide sentence starters or cue cards if needed.
Reflection/ Wrap up (3-5 min)		Exit Ticket: “On a scale of 1–5, how ready do you feel to present tomorrow? What do you still need to improve?”

Presentation Rubric:

https://docs.google.com/document/d/1forBNyC0o_K-nkmpsab_eyVj-TyBe-GR_INc9lhpzII/edit?usp=sharing



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Hyatt Regency	Teacher Name: Ashleigh Seymour-Jones
Education Alignment: CTE Career Prep	School District: Northwest ISD

Workshop Model – Days 4 & 5

Group Presentations -

Stage		Description
Warm Up (5-10 Min)		Presentation Rubric Review: Students are shown the grading criteria (content, clarity, visuals, engagement).
Mini Lesson (10-15 min) (I do, we do)		Teacher sets the tone for respectful audience behavior and participation: <ul style="list-style-type: none"> - Notetaking for peer presentations - Asking respectful follow-up questions - Applauding after each speaker
Independent work (20-25 min) (you do)	Student work time	Groups present (5–8 min each). Teacher uses rubric to evaluate while students complete a peer reflection sheet.



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	Intervention time	Students not presenting receive extra time or meet with teacher for targeted help on missing tasks.
Reflection/ Wrap up (3-5 min)		Class debriefs: “What career or field sounded most interesting to you and why?” Discussion or exit slip. Optionally, vote on the best presentation or most surprising fact.

Presentation Rubric:

https://docs.google.com/document/d/1forBNyC0o_K-nkmpsab_eyVj-TyBe-GR_INc9lhpzII/edit?usp=sharing



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Upper Trinity Regional	Teacher Name: Jennifer Martin
Education Alignment: ES (SRD)	School District: Northwest ISD

What's in the water?

Stage	Description of What Will Happen				
Warm Up (5-10 Min)	How does drinking water get to our school? (what are some processes you can think of it may need?)				
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;"><u>Review the goal of Water Reclamation</u></p> <p>Based on what you have just learned, draw a sketch of what you think a water reclamation facility entails? (How much space is needed, what are some filters you may want, what are regulations you would need to abide by, etc.)</p>				
Independent work (20-25 min) (you do)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px; text-align: center;">Student work time</td> <td style="padding: 5px;">Two groups will be made. They will choose what they think is their best facility drawing then, start to make a physical miniature version of the facility for testing.</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Intervention time</td> <td style="padding: 5px;">Other information and materials like balsa wood will be given by the instructor once the design plan is approved by instructor.</td> </tr> </table>	Student work time	Two groups will be made. They will choose what they think is their best facility drawing then, start to make a physical miniature version of the facility for testing.	Intervention time	Other information and materials like balsa wood will be given by the instructor once the design plan is approved by instructor.
Student work time	Two groups will be made. They will choose what they think is their best facility drawing then, start to make a physical miniature version of the facility for testing.				
Intervention time	Other information and materials like balsa wood will be given by the instructor once the design plan is approved by instructor.				

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Reflection/Wrap-up (3-5 min)	Teacher lead recap- “What did you learn?” -Students will then go to an actual water Reclamation plant and see how close their mock up is to what happens at the plant.
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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Marriott Champion Circle	Teacher Name: Leila Romeo
Education Alignment: Hospitality	School District: Northwest ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Teacher introduces five departments: engineering, front desk, housekeeping, culinary, and sales. Break students into even groups and assign them to a department. Brainstorm session in their notebooks over the following prompts on their own: 2 minutes to brain dump what they believe this department does for the hotel, problems that they address, and responsibilities to the guest(s). Share with their group to share and compare answers. Share out to whole class.</p> <p>Teacher makes Bubble Map on board to record student ideas from notebooks. Teacher asks students to point out areas of overlap between departments. Teacher describes each department and their real responsibilities within the hotel to ensure students have a deeper understanding of these departments beyond their notes and group discussions.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher gives a scenario to the class and models each step of how to handle it within the department. Example: Teacher explains that a rooming block of 10 rooms has one missing room type. The block requested 8</p>

	<p>Kings and 2 Queen doubles, but only one queen double is available. The teacher asks students to share out what a possible solution could be to this, keeping in mind that this double queen would sleep four guests, not two, so providing a king room to the one missing room type is not a valid solution. Teacher discusses communication between housekeeping to see which rooms are ready, as well as sales for potential upgrades and the front desk for amenities they can offer a guest who does not receive what they initially booked. After this discussion, the teacher provides each group their own scenario, dependent on their department. Students have a large piece of butcher paper or poster to brainstorm solutions using their knowledge of what each hotel department does.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Students, in their assigned groups, create a poster describing the department, their responsibilities, the problem they were assigned, and a “game plan” of how to address said situation. Students may use their notes or conduct research on their educational devices to learn more about the abilities of the department to address said concerns.</p>
	<p>Intervention time</p>	<p>Teacher checks in with student progress and provides support when students may not understand what the department’s abilities to address the situation are. Teacher ensures students are working with their groups and on-task for the duration of work time.</p>



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Reflection/ Wrap up (3-5 min)	Students share out their posters with class. If time allows, students from other departments can share out how their different department could contribute to the scenario in a positive way.
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Links:

Thinking maps: https://www.edrawsoft.com/thinking-maps.html?srsId=AfmBOop-LiTijGdk_xRGclZgSGomgl0A4Q5rdJx8L2e2gHclS-DYVDx1

Anchor Chart examples: <https://www.weareteachers.com/anchor-charts-101/>

Large Sticky Notes: <https://a.co/d/emULLrG>



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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: <i>Recaro Aircraft Seating Americas LLC</i>	Teacher Name: <i>Nate N. Dunn</i>
Education Alignment: <i>Engineering & CTE/STEM Lab Classes (Principles of Applied Engineering)</i>	School District: <i>Northwest ISD</i>

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<ul style="list-style-type: none"> * As students enter the lab, greet each student, hand each a small 3x5 notecard or Post It Note, and say and show them the directions for the notecard posted on the whiteboard or display. * Students should write their 1st and last name on one side and on the other side of the notecard or Post It, and then write what they feel an important safety rule is for the Engineering Lab (or any lab or classroom they've previously been in). * Students should do this silently and independently as they are being seated and getting ready for class. * Post notecard prompt on board or display: <i>"Silently and independently, write your 1st and last name on one side of your notecard and on the other side, write what YOU feel an important safety rule is for the Engineering Lab (or any lab or classroom you've previously been in). If you cannot think of a rule, please</i>

	<p><i>write a question you have about Lab Safety or classroom safety instead. When the timer goes off be prepared to share your card with others at your table.”</i></p> <p>* You may have a timer already going or monitor student work on this and ask for anyone that needs more time and adjust when to stop and transition into sharing.</p> <p>* When ready, have students turn to shoulder partner and share what they wrote on their card. Each student should read their card to partner.</p> <p>* After all have had a moment to share with a partner, call on each table to have 1 person share what they wrote.</p> <p>* After sharing response from each table to entire class, transition into Mini Lesson below.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>* Create an Online Class Discussion Assignment on Canvas beforehand and upload or embed videos or links to 3 Safety videos on discussion.</p> <p>* Copy and paste directions and responses for students from Sample Canvas Online Discussion doc example or create your own using similar responses and replies requirements.</p> <p>* Show students where to access the Online Class Discussion on Canvas, give a brief overview of directions:</p> <ol style="list-style-type: none"> 1.) watch all 3 videos 2.) type 2 responses and post online

	<p>3.) reply to 2 or more classmates responses</p> <ul style="list-style-type: none">* If using Padlet or Pear Deck for discussion instead, show students how to access these- share code, link, etc.* Students will view three short video clips on STEM Lab Safety from YouTube (links to download from Google Drive and embed on Canvas or similar LMS also available).* After viewing all 3 of the video clips, students will post a two part response on the Online Discussion page on Canvas or similar LMS models. Padlet and Pear Deck can also be used to enable similar online class discussion capabilities.* Responses to videos should address the following TWO questions: <p><i>1.) After viewing ALL 3 videos, what is one safety tip you feel is the most important or that stood out for you. This could also be a safety tip or rule that you didn't already know or if you already knew ALL of these and have trouble choosing just one on your own, what is one rule or tip you feel someone NEW to a Engineering Lab should know. Share the rule or tip AND tell WHY you think it's important or stands out from the others.</i></p> <p><i>2.) For part 2 of your response, choose ONE of the following:</i></p> <ul style="list-style-type: none"><i>a. What is one question you have about Engineering Lab Safety for this class this year that may not be addressed in the videos?</i>
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b. What is a Lab Safety Tip or Rule NOT covered in these 3 video examples that YOU think SHOULD be included?

*** Students should number their two responses and post in the Class Discussion on Canvas.**

*** AFTER posting their TWO-part response, students should REPLY to AT LEAST 2 classmates.**

*** Replies to classmates should be respectful, polite, and appropriate. These replies should be thoughtful and specific and NOT be 2-3 word replies. Directions should state this and give examples below to guide thoughtful discussion replies:**

Example of directions for proper replies:

“Elaborate in your replies- WHY is it cool, WHY do you agree, EXPLAIN, JUSTIFY, ELABORATE!”

BAD replies:


"I agree", "Cool response", "Thanks for sharing"

BETTER replies:

"I agree, I also learned that if I am not sure about directions or how to use a tool in the lab, I should ask my teammates and the teacher- asking questions is a good thing."

or

"I am also sad we can't eat or drink in the lab, but I understand if we did it could create a

		<p><i>mess or cause someone to contaminate their food from our lab materials and get sick, so I get it.”</i></p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>*After each student has posted their responses and replied to at least 2 students as well, have students come up and get a 5x7” notecard from you for the Independent Work part.</p> <p>* Students will use the 5S Safety Rules- Recaro Aircraft Seating- an actual DFW Company that manufactures airline seats- and use it to make connections from a real-world engineering and manufacturing firm to their own Engineering classroom. (see Google Drive link and graphic below)</p> <div data-bbox="878 1018 1263 1549" data-label="Image">  </div> <p>* Emphasize and drive home that in the real world actual Engineering companies take safety seriously and have DAILY meetings to discuss safety and safety issues- as Recaro does- stopping the entire assembly line for a beginning of the day meeting AND again at 1 p.m. daily to update how things are going that</p>

		<p>day and look for safety issues and troubleshooting to ensure safety and efficiency.</p> <p>* Recaro not only charts, tracks, and designs trainings based on accidents that occur, but they also require Near Misses to be reported- even if nothing is damaged or no one is hurt- to use these incidents to learn from and prevent accidents and injuries.</p> <p>* Link for Recaro images of assembly line.</p> <p>* Link for Recaro Behind the Scenes video at assembly plant (if you want to show more details and real world connection- great extension AFTER this lesson) (YouTube link for video too)</p> <p>* Using the 5S Safety Rules- Recaro Aircraft Seating poster/graphic and what you've learned from the Online Video Discussion on Lab Safety, create your own safety rule or set of up to FIVE Engineering classroom rules/tips that you feel we should include in our Engineering Lab Safety Guidelines as a class this year.</p> <p>* Use Engineering Lab Safety Notecard Rubric to guide creation of notecard created Lab Safety Graphic (see Google Drive link and graphic above)</p>
	<p>Intervention time</p>	<p>* Teacher should be available and circulate and monitor students as they create their Safety Rule Notecards.</p> <p>* Make sure students are formulating appropriate rules to illustrate, make sure they</p>

		<p>have access to needed materials- colored pencils, markers, pens, pencils, etc.</p> <p>* Modify assignment expectations to tailor individual student needs. If students need spelling assistance or have difficulty writing or coming up with drawings, have them use online resources to type out a rough draft and find images they can copy.</p> <p>* Possible alternatives also include digital options such as a Google Slide or Canva to assist those who may have difficulty drawing. You could have students upload their Google Slide into a class template and have them available digitally for all to look at reference at the end as well.</p> <p>* I prefer pen/pencil/notecard/paper for this assignment as it eliminates copying and pasting, forces rewording and writing, student creation of illustrations, labels, etc. and reinforces brain research which shows a HUGE carry over in physical writing vs. typing and retention of what is written. (Link to Brain Research article)</p> <p>* Students should use the 5S Safety Rules- Recaro Aircraft Seating poster as a guide to creating a Safety Rule and an accompanying colorful graphic that relates to that rule and reinforces it.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>* Since most will not finish all of this in 1 class period, ending should include clean up and</p>

	<p>review of what the requirements are for the Notecard that must be turned in.</p> <p>* Stop the class from working on notecards and call on each table to give one thing they should know and do for the Lab Safety Notecard they are creating.</p> <p>* Sample teacher prompts to class to encourage Reflection:</p> <p><i>“Table 1, tell me one thing from the Rubric you need to include on your Lab Safety Notecard you are working on?”</i></p> <p><i>“Table 2, what’s another item you need to include on your Lab Safety Notecard you are working on?”</i></p> <p>* Make sure table responses include most of items from rubric- you can prompt tables that are having difficulty adding to responses when called on to look at the rubric.</p> <p>* Do this for the last 1-2 minutes, then collect unfinished cards to hand out to finish tomorrow, or assign students to finish them for homework.</p> <ul style="list-style-type: none">• Most likely creation of the Lab Safety Notecards will carry over into part of the following day’s lesson and/or need to be assigned as homework to be turned in the following day- I see this as a 2 days project and would envision half of the NEXT day’s lesson allowing students time to finish the notecard and then use the remaining part of the 2nd day’s lesson for sharing, organizing, and synthesizing the student created notecards into a class
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	<p>created and agreed upon set of 5 Safety Rules or our own class 5 S's or T's or whatever letter makes sense or that the class creates to set our Class Engineering Safety Rules for the year.</p> <ul style="list-style-type: none">• Having students be a part of the process and having input on the Rules we will actually use for the year, increases the likelihood of buy in and adoption of the rules by all students. <i>(Of course, as the teacher, I can help guide that discussion and decision making to ensure the class generated rules fit with what I know they need, but the key is having students help determine and decide.)</i> <p>Extension/Following Day(s):</p> <ul style="list-style-type: none">* As students finish their Lab Safety Notecards, they should be posted with a magnet on the whiteboard for all to see. (This may be how you start the following day's lesson or if you allow additional time the following day to finish notecards, this will ideally happen halfway into class).* Circle back and remind students that this is utilized in industry as well and use Recaro and their 5 S's to refer to and show how they highlight safety in the real world. Remind students about Recaro's daily meetings to start each day and at 1 p.m. each day to discuss safety and issues on their assembly lines. Also drive home the importance of communicating Near Misses as well as
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	<p>reporting accidents and damaged equipment and use this to jump start the class discussion.</p> <ul style="list-style-type: none">* After putting all notecard on whiteboard, get class input through discussion and viewing all on whiteboard into which Rules posted are the same or similar and group them- you should be able to see similarities and overlap and organize into 4-6 categories or sets.* From these sets, choose one of the notecards that articulates this main idea of the related rule best or get class input on how to reword the collective related cards into a clear, concise, rule.* Repeat for each category or set until you have 4-6 (preferably 5 or fewer) Lab Safety Rules that the class has created and that covers all the items YOU as a teacher feel need to be included.* If items are not covered, seek student input and ask if all the items they feel are important are represented by this class generated list. If they are not able to fill in one that's missing that you feel is vital, give an example of a lab situation that could occur that shows the need for this rule and have the class collectively have input on how to create that Rule on the spot. This can be the whole class, or you could have each table group discuss and then call on each table to give their input after a quick discussion.* Finished products should be a class created, class agreed upon set of 4-6 Engineering Lab Safety Rules that can be made into a poster that all students signed. The poster in the class with these Safety Rules and all of their
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	<p>signatures is a daily class reminder and can be referenced when violations occur.</p> <p>* This can also be sent home to parents and signed by parents and students and returned and kept on file to reinforce the importance.</p>
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Links:

[Sample Canvas Online Discussion Page Directions for Lab Safety- Word Doc \(Google Doc version link\)](#)- *Copy and paste into your Canvas Class Discussion assignment you create- edit/change as needed*

For 3 videos on Canvas or LMS Online Discussion (*videos for Canvas Class Discussion assignment above*):

- 1.) [Safety Rules for STEM Lab](#) (30 second reading of a list)**

 - [Google Drive Link](#) to download video and avoid YouTube

- 2.) [Lab Safety Rules for STEM](#) (2 minute presentation, rules written out, read and explained)**

 - [Google Drive Link](#) to download video and avoid YouTube

- 3.) [Student Created STEM Lab Safety Video](#) (Student created video of lab safety rules- stop at 2:15 mark if not using woodworking tools or machinery)**

 - [Google Drive Link](#) to download video and avoid YouTube



Brain Research: [Scientific American: Why Writing by Hand Is Better for Memory and Learning](#)

[Recaro 5 S+ Safety Poster](#)

[Lab Safety Notecard Rubric- Word Doc](#) ([Google Doc version link](#))

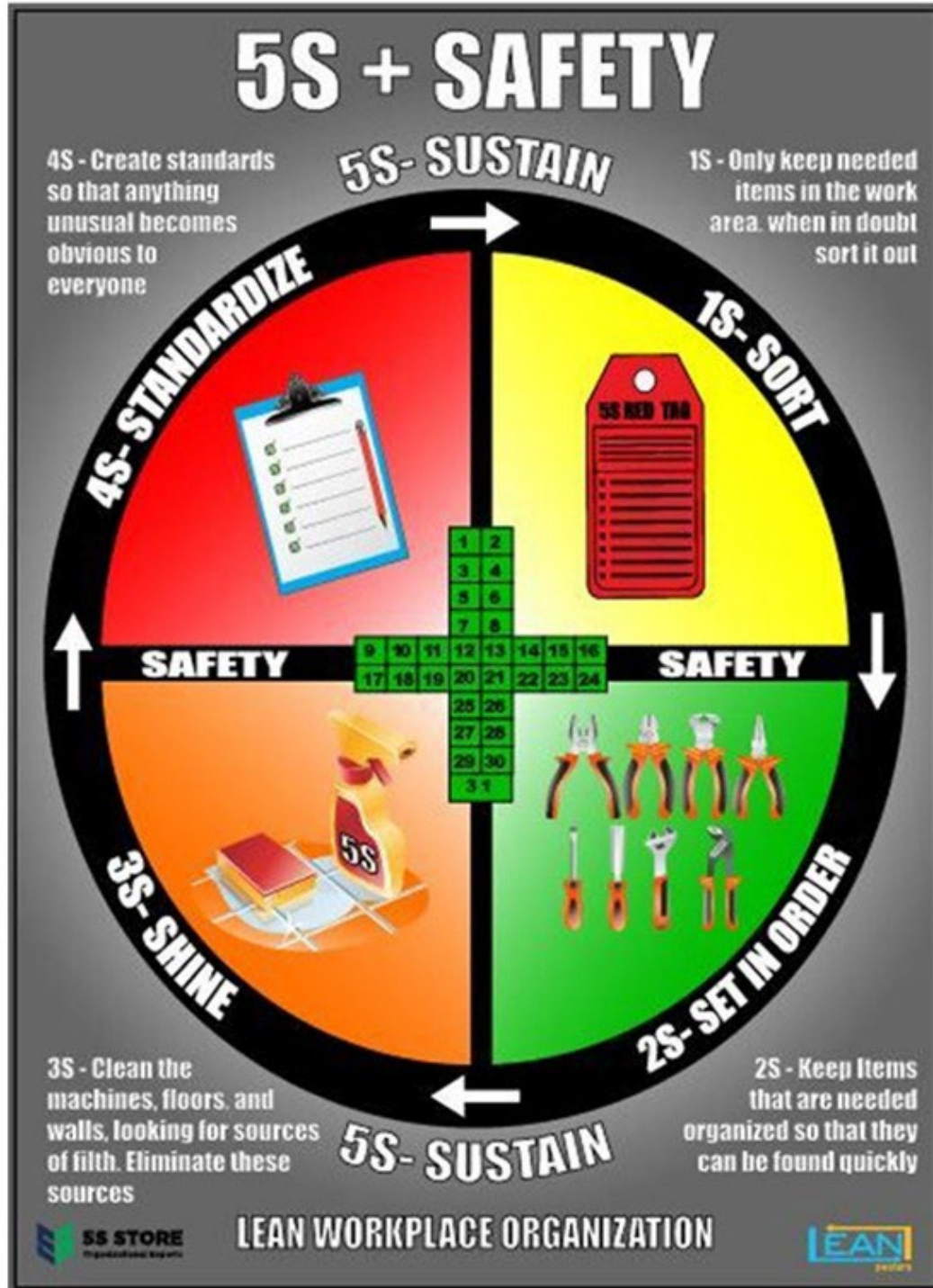
[Images of RECARO Aircraft Seating Plant & Assembly Lines](#)

**[Video of Behind the Scenes at RECARO Aircraft Seating Plant](#)
(Germany- but similar to Fort Worth/Alliance Plant)- *for more information about RECARO or if you want to show in class- Real world linking/connection***

- **[Google Drive Link](#) to download video and avoid YouTube**

******[Google Drive Link](#) with copies of ALL information above*******

5 S + Safety Rules- Recaro Aircraft Seating Americas, LLC



Sample Canvas Online Discussion Page Directions for Lab Safety

Directions:

FIRST: Watch ALL THREE of the STEM Lab Safety videos shown below.

NEXT: AFTER viewing ALL THREE videos, write YOUR TWO responses to the 3 Lab Safety videos using the Response Prompts below. BE SURE TO NUMBER EACH OF YOUR RESPONSES.

NEXT: AFTER you write BOTH of your NUMBERED responses to the videos, be sure you POST YOUR response.

LAST Step: AFTER you post YOUR response, BE SURE to reply to AT LEAST TWO of your classmate's responses.

This will count for a formative grade and you will earn a 100 on this discussion IF you complete ALL of the parts (1 responses AND 2 replies).

Note to Teachers: (embed each of 3 videos here and/or links to videos on YouTube or Google Drive- I prefer to avoid YouTube and embed the links to the videos from Google Drive here or upload each video to my Canvas page Media Library)

Video Response Prompts (number each!):

1.) *After viewing ALL 3 videos, what is one safety tip you feel is the most important or that stood out for you. This could also be a safety tip or rule that you didn't already know or if you already knew ALL of these and have trouble choosing just one on your own, what is one rule or tip you feel someone NEW to a Engineering Lab should know. Share the rule or tip AND tell WHY you think it's important or stands out from the others.*

2.) *For part 2 of your response, choose ONE of the following:*

a. *What is one question you have about Engineering Lab Safety for this class this year that may not be addressed in the videos?*



b. What is a Lab Safety Tip or Rule NOT covered in these 3 video examples that YOU think SHOULD be included?

*** AFTER YOU POST YOUR RESPONSES-** reply to **AT LEAST TWO** classmates' responses and be sure to be thoughtful and specific in your replies, not just a 2-3 word reply. Elaborate and give a reason why you liked, disliked, or appreciated their response.

*** Replies not classmates should be respectful, polite, and appropriate. These replies should be thoughtful and specific and NOT be 2-3 word replies. Directions should state this and give examples below to guide thoughtful discussion replies:**

** Elaborate in your replies- WHY is it cool, WHY do you agree, EXPLAIN, JUSTIFY, ELABORATE!*

Example of directions for proper replies:

BAD replies:

"I agree", "Cool response", "Thanks for sharing"

BETTER replies:

"I agree, I also learned that if I am not sure about directions or how to use a tool in the lab, I should ask my teammates and the teacher- asking questions is a good thing."

or

"I am also sad we can't eat or drink in the lab, but I understand if we did it could create a mess or cause someone to contaminate their food from our lab materials and get sick, so I get it."

*** To earn credit for today, you MUST post your TWO responses AND then reply to AT LEAST TWO other classmate's responses.**



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Engineering: Lab Safety Note Card Rubric

_____ Student 1st & last name and class period are on the back of the notecard
(10 points)

_____ All words should be clear and easy to read **(10 points)**

_____ All words & illustrations/graphics are COLORED **(10 points)**

_____ Includes a colorful background and is decorated. Notecard does NOT have a lot of blank space. Including a colorful border or using smaller supporting graphics as a border can help with this as well **(10 points)**

_____ Includes AT LEAST 1, but not more than FIVE, Engineering Lab Safety Rules/Tips you feel are important for this year's class and each rule is CLEARLY stated in a PROMINENT and EASILY SEEN and READ location on the notecard and is easy to understand. **(30 points)**

_____ Includes AT LEAST ONE COLORFUL **illustration/graphic** that explains, highlights, or reinforces your Lab Safety Rule or Rules. The graphics/illustrations should be TIED to the rule(s) you list, and help define and help EXPLAIN the information for each of your Rules. **(20 points)**

_____ All words are spelled correctly, Rules included makes sense, and are grammatically correct and properly worded. **(10 points)**

_____ **TOTAL (your Final Grade!)**

Comments: _____



Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Panthera BioSolutions	Teacher Name: Rikki Rice & Suzanne Miller
Education Alignment: Health Science Pathway	School District: Northwest ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		10 term acronym/vocab matching review. Discuss with table group. Go over as a class to ensure correctness.
Mini Lesson (10-15 min) (I do, we do)		1). Watch all 5 videos about BioTech Careers https://gobiotech.com/industry-facts/ 2). Discuss take aways as a class
Independent work (20-25 min) (you do)	Student work time	1). Students will be divided into groups and assigned a specific career. 2). Determine: - career description - local and national salary averages - job growth outlook - training and/or education requirements 3). Groups will create a one-pager on one Google Slide to be shared with the rest of the class.



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	Intervention time	Are students on the correct website? Are students actively participating? Are students collaborating effectively with their team?
Reflection/ Wrap up (3-5 min)		Each group will provide the class with one takeaway about their research.

Links: <https://gobiotech.com/industry-facts/>



Summer 2025: Teacher Externship Lesson Plan

Please complete your lesson plan in the blank template provided. Please type and spell check your lesson plan and include any links at the end of the document.

Lesson plans will be published.

Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Brief assignment or activity that engages students in the day's topic
Mini Lesson (10-15 min) (I do, we do)		The teacher provides whole class with direct and explicit instruction with teacher lead practice
Independent work (20-25 min) (you do)	Student work time	Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.
	Intervention time	Intervention time for students that need assistance or have not yet mastered a previous skill
Reflection/Wrap-up (3-5 min)		Teacher lead recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Panthera BioSolutions	Teacher Name: Rikki Rice & Suzanne Miller
Education Alignment: Health Science Pathway	School District: Northwest ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p style="text-align: center;">10 term acronym/vocab matching review. Discuss with table group. Go over as a class to ensure correctness.</p>
Mini Lesson (10-15 min) (I do, we do)		<p style="text-align: center;">1). Watch all 5 videos about BioTech Careers https://gobiotech.com/industry-facts/</p> <p style="text-align: center;">2). Discuss take aways as a class</p>
Independent work (20-25 min) (you do)	Student work time	<p style="text-align: center;">1). Students will be divided into groups and assigned a specific career.</p> <p style="text-align: center;">2). Determine:</p> <ul style="list-style-type: none"> - career description - local and national salary averages - job growth outlook - training and/or education requirements <p style="text-align: center;">3). Groups will create a one-pager on one Google Slide to be shared with the rest of the class.</p>



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	Intervention time	Are students on the correct website? Are students actively participating? Are students collaborating effectively with their team?
Reflection/ Wrap up (3-5 min)		Each group will provide the class with one takeaway about their research.

Links: <https://gobiotech.com/industry-facts/>



PIONEER TECHNOLOGY AND ARTS ACADEMY NORTH DALLAS LESSON PLANS



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Westlink Academy	Teacher Name: Dawn Hipsh
Education Alignment: Computer Science/Cybersecurity	School District: Pioneer Technology and Arts Academy, North Dallas

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>"Digital Tattoos: Permanent Impressions"</p> <p>Objective: Prompt students to think critically about the permanence and potential future impact of their online actions, moving beyond a simple "footprint" to a more serious "tattoo" analogy. This <i>highlights the need for cybersecurity</i>.</p> <p>Materials: Whiteboard/projector, markers/pens, small slips of paper.</p> <p>Warm Up Activity:</p> <p>Ask: "You've probably heard of a 'digital footprint' – all the traces you leave online. But let's think about something even more permanent: a 'digital tattoo.' What does that make you think of?"</p> <p>Discuss: Tattoos are (mostly) permanent, hard to remove, and can be seen by others.</p> <p>Ask: "If your online posts, photos, and comments were digital tattoos, what kinds of 'tattoos' might you be creating right now?" (Encourage them to think broadly: social media posts, comments, photos, videos,</p>

	<p>online gaming interactions, app permissions, even things they 'like' or share).</p> <p>Students: Write on a blank card or sticky note 1-2 examples of a "digital tattoo" they've seen someone else (or even themselves, hypothetically) create online that they think might have long-term implications (e.g., a strong opinion posted, a photo at a party, a comment that could be misinterpreted, game chat history). Emphasize anonymity and that it's about the <i>concept</i>, not personal judgment.</p> <p>Teacher: Collect slips and read a few non-identifying examples.</p> <p>Discuss: "Who can see these 'tattoos'? How long do they last? What might be the <i>future repercussions</i> of these digital tattoos – for college applications, jobs, or even just how people perceive you?"</p> <p>Transition: "Just like real tattoos, digital tattoos can be difficult or impossible to remove. And protecting not just <i>our own</i> digital tattoos, but the vast, interconnected world of digital information and systems from those who want to misuse or exploit it, is the vital work of cybersecurity."</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>"Beyond the Hacker: A World of Cybersecurity Superpowers"</p> <p>Objective: Broaden students' understanding of cybersecurity careers, reframing them as essential "superpowers" that protect our digital world.</p>

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Introduction (2 min): Define cybersecurity as protecting digital systems, networks, and data from malicious attacks. Emphasize it's about people, processes, and technology. "Think of it like building a digital fortress, detecting invaders, and cleaning up messes – and it takes a whole team of superheroes!"

The "Why" (3 min):

Real-world impact: Mention recent data breaches (focus on the *impact* – e.g., credit card theft, privacy invasion, companies shut down) without naming specific companies. "Imagine if all your favorite online games, streaming services, or banking apps suddenly stopped working or had all their data stolen – that's why cybersecurity is so critical!"

Growth & Demand: Highlight the massive growth and high demand for skilled professionals. "This isn't just a job; it's a future-proof career with huge demand and great opportunities!"

Diverse "Cyber Superpowers" (10 min): Frame roles as distinct "superpowers" within a cybersecurity team. Use simple, relatable language.

"The Digital Detective" (Security Analyst / Incident Responder): "These heroes are constantly watching, analyzing clues, and responding when something suspicious happens. If a bad guy tries to sneak into a system, they're the first to spot it and lock them out. They're like Batman, always on patrol!"

"The Data CSI" (Digital Forensics Analyst): "When a cyberattack happens, these are the super-sleuths who go in *after* the incident.

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	<p>They meticulously examine digital evidence to figure out <i>what</i> happened, <i>how</i>, and <i>who</i> was responsible. They're like Sherlock Holmes for data!"</p> <p>"The Ethical Attacker" (Penetration Tester / Ethical Hacker): "These are the 'good hackers' – companies pay them to try and break into their own systems (legally and ethically!) to find weaknesses before the <i>bad</i> hackers do. Imagine getting paid to creatively outsmart security! They're like a superhero who trains by fighting themselves."</p> <p>"The Human Firewall" (Security Awareness Trainer): "So many cyberattacks start with human error – someone clicking a bad link. These heroes empower people with knowledge, teaching them how to be smart and safe online, turning every employee into a mini-cyber defender. They're like Professor X, training new mutants!"</p> <p>"The Secure Architect" (Security Architect / Engineer): "These visionaries design and build secure systems from the ground up, making sure our online world is safe by design, not by accident. They're like the master builder for the digital world, creating impenetrable fortresses."</p> <p>"The Digital Strategist" (Cybersecurity Policy Specialist / Risk Manager): "These heroes think big picture. They develop the rules, policies, and strategies to ensure organizations are protected, manage risks, and comply with laws. They're like the 'Nick Fury' of cybersecurity, coordinating the whole team."</p>
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	<p>Skills Needed: Look at high school technical skills (problem-solving, logical thinking, curiosity), classwork, and soft skills (communication, teamwork, attention to detail, persistence).</p> <p><i>Teacher - I Do, We Do Scenario Samples:</i></p> <p>Setting the Scene: "Imagine a large tech company, 'SecureNet Solutions,' which develops critical software. They have a dedicated cybersecurity team." Format the I Do, We do as: read the scenario, each table/team discusses their choice, and the teacher offers the "most likely cyber superpower" along with the reason why that's a good choice.</p> <p>Scenario 1: The Unusual Login Attempt</p> <p>Problem: "SecureNet Solutions' automated monitoring system flags an unusual login attempt. An employee's account, typically accessed from their office in London, is suddenly trying to log in from an unknown IP address in a remote part of Eastern Europe, repeatedly failing password attempts."</p> <p>Most Likely Cyber Superpower to Address: The Digital Detective (Security Analyst / Incident Responder)</p> <p>Why: This role is responsible for real-time monitoring of security systems, detecting anomalies, and initiating immediate response actions. Their primary function is to identify and contain active threats as they happen, making them the first line of defense against suspicious activities like unusual login attempts.</p>
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	<p>Scenario 2: The Post-Breach Investigation</p> <p>Problem: "A few weeks after a phishing attack successfully compromised several employee accounts, SecureNet Solutions needs to understand the full extent of the breach. They suspect sensitive client data might have been accessed or exfiltrated, but they don't know exactly what, when, or how."</p> <p>Most Likely Cyber Superpower to Address: The Data CSI (Digital Forensics Analyst)</p> <p>Why: After an incident has occurred and been contained, the Data CSI steps in to meticulously gather and analyze digital evidence. Their expertise lies in reconstructing the events of a cyberattack, identifying compromised data, and determining the attacker's methods and scope of damage. They are the 'cold case' investigators of the digital world.</p> <p>Scenario 3: The Persistent Phishing Problem</p> <p>Problem: "SecureNet Solutions is experiencing a significant increase in successful phishing attacks, despite having email filters. Employees are still frequently clicking malicious links or providing credentials on fake websites, indicating a widespread vulnerability in human behavior."</p> <p>Most Likely Cyber Superpower to Address: Human Firewall (Security Awareness Trainer)</p> <p>Why: When human error is a primary vector for attacks, the Human Firewall</p>
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is crucial. This role focuses on educating employees about cybersecurity best practices, identifying common threats like phishing, and fostering a security-conscious culture. They empower every individual to become a stronger defense against social engineering tactics.

Scenario 4: Designing a New Secure Cloud Platform

Problem: "SecureNet Solutions is planning to launch a brand new cloud-based software product that will handle highly sensitive financial data. They need to ensure this platform is inherently secure from its very inception, not just patched up later."

Most Likely Cyber Superpower to Address: Secure Architect (Security Architect / Engineer)

Why: This superpower is responsible for designing and building security into systems, applications, and networks from the ground up. Before any code is written or infrastructure deployed, the Secure Architect ensures that security principles, controls, and best practices are integrated into the fundamental design, making the system resilient by nature.

Scenario 5: Validating New Security Measures

Problem: "After implementing a new multi-factor authentication system and updating their network firewalls, SecureNet Solutions wants to proactively identify any remaining weaknesses. They need an

	<p>independent, adversarial perspective to test if these new defenses can truly withstand a determined attack."</p> <p>Most Likely Cyber Superpower to Address: Ethical Attacker (Penetration Tester / Ethical Hacker)</p> <p>Why: The Ethical Attacker is hired to legally and ethically simulate real-world cyberattacks against an organization's systems. Their goal is to discover vulnerabilities and weaknesses before malicious actors do, providing actionable insights that allow the Secure Architects and other teams to fortify defenses.</p> <p>Scenario 6: Developing an Enterprise-Wide Cyber Resilience Plan</p> <p>Problem: "SecureNet Solutions' board of directors needs a comprehensive strategy to manage cybersecurity risks across the entire organization, ensure compliance with new data protection regulations (like GDPR or CCPA), and develop a robust incident response plan that integrates all departments."</p> <p>Most Likely Cyber Superpower to Address: Digital Strategist (Cybersecurity Policy Specialist / Risk Manager)</p> <p>Why: This role operates at a high level, focusing on governance, risk management, and compliance (GRC). They develop and implement cybersecurity policies, assess organizational risks, ensure legal adherence, and create strategic frameworks that guide the entire</p>
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	<p>cybersecurity program. They are the big-picture thinkers who align security with business objectives.</p>
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<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>"Cyber Superpower Poster Challenge"</p> <p>Materials: Large paper/poster board (one per group), markers, handout with scenarios (or display on screen), scissors (optional), glue sticks (optional).</p> <p>Activity: Divide students into small groups (3-4 students).</p> <p><i>Explain</i> the task: "Each group will receive a set of real-world cybersecurity scenarios. Your challenge is to decide which 'Cyber Superpower' would be most responsible for handling each scenario. Then, you'll create a poster that visually connects the scenario to the superpower.</p> <p><i>Distribute</i> poster materials and the "Cyber Superpower Scenario" handout (or display on screen).</p> <p>Handout</p> <p>Scenario A: "A major retailer's website is suddenly down, and it looks like hackers got in! Who rushes in to identify the breach, kick out the attackers, and get the website back online?"</p> <ul style="list-style-type: none">■ <i>Match:</i> The Digital Detective (Security Analyst / Incident Responder)■ Scenario B: "After the attack, the police need to know exactly how the hackers broke in and what data they stole. Who meticulously reconstructs the digital crime scene?"■ <i>Match:</i> The Data CSI (Digital Forensics Analyst)
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		<ul style="list-style-type: none">■ Scenario C: "A tech company is about to launch a new app, but they want to find all its security weaknesses <i>before</i> it goes public. Who do they hire to try and 'break into' it ethically?"■ <i>Match:</i> The Ethical Attacker (Penetration Tester)■ Scenario D: "Employees at a small business keep falling for phishing emails. Who would design and deliver training to help them recognize and avoid these scams?"■ <i>Match:</i> The Human Firewall (Security Awareness Trainer)■ Scenario E: "A government agency is building a brand new, highly secure network for classified information. Who is responsible for designing the security features from the ground up?"■ <i>Match:</i> The Secure Architect (Security Architect / Engineer)■ Scenario F: "A healthcare organization needs to create rules and procedures to ensure patient data is protected according to strict privacy laws. Who develops these overarching guidelines?"■ <i>Match:</i> The Digital Strategist (Cybersecurity Policy Specialist) <p>Give groups 15-20 minutes to work on their posters. Encourage creativity in how they represent the superpowers and scenarios.</p> <p>As they work, circulate and offer guidance, asking probing questions like, "Why do you think the Digital Detective is best for this scenario?"</p>
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	Intervention time	<p>Students needing help can message the teacher/aide in the classroom online learning platform (Google, Clever, etc.) as a “Help Desk” or an AI bot like Gemini can be used for assistance. Alternately teachers can station themselves in a general area in the early stages of the student independent work as an in-person Help Desk.</p>
Reflection/ Wrap up (3-5 min)	<p>"Your Inner Cyber Superpower"</p> <p>Poster Share (5 min): Have each group quickly present one of their favorite scenario/superpower matches from their poster, explaining their reasoning.</p> <p>Personal Reflection (3 min): Looking at all these 'Cyber Superpowers,' which one do you feel is most relatable to <i>you</i>? Which one sounds most interesting, or aligns with your own natural talents and interests? Maybe you're naturally curious and love solving puzzles – you might be a Digital Detective. Maybe you love teaching others – a Human Firewall. Or perhaps you're creative and love finding new ways to approach problems – an Ethical Attacker!</p>	

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Exit Ticket: Create a quick “Business Card” with your name and the cyber superpower you’d be most interested in pursuing.

Final Thoughts: Remember how we said digital tattoos are pretty permanent? Well, in the digital world, it's true that many things stick around forever. But here's the powerful part: **cybersecurity gives us options for adjusting or even remediating some of those digital tattoos.** Think about it: if a scammer tries to put a "bad tattoo" on your grandparent's computer, a **Digital Detective** can help remove it. Or, if you accidentally shared something you shouldn't have, and it became a "tattoo" visible to everyone, a **Digital Strategist** might help create policies to manage who sees it, and a **Human Firewall** can teach you how to prevent those kinds of "tattoos" in the future. Just like you can add to a regular tattoo sleeve, or sometimes even get a cover-up, cybersecurity professionals are the ones who wield the tools and knowledge to manage, protect, and make positive changes to our digital presence and the digital world around us. By exploring cybersecurity, you're not just learning about computers; you're discovering how to be a guardian and steward of our digital future. What small step will you take to explore your own cyber superpower today?

Links For Students:

GenCyber: A program providing free cybersecurity experiences for students and teachers at the secondary level, often through summer camps.

<https://public.cyber.mil/gencyber>

CyberPatriot: CyberPatriot is the world's largest National Youth Cyber Education Program, propelling K-12 students toward careers in cybersecurity and other STEM disciplines, including the National Youth Cyber Defense Competition.

<https://www.afa.org/cyberpatriot>

NICCS - Cybersecurity for Students:

Explore the information below to learn more about education, training, and career opportunities for students to pursue in order to succeed in cyber.

<https://niccs.cisa.gov/audience/cybersecurity-students>

SANS Institute - Free Cybersecurity Resources:

Cybersecurity is an exciting and rapidly evolving field. Even if you're a beginner or looking to advance your skills, we've curated a collection of the best resources to guide you on your journey.

<https://www.sans.org/mission/cybersecurity-resources-school-counselors>

Free Cybersecurity Classes

Code.org: <https://code.org>

Coursera: <https://www.coursera.org>

edX: <https://www.edx.org>

Udemy: <https://www.udemy.com> (with Dallas Public Library card)