

SUMMER TEACHER EXTERNSHIP 2025



2025 Teacher Externship LESSON PLANS



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ALEDO ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Podiatry Associates of Texas	Teacher Name: Alyssa Clader
Education Alignment: Health Science	School District: Aledo ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students complete a “Wound Type Match-Up” activity. Students are given photos (or descriptions) of various wounds (abrasions, pressure ulcers, diabetic foot ulcers, surgical incisions) and must match them with the correct wound name and cause.
Mini Lesson (10-15 min) (I do, we do)		Teacher shares a short presentation or video from the externship experience, highlighting: <ul style="list-style-type: none"> - How diabetic foot wounds are assessed and treated - The importance of early intervention in wound care - Real examples of treatment observed at the podiatrist’s office Then, we practice assessing mock wounds on mannequins or wound simulation cards using the “Wound Assessment Checklist” (including color, size, drainage, odor, depth).
Independent work (20-25 min) (you do)	Student work time	Students rotate through stations to: <ol style="list-style-type: none"> 1. Practice sterile dressing change on a simulated

		<p>wound (using gloves, saline, gauze, tape)</p> <p>2. Document wound care notes in SOAP format</p> <p>3. Review wound care products and their appropriate use (e.g., silver dressings, hydrocolloid, alginate). Each group presents their product's purpose.</p>
	<p>Intervention time</p>	<p>Teacher pulls small groups of students who need assistance with wound documentation, sterile technique, or identifying types of wounds. These students can redo or get additional guided practice using a checklist or rubrics.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Students complete an exit slip: "One thing I learned about wound care is _____. One thing I still wonder is _____." Group discussion follows where students share how wound care in podiatry connects to other healthcare fields.</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.

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Workshop Model Sample

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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?"

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Engage Employment Solutions	Teacher Name: Carissa Ott
Education Alignment: Special Education	School District: Aledo ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">Write job-related questions on a beach ball such as: “What are your goals for the future?” “If you could have three wishes, what would they be (other than more wishes) and why?” “What is your dream job?” “What makes you angry?”</p> <p style="text-align: center;">Toss the ball around the circle, one student at a time. The student who catches the ball will read and answer the question that their thumb lands on. Once the student has answered the question, they will then pass it to another student until all students have completed the activity.</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Materials Needed: visuals of appropriate and inappropriate work attire</p> <p style="text-align: center;">I do: “When we go to a job interview, it’s important to make a good first impression. One way we do that is by wearing clothes that show we are serious, responsible and ready to work.”</p>

	<p style="text-align: center;">Show two images side by side (can be printed or displayed digitally):</p> <p style="text-align: center;">One person dressed professionally (clean, neat, button-down shirt, slacks/skirt/dress, closed-toed shoes, etc.) and one person dressed inappropriately (wrinkled hoodie, shorts, flip-flops, graphic t-shirt, hat, etc.).</p> <p style="text-align: center;">Ask: “What do you notice about this first outfit?” Allow time for students to respond and then follow with “This person looks ready for a job. The clothes are clean, not too casual, and they’re showing respect to the person interviewing them.”</p> <p style="text-align: center;">Ask: “What do you notice about the second outfit?” Allow time for students to respond and then follow with “This outfit might be okay for hanging out friends, but for a job interview, it doesn’t give the best impression.”</p> <p style="text-align: center;">We do: Draw a T-chart labeled “Appropriate” and “Inappropriate” and have the students come to the board and write an item on the t-chart under the correct category.</p>
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p style="text-align: center;">Group Practice</p> <p style="text-align: center;">Materials Needed: Actual clothing items or visuals for each group (blazer, flip flops, tracksuit/joggers, dress shoes, fancy dress, pouch/fanny pack, button down shirt, polo shirt, sensible purse, tie, work boots, blouse, tidy hair – wigs could be used, trousers, swimming trunks, jeans, baseball cap, hoodie, sneakers, etc)</p> <p style="text-align: center;">Ask the student to sort the items into two</p>

		<p>categories: What to Wear and What Not to Wear to a job interview</p> <p>Additional Activity: Have one of the students in the group create and put on an appropriate interview outfit based on the clothing in their piles. They can then model the outfit for the class and their group can inform the class why the student's outfit is appropriate for a job interview. Alternately, a group or two can be tasked with putting on an inappropriate outfit for an interview (over their clothes) based on the clothing in their group.</p>
	<p>Intervention time</p>	<p>Provide a picture-based sorting activity with real-life photos of clothing items labeled "Yes" and "No".</p> <p>Role-Play different scenarios with "What if?" questions such as "What if you wore pajamas to an interview?" and "What if you weren't sure what to wear?"</p> <p>Provide peer buddies to help each other sort the clothing or visuals.</p> <p>Provide positive reinforcement for participation or correct responses.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Go around the room and ask the students to describe their thinking when sorting the clothing.</p> <p>Ask: "What is something new you learned today?" and "Can you think of any additional items of clothing that might be appropriate or inappropriate to wear to a job interview?"</p>



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	<p>As homework, ask the students to dress like they are going on an interview the next day.</p>
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Links:



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Industry Partner: Noctua Mapping	Teacher Name: Derek Foster
Education Alignment: CTE- Aviation/Engineering	School District: Aledo ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Have students Think-Pair-Share real-world applications for the use of drones.</p> <p>Show students a final product of an Orthomosaic map and have them think of what a highly detailed map like this could be used for.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Explain the importance of drones being used in the surveying industry. Discuss and work through the process from creating a KMZ file, flying the drone, importing pictures, and processing the data.</p>



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Independent work (2 days) (you do)	Student work time	Over a two-day period, students will create a KMZ file, fly mission, import pictures, and process data
	Intervention time	Clarify instructions if needed in the process of delivering the final product.
Reflection/ Wrap up (3-5 min)		Students share experiences, good/bad/exciting with the assignment. Share with students opportunities in industry to complete something similar to this assignment for companies while being compensated for their work.

Links:

- <https://www.opendronemap.org/webodm/>
- <https://www.pix4d.com/>
- <https://www.dronedeploy.com/>
- https://www.faa.gov/uas/commercial_operators/become_a_drone_pilot
- <https://asa2fly.com/remote-pilot-online-ground-school/>



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Red Knight, LLC	Teacher Name: Lindsey Fry
Education Alignment: Technology Integration	School District: Aledo ISD

Workshop Model

This lesson is best given as a 2-day lesson.

Essential Question:

Do parental controls keep children safe on social media? How can we keep ourselves safe online?

Stage	Description
Warm Up (10-15 Min, or ~5-10 min on each of the 2 days)	<p>3 minute Quick Write: Do your parents have any sort of parental controls on your cell phones, laptops, etc? If so, what are they? How do they monitor your internet use? If they do not, have you had discussions with them about acceptable use, social media, and how to stay safe online?</p> <p>4-Corners Activity:</p> <ol style="list-style-type: none"> 1. In advance of the activity, set up four topical posters in the four corners of the room. For example, if the purpose is to evaluate an idea, use Strongly Agree, Agree, Disagree, and Strongly Disagree. For scaffolding, use two corners instead of four and add visuals to the posters to assist the students. 2. Read the statement "Parental controls on social media keep children safe." Students write or draw their responses.

	<p>3. After students finish writing, have them move to the corner that aligns with their stance.</p> <p>4. Students will engage in a group discussion justifying why they chose their corner.</p> <p>5. Each group will identify a spokesperson who will summarize their group's position. For scaffolding, the following sentence frame may be used: "Our group selected _____ because we felt that _____."</p> <p>6. Allow each group to share and engage in a whole-group dialogue, ensuring that each group briefly summarizes the previous group's position before they share their next point.</p>
<p>Mini Lesson (30-40 min) (I do, we do)</p>	<p>Students will receive their own copy of the AVID Weekly article. They are to use their pre-reading strategies to mark the texts before they read the article in depth. Then they will create and notate two questions and two comments/opinions in the margins of the article. Then read to understand. Read the article in full</p> <p>AVID Weekly article: "Social Media Offers Parents More Controls. But do They Help?"</p> <p>Philosophical Chairs: Do parental controls work? Would you put them on your own children's phones and technology use?</p> <p>Talk about online safety and security. Provide the "why" it is important, as well as examples of how easy it can be to get caught up in a security breach online. Discuss that there are firewalls and security measures that the district has established, but that most cybersecurity breaches are made possibly by human error. (As much as 70%-CHECK FACTS)</p> <p>Show some examples of emails that are phishing schemes and point out some of the tell-tale signs. Also, show them side-by-side comparisons of real vs. scam emails.</p>



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Independent work (20-30 min) (you do)	Student work time	<p>Have the students type an email that has earmarks of a phishing email, as well as one that does not. Then the students should send them both to different classmates. The other students are to receive the email and read it. Then they are to reply to the email and tell the sender if they believe the email to be phishing or not and explain why they think so. Then the original sender will receive their responses and analyze the results. Then the student will email me the following:</p> <p style="padding-left: 40px;">their original emails content (both), the responders' emails, their analysis about their own emails, as well as their classmates' responses.</p>
	Intervention time	<p>I will pull some of the students who appear to be confused about the topic or assignment. I will be able to identify which students I should pull by their non-verbal body language during the mini-lesson, by their use of (or lack thereof) questioning, and by their content mastery. I will have a word/example sort available for us to do together.</p>
Reflection/ Wrap up (3-5 min)	<p style="text-align: center;">Students should reflect on their learning and summarize their learning by answering (on an exit ticket/Post It) the Essential Question:</p> <p style="text-align: center;">Do parental controls keep children safe on social media? How can we keep ourselves safe online?</p>	

Links:

[Google Slides for Lesson](#): OR

<https://docs.google.com/presentation/d/1DxVmRBqUyTbA1yW9ANv-UkniqyZm4PgjiDz030crXQA/edit?usp=sharing>



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AVID Weekly Article: “Social Media Offers Parents More Controls. But do They Help?”

<https://docs.google.com/document/d/1j6bbzlhRD8SeS48934bpG6qgp6ncS9IGYa5Bg8q91q8/edit?usp=sharing>

Philosophical Chairs: <https://secure.smore.com/hn7qa-philosophical-chairs?epik=dj0yJnU9VGI3V0QxX2hEMHIOSU51dmI5N1F1dm5PTmdhVI9vdlEmcD0wJm49ZVk3ZDA4WmNQZktzVGxZdkh5Z0xXQSZ0PUFBQUFBR2hSaVdB>

Podcast created on NotebookLM: <https://notebooklm.google.com/notebook/87c370d9-1c40-4853-98b2-9a0e3bc6ca6e>

AudioFile: Saved to personal computer



ALLEN ISD LESSON PLANS





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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Allen Police Department	Teacher Name: Amy Gumpf
Education Alignment: Unit 2: Cognition Topic 2.3 Problem Solving and Decision Making “Explain how thinking, psychological concepts, and decision making can be influenced by prior experiences ... (prior expectations or stereotypes), representativeness heuristic, availability heuristic” Unit 4: Personality Topic 4.2 Psychodynamic and Humanistic Theories of Personality “Humanistic psychology: unconditional positive regard, self-actualizing tendency” Unit 5: Mental and Physical Health Topic 5.1 Introduction to Health Psychology “Stressors: eustress, distress, and adverse childhood experiences (ACEs)” Topic 5.4.G Explaining Psychological Disorders “Possible causes of dissociative disorders involve the experience of trauma or stress.” Topic 5.4.H Explaining Psychological Disorders “Trauma- and stressor-related disorders are characterized by exposure to a traumatic or stressful event ... may involve hypervigilance, flashbacks, insomnia, emotional detachment, hostility” College Board. (2023). <i>AP Psychology Course and Exam Description</i> . https://apcentral.collegeboard.org/media/pdf/ap-psychology-course-and-exam-description.pdf	School District: Allen ISD



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Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Open with a discussion about how mental health is connected to our safety. You can tie in Maslow’s Hierarchy of Needs and the Humanistic approach. According to the approach, you must have safety in order to self actualize. Discuss what psychological impacts stress and lack of safety is correlated with.</p>
Mini Lesson (10-15 min) (I do, we do)		<p>Teach how stress, lack of safety, and distrust can have long-term psychological impacts on individuals.</p> <p>Look at Child Adverse Experiences (ACEs) and have students complete the ACE score online. This demonstrates how stress, lack of safety, and other traumatic events can have lasting impacts.</p> <p>Connect the different concepts to the role that police officers play in keeping the community safe.</p> <p>Finish with asking students to write down questions they may have for active police officers.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students will be meeting Allen police officers. Students will have discussions with officers about how they keep their community safe, how they can make safe choices, the consequences for not making safe choices, and how officers face the impact of stress and fear in their role.</p>



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		<p>Each student will have the opportunity to ask questions and discuss different stereotypes that they may have.</p> <p>At the conclusion, students will write an essay about how safety (or lack thereof) could play a role in overall mental and physical health. They must incorporate specific psychological vocabulary including ACEs, Humanism, Abraham Maslow, Trauma Induced Stress, Stereotypes, Bias, and Heuristics.</p>
	Intervention time	<p>Students that need additional help have the opportunity to talk more with the officers and also explore other applications of safety (rather than just a relevance to officers). For example, when they've seen safety having an impact on mental health in movies, in their life, or from the textbook.</p>
Reflection/ Wrap up (3-5 min)		<p>In conclusion, students will thank officers with a letter to demonstrate reciprocity and altruism.</p> <p>Also reflect on how their perspectives have changed from the experience and how they can apply the concepts to their lives in the future.</p>

Links:

<https://americanspcc.org/take-the-aces-quiz/>

Summer 2025: Teacher Externship

Lesson Plan

Industry Partner: Our Farmlet	Teacher Name: Amy Terrell
Education Alignment: AP WH-Unit 9.1	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Project the following question: "Imagine a world with 10 billion people. What are the biggest challenges you foresee, especially regarding food?" (Allow 2-3 minutes for students to jot down ideas on desks using expos, then Round Robin to share in small groups of 4-5.) Share anecdotes and pictures from local micro-farm, Our Farmlet in Anna, TX.
Mini Lesson (10-15 min) (I do, we do)	<ul style="list-style-type: none"> ● Introduce Topic: The dramatic population boom of the 20th and 21st centuries changed the world we live in today. We'll examine how this growth happened, and how it has impacted the way we produce food and get our food." ● Aligned to AP WH Unit 9.1: "Explain how the development of new technologies changed the world from 1900 to present." ● Project Slides reviewing the Green Revolution and a Global Population Growth Chart: ● Think-Pair-Share: Students will analyze the Global Population Chart and discuss the following questions with a partner: "What do you think caused this rapid increase in population? What do you think the consequences of such rapid increase in population would be?" ● Whole Class Discussion: On the white board, create a class generated T-Chart of the causes and effects.

Independent work (20-25 min) (you do)	Student work time	<p>Mini-DBQ (Document Based Question) Prompt: Evaluate the extent to which the 20th-21st century population boom led to the decline of independent farms globally.</p> <ul style="list-style-type: none"> ● Divide students into small groups (4-5 students per group). Assign each group a primary or secondary source document: Group 1: Green Revolution, Group 2: Industrial Agriculture/Mechanization, Group 3: Urbanization & Market Forces. ● Each group should then generate an answer to the prompt, describe the evidence from the document in their own words, and explain how the evidence supports the answer. Then, they should further analyze the document by identifying and explaining how the historical context, intended audience, purpose, or point-of-view.
	Intervention time	<p>Support: Provide sentence starters for the claim formulation. Pre-highlight key information in the case study excerpts. Partner stronger readers with weaker readers during group work. Give immediate feedback for needed improvement.</p> <p>Enrichment: Have students consider the long-term sustainability of current food systems and research possible solutions.</p>
Reflection/ Wrap up (3-5 min)		<p>Review: Briefly recap the main takeaways: rapid population growth, the agricultural innovations, and the profound impact on independent farms.</p> <p>Exit Ticket: "Name one specific cause of the 20th-21st century population boom and one specific way it impacted small farmers."</p>

Links: Global Population Explosion! Causes & Consequences in the 20th-21st Centuries:

https://docs.google.com/presentation/d/1mM_F8xYXrwp78J7_E7RyGUjgx5akXWS0ay91771B58Q/edit?usp=sharing



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<p>Industry Partner: Credit Union of Texas (CUTX)</p>	<p>Teacher Name: Angela R Barnes</p>
<p>Education Alignment: 7th Grade Math Financial Literacy</p> <p>Objective: By the end of this lesson, I will be able to research a car I want, make a monthly budget, figure out how long it will take to save or how much I'd owe with a loan, and decide the smartest way to pay for my first car.</p>	<p>School District: Allen ISD</p>

Workshop Model

Stage	Description
<p>Warm Up (5-10 Min)</p>	<p>Warmup (5 min):</p> <p>Write the following question on the board or project it: <i>"What car would you want to drive in high school or right after graduation? Why?"</i></p> <p>Allow students to discuss with a partner for 2–3 minutes. Then ask 2–3 students to share out. Write 2–3 sample cars and estimated prices on the board.</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>I DO (7 min):</p> <p>Show a sample car listing (from Carfax or a printed car flyer). Pass out the Car Buying Worksheet Packet.</p> <p>Model how to:</p> <ul style="list-style-type: none"> • Fill out the Car Research Sheet with price, features, and condition. • Begin the Budget Planning Sheet based on a \$500/month income. • Demonstrate the interest formula: $I = P \times R \times T$ using $\\$5,000 \times 0.05 \times 2 = \\500. • Emphasize that students will decide whether to save or borrow to pay for the car. <p>WE DO (8 min):</p> <p>As a class, choose another car example (or reuse one discussed during warm-up). Complete the Budget Planning Sheet together using simplified expense values. Walk through one interest example using the class car. Ask: <i>“Would saving or borrowing be smarter for this car?”</i> and allow for a few responses.</p>
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>YOU DO (25 min)</p> <p>Before students fill out the packet, let them know they will fill out a full summary or their report or create a presentation to be turned in on Canvas.</p> <p>Students now complete the full worksheet packet:</p> <ul style="list-style-type: none"> • Choose their own car. • Fill out the Car Research Sheet.

		<ul style="list-style-type: none"> • Complete the Budget Planning Sheet. • Use the Interest Calculation Sheet. • Decide whether to Save or Borrow on the Plan Organizer. • Finish with the Exit Ticket. <p>Walk around, check for understanding, and assist as needed.</p>
	<p>Intervention time</p>	<ul style="list-style-type: none"> • Small group reteach for budgeting and interest skills • Sentence stems and graphic organizers for writing • Extra time and chunked tasks for students with IEP/504 accommodations • Encourage use of calculators and reference sheets. • Allow students to work in pairs if needed. • Provide a simplified car example or pre-filled budget sheet for students who are stuck. • Check in with any students who seem off-task or confused. • Break tasks into mini deadlines: “You should have picked your car in the next 5 minutes.”
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Closure (5 min):</p> <p>Ask for volunteers to share:</p> <ul style="list-style-type: none"> • What car they chose • Whether they would save or borrow • Something surprising they learned <p>Collect all completed packets.</p>

Links: https://docs.google.com/document/d/1a5uYW9wyb_XVXNRcEf166M2VTZYDt630ZdvrKiyG318/edit?tab=t.sw893tiyh2c4



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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: City of Allen – Parks and Rec Department	Teacher Name: Catherine Perrault
Education Alignment: Visual Arts, Grades 7-8	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Show students a few images of Jeffie Brewer’s sculptures in public spaces, including City of Allen’s “Bark Yard”.</p> <p>Ask: “What emotions do these sculptures make you feel? What do you notice about the shapes, colors, and scale?” Students jot quick observations in their sketchbooks.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Begin by introducing students to basic color theory—warm vs. cool colors, complementary colors, and emotional impact of color. Then shift into how artists make color choices when their work is meant to live <i>outside</i>.</p> <p>Explain:</p> <p>"When artists create public art, especially sculptures that live outdoors, they have to think about more than just what looks good. They have to think about how the colors will hold up over time in the sun, rain, wind, and heat."</p> <p>Use “true red” as a key example:</p>

"One thing I learned during my externship with the city's Parks and Rec Department is that colors like *true red*—which are bright and bold—tend to fade quickly in the sun. That's because of the pigments used to make that shade. When the color fades, the sculpture has to be repainted more often, which can be costly and hard to maintain. When the city asked Jeffie Brewer to design sculptures for the dog park, they asked him to stay away from true reds for this reason."

Show examples of faded vs. preserved colors (photos or a quick slide), then explain that artists and cities sometimes choose more lightfast or UV-resistant colors, or they pick earth tones, darker colors, or powder-coated finishes to help sculptures last longer outdoors.

We Do:

Work together to look at one of Jeffie Brewer's sculptures from the dog park. Ask:

- What colors do you see?
- How might these colors hold up in the sun over time?
- How do the colors affect your mood or interpretation of the piece?
- Would you make any different choices for a sculpture that would live in *our* city?

Close this portion by setting up the independent task:

"Now that you understand how color plays a big role in public art—both in how it looks and how it lasts—you're going to design your own outdoor sculpture. You'll need to think not just about what looks cool, but what actually works in a real space."

Independent work (20-25 min) (you do)	Student work time	<p>Students will design their own outdoor sculpture, with a focus on thoughtful color choice for an outdoor setting. Their project should include:</p> <ol style="list-style-type: none"> 1. A rough sketch of the sculpture (can be abstract or representational, just like Brewer's work) 2. A proposed location in a local park or school outdoor space 3. A short explanation of the color palette they chose, including: <ul style="list-style-type: none"> ○ The mood or message they want the colors to communicate ○ How well their chosen colors might resist fading or wear over time ○ Why certain shades (like avoiding true red) may not be ideal for outdoor art <p>Students can use colored pencils or markers. Students will annotate their sketches with notes about materials and finishes if they're able. (Metal, resin, etc.)</p>
	Intervention time	<p>During independent work, meet with students who may need support with:</p> <ul style="list-style-type: none"> • Understanding color theory (especially complementary colors, warm/cool tones, and color mixing) • Identifying UV-resistant or durable colors—provide a basic pigment lightfastness chart. • Connecting color to purpose <ul style="list-style-type: none"> ○ "What kind of feeling do you want people to get from your sculpture?"

		<ul style="list-style-type: none"> ○ "Do you think this shade would still look vibrant after a summer in the sun?" ● Developing ideas—offer mini brainstorming for students who feel stuck (ex: “What’s something fun, strange, or joyful you’d want to see in a park?”)
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Students do a “gallery walk” or peer share, explaining the meaning behind their sculpture, their color choices, and why they chose the location. As a class, we’ll then come together for a quick group discussion with the guiding question: “What did you learn about how color choices affect public art?”</p> <p>Follow up with: “How can art make a space feel different or more welcoming?”</p>

Links:

[Jeffie Brewer’s Website](#)

[City of Allen’s Parks and Recreation Website](#)

[City of Allen – Bark Yard Dog Park](#)

[Article – New Art at the Bark Yard](#)

[Article – City of Allen - Bark Art \(About the Artwork\)](#)



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 2025: Teacher Externship Lesson Plan

Industry Partner: Crawford and Company	Teacher Name: Devina Williams
Education Alignment: Career Exploration	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>HOOK: Based solely on the title 'Claims Adjuster,' what do you imagine this role involves?</p> <p>Open the link to the OOH (Occupational Outlook Handbook) or google OOH and discover what being a claims adjuster would be like. Write down things you notice about the career that would be important to share with someone who has never heard about being a claims adjuster.</p> <p>(Round Robin Share) Share your findings with your team. (The person whose name is closest to the first letter in the alphabet will share first and then go to their right from there until everyone has had a chance to share.)</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Now take what you know about the career and get prepared to interview as if you were applying</p>

	<p>to be a Claims Adjuster. Each of you will have a role (Interviewer(s), Interviewee(s)). You will have 7 minutes to prepare by answering the questions given and 7 minutes to conduct the interview. Follow the directions on the question sheet.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Congratulations you have been hired for the role of Claims Adjuster and will be using the Xactimate Software to upload the data for your first claim.</p> <p>Scenario: There has been flood damage in our school and you are responsible for documenting the damage in our classroom. Sketch the room. Measure the height of the water damage. Enter your data with your sketch of the room in Xactimate. Be precise with your measurements as someone's life depends upon it.</p> <p style="text-align: center;">Team Roles:</p> <ol style="list-style-type: none"> 1. Recorder/Reporter (Sketch and Document) 2. Task Manger (Measure & Manage Time, Keep everyone on task) 3. Resource Manger (Measure and get resources) 4. Facilitator (Responsible for making sure everyone has a role and fulfill any role that is not being completed. Remind individuals of responsibilities and make sure tasks are being completed accurately. Only person who can check in with the teacher.)
	<p>Intervention time</p> <p>Walk around and make sure they are entering the data correctly into Xactimate. Make sure they are</p>

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		fulfilling their roles.
Reflection/ Wrap up (3-5 min)		Compare and Contrast your future career with a Claims Adjuster. If you are not sure of what you want to be in the future then summarize 3 things you learned today about a Career as a Claims Adjuster and who you think would be a good fit for this career.

Links: 1. [OOH](#) or google it



Summer 2025: Teacher Externship Lesson Plan

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

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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: City of Allen Parks and Recreation Department	Teacher Name: Erica Harvey
Education Alignment: Secondary Science	School District: Allen ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Included in mini-lesson (materials linked below)</p> <p>Compare these two geologic features. What do you think caused their formation? What might they look like in 10 years?</p>
Mini Lesson (10-15 min) (I do, we do)		<p>Erosion and Deposition Mini-Lesson (materials linked below)</p> <p>Together, analyze vocabulary, diagrams, and real world examples and identify: 1) Where erosion is happening 2) Where deposition is happening and 3) What landforms are likely to form over time.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Erosion Case Study (materials linked below)</p> <ul style="list-style-type: none"> <u>Case Study #1: City Cemetery Erosion:</u> The Allen Cemetery borders Cottonwood Creek. Over the past 10 years, rainfall and water flow have

		<p>eroded the creek’s banks, and several grave plots now sit dangerously close to the edge. The city has not yet implemented long-term erosion controls here.</p> <ul style="list-style-type: none"> • <u>Case Study #2: Golf Course in Floodplain:</u> The Courses at Watters Creek is a golf course owned by the city of Allen and lies in a known floodplain. The Parks & Recreation department has tried to stabilize the section of Rowlett Creek that cuts through the middle of the course using concrete walls and vegetation, but floods repeatedly wash away their work. Erosion is removing fairways and collapsing cart paths. <p>Based on the photos and background, what do you predict this site will look like in 5, 10, and 50 years? What landforms or changes will happen if no further action is taken?</p>
	<p>Intervention time</p>	<p>Pull students who struggled with vocabulary during the first part of the lesson to ensure they are successful with the case study. Use these sentence stems to help them demonstrate their understanding:</p> <ul style="list-style-type: none"> • “Erosion is when ___ carries ___ away from ___.” • “Deposition happens when ___ slows down and ___.” • “At the cemetery site, I see erosion because ___.” • “In 10 years, I predict this place will have ___ because ___.”

		<ul style="list-style-type: none"> • “This place could turn into a ____ because the river will ____.”
Reflection/ Wrap up (3-5 min)		Think-pair-share: “If you were the city, what would you try next to slow down the erosion at the golf course or cemetery?”

Links:

- [Erosion & Deposition Mini-Lesson \(includes Warm-Up\)](#)
- [Erosion Case Study](#)



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

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: FLEXLINK	Teacher Name: Greg Burnham
Education Alignment: CTE Engineering/Manufacturing	School District: Allen ISD

Workshop Model

Stage		Description
Warm Up (5 Min)		Students will use the Boards Prompt- <i>What is engineered near us?</i> To discuss and list in table teams or on the white board. What companies or industries are in or near the community. Possible teacher prompts include clues to visible industry.
Mini Lesson (10 min) (I do, we do)		From the list on the board or at tables the instructor will direct students through an initial internet search of <i>largest employers in (their city or area)</i> . Using one company as an example, the instructor walks through looking at the size of the company and what they do. Look at types of companies in the area, size of companies and how their products fit into the local and regional and or National economy or trends.
Independent work (30 min) (you do)	Student work time	Students will work in teams and choose a company and create a proposal for their technology to be displayed at the Allen ISD STEAM Center. There will be a 6-7 slide

		<p>proposal to set up a temporary demo piece of their company near the High School entrance following the provided rubric. This assignment may take an additional .5-day (30 minutes) and (optimal but optional) student presentations of the material will take an additional day</p>
	<p>Intervention time</p>	<p>After students have been collaborating for 10-12 minutes and again when there are 10 minutes left to work in class the instructor circulates to teams and checks progress on rubric parts. Team answers dictate instructors' redirects. This is also where instructors can differentiate by groups or individuals with specific feedback.</p>
<p>Reflection/ Wrap up (5 min)</p>		<p>Students can write a brief reflection on the most relevant of the following; <i>how their chosen company fits in the local economy, why how their chosen company fits in the area or how their proposed company and the school benefit from the proposed demo</i> in a 'parking lot' or Jam-board.</p>

Links:

Suggested Assignment Rubric

Presentation Main Points	0-1	2-3	4
Research on area industry is accurate and relevant	Research does not reflect companies in area or are not Engineering/technology based	Research reflects area Engineering/technology companies but is inaccurate, vague or incomplete	Research is accurate and reflects area Engineering/technology companies



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Type of engineering/technology companies in the area	Companies in presentation are not engineering/technology based or not in the area	The presentation contains one or two area engineering/technology companies	Majority of engineering/technology companies in the area are present in presentation
Company chosen for pitch and why their demo piece would be valuable for students to see. Value student team feels a school demo piece would have for the company	The presentation does not contain a statement of value for the school or the company	The presentation contains a value statement for the school or the company	The presentation contains a clear, well-thought-out, value statement for the school and the company.
Proposed location in building and length of time demo piece would be installed	No location or a very poor location is named	Location for the demo piece with 1-3 justifications is present	Well thought out location for the demo piece with four clear justifications is present
Display logistics, safety guarding and safety needs that need to be addressed by company and school	Logistics not discussed, not safe or vague	Some logistics and safety present, not realistic or completely discussed	Clear, realistic logistics with safety for students and demo piece illustrated concisely
Presentation format	Presentation expectations are not met. Lacks graphics or silly graphics used, too wordy and unclear	Graphics on every slide. Wording lacks clarity. Too wordy or sentences and paragraphs	Clear and concise graphics on every slide. Wording is clear and concise. Bullet or brief statements (8-10 words) not sentences and paragraphs




Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Crawford & Company	Teacher Name: Heather Youngquist
Education Alignment: CTE & Career Counseling (high school)	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Introduction: “Today we’re learning about what insurance adjusters do and which kind of adjuster you might want to be.”</p> <p>Watch Video: Home Flooding Video</p> <p>Brief discussion (call on 2–3 students): What do you think an insurance adjuster does?</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Teacher presents Adjustor PowerPoint:</p> <p> Adjustor Powerpoint (1).pdf</p>
	<p>Independent work (20-25 min) (you do)</p>

		<ul style="list-style-type: none"> • Would you want to handle auto, property, or flood claims? • What path would you take to get there? • Why does that career path appeal to you? <ul style="list-style-type: none"> • What challenges might you face? <p style="text-align: center;">Each group will:</p> <ul style="list-style-type: none"> • Assign roles: 1 presenter, 1 note-taker, 1 timekeeper, 1 question-asker • Prepare a 1-2 minute pitch to the class: “Our team wants to become _____ adjusters. Here’s how we’d do it and why.” <p style="text-align: center;">Share-Out (10 minutes)</p> <ul style="list-style-type: none"> • Each group presents their plan to the class. <ul style="list-style-type: none"> • Ask follow-up questions like: <ul style="list-style-type: none"> ○ “Why did you choose independent adjusting?” ○ “What made you interested in flood vs. property claims?”
	Intervention time	<p>After all the groups have presented, give students a chance to ask any questions they may have regarding the lesson.</p>
Reflection/ Wrap up (3-5 min)	<p>Teacher led discussion:</p> <p>What are some things that you learned today that you found interesting or that surprised you regarding the field of insurance adjusting? Does</p>	

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	this career appeal to you? If so, why?
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Links:

[Home Flooding Video](#)



[PDF Adjuster Powerpoint \(1\).pdf](#)

[Summary.pdf](#)



Summer 2025: Teacher Externship Lesson Plan

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

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: CUTX	Teacher Name: Jackeline Nix
Education Alignment: Mathematics/Statistics	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Collect Data on how many students know what a credit union offers using a google form?</p> <p>Car Loans, Credit Card Assistance, Personal banking, LLC, trusts, and Financial Literacy Course for students.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Mr. Gaston from Credit Union of Texas (CUTX) is interested in knowing which department is more helpful to their customers. He looks at the data for Car Loans, Credit Card Assistance, and Personal banking. What conclusions can he make by looking at the data for all three departments? Identify the type of variable from, create appropriate graphs, and summarize each data. In conclusion, write an email to Mr. Gaston summarizing your findings of which department is providing customers more assistance. Include vocabulary from our unit and bank</p>

		vocabulary.
Independent work (20-25 min) (you do)	Student work time	<p>Each group will take time looking at the data provided in a table. Identify whether the variables are categorical or numerical. Choose the correct graphs to computer generate depending on the variables. Use the correct conclusion (SOCS+context OR least/most favorable). Compare all three departments. Write Mr. Gaston an email with their findings.</p>
	Intervention time	<p>Give an example of a categorical and numerical variable not discussed in class nor the notes.</p>
Reflection/ Wrap up (3-5 min)		<p>Why is it important to look at the data for yourself? What conclusions can we derive from the data?</p>

Links:



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

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Allen Americans Hockey	Teacher Name: Jason Johns
Education Alignment:	School District: Allen ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Review previous lesson on "Hunting Accessories". Find a partner.
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> .1 Design and create a "Hunting Accessory". .2 Using a "One Pager": <ul style="list-style-type: none"> .a Describe Your Product (What – How – Why) .3 Create a Marketing Campaign using Social Media (Facebook/ Instagram/ X) .4 Attend a Trade Show (What – How – Why) .5 Target a Retail Partner (What – How – Why)
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> .1 Students will have the remainder of this class period as well as, all of the next class period to complete the project. .2 Students will produce a presentation using Google Slides and submit to Coach Johns via email. .3 Students will present their projects to the class.
	Intervention time	
Reflection/ Wrap up (3-5 min)		Discussion <ul style="list-style-type: none"> .1 What did you learn? .2 How can you apply now, future? .3 Why? Entrepreneurship



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Links:

www.qrcode-monkey.com

www.biggame.org



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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: City of Allen Community Services	Teacher Name: Miriam Fowler
Education Alignment: Environmental Science TEKS	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Students complete a quick-write prompt: “Why is clean water important to ecosystems and human communities?” They will then discuss in pairs and share ideas with the class.
Mini Lesson (10-15 min) (I do, we do)	The teacher introduces the concept of water quality indicators: pH, turbidity, temperature, dissolved oxygen, and nitrates. A live demonstration follows using a water testing kit to show how each parameter is tested. Students should have a worksheet to fill in information.



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Independent work (20-25 min) (you do)	Student work time	<p>Students are given samples of water from different sources (tap, pond, bottled, runoff collection). Working in lab groups, they use water test kits to measure and record the quality indicators. Each group then compares their results to environmental safety standards.</p> <p>https://www.epa.gov/ground-water-and-drinking-water/national-primary-drinking-water-regulations</p>
	Intervention time	<p>The teacher circulates among groups, re-explaining procedures and helping students interpret confusing results. Struggling students are grouped together for additional guided practice.</p>
Reflection/ Wrap up (3-5 min)	<p>Students share their findings with the class.</p> <p>Exit ticket: “What did you learn about how we test water quality, and what surprised you about your results?”</p>	

Links:

<https://www.usgs.gov/special-topics/water-science-school/science/water-quality>



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Allen Fairview Chamber of Commerce	Teacher Name: Payton Austin
Education Alignment: TEKS 7.8E: analyze characteristics and structures of argumentative text TEKS 7.9A: explain the author's purpose and message within a text; TEKS 7.9C: analyze the author's use of print and graphic features to achieve specific purposes 7.11C: compose multiparagraph argumentative texts using genre characteristics and craft	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Display or provide printed examples of Chamber membership levels (from the Allen-Fairview Chamber site). Prompt discussion: "If you were a small business owner, what kind of benefits would matter most to you?" Then ask: "How could someone persuade you to join?"
Mini Lesson (10-15 min) (I do, we do)	Teacher models analyzing a persuasive advertisement or flyer, pointing out persuasive techniques (ethos, pathos, logos), tone, and audience targeting. Together, students read a Chamber promotional piece and annotate the strategies used to convince businesses to join.

Independent work (20-25 min) (you do)	Student work time	Students select a local business type (real or fictional) and a Chamber membership level. Their task: Write a persuasive pitch to convince the business to join the Chamber. Explaining the benefits, selecting a membership level, and justifying why it's a good investment. Students will also create a short multimedia presentation to accompany their pitch.
	Intervention time	Provide writing outlines with persuasive elements (hook, clear thesis, supporting reasons, call to action). Host a small group review of persuasive strategies or one-on-one writing conferences. Provide tech support for multimedia tools.
Reflection/ Wrap up (3-5 min)		<p>Students share takeaways: "What persuasive strategies did you use?" or "What was most challenging about trying to convince a business?"</p> <p>Extension: Students present their persuasive pitches and multimedia presentations to a panel of Chamber members or local business leaders (in-person or virtually). Chamber members provide feedback and select "Most Convincing" or "Most Creative" pitches.</p>

Links:

[Allen Fairview Chamber Member Benefits page](#)

[Membership Levels](#)



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Allen Premium Outlets	Teacher Name: Samantha Fields
Education Alignment: Social Media Marketing	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Turn and Talk: Discuss an ad you remember seeing on social media recently. Describe it in as much detail as you can. What did it look like? What was the caption? What information do you remember about it? What was the product? What was easier to remember, the text or the visuals?
Mini Lesson (10-15 min) (I do, we do)	<p>According to the 2021 Sprout Social Index, visuals, both visual and imagery, were the most important type of social media content for businesses. Visual language on social media plays a huge role in helping brands attract followers, stand out from the competition and keep loyal customers. If a picture is worth a thousand words, how can you maximize the value when you are only allowed 140-280 characters?</p> <p>The goal is to define your visual brand identity on social media to successfully draw in customers who will be loyal followers. To do so you need to turn your brand values into visuals, powerful keywords and intentional color choices.</p>

Think about how your brand values can be interpreted visually:

1. What feelings do our brand values inspire?
2. What do you picture when you think of our values?
3. How can we tie our brand values to visual aesthetics?

The previous questions likely left you with a list of words and phrases that evoke certain imagery. Research can help you figure out what existing visuals are commonly associated with your shortlist of keywords. Use google image search or Canva to identify those existing images.

Now you'll want to intentionally select a color pallet that quickly and subtly evokes feelings in your audience that will lead to the desired audience response. According to [colorpsychology.org](https://www.colorpsychology.org), color can evoke emotions, inspire reactions, and change modes of thinking. For example, the color blue is typically used for financial service brands because it evokes feelings of calm and trust. Orange and Yellow may be used for more energetic and young brands. Use this to your brand's advantage. Use this link to read more about the psychology of specific colors; <https://www.colorpsychology.org/>

Let's try it with our school:

1. What feelings do our school values inspire?
2. What do you picture when you think of our values?
3. How can we tie our brand values to visual aesthetics?

Next, let's identify existing images that evoke the values we've already identified. (Google Image search or Canva Elements)

		<p>Now, we already have a set of school colors. Based on the psychology of color, should we continue using those colors for our social media identity or do we need to change them? What colors should we use instead, why?</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students will follow the same steps to create their own social media brand identity based on themselves as a student. Images and text must be school appropriate.</p>
	Intervention time	<p>Teacher will check-in with students throughout the process to ensure understanding and clear up any misconceptions. The use of a thesaurus may be useful to help students identify words to describe their personal values. Teacher may preselect colors to narrow choices for students who may need support understanding the psychology of color and how it reflects their values.</p>
Reflection/ Wrap up (3-5 min)		<p>Name one thing you learned about the social media ads you see that you did not already know? Does that knowledge change how you will react to social media ads? Why or why not? Can any of these tools be effective in your own personal social media identity/branding? What if any will you start to incorporate?</p>

Links:

Sprout Social - How to Stand out on social media: a visual guide for brands

https://media.sproutsocial.com/uploads/How-to-stand-out-on-social-media_canva-sprout-social.pdf?email=click&utm_medium=Email&utm_content=GuideTrigger&mkt_tok=NTAxLVBUVy05MzgAAAGbmRLyCf3i1a3D8ztKi3ziR2avrKiH8XUY3yWbBwroU4bXacGjXF1SwCnQAaLAe0ctSSmpr8ffncgXgRG M5pLRVplbNxb8d-dVj80JBgriGN8Z

Color Psychology: <https://www.colorpsychology.org/>



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Foundation for Allen Schools	Teacher Name: Sarah Bell
Education Alignment: CTE – Professional Communication/English	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students will write in their journals about a group or organization that involves a topic that is important to them. Students should respond in a <u>minimum</u> of four sentences. Why is that topic important to you? What interests you in this topic? Are you able to personally relate to this topic? Why is it important that others learn and are aware of this topic?</p>
Mini Lesson (10-15 min) (I do, we do)	<p>The teacher will discuss the students' response. The teacher will discuss what a non-profit organization is, and the necessary interpersonal skills needed for that profession.</p> <ol style="list-style-type: none"> Non-profit organizations - generally exist to support a cause or provide a humanitarian benefit to the public, with requirements including that all proceeds go toward furthering this effort. Due in part to this stipulation,



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	<p>non-profits may be given tax-exempt status by the Internal Revenue Service (IRS).</p> <ol style="list-style-type: none"> a. Generally, this organization does not pay income tax on income related to charity. b. Examples can include hospitals, foundations, universities, churches and charities <p>We will learn to identify the organization’s mission statement. We will research the Allen ISD Foundation of School’s mission and how the organization helps students and teachers in the community. I will then research another non-profit in the Collin County area and evaluate its mission statement and clarity of its goal. What does your chosen non-profit provide to the community?</p>
<p style="text-align: center;">Partner work</p>	<p style="text-align: center;">Student work time</p> <p style="text-align: center;">2 days for Foundation for Allen Schools</p> <p style="text-align: center;">3 days for non-profit of choice</p> <p style="text-align: center;">(5 days total)</p> <p>The duo will investigate the Foundation of Allen ISD on the Allen webpage and one non-profit of choice.</p> <p>Students will identify for both the Foundation of Allen Schools and their chosen non-profit:</p> <ul style="list-style-type: none"> - What is the mission statement, and is it CLEARLY stated? What SPECIFICALLY does it do? - What are the goals of the organization? - What skills are necessary to run this organization? - Think: <ul style="list-style-type: none"> ○ day-to-day operation ○ accounting ○ marketing ○ fundraising

		<ul style="list-style-type: none"> ○ raising funds - Is a college degree needed or is there specific training that will suffice? - What type of experience does your “staff” need? - Are there paid employees or are they all volunteer based? - How does it appear these non-profit organizations promote their services and raise money? - How do you think the donors of the organization are recognized? <p>Students will then create a fundraiser or awareness flyer for one of the non-profit fundraisers. Ideally, students will choose the Foundation for Allen’s Eagle Run.</p>
	Intervention time	<p>The teacher will monitor the classroom and ask and check the status of the groups. The teacher will prompt discussion of various groups and ask questions about what the non-profit does for the community.</p>
Reflection/ Wrap up Daily (3-5 min)		<p>The teacher will ask the students what they learned about non-profit organizations. Why do written and oral communication matter in this and other professions? What can you do to become a better communicator?</p>

Links:

<https://www.allenisd.org/o/fas>



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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 2025: Teacher Externship Lesson Plan

Industry Partner: Christian Care Community Services	Teacher Name: Tamara Sakuda
Education Alignment:	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Introduction to Lesson</p> <p>Materials needed: Career field categories posted on whiteboard. (See the TEA CTE Programs of Study link below for category names)</p> <ol style="list-style-type: none"> 1. Brainstorm growing career fields: <ol style="list-style-type: none"> 1. Students will discuss in groups of 3-5 careers/job areas that they think are growing and elaborate on why. Each group will name 2-3 choices. 2. Teacher will add careers/job information under the appropriate categories listed on the board.
Mini Lesson (10-15 min) (I do, we do)	<p>Materials needed: Copies of Newsela article “The 30 fastest-growing jobs and careers projected for the next 10 years” by Jack Kelly</p> <p>Students will need pen/pencil and highlighter</p>

	<p>(note: article is on Newsela website and excerpted from a Forbes article on 10.26.21).</p> <p>Teacher Copy: highlight the following careers listed: nurse practitioner, physical therapist assistant, home health & personal care aide, medical & health services managers, physician assistants, speech-language pathologists, animal trainers, respiratory therapists, food preparation & serving related workers, phlebotomists</p> <p>Student Copies: Give one copy of the article to each student</p> <p>Teacher Do: Teacher will model fluent reading of the article (first 5 paragraphs)</p> <p>We do: Teacher and class will choral read paragraphs 6-9.</p> <p>You do: Teacher can call on volunteers to take turns reading paragraphs 10-15.</p> <p>After reading the article, teacher & students will refer back to paragraphs 6-8. Teacher will ask students to discuss these questions: What are the implications/results for jobs in the health care fields?</p> <p>What does the information in paragraph 8 tell us about job growth for an aging population?</p> <p>Teacher may have to explain to the class what Baby Boomer are: people born between 1946 – 1964. In 2025, these people are between the ages of 60-79 years old.</p> <p>Then working in pairs: students will highlight those job listed at the end of article that might apply to the elder care industry. (These are the jobs that should be highlighted on the teacher</p>
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	<p>copy). Note: These do not represent all the jobs, but students should be able to make connections between a growing and aging population and projected job growth.</p> <p>Points to explain:</p> <p>As adults age, they may need support for meal preparation, daily care, medical support due to long term illness or mobility issues, memory care support for adults who have dementia. As a result the need for personnel trained in these fields is growing.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Materials needed:</p> <p>Copies of the following articles (linked below)</p> <p>Dream Job: Dementia Specialist</p> <p>Careers: Nursing</p> <p>Careers: Chef / Cook</p> <p>Careers: Marketing</p> <p>Teacher: Explain that students can choose one of the four articles listed above to read independently. Students can choose an article that is of interest to them based on a possible career choice, or they are curious to find out more about that field. Explain that all of these careers have ties to the elder care industry.</p> <p>Student: After reading their chosen article, students will choose one of the following writing prompts to answer. They will need to support their answer with text evidence from their chosen article.</p> <p>Prompt choice 1: Would you consider a career in this field? Why or why not? Use details from the article and from your personal life to</p>

		<p>explain your answer. (4-6 well developed sentences)</p> <p>Prompt choice 2: What skills are necessary to be successful in this career field? Support your answer with evidence from the article. (4-6 well developed sentences)</p>
	<p>Intervention time</p>	<p>For students who need extra support:</p> <p>Teacher can work with a small group to support reading and writing skills necessary for this part of the lesson.</p> <p>Other support to consider:</p> <p>Teacher can lower the reading level of the article.</p> <p>Teacher can assign the article online for students, so they can use text to speech accommodations to listen to the article</p> <p>Students can handwrite their response or type their response online using spell check and word prediction if appropriate.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Exit Ticket</p> <p>Materials needed:</p> <p>index cards or post-it notes, students write down:</p> <ol style="list-style-type: none"> 1. Something new they learned from the whole class or independent reading. 2. A lingering question they may have about something discussed during class or something they read.



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	If time permits, teacher can review questions for whole class discussion or follow up during class the next day.
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Links:

[TEA CTE Programs of Study](#)

[newsela Fastest Growing Jobs and Careers Article](#)

[newsela dream job dementia specialist](#)

[newsela careers chef](#)

[newsela careers marketing](#)

[newsela careers nursing](#)



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Allen EDC	Teacher Name: Traci Borsattino
Education Alignment: Tracks (Soft Skills)	School District: Allen ISD

Economic Development Lesson Plan: Developing the Economic Side of Our City

Objective: Students will understand the role of economic development in a city. They will brainstorm and design a business and collaborate to create a balanced economic plan with connections between the other city departments.

Stage	Description
Warm Up (5-10 Min)	<p>“If You Build It...”</p> <p>Prompt: “Imagine you just moved to a brand-new city. You’re hungry, bored, and need a job. What’s the FIRST business you would hope exists in the city? Why?”</p> <p>Have students write a quick response and then share out a few answers to get them thinking like residents and city planners.</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>What Does Economic Development Actually Do?</p> <p>1. <u>What is Economic Development?</u></p> <ul style="list-style-type: none"> ● It's the team that builds the economy of the city: jobs, businesses, tourism, and growth ● Works closely with government and planning teams <p>2. <u>What Kinds of Businesses Should We Have?</u></p> <ul style="list-style-type: none"> • Essential services (grocery store, gas station, bank) • Quality of life businesses (ice cream shop, movie theater, arcade, bookstore) • Jobs for all types of people • Unique or tourist-friendly attractions <p>3. <u>Mini Challenge with Scenarios:</u></p> <ul style="list-style-type: none"> ● "Your city has lots of kids but no place to play - what business would help?" ● "Your city needs more tourists - what business could attract them?" <p>4. <u>Business Pitch Elements:</u></p> <ul style="list-style-type: none"> • Name of business • What it sells or does • Who it serves • Job type it offers • Where in the city it fits • How it helps the economy grow
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<p>Group work time (20-25 min) (students will be divided into table groups)</p>	<p>Student work time</p>	<p>Group Work Task</p> <p>Each Economic Development team will:</p> <ol style="list-style-type: none"> 1. Brainstorm 2-3 business ideas that fit their city's needs. 2. Complete a Business Plan Template for each (below). 3. Decide where their business will go in the city and how they'll impact jobs. 4. Design a logo or a slogan for one of your businesses.
	<p>Intervention time</p>	<p>Teacher circulates and asks guiding questions and supports connections with the other city departments.</p> <p>“How does the business support your city's population? What kind of workers will you need? What other department(s) do you need to coordinate with?”</p>

<p>Reflection/ Wrap up (3-5 min)</p>	<p>Economic Impact Exit Ticket</p> <p>Have students respond to the following on an index card:</p> <ol style="list-style-type: none"> 1. One business idea my team came up with is _____. 2. This business will help our city by _____. 3. One challenge we faced today was _____. 4. Share-Out: Ask 2-3 teams to share their favorite business idea to the class. <p><i>Remind them that they will also “pitch” their business ideas “Shark Tank-style” to the City Council for approval and funding from the government. *Invite a real small business owner or EDC rep to give feedback.</i></p>
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Business Plan Template:

Business Name: _____

What does the business sell or do?

Who are its customers?

Where will it be located in the city? Why?

How many jobs will it create and what kind?

How will it help the city grow or improve?

Logo or Slogan (for social media page):



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?"

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: CUTX	Teacher Name: Tracy Spruell
Education Alignment: Core Math	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Show students different cars and talk about how they will be able to pay for them.</p> <p>Introduce the idea of calculating interest on an auto loan and how to calculate a monthly payment amount. Explain that every person cannot get the same interest rate and terms because these are based on a person's credit score. Explain what a credit score is and how it must be maintained in order to get better loan rates.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Compare interest rates and length of auto loans and how that affects the total amount paid.</p> <p>For this lesson, use simple interest to keep the concept understandable. Use the formula $I=Prt$, followed by dividing the total repayment amount by the number of months to calculate the total payment required.</p> <p>Give an example of a \$15,000 car financed for 4 years at an interest rate of 7.5%.</p> <p style="text-align: center;">$I=15,000*.075*4 = \\$4,500.00$</p>

		<p>Total repayment = \$15,000 + \$4500 = 19500.00</p> <p>Amount per month = 19500.00/48 = \$406.25</p>
Independent work (20-25 min) (you do)	Student work time	<p>Have the students complete “Comparing Auto Loans” worksheet using a calculator. $\frac{1}{2}$ compares the same interest rate over different time periods, $\frac{1}{2}$ compares different interest rates for the same time period due to different credit scores.</p>
	Intervention time	<p>During intervention/work time, make sure the students are:</p> <ol style="list-style-type: none"> 1. Converting percent to decimal 2. Adding the Interest to the principal to get the total amount owed. 3. Dividing the total owed by the number of months in the term. 4. Rounding any answers to a money format (2 decimal places).
Reflection/ Wrap up (3-5 min)		<p>Discuss how the time period affected the total owed and the monthly payment.</p> <p>Discuss how the interest rate affected the payments and total owed.</p> <p>Allow students to share what they answered on the worksheet.</p>

Links:

Worksheet for Lesson follows (with key).

Name: _____ Class Period: _____

Comparing Auto Loan Terms

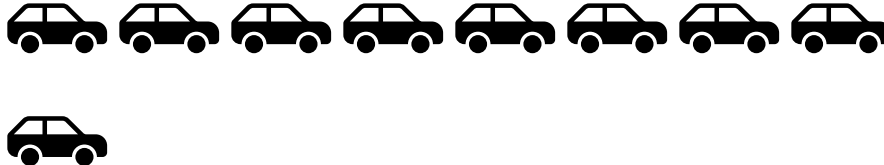
I = Prt



Part A: Same Interest rate, different time period for repayment.

Loan Amount (Principal)	Interest Rate (rate)	Time (in Years)	Interest (I) Use I=Prt	Total Repayment Total = P + I	Number of months for repayment	Monthly Payment Total/# of months
\$15,000.00	6%	3			3*12 = 36	
\$15,000.00	6%	4				
\$15,000.00	6%	5				

How does the time of the loan affect the total repayment and the monthly payment?



Part B: Same loan amount and time period, different interest rate based on Credit Score.

Credit Score	Loan Amount (Principal)	Interest Rate (rate)	Time (Years)	Interest (I) Use I=Prt	Total Repayment Total = P + I	Number of months for repayment	Monthly Payment Total/# of months
800	\$24,000.00	5.75%	5				



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700	\$24,000.00	6.1%	5				
650	\$24,000.00	7.45%	5				

How does your Credit Score affect the total repayment and the monthly payment amount?

Name: _____ Class Period: _____ **KEY** _____

Comparing Auto Loan Terms

$$I = Prt$$



Part A: Same Interest rate, different time period for repayment.

Loan Amount (Principal)	Interest Rate (rate)	Time (in Years)	Interest (I) Use I=Prt	Total Repayment Total = P + I	Number of months for repayment	Monthly Payment Total/# of months
\$15,000.00	6%	3	\$2700.00	\$17,700.00	3*12 = 36	\$491.67
\$15,000.00	6%	4	\$3600.00	\$18,600.00	48	\$387.50
\$15,000.00	6%	5	\$4500.00	\$19,500.00	60	\$325.00

How does the time of the loan affect the total repayment and the monthly payment? **answers will vary – the longer the time period for repayment, the lower the monthly payment will be but the total repayment goes up as the loan gets longer.**



CREDIT SCORE

Part B: Same loan amount and time period, different interest rate based on Credit Score.

Credit Score	Loan Amount (Principal)	Interest Rate (rate)	Time (Years)	Interest (I) Use I=Prt	Total Repayment Total = P + I	Number of months for repayment	Monthly Payment Total/# of months
800	\$24,000.00	5.75%	5	\$6900.00	\$30,900.00	60	\$515.00
700	\$24,000.00	6.1%	5	\$7320.00	\$31320.00	60	\$522.00



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650	\$24,000.00	7.45%	5	\$8940.00	\$32,940.00	60	\$549.00
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How does your Credit Score affect the total repayment and the monthly payment amount? ____

__ answers will vary – the higher the credit score, the better the interest rate which allows for a lower payment. _____



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

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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: MD7	Teacher Name: Trebreh Benjamin
Education Alignment: STEM	School District: Allen ISD

Objectives:

- Learn how cell towers work and what affects their signal range.
- Analyze a map to determine strategic tower locations.
- Collaborate to solve a real-world planning challenge.

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Your team has been hired to bring cell (data) coverage to a growing town. Your job is to determine where to build towers to ensure the best coverage and capacity for the growing population with minimal costs.</p> <ul style="list-style-type: none"> • Where are the towers located in your city? <ul style="list-style-type: none"> ○ Find My Cell Tower • Why do phones lose signal sometimes? <ul style="list-style-type: none"> ○ Not able to connect to tower • What makes a good spot for a cell tower? <ul style="list-style-type: none"> ○ Public spaces, clear terrain • What are the costs for a tower? <ul style="list-style-type: none"> ○ Range from \$200k to \$300k
Mini Lesson (10-15 min) (I do, we do)	<ul style="list-style-type: none"> • One tower = 2-mile radius (drawn with compass) • Terrain may block signals (e.g. hills, mountains, forests) • Cover the town (homes, school, hospital, etc.) with the fewest towers possible (max 3–4)

Independent work (20-25 min) (you do)	Student work time	Group Work (3–4 students per group): Cell Tower Map and Worksheet <ol style="list-style-type: none"> 1. Analyze the map and mark key locations (high population, school, etc.). 2. Use a compass to place towers and draw coverage circles (2-mile radius) 3. Try to minimize overlap and avoid dead zones. 4. Identify dead zones 5. Complete the planning questions
	Intervention time	To help students struggling with tower placement you could ask: <ul style="list-style-type: none"> • Where is coverage most important? • Walk the group through the placement of one tower • Review/reteach using a compass • Where could you place a tower that will cover the neighborhood and park?
Reflection/ Wrap up (3-5 min)	Quick Gallery Walk or 2-minute Group Presentations: - Groups briefly explain their strategy and choices	

Links:

<https://www.signalboosters.com/blog/what-are-the-differences-between-a-4g-and-a-5g-tower/>



Summer 2025: Teacher Externship Lesson Plan

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

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: City of Allen Community Development Department	Teacher Name: Wesley Bryant
Education Alignment: 7th Grade English Language Arts	School District: Allen ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Students write in their writer’s notebook before discussing as a class the following question: What makes a city beautiful or functional? List 3 examples of important details that you think are important.
Mini Lesson (10-15 min) (I do, we do)	Teacher led discussion - Share this idea: Just like authors make choices about characters, setting, and plot, city designers and civil engineers make choices about how spaces work. We can “read” a building or site plan like a story, and the designer can dictate how a space is used, purely by design. Show a city block or local zoning map, the city of Allen has an online map tool that can let you view the current zoning of each part of town. (Make sure to scroll to the bottom of the sidebar to check the box labelled “zoning,” which will show how each part of the city is “supposed” to be built). You can use this map to drive discussion about why certain districts are next to one another. Why aren’t there industrial districts adjacent to residential districts, etc.

	<p>Open a dialogue about what buildings and businesses are next to our school. Typically, elementaries and middle schools are in neighborhoods or other low-traffic areas for child safety, while high schools can have more automobile traffic because some students drive but also because the older kids are more self-sufficient and are less of a safety concern.</p> <p>Moving onto the school itself, why are doors located where they are, what is the reasoning behind where bathrooms are located, etc. Students should be able to pick up on the idea that each of these elements was purposefully designed to account for specific circumstances.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Give students a simple building floor plan or a section of a city grid. You can use one specific to your location, but one is provided.</p> <p>In small groups, students annotate the plan with text analysis questions:</p> <ul style="list-style-type: none"> - What is the purpose of this space? - If this wasn't here, how would it affect the building/city? - Are there any problems in the design? - What tone or theme does this space give off? <p>You can scaffold with sentence stems:</p> <ul style="list-style-type: none"> - This area seems designed for... - I think the creator made this choice because... - A problem I notice might be...


	Intervention time	<p>Whole class share of annotations. As students share about their findings, provide context for decisions planners make for safety, population size, utility scope, etc. As an example, if you show a floor plan for a restaurant, why were the exits placed where they were? As an example, typically, fire code dictates that from any given location in a building, there should be a certain distance to the exit. If it's too far to an exit, a new emergency exit should be built. This is nearly always done prior to building, in the planning stage. For example, the city of Allen offers a service to developers where they can meet with different members of the community development department so that developers can receive feedback on their plans and ask questions for certain amendments required for plans.</p>
Reflection/ Wrap up (3-5 min)		<p>Exit ticket: Students write on an index card: How is a city plan or a building plan like a story? Include 3 examples.</p>

Links:

City of Allen interactive map (used for Zoning):

[Allen Interactive Map Application | Allen GIS Open Data Hub](#)

Building Plan Example:

 Building plan examples



ANNA 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?"

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: City of Anna	Teacher Name: Lindsay Stone
Education Alignment: Mathematics – Government Budget	School District: Anna ISD

Workshop Model

Stage	Description												
Warm Up (5-10 Min)	<p>Students will watch this short video over “City Budget 101”.</p> <p>Short discussion: “Who makes decisions about parks, roads, and emergency services in your city?”</p> <p>Follow up: “How do you think they make these decisions? Let’s explore...”</p>												
Mini Lesson (10-15 min) (I do, we do)	<p>I do: Teacher will display a simple table with either fictional data or real data from the city where the school resides. The data will show a city’s \$1,000,000 budget. (Sample fictional data below)</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: #00a0c0; color: white;">Department</th> <th style="background-color: #00a0c0; color: white;">Allocation</th> </tr> </thead> <tbody> <tr> <td>Public Safety</td> <td style="text-align: right;">\$400,000</td> </tr> <tr> <td>Parks & Recreation</td> <td style="text-align: right;">\$100,000</td> </tr> <tr> <td>Roads & Transportation</td> <td style="text-align: right;">\$250,000</td> </tr> <tr> <td>Information Technology</td> <td style="text-align: right;">\$150,000</td> </tr> <tr> <td>Sanitation</td> <td style="text-align: right;">\$100,000</td> </tr> </tbody> </table>	Department	Allocation	Public Safety	\$400,000	Parks & Recreation	\$100,000	Roads & Transportation	\$250,000	Information Technology	\$150,000	Sanitation	\$100,000
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	<p>Model how to calculate the percentage each department receives:</p> <p>Allocation \div 1,000,000 \times 100 = percentage</p> <p>Ask students to think about how the math connects to real life decisions the government makes regarding government.</p> <p>We Do:</p> <p>Give students a fictional city budget different than the previous one given.</p> <p>As a class, calculate the percentage for each department. Compare which departments received more or less than the example. Discuss what this might mean for the city.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Students will create their own mini-city budget.</p> <p>Give students a \$1,000,000 budget to allocate across 5 departments.</p> <ul style="list-style-type: none"> • Roads & Transportation • Information Technology • Parks & Recreation • Sanitation • Public Safety <p>Students will be instructed:</p> <ol style="list-style-type: none"> 1. Choose how much money to give to each department. 2. Show the percentages and the calculations used to get those numbers. 3. Write 2-3 sentences explaining each budget decision. 4. Students graph the percentages in a pie chart or a bar graph. <p>Extension:</p> <p>Give students a fake scenario, such as, “The city has seen a rise in crime and an increase in traffic congestion”. Ask them to determine if their current budget plan is appropriate based</p>

		<p>on this new information. If not, create a proposed budget and justify any changes using math.</p>
	<p>Intervention time</p>	<p>For students struggling to calculate the percentage, use this time to work with them by breaking up the mathematical steps.</p> <ol style="list-style-type: none"> 1. Have the students divide the number they budgeted by 1,000,000. Find all 5 decimal numbers. 2. Have the student add these 5 numbers together. Ask “Why do you get 1 when you add these numbers together?” 3. Now have them multiply each number by 100 to find the percent. 4. Have the student add the 5 percentages together. “What does it mean when we get 100%?”
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Ask for student volunteers to stand up and share how they created their budget and the reasoning behind each decision.</p> <p>Wrap Up:</p> <p>“How does math help leaders with making fair decisions for a city?”</p>	

Links:

<https://www.youtube.com/watch?v=1GmEcO8B64A>



ARLINGTON ISD LESSON PLANS



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: <i>Podiatry Associates Texas</i>	Teacher Name: <i>Brenda Morelus</i>
Education Alignment: <i>Health Science</i>	School District: <i>Arlington ISD</i>

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<i>Describe the role of Podiatrist. How many years of schooling does it require? What is the average salary of a Podiatrist</i>
Mini Lesson (10-15 min) (I do, we do)		<i>Notes on the role of a podiatrist. Notes on the diseases treated by a podiatrist.</i>
Independent work (20-25 min) (you do)	Student work time	<i>students will create an infomacial about a disease or disorder that a podiatrist treats.</i>
	Intervention time	<i>Teacher will monitor student progress and guide students along the way.</i>
Reflection/ Wrap up (3-5 min)		<i>students will turn and talk at their tables about the infomacial created. Then 1-2 students will share out to the whole class.</i>

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
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: Post L	Teacher Name: Chris Grimaldo
Education Alignment: Employability Skills	School District: Arlington ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Greeting:</p> <ol style="list-style-type: none"> 1) Strong Eye Contact 2) Firm Hand Shake 3) Introduce Yourself (say your name) 4) Ask a Question (How are you?)
Mini Lesson (10-15 min) (I do, we do)	<p>Communication: <i>Explaining Your Work</i></p> <ol style="list-style-type: none"> 1) Give students an example of professional communication. 2) Explain how casual communication such as talking to friends is not acceptable with speaking to coworker and superiors. 3) Knowing the language of construction is important in explaining what they are doing and not using words such as “thing”, “that”, or “this” can be confusing when explaining work in construction.



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Independent work (20-25 min) (you do)	Student work time	<ol style="list-style-type: none"> 1) Give students a small Lego set with a picture, without instructions, of what they need to build. 2) Make small groups in class with no more than 5 students max 3) Have the students pick a leader. That will be the Forman and they will present to the class. 4) give the students 5 min to build the Lego set. 5) Give the students 1 min to talk to each other about their method of building the Lego set as a team. 6) Then have the Forman present their method to the class using the correct verbiage
	Intervention time	<p>Help students with vocabulary. If anyone doesn't know any of the words allow extra time to find the definitions.</p>
Reflection/ Wrap up (3-5 min)		<p>On a post-it note write down the importance of vocabulary in construction.</p>

Links:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: The Rios Group (TRG)	Teacher Name: Ed La Bruyere
Education Alignment: STEM	School District: Arlington ISD

Workshop Model

Stage	Description			
Warm Up (5-10 Min)	<ol style="list-style-type: none"> 1. "Call Before Ya Dig" (OFFICIAL MUSIC VIDEO) - Peterson Farm Brothers 2. Provide students with informational brochures. 3. Ask: <ol style="list-style-type: none"> a. Why is it important to know what's underground before starting a construction project? (Answer: Promotes safety, prevents damage, saves time and money.) b. What problems can happen if underground utilities are not mapped correctly? (Answer: Utility strikes, service outages, injuries, expensive repairs.) 			
Mini Lesson (10-15 min) (I do, we do)	Demonstrate typical locator tasks with videos.			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Independent work (20-25 min) (you do)</td> <td style="width: 20%; padding: 5px;">Student work time</td> <td style="padding: 5px;">Objective:</td> </tr> </table>	Independent work (20-25 min) (you do)	Student work time	Objective:	
Independent work (20-25 min) (you do)	Student work time	Objective:		

		<p>Students will explore a nearby area (school campus, park, or sidewalk) and use visible clues to infer the locations and types of underground utilities.</p> <hr/> <p>Materials Needed:</p> <ul style="list-style-type: none"> ● Clipboards or notebooks ● Printed map or sketch sheet of the area (or blank paper to draw one) ● Colored pencils or markers ● Phones/tablets (optional, for photos or digital maps) ● Safety vests (if walking near roads) <hr/> <p>Instructions:</p> <p>1. Intro Discussion (5–10 min)</p> <p>Begin by reviewing surface clues that suggest the presence of underground utilities:</p> <ul style="list-style-type: none"> ● Manhole covers ● Storm drains ● Utility poles
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		<ul style="list-style-type: none"> ● Electrical boxes ● Fire hydrants ● Cable/telephone boxes ● Painted utility markings (if any) <p>Show photos or examples if possible.</p> <hr/> <p>2. Observation Walk (15–20 min)</p> <p>In small groups, students walk around the selected area and:</p> <ul style="list-style-type: none"> ● Look for utility clues on the ground or above it. ● Sketch a map of the area or mark a printed map. ● Use symbols or colors to label where they think utilities are (e.g., blue for water, red for electric). ● Take notes or photos of key observations. <hr/> <p>3. Map Creation (10–15 min)</p> <p>Back in class, groups:</p>
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		<ul style="list-style-type: none"> ● Finalize their maps with clear markings and a legend. ● Write a short explanation of why they placed utilities where they did.
	Intervention time	<p>Support students who struggle with spatial thinking, visual clues, or drawing inferences by giving them structured tools and scaffolding.</p> <p>Guide students as a group to key (pre-discovered points) or have groups briefly share their map and reasoning.</p>
Reflection/ Wrap up (3-5 min)		<p>Wrap-Up Discussion:</p> <ul style="list-style-type: none"> ● How did your group decide where to place each utility? ● What clues were most helpful? ● What would make it easier to be sure?

Links:

❖ **HOOK**

- Peterson Farm Bros. (Aug 25, 2017). "Call Before Ya Dig" (OFFICIAL MUSIC VIDEO) [Video]. YouTube.

<https://www.youtube.com/watch?v=3-0srrXK0rw>

❖ **Informational Brochures**



- US Department of Transportation, Federal Highway Administration. (06/27/2017). SUE Brochure. Retrieved from <https://www.fhwa.dot.gov/design/sue/suebrochure.cfm>
- Texas811. (n.d.) Digital Advertising. <https://texas811.org/pdf/Texas811-Digital-Ads.pdf> Retrieved from <https://texas811.org/digital-advertisement>
- Railroad Commission of Texas. (2025). Excavator Brochure. <https://www.rrc.texas.gov/media/bwci0f3s/excavator-brochure-english.pdf>. Retrieved from content search at <https://www.rrc.texas.gov/> on 06/30/2025.
- Farm Safe 811 (n.d.). Ag Safety Handout. <https://farmsafe811.org/wp-content/uploads/2020/12/ag-safety-handout-2020.pdf> . Retrieved from <https://farmsafe811.org/>

❖ Videos

- Option 1: Tractor Time with Tim. (Dec 21, 2018). Why Didn't 811 Mark Everything?? [Video]. Youtube. <https://www.youtube.com/watch?v=yTiy1KgIHCU>
- Option 4: multiVIEW Locates Inc. (Aug 24, 2023). A Day in the Life...Utility Locator [Video]. Youtube. <https://www.youtube.com/watch?v=0160uS8oyUY>

POSSIBLE EXTENSION LESSONS

1. Use CADD to map observations. Adhere to color coding and provide a legend according to documentation standards.
2. Distinguish between the four S.U.E. quality levels (D, C, B, A) and the requirements and uses for each.



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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:



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Spark Arlington	Teacher Name: Emily Miller
Education Alignment: Marketing	School District: Arlington ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<ul style="list-style-type: none"> Ask: "How many of you bought last year's yearbook? Why or why not?" Brief discussion on why yearbooks are valuable and why students might skip buying them. Share the goal: "Today, you'll become marketers—your challenge is to sell this year's yearbook!"



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<p>Mini Lesson (10-15 min) (I do, we do)</p>	<ul style="list-style-type: none">• Mini-Lecture: What is marketing? (Focus on the 4 Ps: Product, Price, Place, Promotion)• Apply the 4 Ps to the yearbook:<ul style="list-style-type: none">◦ Product: What makes this year's yearbook special?◦ Price: Is it affordable? Are there early-bird or bundle deals?◦ Place: Where and how can students buy it?◦ Promotion: How do we get the word out? <p>Include visuals/examples of real school ads, posters, or social media posts.</p> <ul style="list-style-type: none">• Quick group brainstorm: Who is the target audience? (Freshmen? Seniors? Parents?)• Write key audience traits on the board.
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<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Divide students into small groups (3–4 per group). Each group answers:</p> <ul style="list-style-type: none"> • What makes the yearbook appealing? • How can we promote it effectively? • What platforms/media will we use? (e.g., TikTok, posters, morning announcements) <p>Each group chooses one main idea from their brainstorm and creates a mini-campaign pitch, including:</p> <ul style="list-style-type: none"> • Slogan or tagline • Promotion method (poster, video, skit, social media plan, etc.) • When and where to launch it • Each group presents their campaign pitch to the class (and optionally, school staff or admin).
	<p>Intervention time</p>	<p>Teacher will walk between groups to assess understanding and to answer questions.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Ask: “Which idea do you think would be most effective at our school?”</p> <p>Discuss and set up promotions calendar</p>

Links:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Grand Hyatt DFW	Teacher Name: Erica Capella
Education Alignment: Hospitality & Tourism	School District: Arlington ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students will watch a short video about potential careers in the hotel and lodging career pathway. Teacher will pause the video as needed to discuss with class and answer any questions.
Mini Lesson (10-15 min) (I do, we do)		Teacher will go over job titles, job descriptions, salaries, and a mastery skill for each position. Teacher will model one trading card with the class
Independent work (20-25 min) (you do)	Student work time	Students will complete the full set of trading cards. Then play the Hotel Wars game and complete mastery tasks as they play the game in pairs or table groups *If finished early have student play Heads Up game with table groups
	Intervention time	Students will work with teacher in a small group using their full set of trading cards students will sort the cards into Front of

		<p>house and back of house roles then put in hierarchy order with leadership positions being at the top down to entry level positions at the bottom</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Each student will receive a sticky note to write either one question they still have about the topic or one piece of knowledge they learned from the lesson. Students will then place the sicky notes on labeled anchor charts (“Parking Lot” for questions and “Knowledge Bank” for new info)</p> <p>Teacher can review questions as a whole group or use for a warm up the following class</p>

Links:

- Overview of Hotel & Lodging Video

<https://www.youtube.com/watch?v=qYyk2TjCPM0>

- Trading card template

[Trading Card Template.pdf](#)

- Careers in Hotels Info Sheet

[Careers in Hotels Info Sheet.pdf](#)

- Hotel Wars & Hotel Heads Up game rules

[Hotel Wars Heads Up Instructions.pdf](#)



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: The Women’s Center of TC	Teacher Name: Jessica Capella
Education Alignment: Human Services	School District: Arlington ISD

Workshop Model

Stage	Description
<p>Warm Up (5-10 Min)</p> <p>Brief assignment or activity that engages students in the day’s topic</p>	<p>The teacher will begin the lesson by introducing students to Maslow’s Hierarchy of Needs through an engaging video. Following the video, students will participate in a brief "Turn and Talk" activity, discussing with their shoulder partner one key takeaway or question that arose from the video.</p> <p>Afterward, the teacher will facilitate a whole-class discussion, inviting pairs to share the insights or questions they discussed.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p> <p>The teacher provides the whole class with direct and explicit instruction with teacher lead practice</p>	<p>The teacher will introduce students to the social work career path and its connection to the human services field using the Social Work Info slides.</p> <p>The teacher will facilitate a game called “Four Corners” using the Social Work Scenario Cards. For each round, the teacher will read a scenario aloud, and students will respond by moving to the designated corner of the classroom that represents their chosen answer. After students have selected their responses, the teacher will reveal the correct answer and connect it to concepts from Maslow’s</p>



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	<p>Hierarchy of Needs, as presented in the video. Time will be allotted for class discussion and reflection after each scenario, allowing students to deepen their understanding.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Students independently work on the new skill, continue to work on a cornerstone task, small group instruction, etc.</p>	<p>Students will independently work on Social Work Scenarios to demonstrate their mastery of the lesson. Each student will be given a scenario and required to respond with how they would assist the client by selecting a multiple-choice answer. They will then respond with a short answer explaining the reason behind their decision.</p>
	<p>Intervention time</p> <p>Intervention time for students that need assistance or have not yet mastered a previous skill</p>	<p>The teacher will work with students who have misconceptions in a small group to complete Maslow’s Hierarchy of Needs Matching Activity. In this activity, students will categorize a person’s needs according to Maslow’s Pyramid (The teacher will provide students with a graphic of Maslow’s Pyramid). This will help them identify which needs are essential for human well-being and develop a deeper understanding of clients’ needs. Teacher and students will discuss answers as a group.</p>
<p>Reflection/ Wrap up (3-5 min)</p> <p>Teacher led recap- “What did you learn?”</p>	<p>At the end of the lesson, students will complete the 3-2-1 Reflection Worksheet to reflect on their learning about Social Work. This activity encourages thoughtful reflection and helps identify areas for further exploration. Students will be asked to write 3 things they learned from the lesson, 2 things they would like more information about, and 1 question they still have about the content.</p>	



Links:

1. Maslow's Hierarchy of Needs Video
 - <https://www.youtube.com/watch?v=TYZMYvPRmMY>
2. What is Social Work? Slides
 - <https://docs.google.com/presentation/d/1tWQxTbPgOOYg9hG2hXttrIPTR41WaY7yOESgdIAKjD4/edit?usp=sharing>
3. Four Corners Game
 - Four Corners Game Instructions Sheet
<https://docs.google.com/presentation/d/1fmU5rilJ3869KJVSNSmMTPWubYvr-Ob-MerzCo2nbsl/edit?usp=sharing>
 - Social Work Scenarios
<https://docs.google.com/presentation/d/1wl9qL1cfB3-GDF7TVd72DxLI7gDoLxsq1T-icT8MuFE/edit?usp=sharing>
4. Independent Social Work Client Scenarios Worksheet
 - [Social%20Work%20Client%20Scenarios%20Worksheet](#)
5. Maslow's Hierarchy of Needs Matching Activity
 - Maslow's Hierarchy of Needs Graphic
<file:///C:/Users/jcapella/Downloads/Maslow's%20Hierarchy%20of%20Needs.pdf>
 - [Maslow's Matching Activity.pdf](#)
6. 3-2-1 Reflection Worksheet
 - <file:///C:/Users/jcapella/Downloads/3-2-1%20Reflection%20Worksheet.pdf>



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: ONCORE	Teacher Name: J. Griffin
Education Alignment:	School District: Arlington ISD

Workshop Model

Stage	Description		
Warm Up (5-10 Min)	Bell Ringer: “What do you do first when you have 3 assignments due tomorrow?”		
Mini Lesson (10-15 min) (I do, we do)	<ul style="list-style-type: none"> Mini-Lesson: The Eisenhower Matrix (urgent vs. important) Group Activity: Rank project tasks in order of importance using a mock scenario. 		
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;"> <p>Team Roles & Priorities in Action</p> <p>Topic: Putting It All Together</p> <p>Activities:</p> <ul style="list-style-type: none"> Students assign roles and prioritize their steps based on production stages. </td> </tr> </table>	Student work time	<p>Team Roles & Priorities in Action</p> <p>Topic: Putting It All Together</p> <p>Activities:</p> <ul style="list-style-type: none"> Students assign roles and prioritize their steps based on production stages.
	Student work time	<p>Team Roles & Priorities in Action</p> <p>Topic: Putting It All Together</p> <p>Activities:</p> <ul style="list-style-type: none"> Students assign roles and prioritize their steps based on production stages. 	
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px; text-align: center;">Intervention time</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> Teacher checks for application of priorities and collaboration. Students document their cycle of production on a team planning sheet. </td> </tr> </table>	Intervention time	<ul style="list-style-type: none"> Teacher checks for application of priorities and collaboration. Students document their cycle of production on a team planning sheet. 	
Intervention time	<ul style="list-style-type: none"> Teacher checks for application of priorities and collaboration. Students document their cycle of production on a team planning sheet. 		

<p>Reflection/ Wrap up (3-5 min)</p>	<ul style="list-style-type: none">• Groups present their product and describe their process.• Peer Feedback Rubric: Focus on priorities, teamwork, and production cycle.• Final Reflection: "What would you do differently next time as a team member?"
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Links: Extensions

- Invite a local industry speaker to discuss real-world production cycles.
- Connect to a digital tool like Trello or Canva for visual planning.
- Cross-curricular tie-in with ELA (script writing) or Math (budgeting resources)



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 2025: Teacher Externship Lesson Plan

Industry Partner: Flex N Gate	Teacher Name: Ryan Kennedy
Education Alignment: Manufacturing	School District: Arlington ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students will independently research the following: Assemble to Order manufacturing.</p> <p>They will find and record the basic similarities and differences to other manufacturing practices such as Make to Stock, and Make to Order manufacturing strategies.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Go through Lego Build activity in front of the class by completing a demonstration order card. Explain options and option delete. With parts made to pull and assemble to order, base parts will be made to accommodate all options. Panels will be used to cover features not in use in an aesthetically pleasing manner. Any holes or brackets that will or will not be in use due to options selected by the customer must be addressed by having the feature or deleting it in an acceptable manner. Use automobile models as an example for students as they are option heavy and should be easily understood by students. For example, below is a Cadillac Escalade with the Night Vision option.</p>

	 <p style="text-align: center;"> You can see where the module sits in the front fascia assembly. If that option was not selected, a beauty plate colored to match the part would be used to fill the hole. </p>	
Independent work (20-25)	Student work time	<p style="text-align: center;"> Students will divide into 4 equal groups to complete the Lego Build activity. The activity is explained in detail at the end of this document. </p>

min) (you do)	Interven tion time	Any student or group needing assistance or clarification can request help from the supervisor (teacher) just as they would out in industry
Reflection/ Wrap up (3-5 min)		Use this time to discuss Assemble to Order manufacturing strategy. Encourage students to offer their opinions on why this strategy would be good to use. Also ask them what challenges they think could be encountered by organizations looking to use Assemble to Order.

Links: The Lego Build Activity follows below:

Lego Build Instructor Notes

Objective:

- Guide students to create custom products based on customer orders using colored bricks, simulating an assemble-to-order manufacturing model.

Supplies Needed:

- **Total LEGO Bricks Required:**
 - Black 6-dot Bricks: 20
 - Silver 4-dot Bricks: 12
 - Red 2-dot Bricks: 6
 - Yellow 2-dot Bricks: 6
 - White 2-dot Bricks: 6
- **Order Cards:** Pre-printed with brick color and quantity combinations (one per student or table).
- **Containers:** Clearly labeled tubs for each brick color placed at the front of the classroom.
- **Timer:** Set for 5-minute intervals.
- **Chromebooks or Cameras:** For students to photograph their completed builds.

Setup Instructions:

1. **Arrange the Space:**

- Place containers of bricks in a central station at the front.
- Distribute order cards to student tables in advance.
- 2. Review Objectives:**
 - Explain the assemble-to-order concept and how it applies in manufacturing.
- 3. Explain Materials:**
 - Show each color brick and its component mapping:
 - Black = Bumper Cover
 - Red = Emblems
 - Silver = Brackets
 - Yellow = Options
 - White = Option Delete
- 4. Assign Roles:**
 - Divide students into 4 equal groups.
 - Ensure each group has access to a Chromebook/camera.

Facilitation Steps:

- 1. Run Rotations:**
 - Start the timer for 5 minutes.
 - Students gather, build, photograph, and then return bricks to containers.
 - Repeat for each rotation as needed.
- 2. Monitor Progress:**
 - Circulate the room to answer questions and ensure accuracy.
 - Remind students of color-component mapping.
- 3. Photo Documentation:**
 - Prompt students to photograph their builds at the end of each rotation.
- 4. Cleanup:**
 - After each rotation, students disassemble and return bricks to the correct containers.

Debrief and Discussion:

- 1. Product Presentations:**
 - Invite volunteers to show their builds and explain how they followed the order card.
- 2. Feedback and Reflection:**
 - Discuss challenges: inventory accuracy, time constraints, and quality control.
 - Talk about the benefits and potential pitfalls of assemble-to-order strategies in real-world manufacturing.
- 3. Connect to Industry:**
 - Highlight examples of companies that use assemble-to-order models (e.g., Flex N Gate, Dell, other options).

Lego Build Student Instructions

Objective: Create custom products based on customer orders using colored bricks to resemble an assemble to order manufacturing model.

Materials Needed:

- Colored bricks:
 - Black
 - Silver
 - Red
 - Yellow
 - White
- Order cards with brick combinations
- Timer

Instructions for Students:

1. **Get Your Order Card:**
 - There will be an order card that tells you how many of each colored brick you need to gather at each table.
2. **Understand the Colors:**
 - **Black** = Bumper Cover
 - **Red** = Emblems
 - **Silver** = Brackets
 - **Yellow** = Options
 - **White** = Option Delete
3. **Start the Timer:**
 - When everyone is ready, I will start the timer for **5 minutes**. You will have this time to gather your bricks and assemble your product.
4. **Gather Your Bricks:**
 - Look at your order card and collect the exact number of each colored brick you need. Make sure you have the right colors!
5. **Assemble Your Product:**
 - Use the bricks you collected to build your product according to the order card.
6. **Take a Picture:**
 - After each rotation students will use their Chromebook to document their build by taking a picture and save it for later use.



7. Clean up:

- Students will disassemble their models and take their blocks back to the correct container at the front of the class and rotate to the next table.

8. Feedback Discussion:

- Discuss assemble to order manufacturing strategies.
- Encourage students to offer their opinions on why this strategy would be good to use.
- Discuss the challenges they think could be encountered by organizations looking to use assemble to order.

Order Cards: Below you will find your order cards

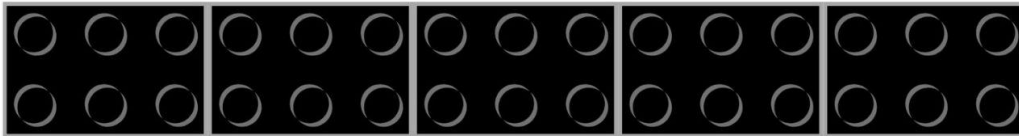
Order Card 1 Instructions

Bricks

- Black: 5
- Silver: 4
- Red: 2
- Yellow: 3
- White: 0

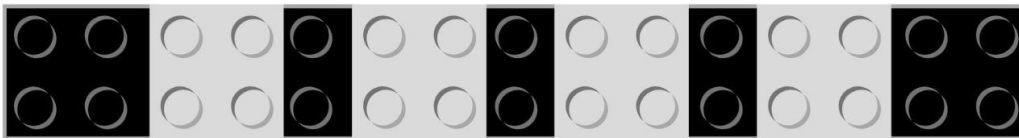
Step 1: Lay Out Black Bricks

1. Take **5 black bricks** and lay them out in a straight horizontal line.
2. Align them evenly to form the foundation.



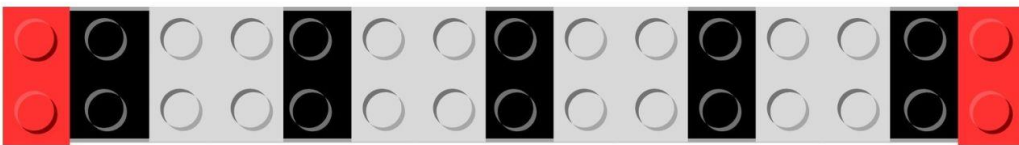
Step 2: Connect with Silver Bricks

1. Take **4 silver bricks** and insert each one between adjacent black bricks.
2. Snap each silver brick securely.



Step 3: Add Red Emblems

1. Take **2 red bricks** and place them on top of the **first and last black bricks**.
2. Press down to confirm they are locked in place.



Step 4: Add Yellow Options

1. Take **3 yellow bricks** and evenly space them on top of the **second, third, and fourth black bricks**.
2. Press firmly to secure them.



Step 5: Add White Option Deletes

- No white bricks for this card.

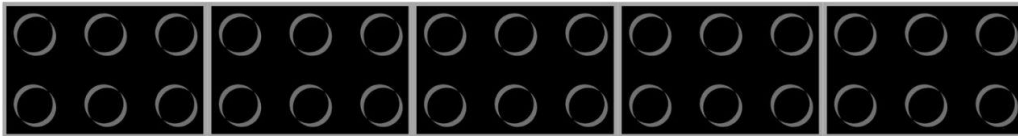
Order Card 2 Instructions

Bricks

- Black: 5
- Silver: 4
- Red: 2
- Yellow: 2
- White: 1

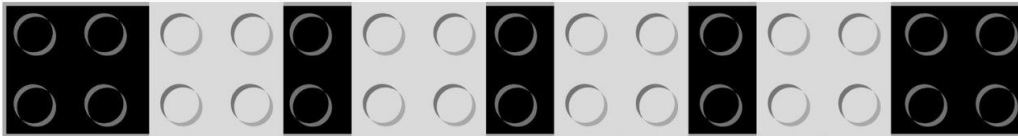
Step 1: Lay Out Black Bricks

1. Take **5 black bricks** and lay them out in a straight horizontal line.
2. Align them evenly to form the foundation.



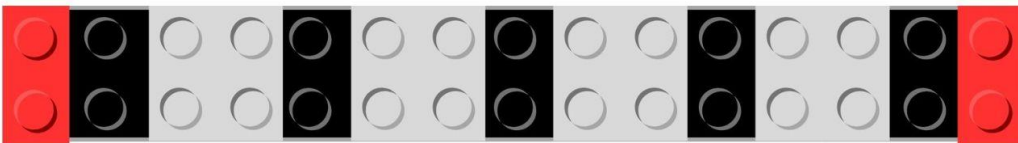
Step 2: Connect with Silver Bricks

1. Take **4 silver bricks** and insert each one between adjacent black bricks.
2. Snap each silver brick securely.



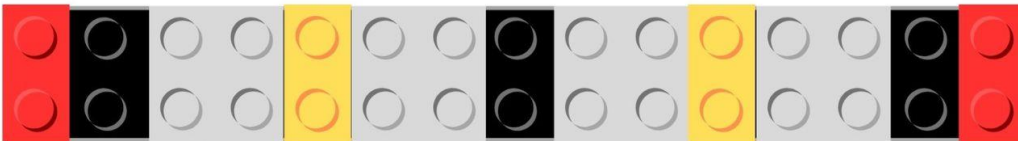
Step 3: Add Red Emblems

1. Take **2 red bricks** and place them on top of the **first and last black bricks**.
2. Press down to confirm they are locked in place.



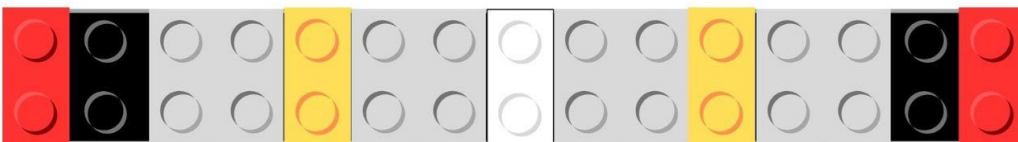
Step 4: Add Yellow Options

1. Take **2 yellow bricks** and evenly space them on top of the **second and fourth black bricks**.
2. Press firmly to secure them.



Step 5: Add White Option Deletes

1. Take **1 white brick** and place it on top of the **third black brick**.
2. Press firmly to secure it.



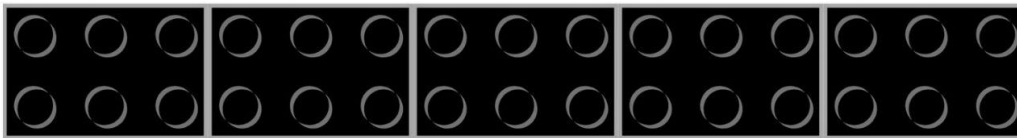
Order Card 3 Instructions

Bricks

- Black: 5
- Silver: 4
- Red: 2
- Yellow: 2
- White: 1

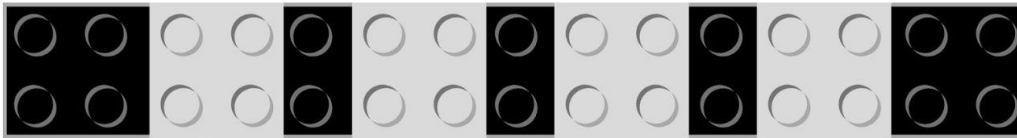
Step 1: Lay Out Black Bricks

1. Take **5 black bricks** and lay them out in a straight horizontal line.
2. Align them evenly to form the foundation.



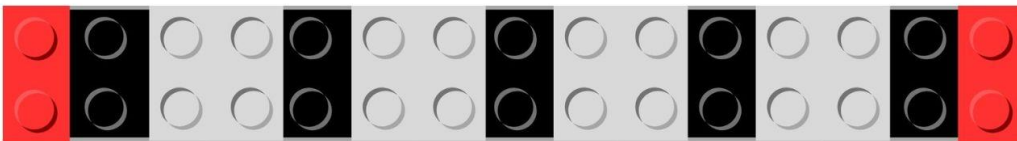
Step 2: Connect with Silver Bricks

1. Take **4 silver bricks** and insert each one between adjacent black bricks.
2. Snap each silver brick securely.



Step 3: Add Red Emblems

1. Take **2 red bricks** and place them on top of the **first and last black bricks**.
2. Press down to confirm they are locked in place.



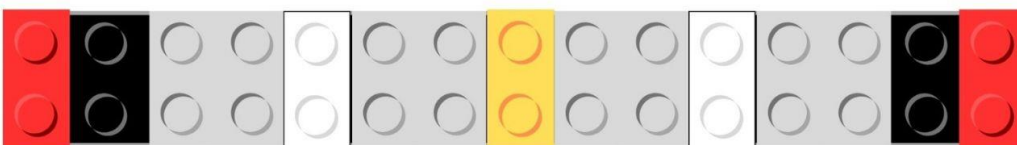
Step 4: Add Yellow Options

1. Take **1 yellow brick** and place it on top of the **third black brick**.
2. Press firmly to secure it.



Step 5: Add White Option Deletes

1. Take **2 white bricks** and evenly space them on top of the **second and fourth black bricks**.
2. Press firmly to secure them.



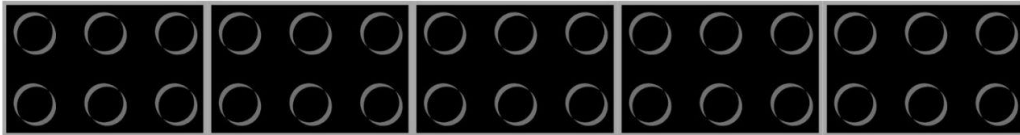
Order Card 4 Instructions

Bricks

- Black: 5
- Silver: 4
- Red: 2
- Yellow: 0
- White: 3

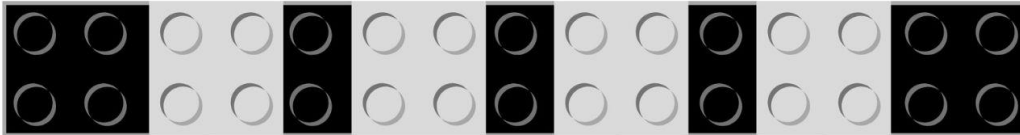
Step 1: Lay Out Black Bricks

1. Take **5 black bricks** and lay them out in a straight horizontal line.
2. Align them evenly to form the foundation.



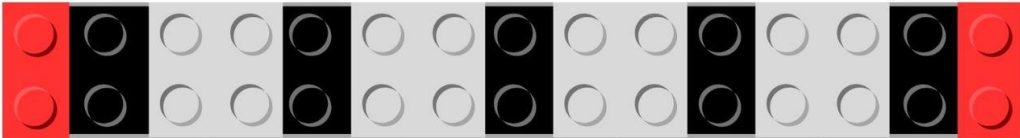
Step 2: Connect with Silver Bricks

1. Take **4 silver bricks** and insert each one between adjacent black bricks.
2. Snap each silver brick securely.



Step 3: Add Red Emblems

1. Take **2 red bricks** and place them on top of the **first and last black bricks**.
2. Press down to confirm they are locked in place.

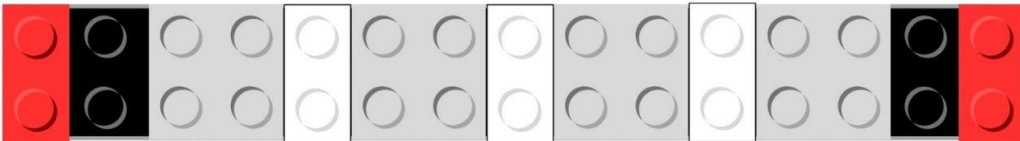


Step 4: Add Yellow Options

- No yellow bricks for this card.

Step 5: Add White Option Deletes

1. Take **3 white bricks** and evenly space them on top of the **second, third, and fourth black bricks**.
2. Press firmly to secure them.





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: Loews Arlington	Teacher Name: Shelby Henderson
Education Alignment: Culinary Arts	School District: Arlington ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students will answer the following question using at least 3 sentences...</p> <p>What makes a recipe easy (or hard) to follow? What role do visuals play?</p>
Mini Lesson (10-15 min) (I do, we do)	<ol style="list-style-type: none"> 1. Students are shown examples of illustrated step by step illustrated recipes. These can be drawn (example below) or digital. 2. Discuss visual storytelling, clarity, flow, and design elements (icons, arrows, step illustrations).

<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<ol style="list-style-type: none"> 1. Brainstorm: What elements must be included in a recipe? (Title, ingredients, equipment, steps, notes) 2. Students are to complete Recipe Planning Sheet that outlines title, yield (servings), ingredients, equipment, instructions, and notes/tips
	<p>Intervention time</p>	<ol style="list-style-type: none"> 1. This time will be used to scaffold the recipe planning process. Students will be given a template with step-by-step guidance: title, ingredients, equipment, instructions, etc. I will use sentence starters or guided questions (e.g., “What is the first step in making this dish?”) 2. Partner share and critique for clarity and design



Reflection/ Wrap up (3-5 min)	What part of your recipe is the strongest? What needs improvement?
--------------------------------------	--

Links:

https://docs.google.com/document/d/1dmEh3YfuVhkWEbFn1fDfzGUH-E8gA25I-FYiXAH_GA/edit?usp=sharing

<https://docs.google.com/document/d/1E2BYABnvVGJc3wr9MNMK7eR7LWJKDhmD8GTHs58Tq-Vc/edit?usp=sharing>



AZLE ISD LESSON PLANS





Summer 2025: Teacher Externship

Lesson Plan

Careers Behind the Curtain – Exploring AV Technology and Event Production

Industry Partner: Encore Global / Fort Worth Renaissance Hotel / Worldpay	Teacher Name: Bobby “Keith” Applewhite
Education Alignment: Career Exploration, CTE, Workplace Readiness	School District: Azle ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Show a short, silent time-lapse video of a large event being set up (or a video you recorded during your externship). Ask: “What jobs and skills do you think were needed to pull this off?” Students list roles they observe or predict.
Mini Lesson (10-15 min) (I do, we do)		Present a guided slide show or video walk-through of the Worldpay AV event, breaking down each phase: Setup → Run-Through → Live Show → Strike. Introducing key job roles: show caller, lighting tech, mic assembler, frequency engineer, stagehand, etc. Include education level or certifications needed. Engage in discussion about who does what and when.
Independent work (20-25 min) (you do)	Student work time	Students complete a career profile worksheet (you can provide 4-6 job cards or links), where they choose 1-2 AV production roles to research using provided resources. They record job duties, required training, soft/technical skills, and why it interests them (or doesn't).
	Intervention time	Support students who struggle with research, reading comprehension, or understanding technical roles. Pair with peers who can help explain content.

		Optional: provide a scaffolded worksheet with sentence starters or visuals.
Reflection/ Wrap up (3-5 min)		Exit Slip: “What is one AV role you didn’t know existed before today? Would you consider it as a career? Why or why not?” Optional: students share aloud.

Lesson-Related Links:

- [Video](#) – “We are Encore”
- [Slide show](#) – Behind the Curtain: Exploring Corporate AV Event Production
- [Career profile worksheet](#) – Student handout
- [Job cards](#) – Student handout
- [Scaffolded career profile worksheet](#) – Student handout

Career-Related Links:

- www.encoreglobal.com/careers
- www.myschool.org/career-audio-visual
- <https://www.onetonline.org/> (career exploration tool)



BIRDVILLE ISD LESSON PLANS





Summer 2024: Teacher Externship Lesson Plan

Industry Partner: The Westin - Southlake	Teacher Name: Steve Wesley
Education Alignment: Hotel Management/Hospitality	School District: Birdville ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<ul style="list-style-type: none"> *Begin with a brief video showcasing different roles in a hotel setting. *Ask students: "What do you think makes a hotel successful?" *Facilitate a short discussion to engage students and gather initial thoughts.
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> *Facilitate a discussion on real-world applications of these roles. *Have students list common misconceptions. For example, students may think only front desk staff are important in hospitality; clarify that all roles contribute to the guest experience.
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> *In pairs, students will select one hospitality role and discuss its responsibilities and skills required. *Students will create a presentation that includes job descriptions, required skills, and potential career paths.



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<p>Intervention time</p>	<p>*Guide students through examples of daily tasks in each department. * Set expectations for research and presentation formats, emphasizing creativity and thoroughness.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>*Have students present their findings in small groups. *Conclude with a class discussion on what they learned about the interconnectedness of all the roles and departments in the hotel industry.</p>

Links:

Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Live! by Loews Arlington	Teacher Name: Tammy Wright
Education Alignment: Marketing	School District: Birdville ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Have students take out a sheet of paper and write down the following vocabulary words as defined on Google as follows:</p> <ul style="list-style-type: none"> Product as definition in marketing Price as definition in marketing Place as definition in marketing Promotion as definition in marketing Target Market as definition in marketing Marketing Mix as definition in marketing
Mini Lesson (10-15 min) (I do, we do) <div style="text-align: center; margin: 10px 0;">  </div>	<p>Teacher will:</p> <ol style="list-style-type: none"> 1. Introduce the Marketing Mix as a visual 2. Ask students what hotels they have stayed in 3. Draw marketing mix templates on the board <p>Students will:</p> <ol style="list-style-type: none"> 1. Work together to fill in the templates based on their experiences <p>Teacher and Students will:</p> <ol style="list-style-type: none"> 1. Discuss each hotels marketing mix 2. Compare & Contrast the hotels



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Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> • Pick a partner • Take out of sheet of paper to write on • Create a marketing mix template • Research the <u>Live! by Loews Arlington</u> website • Fill in the template with the Live! by Loews Marketing Mix
	Intervention time	<p style="text-align: center;">Peer Tutoring</p> <p style="text-align: center;">One on One Assistance</p> <p style="text-align: center;">Extra Time to Complete</p>
Reflection/ Wrap up (3-5 min)		<ul style="list-style-type: none"> • Place a large marketing mix template on the board and label it Live! by Loews Marketing Mix • Have each pair come up and add something to the template • Continue doing this the template is complete and all students have participated • If incomplete, have students add items not already listed • Discuss the marketing mix for Live! by Loews making sure that the students realize how important the target market is

For a deeper dive, here is an idea for another assignment:

- Give each student a different hotel name one being Live! by Loews Arlington
- Have them work with AI to find and identify each hotels marketing mix (easy to find)
- Create a presentation with the following slides including pictures:
 - Hotel
 - Target Market
 - Product
 - Price
 - Place
 - Promotion
- Present to the class

Links: <https://www.loewshotels.com/live-by-loews-arlington-texas>



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: Trane	Teacher Name: Tryston Johnson
Education Alignment:	School District: Birdville ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Have you ever had to fix a mistake you made? How did you figure out what went wrong?
Mini Lesson (10-15 min) (I do, we do)		Teach the class about some of the key points in troubleshooting a problem such as identify the problem, understand the system, isolate problem area, test possible causes, fix the problem, verify the fix, and document the process.
Independent work (20-25 min) (you do)	Student work time	Have students work in small groups that are provided with a complete circuit that is intently wrong. The students must understand how the circuit is supposed to work and flow to be able to use testing equipment to help isolate the problem and fix the circuit.
	Intervention time	The teacher can start walking around and assisting students that are having problems understanding how the circuit is suppose to



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		<p>run. The teacher can help by walking the student through the processes step by step and having the student check connections and for missing wires trying to encourage the student to take lead in the conversation and start using higher levels of thinking.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Run students through the system and show all possible problems that could have happened to the circuit. Walk them through the steps of troubleshooting and give the students time to reflect on what was trying to be taught.</p>

Links:



BRIDGEPORT ISD LESSON PLANS





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
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: Autobahn Fort Worth	Teacher Name: Jori Dearing
Education Alignment: TEKS 130.392 (c)(2)(A)	School District: Bridgeport ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Have students think about their favorite vehicle and search up a dealership that sells that brand.</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Inform students about my experience with Autobahn BMW.</p> <p style="text-align: center;">Using link below, on the classroom screen I will demonstrate how to navigate a dealership website, looking for key words and locations of career opportunities.</p> <p style="text-align: center;">We will talk about the different positions as we go through the site. Students will be interacting and answering questions as we go along.</p> <p style="text-align: center;">What positions are available?</p> <p style="text-align: center;">What does the dealership offer as far as incentives for employment?</p> <p style="text-align: center;">What education or experience do you need to apply?</p>

<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Create a Google Slide presentation with information and pictures about the dealership of their choice.</p> <p>Answer below listed questions on a separate slide each. Include pictures.</p> <p style="text-align: center;">Name/Address/Phone of dealership</p> <p>Position applying for, and duties of that job.</p> <p>What does the company offer to you as an employee. Pay scale if available.</p> <p>What education/experience is needed to apply.</p> <p>What is your WHY? Why do you want to apply for this position, what makes it look appealing to you.</p>
	<p>Intervention time</p>	<p>Walk around to check on student productivity. Navigate through dealer site with them and pinpoint areas that will be answers to their questions.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Popcorn around room asking students to tell the class what job they chose and why.</p>



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Links:

https://www.shopautobahnbmw.com/?utm_source=google&utm_medium=organic&utm_campaign=gbp%20sales

Lesson Plan: Exploring Aviation Maintenance & Engineering Through Literacy

Grade Level: 7th Grade

Subject: Reading/Language Arts

Duration: 1 Week (5 Days)

Theme: The World of Helicopter Maintenance and Aviation Engineering

Lesson Objectives

By the end of the lesson, students will:

1. Analyze informational texts about helicopter maintenance and aviation careers.
 2. Write an informative or argumentative paragraph related to FAA safety and engineering.
 3. Engage in a PBL activity to design a helicopter hangar or maintenance workflow.
 4. Demonstrate understanding through a quiz and writing assessment.
-

Standards Alignment

Texas TEKS for 7th Grade ELAR

- **7.6(A):** Identify the author's purpose and explain how the author's use of text structure contributes to meaning.
 - **7.6(C):** Use text evidence to support an appropriate response.
 - **7.9(D):** Analyze characteristics of multimodal and digital texts.
 - **7.11(A):** Plan a first draft by selecting a genre appropriate for the audience.
 - **7.11(B):** Develop drafts into focused, structured compositions.
 - **7.12(A-B):** Generate research questions and synthesize relevant sources.
 - **7.13(D):** Present spoken presentations incorporating visual displays.
-

Day 1: Introduction to Helicopter Maintenance & Aviation

Objective: Build background knowledge and introduce FAA terms and concepts.

TEKS: 7.2(B), 7.6(A), 7.6(C)

Activities:

1. **Bell Ringer (5 min):** "List 3 things you think aviation mechanics do and then choose one article from the Background Knowledge Packet to read."
2. **Watch Video Clip (2:35):** "Mission Impossible: Fallout (2018), https://www.youtube-nocookie.com/embed/Um0aZKbpe1Y?playlist=Um0aZKbpe1Y&autoplay=1&iv_load_policy=3&loop=1&start=
3. **Show Image (1:25):** Me with the same helicopter that Tom Cruise piloted in the Aero Brigham facility taped and ready to be painted for the new owner.

4. **Vocabulary Activity (10 min):** Learn and use: *airframe, rotorcraft, torque wrench, inspection, overhaul, FAA, fabrication.*
5. **Reading (16 min):** With a partner or as a whole class, read and annotate for main idea the informational article: "*Keeping Helicopters Safe: Inside the World of Maintenance Techs*".
6. **Discussion (10 min):** Think-Pair-Share: Why is maintenance crucial for flight safety?

Exit Ticket: In one sentence, describe why helicopters require inspections.

Day 2: Field Trip to Aero Brigham

1. Tour the Aero Brigham Facility to see where all types of maintenance for rotorcraft fleets are offered, including minor and major repairs, troubleshooting, inspections, painting, and more.
-

Day 3: Close Reading & FAA Focused Writing

Objective: Analyze structure and write informative responses.

TEKS: 7.6(A), 7.6(C), 7.11(B)

Activities:

1. **Bell Ringer (5 min):** "What happens if an aircraft part fails during flight?"
2. **Close Reading (15 min):** Reread the informational article, focusing on sequence (inspection → repair → testing).
3. **Guided Writing (20 min):** Write a paragraph explaining FAA maintenance requirements and their purpose. Cite where you found your information - use your notes from the field trip, the informational article or any background articles that you have read.
4. **Peer Review (10 min):** Students give feedback on clarity and evidence.

Exit Ticket: One tool used by a mechanic and what it's for.

Day 4: PBL – Build a Helicopter Maintenance Facility

Objective: Apply literacy skills to a real-world design challenge.

TEKS: 7.9(D), 7.12(A-B), 7.11(A-B)

Activities:

1. **Bell Ringer (5 min):** Define "fabrication" in your own words.
2. **PBL Intro (10 min):** In teams, students will design a layout for a small helicopter maintenance shop.
3. **Research Phase (15 min):** Students read FAA guidelines and real job descriptions for aviation mechanics. (See FAA Guidelines Article for those without internet access.)
4. **Design & Write (25 min):**
 - Draw a hangar layout (where tools, parts, lifts, etc. go)
 - Write a 1-page explanation of how their layout ensures safety and efficiency.

- (For struggling learners, extra time should be provided.)

Exit Ticket: One safety rule all mechanics should follow.

Day 5: Team Presentations

Objective: Practice speaking, visual display use, and self-reflection.

TEKS: 7.13(D), 7.11(B)

Activities:

1. **Bell Ringer (5 min):** What's one challenge your team faced designing your shop?
2. **Presentations (30 min):** Students share layouts and proposals. Peers ask questions.
3. **Reflection Writing (15 min):**
 - What surprised you about this job field?
 - What would you add/change in your design?
 - What FAA rule stood out to you?

Exit Ticket: One word to describe today's teamwork.

Day 5: Quiz & Writing Assessment

Objective: Assess comprehension and writing skill.

TEKS: 7.6(A-C), 7.11(A-B), 7.13(D)

Part 1: Quiz (15 min)

1. What does the FAA stand for?
 - a) Federal Airplanes Association
 - b) Federal Aviation Administration
 - c) Flight Analysis Authority
 - d) First Airfield Agency

✔ **Answer: b)**
2. Why is sheet metal fabrication important in aviation?

✔ **Answer:** It allows the repair and reinforcement of helicopter structures, keeping them airworthy.
3. What is a torque wrench used for in helicopter maintenance?

✔ **Answer:** To apply precise amounts of pressure to bolts, preventing damage or failure.
4. What is the J nut?
 - a) the colloquial term for the main rotor retaining nut
 - b) a critical component that holds the rotor hub to the rotor mast
 - c) a term that means "Jesus nut" and if it were to fail, you would need to pray to Jesus
 - d) all of the above

✔ **Answer: d)**

Part 2: Writing (30 min)

Prompt: Write a 5-paragraph essay explaining:

“How does helicopter maintenance keep us safe?”

Use examples from texts, notes, and your PBL design.

Rubric Highlights:

- Clear thesis and structure (20 pts)
- Evidence from readings or PBL (50 pts)
- Conclusion: insight into aviation careers (20 pts)
- Conventions: grammar/spelling (10 pts)

Exit Ticket: What job in aviation interests you most, and why?

Differentiation Strategies

- **Struggling learners:** Visual glossaries of aviation terms, scaffolded templates, sentence stems.
 - **Advanced learners:** Research FAA Part 43 or interview a local aviation mechanic, then write an argumentative essay on improving helicopter safety.
-



BURLESON 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 2025: Teacher Externship Lesson Plan

Industry Partner: Justice IT	Teacher Name: Howard Rohrig
Education Alignment: 7th-8th Grade Tech	School District: Burleson ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Students will complete a short scenario-based activity on identifying phishing emails and social engineering traps.</p> <p>“You receive an email that says your password has expired. It asks you to click a link. What should you do?”</p>
Mini Lesson (10-15 min) (I do, we do)		<p>What cybersecurity is and why it matters. Vocabulary: Phishing, Malware, Firewall, Authentication, Breach, etc. Overview of tools used in the industry(Microsoft Defender, Threatlocker, RocketCyber) Explain the different roles of Level 1-3 techs at Justice IT</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students will work in groups of 2-3 to:</p> <p>Create a flowchart of how a ticket is resolved at a help desk</p> <p>Identify where cybersecurity tools are used in the process</p> <p>Outline 3 soft skills needed for the job</p>



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		(communication, patience, and reasoning for example)
	Intervention time	Pull small groups who need help connecting classroom knowledge to real-world tech (what ITF+ certification includes)
Reflection/ Wrap up (3-5 min)		Which skill do you think is most important in cybersecurity and why?

Links: [KnowBe4](#), [Threatlocker](#), [Rocketcyber](#), [Spam Nation](#), **Resources:** [Pluralsight \(Used for company training\)](#), [Perplexity \(used to deep research a topic\)](#)

Materials Needed:

Flowchart Template, Cybersecurity vocabulary handout, Video Clip, Exit Ticket (Will be on Schoology)



Managed Service Provider Flowchart

Use the following guide to build your ticket resolution process:

Start – A customer calls or submits a ticket

Step 1 – Level 1 technician answers and begins diagnosis

Step 2 – If solved, close the ticket → End

Step 3 – If not solved, escalate to Level 2 or Level 3

Step 4 – Ticket is resolved and technician communicates with customer

Step 5 – Add Branch A: What if the customer doesn't respond?

Step 6 – Add Branch B: What if the issue returns after being marked as resolved?

End – Ticket is closed and logged into the system

Students may draw this on paper or use free online tools like [Lucidchart](#) or [Draw.io](#)



Vocabulary Handout: Cybersecurity Terms

Term	Definition
Cybersecurity	The practice of protecting systems, networks, and programs from digital attacks
Phishing	A method of trying to gather personal information using deceptive emails or websites
Malware	Malicious software designed to harm or exploit any programmable device or network
Firewall	A system designed to prevent unauthorized access to or from a private network
Authentication	A process that confirms the identity of a user (e.g., password or fingerprint)
Breach	An incident where data is accessed without authorization
Ticket	A request submitted to IT for support or service, often tracked until resolved
ThreatLocker	A security tool that controls what software runs on a device



RocketCyber

A cybersecurity platform that helps monitor and respond to threats

ITF+ Certification

An entry-level credential for IT professionals to validate foundational skills



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: ElbitAmerica	Teacher Name: Mark Stanley
Education Alignment:	School District: Burleson ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<ul style="list-style-type: none"> Begin with a short video showcasing a day in the life of different careers in an aerospace manufacturing plant.
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> Present a PowerPoint highlighting each department's role in an aerospace manufacturing plant. Facilitate a discussion where students can share what they know about each career. Encourage students to ask questions about the roles presented. Common misconception: Students may believe that only engineers work in aerospace, not realizing the variety of roles available.
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> Pair students to research two different careers from the departments mentioned. Provide guiding questions to help structure their research: <ul style="list-style-type: none"> What are the main responsibilities of this career?

		<ul style="list-style-type: none"> ○ What skills are necessary for success? • Assign students to choose one career and create a detailed presentation that includes: <ul style="list-style-type: none"> ○ Overview of the career. ○ Skills and qualifications required. ○ Importance of the role in the aerospace manufacturing process. • Expect students to present their findings to the class, demonstrating mastery of the subject.
	Intervention time	<p>Monitor student performance by walking around the classroom and checking in on pairs, offering assistance as needed.</p>
Reflection/ Wrap up (3-5 min)		<ul style="list-style-type: none"> • Conduct a brief wrap-up where students share one new thing they learned about a career in aerospace manufacturing. • Use an exit ticket where students write down their favorite career discussed and why it interests them.

Links:

STANDARDS ALIGNED:

- TEKS 130.302(c)(5) - The student understands the importance of career development and seeks to develop a personal career plan.



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- TEKS 130.302(c)(6) - The student knows the importance of maintaining and enhancing professional skills.
- TEKS 130.302(c)(3) - The student understands the role of business and industry in the economy.



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Coury Hospitality at Marriott Westlake	Teacher Name: Akinkuotu, Vera
Education Alignment: Hospitality	School District: Burleson ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		HOTEL ECOSYSTEM SLIDESHOW WARM-UP/MINI LESSON/EXIT TICKET
Mini Lesson (10-15 min) (I do, we do)		
Independent work (20-25 min) (you do)	Student work time	HOTEL ECOSYSTEM WORKSHEET
Reflection/ Exit Ticket (3-5 min)		HOTEL ECOSYSTEM SLIDESHOW

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CARROLLTON-FARMERS BRANCH 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: Job Corps 06/18/2025; 2-7 p.m.	Teacher Name: Jasmin Vann
Education Alignment: Writing/Communication Skills	School District: Carrollton-Farmers Branch ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Introduction and Greeting
Mini Lesson (10-15 min) (I do, we do)		I will share how considering Job Corps will benefit students who choose to go a different route outside of traditional colleges and universities.
Independent work (20-25 min) (you do)	Student work time	Students will listen to presentations and consider how the offered options can help them achieve their goals. The students will

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		<p>select one of the options aligned with their goals and identify how that path will help them achieve their goals. Each student will prepare a presentation and use selected sentence stems to write a paragraph explaining their decision, making sure to adhere to grammar and mechanics.</p>
	<p>Intervention time</p>	<p>If the teacher observes stalling, the teacher will provide examples and share thinking to bridge connections to help students understand.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Students will share what they learned during the presentations and share how they will apply that learning in their personal and academic lives.</p>

Links:

https://info.joinjobcorps.com/beginhere?utm_term=job%20corps&utm_campaign=Job+Corps+-+2018+Update+-+Search&utm_source=google&utm_medium=cpc&hsa_acc=5421546012&hsa_cam=21647726595&hsa_grp=169197085160&hsa_ad=711809129461&hsa_src=g&hsa_tgt=kwd-155062773&hsa_kw=job%20corps&hsa_mt=p&hsa_net=adwords&hsa_ver=3&gad_source=1&gad_campaignid=21647726595&gbraid

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CEDAR HILL ISD LESSON PLANS



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Sheraton Hotel- Dallas Marriott

Teacher Name: Alex Goss

Education Alignment: Hospitality & Tourism / CTE / Hotel Management

School District: Cedar Hill ISD

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Ask students: "Have you stayed in a hotel before?" "What kind of workers did you see?" Students will then brainstorm departments in a hotel in small groups and share responses on the board.
Mini Lesson (10-15 min) (I do, we do)		Teacher introduces the key hotel departments (front desk, housekeeping, F&B, maintenance, HR, accounting). Distribute the "Working Together: Hotel Departments" guided notes. Review PowerPoint and vocabulary terms. Class discusses roles/responsibilities using real-life hotel examples.
Independent work (20-25 min) (you do)	Student work time	Students begin the 3D Graphic Organizer Project: research a hotel department (Banquet Kitchen, Pastry, Restaurant, HR) identify job titles, roles, and required skills. Use O*NET and class materials. May work in pairs to gather information.
	Intervention time	Teacher circulates to assist students struggling with vocabulary or research. Printed vocabulary lists and example organizers provided as needed for students with IEPs or ELL needs.
Reflection/Wrap-up (3-5 min)		Ask students to share one job title they learned and what interests them about it. Quick exit slip: "Which hotel department do you want to work in and why?"

Links:

<https://www.onetonline.org>

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: TR Hoover Community Center	Teacher Name: Jacqueline Fields
Education Alignment: Students will learn how to plan a community event and fundraiser by identifying goals, assigning roles, setting a timeline, and creating an actionable plan.	School District: Cedar Hill ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>“What Makes an Event Successful?” Think-Pair-Share</p> <ol style="list-style-type: none"> 1. Ask students to list events they’ve attended (school dances, block parties, bake sales, etc.). 2. In pairs, have them discuss what made those events successful (e.g., food, music, people, purpose). 3. Share out ideas and write them on the board under three categories: <ul style="list-style-type: none"> ○ Purpose ○ Planning ○ Participation
Mini Lesson (10-15 min) (I do, we do)	<p><u>I Do (5 minutes): Model the Planning Process</u> <u>Direct Instruction:</u></p>

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	<p>Use a whiteboard or projector to walk students through a sample event plan. Example:</p> <ul style="list-style-type: none">● Event Name: "Back-to-School Bash & Book Drive"● Goal: Raise school supplies and funds for local families● Location: Community Center Gym● Date: August 10th● Target Audience: Families, students, local businesses● Activities: Games, food, donation station, raffle● Roles: Greeter, Fundraiser Coordinator, Supplies Tracker, Flyer Designer <p><u>We Do (10 minutes): Plan Together Collaborative Planning Example:</u></p> <p>As a class or in small groups, brainstorm a real or mock event idea for your center. Together, fill in:</p> <ul style="list-style-type: none">● Purpose of the event● Type of fundraiser (raffle, silent auction, bake sale, etc.)● Key roles● Materials needed● Outreach ideas (flyers, social media, phone calls)	
Independent work (20-25 min) (you do)	Student work time	<p><u>Student Work Time (20 minutes): Group Planning</u></p> <p>In groups of 3–4, students will:</p> <ul style="list-style-type: none">● Select an event and fundraiser idea● Assign roles within their group● Complete an Event Planning Worksheet (template can include: name, purpose, roles, timeline, budget, promotion plan, materials)● Begin designing a flyer or social media post for promotion (optional extension)
	Intervention time	<p><u>Intervention Time (5 minutes): Small Group Check-Ins</u></p> <p>Teacher circulates to:</p> <ul style="list-style-type: none">● Ask guiding questions● Redirect off-track groups● Help groups struggling with roles or logistics

	<ul style="list-style-type: none"> ● Encourage realistic planning (e.g., time, budget, space)
Reflection/ Wrap up (3-5 min)	<p><u>Reflection (10 minutes): Debrief & Share</u> Prompts for Discussion or Journaling:</p> <ul style="list-style-type: none"> ● What part of planning an event was most challenging? ● What are you most proud of in your group's plan? ● How does this experience connect to real-life skills? <p><u>Optional:</u> Each group gives a 1-minute pitch of their event to the class.</p> <p><u>Exit Ticket (Optional):</u> List one role you would enjoy taking on in a real event and why.</p>

Links:

Optional Add-On Activities

- Guest Speaker: Invite a community center staff member or local event planner
- Field Trip or Virtual Tour: Explore a community event or nonprofit fundraiser
- Mock Presentation Day: Students present their full event plan to a "board" of peers or staff

Event Planning Worksheet (Editable/Printable)

- Event Name
- Purpose/Goal
- Target Audience
- Event Activities
- Fundraising Method
- Date/Time/Location
- Budget Estimate
- Materials Needed
- Assigned Roles
- Promotion Plan
- Timeline/To-Do List

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- Role Cards / Job Descriptions
- Fundraising Coordinator
- Marketing & Promotion Lead
- Logistics Manager
- Volunteer Coordinator
- MC/Host
- Budget Manager
- Budget & Donations Tracker
- Item | Estimated Cost | Donated By | Actual Cost | Notes
- Event Flyer Template
- Can be printed or used as a Canva/Google Slides template for students to design their own

Videos for Mini-Lessons

- "How to Plan a Successful Community Event" – A short explainer on event planning basics
- "What is a Fundraiser?" – Simple overview of fundraising goals and methods
- "Student-Led Event Examples" – Case studies or testimonials (YouTube or nonprofit videos)

Digital Tools & Apps

- Google Forms – To collect RSVPs or survey interest from classmates
- Canva – For students to design promotional materials (flyers, invites, social posts)
- Trello or Padlet – For group project boards and tracking tasks
- Google Docs/Slides – For collaborative planning and presenting

Career & SEL Connections

- Soft Skills Focus: Leadership, Collaboration, Time Management, Problem Solving
- Real-World Careers Connected To This Lesson:
 - Event Planner
 - Marketing Coordinator
 - Nonprofit Manager
 - Public Relations Specialist
 - Youth Program Director

Summer 2025: Teacher Externship-Lesson Plan

Industry Partner: Local Real Estate Brokers Association / Texas Real Estate Commission (TREC)

Teacher Name: Latiffani Logan

Education Alignment: CTE Business & Marketing Cluster — Fundamentals of Real Estate

School District: Cedar Hill ISD

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Students will do a quick <i>Think-Pair-Share</i> on “What is real estate? What careers come to mind?” They will then write down at least two industries that involve real estate and share with a neighbor.
Mini Lesson (10-15 min) (I do, we do)		Teacher will present a short slideshow on: <ul style="list-style-type: none"> • Professional standards in real estate (communication, collaboration, ethics). • The Texas Real Estate Commission’s role. • Overview of real estate specializations. Class will read a short scenario on ethical decision-making in real estate. Together, discuss which actions uphold or violate professional ethics.
Independent work (20-25 min) (you do)	Student work time	Students will create a Real Estate Professional “Ethics Constitution,” outlining at least five ethical principles they would follow as real estate agents. They must include at least one item related to TREC rules and one about treating clients fairly.
	Intervention time	Teacher circulates to support students struggling to differentiate ethics vs. legal obligations. Provides guiding questions or TREC example rules to help them clarify ideas.
Reflection/Wrap-up (3-5 min)		Quick class discussion: “What did you learn today about how ethics affects the real estate profession?” Each student shares one key takeaway.

Links:

- Texas Real Estate Commission: <https://www.trec.texas.gov/>
- Workforce Solutions: www.dfwjobs.com

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: Greenville WFS	Teacher Name: Melinda Miller
Education Alignment: Adults	School District: Cedar Hill ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Write a paragraph or just answer in complete sentences. Begin with a brief discussion about what you think "employability skills" are and why they are essential for their future careers.
Mini Lesson (10-15 min) (I do, we do)		<p style="text-align: center;">What are Employability Skills?</p> <p style="text-align: center;">ES.1 Slides.pptx - Google Slides</p> <p style="text-align: center;">Here are the slides to watch as I go over each slide.</p>
Independent work (20-25 min) (you do)	Student work time	https://www.bing.com/videos/riverview/relatedvideo?q=Lessons+plans+to+understand+soft+skills&qpv=Lessons+plans+to+understand+soft+skills&view=riverview&mmscn=mtsc&mi

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		<p>d=3987D9900C66B2858D4C3987D9900C66B2858D4C&v=0&FORM=VMSOVR</p> <p>Let's watch a YouTube video about soft skills.</p> <p>Define employability skills and explain their significance in the business and industry.</p> <ul style="list-style-type: none">• Slide 2: Employability skills, often referred to as soft skills or job readiness skills, are a set of attributes, behaviors, and personal qualities that enable individuals to perform effectively in the workplace and contribute to the success of a business or industry. These skills go beyond technical or job-specific knowledge and are considered essential for professional growth and adaptability in a dynamic work environment.• Slide 3: Today, we're diving into an exciting journey to explore employability skills, which are the valuable tools and attributes you'll need to not only succeed in your future careers but to stand out as exceptional employees in any workplace.• Slide 4: Hard skills, also known as technical skills, are the specific knowledge and abilities essential for excelling in particular jobs or industries. These are the hands-on, practical skills that will make you proficient in your chosen field and highly sought after by employers.• Slide 5: Today, we're delving into the fascinating world of soft skills, which are the interpersonal attributes and personal qualities that set the foundation for success in your future careers. These are the skills that will help you communicate effectively, work well
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		<p>with others, and navigate the complexities of the professional world with confidence and grace. The significance of employability skills in business and industry is substantial for several reasons: 1. Effective Communication: Employability skills, such as verbal and written communication, enable employees to convey their ideas, collaborate with colleagues, and interact with clients or customers. Good communication fosters teamwork and helps resolve conflicts, ultimately improving productivity. 2. Problem Solving and Critical Thinking: Employees with strong problem-solving and critical thinking skills can analyze complex situations, make informed decisions, and adapt to changing circumstances. These skills are essential for innovation and continuous improvement in business processes. 3. Interpersonal Skills: Building positive relationships and working effectively with others are crucial in any industry. Interpersonal skills encompass teamwork, leadership, and the ability to manage conflicts, creating a harmonious and productive work environment. 4. Adaptability: In a constantly evolving business landscape, adaptability is essential. Employees with strong adaptability skills can learn new technologies and processes, stay current in their field, and embrace change with resilience. 5. Time Management and Organization: Effective time management and organizational skills help employees prioritize tasks, meet deadlines, and maintain high levels of productivity. These skills are especially important in roles that require multitasking and project management. 6.</p>
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		<p>Ethical Conduct and Professionalism: Maintaining ethical conduct and professionalism is essential for building trust and credibility with colleagues, clients, and the public. These skills ensure that businesses operate with integrity and adhere to legal and ethical standards. 7. Resource Management: Managing resources efficiently, whether they are financial, human, or material, is vital for business success. Skills related to resource allocation and optimization help companies operate more profitably. 8. Information Literacy: In the digital age, the ability to access, evaluate, and utilize information is crucial. Employability skills related to information literacy enable employees to make informed decisions and adapt to changing information needs. 9. Self-Motivation and Initiative: Employees who demonstrate self-motivation and take initiative can drive their own professional development and contribute proactively to the growth and success of a business or industry.</p>
	<p>Intervention time</p>	<p>Pick one out of the three questions and answer then share your answer with your shoulder partner.</p> <p>1. What comes to mind when you think about your future career? What factors are important to you when considering your career path?</p>

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		<p>2. How do you think your education plays a role in shaping your future career? Can you identify specific subjects or skills that are important for your chosen career?</p> <p>3. Imagine you have a successful career in the future. What does it look like, and what steps do you think you need to take to get there?</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>I want you to write down 5 soft skills you have learned about yourself today. Please be prepared to share one with your table partner. Then your table partner will share someone's soft skill to the class</p>

Links:

[▶ Soft Skills | Overview | Skills Training | TutorialPoint](#)



CELINA ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Foundation for C.H.O.I.C.E.	Teacher Name: Delissa Lorenz
Education Alignment: AVID Elective	School District: Celina ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Link to Instructional Slides</p> <p>"Who's on Your Team?"</p> <p>Instructions: Ask students to list 3–5 people who have supported, guided, or taught them something important in life (family, coaches, teachers, older peers, sibling, pastor/ youth minister, etc.). Then, have students pair up or form small groups to share <i>one</i> person from their list and explain what that person taught them or how they helped.</p> <p>Purpose: Highlights the presence of mentors in their lives, even if they haven't called them that before.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Student Objectives:</p> <ul style="list-style-type: none"> Identify key reasons why having a mentor is beneficial for personal, academic, and career growth.

	<ul style="list-style-type: none"> ● Reflect on people in their lives who may already serve as informal mentors and recognize the role those individuals play. ● Summarize their understanding of what relational currency is and why a mentoring relationship is both positive and impactful. ● List areas in their own life (e.g., school, college planning, personal growth, career interests) where a mentor could offer guidance or support. <p>See Link to Instructional Slides for mini lesson on Mentorship and Relational Currency.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>7 min. Relational currency matters document - students will INDIVIDUALLY review the document and take focused notes on the summary or reflection bullet points, annotating personal experiences or how they have seen examples of positive or negative experiences based on others' relational currency.</p> <p>3 min. Students will number off in 3s and form a "Think Tank Trio" to review, compare and contrast their notes regarding the EQ. <i>(Share 2 best points, and 1 question you may have)</i></p> <p>10 min. "Speak & Seek Socratic Seminar" (student led) after the teacher poses the EQ: <i>"Why is relational currency vital during your tenure as a high schooler, and how can it help you be successful now and in the future?"</i></p>
	<p>Intervention time</p>	<p>5 min. The teacher will call time and give students an opportunity to share who were not able to <i>or</i> who seemed unable to jump into the discussion due to group dynamics.</p> <p><i>Examples:</i></p>

		<ul style="list-style-type: none"> ● <i>John, I noticed you were trying to contribute to the discussion on _____, is there something you'd like to add about that?</i> ● <i>Jane, I noticed you were shaking your head in disagreement when _____ mentioned _____.</i> <p>NOTE: It will be crucial for the teacher to take notes during the student-led socratic seminar in order to provide intervention at the end of the discussion.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>5 min. Exit Reflection. When time is up, the teacher will pose the question: "Was the EQ answered, why or why not?"</p> <p>Each student will prepare a ONE sentence response (or 20 words or less) on an index card or in their reflection journal. Each student will read their response (with no further discussion to end the class).</p>

Links:

[Link to Instructional Slides](#) includes warm up, mini-lesson, independent work, intervention and reflection/wrap up.

[Relational currency matters document](#) for students to review and lead a socratic seminar on the EQ: "Why is relational currency vital during your tenure as a high schooler and how can it help you be successful now and in the future?"

[Presentation overview of mentor expectations and benefits](#) to help recruit mentors for Foundation for Choice.



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 2025: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions of North Central Texas	Teacher Name: Melanie Rodriguez
Education Alignment: College & Career Education	School District: Celina ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students will be given a note card upon entry into the classroom. They will be asked to independently identify 1-2 future career choices in which they are interested. Additionally, they will list 2-3 job requirements that they believe match that career as well as 2-3 qualifications needed to get the job.</p> <p>**Differentiation for students with special needs: students may need more time and/or may only be able to come up with 1 career choice, 1 requirement and 1 qualification.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher asks for students to share some of their career choices from the warm up. Teacher asks for volunteers to describe the difference between a job requirement and a job qualification. After students give answers, the teacher corrects any misinformation or validates correct answers. The teacher then leads the students on a tour through the Xello site from the smart screen.</p>



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	<p>Teacher chooses career options to show students the different information that can be found on the site and shows students the exploration tools. Once the teacher has led the class, he or she asks for volunteers to come up to the screen and explain to the class how to find specific pieces of information from the site. For example, salary information, job qualifications, job requirements, job description, etc.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>
	<p>Students will now use the knowledge that they have just learned to explore the Xello site on their own. They will look up the careers that they identified during warm up to see if their requirements and qualifications match those on the Xello site for that career. They will have a list of information on the board that they must find about said career to record in their daily journal. For example, is it a popular, upward trending career? What type of education does it require? How much does it pay? Students will be asked to find this information for at least 2 careers (unless accommodations are needed).</p>
	<p>Intervention time</p> <p>During the independent work time, the teacher will have the opportunity to move about the room to assist any student who is struggling with the task. Students who may find it difficult to navigate the Xello website, or students who are slower to explore and locate the needed information will have an opportunity to get assistance. The teacher will also be able to assist with the vocabulary surrounding this topic. Requirement and</p>



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		<p>qualification are two words that students get confused on in the class.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>During this time period, as students wrap up their website exploration, the teacher will be able to ask some reflection questions of the group. Questioning students about their exploration will allow them to determine if their initial thoughts on the career requirements and qualifications were realistic of the career that they chose. Did their initial answers during the warm up match what Xello had listed? How were they the same? How were they different? After exploring the Xello site on your chosen career(s), are you still interested in that career? Why or why not? Students will be able to answer these questions in their daily journal.</p>

Links: <https://xello.world/en/middle-and-high-school/>



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions North Central Texas – VR Plano

Teacher Name: Selena Szabo

Education Alignment: CTE Courses

School District: Celina ISD

Workshop Model –

Honing Soft Skills for Interviewing Success

Warm Up: “One Word at a Time” – See Pages 2-3

Mini Lesson: “Listening versus Hearing” – See Page 4

Independent Work: This lesson is a “stations lesson” where students go to 3-4 of the stations listed in this section to learn about what skills are needed to properly prepare for an interview (be it for a job or something else). Each rotation should last 6-8 minutes, depending on how many you choose to use.

“Soft Skills for Interviewing Stations” – See Pages 5-12

Reflection/Wrap Up: Collect each group’s papers so you can review everything and collect data for some follow-up the next day!

“Tying it Together – See Page 13

“Reflection Homework” – See Page 14



One Word at a Time

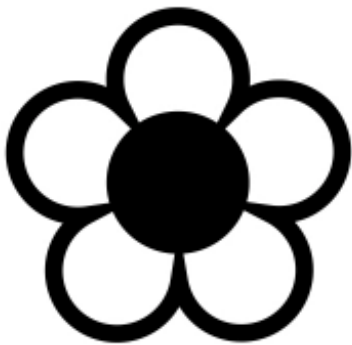
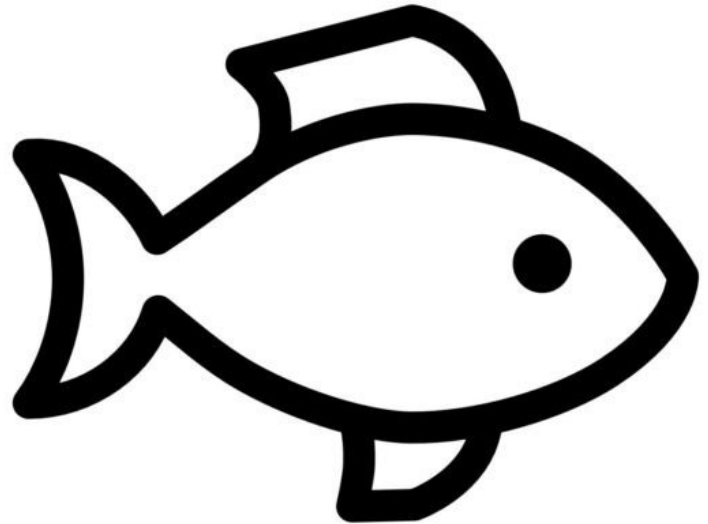
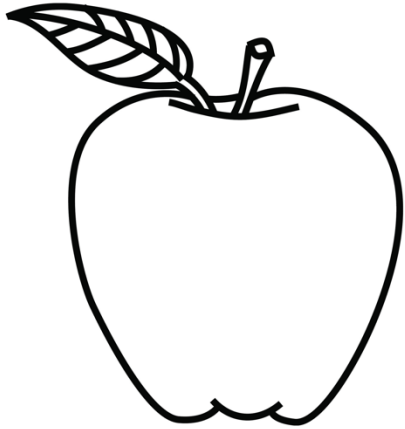
Directions: Have students in pairs. Each pair has a describer and a drawer. Pass out a simple picture to each describer and a piece of paper to the drawer. You can use the same picture for all pairs or have different pictures. Attached are a few examples of what you can use.

Have pairs stand back-to-back while one student describes the picture in as much detail as possible while the drawer draws what he or she hears. Give the students 90 seconds to complete the drawings (or up to 3 minutes).

Once the time is up, have the pairs compare the give picture with the drawn picture. Have each pair get with a second pair and discuss why they think the drawings are a good likeness or not and why. Give them about 2-3 minutes to discuss.

Pull everyone back together and call on one or two students to share their observations with the class. This should get them warmed up for the mini lesson on communication.

Picture examples:



Listening Versus Hearing

Directions: Give every student a piece of blank paper and one for you. Tell your students to follow your instructions exactly without asking any questions. While they are following your instructions, you also do the activity with them.

Read the following exactly as written:

1. Pick up your sheet of paper and hold it in front of you. Close your eyes and listen carefully to my directions. The rules are: 1. No peeking and 2. No questions.
2. The first thing I want you to do is to fold your sheet of paper in half. (Pause to tear yours and let them tear theirs)
3. Now, tear off the upper right-hand corner. (Pause)
4. Fold the paper in half again and tear off the upper left-hand corner of the sheet. (Pause)
5. Fold it in half again. (Pause)
6. Now, tear off the lower right-hand corner of the sheet. (Pause)

Once all of the tearing is complete, say:

“Now, open your eyes and unfold your paper. If I did a good job of communicating and you did a good job of listening, all of our sheets should look exactly the same!”

Hold your sheet up for everyone to see. Ask your students to compare their sheets and ask them why no one’s is exactly the same and discuss why the communication process is important in all aspects of life, especially the communication process.

Soft Skills for Interviewing Stations

Divide your students into groups based on how many stations you plan to utilize. Assign each group a station to start at, once you give the OK. Make sure each group has a piece of paper to write on at each station. Tell them that at each station, they will pick a scribe, someone to write the answers they get as a group. No one can be the scribe twice. You can go through the instructions for each station or tell students to read the directions at each station, while you walk around to answer questions and to clarify.

STATION 1 – Teamwork Quotes

Directions: At this station you will have a pile of positive quotes. As a “team”, select a quote that speaks to you. Select one person to be a scribe and write for the group while you brainstorm WHY this quote speaks to you and how its words are important in helping one be a true team player.

Helpful prompts:

1. Why is this quote important to you?
2. How can you relate this quote to your life?
3. In what way could this quote help you prepare for an interview?
4. As you are working through these stations, is your group working well as a team, as you relate your answer to your quote?
5. Why is teamwork so important in all aspects of life, as you relate it to your quote?
6. How does this quote make you feel about how you approach teamwork?



Teamwork Quotes

“Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work.” – Vince Lombardi (football coach)

“Coming together is a beginning. Keeping together is progress. Working together is success.” – Henry Ford (pioneer of the assembly-line production method)

“It is amazing what can be accomplished when nobody cares about who gets the credit.” – Robert Yates (politician in the 1700s)

“I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual is the ultimate champion.” – Mia Hamm (retired American soccer player)

“Talent wins games, but teamwork and intelligence wins championships.” – Michael Jordan (former American basketball player)

“Alone we can do so little; together we can do so much.” – Helen Keller (American author, political activist, and first deafblind person to earn a Bachelor of Arts degree)

“The strength of the team is each individual member...the strength of each member is the team.” – Phil Jackson (one of the greatest coaches in the history of the NBA)

“Unity is strength...when there is teamwork and collaboration, wonderful things can be achieved.” – Mattie Stepanek (advocate on behalf of peace, people with disabilities, and children with life-threatening conditions who died one month before his 14th birthday)



STATION 2 – Praise, Criticism, or Feedback

Directions: Discuss with your group the difference between PRAISE, CRITICISM, and FEEDBACK, having a new scribe write down an example of each.

On your paper, number 1-5. Read each of the following statements and discuss as a group what each statement represents. Then, write: PRAISE, CRITICISM, or FEEDBACK for each with a quick explanation why you believe it is such. For any you choose CRITICISM, re-write the statement in a more positive way.

1. How many times do I have to tell you how to file these documents?
2. You look great today!
3. It would work better for me if I could explain my version of the story out loud before you ask a question.
4. Mr. Jones told me how much he appreciated your thank-you note after the job interview. He thought it was a great personal touch.
5. I liked it much better when we got to choose the projects instead of being assigned to one.

STATION 3 – Non-Verbal Signals

Directions: Read through the 7 Types of non-verbal signals. As a group, pick two to create a Do's and Don'ts list for avoiding common body language mistakes with adults. Make sure you select a new scribe for the station!

1. **FACIAL EXPRESSIONS:** The human face is extremely expressive, able to convey countless emotions without saying a word. And, unlike some forms of non-verbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across most cultures.
2. **BODY MOVEMENTS AND POSTURE:** Consider how your perceptions of people are affected by the way they sit, walk, stand up, or hold their head. The way you move and carry yourself communicates a lot of information to the world. This type of non-verbal communication includes your posture, bearing, stance, and subtle movements.
3. **GESTURES:** We wave, point, plead, and often use our hands when we are arguing or speaking in an animated way. However, the meaning of gestures can be very different across cultures and regions, so it is important to be careful to avoid misinterpretation.
4. **EYE CONTACT:** Since the visual sense is dominant for most people, eye contact is an especially important type of non-verbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for assessing another person's response.

5. TOUCH: We communicate a great deal through touch. Think about the messages given by the following: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pt on the head, or a controlling grip on your arm.
6. SPACE: Have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, situation, and closeness of the relationship. You can use physical space to communicate many different non-verbal messages, including signals of intimacy, aggression, dominance, or affection.
7. VOICE: We communicate with our voices, even when we are not using words. Non-verbal speech sounds such as tone, pitch, volume, inflection, rhythm, and rate are important communication elements. When we speak, other people “read” our voices in addition to listening to our words. These non-verbal speech sounds provide subtle but powerful clues into our true feelings and what we really mean. Think about how tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.



STATION 4 – Success from Failure

Directions: Choose your scribe and number from 1 – 10 on your paper. Look at the list of names and the “failures”. Match the failure with the successful person! Put the letter of the failure next to the numbers 1-10 on your sheet.

Successful People and the Failures they Overcame

- | | |
|--|---|
| 1. Abraham Lincoln
(16 th President of the US) | a. Had a recipe that was rejected from 1,000 restaurants |
| 2. Dr. Seuss
(Children's Author & Illustrator) | b. Dropped out of high school and performed odd jobs fixing hair and makeup of corpses |
| 3. Whoopi Goldberg
(Famous Actress) | c. Thrown out of school because his teachers said he could not learn |
| 4. Michael Jordan
(Famous Athlete) | d. Was told he had no talent for drawing |
| 5. Mark Zuckerberg
(CEO of Facebook) | e. Lost 8 elections and had a nervous breakdown |
| 6. Walt Disney
(Creator of Mickey Mouse) | f. Was kicked off his varsity basketball team |
| 7. Elvis Presley
(Famous Singer) | g. First book was rejected by more than 20 publishers. |
| 8. J.K. Rowling
(Author of Harry Potter Series) | h. Was told to go back to driving a truck and quit singing |
| 9. Thomas Edison
(Inventor of the light bulb) | i. Dropped out of Harvard University |
| 10. Colonel Sanders
(Founder of KFC) | j. Lived on welfare and in a house infested with mice and was rejected by 12 different Publishers |

Successful People and the Failures they Overcame - KEY

- | | |
|---|--|
| <p>1. Abraham Lincoln
(16th President of the US)</p> | <p>a. Had a recipe that was rejected from 1,000 restaurants</p> |
| <p>2. Dr. Seuss
(Children's Author & Illustrator)</p> | <p>b. Dropped out of high school and performed odd jobs fixing hair and makeup of corpses</p> |
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(Famous Actress)</p> | <p>c. Thrown out of school because his teachers said he could not learn</p> |
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| <p>10. Colonel Sanders
(Founder of KFC)</p> | <p>j. Lived on welfare and in a house infested with mice and was rejected by 12 different Publishers</p> |



Typing it Together

Bring the class back together and lead a Socratic discussion on how you can tie all of these activities to preparing for a job interview. Some leading questions:

1. Do you think every job interview will lead to a job?
2. How can learning strong communication skills help with the interview process?
3. Why are our nonverbal communications just as important as our verbal ones when going into an interview?
4. Which do you think is more important – being able to GIVE good instructions or being able to follow instructions?
5. How will being able to take constructive criticism help in all aspects of life, but especially in a job situation?
6. What is the best way to move forward after getting a rejection from an interview?



Reflection Homework

Using the prompt below, write 2-3 paragraphs of reflection.

Think of a time you failed at something. Describe that failure how you felt. Did you find a way to persevere, or did you give up? If you persevered, why did you choose to push on? If you gave up, how could you approach things in the future to persevere? Why do you think overcoming failure will be an important skill in the future?

Workshop Model:

Stage Description:

Unit Plan on project management using the Engineering Design Process.

- This will be the 1st unit of the school year, but will be in continuous use throughout the entire unit. The Learning objectives below will be used in every unit/lesson plan as the year progresses.

Learning Objectives

Students will be able to:

- Identify and apply the steps of the **Engineering Design Process (EDP)**.
- Create and manage a project plan using basic project management tools (Gantt chart, task list, roles).
- Collaborate effectively with team members to reach a shared goal.
- Reflect on and revise their plan and prototype based on feedback.

Materials Needed

- Chart paper or whiteboard
- Sticky notes, markers
- Access to digital tools (optional: Google Sheets, Trello, Canva, etc.)
- Project materials (e.g., cardboard, tape, straws, motors, etc.)
- Rubrics and project templates

Day 1: Introduction to EDP and Project Management

Focus: Understand the process and define the challenge

- **Warm-Up:** What is a project? What happens when you don't plan well?
- **Mini-Lesson:**
 - Introduce **Engineering Design Process:**
 - Ask

- Imagine
 - Plan
 - Create
 - Test
 - Improve
 - Introduce simple **project management tools**:
 - Project timeline
 - Task delegation (RACI or team roles)
 - Project journal or notebook
 - **Activity:** Define a team problem to solve (teacher can provide or let students brainstorm)
 - **Exit Ticket:** One project you've done before that failed/succeeded and why
-

Day 2: Imagine + Plan

Focus: Brainstorming & Project Timeline

- **Mini-Lesson:**
 - Brainstorming methods (SCAMPER, mind mapping)
 - How to build a timeline or Gantt chart
 - <https://www.canva.com/graphs/templates/gantt-charts/>
- **Activity:**
 - Teams brainstorm 2–3 possible solutions
 - Select one and begin sketching
 - Fill out a **project plan**:
 - Task list

- Assigned roles (project manager, engineer, documenter, etc.)
 - Timeline (post on wall or shared digitally)
 - **Exit Ticket:** One role you are excited (or nervous) to take on
-

Day 3–4: Create + Test

Focus: Build and manage a timeline

- **Mini-Lesson:**
 - Daily stand-ups (what did you do, what's next, any blockers)
 - Importance of testing and documenting results
 - **Activity:**
 - Teams build prototypes and test
 - Log failures and feedback
 - Adjust the timeline as needed
 - **Checkpoint:** Midpoint check-in with teacher or peer group feedback
-

Day 5: Improve + Share

Focus: Iterate and Reflect

- **Mini-Lesson:**
 - Reflection tools (plus/delta, retrospective boards)
 - How to give constructive feedback
 - **Activity:**
 - Teams make final improvements
 - Present the project to class
 - Use the project rubric for peer/self-assessment
 - **Exit Ticket:** One thing you learned about **project management**
-

Assessment

- **Project Rubric** includes: https://www.inventionleague.org/wp-content/uploads/HS_EDPL_Rubric.pdf
 - Use of EDP
 - Project planning
 - Team collaboration
 - Final product effectiveness
 - Reflection and improvement

- **Daily check-ins** and exit tickets
- **Peer/self-evaluations**

References:

<https://www.jpl.nasa.gov/edu/resources/image/engineering-design-process-flow-chart/>

<https://enr.ncsu.edu/wp-content/uploads/2017/01/design-process-new.pdf>

<https://www.sciencebuddies.org/science-fair-projects/engineering-design-process/engineering-design-process-steps>

https://www.inventionleague.org/wp-content/uploads/HS_EDPL_Rubric.pdf



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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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: Capital One	Teacher Name: Ana Becerra Gutierrez
Education Alignment: TECH/Business Pipeline	School District: Dallas ISD

Workshop Model

Main Objective: Students will be able to identify and explain 4 to 5 professional tech roles and apply them to a team project based on real-world scenarios.

Stage	Description
Warm Up (5-10 Min)	<p>Match the Role Card Game</p> <ul style="list-style-type: none"> - The objective is to get students thinking about different tech and business roles. - Students will receive between 12 tech/business role cards, such as: <ul style="list-style-type: none"> • Software Developer • Data Analyst • UX Designer • UI Designer • Business Analyst • Product Manager • HR Recruiter • Cloud Engineer • Data Scientist • Data Engineer • Tech Architect • Marketing Manager

	<ul style="list-style-type: none"> - Students will walk around to classroom to find the matching definition for their role. Each definition will be posted around the classroom. - After all students find their match as a class, they will review two to three major questions prior to learning more about the professional roles. <ol style="list-style-type: none"> 1. Which of these sounds most interesting to you? 2. Which of these have you already seen in the real world? 3. Which role/s would you like to learn more about?
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Objective: The mini lesson will provide a framework for understand the roles from the “Match the Role Card Game”.</p> <p>The slide show will detail and explain what each position is responsible for doing using real-life examples. The presentation will explain how corporations utilize tech and professional roles.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Build a Tech Dream Team</p> <p>Objective: The students will apply their understanding by designing a team for a real-world tech challenge.</p> <p>Present a list of realistic scenarios.</p> <ol style="list-style-type: none"> 1. Build a TikTok-Style App for Financial Tips 2. Launch a Digital Store for Company Swag

		<p>3. Create “Money Moves” Financial Game App</p> <p>4. Design a Virtual Reality Bank Tour</p> <p>5. Create a College Prep Financial Checklist App</p> <p>6. Launch a Financial Literacy YouTube Channel</p> <p>7. School Supply Donation Tracker</p> <p>8. Internship Portal for Students</p> <p>9. “Finance Your Future” College Simulation Game</p> <p>Students must:</p> <ul style="list-style-type: none">• Choose 5-6 professional/tech roles to build their team.• They must explain why they chose each role while describe what each role will contribute to the team. <p>Student must present their work using Google Slide or Canva.</p>
	<p>Intervention time</p>	<p>The teacher will circulate the classroom to complete mini-check-ins:</p> <ul style="list-style-type: none">- Provide targeted support for students who need help choosing relevant roles, understanding job functions, and connecting each role to real-world project scenarios.- Provide role summary sheets (tech roles, responsibilities, and why the roles are important?)- Ask the following questions: Can you tell me why you chose that role? Or how does the role connect on a team?

<p>Reflection/ Wrap up (3-5 min)</p>	<p>Objective: The students will reflect on personal interests.</p> <p>The students will be responsible for answering the three final questions to help them brainstorm their tech career interest.</p> <ol style="list-style-type: none">1. List one tech role they learned about.2. List one or more tech roles they are interested in exploring further.3. One question they still have before closing the lesson. <p>Prior class dismissal, ask for 2-3 volunteers to share with the class.</p>
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Links:

PDF- <file:///Users/ana/Downloads/Tech%20Roles.pdf>

Canva- https://www.canva.com/design/DAGuNbOEbBQ/SpsMS-ix4VQdHdWbb14DsQ/edit?utm_content=DAGuNbOEbBQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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: Plastipak	Teacher Name: De Laina Parker
Education Alignment: CTE (Manufacturing, Environmental Science, Business) - Texas TEKS	School District: Dallasisd

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<ol style="list-style-type: none">Engage Students (15 minutes):<ul style="list-style-type: none">Ask students: "Where do plastic bottles come from?" "What happens to them after we throw them away?"Show a short, engaging video (5-7 minutes) about the plastic manufacturing process or the journey of a plastic bottle (e.g., from a reputable source like a documentary clip or industry explainer).Introduce Plastipak the manufacturing company and what they do and where they are located.

Mini Lesson (10-15 min) (I do, we do)

- Have students go to "Plastipak's Process & Recycling" [Website](#).
- **Teacher-led discussion:** Walk students through the webpage, explaining the key steps of plastic bottle manufacturing at Plastipak ([oil to resin, molding, etc.](#)). Emphasize the concept of "[virgin resin](#)" and its origin.
- **Introduce the "Problem":** Transition to the issue of finite [resources](#) and the need for recycled material. Share Plastipak's concern about the general population's lack of recycling knowledge.
- Facilitate a class discussion:
 - "Why is it a problem to rely solely on virgin resin?" (Resource depletion, environmental impact of oil extraction)
 - "What are some reasons people might not recycle, or recycle incorrectly?" (Confusion about what's recyclable, laziness, lack of awareness, no access to recycling facilities)
 - "How does this impact companies like Plastipak?" (Difficulty obtaining recycled materials, higher costs, inability to meet sustainability goals)

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		<p>Explain (10 minutes):</p> <ul style="list-style-type: none">○ Summarize the core concepts: The manufacturing process of plastic bottles, the reliance on oil, the importance of recycled materials, and the societal challenge of inadequate recycling.
Independent work (20-25 min) (you do)	Student work time	<p>Group Formation: Allow students to self-select into groups of 2-3 or assign them strategically.</p> <ul style="list-style-type: none">○ Brainstorming Session:<ul style="list-style-type: none">■ Give groups 15-20 minutes to brainstorm initial ideas for their program/organization. Encourage them to think outside the box.■ Prompt them to consider their target audience (general community, schools, specific age groups).■ Encourage them to think about how they will make their message engaging and memorable. (Rap, Song, Video, Website etc,)
	Intervention time	<p>Circulate among groups, providing guidance and answering questions</p>

Reflection/ Wrap up (3-5 min)		<p>Each group gives a 20-30 sec elevator pitch on Step 1: Introduce yourself. All good pitches start with a short introduction. ...</p> <ul style="list-style-type: none"> ● Step 2: Present the problem. All solutions start with a problem.... ● Step 3: Offer the solution and the form of presentation you will use....

Notes: This lesson may take more than one class period but it's worth it.

Part 2 and 3: Days 3-4: Project Development and Work Session

1. Elaborate & Evaluate (Throughout):

- These days are dedicated to group work. Provide ample class time for students to develop their projects.
- **Teacher Role:** Act as a facilitator, resource, and coach.
 - Circulate, checking in with each group.
 - Ask probing questions to guide their thinking (e.g., "How will you reach people who don't know anything about recycling?", "What specific actions do you want people to take?", "How will you make this information easy to understand?").
 - Provide feedback on their ideas and progress.
 - Remind them of the rubric criteria.
 - Offer assistance with technology or research if needed.
- Encourage collaboration and division of labor within groups.
- Students should be researching "what can be recycled" in their local area, the impact of plastic pollution, etc., to inform their project content.

Day 5 (or Day 4 if Presentations are Shorter): Project Presentations

1. Evaluate (All Class Period):

- Students present their projects to the class.
- All group members should participate in the presentation.
- Encourage students to provide constructive feedback to their peers.

- Use the rubric to assess each project.

Assessment:

- **Formative:**
 - Class discussions and participation.
 - Teacher observation of group work and brainstorming sessions.
 - Review of initial project outlines/ideas.
- **Summative:**
 - **Recycling Education Project:** Assessed using the provided rubric.

Appendix A: Handout - Plastipak's Process & Recycling Challenge**Plastipak's Process: From Oil to Your Bottle**

Have you ever wondered how a plastic bottle is made? It's a fascinating process that starts with something you might not expect: **oil!**

1. **The Raw Material: Oil:** Petroleum (oil) is a fossil fuel extracted from deep within the Earth. It's a non-renewable resource, meaning it takes millions of years to form and we're using it much faster than it can be replenished.
2. **From Oil to Resin (Pellets):** At companies like Plastipak, the oil is processed and refined to create specific chemical compounds called **polymers**. These polymers are then formed into tiny, uniform plastic pellets, often called **virgin resin**. Think of them like tiny building blocks. This resin is the primary raw material for making new plastic bottles.
3. **Heating and Molding:** The virgin resin pellets are heated until they melt into a thick, liquid plastic. This molten plastic is then injected into molds under high pressure. These molds are shaped exactly like the plastic bottle you buy at the store.
4. **Cooling and Shaping:** Once in the mold, the plastic quickly cools and solidifies, taking the shape of the bottle.
5. **Finishing and Quality Control:** The newly formed bottles are then trimmed, inspected for quality, and prepared for shipping to companies that will fill them with beverages, cleaning products, and more.

The Challenge: Why We Can't Rely on Virgin Resin Forever

Plastipak, like many companies, faces a big challenge:

- **Finite Resources:** Oil, the source of virgin resin, is a finite resource. We are consuming it at an alarming rate, and eventually, it will become very scarce and expensive. This is not sustainable for the long term.

- **Environmental Impact:** Extracting, transporting, and processing oil has significant environmental consequences, including habitat destruction, greenhouse gas emissions, and potential spills.
- **The Need for Recycled Material:** To address these challenges, companies like Plastipak want to use more **recycled plastic** (often called "post-consumer resin" or PCR). This means taking old plastic bottles, cleaning them, breaking them down, and turning them back into new resin pellets. Using recycled materials helps:
 - Preserve natural resources (oil).
 - Reduce energy consumption in manufacturing.
 - Lessen pollution and waste in landfills.

The Problem: An Uneducated Population on Recycling

Plastipak has identified a significant hurdle to using more recycled material:

- **Lack of Knowledge:** Many people in the general population don't know how to recycle properly, or even if they should recycle at all.
- **Contamination:** When people throw non-recyclable items into recycling bins, or don't clean their recyclables, it can contaminate entire batches of recyclable material, making it unusable.
- **Missed Opportunities:** Many recyclable items end up in landfills because people don't know they can be recycled, or don't have the motivation to do so.

Your Task:

This lack of knowledge and proper recycling behavior is a major problem for our environment and for companies trying to be more sustainable. Your project will be to address this problem by educating your community!

Appendix B: Project Rubric - Recycling Education Program/Organization

Category	4 - Exemplary	3 - Proficient	2 - Developing	1 - Beginning
Content Accuracy & Depth	All required content areas (manufacturing, how/why)	All required content areas are covered accurately.	Most required content areas are covered, but some information	Many required content areas are missing or contain

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	<p>recycle, effects, who, what) are covered comprehensively and accurately. Information is detailed and clearly demonstrates a deep understanding of the topics.</p>	<p>Information is generally thorough and demonstrates a good understanding of the topics.</p>	<p>may be incomplete or contain minor inaccuracies. Understanding of topics is basic.</p>	<p>significant inaccuracies. Demonstrates limited understanding of the topics.</p>
<p>Solution Design & Creativity</p>	<p>The proposed program/organization is highly original, innovative, and demonstrates a well-thought-out process for educating the community. The chosen presentation format is exceptionally creative and effectively enhances the message. Clearly defines Name, Founder(s),</p>	<p>The proposed program/organization is creative and offers a clear, viable plan for educating the community. The chosen presentation format is appropriate and engaging. Clearly defines Name, Founder(s), Process, Connect, Contact.</p>	<p>The proposed program/organization is somewhat generic or lacks detailed planning for community education. The chosen presentation format is basic or only moderately engaging. Some required organizational elements (Name, Founder, etc.) may be missing or unclear.</p>	<p>The proposed program/organization is underdeveloped or illogical, with little to no clear plan for community education. The presentation format is uninspired or detracts from the message. Many required organizational elements are missing or poorly defined.</p>

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	Process, Connect, Contact.			
Community Impact & Feasibility	The program/organization clearly outlines a highly realistic and impactful strategy for reaching and educating the target community. Practical considerations (e.g., funding, partnerships) are thoughtfully addressed. The potential for positive change is evident.	The program/organization outlines a realistic and impactful strategy for reaching the target community. Most practical considerations are addressed. The potential for positive change is clear.	The program/organization outlines a somewhat realistic strategy, but some aspects of reaching the community or practical considerations are vague or underdeveloped. The potential for positive change is present but not fully articulated.	The program/organization's strategy for reaching the community is unrealistic or unclear. Practical considerations are largely ignored. Little to no clear potential for positive change.
Presentation Quality	The presentation is highly organized, professional, and delivered with enthusiasm and clarity. All	The presentation is well-organized and delivered clearly. Most group members contribute effectively and	The presentation is somewhat organized but may lack clarity or enthusiasm. Some group members may dominate or be unprepared.	The presentation is disorganized, unclear, or delivered with little enthusiasm. Uneven participation

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	group members contribute equally and demonstrate mastery of the content. Visuals/audio (if applicable) are excellent and enhance the message.	demonstrate good understanding. Visuals/audio (if applicable) are good and support the message.	Visuals/audio (if applicable) are present but may be distracting or not fully integrated.	among group members. Visuals/audio (if applicable) are poor or absent.
Collaboration	Group demonstrates exceptional teamwork, with all members actively participating, contributing equally, and showing respect for diverse ideas. Evidence of effective communication and problem-solving within the group.	Group demonstrates effective teamwork, with most members participating and contributing. Generally good communication and problem-solving within the group.	Group demonstrates some teamwork, but participation may be uneven or communication may be strained. Some challenges with problem-solving within the group.	Group shows limited or ineffective teamwork. Uneven participation, poor communication, or significant conflicts within the group.
Conventions (Grammar, Spelling, etc.)	Presentation (and any written	Presentation (and any written	Presentation (and any written components) has	Presentation (and any written

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	components) is free of grammatical errors, spelling mistakes, and punctuation errors. Language is clear, concise, and appropriate for the audience.	components) has very few grammatical errors, spelling mistakes, or punctuation errors. Language is mostly clear and appropriate.	several grammatical errors, spelling mistakes, or punctuation errors that may occasionally distract from the message. Language may be somewhat unclear.	components) has numerous grammatical errors, spelling mistakes, or punctuation errors that significantly detract from the message. Language is unclear or inappropriate.
Total Points:	/24			

Teacher Notes:

- Encourage students to think about their local community's recycling infrastructure and challenges when designing their solutions.
- Consider inviting a representative from a local recycling facility or a community environmental group to speak to the class as part of the "Explore" phase, if feasible.
- This lesson plan can be adapted for different time frames and student abilities. For shorter periods, focus more on the core concepts and streamline the project. For longer periods, allow more in-depth research and project development.
- Emphasize that there is no "perfect" solution, but the goal is to develop a thoughtful and creative approach to a real-world problem.

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

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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: Workforce Solutions Greater Dallas	Teacher Name: Kendrick Evans
Education Alignment: Interviewing for Job Positions – Course (Business Education)	School District: Dallas Independent School District

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Write Your Introduction (Self-Introduction)</p> <p>Students will write a short introduction about themselves. The introduction should be no longer than 1 to 2 minutes if spoken out loud.</p> <p>Example:</p> <p>Your name</p> <p>Background Info: School – Activities – Hobbies</p> <p>Why you are interested in the position</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher Introduce the Importance of Interviewing</p> <p>Teacher Demonstrates Self-Introduction</p> <p>Teacher Models Answering Questions</p> <p>Guided Practice (We Do)</p>

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		Teacher breaks the students up in pairs and small groups Give each pair and group of students a set of Interview Questions Guided Practice Model Feedback
Independent work (20-25 min) (you do)	Student work time	Interview Simulation
	Intervention time	Group Discussion Interview Ready Quick Check
Reflection/ Wrap up (3-5 min)		Debrief Summarize Key Points Homework

Links:

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: Sheraton Hotel Dallas	Teacher Name: Moises R Sanchez Bueno
Education Alignment: Career and Technical Education	School District: Dallas ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>. Warm-Up Discussion (10 Minutes) – "A Night at a Hotel"</p> <ul style="list-style-type: none"> • Ask students: <ul style="list-style-type: none"> • Have you or your family ever stayed at a hotel? • What factors influenced where you stayed (price, brand, location, amenities, reviews)? • What are some hotel brands they recognize? • Show images of different types of hotels (luxury, budget, business, resort, boutique) and ask students to describe the differences.
Mini Lesson (10-15 min) (I do, we do)	<p>Careers in the Hotel Industry</p> <ul style="list-style-type: none"> • Business Careers in Hotels (TEKS 14A-C) Explain different hotel careers:

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	<ul style="list-style-type: none"> • General Manager (oversees the entire hotel) • Sales & Marketing Director (brings in business travelers and events) • Revenue Manager (sets prices based on demand) • Finance & Accounting Team (manages expenses and payroll) 	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<ul style="list-style-type: none"> • Activity: Job Match Challenge <ul style="list-style-type: none"> • Give students job descriptions and have them match them to the correct hotel department (e.g., "responsible for social media ads" → Marketing Team). • Have students work in small groups and play a Pictionary game for job descriptions and another one for hotel departments, as they take turns drawing and guessing.
	<p>Intervention time</p>	<ul style="list-style-type: none"> • Play a vocabulary memory game with the intervention groups using terms like: • Front Desk Operations – The customer service and administrative tasks related to guest check-in, check-out, and reservations. • Housekeeping Department – The hotel division responsible for maintaining cleanliness in guest rooms and public areas. • Food and Beverage (F&B) Department – The sector of a hotel responsible for providing meals and drinks, including restaurants, room service, and banquet services. • Concierge Services – Assistance provided by hotels to guests, including reservations, transportation, and local recommendations. • Event Management – The planning and execution of conferences, weddings, and corporate meetings within a hotel.

<p>Reflection/ Wrap up (3-5 min)</p>	<ul style="list-style-type: none">• Review key takeaways:<ul style="list-style-type: none">• The hotel industry is a major business sector that contributes to the economy.• Pricing is based on supply and demand.• Marketing strategies help hotels target the right customers.• There are many career opportunities in hospitality beyond just front desk jobs.• Exit Ticket Question:<ul style="list-style-type: none">• "If you had the opportunity to work for a hotel, what type of job would you like to perform and what do you think are the most important skills to have?"
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Links:

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: Katie Mueller	Teacher Name: Selena Simpson
Education Alignment: Technology	School District: Dallas Independent School District

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>What are some changing technological advances taking place in your content area, pathway and/or industry?</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="color: #00a0e3; text-align: center;">Workforce Development</p> <p style="color: #00a0e3;">Keeping up with the changing of technology: Learning new technological changes in your industry.</p> <p style="text-align: center;">Read the following to the class before they begin the lesson:</p> <p>"Today, we're going to explore how technology has changed the world of work—specifically in the auto industries. These fields are rapidly evolving due to advances in robotics, artificial intelligence, and automation. That means the jobs people used to do by hand are now often done by machines, and new, more technical jobs are replacing them.</p> <p>I want you to think about how these changes affect workers, what skills are needed now, and</p>

how people can prepare for these new demands. After thinking you will answer questions that will help you reflect on how industries and workplaces are changing—and how we all need to be ready to grow with them."

Let's explore the following Scenario:

Discussion Scenario:

In a recent meeting at a major automotive manufacturing plant, employees from various departments gather to discuss the increasing role of automation in the auto industry. The company has just announced its plan to introduce more robotics and AI-driven systems on the production line, aiming to boost efficiency, reduce production errors, and keep pace with global competitors.

During the discussion, one team member expressed concern about potential job losses due to machines replacing human labor. Another sees the change as a positive step toward creating safer workplaces and new roles that focus more on programming and maintenance of automated systems. An engineer presents data showing that while traditional assembly jobs may decline, the need for skilled workers in AI, robotics maintenance, and software engineering is rapidly increasing. The management emphasizes that upskilling and training opportunities will be provided to help workers transition into these new roles.

As the group weighs the pros and cons, it becomes clear that automation is not just a technological shift, it's a transformation that will redefine how vehicles are made and how workers interact with machines on the factory floor.

	<p>Discussion Questions:</p> <ol style="list-style-type: none">1. In what ways can automation in the auto industry both positively and negatively impact employment opportunities for current and future workers?2. How should auto manufacturers balance technological advancement with ethical responsibilities toward their workforce during automation transitions?
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Answer the following questions:</p> <ol style="list-style-type: none">1. How do you make sure you keep up with the changing technological advances in your industry.2. Describe the last training course you attended that requires you to use some type of technology or technological skill.3. How has technology changed the type of jobs available in the auto industry?4. What are two jobs that have emerged due to the growth of the auto industry?5. Why is it important for workers to be adaptable in today's workforce?6. Describe skills that would be useful in the auto industry.

		<p>7. What is one way schools or training programs can help prepare students for future job changes?</p> <p>Select a technology advancement in the auto industry and describe it from your prospective.</p> <p>Example Response:</p> <p>Technology Advancement: Autonomous Vehicles (Self-Driving Cars)</p> <p>From my perspective, autonomous vehicles represent one of the most transformative technological advancements in the auto industry. These vehicles use a combination of sensors, cameras, radar, lidar, and AI-powered software to navigate roads without direct human control.</p> <p>What makes this advancement so significant is its potential to completely reshape how we think about transportation. Imagine a future where traffic accidents caused by human error are drastically reduced, where people with disabilities or the elderly can travel independently, and where traffic flow is optimized through smart vehicle communication.</p> <p>However, while the promise is exciting, I also see challenges. Fully autonomous systems still face hurdles in handling unpredictable environments, like bad weather, construction zones, or complex human behavior on the road. There are also concerns around data privacy, cybersecurity, and ethical decision-making in split-second situations (e.g., accident scenarios).</p> <p>In my view, the path forward lies in gradual integration—using self-driving features to assist drivers first (like advanced lane-keeping and</p>
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		automated parking), while continuing to build trust and safety in the technology. If developed responsibly, autonomous vehicles could be a game-changer for mobility, safety, and sustainability.
	Intervention time	Answer student questions with a brief mini conference and/or check in. Providing on-the-spot feedback. Allow students to have peer discussion opportunities.
Reflection/ Wrap up (3-5 min)		Students discuss at least two things that they learned and how they can apply them to their current or future work environment.

Links:

Epic Flow- Technology Trends

<https://www.epicflow.com/blog/5-latest-trends-in-the-automotive-industry/>

Forbes – Self- Driving Cars

<https://www.forbes.com/sites/technology/article/self-driving-cars/>

Tech Target – Driverless Car

<https://www.techtarget.com/searchenterpriseai/definition/driverless-car>

You Tube - Electric Vehicle Transition

<https://www.youtube.com/watch?v=KC0aiu485H0>

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 2025: Teacher Externship Lesson Plan

Industry Partner: Children’s Health	Teacher Name: Sheritta Horne
Education Alignment: Professionalism/Customer Service	School District: Dallas ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min):	<p>Activity: “First Impressions Matter”</p> <p>Ask students to pair up.</p> <p>Each student takes 1 minute to “greet” their partner as if they were a healthcare professional meeting a patient for the first time.</p> <p>After both greetings, ask each student to rate their partner’s professionalism on a scale of 1–5 (privately).</p> <p>Quick whole-class discussion: “What made you feel like your partner was being professional or not?”</p> <p>Purpose: This gets students thinking about tone, body language, and appearance as components of professionalism.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Topic: The Pillars of Professionalism and Customer Service in Healthcare</p> <p>I Do (Teacher-led Instruction):</p>

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	<p>Present a short slideshow to introduce the key elements:</p> <p>Professionalism: Appearance, punctuality, confidentiality, empathy, ethical behavior, reliability.</p> <p>Customer Service: Active listening, clear communication, patience, responsiveness, respect, cultural competence.</p> <p>Share 1–2 real-life examples of excellent vs. poor professionalism/customer service in a healthcare setting (can be role-played or via video clips).</p> <p>We Do (Guided Practice):</p> <p>As a class, read a short scripted patient interaction (either printed or on screen).</p> <p>Discuss: “What was done well? What could be improved?”</p> <p>Ask for student suggestions on how to rewrite the poor parts to make it more professional and patient-friendly.</p>
Independent work (20-25 min) (you do)	<p>Student work time</p> <p>Activity: Role-Play & Analysis</p> <p>You Do:</p> <p>Scenario-Based Role Plays</p> <p>In groups of three (1 patient, 1 healthcare worker, 1 observer), students act out assigned healthcare scenarios (e.g., a nervous patient asking about test results, a language barrier issue, a parent concerned about their child).</p> <p>Rotate roles so everyone participates in each position.</p>

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		<p>Observers use a checklist to score professionalism and customer service traits.</p> <p>Written Reflection (if time)</p> <p>Students independently answer:</p> <p>How did you feel in the role of the healthcare worker?</p> <p>What did you learn from being the patient?</p> <p>What feedback did you get as the observer?</p>
	Intervention time	<p>Meet briefly with students who struggled during warm-up or role-play to provide tips, clarify expectations, or give one-on-one coaching.</p>
Reflection/ Wrap up (3-5 min)		<p>Group Discussion:</p> <p>Ask: "What's one thing you learned today that surprised you?"</p> <p>Ask: "How can professionalism and customer service affect a patient's experience?"</p> <p>Reinforce key takeaway: "In healthcare, how you treat people is just as important as how you treat their illness."</p>

Links:



DENTON ISD LESSON PLANS





**Summer 2024: Teacher Externship
Lesson Plan**

Industry Partner: Hilton Garden Inn Denton TX	Teacher Name: Cindy Newman
TEKS Alignment: §127.275. Entrepreneurship I (1) (D) communicate effectively with others using verbal and nonverbal communication, active listening, and writing skills in business setting; (1) (E) Demonstrate collaboration skills within a diverse team setting: (5) The student identifies problems and creates solutions to address market wants and needs. The student is expected to: (A) identify and analyze problems in the marketplace through an ideation process; and (B) describe possible solutions for the marketplace problems identified. (6)(H) provide examples of market segmentation	School District: Denton ISD

Workshop Model



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Stage		Description
Warm Up (5-10 Min)		<p>Students contribute to an online word wall and participate in a class discussion introducing the SMERF market segmentation and how anticipating customers' wants and needs play a role in customer satisfaction in the hotel industry.</p> <p>The students will be given the following prompt to write three (3) responses to contribute to an online word wall: Mentimeter</p> <p>"Think about places you've been or seen in movies, TV, or real life where large events are held."</p>
Mini Lesson (10-15 min) (I do, we do)		<p>The learner will (TLW) read an industry based article regarding the importance of SMERF groups to the hotel industry and how to specifically cater to each groups' wants and needs.</p> <p>After reading the article: What Is SMERF in Hospitality? Benefits and Strategies TLW participate in a class discussion and complete the SMERF Discussion Notes .</p>
Independent work (20-25 min) (you do)	Student work time	<p>Next, TLW pairs off with a partner to conduct online research of upcoming events cities of their interest for the SMERF group of their preference, the TLW then <u>individually</u> creates a group package brochure in Google Slides which will fit the wants and needs of the</p>



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		<p>SMERFmarket segment using professional writing skills with 90% accuracy.</p>
	<p>Intervention time</p>	<p>As students work in pairs and individually the instructor walks around the classroom listening to the discussions making sure students are on task. Students may need assistance with technology finding images and navigating websites to find relevant information for their chosen group or venue.</p> <p>Accommodations and Scaffolding: Word bank, graphic organizer, and sentence stems provided will be provided as needed along with one on one assistance and additional time.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>As the lesson wraps up students will be able to to define market segmentation and specifically SMERF in the hotel industry and how anticipating wants and needs is important in the customer service industry.</p> <p>The student will turn in an index card with SMERF defined at the end of class on day one.</p> <p>Students will be given two (2) class sessions to create the SMERF brochures in Google Slides.</p>

Links:

Free word wall generator: [Mentimeter](#)

[What Is SMERF in Hospitality? Benefits and Strategies](#)

 SMERF Discussion Notes



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: Upper Trinity Water District	Teacher Name: Dre Pringle
Education Alignment: Career Prep	School District: Denton ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<ul style="list-style-type: none"> Display this question on the board: “When you turn on the tap at home, where do you think the water comes from, and what has it gone through to get to you?” Student Task: Students write 2-3 sentences in their notebooks to respond Share Out: Call on 2-3 students to share their thoughts.
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Use a simple diagram (projected or drawn on the board) showing the following steps:</p>

	<ol style="list-style-type: none">1. Source water (lakes, rivers, groundwater)2. Water treatment plant (filtration, chemical treatment, purification)3. Distribution system (pipes, water towers, public delivery)4. Wastewater collection (sewers, drains)5. Wastewater treatment (removal of solids, biological treatment, disinfection)6. Discharge or reuse (into rivers, for irrigation, etc.) <ul style="list-style-type: none">● Teacher explains each step briefly, using real-life examples from the local community <p>We Do (Guided Practice):</p> <ul style="list-style-type: none">● Activity: As a class, fill in a blank version of the water cycle/urban water system diagram (projected on the screen or on paper).● Pose questions like:<ul style="list-style-type: none">○ “Where does the water go after it leaves our homes?”○ “What would happen if water wasn't treated before distribution?”○ “Why is wastewater treatment important for the environment?”
--	--

Independent work (20-25 min) (you do)	Student work time	Student Task: Students individually create their own labeled flow chart or comic strip showing the journey of water: From Source → Purification → Public Distribution → Home Use → Wastewater Treatment → Discharge/Reuse Requirements: <ul style="list-style-type: none"> ● At least 6 steps ● Simple descriptions or captions at each step ● Include at least one fact they learned during the mini-lesson
	Intervention time	
Reflection/ Wrap up (3-5 min)	<ul style="list-style-type: none"> ● Prompt: "Why is it important to treat both drinking water and wastewater before it goes back into the environment?" ● Student Response: Students write a 2-3 sentence answer on a sticky note or index card before leaving. 	

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Links:



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: Safran	Teacher Name: Joseph Woolison
Education Alignment: Electronics	School District: Denton ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Quick matching assignment - Match the connector to the proper wiring harness
Mini Lesson (10-15 min) (I do, we do)		The teacher will demonstrate the process of creating a “form board” for the purpose of creating a wire harness with specific constraints.
Independent work (20-25 min) (you do)	Student work time	Given their specific constraints, the students will form groups of 2 or 3, and will design a “form board” template using CAD software.
	Intervention time	The teacher will monitor and assess the progress made by the students to determine what assistance the teacher can provide to struggling students.
Reflection/ Wrap up (3-5 min)		<p style="text-align: center;">Review/Wrap up Questions:</p> <ul style="list-style-type: none"> What issues did you have? How could they have been avoided? How can we make this process more efficient?



Links:



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Martindale Feed Mill	Teacher Name: Laura Iven
Education Alignment: 7.B, 4.B, 6.A &B, 12A, B, D.	School District: Denton ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Have feed tags that are visible to the students. Students will use their bell work/ warm up paper to collaborate and answer the following questions. This does not need to be complete sentences. Choose 3-5 depending on time</p> <ul style="list-style-type: none"> • What do you think animals eat and why? • Look at the tag – what words or numbers stand out to you? • What words have you heard or have a prior knowledge about • Why do you think there are so many options for feed? (Think about dog food, cat food etc.) • Why would you want “medicated” feed/ what does “medicated” feed mean?
Mini Lesson (10-15 min) (I do, we do)	<ul style="list-style-type: none"> • Create foldable or doodle notes with the following information: • We will discuss the feed tag visual.

		<p>Project one real feed tag on the screen.</p> <p>With your Feed Tag Key as reference, walk students through identifying:</p> <ul style="list-style-type: none"> • Crude protein = growth • Crude fiber = digestibility <ul style="list-style-type: none"> • Fat = energy • Medicated or Non-Medicated <ul style="list-style-type: none"> • Target species <p>Highlight or underline in colored pencil each section (protein in yellow, fiber in blue, fat in pink,</p> <p>**They can make a key of color to nutritional element.</p>
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> • Match the ranchers/ animals' needs/ scenario with the feed tags provided.
	Intervention time	<ul style="list-style-type: none"> • Use small group work if needed. • Have a list of vocabulary words on the desk for them to reference. • Simplify the scenarios they are given
Reflection/ Wrap up (3-5 min)		<ul style="list-style-type: none"> • What are your three top takeaways from learning about feed tags. • What kind of animal do you want to feed and what is the basic protein and fiber that animal needs. This will be their ticket out of the door.



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****This will lead to creating their own feed tag and being able to orally explain why they chose the ingredients and the amount of nutrition in it.**

Links:

- <https://martindalefeed.com/>
 - **Products**
 - **Choose feeds**



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: United Way of Denton	Teacher Name: Marria Nelson
Education Alignment: Marketing Class	School District: Denton ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">Today, for warm up you all are required to research different flyers for your favorite phone and movie. You are required to list what you notice that stands out on the flyer?</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Today, we will be learning how to create a marketing flyer for our small business. First we will explore a marketing flyer for the new movie, Lilo & Stitch.</p> <p style="text-align: center;">We want to take notice to the colors, font type, and photos that are being used here. Call out some things that you notice here...</p> <p style="text-align: center;">Give 1 minute silent processing time, followed by allowing the students to turn and share</p>

	<p>with the table partner to the right. Then select two students to share out to the whole group.</p> <p>Next I will demonstrate how I make a marketing flyer with the use of the resource Canva. I show the different sizing options that are available first. Next, we talk about the color of the background and whether we want to add photos or not and why it may or may not be a good idea. Then we will discuss why some fonts are better than others when it comes to certain types of flyers.</p> <p>During this process, I will allow students up to the board to select different options. This allows each student the opportunity to be a part of the lesson, while practicing the work before they are sent off on their own.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Students will be given 20 minutes of working time independently. Students will be responsible for creating a 8.5 by 11 flyer inviting people to purchase one of their products from their small business by using Canva. They are required to have their business logo, product name, a photo of the product, the price of the product, how this product can add value to the customers life, and their contact information. The flyer needs to be appealing to the eyes. Must be an original work of art. Students will turn the assignment into Canvas at the end of class.</p>



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	Intervention time	<p style="text-align: center;"> The teacher will be stationed at the small group table for students to receive additional assistance when they cannot access a certain feature on canva or need assistance with finding an item. </p>
Reflection/ Wrap up (3-5 min)		<p style="text-align: center;"> Reflection time will be a 1 paragraph summary of the process of creating the flyer when submitting the assignment on canvas. </p>

Links:



EAGLE MOUNTAIN-SAGINAW ISD LESSON PLANS





Summer 2025: Teacher Externship Lesson Plan

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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: Post L Construction	Teacher Name: Aaron Rogers
Education Alignment: Employability	School District: Eagle Mountain-Saginaw ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Safety & Goals Huddle: In a circle students share a professional goal and a construction safety reminder. Teacher goes first, then the students take turns. (Round-Robin Style)
Mini Lesson (10-15 min) (I do, we do)		Teacher Models: Communicating with a supervisor on site about a problem or a follow-up to an earlier problem. Utilizing professional workplace language. The students pair up and the teacher gives them their scenario for each pair to practice effective communication to conduct the business of the company.
Independent work (20-25 min) (you do)	Student work time	Teacher sets up an actual mechanical problem in the construction lab. The student and their partner have to figure out what the problem is or what they think the mechanical/construction problem is and then communicate their finding and information to the" supervisor/teacher then they all have to work together to solve the issue in the shop/lab (or smaller mechanical devices for a classroom setting)
	Intervention time	While the pairs of students are investigating their issue, the teacher is visiting each group and correcting ineffective communication and giving them hints to identify their mechanical issue and reporting back. Making sure that the students are getting the



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		communication concepts.
Reflection/ Wrap up (3-5 min)		Exit Ticket- What went well when you were communicating with your peer and supervisor? What did NOT go well, when you were practicing professional communication?

Links: <https://www.coursera.org/articles/workplace-communication>



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Encore @ The Worthington Renaissance	Teacher Name: Aimee Rogers
Education Alignment: Middle School Math	School District: Eagle Mountain – Saginaw ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Setup: Display the included picture of a meeting room set up. Let students know that today's lesson will involve them becoming a planner for an event to be held at a local hotel for a conference.</p> <p>Activity: Give students a couple of minutes to observe the picture quietly. Then, hand out sticky notes and ask them to write down one thing they notice and one thing they wonder about the picture.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>OPENING:</p> <ul style="list-style-type: none"> • Begin with a discussion about events students have attended and the importance of audio and visual components. • Ask students: "What elements do you think are essential for a successful event setup?"



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	<ul style="list-style-type: none"> • Introduce the price list and explain how it will be used in the lesson. Discuss the needs of different sized events – i.e. the tripod screen is only large enough for a small conference room, if using an entire ballroom- larger screen(s) would be necessary. <p>INTRODUCTION TO NEW MATERIAL:</p> <ul style="list-style-type: none"> • Present the components on the price list and their functionalities. • Explain how to calculate total costs using addition. • Discuss common mistakes, such as underestimating the total cost, forgetting labor costs, or overlooking necessary components.
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>GUIDED PRACTICE:</p> <ul style="list-style-type: none"> • Divide students into small groups and provide each group with a sample price list. • Guide them through identifying components for a fictional conference. • Ask scaffolded questions: <ul style="list-style-type: none"> • What is the cost of a wireless microphone? • Notice the internet cost is per person- what is the cost for internet for 50 people? 150?



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		<ul style="list-style-type: none"> • How will we ensure we stay within our budget? • Monitor group discussions and provide feedback. <p>INDEPENDENT PRACTICE:</p> <ul style="list-style-type: none"> • Assign each student to create 2 plans for a hypothetical event, ensuring they choose a variety of components and justify their selections. • The first is a small simple event with a \$5000 budget. Students must include which items selected and a justification for each component. • The second event will be a much larger, more complex event to plan for. This event will be for 150 participants and requires internet and multiple screens for viewing. Students will include components needed plus a justification for each. There is not a set budget as long as a justification is provided.
	<p>Intervention time</p>	<p>Interventions:</p> <ul style="list-style-type: none"> • Partnering students as needed for independent practice activities. • Working with the teacher. • Use of a calculator for finding totals.



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		<ul style="list-style-type: none"> • Only requiring 1 plan, not both of specific students.
<p>Reflection/ Wrap up (3-5 min)</p>		<p>CLOSING:</p> <ul style="list-style-type: none"> • Conduct a quick roundtable where students share one component they chose and why it is essential for their setup. • Summarize key takeaways about budgeting and decision-making.

Links:

[Conference set up warm up picture..docx](#)



EVERMAN ISD LESSON PLANS





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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Podiatry Associates of Texas	Teacher Name: O'Rita Carter
Education Alignment: CTE – Patient Care Technician	School District: Everman ISD

Workshop Model

Stage	Description				
Warm Up (5-10 Min)	<p>The feet and nails require special attention to prevent infection, odor and injury to the tissues. Problems usually result from abuse or poor care of the feet that can be prevented with proper care and attention.</p> <p>Students will read and we will discuss the listed article: https://www.cbsnews.com/news/dog-chews-off-toe-of-diabetic-woman-as-she-sleeps/</p>				
Mini Lesson (10-15 min) (I do, we do)	<p>Discuss the importance of foot care, the purpose, procedures and common foot disease and conditions</p> <p>Video demonstration: https://www.youtube.com/watch?v=2v_PMdYPGIs</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;"> <p>Students will define paronychia, onycholysis, onychomycosis, onychocryptosis, callus, keratosis, plantar warts, tinea pedis, Ram's Horn Nails and bromodosis</p> <p>Lab – Student will demonstrate assessment and preparation of patient foot care during their doctor's visit</p> </td> </tr> <tr> <td style="padding: 5px; text-align: center;">Intervention time</td> <td style="padding: 5px;"> <p>Monitoring students progress on completing and submitting podiatry medical terms</p> <p>Monitoring, guiding and giving feedback on lab demonstration of providing patient foot care and preparation for doctor's visit</p> </td> </tr> </table>	Student work time	<p>Students will define paronychia, onycholysis, onychomycosis, onychocryptosis, callus, keratosis, plantar warts, tinea pedis, Ram's Horn Nails and bromodosis</p> <p>Lab – Student will demonstrate assessment and preparation of patient foot care during their doctor's visit</p>	Intervention time	<p>Monitoring students progress on completing and submitting podiatry medical terms</p> <p>Monitoring, guiding and giving feedback on lab demonstration of providing patient foot care and preparation for doctor's visit</p>
Student work time	<p>Students will define paronychia, onycholysis, onychomycosis, onychocryptosis, callus, keratosis, plantar warts, tinea pedis, Ram's Horn Nails and bromodosis</p> <p>Lab – Student will demonstrate assessment and preparation of patient foot care during their doctor's visit</p>				
Intervention time	<p>Monitoring students progress on completing and submitting podiatry medical terms</p> <p>Monitoring, guiding and giving feedback on lab demonstration of providing patient foot care and preparation for doctor's visit</p>				
Reflection/ Wrap up (3-5 min)	<p>Student will share and submit one important takeaway regarding the importance of foot care, diabetic foot care and neuropathy</p>				

Links:

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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 2025: Teacher Externship Lesson Plan

Industry Partner: Lockheed Martin	Teacher Name: Rahsirearl Smalls
Education Alignment: Students will explore the job titles, job expectations, salaries, education needed and forecast for the industry. Students will explain the societal impact of manufacturing. Students will identify the impact of engineering and technology within global, economic, environmental, and societal contexts.	School District: Everman ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students will be presented with a video that explains the F-35 production line at Lockheed Martin.
Mini Lesson (10-15 min) (I do, we do)		The instructor will deliver a short presentation explaining some of the different types of careers that are available on an airplane production facility like Lockheed Martin.
Independent work (20-25 min) (you do)	Student work time	Students will create a Project Management Charter to build a plane. Students will also select a particular job title to research and determine what is needed to have this position.

	Intervention time	The instructor will monitor the Project Management Charter as well as assistance with research methodologies.
Reflection/ Wrap up (3-5 min)		Students will create a KWL chart concerning the manufacturing industry.

Links:

Video for Lockheed Martin F-35 Production Line

[\(9\) Lockheed Martin F-35 Production Line | How Aircraft is Made - YouTube](#)

Project Charter Template

[IC-One-Page-Project-Charter-Template.png \(589x815\)](#)

KWL Chart

[b5e6ed8d3f32511e3a50a723191d8f55.jpg \(1650x1275\)](#)

Summer 2024: Teacher Externship

Lesson Plan

Industry Partner: Workforce Solutions for Tarrant County

Teacher Name: Rose Anna Taylor

Education Alignment: Social Studies / Advisory / Character Education

School District: Everman ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Think-Pair-Share: Prompt students to silently reflect on the question: "What does it feel like to belong?" Then pair up and share their thoughts with a partner. Volunteers share with the class. This activates empathy and opens the discussion.
Mini Lesson (10-15 min) (I do, we do)	Teacher-Led Discussion and Video Clip: Use a short video or story (e.g., a clip from 'Undercover High' or a TED Talk on inclusion) to explore the meaning of respect, belonging, and access. Discuss examples where students or professionals overcame barriers to be part of a group or project. Emphasize vocabulary: inclusion, empathy, diversity, equity.
Independent work (20-25 min) (you do)	Scenario Reflection Activity: Students receive short written scenarios (e.g., a student excluded due to language barriers or beliefs). They respond in writing to questions: What is the issue? How could it be handled with respect and empathy? What actions support inclusion? Then, they design a classroom 'Belonging Pledge' in small groups.
Intervention time	Work with students who need support understanding empathy, vocabulary, or real-life connections. Provide guiding questions or sentence starters. Offer 1:1 scenario coaching.
Reflection/Wrap-up (3-5 min)	Ask: "What did you learn about being 'Better Together'?" Invite 2-3 students to share a key takeaway or something they'll do differently. Reinforce that respect and

	understanding are powerful tools for collaboration.
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Links:

- <http://www.dfwjobs.com>
- TED Talk: "The Power of Empathy" – Brené Brown (YouTube)
- <https://www.learningforjustice.org/>



FARMERSVILLE ISD LESSON PLANS



Summer 2024: Teacher Externship

Lesson Plan

Industry Partner: All Metals Fabricating	Teacher Name: Michael Daigreont
Education Alignment: Engineering	School District: Farmersville ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Review the four methods of measurement with caliper and review the main components of a dial caliper. – Blade, caliper, dial, slide.
Mini Lesson (10-15 min) (I do, we do)		Instructor will have demonstrated proper Dial Caliper usage from previous lesson and the four main methods of measurement with caliper – Outer D, Inner D, Depth, and Step. Students are provided with printed models to practice.
Independent work (20-25 min) (you do)	Student work time	Students determine tolerance on a 3D printed model with Drawing Sheet provided. They use provided Dial Caliper to check the measurements from the 3D print and compare the exact measurements from the model to the Drawing PDF.
	Intervention time	The instructor will review the correct tolerances of each measurement to confirm machine calibration.
Reflection/ Wrap up (3-5 min)		Students will cross-check each other's work on the tolerances that we discussed, and it can be taken for a grade. Students will turn in the forms for exit tickets.

Links:

[3D Printable Tolerance File for Lesson](#)

[Drawing PDF for 3D Printed File \(Answers\)](#)



FORNEY 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 2025: Teacher Externship Lesson Plan

Industry Partner: Forney Chamber of Commerce	Teacher Name: Heather King
Education Alignment: Entrepreneurship I	School District: Forney High School

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Get-to-Know-You Networking Bingo card Students will have to mingle and ask questions to complete their card. You can choose whether they go for one line (BINGO) or a blackout (all squares)!</p> <p> Instructions:</p> <ul style="list-style-type: none"> ● Walk around and talk to your classmates. ● Try to find people who match the descriptions in each square. <ul style="list-style-type: none"> ○ You must ask questions, students cannot offer up a box they can help you with. It must come from your questions. ● When you find someone who fits, have them sign their name in the square. ● You can only use each person once! ● Work until time runs out or you finish the whole card, ● Person with the most at the end of the game will win.
Mini Lesson (10-15 min) (I do, we do)	<p>Direct Instruction (15 min): What is Networking? + Intro to Chambers of Commerce</p> <p>Topics for instruction and discussion:</p> <ul style="list-style-type: none"> ● What is Networking? ● Why Networking Matters for Entrepreneurs

	<ul style="list-style-type: none"> ● Local Networking Options ● What is a Chamber of Commerce? ● Services Provided by Chambers <p>Slides Outline link at bottom of lesson plan Note: Include a short video clip (2–3 mins) from a local Chamber of Commerce event or a general explainer on what chambers do.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Gallery Walk: Explore Chamber Services Instructions:</p> <ul style="list-style-type: none"> ● Visit each poster with your partner ● Read the service info ● Answer the prompt on your handout ● Rotate every 2–3 minutes <p>Gallery Walk Reflection Ask:</p> <ul style="list-style-type: none"> ● Which Chamber service surprised you the most? ● Which one would YOU use if you started a business? <p>Scenario Sort Game: Connect the Dots: Chamber Services in Action Instructions:</p> <ul style="list-style-type: none"> ● In groups, match each entrepreneur's need with a Chamber service ● Bonus: Find services that help ALL entrepreneurs <p>Scenario Sort Reflection:</p> <ul style="list-style-type: none"> ● Was there more than one right answer? ● How do Chambers decide which services to offer?

	<p>Intervention time</p>	<p>Review assessment data from match exercise to measure independent understanding of chamber resources and networking purpose.</p> <p>Extension activity for those that need additional instruction:</p> <ul style="list-style-type: none"> ● Networking worksheet for students to brainstorm examples of networking <p>Extension activity for additional learning:</p> <ul style="list-style-type: none"> ● Networking research for students to research local chamber events and their details and benefits.
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Exit Ticket Prompt: What do you think is the most beneficial resource that the chamber offers to small businesses?</p>	

Links:

Bell Ringer Bingo Game: <https://tinyurl.com/NetWBingo>

Slides Outline: <https://tinyurl.com/NetWSlides>

Gallery Walk Posters: <https://tinyurl.com/NetWPosters>

Gallery Walk Worksheet: <https://tinyurl.com/NetWGalleryWalk>

Scenario Sort: <https://tinyurl.com/NetWSorting>

Intervention Extension Option: <https://tinyurl.com/NetW4Square>

Extension Option: <https://tinyurl.com/NetWResearch>



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 2025: Teacher Externship Lesson Plan

Industry Partner: Forney Chamber Of Commerce	Teacher Name: Jacqueline Gee
Education Alignment: Entrepreneurship & Career Readiness (11th–12th Grade)	School District: Forney Independent School District

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">Musical Word Search Icebreaker</p> <p>Play upbeat music as students receive a <i>Forney Chamber Word Search</i> featuring hidden terms like “Commerce,” “Networking,” “Coffee & Commerce,” “Business Roundtable,” “Take Me Home Tuesday,” and “Board of Directors.”</p> <p>Goal: Introduce key vocabulary from the Forney Chamber's activities and get students curious. After music stops, ask: “Which word stood out and why do you think it’s connected to business?”</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Objective: Students will understand what a Chamber of Commerce is and how it helps local businesses and student entrepreneurs succeed. Teachers will discuss and define the Chamber of Commerce and how it can help students and their future business .</p> <p>Teacher will talk about What does the Forney Chamber of commerce do and highlight some of their Chamber ran programs such as <i>Coffee & Commerce</i>, where Chamber business partners receive updates on New and upcoming business projects Recent openings and developments coming in the next year Key takeaways from City Council meetings, Forney ISD, and other local news</p> <p><i>Women’s Empowerment Society</i>, which supports women in business and diving into empowerment books written by successful business women.</p> <p>Teacher will discuss Why does this matter to YOU as a future entrepreneur? And provide examples of how students could network to promote their brand, collaborate with other businesses and be featured in the newsletter of the Chamber.</p> <p>We Do Activity: Interactive Matching Activity</p> <p>Activity: Match the Chamber Benefit</p> <p>Hand out sets of Chamber Benefit Cards. Each student or group gets:</p>



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	<p>One Need card (e.g., "I want to meet other business owners," "I need help promoting my new food truck")</p> <p>A stack of Chamber Solution cards (e.g., "Attend Coffee & Commerce," "Ask to be a Featured Partner," "Sponsor a City Event").</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>You Do” – Business Boost Plan: How Would the Chamber Help Me?</p> <p>Scenario: You’ve just launched a new business right here in Forney, Texas! It could be a sneaker shop, a dog treat bakery, a mobile nail salon, or anything you’re passionate about.</p> <p>The Forney Chamber of Commerce wants to help you grow. You’ve been invited to join as a <i>Future Entrepreneur</i> member and asked to create a Business Boost Plan that answers the following:</p> <p>Business Boost Plan Questions:</p> <ol style="list-style-type: none"> 1. What’s the name of your business? What do you sell or offer? <i>(Example: “Pawtisserie – a bakery for gourmet dog treats”)</i> 2. What problem does your business solve in the community? <i>(Example: “Busy pet parents want healthy, fun treats for their dogs, and no</i>

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		<p><i>local shop offers this.”)</i></p> <p>3. Which events hosted by the Forney Chamber would you attend, and why? <i>(Examples: Coffee & Commerce, Take Me Home Tuesday, Women’s Empowerment Society)</i></p> <p>4. What local cause or nonprofit would you support as a business owner? <i>(Examples: Forney Animal Shelter, Lone Star CASA, a student mentorship program)</i></p> <p>5. How could networking or a partnership with another business help your business succeed? <i>(Example: “Partner with White Rhino Coffee to sell dog treats at their drive-thru window.”)</i></p> <p>6. Design something to represent your business. Choose one:</p> <ul style="list-style-type: none">○ Create a mini flyer using Canva or colored paper○ Draw your business logo○ Sketch your booth at a Chamber event or a Take Me Home Tuesday filming
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	<p>Intervention time</p>	<p>Small Group or 1:1 Support Strategies</p> <p>Visual Aid: Show a simplified <i>Chamber Connection Map</i>:</p> <ul style="list-style-type: none"> ● Student Business → Chamber Event → Local Partner → Growth <p>Strategy 2: Scaffolded Writing Prompts</p> <p>Use sentence starters to help students answer Business Boost Plan questions:</p> <ul style="list-style-type: none"> ● “My business is called ___ and it helps people by ___.” ● “One event I would go to is ___ because it would help me ___.” ● “A cause I care about in Forney is ___ because ___.” ● “One business I could partner with is ___, and we could work together.” <p>Strategy 3: Visual or Tactile Options</p> <p>Modifications</p> <p>For English Learners: Include vocabulary visuals (e.g., networking, partnership, nonprofit) with simple definitions</p>

		<p>For students with IEPs: Allow oral answers or voice-recorded submissions; partner with a peer for idea brainstorming</p> <p>For fast finishers: Challenge them to write a short ad script for their business to be read at a Chamber event</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Whole-Class Recap Prompt (Verbal or Projected): You learned what the Forney Chamber of Commerce is, how it supports local businesses, and how YOU can benefit from it as a future entrepreneur.”</p> <p>Ask for volunteers or cold-call students with one of these sentence stems:</p> <ul style="list-style-type: none"> ● “Something new I learned about the Chamber is...” ● “An event I’d want to attend and why...” ● “The best way the Chamber could support my future business is...” <p>Written Exit Ticket (3-2-1 Format):</p> <p style="text-align: center;">3-2-1 Exit Ticket</p>



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	<ul style="list-style-type: none">● 3 things the Forney Chamber of Commerce does● 2 ways it helps entrepreneurs like you● 1 Chamber event you'd attend and why
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Links: [Home - Forney Chamber of Commerce, TX](#)

[Coffee & Commerce - Forney Chamber of Commerce, TX](#)

[Women's Empowerment Society - Forney Chamber of Commerce, TX](#)

Summer 2024: Teacher Externship Lesson Plan by Joshua Yanes

Industry Partner: Jake E's Riding Round up	Teacher Name: Joshua Yanes
Education Alignment: High School CTE	School District: Forney ISD (The Opportunity Central)

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Professionalism in the workplace in regards to communication and correspondence. Open discussion on how to have clear and concise communication with new clients/patients; including answering questions over the phone.
Mini Lesson (10-15 min) (I do, we do)		Practice Phone call scenarios.
Independent work (20-25 min) (you do)	Student work time	Students are to write multiple scripts, for phone and email correspondence.
	Intervention time	Use any time here to help all students understand the assignment and complete it

		correctly.
Reflection/ Wrap up (3-5 min)		This will be an exit ticket where they fill out their templates from their independent work, and submit it to the instructor.

Lesson Plan: Alignment with TEKS §130.233. Practicum in Health Science (C1-C9 Knowledge and Skills)

<https://tea.texas.gov/about-tea/laws-and-rules/sboe-rules-tac/sboe-tac-currently-in-effect/ch130h.pdf>

Professionalism in the workplace, Communication and correspondence, Knowledge of procedures, and skills implementation.

Warm up: 5-10 minutes.

Open discussion on how to have clear and concise communication with new clients/patients;

How do we introduce ourselves professionally?

(phone example)

- (Good Morning, thank you for calling (blank business) my name is (your name), how can I assist you today ?

(in person example)

Good Morning, Welcome to (business name) my name is (your name), can I assist you today ?

(in person example #2)

Welcome to (business name) my name is (your name) can I help you find something/someone/ today ?

(in person example #3)

Hello Welcome to (business name) Do you have an appointment?

Mini Lesson: 10-15 minutes. (I do, we do) Practice Phone call scenarios

We will practice making professional calls with each other then separate into groups and practice with a partner independently.

You will write your conversations down and turn these in.

(I Do) I will give you different scenarios of what you might encounter, and you will decide how to respond professionally.

(You Do) you will respond respectfully and professionally to the phone call.

(Reflection) we will discuss what went well and what did not go as planned. Discuss why things ended the way they did, and reflect on how we can do better in the future.

(I Do) Hello, I have a question, what time do you guys close today?

(You Do) appropriate response, make sure you know your business hours. Practice different responses; we close at 5pm, our business hours are as follows, etc.

(Reflection) Did we respond professionally and in a timely manner? Was the information we provided accurate? Was further research needed in order to respond and was this handled in an effective manner? What changes should we make? What changes would you make in your own personal approach?

(I Do) Im trying to get information about a person that works on the second floor. I dont remember her last name but she goes by Suzy. Can I speak with her please?

(You Do) How do you respond to this professionally? Are there any privacy concerns before you pass the connection through? Ask as many questions as possible to help you reach the correct person.

Example:

“Of course, but seeing as you do not know her last name, could you tell me what floor she might work on ?”

Your turn (5-15 minutes) (come up with different questions and responses in groups and discuss with the rest of the class/group.

(Reflection) How did we handle this call? Were the incoming callers needs met? Did you ask questions? Did you ask the right questions? (what department does she work in, what is her position?) Was there

any privacy concerns ? Should we have asked who that person on the line was before transferring? Its as easy as saying; “ of course I can help with that, may I ask who is calling ?”

Independent Work (20-25 minutes) (You do)

In this assignment you will develop and practice professional communication skills essential for a front desk receptionist/ store associate. You will create various scripts in two styles; one for phone correspondence, and another for email correspondence.

1: Phone scripts

-You will create a script for answering the business phone professionally, providing as many useful questions to fill in any gaps.

-You will also create a script for when you as the employee will be reaching out to a client via phone.

(Make sure to include company information when you answer, as well as your name.)

2: Email Scripts

-You will create a script for correspondence with clients via email.

Develop a simple email template and ensure it includes placeholders such as (blank/ patients name) (appointment time) etc. You will have to work on an introduction and an epilogue or signature.

Reflection (wrap up) Exit ticket 3-5 mins

As your exit ticket, you will fill in your template with your instructors information and email it to them/ or show it to them.

For example,

Good Morning (instructors actual name)

We are reaching out to you from (business name) to confirm your appointment with (blank) and (blank) at (blank time)

Do not forget to also turn in the group assignment with the phone conversations.



Summer 2025: Mark Olgin - Forney ISD 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: LandTech Excavation	Teacher Name: Mark Olgin
Education Alignment: Principles of Business	School District: Forney

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">Think/Pair/Share:</p> <p style="text-align: center;">What comes to mind when you hear the word “excavation”?</p> <p>Then, ask: What types of jobs might involve digging or heavy machinery?</p> <p style="text-align: center;">Quick Journal Entry:</p> <p>List three things you think someone working in excavation needs to know how to do well.</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Definition and Role:</p> <p>Land excavation involves: Think/Pair/Share: With a partner talk about what types of things do you</p>

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	<p>believe a person in an Excavation career does daily? Be ready to Share-out</p> <p>They do things such as clearing and preparing land for construction projects—homes, roads, pipelines, ponds, clearing brush, & creating driveways, etc. It includes using machinery like backhoes, bulldozers, skidsteers and trenchers.</p> <p>Career Focus: With a partner - use Google to Find the Following Bolded Words and add them to a Google doc titled, "Excavation Career."</p> <p>Job titles: Excavator Operator, Site Prep Worker, Grading Equipment Operator</p> <p>Required education: High school diploma, on-the-job training, or trade school</p> <p>Skills: Operating heavy equipment, reading blueprints, safety regulations</p> <p>Tool: Excavation Intro Video</p>
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Independent work (20-25 min) (you do)	Student work time	<p>Small Group Digital Activity 1: “Job Research Breakout” (15–20 min)</p> <p>Tool: Google Slides or Jamboard</p> <p>Instructions:</p> <ul style="list-style-type: none"> ● In teams of 2–4, students explore job listing websites (like Indeed or TradeUp) to find: <ul style="list-style-type: none"> ○ 1 job title related to excavation ○ 3 main job duties ○ Average salary in your region ○ Required experience or licenses ● Each group adds findings to a shared slide or Canva Presentation
	Intervention time	<p>Students will get a Sticky Note from Teacher Podium and write any questions they may have about this career.</p>
Reflection/ Wrap up (3-5 min)		Wrap-Up Reflection Activity 1 (5–10 min)



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	<p>Prompt:</p> <p><i>What surprised you about careers in land excavation? Would you consider this job in the future? Why or why not?</i></p> <p>Format: Google Form or Flipgrid-style video reflection</p>
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Links:



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: Lisa Yockey	Teacher Name: Yolanda Franklin
Education Alignment: Hotel Industry	School District: Forney ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Give 3 bullet points in Sales department of a Hotel
Mini Lesson (10-15 min) (I do, we do)		<p style="text-align: center;">We will discuss Housekeeping duties and responsibilities, the career path that can be taken in this area</p> <p style="text-align: center;">Video will be shown with interview with Housekeepers</p>
Independent work (20-25 min) (you do)	Student work time	<p style="text-align: center;">In your online book read ch,5 and answer the following question complete sentence please write question and answer in journal</p> <p style="text-align: center;">Work alone .</p>
	Intervention time	

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Reflection/ Wrap up (3-5 min)		What makes a housekeeper successful in the Hotel industry

Links: https://www.youtube.com/watch?v=Bx60qK_piYU



FORT WORTH 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)		Have you ever stayed in a hotel? Did your parents pay for parking? Breakfast? Share your experience.
Mini Lesson (10-15 min) (I do, we do)		<p>I will talk to the students about the different departments that make possible for a guest to have a hotel room. (Front office, maintenance, housekeeping, accounting, marketing, kitchen (to prepare your food). I will play this video about the Hotel where I did the externship.</p> <p style="text-align: center;">https://www.youtube.com/watch?v=TZM68WgQbio</p> <p>I will ask the students if they know the types of ratings of a hotel. 2-3 star hotel? 4–5-star hotels? Luxury hotels.</p>
Independent work (20-25 min) (you do)	Student work time	<p>I will ask students to do research on the different types of hotels according to stars and pricing strategies?</p> <ul style="list-style-type: none"> • Students will provide examples of a 2-3 star hotel. (budget hotel). Examples super 8, motel 6, etc. • Students will provide another example of a (middle range hotel) such as the Sheraton, AC hotel, Aloft hotel and the Holiday in. What types of amenities do these hotels offer? • Students will research a luxury hotel (high end) such as the Omny, Bowie House, The Worthington and the Synclair hotel. Students need to provide examples of



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		<p>the amenities that goes along with the pricing strategy of these hotels.</p> <ul style="list-style-type: none"> • Students need to put together a Powerpoint presentation citing an example of each type of hotel and the amenities they provide. They also need no less than 3 pictures of the hotel’s facilities and explain when presenting. • Example of a budget friendly hotel. (2 stars) • Example of a middle range hotel (3-4 stars) • Example of a high-end hotel (5 stars) and the amenities each hotel provides.
	<p>Intervention time</p>	<p>I will walk around to help students with the assignment. I will provide examples of each hotel in each category. Redirect students who are not on task.</p>
<p>Reflection/Wrap-up (3-5 min)</p>		<ul style="list-style-type: none"> • What did you learn today about hotels? • Are all hotels the same? Do they provide the same amenities? • Would you like to work in a hotel? If so, in what department? • What type of skills do you need to work in a hotel? Emphasize how communication skills are important in a hotel.

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Sheraton Hotel	Teacher Name: Alex Meza
Education Alignment: CTE teacher	School District: Fort Worth ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Have you ever stayed in a hotel? Did your parents pay for parking? Breakfast? Share your experience.</p>
Mini Lesson (10-15 min) (I do, we do)		<p>I will talk to the students about the different departments that make possible for a guest to have a hotel room. (Front office, maintenance, housekeeping, accounting, marketing, kitchen (to prepare your food). I will play this video about the Hotel where I did the externship. https://www.youtube.com/watch?v=TZM68WgQbio</p> <p>I will ask the students if they know the types of ratings of a hotel. 2-3 start hotel? 4–5-star hotels? Luxury hotels.</p>
	Student work time	I will ask students to do research on the different types of hotels according to starts and pricing strategies?



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<p>Independent work (20-25 min) (you do)</p>		<ul style="list-style-type: none"> • Students will provide examples of a 2-3 star hotel. (budget hotel). Examples super 8, motel 6, etc. • Students will provide another example of a (middle range hotel) such as the Sheraton, AC hotel, Aloft hotel and the Holiday in. What types of amenities do these hotels offer? • Students will research a luxury hotel (high end) such as the Omny, Bowie House, The Worthington and the Synclair hotel. Students need to provide examples of the amenities that goes along with the pricing strategy of these hotels. • Students need to put together a Powerpoint presentation citing an example of each type of hotel and the amenities they provide. They also need no less than 3 pictures of the hotel's facilities and explain when presenting. • Example of a budget friendly hotel. (2 stars) • Example of a middle range hotel (3-4 stars) • Example of a high-end hotel (5 stars) and the amenities each hotel provides.
	<p>Intervention time</p>	<p>I will walk around to help students with the assignment. I will provide examples of each hotel in each category. Redirect students who are not on task.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<ul style="list-style-type: none"> • What did you learn today about hotels? • Are all hotels the same? Do they provide the same amenities? 	



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	<ul style="list-style-type: none">• Would you like to work in a hotel? If so, in what department? <p>What type of skills do you need to work in a hotel? Emphasize how communication skills are important in a hotel.</p>
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Links: <https://www.youtube.com/watch?v=TZM68WgQbio>

Note: This lesson will cover two class periods as students will have to do research on each type of hotels and present to class their findings.



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: Brimley Printing	Teacher Name: Areatha A. Jones
Education Alignment: Employability Skills	School District: FWISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Hook: Show students a variety of printed items (e.g., a t-shirt, a cereal box, a poster). Ask: "How do you think these were made?" Briefly explain the difference printing.
Mini Lesson (10-15 min) (I do, we do)		What is digital printing? Types of digital printing (inkjet, laser) Common uses. Advantages (speed, customization, cost for small runs)
Independent work (20-25 min) (you do)	Student work time	Students use a design tool to create a simple poster or t-shirt design. Encourage creativity: school spirit posters, favorite animals, or personal logos.
	Intervention time	Whole group discussion about assignment What did you enjoy about designing? Where have you seen digital printing in your life? How might digital printing be used in the future?
Reflection/ Wrap up (3-5 min)		Distribute a worksheet with 3 reflection questions Optional homework: Find and bring in an example of digital printing from home.

Links:

https://docs.google.com/document/d/1lpfew494TPYnm3syxX8ic0f1s_Pm537rNq3_t0b1xME/edit?tab=t.0

<https://kidsparkeducation.org/blog/rapid-prototyping-and-3d-printing-activities-for-middle-school-stem>

<https://workshestdigital.com/>



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Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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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:



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Shareton Hotel Arlington	Teacher Name: Bobby Booker
Education Alignment: Business	School District: Fort Worth ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		With a partner, list as many jobs as you can that can be found in a hotel. Tell me why each position is important.
Mini Lesson (10-15 min) (I do, we do)		With your partner, create a Google Slides presentation for each career cluster. Make sure you add your partner as a collaborator on this project. Choose a theme and a transition for the Slideshow.
Independent work (20-25 min) (you do)	Student work time	Students will use the internet to research the different careers by list the following information on each slide. <ul style="list-style-type: none"> • Career Cluster • Job Title • Responsibility • Salary/Pay
	Intervention time	Visit groups that appear to struggle or need guidance. I will review the sample slide I created and showed to the class while posting out certain details.



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<p>Reflection/ Wrap up (3-5 min)</p>	<p>Students will respond to a Canvas discussion post. - of all of the jobs/careers you discovered, which one fits you? Why? Answer in at least 2 complete sentences.</p>
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Links:

Indeed - <https://www.indeed.com/>

Automotive Dealership Careers Lesson Plan

Grade Level:

11th–12th (3rd or 4th year students)

Length:

5–7 class periods (45–60 minutes each)

TEKS Objective:

130.404 (c)(2)(B) – The student will identify employment opportunities in the automotive field.

Objectives:

- Identify and describe all main departments of an automotive dealership.
- Explain common job roles and responsibilities in each department.
- Research and discuss ASE certifications and their career benefits.
- Learn the basic requirements for employment in Texas automotive dealerships.
- Complete mock job applications, résumés, and interviews.
- Compare pay structures such as hourly vs. flag hours vs. salary.

Unit Outline:

Day 1: Introduction to Dealership Operations

****Focus**:** Structure and roles of a dealership

****Activities**:**

- Overview of departments: Sales, Service, Parts, Paint/Body, Finance, Admin

- Group brainstorm: 'Who works in a dealership?'

****Assignment**:** Dealership Map – students draw and label all departments

Day 2: Service Department & ASE Certifications

****Focus**:** Careers in the service department

****Topics Covered**:**

- Service technician, service advisor, warranty clerk, shop foreman
- ASE Certifications (A1-A9, L1, G1)

****Exit Ticket****: 3 ways ASE certification can help your career

Day 3: Sales & Finance Departments

****Focus****: Customer-facing roles and business side

****Topics****:

- Sales consultant, Internet sales rep, F&I manager, Sales manager
- Commission-based vs. salary pay

****Homework****: Paragraph on preference for sales or service

Day 4: Parts & Paint Departments

****Focus****: Behind-the-scenes support roles

****Topics****:

- Parts counterperson, inventory control, wholesale parts
- Auto body tech, painter, estimator, detailer

****Activities****: Job matching worksheet

Day 5: Employment in Texas

****Focus****: Getting hired and legal requirements

****Topics****:

- Minimum age, license, background checks, TDLR, EPA

****Activities****: Research local dealership jobs and fill sample application

Day 6: Résumé Building & Interview Skills

****Focus****: Career readiness

****Activities****:

- Create résumé, review interview questions, mock interviews

****Exit Ticket****: List 3 personal strengths for a dealership job

Day 7: Dealership Career Pathways & Wrap-up

****Focus****: Long-term growth and career mapping

****Topics**:**

- Career ladders in service, sales, and parts

****Activities**:** Create a Career Map and present to class

Materials Needed:

- • Handouts: Department summaries, ASE Certification chart, sample applications
- • Computers/tablets for job research
- • Job description printouts
- • Résumé templates
- • Mock interview scripts

Evaluation / Grading:

- • Participation in class discussions and role-plays – 20%
- • Dealership map & career pathway – 20%
- • Résumé & job application – 20%
- • Exit tickets and worksheets – 20%
- • Final presentation – 20%



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: The Worthington Renaissance Fort Worth Hotel	Teacher Name: Christeena Alcocer
Education Alignment: Career Clusters/ Hotel and Hospitality	School District: Fort Worth ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students brainstorm types of businesses in the hospitality industry (hotels, restaurants, theme parks, etc.).
Mini Lesson (10-15 min) (I do, we do)		Teacher presents an overview of the hospitality and tourism industry using slides and real-world examples.
Independent work (20-25 min) (you do)	Student work time	Students create a mind map of hospitality services and hotel types (luxury, resort, budget, etc.).
	Intervention time	Teacher checks in with students who need help organizing their ideas or understanding industry sectors.
Reflection/ Wrap up (3-5 min)		"What surprised you about the hospitality industry today?"

Links: Unit Title: Exploring Hotel Operations

Grade Level: 7th–8th

Week 1 Focus: Hotel Careers & Departments

Day 1: Introduction to the Hospitality Industry

- **Warm-Up (5–10 min):**
Students brainstorm types of businesses in the hospitality industry (hotels, restaurants, theme parks, etc.).
- **Mini Lesson (10–15 min):**
Teacher presents an overview of the hospitality and tourism industry using slides and real-world examples.
- **Independent Work (20–25 min):**
Students create a mind map of hospitality services and hotel types (luxury, resort, budget, etc.).
- **Intervention Time:**
Teacher checks in with students who need help organizing their ideas or understanding industry sectors.
- **Reflection/Wrap-Up (3–5 min):**
“What surprised you about the hospitality industry today?”



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Good Will	Teacher Name: Dr. Rachel Madison
Education Alignment: Externship	School District: Fort Worth ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Good morning students Today's date is June 2025. We will review and go over _____</p> <p>Before we get started can anyone tell me are we high energy, mid energy or low energy today? Explain why you're functioning at whatever energy you chose.</p> <p>Example: I'm high energy because tomorrow I will be taking my G.E.D. test and I'm ready for it.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Today, we will go over Math skills. First, I will review and break the problem down by using the PEMAS method and then we will work another problem together. This model will be on the board while the teacher is thinking aloud in order to find the problem as well as show students their thinking.</p>

Independent work (20-25 min) (you do)	Student work time	Students will then take a math word problem and complete the problem on their own. (The teacher will walk around and correct or adjust with students as needed.)
	Intervention time	Students that haven't grasped the concept will work one on one with the teacher. Those that have grasped the concept will move on the next assignment on their own while the teacher is pulling groups and working one on one with students.
Reflection/ Wrap up (3-5 min)		Students please tell me two things you learned and one wondering that I may need to go over before the end of class.

Reflection:

Good afternoon. First, thank you for this wonderful opportunity to work and serve alongside each of you. I was Amazed to say the least to have learned and observed the programs that Goodwill has to offer. I'm willing to come volunteer and work with you guys anytime. If you all need anything please feel free to reach out to me. Surprised and wowed would be the two words I would explain my feelings and emotions upon finding out ALL of the programs and job opportunities that's offered at Goodwill. I truly had no idea all of these opportunities were offered all over North Central Texas. I will use this knowledge to inform other students as well as my district on these many programs offered for students and adults. The misconception that Goodwill just recycles clothes is truly a myth. I enjoyed observing the classroom and learning the many programs and seeing the passion of the students from 16 to adulthood and the passion of their teachers mentoring, and working with each student. There were many success stories that I witnessed and heard during this week. Goodwill is truly making a major impact on the community starting within.



Below you will find a summary of my findings:

On Monday, June 16, 2025. I was tasked with working with the students on their computer assignments, giving verbal and hands on teaching and learning in the early GED readiness course. I noticed the teacher walked the class to monitor students. The students knew the expectations of the class. The teacher answered questions and interacted with students frequently. The students were comfortable with asking questions and receiving feedback. You could tell routines and procedures were already established.

Observations from the CDL course/training:

Part two of my day I observed the CDL class and training. I noticed the engagements from the teacher and students were welcomed and valued. The teacher shared feedback and correction when needed. The teacher had several interactions with students.

The teacher gave an orientation and introduction over the class expectations to the students. The teacher slowed down as needed when students asked questions or one on one and more information was needed. The teacher gave very detailed information with real life experiences as well as connecting to state laws and requirements. He was very informative. He provided computer feedback, verbal feedback. He had a session of one on one teaching, and he also went over paperwork and guidelines.

Tuesday, June 17, 2025

I attended the SOD Goodwill North Central Texas meeting they went over grants had celebrations (I was even celebrated, which was amazing). During the meeting Email etiquette was discussed as well as other monthly maintenance and needs. One of the key focus that I noticed from this meeting was community building, team building and outreach. I could see that Goodwill North Central Texas runs like a well-oiled machine. Everyone truly works together for one common mission.

Young Adult GED class observation:

In the young adult GD class, Miss Carol had an ambience of calmness, preparedness and readiness. I really enjoyed being in her class. I enjoyed seeing the students work one on one with the teacher Miss Halliburton. If the students didn't understand something, she gave hands on feedback and worked with the students to ensure the students grasped the concepts being taught.

The teacher provided feedback and has great relationship with the students. Miss Halliburton was the teacher that I observed. She provided hands-on feedback and had the students show their thinking to find out where their errors were.



Ms. Dawns class:

I enjoyed Miss Dawns class. Ms. Dawn taught the TIA, medical billing and coding class. These classes are all self-pay certification. The NTI services cost some but they do have some scholarships. The students have independence of materials and they also can work at home however, Miss Don has a Google classroom that set up very accessible for the students in her Google classroom she list books, materials, class protocol, resources, additional resources are available as well. She also has a Google voice where she's able to text and communicate with the students via their phones. In all classes, I noticed they use Ed2go, Kahoot, quiziz, flashcards, online programs, and games.

Wednesday, June 18, 2025

On Wednesday, I went over the OA programs and I met with Miss D. Miss D is a program manager. She does hiring, interviewing, terminations, and mileage for Goodwill. She conducts monthly review meetings as well. OA stands for opportunities of acceleration which is a grant. All programs are grant funded. Miss D service places such as, the homeless, unemployed, at risk of homeless, churches, community centers, and other community outreaches. They also have a program called vet worthy for veterans who are out of work or need extra resources. The employee services all follow under Miss Dee's program. This program has always exceeded the numbers and they have more opportunities to reach out to the community.

I also met with Miss Sandy, which is a program supervisor. She does everything that Ms. Dee does. She conducts intake specialist and employee process. She ensures job training is complete, her program helps students, she works with GD digital skills, Community partners, working with workshop. Miss Sandy works with outreaches such as; safe haven, the PNC, parole, Arlington charities and much more.

Thursday, June 19, 2025

Today I attended the parole office on McCart with Miss Hunter. There, we shared services with the parole office, the new release adults and ensured job security and inform of all the services that Goodwill has. I helped complete applications and answer questions with Miss. Hunter. Outreach in the community was my favorite. I enjoyed reaching out to help those that needed the programs and services the most. Helping those learn about programs and fill out applications really made me feel good.

I wish you all the best,

Dr. Rachel Madison
817.412.9934 (cell)

Grade 3 ELA Lesson Plan

Lesson Title: Story Elements – Characters, Setting, and Plot

Duration: 45 minutes

Objective:

By the end of the lesson, students will be able to identify and describe the characters, setting, and plot of a story.

Standards:

- CCSS.ELA-LITERACY.RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings).
- CCSS.ELA-LITERACY.RL.3.1 – Ask and answer questions to demonstrate understanding of a text.

Materials Needed:

- Chart paper or whiteboard
- Markers
- Printed short story (e.g., "The Paper Bag Princess" by Robert Munsch or similar)
- Story elements graphic organizer (1 per student)
- Pencils and crayons

Lesson Procedure:

1. Introduction (10 minutes)

- Greet students and introduce the topic: "Today we're learning about story elements: characters, setting, and plot."
- Brief discussion: Ask students to share their favorite story and name a character from it.
- Write definitions on the board:
- Characters: People or animals in the story.
- Setting: Where and when the story takes place.
- Plot: What happens in the beginning, middle, and end.

2. Guided Practice (15 minutes)

- Read a short story aloud to the class.
- Pause at key points to ask questions:
- "Who is the main character?"
- "Where does the story take place?"

- "What happened in the beginning?"
- Use a chart to fill in characters, setting, and plot together.

3. Independent Practice (10 minutes)

- Distribute the story elements graphic organizer.
- Students work individually or in pairs to complete the organizer based on the story.

4. Sharing & Discussion (5 minutes)

- Invite a few students to share their answers.
- Discuss similarities or differences in responses.

5. Wrap-Up & Assessment (5 minutes)

- Quick review: Ask students to tell a partner one thing they learned.
- Collect organizers for informal assessment.
- Exit ticket: "What is one thing that happened in the story?"



Summer 2025: Teacher Externship Lesson Plan

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Lesson plans will be published.

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Lyza Faye Fashions	Teacher Name: Fait Nibbs
Education Alignment: Fashion Design	School District: Fort Worth ISD

Advanced Applique Techniques

Stage	Description
Warm Up (5-10 Min)	Students sketch thumbnail compositions of 3D fabric elements, then introduce the concept of creating those 3D shapes that add tactile interest to garments with advanced applique techniques.
Mini Lesson (10-15 min) (I do, we do)	Students will learn what constitutes an appliqué and the various techniques associated with working them into 3D shapes for garments (soldering, fusing, stitching, hand –tacking, shaping, raw edge, turned edge, reverse applique,)



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		students will work with samples as we execute these techniques for the first time together as a class.
Independent work (20-25 min) (you do)	Student work time	Students will design and construct an 8" x 8" tile that uses multiple layers of shaped, 3D applique and decorative stitching that demonstrate their understanding and technical application of multiple applique methods.
	Intervention time	Teacher will circulate and spot-check making sure students are correctly applying the learned techniques well, re-instructing where necessary.
Reflection/ Wrap up (3-5 min)		Hold a peer gallery walk where students will explain their design choices, techniques used, assessment of whether or not they were able to achieve their desired effect, and what they might do differently.

Links:

How to make 3D Appliques for Corsets and Dresses

<https://www.youtube.com/watch?v=c7QgEozl90c>

How to make 2D/3D Appliques like a pro

<https://www.youtube.com/watch?v=W6gz73udEE4>



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Autobahn	Teacher Name: Francisco Cavazos
Education Alignment:	School District: Foret Worth ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		What is a service adviser?
Mini Lesson (10-15 min) (I do, we do)		We will discuss the role of a service adviser and what is expected of them.
Independent work (20-25 min) (you do)	Student work time	Students will research the role of a service adviser and what they do. Students will explain the role of a service adviser and what they could do to become one.
	Intervention time	I will walk around the classroom to help students that struggle with finding the info they need.
Reflection/ Wrap up (3-5 min)		We will discuss the potential of employment and the benefits that come with that job. Also what it would take to achieve that goal.



	https://www.indeed.com/hire/job-description/service-advisor
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Links:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Worthington Renaissance	Teacher Name: Gaynell bellizan
Education Alignment: Intro Corporate AV	School District: FWISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;"><u>Warm up</u></p> <p>Activity: "AV in Your Life" Brainstorm Instructions: Ask students to individually list 3-5 examples of AV technology they encounter daily (e.g., classroom projectors, phone speakers, headphones, TVs in public spaces). Discussion: Briefly discuss the compiled list as a class, highlighting the ubiquity of AV and leading to the idea that corporate environments rely heavily on these systems.</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;"><i>Handout with key terms and system diagram</i> * https://www.encoreglobal.com/ <i>Short video clip demonstrating a corporate presentation setup.</i></p> <p>Objective: Students will gain a foundational understanding of the components, functions, and operation of modern Corporate AV systems. Mini-Lesson: Core Concepts of Corporate AV</p> <p>Topic "What is Corporate AV?"</p>

	<p><i>Content Delivery:</i></p> <p>1. Definition: Explain that Corporate AV encompasses the audio and visual technologies used in business settings for communication, collaboration, and presentations.</p> <p>2. Key Components - Introduce common components:</p> <p style="padding-left: 40px;">Input Devices: Microphones, cameras, computers/laptops, document cameras</p> <p style="padding-left: 40px;">Processing/Control: Switchers, mixers, control systems (e.g., Crestron, Extron)</p> <p style="padding-left: 40px;">Output Devices: Projectors, displays (LED walls, monitors), speakers</p> <p style="padding-left: 40px;">Connectivity: Cables (HDMI, SDI, Ethernet), wireless systems</p> <p>3. Functions: Briefly describe key functions:</p> <ul style="list-style-type: none"> • Presentations • Video Conferencing/Webinars • Digital Signage • Sound Reinforcement <p>4. Operation: Touch on how these components and functions are operated using control systems or software, emphasizing user-friendliness and automation.</p> <p>Visual Aid: Use a simple system diagram on the board/projector to illustrate the flow of audio and video signals from input to output. (A handout with this diagram would be beneficial.)</p> <p>Example Diagram Elements:</p> <p style="padding-left: 40px;">"Presenter Laptop" -> "Switcher" -> "Projector" and "Speakers"</p> <p style="padding-left: 40px;">"Conference Room Microphones" -> "Mixer" -> "Video Conference System"</p>
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<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Independent Work & Exploration Activity: "Corporate AV Scenario Analysis" Instructions Divide students into small groups (3-4 students). Provide each group with a brief scenario describing a common corporate AV application (e.g., a board meeting, a training session, a town hall). Task: Each group should:</p> <ol style="list-style-type: none"> 1. Identify the necessary AV components to support the scenario. 2. Describe how the system would be set up and operated. 3. Consider potential challenges and solutions (e.g., audio feedback, poor lighting). <p>Differentiation: Offer scenarios of varying complexity. For example: Simple: A small conference room needs equipment for basic video conferencing. Intermediate: A large training room needs equipment for presentations and interactive whiteboarding. Advanced: A corporate lobby needs a digital signage system that can display announcements and video content. Facilitation: Circulate among the groups, offering guidance and answering questions.</p>
	<p style="text-align: center;">Intervention time</p> <p>Guest Speaker/Panel: Invite local AV professionals representing different career roles to speak to the class and answer questions.</p>



<p>Reflection/ Wrap up (3-5 min)</p>	<p style="text-align: center;">"Key Takeaways"</p> <p>Instructions: Ask each student to write down one or two key takeaways from the lesson.</p> <p>Discussion: Briefly discuss the takeaways as a class. Address any remaining questions or misconceptions.</p>

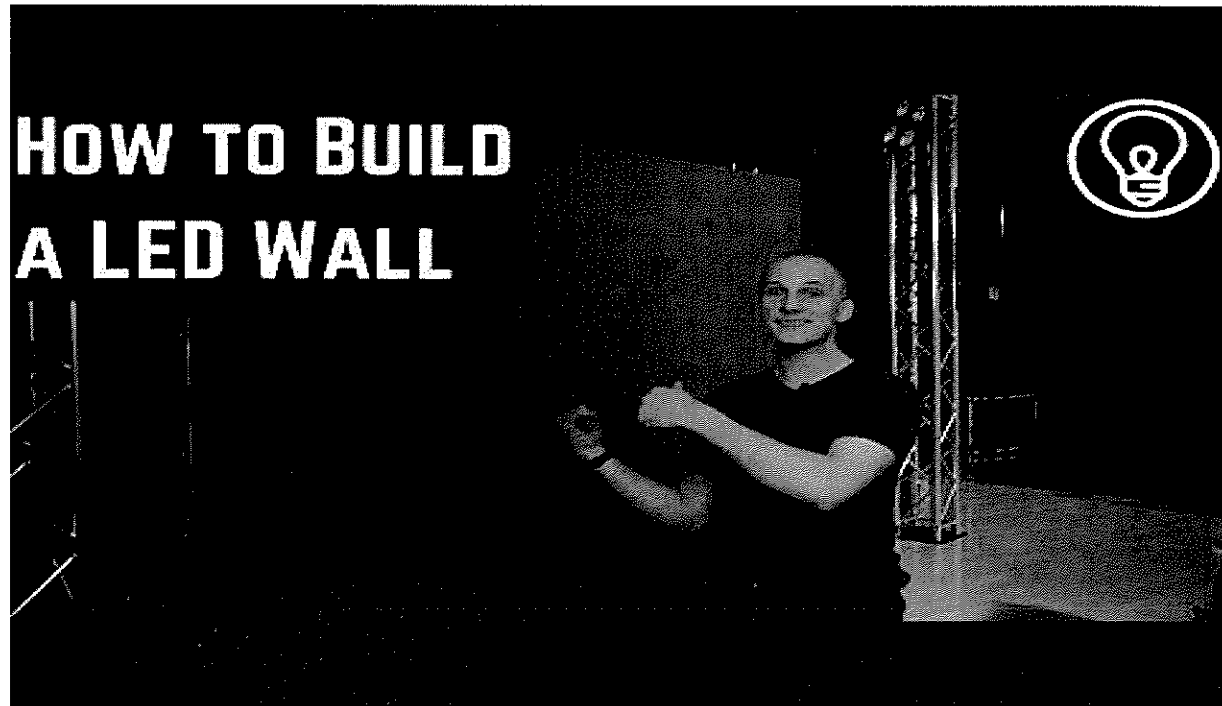
Links: * <https://www.encoreglobal.com/>

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<https://images.app.goo.gl/CcgZwu2MUWhyHu2J7>

<https://youtu.be/PU9lqIVr9Nw?si=01pOvS7DGd-KdUP3>





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: WallBox	Teacher Name: Jennifer Edgar
Education Alignment: CTE Job Skills	School District: Fort Worth ISD

Workshop

Stage		Description
Warm Up (5-10 Min)		Discuss Students' prior knowledge of manufacturing processes. Introduce basic concepts of electrical vehicle charging stations and their production. Engage with a quick brainstorming activity on what goes into manufacturing a Wallbox.
Mini Lesson (10-15 min) (I do, we do)		Provide an overview of Wallbox manufacturing focusing on the ABC production process – Raw material (A), assembly (B). and Quality testing (C). Highlight key steps, safety precautions and quality standards involved.
Independent work (20-25 min) (you do)	Student work time	Create a simple flowchart illustrating the ABC manufacturing process.
	Intervention time	Support students struggling with the flowchart by guiding them through each step, ensuring understanding of sequence.
Reflection/ Wrap up (3-5 min)		Students share insights on the manufacturing process. Discuss how each step impacts product quality and safety. Reflect on how



	<p>this knowledge applies to real-world manufacturing careers.</p>
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Links:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Autobahn Volvo	Teacher Name: Juan Mora
Education Alignment: CTE	School District: Fort Worth ISD

Workshop Model

Stage	Description						
Warm Up (5-10 Min)	<ol style="list-style-type: none"> 1) What is an automotive dealership? 2) Name 1 dealership in our school area. 3) Name 3 services a dealership provides. 						
Mini Lesson (10-15 min) (I do, we do)	<p>I am going to search for 3 different dealerships within 20 miles of where I live. Now you are going to help me pick one dealership to service my truck. The second dealership will be to buy a vehicle. The third dealership will be to find a job.</p>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 10px; vertical-align: top;">Independent work (20-25 min) (you do)</td> <td style="padding: 10px; vertical-align: top;">Student work time</td> <td style="padding: 10px;">Now you are going to search for 3 different dealerships within 20 miles of where you live and do the same thing as above.</td> </tr> <tr> <td style="padding: 10px; vertical-align: top;"></td> <td style="padding: 10px; vertical-align: top;">Intervention time</td> <td style="padding: 10px;">I will provide assistance to my students who are falling behind.</td> </tr> </table>	Independent work (20-25 min) (you do)	Student work time	Now you are going to search for 3 different dealerships within 20 miles of where you live and do the same thing as above.		Intervention time	I will provide assistance to my students who are falling behind.	
Independent work (20-25 min) (you do)	Student work time	Now you are going to search for 3 different dealerships within 20 miles of where you live and do the same thing as above.					
	Intervention time	I will provide assistance to my students who are falling behind.					



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Reflection/ Wrap up (3-5 min)	What did you learn about dealerships?

Links:

<p>1. What is an automotive dealership?</p> <p>2. Name 3 services a dealership provides.</p> <p>3. Name 2 dealerships in your area.</p>	<p>Warm Up (3-5 min)</p>
<p>1. How many dealerships are there in your area?</p> <p>2. How many dealerships are there in your state?</p> <p>3. How many dealerships are there in your country?</p>	<p>10-15 min</p>
<p>1. How many dealerships are there in your area?</p> <p>2. How many dealerships are there in your state?</p> <p>3. How many dealerships are there in your country?</p>	<p>10-15 min</p>



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: Sheraton Downtown Fort Worth	Teacher Name: Julie Fisher
Education Alignment: Business – Hospitality Industry (Career Prep)	School District: Fort Worth ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Bell Ringer – Define hospitality</p> <p>Discuss different definitions</p> <p>What are at least 2 career pathways available in the hospitality industry?</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teacher: “Now that we know what hospitality is and a few of the career pathways that are available, let’s dig a little into the training and educational requirements for the careers. Also, what are some of the benefits?”</p> <p><i>Use links for Marriot, Hilton, Hyatt, and IHG to discover what the qualifications may be for the open positions.</i></p> <p><i>I talk about my experience in the teacher externship and the people I worked with – how they got into the industry, their educational backgrounds, and their journey through the hospitality industry</i></p>



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<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Using the PowerPoint template provided: Career Pathways in the Hospitality Industry Template</p> <p>Research the information listed on the slides. (due in one week) - provide 30 minutes of class time for one week to complete.</p> <p>-----</p> <p>Extension – (45 minutes)</p> <p>Table groups: Your table has been assigned to open/start a new hotel in Fort Worth near Sundance Square downtown. Decide the following; (1) Who will be the General Manager and why? (2) Who will be the Sales Manager and why? (3) Who will be in charge of Housekeeping and why? (4) Who will be in charge of the kitchen/restaurant/banquets and why? (5) Who will be in charge of Human Resources? (6) Who will be in charge of Accounting and why? (7) Who will be in charge of the Operations (Engineer/Maintenance)?</p> <p>Students Respond: Why did you line up the employees this way? How did you determine who would do what? What responsibilities do you have?</p>
	<p>Intervention time</p>	<p>Make sure students have properly researched and know what career pathways are available in the hospitality industry. Explain any terms they may be confused with.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Reflection – How can you get started in the hospitality industry? Do you have a passion that could fit into this career pathway?</p> <p>(Students respond with a brief writing)</p>	



Links:

<https://www.aimbridgehospitality.com/careers/>

<https://jobs.hilton.com/us/en>

<https://careers.hyatt.com/en-US/careers/>

<https://careers.ihg.com/en/>



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: Sheraton Hotel Downtown Fort Worth	Teacher Name: Karla Clark
Education Alignment: Business	School District: Fort Worth ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">“Hotel Experience Brainstorm” Ask students:</p> <ul style="list-style-type: none"> • Have you ever stayed at a hotel? • What kinds of services or people did you interact with? • Who do you think works behind the scenes? <p style="text-align: center;">Write answers on the board in a word cloud or chart.</p>
Mini Lesson (10-15 min) (I do, we do)	<p style="text-align: center;">Presentation: What Is Hospitality & Tourism?</p> <ul style="list-style-type: none"> • Briefly define the industry: customer service-driven, including hotels, restaurants, events, travel, and tourism. • Focus on hotels: describe common departments: <ul style="list-style-type: none"> ○ Front Office (reception, concierge) ○ Housekeeping ○ Food & Beverage ○ Sales & Marketing

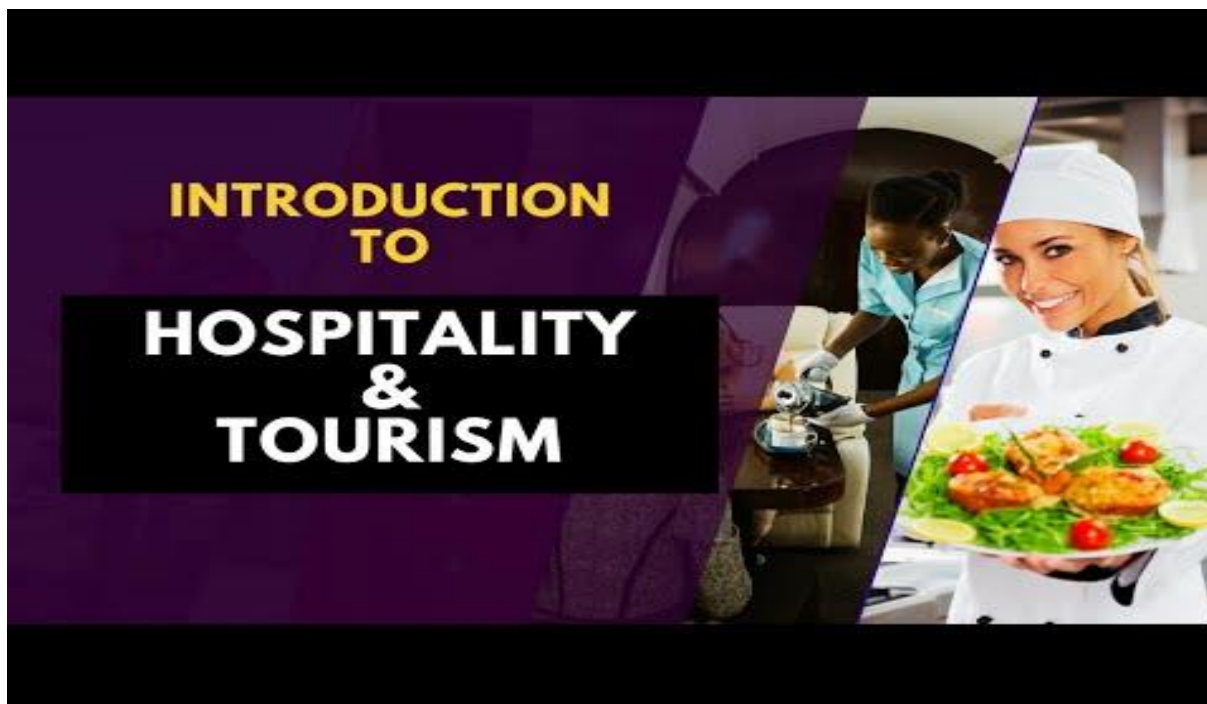


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	<ul style="list-style-type: none"> ○ Event Planning ○ Management ○ Maintenance & Engineering 	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p style="text-align: center;">“Hotel Job Match-Up”</p> <p>Objective: Learn about different hotel jobs and their responsibilities.</p> <p style="text-align: center;">Instructions:</p> <ul style="list-style-type: none"> • Divide students into small groups. • Give each group a set of job title cards and job description cards. • Groups must match each title with the correct job description. <p style="text-align: center;">Examples of roles:</p> <ul style="list-style-type: none"> • Front Desk Agent • Executive Chef • Housekeeper • General Manager • Event Coordinator <ul style="list-style-type: none"> • Bellhop • Hotel Sales Manager • Maintenance Technician <p>After matching, groups present one role to the class, sharing a summary of its responsibilities and required skills.</p>
	<p>Intervention time</p>	<p>Review job descriptions and summaries of responsibilities.</p>

<p>Reflection/ Wrap up (3-5 min)</p>	<p>Ask:</p> <ul style="list-style-type: none">• What job in a hotel do you think would be the most interesting? Why?• What skills do you think are most important in hospitality? <p>Students will write a short reflection or exit ticket.</p>
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Links: <https://youtu.be/0POQpL8DjuY?t=22>







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: Worthington Hotel	Teacher Name: Kevin Karnes
Education Alignment: Culinary Arts	School District: Fort Worth ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Activity: "Dream Culinary Job"</p> <ul style="list-style-type: none"> • Procedure: <ul style="list-style-type: none"> ○ Start by asking students what their dream culinary job would be and what skills they think are essential for that role. ○ Introduce the Worthington Hotel in Fort Worth as a prestigious local establishment with a focus on quality and specific culinary skills. ○ Show visuals of the Worthington Hotel and its culinary settings. ○ Discuss how professional kitchens, like those at the Worthington, prioritize safety



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	<p>and precision in every task, including knife skills.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<ul style="list-style-type: none"> ● Activity: "Professional Knife Skills and Safety Standards" ● Procedure: <ul style="list-style-type: none"> ○ Review the basic parts of a chef's knife and their functions. ○ Emphasize proper knife grip and the importance of the guiding hand for both safety and consistent cuts. ○ Highlight key safety rules from a professional kitchen perspective: <ul style="list-style-type: none"> ▪ Sharpness ▪ Cutting Board Use ▪ Awareness ▪ Knife Storage ○ Introduce standard knife cuts and explain how consistency in size and shape is important for plating and presentation in professional kitchens. ○ Mention specific job duties for kitchen staff at the



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	<p>Worthington, such as preparing ingredients for cooking, portioning, chopping, storing food, and maintaining quality standards.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>
	<ul style="list-style-type: none"> • Activity: "Practicing Professional Knife Cuts" • Procedure: <ul style="list-style-type: none"> ○ Students move to their workstations and practice the demonstrated knife grips and cutting techniques. ○ Encourage students to focus on precision and safety, just like a professional chef at the Worthington would. • Students practice using vegetables or salt dough. • Have them arrange their practice cuts on a plate to assess their skill and consistency.
	<p>Intervention time</p>
	<ul style="list-style-type: none"> • Provide feedback as they work, emphasizing consistent sizing and proper technique. • Remind them of safety rules at all times.



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<p>Reflection/ Wrap up (3-5 min)</p>	<ul style="list-style-type: none">● Activity: "Connecting Knife Skills to the Real World"● Procedure:<ul style="list-style-type: none">○ Bring the class together for a final discussion.○ Ask students how practicing these skills today relates to the expectations of a professional kitchen environment like the Worthington Hotel.○ Discuss how specific job duties at the Worthington involve precise knife skills, such as preparing ingredients and ensuring proper portioning and presentation.○ Reinforce the importance of safety and professionalism in culinary arts.○ Answer any lingering questions and summarize key learning points.
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Links:



<https://www.marriott.com/en-us/hotels/dfwdt-the-worthington-renaissance-fort-worth-hotel/overview/>

<https://www.escoffier.edu/blog/culinary-arts/8-knife-cuts-every-professional-cook-should-know/>

https://www.ottawapublichealth.ca/en/public-health-topics/resources/Documents/knife_safety_en.pdf

Lesson Plan: Introduction to Trane Refrigeration Systems

Grade Level: 11–12

Course Title: HVAC and Refrigeration Technology I

Duration: 5 Days (1 Week Unit)

Focus: Trane Commercial and Residential Refrigeration Systems

TEKS Alignment (Chapter 130, Subchapter H – HVAC and Refrigeration Technology I):

- **130.58(c)(2)(A):** Demonstrate knowledge of refrigeration cycle components and functions.
 - **130.58(c)(4)(B):** Demonstrate proper use of HVAC tools and equipment.
 - **130.58(c)(5)(A):** Interpret technical data and specifications.
 - **130.58(c)(6)(C):** Perform basic maintenance and troubleshooting on refrigeration systems.
-

Learning Objectives

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

1. Identify and describe the components of Trane refrigeration systems.
 2. Explain the refrigeration cycle using Trane schematics.
 3. Safely operate and maintain Trane refrigeration equipment.
 4. Troubleshoot common issues using Trane diagnostic tools and manuals.
-

Materials Needed

- Trane refrigeration unit (demo or simulation)
 - Trane technical manuals and schematics
 - Safety gear (gloves, goggles, etc.)
 - Multimeters, gauges, and HVAC toolkits
 - Access to Trane online training resources (if available)
-

Daily Breakdown

Day 1: Introduction to Trane Refrigeration

- Overview of Trane as a manufacturer
- Types of refrigeration systems (residential vs. commercial)
- Safety protocols and PPE review
- **Activity:** Watch Trane system overview video and complete guided notes

Breakdown of Lesson Activities for Day 1

A. Bell Ringer (10 minutes)

- **Prompt:** “What do you already know about air conditioning or refrigeration systems?”
- Students write brief responses in journals or on index cards.
- Share a few responses aloud to gauge prior knowledge.

B. Introduction to Trane (15 minutes)

- Show a short video introducing Trane’s history and innovations.
- Example: “Trane: A Legacy of Innovation” (check Trane’s official YouTube)
- Discuss Trane’s role in residential, commercial, and industrial HVAC.

C. Types of Trane Refrigeration Systems (15 minutes)

- Present images and specs of:
 - Trane split systems

- Rooftop units (RTUs)
- Chillers
- Variable Refrigerant Flow (VRF) systems
- **Activity:** Students match system types to real-world applications (e.g., schools, hospitals, homes).

D. HVAC Safety Overview (20 minutes)

- Discuss general HVAC safety practices:
 - Electrical safety
 - Chemical handling (refrigerants)
 - Ladder and tool safety
- Demonstrate proper PPE and explain its importance.
- **Activity:** Students identify correct PPE for different HVAC tasks using a worksheet or group discussion.

E. Career Spotlight (10 minutes)

- Brief overview of HVAC career paths with Trane or similar companies.
- Discuss certifications (EPA 608, NATE) and apprenticeships.

F. Wrap-Up & Exit Ticket (10 minutes)

- **Exit Ticket Prompt:** “Name one Trane system and one safety rule you learned today.”
- Collect responses to assess understanding.

Day 2: The Refrigeration Cycle

- Detailed explanation of the refrigeration cycle
- Trane-specific components (compressors, evaporators, condensers)
- **Activity:** Label Trane system diagram and trace refrigerant flow

Breakdown of Lesson Activities for Day 2

A. Bell Ringer (10 minutes)

- **Prompt:** “What do you think happens to air or refrigerant inside an air conditioner?”
- Students write a short response and share with a partner.

B. Direct Instruction: The Refrigeration Cycle (20 minutes)

- Present the **four main components**:
 1. **Compressor**
 2. **Condenser**
 3. **Expansion Valve**
 4. **Evaporator**
- Use a Trane schematic to show how refrigerant flows through each.
- Discuss **state changes** (liquid to gas and vice versa) and **heat transfer** principles.

C. Visual Learning: Trane System Animation (10 minutes)

- Show a video or animation of a Trane system in operation.
- Pause to explain each stage and component.

D. Guided Practice: Label the Cycle (20 minutes)

- Students receive a blank Trane system diagram.
- Label each component and draw arrows showing refrigerant flow.
- Use color coding to indicate high-pressure vs. low-pressure sides.

E. Hands-On Demo or Virtual Tour (15 minutes)

- If available: Show a physical Trane unit or use a virtual 3D model.
- Point out real components and relate them to the diagram.

F. Group Discussion: Why It Matters (10 minutes)

- Discuss how understanding the cycle helps with:
 - Diagnosing problems
 - Choosing the right equipment
 - Performing maintenance

G. Exit Ticket (5 minutes)

- **Prompt:** “Which part of the refrigeration cycle do you think is most important, and why?”

Day 3: Tools and Diagnostics

- Introduction to Trane diagnostic tools and software
- Reading pressure-temperature charts
- **Activity:** Hands-on with gauges and multimeters on demo unit

Breakdown of Lesson Activities for Day 3

A. Bell Ringer (10 minutes)

- **Prompt:** “What tools do you think are used to check if a refrigeration system is working properly?”
 - Students list tools or draw them from memory.

B. Tool Identification and Safety (15 minutes)

- Show and explain:
 - Manifold gauge set
 - Digital multimeter
 - Clamp meter
 - Thermometer
 - Discuss safety precautions when using each tool.
 - **Activity:** Students complete a matching worksheet for tool names and functions.

C. Reading Gauges and P-T Charts (20 minutes)

- Explain how to:
 - Connect manifold gauges to a Trane system
 - Read high-side and low-side pressures
 - Use a P-T chart to determine refrigerant condition

- **Activity:** Students practice reading sample gauge readings and matching them to refrigerant states using a chart.

D. Hands-On Practice or Simulation (30 minutes)

- In small groups, students:
- Connect gauges to a demo unit or simulation
- Record pressure readings
- Use P-T chart to determine if the system is undercharged, overcharged, or normal
- Instructor circulates to assist and assess technique.

E. Group Discussion: Diagnosing Issues (10 minutes)

- Discuss what abnormal readings might indicate:
- Low suction pressure → possible low refrigerant
- High head pressure → dirty condenser or overcharge
- Relate to real-world Trane service scenarios.

F. Exit Ticket (5 minutes)

- **Prompt:** “What tool did you find most useful today, and why?”

Day 4: Maintenance and Troubleshooting

- Common issues in Trane systems
- Preventative maintenance procedures
- **Activity:** Simulated troubleshooting scenarios

Breakdown of Lesson Activities for Day 4

A. Bell Ringer (10 minutes)

- **Prompt:** “What are some signs that a refrigeration system might not be working properly?”
- Students list symptoms (e.g., warm air, strange noises, ice buildup).

B. Direct Instruction: Common Issues and Maintenance (15 minutes)

- Discuss common Trane system issues:

- Dirty filters or coils
- Low refrigerant
- Electrical faults
- Sensor failures
- Review routine maintenance tasks:
 - Checking refrigerant levels
 - Cleaning coils
 - Inspecting electrical connections

C. Guided Practice: Troubleshooting Scenarios (20 minutes)

- Students work in pairs to analyze 2–3 written scenarios (e.g., “System not cooling, low suction pressure”).
- Use Trane manuals and P-T charts to diagnose the issue.
- Share answers and reasoning with the class.

D. Hands-On Lab: Maintenance and Diagnostics (30 minutes)

- In small groups, students:
 - Perform a basic maintenance checklist on a demo unit
 - Use gauges and meters to check system performance
 - Identify and explain any abnormal readings
- Instructor observes and provides feedback.

E. Group Discussion: Real-World Application (10 minutes)

- Discuss how regular maintenance prevents costly repairs.
- Talk about how Trane technicians use mobile apps and digital tools in the field.

F. Exit Ticket (5 minutes)

- **Prompt:** “What’s one maintenance task you feel confident doing now, and why?”

Day 5: Assessment and Review

- Review key concepts
- **Assessment:** Written quiz + practical demonstration
- **Wrap-Up:** Group discussion on career paths in HVAC with Trane

Breakdown of Lesson Activities for Day 5

A. Bell Ringer (10 minutes)

- **Prompt:** “What was the most interesting thing you learned this week about Trane systems?”
- Students write a short reflection or share aloud.

B. Written Assessment (25 minutes)

- Students complete a quiz covering:
 - Refrigeration cycle
 - Trane system components
 - Tool identification
 - Safety procedures
 - Troubleshooting scenarios

C. Practical Skills Assessment (30 minutes)

- In small groups or individually, students:
 - Demonstrate how to connect gauges
 - Identify system components
 - Interpret a P-T chart
 - Perform a basic maintenance task
- Instructor uses a **skills checklist** to assess performance.

D. Career Exploration (15 minutes)

- Discuss HVAC career paths, certifications (EPA 608, NATE), and Trane technician roles.

- Optional: Invite a guest speaker or show a video of a Trane technician in the field.
- Provide handouts on local HVAC programs or apprenticeships.

E. Wrap-Up and Recognition (10 minutes)

- Review key takeaways from the week.
- Distribute certificates of completion or small rewards.
- Encourage students to ask questions about next steps in HVAC education.

Assessment

- Daily participation and safety compliance
 - Diagram labeling and technical worksheets
 - Practical troubleshooting demonstration
 - End-of-unit quiz
-



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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: Autobahn	Teacher Name: Marco Miramontes
Education Alignment: TEKS §130.450 (c) (5)	School District: Fort Worth ISD

Workshop Model

Stage	Description				
Warm Up (5-10 Min)	<p style="text-align: center;">TPMS: Test Before Touch</p> <p>Diagnose the problem before using the Scan Tool and how to use the Scan Tool to reprogram new TPMS (Tire Pressure Monitoring System) sensors.</p>				
Mini Lesson (10-15 min) (I do, we do)	<p>The Teacher will explain that the Test Before Touch (TBT) roadmap is a process. It consists of a step-by-step basis to learn how to follow the right systematic process of TPMS system repair and performance. The Teacher will demonstrate how to use the tools and explain the laboratory activity before the students begin the assignment.</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 35-45 min.</td> <td style="padding: 5px;">During the assignment students will be able to work in small groups and practice how to use the proper tools to diagnose a TPMS problem and follow the systematic process.</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Intervention time 20-25 min.</td> <td style="padding: 5px;">The teacher will demonstrate how to check tire pressure with a tire gauge, how to properly inspect, remove and replace valve cores with the proper tools, and how to use the Scan Tool to reprogram or relearn new TPMS (Tire Pressure Monitoring System) sensors.</td> </tr> </table>	Student work time 35-45 min.	During the assignment students will be able to work in small groups and practice how to use the proper tools to diagnose a TPMS problem and follow the systematic process.	Intervention time 20-25 min.	The teacher will demonstrate how to check tire pressure with a tire gauge, how to properly inspect, remove and replace valve cores with the proper tools, and how to use the Scan Tool to reprogram or relearn new TPMS (Tire Pressure Monitoring System) sensors.
Student work time 35-45 min.	During the assignment students will be able to work in small groups and practice how to use the proper tools to diagnose a TPMS problem and follow the systematic process.				
Intervention time 20-25 min.	The teacher will demonstrate how to check tire pressure with a tire gauge, how to properly inspect, remove and replace valve cores with the proper tools, and how to use the Scan Tool to reprogram or relearn new TPMS (Tire Pressure Monitoring System) sensors.				



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Reflection/ Wrap up (3-5 min)	The whole class will be asked “what did you learn with this lesson?” as a content closure, and have a whole class discussion on how to properly follow the Test Before Touch (TBT) roadmap and how to properly use the tools needed to fix a vehicle with a TMPS (Tire Pressure Monitoring System) malfunction.
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Links: <https://tea.texas.gov/academics/curriculum-standards/teks-review/texas-essential-knowledge-and-skills>

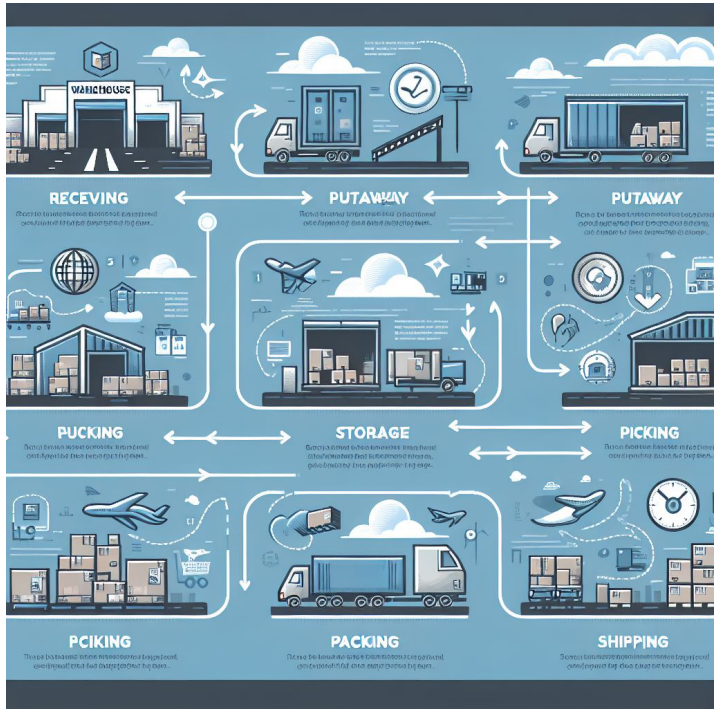


Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Saddle Creek Logistics Services	Teacher Name: Raquel Rosales
Education Alignment: Logistics, supply chain management, and business operations	School District: Fort Worth ISD


Workshop Model

Stage	Description
Warm Up (5-10 Min)	<ul style="list-style-type: none"> • Objective: Introduce students to the role of an entry-level warehouse associate and the logistics industry. • Activity: <ul style="list-style-type: none"> ○ Begin with a quick discussion: “What do you think happens behind the scenes when you order something online?” ○ Video or infographic explaining warehouse operations. ○ Video: Processes of Warehousing Warehouse Processes Explained Warehouse Processes and Procedures (Time: 6:35) ○ Link: https://youtu.be/ZOL3uYZif6o?si=VAsQo91gyvTQK0-x ○ Infographic: An infographic explaining warehouse operations. The design should be clean and professional, suitable for business or educational use. The infographic should include the following sections with icons and brief descriptions: 1) Receiving - goods are unloaded and inspected; 2) Put away - items are stored in designated locations; 3) Storage - inventory is organized and maintained; 4) Picking - items are retrieved for orders; 5) Packing - items are securely packaged for shipping; 6) Shipping - orders are dispatched to customers. Include arrows or flow indicators to show the process flow from one stage to the next.

	 <ul style="list-style-type: none"> ○ Ask students to brainstorm what skills might be needed for a warehouse associate. ○ Teacher may use app with student responses to create a word cloud: https://worditout.com/word-cloud/create
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Objective: Demonstrate key responsibilities and skills required for the role.</p> <p>Activity:</p> <ul style="list-style-type: none"> • I Do: Instructor explains the daily tasks of a warehouse associate, including receiving shipments, inventory management, order picking, packing, and safety procedures. <p>Teacher Script:</p> <p>Today, I'm going to explain the key daily tasks of a warehouse associate. These include receiving shipments, managing inventory, picking and packing orders, and following safety procedures.</p>


1. Receiving Shipments (1 minute)

"Let's start with receiving. When a truck arrives at the dock, warehouse associates are responsible for unloading the goods. We check the delivery against the packing slip to make sure everything matches. This is called verifying the shipment. If something is missing or damaged, we report it right away. Once verified, we label the items and move them to the correct storage area."

 Key tools: pallet jacks, scanners, packing slips.


2. Inventory Management (1 minute)

"Next is inventory management. This means keeping track of everything in the warehouse. We use barcode scanners and warehouse management systems (WMS) to update stock levels. If something is running low, we flag it for restocking. Accuracy is super important here—mistakes can lead to delays or wrong orders."

 Key skills: attention to detail, using inventory software.


3. Order Picking (1 minute)

"Now let's talk about picking. When a customer places an order, we get a pick list that tells us what items to collect. We follow a route through the warehouse to pick items efficiently. This is where knowing the layout of the warehouse really helps."

 Key tools: pick lists, handheld scanners, carts.


4. Packing Orders (1 minute)

"After picking, we move to packing. We double-check the items, pack them securely, and label the boxes for shipping. It's important to use the right packing materials to protect the items during transit."

 Key focus: accuracy, speed, and proper labeling.

5. Safety Procedures (1 minute)

"Finally, safety. Warehouse work can be physically demanding, so we always follow safety rules. That means wearing PPE like gloves and steel-toe boots, lifting with our legs—not our backs—and keeping aisles clear. We also report any hazards immediately."

 Key practices: PPE, safe lifting, hazard awareness.


"These five tasks—receiving, inventory, picking, packing, and safety—are the foundation of warehouse operations. Each one plays a critical role



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in making sure everything runs smoothly and customers get what they need on time."

- We Do:
 - Walk through a simulated order fulfillment process using a step-by-step demonstration.
 - Have students practice scanning barcodes, organizing inventory, or labeling packages.
 - Discuss teamwork, efficiency, and problem-solving in logistics.

 Objective:

Together, we'll walk through a simulated order fulfillment process. Then, you'll practice scanning, organizing, and labeling—just like in a real warehouse. We'll also talk about how teamwork and problem-solving help everything run smoothly.

Step by Step Demonstration (3 Minutes):

Teacher Script:

"Let's start with a customer order."

Display a sample pick list with 3–4 items.

"This order includes a water bottle, a phone charger, and a notebook."

"Step 1: Picking"

"I'll read the pick list and walk to each bin to collect the items."

Demonstrate walking to bins, checking item codes, and placing items in a tote.

"Step 2: Scanning"

"Now I'll scan each item to confirm it matches the order."


Use a mock scanner or app to simulate scanning.









"Step 3: Packing"






"I'll pack the items securely in a box, add padding, and seal it."











"Step 4: Labeling"

"Finally, I'll attach the shipping label. It must be straight and easy to scan."

 "Notice how I'm staying organized, working efficiently, and double-checking everything."

	<p> Student Practice (3 minutes) Instructor Script:</p> <p>“Now it’s your turn! You’ll rotate through three mini-stations. You’ll have about 1 minute at each.”</p> <p> Scanning Station</p> <p>Scan mock items and check them off a list.</p> <p> Inventory Station</p> <p>Organize a small shelf of items by category or SKU.</p> <p> Labeling Station</p> <p>Apply shipping labels to boxes neatly and correctly.  “Work quickly but carefully. I’ll walk around to help and answer questions.”</p> <p> Group Reflection & Discussion (2 minutes) Instructor Script:</p> <p>“Let’s talk about what we just did.”</p> <p>“What part of the process felt easiest? What was challenging?” “How did working together help you stay on track?” “What would you do differently to be more efficient?”  “In real warehouses, teamwork and communication are key. If someone misses a step, it can delay the whole order.”</p> <p> Wrap-Up “Great job, everyone! You just practiced the core steps of warehouse order fulfillment. These skills—accuracy, speed, and teamwork—are what make logistics work.”</p>
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Objective: Apply learned skills in a hands-on activity.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Students work in small groups to complete a mock warehouse task: <ul style="list-style-type: none"> ○ Sorting and organizing inventory based on provided instructions. ○ Simulating order picking and packing with accuracy and speed.

		<ul style="list-style-type: none"> ○ Practicing communication and teamwork to complete tasks efficiently. <p> Supply List for Mock Warehouse Activity</p> <p> General Supplies</p> <p>Tables or desks (to simulate packing stations and inventory shelves)</p> <p>Plastic bins or totes (for order picking and transporting items)</p> <p>Shelving units or labeled boxes (to simulate inventory storage areas)</p> <p>Clipboards or tablets (for pick lists and instructions)</p> <p> Inventory Items (Mock Products)</p> <p>Assorted small items (e.g., water bottles, notebooks, phone chargers, pens, snacks, etc.)</p> <p>Color-coded or numbered labels (to simulate SKUs or product codes)</p> <p>Empty boxes or containers (to represent different product categories)</p> <p> Order Fulfillment Tools</p> <p>Mock pick lists (printed or digital, with item names, quantities, and locations)</p> <p>Barcode stickers (optional, for scanning practice)</p> <p>Handheld barcode scanners (real or simulated with apps or props)</p> <p>Packing materials (bubble wrap, paper, tape)</p> <p>Shipping labels (blank or pre-printed)</p> <p> Safety & Teamwork Materials</p> <p>Safety vests or badges (optional, for role-play)</p> <p>Stopwatch or timer (to simulate time-based efficiency)</p> <p>Team task cards (with roles like picker, packer, quality checker)</p> <p>Whiteboard or poster paper (for group reflection and discussion)</p>
	<p>Intervention time</p>	<p>Objective: Provide support and guidance for students who need additional help.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Instructor circulates to assist students struggling with organization, accuracy, or efficiency. • Offer tips on best practices for warehouse operations. • Reinforce safety protocols and proper lifting techniques.

<p>Reflection/ Wrap up (3-5 min)</p>	<p>Objective: Review key takeaways and connect learning to real-world applications.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Ask students: “What was the most challenging part of the task?” • Discuss how warehouse associates contribute to the supply chain. • Highlight career opportunities at Saddle Creek Logistics and skills needed for success. • End with a quick Q&A session about logistics careers. <p style="text-align: center;">Two Stars and a Wish Activity</p> <p> Objective: Students reflect on their performance and teamwork by identifying two things they did well and one thing they’d like to improve.</p> <p> Instructor Script: “Before we finish today, let’s take a moment to reflect on how we worked together during the warehouse simulation.”</p> <p> “This activity is called Two Stars and a Wish.”</p> <ul style="list-style-type: none"> • Two Stars  = Two things you or your team did well today. • One Wish  = One thing you or your team could improve next time. <p> Student Instructions (3–5 minutes):</p> <ol style="list-style-type: none"> 1. Individually or in pairs, write down: <ul style="list-style-type: none"> •  One skill you used effectively (e.g., communication, accuracy, speed). •  One thing your team did well (e.g., teamwork, organization, problem-solving). •  One thing you wish to improve (e.g., clearer roles, faster packing, fewer errors). 2. Share out (optional): <ul style="list-style-type: none"> • Invite a few volunteers to share their stars and wish with the class. <p> Optional Materials:</p> <ul style="list-style-type: none"> • Printed “Two Stars and a Wish” reflection cards or worksheets
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	<ul style="list-style-type: none">• Sticky notes and a reflection board/sticky page/whiteboard• Digital form or slide for group input
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Links:

Saddle Creek Logistics Website: <https://www.sclogistics.com/>

Warm Up Word Cloud Link: <https://worditout.com/word-cloud/create>

Warm Up Video: Processes of Warehousing | Warehouse Processes Explained | Warehouse Processes and Procedures (Time: 6:35)

Link: <https://youtu.be/ZOL3uYZif6o?si=VAsQo91gyvTQK0-x>

Occupational Safety and Health Administration (.gov) Warehouse Safety

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.osha.gov/sites/default/files/publications/3220_Warehouse.pdf



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions/ Interlink INC.	Teacher Name: Rhonda Madison
Education Alignment: Tarrant County Teacher Externship Externs	School District: Fort Worth I.S.D.

Workshop Model

Objective: To observe programs at Goodwill and to provide feedback on how to improve or confirm the viability of the program for youth and young adults. Helping students' complete classes to earn their GED.

Stage	Description
Warm Up (5-10 Min)	When students arrived, I greeted them with the co-teachers and asked a stimulating question to allow the students to engage their thinking and break the ice for the day. I asked students to give a thorn and a rose. A thorn is something happening that isn't going in their favor and a rose of something that's going in their favor that they were proud of.
Mini Lesson (10-15 min) (I do, we do)	Based on the pre-test most students were struggling on the math and reading portions of the exam. I explained problems and wordings of the problems and then had the students model the problems and then I allowed them to complete the problems on their own to ensure they understood the



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		<p>problems. I noticed more students grasp the concept after I modeled how to complete the problems first.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time 20-30min.</p>	<p>Students were given 20-30 min. to complete the problems on their own. If students needed more time more time was allotted.</p>
	<p>Intervention time 20min.</p>	<p>As students completed their work. I walked around and assist students that were still struggling and worked one on one with those students too ensure they grasped the concept of the skill.</p>
<p>Reflection/ Wrap up (3-5 min) **Personal feedback</p>		<p>I asked students how did they feel the class went and what helped and what I could do better. The feedback from the students were overwhelmingly positive with their outcomes.</p> <p>Students received an Exit ticket (A short exam to ensure they grasped the skills). I noticed with slowing down the skills and working one on one or in a small group I was able to better help and move more students to success.</p> <p>**The programs offered were fantastic and much needed in our communities. The programs in place are provided to the majority of the community regardless of different cultures and backgrounds. I really enjoyed partnering with this program and</p>



	<p>look forward to my return in the Fall or next Summer.</p>
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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: The Rios Group	Teacher Name: Dr. Shawn L. Massey
Education Alignment: General Employability Skills and Principles of Applied Engineering	School District: Fort Worth ISD

Workshop Model

Learning Objective:

Students will be able to describe the role of various positions in Utility Coordination and understand the basics of the SUE process.

Stage	Description
Warm Up (5-10 Min)	Show a brief video showcasing a day in the life of a SUE team (links below). Ask students: "What do you think are the key responsibilities of someone working in Utility Coordination?" Facilitate a short discussion based on their responses.
Mini Lesson (10-15 min) (I do, we do)	I Do: Present key points using a PowerPoint presentation with visuals of SUE projects and tools. Discuss ASCE Standard 38-22 and its significance. Clarify misconceptions such as "All utility work is the same," explaining different approaches and tools for various projects.



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	<p>We Do:</p> <p>Students will analyze a brief case study of a SUE project.</p> <p>Provide guiding questions, starting from basic (What was the project's goal?) to more complex (What challenges did the team face regarding safety?).</p> <p><i>Note: Monitor groups by circulating and asking probing questions to ensure understanding.</i></p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>
	<p>Assign students a one-page reflection on a specific role in SUE and its importance in project success. Students should use examples from the lesson and reflect on how safety and coordination contribute to successful projects.</p> <p>Alternate assignments:</p> <p>Use Canva to animate a specific role or process in SUE.</p> <p>Use Canva to create a video reflection on a specific role in SUE and its importance in project success.</p>
	<p>Intervention time</p>
	<p>Set clear expectations for students to use specific examples from the lesson and reflect on how safety and coordination contribute to overall project success.</p> <p>Provide technical assistance, as needed.</p> <p>If needed, provide reflection sentence stems to help struggling writers.</p>

<p>Reflection/ Wrap up (3-5 min)</p>	<p>Conduct a quick round-robin/exit ticket where each student shares one new thing they learned today about SUE.</p> <p>Encourage students to think about how these roles might impact their community. Provide an incentive or extra credit for students who locate evidence of SUE work in their community (e.g., pictures, video, notices).</p>
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Links:

[What is Subsurface Utility Engineering? - video](#)

[Subsurface Utility Engineering \(SUE\) Methods - video](#)

[SUE & Utility Coordination Presentation](#)

[Case Study: Houston Downtown Tunnel Project](#)

[Houston Downtown Tunnel Project Reflection Paper Worksheet \(print and share\)](#)

[Houston Downtown Tunnel Project Reflection Paper Google Form Template \(share digitally\)](#)

[What is Subsurface Utility Engineering \(SUE\)? - website resource that can be used to learn more about SUE.](#)

Discussion Questions:

What are some of the key responsibilities of professionals working in Utility Coordination?

How does the ASCE Standard 38-22 influence the way SUE projects are managed?

Why is safety especially important in field operations during utility coordination?

How do different CADD tools like AutoCAD and Civil 3D support the SUE process?

What challenges might arise when coordinating utilities in complex projects? How can these be addressed?

How do roles like Assistant Project Manager and Safety Manager contribute to project success?



Reflection Prompts:

Describe one role in SUE you found interesting and explain why it is important to the overall project.

Reflect on how safety practices in utility coordination impact both workers and the broader community.

Explain how technology and standards like ASCE 38-22 help ensure quality and accuracy in utility projects.

Discuss a challenge you think a SUE team might face and suggest a way to overcome it.

How might the skills learned in this lesson apply to your future career interests?

Extension Activities (optional):

For students who finish early, have them create a poster that illustrates the different roles and processes in SUE, including visuals of the tools used.

For a deeper understanding of SUE, divide class into groups and provide each group with a community landmark or resource (e.g., their school, AT&T stadium, a library, DFW Airport, etc.) to locate using Google Maps. Once groups have located their landmark, have them zoom in to investigate possible utilities by using SUE techniques. Groups must label the locations and types of utilities they think they have found by using the standard SUE colors (see below).

In SUE work, standard color codes are used to mark different types of underground utilities for easy identification. Common colors include:

Red: Electric power lines, cables, conduit, and lighting cables

Yellow: Gas, oil, steam, petroleum, or gaseous materials

Orange: Communication, alarm or signal lines, cables, or conduit

Blue: Potable (drinking) water

Green: Sewers and drain lines

Purple: Reclaimed water, irrigation, and slurry lines

Pink: Temporary survey markings

White: Proposed excavation sites or routes

These colors help crews quickly recognize utility types and work safely around them.



Finally, groups must use Google Slides or Canva to show their work and explain how and why they placed the utilities where they did.

Homework (*optional*):

Research a local SUE project and write a brief report on its objectives and the roles involved, due next class.

Optional Delivery Method:

I also completed this lesson as a Wayground (formally Quizizz) activity; it can be accessed here: [SUE and Utility Coordination](#)

Standards Aligned:

General Employability Skills TEKS: (c)(3) The student uses self-knowledge to explore careers. The student is expected to: (A) identify personal interests, aptitudes, and abilities needed in a variety of careers; (B) explore career opportunities that match personal career interests. (c)(4) The student evaluates skills for success in the workplace. The student is expected to: (A) identify and model appropriate workplace behaviors; (C) apply leadership skills in a career setting.

Principles of Applied Engineering TEKS: (c)(2) The student investigates the components of problem-solving. The student is expected to: (C) describe the engineering design process and how it is used in industry to manufacture a product or system. (c)(4) The student develops an understanding of the characteristics and scope of technology. The student is expected to: (A) describe how technology has affected individuals, societies, cultures, economies, and environments; (B) describe how the use of technology can present ethical and legal issues. (c)(7) The student develops an understanding of engineering careers. The student is expected to: (A) identify and describe careers in engineering; (B) identify and describe careers in technology; (C) identify and describe careers in construction, electronics, and manufacturing.

NGSS MS-ETS1-1: Define the criteria and constraints of a design problem.

CCSS.ELA-Literacy.W.7.2: Write informative/explanatory texts to examine a topic and convey ideas.

ASCE SUE Standards: Familiarity with the SUE process and its industry standards.



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: The Worthington/Encore Global	Teacher Name: Theresa Gillespie
Education Alignment: Arts and AV	School District: Fort Worth ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Show a short video clip showing behind-the-scenes footage of a live concert, TV production, or film set. Ask students: What skills do you think these professionals need beyond technical knowledge?</p> <p>Today's lesson is about identifying the essential soft skills needed for audio visual careers</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Teach these key skills:</p> <ol style="list-style-type: none"> 1. Communication-clear verbal and written communication with clients, team members and talent. AV professionals must explain technical concepts to non-technical people and take direction from directors or event coordinators. 2. Problem-Solving- Equipment failures, last-minute changes and technical challenges require quick thinking and creative solutions under pressure. Be able to fix issues quickly when equipment breaks. 3. Teamwork and Collaboration-AV work involves coordinating with multiple

	<p>departments, from lighting crews to performers to venue staff, must work well with others.</p> <p>4. Time Management-Projects have strict deadlines and live events happen in real-time with no room for delays.</p> <p>5. Adaptability-Technology changes rapidly, client's needs shift, and unexpected situations arise that require flexible thinking. AV professionals will need to stay calm under pressure.</p> <p>6. Customer Service-Many AV professionals work directly with clients during their most important events, requiring patience, professionalism and a service-oriented mindset.</p>
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Students will participate in Role Play Activities to identify and experience the essential soft skills needed in AV careers. Groups can work independently with assigned observers or could perform in front of whole class.</p> <p>Ideas for role play include:</p> <ul style="list-style-type: none"> ❖ Broken Equipment ❖ Wrong Setup/ Miscommunication Mix-up ❖ Time Crunch Challenge <p>See link to role play task cards</p> <p>Debrief and Reflection:</p> <ul style="list-style-type: none"> ❖ What soft skills did you observe being used? ❖ What worked well? ❖ What could have been handled differently? ❖ How did these skills impact the outcome?



WORKFORCE SOLUTIONS

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Intervention time	Encourage reluctant students to participate by assigning them roles that they feel comfortable in. Stress that participation in role plays is a soft skill as well- one of Teamwork.
Reflection/ Wrap up (3-5 min)	Exit ticket: one soft skill they want to develop and improve on and one strategy for improving it.

EXTENSION IDEA: find job listings for AV careers that list some of these actual soft skills. Students can read these and identify which soft skills are listed.

Links: [role play card ideas](#)

[Behind the Scenes-Ed Sheeran Tour](#) – YouTube Video

[The Making of Live Events](#) – YouTube Video

[New Strategies for Teaching Soft Skills](#) – YouTube Video



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Good will	Teacher Name: Timothy Albert
Education Alignment: Externship	School District: Fort Worth ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Students were asked to share two truths and a lie. Two things about them that were true and one thing that's a lie and the class had to guess what the lie was.</p>
Mini Lesson (10-15 min) (I do, we do)		<p>Students had to define the word using context clues. I modeled an example of finding out the word harsh, by using the sentence; The boy's punishment was too harsh for the crime. I modeled how surrounding words can help to figure out the word harsh.</p> <p>After I modeled a few other sentences using different words I invited the class to work a few with me as a class.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Afterwards, I felt the students were able to grasp the concept. I gave them an activity for</p>



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	<p>25min</p>	<p>them to define some words on their own.</p>
	<p>Intervention time 20min</p>	<p>While students worked on their activity I walked around and assisted students who were still struggling and worked with them in a small group.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>At the end I had the students complete an exit ticket using context clues to ensure the students could grasp the concept before moving on to the next skill.</p>

Links:

I'm truly grateful to have had the opportunity to learn and watch these programs offered at Goodwill. I had no clue Goodwill was giving back and serving our community in ways that they serve. The campus location has a very detailed program that directly impacts the community. You can tell that the staff loves giving back and truly works together as an exceptional staff.



Summer 2025: Teacher Externship Lesson Plan

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Lesson plans will be published.

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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 led recap- "What did you learn?"

Please complete the template on the next page:



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: UNTHSC	Teacher Name: Tracy Spangenberg Campbell
Education Alignment: TEKS for Anatomy & Physiology (130.224); 1A-1B; 3E-3H; 4A-4B; 7B; 10A and 11A-11D.	School District: Fort Worth ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">Students will interact with their assigned small group for an activity called “Essential Team Tower” to understand the importance of working as a team and the parameters of the assignment by collaborating with each other to get the task completed to the best of each group’s ability.</p> <p style="text-align: center;">Students will build a tower with certain limitations for the first round, with everyone having a specific role. Students only have 1 minute to build the tower¹. Then evaluate their results and the instructions. Students are then given a second trial but with additional guidelines with a 1-minute limit. Students then will discuss this round with the class facilitated by the teacher.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>I will describe how developing a common understanding of productive team collaborating with assigned roles and its importance.</p>



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	<p>Students will watch a short 2–3-minute video to use as a strategy to monitor team member performance and if they were on task. This will demonstrate the importance of a shared mental model. Students will then discuss what was done correctly in the video and if there is anything that could be improved upon. Students will talk in small groups and then share out to the class.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Each group member will research a different Health Science Career that interests each person in the small group, with each person having a different career specialty with a different scenario provided to each group for the patient².</p> <p>Students are to focus on their specific job role. Then once the students have researched for about 10 minutes. Students will be handed their scenario and will need to collaborate with each other on how to best help their patient. (Career roles⁴ could be Doctor, PA, PT, OT, Nurse, Pharmacists, Epidemiologist, Health Behaviorists, Psychiatrist of Mental Health, Substance Abuse Clinician, Geneticist, Health Care Manager)³. All students have a role and must participate in their assigned small group and provide the best care for their patient from all roles (could be input, or it could be that the doctor or PA refers them to PT). Students will then present to another small group. Optional: Have a student assigned as the patient to make it more realistic. This student will research more about the disease or disorder or symptoms.</p>



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		<p>Students in each small groups will explain how each member collaborates with another team of their choosing.</p> <p>Each student will discuss with their group what they learned from each other and how it could help them in the real world. Each group will have a spokesperson to talk to their group about why it is important to effectively communicate while collaborating with others.</p>
	<p>Intervention time</p>	<p>Teacher will facilitate and redirect anyone that is off-task, unsure of how to describe their career role or any group that is struggling to get the objective accomplished.</p>
<p>Reflection/ Wrap up/Exit Ticket (3-5 min)</p>		<p>In your opinion is there any advantages or disadvantages of learning about patients as a whole group versus just the doctor or PA? What might other team members have additional foresight that might not have been thought about without their expertise? To be completed in each student's journal or electronic journal for submission.</p>

Links:

<https://docs.google.com/presentation/d/1TSfsM5Cw6jkjLhSF7Rp5cd959jdojz0y/edit?usp=sharing&oid=117108498319497133502&rtpof=true&sd=true>

<https://docs.google.com/document/d/1BwnCo1u0NQVTaRmkDK7hBqAsGHaeJoTK/edit?usp=sharing&oid=117108498319497133502&rtpof=true&sd=trueDrive/UNTHSC/Academic Innovation.docx>



<https://drive.google.com/file/d/1Pni9bSDuDQFbJLbmj5Vp61rf-q27JDoo/view?usp=sharing>

https://www.unthsc.edu/students/wp-content/uploads/sites/26/25-MarCom-2848_HSC-Viewbook-CVR_single-no-crop_final1.pdf



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Aspire MRO	Teacher Namer: Vicky R. Moragne
Education Alignment: CCRS	School District: Fort Worth ISD

Workshop Model

Stage	Description of What Will Happen
<p>Warm Up (5-10 Min)</p> <p>Warm Up Video:</p> <p>https://www.youtube.com/watch?v=4uEn1frfCLO</p>	<p>Objective:</p> <ul style="list-style-type: none"> ▪ The learners will be introduced to the concepts of maintenance, repair, and overhaul (MRO) in aviation, focusing on Airframe, Power Plant, Avionics, and Structures. <p>Activity:</p> <ul style="list-style-type: none"> ▪ The learner will view a short video on an aircraft undergoing maintenance and answer the following discussion questions <ul style="list-style-type: none"> ○ What did you see happening? ○ Why is maintenance important for safety in aviation? ○ Which specific skills do you think are needed for the different areas (Airframe, Power Plant, Avionics)?



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<p>Mini Lesson (10-15 min) (I do, we do)</p> <p>Mini Lesson (10-15 min) (I do, we do) CONTINUED</p> <p>MRO Airframe Technician Day in the Life of Videos 1, 2, 3-</p> <p>https://www.youtube.com/watch?v=jiyV_ItWiF8&list=PLspEUtjHFWmst3EAqKchNid7cigv47e- &index=2</p> <p>https://www.youtube.com/watch?v=-lyZdGRI14o&list=PLspEUtjHFWmst3EAqKchNid7cigv47e- &index=3</p> <p>https://www.youtube.com/watch?v=CmPpYDgai1w&list=PLspEUtjHFWmst3EAqKchNid7cigv47e- &index=4</p> <p>MRO Power Plant Technician Video- https://www.youtube.com/watch?v=YYbjhCyyI3w (Must read the subtitles)</p> <p>MRO Structures Technician Video- https://www.youtube.com/watch?v=KwNaCwM3Eng</p>	<p>The teacher will present a lesson that requires the learners to time travel to the future.</p> <p>During this adventure, all learners have decided to acquire the skills to work in the MRO industry.</p> <p>The learners are divided into the career groups of Airframe, Power Plant, Avionics, and Structures.</p> <p>Each group will be provided with (articles, diagrams, and videos) related to their assigned area.</p> <p>Each group is required to research their career area and provide the following information:</p> <ul style="list-style-type: none">• Key components related to their field• Common maintenance task• Necessary tools needed to complete the task <p>MRO Avionics Technician Video- https://youtu.be/rMbs_fJze4?si=ItXH6amUa2uxCrp3</p>
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<p>Independent work (20-25 min)</p>	<p>The collaborative teams will present their findings related to their career exploration highlighting:</p> <ul style="list-style-type: none"> • The importance of their career focus in overall aircraft safety • Identifying the specific skills and knowledge required for working in the specific field • Discuss with the other collaborative groups how all these career areas work together to ensure the aircraft is safe and operational
<p>Intervention time</p>	<p>In the economy of human capital resources (1 teacher per 20+ students), peer grouping will be assigned within each collaborative group based on student tiers (1, 2, or 3).</p> <p>The top tier students will work to revisit the career findings with other peers who state that the information is fuzzy and need some re-teaching of the information.</p>
<p>Reflection/Wrap-up (3-5 min)</p>	<p>Teacher Led Recap:</p> <ul style="list-style-type: none"> ▪ Does a career in the aviation industry sounds like a possible/good fit for you? ▪ Which of the 4 pathways do you prefer most (Airframe, Power Plant, Avionics)? ▪ How does your current classwork relate to/prepares you for a career in the aviation industry?





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Industry Partner: American Carton Company	Teacher Name: Wendy Larmour
Education Alignment: Manufacturing robotics - Product design process	School District: Fort Worth ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Students have been prompted to bring in a box (carton – product packaging) from home. Discussion of how the box meets the requirements for packaging the product. Considering size, shape, graphics, special requirements – e.g. food grade, display configuration, hanging.</p>
Mini Lesson (10-15 min) (I do, we do)		<p>Students and teacher disassemble the boxes and note the 2-dimensional layout of the box. Identify folds, flaps, glued seams. Sketch the web and note cutting and folding instructions, as well as special features like windows, liners, embossing, or special surface treatments.</p> <p>Present video showing highlights of production process from American Carton Company, and examples of boxes produced by the company.</p> <p>Introduce technical prints for box design and production. Identify drawing standards and format, symbols used, material specifications, and dimensional callouts.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students work in pairs to create a conceptual model of packaging for a product they choose. Sketch a 3d model and 2d layout, noting</p>



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		<p>approximate dimensions, materials, and special treatments. This will become a design proposal for a six weeks production project that will cover all aspects of manufacturing process (customer service/product specification, design, manufacturing specifications, production steps, quality assurance, document control, safety, packaging, and shipping).</p>
	<p>Intervention time</p>	<p>Assist students who are not on task. Brainstorm packaging ideas, help with an internet search for examples of packaging for products familiar to the students.</p> <p>Check in with all pairs to learn about their project plans, feasibility, and quality of work.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Match each pair with another pair to describe the product they are working on and elicit feedback about the design quality and feasibility.</p>

Links: <https://www.americancarton.com/>



FRISCO ISD LESSON PLANS





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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: WRA Architects	Teacher Name: Clarzell Gilleylen
Education Alignment: Architecture	School District: Frisco ISD

Workshop Model

Stage		Description
Warm Up (10-20 Min)		Give students a blank site plan with some context and have student diagram or take notes on what elements of the plan could be an issue. Likely a site plan with topography, streets, existing buildings or some landmarks or natural elements that have to be considered. I would like this to be a partner or group activity.
Mini Lesson (20-25 min) (I do, we do)		Introduce all the formal elements of site analysis to be considered when initially designing a structure on a particular site: Sun Path, Wind Direction, Topography, Existing Context (Parking, Pedestrian Paths, Vehicular Traffic), and Potential Views into and out of the provided lot.
Independent work (25-30 min) (you do)	Student work time	Students are given different lots, maybe with different partners or the same ones, and go through the same process armed with more formal information and globally accepted diagramming conventions to communicate what they see analyzing a site.
	Intervention time	Students pin up their diagrams and present them to other groups to present their findings and provide potentially design considerations based on their site analysis. Listening groups then pose two questions or suggestions based on design conclusions they have been given by the presenting group.
Reflection/ Wrap up (10-15 min)		Final presented site plan (to whole class) and have different groups address different elements of site analysis and diagram as class watches / or give suggestions. An iPad would be good to use and pass around during this time.

Links: n/a



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Shannon Carr	Teacher Name: Cynthia Farrell
Education Alignment: Workforce Solution Plano (Marketing)	School District: Frisco ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Looking at sets of pictures and videos taken at recent events, jot down what you think is happening at each event.
Mini Lesson (10-15 min) (I do, we do)		<p>Using a set of pictures and videos, we will:</p> <p>Compare original pictures and video to ones that were cropped using the rule of thirds to focus on aspects in each photo. What was removed? What is the focus? Given description and statistics of the event, show how to tailor text for a post to each platform and when to use emojis, pictures, and videos appropriately for each platform (LinkedIn, Facebook, X, Instagram, YouTube).</p> <p>Show how to crop 1 photo and 1 video. Let them practice with other photos and videos and highlight the most relevant parts of the description and stats.</p>
Independent work (20-25 min) (you do)	Student work time	Given pictures, videos and more information, including statistics for an event, create a post across social media platforms to highlight the success of this event and promote an upcoming event.

		<p>Customize the text you create and use emojis, pictures, and videos appropriately for each platform.</p> <p>One option may be, from a recent career fair with 16 businesses and 382 job seekers in attendance, choose and edit (crop) pictures and/or videos to create posts across social media platforms (LinkedIn, Facebook, X, Instagram, YouTube) to highlight the success of this event and promote the upcoming career fair with 22 businesses next week.</p>
	Intervention time	<p>Other scenarios can be used to differentiate tailored to student needs. Assist students as needed.</p>
Reflection/ Wrap up (3-5 min)	<ol style="list-style-type: none"> 1. What did you do to make people interested in the post/event? 2. How are your posts similar across social media platforms? 3. What are some differences in your posts across social media platforms? 4. Are there different pictures or videos you would want to make sure to get at the upcoming event to improve the visuals for your next post? 	

Links:

https://drive.google.com/drive/folders/1ggcBxKj_eFrjvIN0lUmTh6hB-xPSAgeO?usp=drive_link



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 2025: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions for North Central Texas- VR	Teacher Name: Elizabeth Bonnett
Education Alignment: Computer Science / Computer Maintenance	School District: Frisco ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>As a class watch these 2 short videos and discuss the differences between the two.</p> <p>https://www.youtube.com/watch?v=Uo0KjdDJr1c</p> <p>https://www.youtube.com/watch?v=ExJZAegsOis</p> <p>What did the interviewees do right or wrong? Did the interviewer ask good questions?</p>
Mini Lesson (10-15 min) (I do, we do)	<p>With 2 chairs at the front of the room the teacher asks for a volunteer. The teacher gives the volunteer a set of questions created by the teacher. The teacher and volunteer sit in the chairs and the volunteer poses as the</p>

	<p>interviewer while the teacher poses as the interviewee. The questions are a mix of good and bad interview questions. After a few laughs from the mock interview, the class analyzes the questions below, thinking about which questions give insight to the interviewee’s work habits and interests and which do not.</p> <ul style="list-style-type: none"> ● What did you have for breakfast? ● If you only had 5 minutes to prepare a speech to the administration about why students need better cafeteria food, what would you do first? ● How often do you exercise? ● What would you like to improve about your life and how are you going to achieve that goal?
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Imagine your history teacher is assigning a partner project about a specific past time period. The project must have a visual and written component. You get to pick your own partner but this partner must be competent and complement your work style. To find this perfect partner each student comes up with 5 interview questions to ask the student to their right. The questions must provide insight into the student’s interests, work ethic and work habits, and motivation.</p>



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	<p style="text-align: center;">Intervention time</p>	<p>Teacher does gallery walk to review questions. If students are having trouble coming up with insightful questions, ask the class if anyone would like to share their favorite question that they have written. If no one shares, have some good sample questions ready. Discuss what makes a question insightful.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Have students complete the interest profiler at https://www.mynextmove.org/explore/ip and write on paper, to be given to teacher, which career the profiler says would be a good match for them.</p>

Links:

<https://www.youtube.com/watch?v=Uo0KjdDJr1c>

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

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



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?"

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Victoria Thomas	Teacher Name: Hannah O’Leary
Education Alignment: World (L1. M3.1)	School District: Frisco ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Students enter and begin bellringer: Write 3-4 sentences about your favorite social media platform and what kind of videos they like to watch. Utilize Module 3.1 Vocabulary Packet. Ex: Me gusta usar TikTok porque me gusta ver videos. Los videos que más me gusta son los de deportes. Etc.</p>

Mini Lesson (10-15 min) (I do, we do)		<p>Students participate in a 3-minute turn and talk, so students get to share their responses. 3 students are selected to share their bell-ringer with the class.</p> <p>Assignment Introduction: Students must create a 30-second video using CapCut. They must record at least three clips of themselves doing an activity they enjoy. They will combine these clips via CapCut. Then, they must create a script using the module 3.1 vocab packet.</p> <p>This will be a voice-over in Spanish to talk about why they enjoy it. I provide a pre-made example and a rubric to display the quality of work expected.</p> <p>(Rubric linked below)</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students compose their ideas and work with a partner to begin filming the video clips for their video (10-15 mins). Then, they have 10-15 mins to create their scripts.</p>
	Intervention time	<p>Once they have written their script, they must bring it to me for revision before they can begin putting their video together.</p>
Reflection/ Wrap up (3-5 min)		<p>Each student is given a sticky note to address how content creation in another language can make for a more connected world.</p>

Links: [Rubric and Vocab](#)



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: IEBA Communications (StreamTek and Stream4us)	Teacher Name: Jennifer Breaux
Education Alignment: CTE – Arts/AV Technology & Communication	School District: Frisco ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Have students complete a quick self-reflection.</p> <p>Ask the students relatable questions about their experiences with presentations. For example:</p> <p>“What was the most memorable presentation you have seen? What was good or bad? Why?”</p> <p>“What makes a presentation interesting to you as the audience?”</p> <p>“Do you think being a good presenter is important in the real world? Why or why not?”</p> <p>Teachers use a Jamboard, Word Cloud, Click Up or list to highlight repeated student ideas (e.g., voice, visuals, enthusiasm, etc.).</p> <p><u>Optional exercise:</u> Assign students into pairs to role-play good and bad presenters. Have the groups identify the strengths and weaknesses of each presentation.</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>The teacher will briefly demonstrate or show video examples (TED Talk, YouTube or student examples) of good and bad presentation skills then discuss as a class.</p> <p>*Show a funny video to hook the students https://www.youtube.com/watch?v=69JZD60eR6s</p> <p>*<u>Good & Bad Presentation Example</u></p> <p>Focus on key elements:</p> <p><u>Introduction/Ice breaker:</u></p> <ul style="list-style-type: none"> ● Engage the audience ● Introduction of the topic ● Hook to get the audience's attention and give background information for the topic <p><u>Good Presentation Skills:</u></p> <ul style="list-style-type: none"> ● Planning and Preparation ● Delivery and Audience Engagement ● Use of visual aids ● Content/topic and logical structure ● Passion/Enthusiasm for the topic <p><u>Conclusion</u></p> <ul style="list-style-type: none"> ● Summary and key takeaways
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<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Students write and practice a 1-minute mini-presentation about a favorite topic, hobby, or product that is school-appropriate.</p> <p>They must include the following items:</p> <ul style="list-style-type: none"> ● Start with a hook (question, fun fact, or story) ● Include 2–3 key points ● End with a clear conclusion ● Use voice and eye contact effectively <p>Encourage them to stand up and practice their presentation out loud.</p> <p>Optional: Students record themselves using their own device if available.</p>
	<p>Intervention time</p>	<p>Check for understanding of the assignment.</p> <p>Check with anyone who might need help organizing their ideas. Suggest the use of note cards for practice.</p> <p>Possibly pair students in groups of 2 that seem scared to practice out loud.</p> <p>Let students go into the hall to practice their presentations.</p> <p>Offer one-on-one feedback</p>

Reflection/ Wrap up (3-5 min)

With a show of hands ask how many students feel more confident about presenting after the lesson?

Ask students what advice they would give another student who is nervous or scared to speak in front of the class?

Ask students what they learned that they might use to change the way in which they present in the future?

Any questions?

*Share the [Student Presentation Checklist](#) with students for use when preparing for a future presentation.

Links:

[Good & Bad Presentation Example](#)

[Jamboard](#)

[Click UP - AI Whiteboard](#)

[Word Cloud Generator](#)

[Student Presentation Checklist](#)



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Workforce Solutions Denton	Teacher Name: Jessica Sala
Education Alignment: Counseling - Middle/High School	School District: Frisco ISD

Workshop Model

Stage	Description
Warm Up (5 Min)	<p style="text-align: center;">Think – Pair – Share:</p> <p style="text-align: center;">When you were younger, what did you want to be when you grew up?</p> <p style="text-align: center;">Is it the same now? If not, what changed?</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Discover Your Future presentation</p> <p>Option: What is a Resume? presentation (also linked in the previous presentation, but can be done separately)</p> <p>Option: FDIC “How Money Smart Are You?” (also linked in the previous presentation, but can be done separately)</p>



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<p>Independent work (20-25 min) (you do)</p>	<p>Student work time & Intervention time</p>	<p>Choice Board – students can pick 1 activity based on where they are in their career choice journey</p> <ol style="list-style-type: none"> 1. Career interest survey & documenting results on this document 2. Resume Building – create a resume for a job based on what career they want; create a current resume for an after school or summer job 3. FDIC financial literacy game - pick 1-2 to do & can be based off an estimated career salary <p>(teacher moves around room monitoring student progress & helping direct on different sites)</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Exit Ticket:</p> <p>Which career is your #1 choice right now?</p> <p>What skills do you need for your chosen career?</p>

Links:

- [Career Presentation](#)
 - [Student Document](#) (forces a copy)
 - [O*Net Interest Profiler](#)
 - [O*Net Career Search](#)
 - [Resume Presentation](#)
 - [Work In Texas](#)
 - [Workforce Solutions of North Central Texas](#)
 - [Texas Workforce Commission](#)
 - [Other career assessment tools](#)



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- [FDIC.gov – How Money Smart Are You?](https://www.fdic.gov)

ASCA Alignment:

- Mindset Standard:
 - M 6 - Understanding that postsecondary education and lifelong learning are necessary for long-term success
- Behavior Standards:
 - B-LS 7. Long- and short-term academic, career and social/emotional goals
 - B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias



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?"

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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: US Aviation Academy	Teacher Name: Joni Orr
Education Alignment: Computer Science & Aviation	School District: Frisco ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Post 3 careers within the Aviation Industry and include:</p> <ol style="list-style-type: none"> 1. The Title 2. The Average Starting Salary 3. Training Requirements/Age/Time frame to complete the training <p>Post on our class Discussion Post, then read through your classmates' posts as well.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>This summer, I spent a week at the US Aviation Academy in Denton during a student summer camp. I was introduced to this fast-growing industry. Ask: Who was surprised at the salaries you found during your research? Are any of you interested in a career in Aviation? If you are interested in becoming a Mechanical Engineer or Aerospace Engineer, my understanding is that there are many opportunities available within that industry right now.</p> <p>Air Traffic Control, Pilots, and Mechanics are all in high demand. This is also an industry where you can use your computer science skills. On the news</p>



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	<p>several people are demanding that the systems being used in the airline industry need to be modernized due to the number of failures that are starting to happen due to the age of the equipment. A pilot told me that adding computer systems to airplanes is slow because they need to ensure that they don't fail at 2,500 or 20,000 feet. That is a scary and dangerous thing. This type of modernization will take collaboration with engineers, governments, pilots, mechanics, industries, and more.</p> <p>Today we are going to use an App Development tool called MIT APP Inventor. It is simple to use. You can work with a partner to create an App for pilots to use to submit a flight plan. After researching flight plans, make sure your app contains all necessary fields, and include at least 1 fill-in-the-blank field and at least 1 drop down box.</p> <p>MIT App Inventor is a free App that you can use on your computer to build the App. Let's all log in together and I will demonstrate how it works to get you started.</p> <p>The objective of this project is to not only introduce us to the Aviation Industry, but to also use an App tool that will strengthen your computer science logic skills.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Now, with your partner, you will have about 60 minutes (block schedule) to develop your APP. Personalize it with backgrounds, Buttons, Fields, and/or multiple screens. For advanced teams, include a link to a weather app or another related app of your choice</p>



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Intervention time	In about 40 minutes, I will start coming around, checking your progress, and when you are ready to demonstrate your work. I will grade your work at your desk.
Reflection/ Wrap up (3-5 min)	<p>Flying causes a unique reaction in all people. Some sees it as a mode of transportation, some are afraid and never fly, some feel freedom, some are struck with a passionate awe and drawn to it with a desire to be a pilot, some others with the same draw but they desire to be an Airforce Fighter Pilot, some want to design planes, some want to repair or build planes, some want to sell planes, and on and on and on. Maybe you want to lend your computer science skills to the computer systems necessary for that industry. Something to consider.</p> <p>Here is a 2-minute video of man credited with first 7 second flight, Otto Lilienthal.</p>

Links:

<https://appinventor.mit.edu/>

<https://www.youtube.com/watch?v=qLuliwmu3OE>



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Anthony Burokas @IEBA Communications	Teacher Name: Kelly Munro
Education Alignment: Arts/AV Technology & Communication	School District: Frisco ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<ul style="list-style-type: none"> The teacher displays a teacher-created 3D animation video (aka Playblast) on the screen. Students will write down 2 positive aspects and 2 suggestions for improvement about the sample project they watched Brief class discussion on what makes feedback constructive and helpful. (Can't just say <i>"That was good"</i>, <i>"That needed work"</i>)
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> The teacher introduces the concept of peer review and its importance in the creative process. <ul style="list-style-type: none"> Demonstrates constructive feedback on the video shown to the class Demonstration of how to use WeVideo to record feedback: <ul style="list-style-type: none"> Opening WeVideo and starting a new project Recording voice feedback while viewing the 3D playblast in recording. Class practices together by recording a short feedback clip on the playblast shown earlier.
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> Students are given access to a peer's playblast (either randomly or by teacher choice) Each student reviews their peer's playblast and uses WeVideo to record their feedback while showing the video they are reviewing in the recording as well. <ul style="list-style-type: none"> Students will stop the peer playblast at specific spots to give at least 2 positive comments about the animation, with specifics from the peer playblast Students will do the same as above and give 2-3 specific suggestions for improvement

		<ul style="list-style-type: none"> Students should focus on items in the original project rubric, the quality of the peers' playblast, Timing, Squash and Stretch, and all 12 principles of animation.
	Intervention time	<ul style="list-style-type: none"> The teacher circulates the room, assisting students who may have technical difficulties with the WeVideo software. For students struggling with providing constructive feedback, the teacher provides prompts or sentence starters: <ul style="list-style-type: none"> <i>Did you think the ball squashed at the right moment?</i> <i>Did the ball squash for the right amount of time in the playblast?</i> <i>Are all the handles, Nurbs, and HUD turned off for a clean playblast?</i> <i>Are the title and credits too long for this playblast?</i>
Reflection/ Wrap up (3-5 min)		<ul style="list-style-type: none"> The teacher leads a brief class discussion: <ul style="list-style-type: none"> <i>"What was challenging about giving feedback?"</i> <i>"Do you feel that doing this forced you to read the rubric more thoroughly?"</i> <i>"How might this peer review process help improve your project?"</i> Students are reminded to review the feedback they received and consider incorporating suggestions into their final projects, and decide if the feedback given should be used to correct their project before it is turned in for grading.

Links: <https://www.wevideo.com/sign-in>



Summer 2025: Teacher Externship Lesson Plan

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

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Delaney’s Designs- Residential Interior Designer – Remodel Specialist	Teacher Name: Kristen Summers
Education Alignment: Art (perspective drawing), Architecture & Interior Design	School District: Frisco ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Objective: Activate spatial thinking and connect personal experience to design.</p> <ul style="list-style-type: none"> ● Prompt students: “Think about a room you use daily—what do you wish you could change about its look or layout?” ● Students sketch a quick bird’s eye view of a room in their home using reference pictures they brought from home. Students will jot down 3 things they would remodel (e.g., wall color, storage solutions, layout).
Mini Lesson (10-15 min) (I do, we do)	<p>Objective: Introduce and model the use of 2-point perspective in drawing interiors.</p>

	<ul style="list-style-type: none"> ● Use a projector or document camera to demonstrate: <ul style="list-style-type: none"> ○ Setting up horizon lines and vanishing points. ○ Drawing orthogonals for walls, floors, and ceilings. ○ Placing furniture using correct perspective. ● Review interior design considerations: balance of function, form, and aesthetics. ● Show before/after remodel photos and highlight perspective use in design planning.
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p style="text-align: center;">Independent Work (20–25 Min)</p> <p>Objective: Students begin conceptual planning for their own interior remodel using perspective and Google Sketch-Up</p> <ul style="list-style-type: none"> ● Students choose a room (bedroom, living room, etc.) and begin sketching their redesigned version in 2-point perspective. ● They incorporate: <ul style="list-style-type: none"> ○ Visual depth and accurate proportions. ○ Functional layout improvements. ○ Personal style choices (furniture, flooring, color ideas). ● They must choose to solve one of the following challenges in their design:

		<ul style="list-style-type: none"> ○ Make this design accessible for a disabled person in a wheelchair ○ Make this design a multi-functional room, combining 2 or more functions for the same space ○ Make this design overcome an architectural dilemma (ex: stair case in the way, doorways/doors hitting each other, odd angled walls) <hr/> <p style="text-align: center;">Student Work Time</p> <p>Objective: Students refine their perspective drawing into a completed design plan.</p> <ul style="list-style-type: none"> ● Students finalize line work, add detail, and optionally apply color. ● Encourage labeling features (e.g., “built-in shelving,” “accent lighting”) to reflect a remodel mindset. ● Teacher circulates to check accuracy of perspective and design reasoning.
	<p style="text-align: center;">Intervention time</p>	<p>Objective: Support students struggling with spatial concepts or perspective technique.</p> <ul style="list-style-type: none"> ● Small group or individual re-teaching of: <ul style="list-style-type: none"> ○ Establishing vanishing points. ○ Aligning furniture with orthogonal lines.

		<ul style="list-style-type: none"> ● Provide scaffolds such as step-by-step templates, printed diagrams, or tracing overlays. ● Pair students for peer review to troubleshoot perspective issues together.
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Objective: Reinforce the link between artistic skill and real-world careers.</p> <ul style="list-style-type: none"> ● Students complete a quick reflection: <ul style="list-style-type: none"> ○ “What was your biggest design challenge?” ○ “How did you overcome this challenge while still achieving an aesthetically pleasing design?” ○ “How does using perspective help people like interior designers communicate their ideas?” ● Invite volunteers to share and highlight use of function + creativity.

Links:

- <https://edu.sketchup.com/>
- <https://planner5d.com/>
- Search YouTube for: “How to Draw a Room in 2-Point Perspective”
- Mood board inspiration: <https://www.canva.com/> or <https://www.pinterest.com/>



Summer 2025: Teacher Externship Lesson Plan

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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: US Aviation	Teacher Name: Kyla Heffernan
Education Alignment: Hydraulics	School District: Frisco ISD

Grade Level: 8-12 Summer Camp

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Today’s activity is to identify and describe the components and principles of pressure and flow involved in a hydraulic system operation.</p> <p>Video: Understanding the Principle and Operations of an Airplane’s Hydraulic System! by J x J Aviation Time 6:47 (Youtube)</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Pass out schematic of Airplane Hydraulic system. (If I was doing this in my classroom with highschoolers I would have them sketch and label this in their journals)</p> <p>After watching the video we need to review the schematic and “popcorn” questions to see</p>

	<p>what they picked up on and retained. Then reviewing what they missed.</p> <p>Next Explain to the students that today you will build a “working” Hydraulic system using the provided materials. Since this is a fairly large system you will be working in groups of 4. Please divide up the work as evenly as possible. It is important for each student to feel heard and seen in a group therefore each student needs an engineering role:</p> <p>Lead Engineer/Design Engineer- Focuses on the technical aspects of the project, overseeing the design and development process, and ensuring the project meets requirements.</p> <p>Builder/Fabrication Specialist- Handles the physical construction or fabrication of the project, working with materials and tools.</p> <p>Quality Assurance- Ensures the project meets quality standards, identifying and reporting bugs or issues.</p> <p>Materials Manager- Responsible for sourcing, managing, and organizing materials needed for the project.</p> <p>While each team member is helping to build they are also doing their specific job to assure that the group is successful.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>You have 30 minutes to build a working model of an airplane hydraulic system Hints: look at your materials first and compare to your schematic, then use your ruler and measure, so that parts you build are somewhat to scale. You don’t want something</p>



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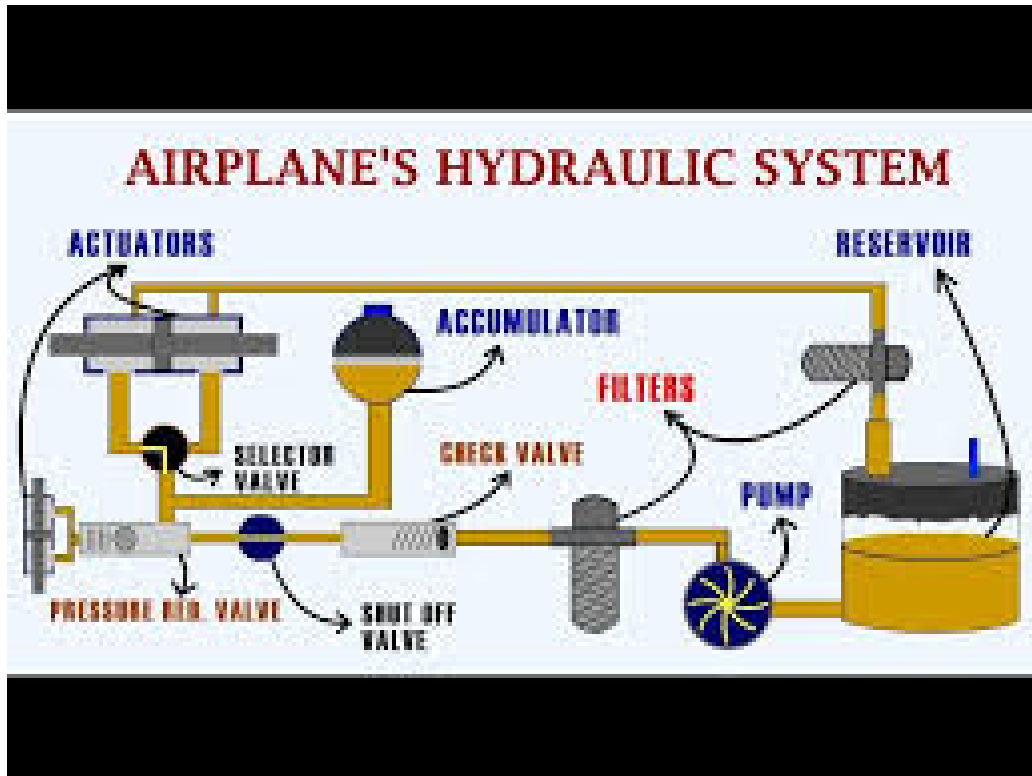
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		<p>to be built huge and another part to be built tiny. TALK to your teammates - be on the same page.</p>
	<p>Intervention time</p>	<p>Teacher monitoring and working with groups who are struggling and need help.</p> <p>Pitfalls - kids will get hung up on how to make tubing out of newspaper. Or how to cut cardboard. Also kids not communicating about what is being built and sizing.</p> <p>The teacher must be walking around monitoring and helping students - steering them in a better direction when needed.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>At the end of the 30 minutes - teams should explain how their hydraulic system works, this can be done through group presentations, or a short writing, as an exit ticket, or as a quick kahoot quiz.</p>

Links: <https://www.youtube.com/watch?v=pepuGqDEaCs&t=192s>

Materials: Newspaper (or shipping paper), Masking tape, 16 oz paper cups, straws, scissors, cardboard (leftover shipping boxes)

Schematic





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Summer 2024: Teacher Externship

Lesson Plan

Industry Partner: He Heard My Cry

Teacher Name: La Tisha Johnson

Education Alignment: ELAR/AVID-College and Career Readiness

School District: Frisco Independent School District

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p><u>Quick Write:</u></p> <p>Students will complete a Quick Write: “What is one movie or story that has moved you emotionally? Why did it resonate with you?”</p> <p>The Purpose is to activate their prior knowledge and personal connections to storytelling. The students will later see how their storytelling can turn into film making.</p>
Mini Lesson (10-15 min) (I do, we do)	<p><u>We Do:</u></p> <p>I will also pre teach necessary filmmaking vocabulary.</p> <p>Watch a 3-5 minute selected clip from the movie that highlights a pivotal emotional moment. This will call for me to prewatch and select a scene that is age appropriate. Although this film deals a lot with perseverance, there</p>



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	<p>are scenes that are not age appropriate. I may even find a movie that shares the same theme to use.</p> <p><u>Discussion Prompt:</u></p> <p>“What emotions did you notice? How did the filmmakers use visuals, sound, and dialogue to convey those emotions?”</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>
	<p>Select a key theme from He Heard My Cry (options provided: grief, courage, belonging, or finding one’s voice)</p> <p>Use the provided film analysis worksheet to independently analyze another scene from the movie, focusing on:</p> <p>Theme identification</p> <p>Cinematic techniques (lighting, sound, camera angles)</p> <p>Emotional impact</p>
	<p>Intervention time</p>
<p>This could be done in small groups:</p> <p>Identifying cinematic techniques</p> <p>Connecting theme to visuals and sound</p>	



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<p>Reflection/ Wrap up (3-5 min)</p>		<p><u>Class shares:</u></p> <p>“What did you learn about how movies tell stories beyond just words?”</p> <p><u>Exit Ticket:</u> Students write a one-sentence takeaway about how He Heard My Cry connects to their own lives or to other stories they know.</p>

Resources/Links: Movie:

https://docs.google.com/document/d/1Dg0SCrAtyDYCPcEuOkf_7IH7WZUgl-pic5wFswPtviM/edit?usp=sharing

<https://docs.google.com/document/d/1joWXORhoRCYmq-dbwPnd06AmrFv5Wd1vli6153V3esg/edit?usp=sharing>



Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Raytheon	Teacher Name: Laura Walters (Counselor)
Education Alignment: Career Exploration	School District: Frisco ISD

Full lesson activity slides that follow lesson plan can be found here: [Full-Lesson Activity Slides](#)

Stage	Description
Warm Up (5-10 Min)	<p>Students will discuss the following prompt:</p> <p>What type of degree do you want to pursue after high school and why? (An interactive way to promote discussion in this topic is to have the answer choices below posted in the four corners of the room and have students move to the corner of their choice and have one person from each corner share a benefit as the representative of that group. You can in-depth descriptions on the activity slide.)</p> <p>Straight into workforce/ no further degree (yet)</p> <p>Technical degree/ two-year degree</p> <p>Bachelor’s degree</p> <p>Master’s degree or higher</p> <p>Note: This activity can also be extended into a longer activity regarding benefits and drawbacks to each type of degree. A group on “unsure” can be added. A spokesperson from each “side” can attempt to persuade others to join their side. After each spokesperson presents, students can choose to move groups/sides.</p>

<p>Mini Lesson</p>	<p>Video: Play the following video twice. The first time, watch the video all the way through. The second time you play the video, as the video plays, guide students to write down as many job descriptions as they hear about or see throughout the video clip (encourage students to watch for job descriptions of the speakers.) The facilitator can start students off by listing the first several that appear in the first 30 seconds of the clip and release them to continue with a partner for the remainder of the video.</p> <p>Video: Raytheon McKinney</p> <p><i>(Engineering, Manufacturing, VP Mission Assurance, Program Manager- Advanced Technology, Delivery, Failure Analysis Engineer, Supply Chain, Contractor, Quality Control, Program Management, Leadership Development, "Working on the Floor"- Factory Worker)</i></p> <p>Discuss: Are there any other careers you believe also exist at Raytheon to help manufacture these products? (When students are stuck, brainstorm the following aloud):</p> <p>(Machine operator to work the factory machines, Graphic designer for the design of the builds, Human Resources to help employees, Education Coordinator to help continue to develop education of employees, different types of managers, advertisement for the products, testers for the products, packaging and shipping for the products, marketing, custodial staff for the facilities, CEO and executive staff, project manager, chemist to help decide which elements to use in a build, industrial engineer to help with efficiency)</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>From the list you created above, <u>choose 3</u> different potential careers. On the Raytheon career site, find the following for each career. You may choose to use the example below or</p>

		delete prior to giving to students. Use the template linked below.
	Intervention/Extension time	<p>Intervention: For struggling students, help guide students to three careers that each have a different level of education needed: product tester, program manager, chemist.</p> <p>Extension: Students can create a resume of an ideal candidate for one of the positions they researched.</p>
Reflection/ Wrap up	<p>Students will create a brief job posting for one of the careers chosen/researched. Include a job description with the skills needed and the type of worker they would like to recruit. The link below will help students brainstorm.</p> <p style="text-align: center;"><u>Job Posting Template</u></p> <p>Note: This activity can be extended into its own activity by allowing students to create a digital posting.</p>	

Links:

[Full-Lesson Activity Slides](#)

[Independent Activity: Career Research](#)

[Job Posting Template](#)

[Video: Raytheon McKinney](#)

[Raytheon Career Site](#)

[Article: Raytheon Apprenticeships](#) (for counselor information to guide students)



Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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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?"

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Hugs Cafe	Teacher Name: Lola Edwards Gomez
Education Alignment: TEKS Standard: §130.114(c)(8)(B) The student is expected to: (B) identify and practice effective interpersonal skills involving situations with coworkers, supervisors, and subordinates.	School District: Frisco ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Lesson Title: “Managing the Floor: Communication Conflict as a Front of House Supervisor” Objective:

	<p>Students will be able to identify and practice effective interpersonal communication strategies by role-playing real-world restaurant management scenarios.</p>
	<p>Activity: "Who Said It Best?"</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Display 4 brief dialogue examples (see below). • Students decide which is the most effective and professional communication example and explain why. • Class votes and discusses. <p>Examples:</p> <ol style="list-style-type: none"> 1. "I told her to hurry up because the customers are waiting." 2. "Hey, can you speed things up? We're slammed." 3. "Can I support you with anything to help these orders go faster?" 4. "You're too slow. I'll just do it myself." <p>Goal: Spark thought on tone, clarity, and respect in communication.</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Direct Instruction Topic: <i>Interpersonal Skills for Supervisors</i></p> <p>Key Skills to Cover:</p> <ul style="list-style-type: none"> • Active Listening • Conflict Resolution (peer-to-peer and employee-to-customer) • Giving Constructive Feedback • Professional Tone and Body Language <p>Method:</p> <ul style="list-style-type: none"> • Show a short video (3–4 mins) on professional communication in the service industry: Video: “How to Communicate Effectively at Work” (YouTube) • Use a whiteboard to show the differences between poor, neutral, and strong communication. <p>We Do (Guided Practice):</p> <ul style="list-style-type: none"> • Teacher models a supervisor-staff scenario with a student volunteer. • Then pairs of students briefly role-play (2 mins) the same situation using provided prompts: • A server is late for their shift.
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- A dishwasher argues with a line cook.
- A customer complains their food is cold.

<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>(You do)</p> <p>Assignment: "Supervisor Scenario Simulation"</p> <p>Task:</p> <ul style="list-style-type: none"> • In small groups of 3–4, students receive a scenario card (see examples below). • Each group writes a 2–3 minute skit where they act as the FOH Supervisor handling the situation. • Focus: Showing effective communication with staff, subordinates, or customers. • Students then present to the class <p>Scenario Card Examples:</p> <ol style="list-style-type: none"> 1. A team member is consistently on their phone during their shift. 2. Two coworkers are arguing about whose turn it is to clean the front counter. 3. A new employee doesn't know how to use the register and customers are waiting. 4. A customer is yelling because their order is incorrect.
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	<p>Intervention time</p>	<ul style="list-style-type: none"> • Pull small groups or individual students needing support to practice a simplified version of the scenario. • Use sentence starters or visual supports (e.g., a communication checklist). • Allow ELL students to write out their script before presenting. • Provide sentence frames like: • “I noticed that...”

	<ul style="list-style-type: none"> • “Can we talk about...” • “I understand you're frustrated, let's...”
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Discussion Prompt (Teacher-led):</p> <ul style="list-style-type: none"> • “What’s one communication skill you practiced today that would help you as a FOH Supervisor?” • Call on a few volunteers or use a quick exit slip format (sticky note, Google Form, or verbal).

- **Links:** [Video: “How to Communicate Effectively at Work” \(YouTube\)](#)



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Watson & Chalin Manufacturing	Teacher Name: Peili Ho
Education Alignment: Engineering	School District: Frisco ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students respond to the prompt: “What do engineers actually do in a company?” and try to list as many engineering departments or job titles as they can (e.g., R&D, Manufacturing, Applications, Quality). This activates prior knowledge.
Mini Lesson (10-15 min) (I do, we do)		Teacher presents how real engineering departments collaborate to solve problems (based on externship). For example, how the R&D team passes a new design to Manufacturing, or how Testing Engineering uses data to recommend improvements. Include visuals like a flowchart or timeline.
Independent work (20-25 min) (you do)	Student work time	Students choose a fictional product (e.g., electric scooter, phone case, coffee maker) and map out the engineering journey it would go through across departments (R&D, Testing Lab, Apps Eng., Mfg Eng., Quality Eng.). They can sketch on their Engineering Notebook.
	Intervention time	Teacher circulates to guide students struggling with understanding department responsibilities or logical flow.

Reflection/ Wrap up (3-5 min)	Students share insights with a partner or class: “Which department would you want to work in and why?” or “What’s one thing you didn’t realize engineers did?”
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Follow-up/Extension Ideas:

- Watch some short videos (from the Links) showing engineers in action.
- Invite a guest speaker from one of the externship departments (e.g., R&D or Quality).
- Internship/mentorship

Links:

How “leaf spring” works in a vehicle

<https://www.youtube.com/shorts/Ny2cXgbypnc>

How does semi-truck suspension systems work

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

How the RV air suspension is made and works

<https://www.youtube.com/watch?v=lThKv7CzaWs>

Welding robot

<https://www.youtube.com/shorts/MjHWTORVEKU>

Warehouse robots

https://www.youtube.com/watch?v=LDhJ5I89H_I



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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: MD7	Teacher Name: Revenia Lock
Education Alignment: Business, Marketing, and Finance (grades 9-12th) https://tea.texas.gov/ch127f.pdf	School District: Frisco ISD

OBJECTIVES for LESSON

- *Understand how infrastructure businesses (cell towers + EV charging stations) operate.
- *Identify ideal locations and partnerships for launching such a business.
- *How do the businesses make money from its operations (cell towers + EV charging stations)
- *Develop a simple business model canvas.
- *Explore sustainability and emerging technologies.
- *Present a basic pitch to peers or a guest "investor."

Workshop Model

Stage	Description
<p>Warm Up (5-10 Min)</p>	<p>-Show a short video or infographic about the following:</p> <p>-EV adoption trends and lack of charging</p> <p style="text-align: center;">Video:</p> <p style="text-align: center;">https://www.youtube.com/watch?v=aXpJW9rCBCg</p> <p style="text-align: center;">Video:</p> <p style="text-align: center;">https://www.youtube.com/watch?v=gKt_9uQosnY</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>-Prompt: "What do you think is needed to support a fully electric and fully connected future"? Class discussion.</p> <p>-What a cell tower company does (leasing space, partnerships with telecoms)</p> <p>-What an EV charging company does (location-based revenue, utility partnerships)</p>

<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p style="text-align: center;">In groups of 3-4 :</p> <ul style="list-style-type: none"> -Students will identify 1 local or regional area where both services are underdeveloped. -Find companies in the industry to work on as a team. -Students will use the BMC model (business model canvas) <ul style="list-style-type: none"> a. Value Proposition (Who needs this? Why now?) b. Customer Segments (municipalities, telecoms, drivers) c. Revenue Streams (rent, charge fees, maintenance contracts) d. Key Activities (site acquisition, maintenance, partnerships) e. Key Partners (utility companies, government, telecoms) f. Cost Structure (installation, solar tech, maintenance)
	<p>Intervention time</p>	<ul style="list-style-type: none"> - Teams finalize, review, and complete a 5-7 minute investor pitch deck and review what they have learned. Guidance and direction will be given by the teacher to make sure students are on the right path.



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	<p>-Shark Tank-Style Presentations</p> <p>-Each group presents. Questions will come from “sharks” and other students.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Feedback from “shark judges”, each group will get 5 minutes.</p>

Links: <https://images.app.goo.gl/5vfbpFUJyWsSV8SeA>

<https://guykawasaki.com/the-only-10-slides-you-need-in-your-pitch/>
example pitch deck

Rhonda Buros

JourneyFit Externship

I teach 8th Grade Gifted and Talented students, so the emphasis in my classroom learning is self-directed learning with limited teacher input. My role is to create an environment conducive to learning the knowledge and skills and to act as a learning coach. The pacing for my lessons is faster than in other classrooms.

Lesson Rationale:

Coach Vee from JourneyFit emphasized the importance of storytelling in marketing, which directly relates to the TEKS for personal narratives and media literacy in 8th Grade. The first project in Unit 1 is a personal narrative, so I decided to connect the Unit 1 classroom curriculum with the externship lesson plan.

Lesson Plan: Storytelling in Marketing — Making It Relatable and Engaging

Grade Level: 8th Grade ILA Gifted and Talented

Subject: Marketing / Media Literacy / Personal Narrative

Duration: 45 minutes

Topic: The Power of Relatable and Engaging Stories in Marketing

Learning Objectives

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

- Define what makes a story relatable and engaging in a marketing context.
ELA 8.8.D.i, ELA 8.8.D.iii
- Identify key elements that contribute to storytelling effectiveness.
ELA 8.8.D.i, ELA 8.8.D.iii, 110.24 16.A–C
- Analyze short marketing examples for relatability and engagement.
ELA 8.8.D.i, 110.24 16.A–C
- Begin crafting a short marketing story with those elements in mind.
ELA 8.11.B, ELA 8.17.A

TEKS Alignment

Comprehension & Analysis

- ELA 8.8.D.i: Analyze characteristics and structural elements of informational texts—including recognizing a controlling idea or thesis and citing supporting evidence.
Students identify key storytelling elements and evaluate how well a marketing story communicates its core message.
- ELA 8.8.D.iii: Examine genre-specific structures by analyzing multiple organizational patterns and how they support a text's thesis or main idea.
Allows students to study how storytelling frameworks (beginning, climax, resolution) build engagement.

Composition & Craft

- ELA 8.11.B (Composition): Compose multi-paragraph informational texts using a clear controlling idea and appropriate structural craft.
Supports students in planning and writing their own short marketing narratives.
- ELA 8.17.A: Write expository or procedural texts for specific audiences, with effective introductions, cohesive organization, and clear purpose.
Encourages them to tailor a marketing story to a particular target audience with strong structure.

Media Literacy

- (110.24) 16.A–C: Analyze how words, images, graphics, and sounds work together in media to influence the message.
Directly supports analysis of ads for engagement, emotional appeal, and storytelling technique.

Materials Needed

- Whiteboards and markers for students to share in group work
- Examples of overcoming challenges from JourneyFit Vertical Training videos

- Student created chart for analyzing relatability and engagement
- Chromebooks

Vocabulary / Concepts

- **Relatable** – A story that the audience can personally connect with based on shared experiences or feelings.
- **Engaging** – A story that grabs and keeps attention
- **Target Audience** – The specific group the story is meant to reach
- **Authenticity** – The story feels real and honest

1. Hook (5 minutes)

Show one of the interviews from the JourneyFit Vertical Training Program Marketing to the class.

Ask the students to share in small groups their answers to the following questions: (Use the whiteboards to organize their ideas.)

- *“What’s happening in this story?”*
- *“Did you care about the character or message? Why or why not?”*

2. Mini-Lesson: What Makes a Story Relatable and Engaging? (10 minutes)

- Help the students define *relatable* and *engaging* using real-world examples.
- Discuss how companies, like JourneyFit, use these elements to build emotional connections and drive sales.
- Show two quick story examples from other sources — one effective, one not — and compare them as a class using a Venn diagram.

3. Group Analysis Activity (10 minutes)

Have students work in small groups to create a checklist to determine relatability and engagement in a story. The students may brainstorm and utilize online resources. When they are finished gathering their ideas on the whiteboards, have them walk around the room looking at each of the whiteboards. Have a class discussion regarding their checklists.

Here are some examples for the checklist:

- Can I see myself or someone I know in this story?

- Does it make me feel something (laugh, care, think)?
- Is the story simple and clear?
- Does it match what the audience needs or wants?

4. Content Connection: Create Your Own Mini Marketing Story (15 minutes)

“8th ILA Unit 1 PBA 1 (Project Based Assignment) is a personal narrative related to an obstacle or difficulty that you have overcome. Consider how your 8th ILA Unit 1 PBA 1 could be used to market a service or product. Converse with your small group and create a Google Doc with your thoughts to share tomorrow in class.”

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

Ask students to write their answers to the following prompt on a sticky note to be used in class tomorrow as an extension activity:

“One thing I learned today about storytelling in marketing is...”

Extension

- Place the sticky notes on the walls for an extension lesson tomorrow having the students combine the various answers in clusters and then write the top 5 things learned from the lesson.
- Watch 4-5 additional stories from a list provided by the teacher and analyze whether they are relatable and engaging using class criteria. Work as individuals and then share in groups.