

SUMMER TEACHER EXTERNSHIP 2025



2025 Teacher Externship LESSON PLANS



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PROSPER ISD LESSON PLANS



Real-World Engineering: Elevator Systems Design Process

High School Engineering Course

Lesson Overview

Grade Level: 9-12

Duration: 90 minutes (block schedule) or 2 × 45-minute periods

Subject: Engineering Design Process in Manufacturing and Systems Integration

Real-World Context: Kone Elevator Company Case Study

Learning Objectives

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

- Apply the engineering design process to real manufacturing challenges
- Understand how engineering decisions impact supply chains, pricing, and profitability
- Analyze the role of emerging technologies (AI, connectivity) in engineering solutions
- Evaluate trade-offs between technical performance and business constraints
- Demonstrate systems thinking in complex engineering projects

Materials Needed

- Kone Elevator case study handout
- Building materials for elevator model (cardboard, string, pulleys, small weights, tape)
- Smartphones/tablets for connectivity simulation
- Chart paper and markers
- Design journals/notebooks
- Calculators
- Stopwatches for testing

Lesson Structure

Opening Hook (10 minutes)

Present students with this scenario: "You're an engineer at Kone Elevator Company. A new 40-story office building needs an elevator system, but the client has three major concerns: unpredictable material costs due to tariffs, the need for smart connectivity features, and a tight 30-day pricing deadline. How do you balance technical excellence with business realities?"

Share key insights from the Kone experience document, emphasizing how manufacturing constraints affect every aspect of engineering design.

Direct Instruction: Engineering in Real Manufacturing (20 minutes)

Introduce the engineering design process through the lens of elevator manufacturing:

1. Define the Problem (Business + Technical)

- Identify customer needs and building requirements
- Understand constraints: budget, timeline, regulations, space limitations
- Consider three market segments: New Building, Modernization, Service/Repair
- Account for external factors like tariffs and supply chain disruptions

2. Research and Brainstorm (Market-Driven Innovation)

- Investigate existing elevator technologies and competitor solutions
- Analyze profitability models (service/repair vs. new installation)
- Explore emerging technologies: AI predictive maintenance, smartphone connectivity
- Consider manufacturing capabilities and supply chain limitations

3. Design and Plan (Systems Integration)

- Balance technical specifications with cost constraints
- Plan for connectivity features and smart building integration
- Design for serviceability (most profitable segment)
- Account for manufacturing processes and supply chain logistics

4. Build and Test (Prototype and Manufacturing)

- Create prototypes considering manufacturing constraints
- Test mechanical systems, connectivity features, and user interfaces
- Validate designs against safety regulations and performance standards
- Consider scalability for mass production

5. Evaluate and Improve (Data-Driven Optimization)

- Use AI and cloud data to analyze performance metrics
- Track elevator usage patterns to predict maintenance needs
- Evaluate customer satisfaction and system efficiency

- Optimize based on real-world performance data

6. Communicate Results (Stakeholder Management)

- Present solutions to clients within 30-day pricing windows
- Explain technical decisions and trade-offs to non-engineers
- Coordinate with manufacturing, supply chain, and service teams
- Document lessons learned for future projects

Hands-On Activity: Smart Elevator Challenge (45 minutes)

Challenge: Design an elevator system for a 10-story building that incorporates both mechanical function and smart connectivity features.

Business Constraints:

- Materials budget: \$20 equivalent (assign costs to materials)
- 30-minute design and build window (simulating 30-day price contracts)
- Must include a "connectivity" feature using smartphones
- System must be serviceable and maintainable

Technical Requirements:

- Transport a 50g load between floors
- Incorporate a pulley system
- Include a smartphone app simulation for calling elevators
- Design must allow for easy maintenance access

Process Application: Students work in teams of 4, with assigned roles mimicking real engineering teams:

- Lead Engineer (oversees design process)
- Manufacturing Engineer (considers buildability)
- Systems Engineer (handles connectivity features)
- Service Engineer (ensures maintainability)

Phase 1: Problem Definition and Research (10 minutes) Teams analyze the challenge requirements and research elevator principles. They must also assign material costs and plan within budget constraints.

Phase 2: Design and Planning (10 minutes) Teams create detailed plans including:

- Mechanical elevator design with pulley system

- "Smart" features using smartphone integration
- Maintenance access points
- Cost breakdown and timeline

Phase 3: Build and Test (20 minutes) Teams construct their elevator systems, implementing both mechanical and connectivity features. They must document any design changes due to manufacturing constraints.

Phase 4: Evaluation and Presentation (5 minutes) Teams test their systems and present their solutions, explaining how they balanced technical requirements with business constraints.

Real-World Application Discussion (10 minutes)

Connect the activity to actual Kone engineering challenges:

- How did time pressure affect your design decisions?
- What trade-offs did you make between features and cost?
- How would AI and predictive maintenance change your design approach?
- Why might service and repair be more profitable than new installations?
- How do external factors like tariffs complicate engineering decisions?

Reflection and Systems Thinking (5 minutes)

Students reflect on how their engineering decisions impacted multiple aspects of the business:

- Manufacturing feasibility
- Supply chain requirements
- Service complexity
- Customer satisfaction
- Long-term profitability

Assessment Strategies

Formative Assessment:

- Observe how teams balance technical and business requirements
- Review cost-benefit analyses in design journals
- Monitor discussions about trade-offs and systems thinking

Summative Assessment:

- Team presentation explaining their design decisions and business impact
- Individual reflection paper on how manufacturing constraints influence engineering design
- Design journal evaluation focusing on systems integration thinking

Real-World Connections

Industry Insights:

- Elevator service and maintenance generates the highest profit margins
- AI enables predictive maintenance through usage data analysis
- Connectivity features like smartphone integration are becoming standard
- Global supply chains create unpredictable cost pressures
- Engineering decisions must consider entire product lifecycle

Career Connections:

- Manufacturing Engineer
- Systems Integration Engineer
- Product Manager
- Supply Chain Engineer
- Service Engineer

Extension Activities

- Research other companies where manufacturing constraints drive engineering decisions
- Analyze how AI is transforming traditional engineering fields
- Investigate the impact of global trade policies on engineering projects
- Design a predictive maintenance system using data analysis
- Explore careers in manufacturing engineering and systems integration

Homework Assignment

Students choose a manufactured product they use daily and write a two-page analysis applying the engineering design process from a manufacturing perspective. They should address:

- How manufacturing constraints likely influenced the design
- What trade-offs were made between features and cost
- How the product could be improved using AI or connectivity

- The relationship between initial design and long-term service/maintenance

Standards Alignment

This lesson aligns with:

- NGSS Engineering Design Standards (HS-ETS1-1 through HS-ETS1-4)
- NGSS Systems and System Models (HS-ETS1-2)
- Common Core Mathematical Practices (Modeling, reasoning with data)
- 21st Century Skills (Systems thinking, economic literacy, technological literacy)

Differentiation Strategies

For Advanced Learners:

- Add economic analysis requirements (ROI calculations, cost-benefit analysis)
- Challenge them to design AI algorithms for predictive maintenance
- Require consideration of international manufacturing and supply chain logistics

For Struggling Learners:

- Provide templates for cost analysis and system design
- Offer additional support during the business constraint discussions
- Allow focus on either technical or business aspects based on strengths

For English Language Learners:

- Provide vocabulary support for business and manufacturing terms
- Use visual aids and diagrams to support complex concepts
- Encourage peer collaboration for communication-heavy activities

Safety Considerations

- Monitor proper use of tools and building materials
- Ensure smartphone usage is appropriate and supervised
- Review weight limits for testing loads
- Maintain organized workspaces during building phase

Materials for Future Lessons

This lesson introduces students to real-world engineering constraints and can lead to more advanced topics in manufacturing engineering, systems integration, supply chain management, and AI applications

in engineering.



RED OAK 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: Lion Of Judah Montessori Academy	Teacher Name: Adrian Padilla
Education Alignment: Business Information Management	School District: Red Oak ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Ask students the following prompt, and allow students to share their answers with a partner:</p> <ul style="list-style-type: none"> - “Imagine you are opening a computer for the first time. What components do you think you would find inside? List at least three and describe what you think their functions are.”
Mini Lesson (10-15 min) (I do, we do)	<p>I will go over the different aspects of computer hardware and make sure they a competent understanding of the fundamental functions of a CPU, GPU, Hard drive and what a power supply is. We will look over a short video that will go over the looks and metal features of each component.</p>



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Independent work (20-25 min) (you do)	Student work time	<p>During Student work time they will start working the Problem-Solving situation worksheet, where they will address certain problems going on with the computer and they will explain how they will go about figuring out the problem and what hardware is causing the issue.</p>
	Intervention time	<p>I will go around the classroom and look at the answers and redirect the students that need redirecting to have a better grasp. At the end of this time I will see if anyone has any questions to make sure that everyone is understanding.</p>
Reflection/ Wrap up (3-5 min)		<p>We will go through a quick recap of what was covered during class on the different components of a PC and what kind of problems will happen with each one, if there are issues.</p>

Links:



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Lion of Judah Montessori Academy in Grand Prairie	Teacher Name: Brandon Adamcik
Education Alignment: Science (Solids, Liquids, Gases, Energy Transfer)	School District: Red Oak ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Begin with a class discussion supported by visuals of everyday items in solid, liquid, and gas states (e.g., water as ice, liquid, and vapor). Prompt students with questions: <i>“What happens when ice melts? What happens when water freezes?”</i> Students will then predict what will occur during the ice cream-making activity.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Introduce key vocabulary: <i>solid, liquid, gas, freezing, melting</i>. Explain how adding salt lowers the freezing point of ice, enabling the cream mixture to freeze. Model the concept of energy transfer causing state changes. As a class, read or watch a short visual explanation of how salt affects freezing. Facilitate discussion: <i>“Why do we use rock salt with ice? What causes the cream to turn into ice cream?”</i></p>

Independent work (20-25 min) (you do)	Student work time	<p>Students will work in small groups to make ice cream using the provided materials (per attached PDF instructions). While shaking their bags, students will observe and record changes in texture and temperature over time. After completing the activity, they will describe the physical properties of the starting ingredients and the final product using a guided worksheet, focusing on identifying and explaining changes in state.</p>
	Intervention time	<p>Offer targeted support to students who need additional help understanding the vocabulary or scientific process. Review key concepts such as freezing and melting, and re-demonstrate as needed using guided questioning. Provide sentence frames or graphic organizers for students needing assistance with recording their observations.</p>
Reflection/ Wrap up (3-5 min)		<p>Facilitate a whole-class discussion using prompts such as: <i>“What changes did you observe? What caused those changes? What state of matter is ice cream? Why was salt important in this process?”</i> Students will complete an exit slip: <i>“How did this activity help you understand solids, liquids, and gases?”</i></p>



Links:



Scholar Resource Card_ Taste and See the Goodness of God.pdf



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Lion of Judah Montessori Academy Grand Prairie	Teacher Name: Carole Butcher Houston
Education Alignment: Science (Relative Density) TEK 6.6 D	School District: Red Oak ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p> Bell Ringer: “Float or Sink?”</p> <p>Prompt: Display a clear sensory bottle filled with two liquids (e.g., oil and water) and a few small objects (like a bead, a piece of plastic, and a marble). Ask students: <i>“What do you notice about how the objects behave in the bottle? Why do you think that happens?”</i></p> <p>Students jot down their observations and a hypothesis in their notebooks.</p> <p>Vocabulary: Density, relative density, viscosity, mass, volume</p>
Mini Lesson (10-15 min) (I do, we do)	<p> Main Activity: “Layer It Up!”</p>

Objective: Explore how and why different substances settle into layers based on their relative density.

Materials (per group):


- 1 tall clear plastic bottle or jar
- Water
- Corn syrup
- Vegetable oil
- Dish soap
- Small solid objects (e.g., cork, small rubber ball, paperclip, grape, LEGO piece)
- Food coloring (optional, to make layers more visible)
- Funnel or pipette for careful pouring


Steps:


1. Pour each liquid into the bottle slowly, in this order: corn syrup, dish soap, water, vegetable oil. Add food coloring to each layer if desired.
2. Observe how the liquids settle—denser ones sink, less dense float.
3. Carefully drop in one object at a time and predict where it will stop.
4. Record observations: Which objects floated? Which sank? Which stayed in the middle?

Discussion Questions:

- Why do the liquids form layers?
- What does this tell you about their densities?

	<ul style="list-style-type: none"> ● What forces are at play when an object floats or sinks?
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p> Independent Practice: “Float or Sink? Prove It!”</p> <p>Objective: Students will demonstrate their understanding of relative density by predicting and explaining the behavior of various materials in liquids of different densities.</p> <p style="text-align: center;">Instructions:</p> <ol style="list-style-type: none"> 1. Read the Scenario: <i>You are a scientist designing a toy that will float in a special sensory bottle. You can only use certain materials, and your toy needs to stay in the middle layer of the liquid.</i> 2. Data Table: Students are given a table listing: <ul style="list-style-type: none"> ○ Materials (cork, plastic bead, rubber ball, marble, paperclip) 3. Estimated density of each object 4. Densities of four liquids in a bottle (e.g., corn syrup, dish soap, water, oil) <p style="text-align: center;">Analysis Questions:</p>

		<ul style="list-style-type: none"> ● Which object will float on water but sink in oil? Explain. ● Which object would likely stay between dish soap and water? ● If an object floats in water but sinks in oil, what does that tell you about its density? ● Design a sensory bottle with 3 liquids and 3 objects. Explain your choices using density. <p>Draw & Label: Students sketch their custom bottle, showing the layers and where each object ends up.</p>
	<p>Intervention time</p>	<p> Intervention Extension: “Density Match-Up Challenge”</p> <p>Objective: Help students build confidence with relative density concepts through a guided, low-pressure activity.</p> <p style="text-align: center;">Materials:</p> <ul style="list-style-type: none"> ● 2–3 pre-made sensory bottles with different layers of liquids (e.g., oil, water, corn syrup) ● Matching sets of small, labeled objects (paperclip, cork, button, small plastic toy, etc.) ● “Density Cards” showing the densities of the various liquids and objects

		<ul style="list-style-type: none"> ● Graphic organizer for observations <p style="text-align: center;">Steps:</p> <ol style="list-style-type: none"> 1. Review and Model: Briefly review the concept of relative density with simple visuals or a teacher-led demo. 2. Explore and Predict: Have students choose an object and predict where it will settle in one of the bottles, using the Density Cards as a reference. 3. Test and Record: Students drop the item into the bottle and record the result. Was their prediction accurate? Why or why not? 4. Reflect: Use sentence stems like: <ul style="list-style-type: none"> ○ “I thought the ____ would float because...” ○ “The object sank because its density is...” 5. Mini Partner Discussion: Students explain their reasoning to a partner using their observations and vocabulary like “<i>more dense</i>,” “<i>less dense</i>,” and “<i>layers</i>.”
<p>Reflection/ Wrap up (3-5 min)</p>		<p style="text-align: center;">  Exit Ticket: “Density Detective” </p> <p style="text-align: center;"> Prompt: “Choose one object from today’s experiment. Based on where it ended up in the sensory bottle, describe its relative </p>



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	<p>density compared to each of the liquids. Explain your reasoning using what you've learned."</p>
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Links:

[Scholar Resource Card _ God's Design for Peace_ The Science of Stillness.pdf](#)



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Methodist Cardiovascular Consultants	Teacher Name: Chante Ford
Education Alignment: Principles of Health Science / Practicum in Health Science	School District: Red Oak ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Bell-ringer question: <i>“What could cause a patient to faint and feel palpitations?”</i> Show a visual of an event monitor. Ask students: <i>“How could this tool help?”</i> Let students brainstorm for 2–3 minutes and share their thoughts in pairs.
Mini Lesson (10-15 min) (I do, we do)	<p>I do a presentation on the real externship experiences using anonymized patient stories:</p> <ul style="list-style-type: none"> – Elderly male needing an event monitor for palpitations and fainting – Middle-aged woman with open-heart surgery, on fluoxetine, and suffering sleep issues – 47-year-old female with low ejection fraction, unsure about pacemaker <p>We do a discussion about diagnostic tools (EKG, event monitor, CT), medication impacts, patient autonomy, and the role of referrals (psychiatry, electrophysiology). Encourage questions and brief case analysis with the class.</p>



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Independent work (20-25 min) (you do)	Student work time	Students receive 2–3 patient scenarios based on the externship and fill out a Patient Care Summary Worksheet where they: <ul style="list-style-type: none"> – Identify symptoms and diagnosis – Determine tests or referrals needed – Consider medication impacts – Make a recommendation or note patient preferences (e.g., hesitant to get pacemaker)
	Intervention time	Circulating the room for support, hold 5-minute intervention check-ins with students struggling to identify treatment flow.
Reflection/ Wrap up (3-5 min)		Group discussion: <i>“Which case did you find most interesting or realistic?”</i> Follow with a reflection prompt: <i>“What did today teach you about the human side of medicine?”</i> Students write 2–3 sentences summarizing what they learned about patient-centered care.

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Bricks 4 Kidz	Teacher Name: Clarissa Martinez
Education Alignment: Education	School District: Red Oak ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Ask students what they want to be when they grow up and make a list on the board.</p> <p>Divide students into groups of 3-5 and pass out a handful of building blocks to each group. Using an image displayed on the board, groups will try to match what they see with their building blocks.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Discuss: When you first started building, were you able to get it perfect the first time, or did you have to keep trying and changing it up in order to do it right? This is kind of what it's like when we talk about what we want to do as an adult.</p> <p>Why is it even important for adults to work or have jobs? Use this time to discuss how jobs provide income for people to meet their needs.</p> <p>Many people think about what they want to be when they grow up based on the things they enjoy, things they are good at, or how they can solve problems. Explain the concept of a free enterprise system, where producers and consumers have choices in what they buy, sell, trade, offer, etc. This means that you have the opportunity to turn those things you really enjoy into income by making it a job. Think about how you could earn money doing something you enjoy. Share the story of Bricks 4 Kidz and how the business fulfills the passion of the</p>

	<p>owner while also helping others. When she first started the company, she probably didn't quite know how all of it would work, so she had to think about a few important things.</p> <p>When I was a kid, I wanted to be a teacher. I'm going to pretend I'm still a kid and answer a few questions to decide if that's what I'll do when I'm older.</p> <p>Ask: What would I enjoy about that job or what skills could help me do it?</p> <p>How would it help others?</p> <p>Where would my income come from?</p> <p>Will it be enough to meet my basic needs?</p> <p>Answer these questions together, modeling answering and writing responses on notebook paper displayed on the board. Use this time to discuss answers that might not lead to a good career choice, such as when you realize it may not provide enough income to meet your needs. Model what it might look like to change my original plan or try something new. Think about how I might change my plan a little bit to make sure it will meet my needs.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Provide students with this same list of questions. At the top, students will write down the career/job they stated at the beginning of the lesson.</p> <p>Underneath, they will answer each question. After explaining their answers, students will write a few sentences explaining why this would or would not be a good option for their future career.</p>
	<p>Intervention time</p>	<p>Meet with students to discuss their answers and how that will affect their decisions moving forward. Could they continue this as a hobby and choose another career to meet their needs? Could they</p>

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	<p>think of a similar way to fulfill their passions and help others that would meet their needs?</p> <p>Support students in finding realistic responses, especially when discussing income.</p>
Reflection/ Wrap up (3-5 min)	<p>Students may choose to add a photo to their writing, and a few students will share with the class whether they decided to stick with their original career or switch up and why.</p>

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Bricks for Kidz	Teacher Name: Dr. Cynthia R. Maye
Education Alignment: Calculating Speed	School District: Red Oak ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students will complete a warmup on calculating speed given distance and time. Students will talk at their tables about their answer and how they arrived at their answer.
Mini Lesson (10-15 min) (I do, we do)		We will define distance, time, and speed. We will use these definitions to create a formula for calculating speed. I will work on three problems, and we will work on 7 problems together with students working on them on whiteboards.
Independent work (20-25 min) (you do)	Student work time	Students will use micro bit and cute Bot to create problems and solutions showing distance, time, and speed. They will run the cute Bot over 10M, 25M, and 30M using different speeds and find the time.
	Intervention time	Students will do a Gallery Walk working problems in steps. One student will solve one step and pass it to another student. The next student will solve the next step and pass it on until the problem is solve. Students will solve 10 problems with a goal of 90% accuracy.
Reflection/ Wrap up (3-5 min)		Review calculating speed problems and complete exit ticket calculating speed word problems. Unclear questions will be answered.



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Links: <https://microbit.org/> ; https://youtu.be/wq-CVmHO1RA?si=kAa6F_loApqWgqOmm

Montessori Bilingual STEM Lesson Plans (English–Spanish)

Lesson 1: Plant Power / El poder de las plantas

Focus: Life Science (Botany), Bilingual Literacy, and Math Integration **Ages:** 6–9 years **Time:** 60 minutes **Languages:** English & Spanish

Learning Objectives / Objetivos de aprendizaje

- Identify plant parts and their functions *Identificar partes de una planta y sus funciones*
- Conduct a photosynthesis experiment *Realizar un experimento sobre la fotosíntesis*
- Build English–Spanish vocabulary *Practicar vocabulario bilingüe*
- Use observation and data collection skills *Usar habilidades de observación y recopilación de datos*

Materials / Materiales

- Small potted plants
- Clear plastic bags + rubber bands
- Plant diagram (EN/ES)
- Observation journal / Cuaderno
- Vocabulary flashcards: roots/raíces, stem/tallo, leaves/hojas, sunlight/luz solar, water/agua
- **Tip:** When choosing supplementary materials and resources for your lesson plan (books, videos, etc.), try to put yourself in the shoes of your students. Find resources that ENHANCE your lesson and make your instruction an inviting learning experience for your class!

Presentation / Presentación

1. Introduce plant vocabulary with a **Three-Period Lesson** in English and Spanish.
2. Demonstrate placing plastic bags on leaves to observe water vapor.

3. Students replicate the experiment, make predictions, and record results.
4. Lead a bilingual discussion: *What do you think is happening? / ¿Qué está pasando?*

Follow-Up Work / Trabajo complementario

- Draw and label the plant in both languages
- Measure moisture levels in bagged vs. unbagged leaves
- Create a bar graph: *How many drops of water? / ¿Cuántas gotas de agua?*

Extensions / Extensiones

- “Plant Care” schedule: Students take turns as “Gardeners of the Day”
- Explore native Latin American plants
- Tech tie-in: Create a time-lapse of plant changes with bilingual narration

Lesson 2: I Am a Botanist! / ¡Soy botánico(a)!

Focus: Botany, Scientific Tools, Career Awareness **Ages:** 6–9 years **Time:** 60–75 minutes

Languages: English & Spanish

Learning Objectives / Objetivos de aprendizaje

- Learn what a botanist does *Aprender sobre el trabajo de un(a) botánico(a)*
- Observe and classify plant parts *Observar y clasificar partes de plantas*
- Practice with scientific tools *Practicar con herramientas científicas*
- Expand nature-based vocabulary *Ampliar el vocabulario de la naturaleza*

Materials / Materiales

- Magnifying glasses / Lupas
- Clipboards + Observation sheets
- Trays of leaves, flowers, seeds
- Sorting cards: *Flowering/No flowers, Edible/Non-edible*
- Career mini-poster: *What is a Botanist?*
- Flashcards: scientist/científico, observe/observar, record/registrar, plant/planta, microscope/microscopio


 **Presentation / Presentación**

1. **Career Spotlight:** Introduce “Botanist”—show pictures, discuss their work.
2. **Hands-On:** Rotate through trays with magnifying glasses, sketch and label plants.
3. **Classification Game:** Use cards to group plant parts. Ask, *What would a botanist do?*
4. **Language Review:** Three-Period Lesson with STEM vocabulary (EN/ES)

 **Follow-Up Work / Trabajo complementario**

- Make a field journal sketch and label a real plant
- Write or act out: “If I were a botanist...”
- Interview a plant: pretend you’re discovering a new species!

 **Extensions / Extensiones**

- Invite a real botanist (video or in-person)
- Use microscopes to look at plant cells
- Explore related careers: Horticulturist, Conservationist

 **Instructional Coaching Suggestions**

Think about how you will INSPIRE your students and consider what you want them to take away from today’s lesson plan. Prepare supplemental materials for students who might not be familiar with this topic. This might be a good time to review some previous lessons so that they feel prepared to learn something exciting and new!

Do something to really GRAB their attention! Find a really great book, use a quick video clip, or sing a song that relates to this lesson plan. Here’s where you can spark a child’s love for learning.

Ask lots of questions throughout your lesson to make sure that your students are feeling comfortable with all of this exciting new information.

This is the perfect opportunity to open up the class for a group discussion. Ask your students questions that help them realize the importance of today’s lesson with questions like, “how will you use this information in your everyday live

Try to keep in mind that children learn in many different ways. By consciously thinking about this, you’ll be able to use different teaching techniques to reach as many children as possible in your classroom! Prepare accommodations for visual learners, auditory learners, kinesthetic learners, ESL Students, At-risk students, and advanced learners.



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Impact Communities	Teacher Name: Heather Martin
Education Alignment: Health Science-mental health	School District: Red Oak ISD

Lesson Plan

Stage	Description
Warm Up (5-10 Min)	<p>List three things that you are grateful for, and explain how one is related to this class. Get into a circle, and go around the circle, each student says their name and something they're grateful for. Explain that being grateful is one of the best ways to feel happy, and that it is a good practice to remember every day to acknowledge what we are grateful for.</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Present video about healthy, unhealthy, and abusive relationships. Discuss the following questions:</p> <ol style="list-style-type: none"> 1. What things in the beginning of the relationship seem healthy? 2. At what point did you first notice something unhealthy? At what point did you notice something toxic?

		3. Think of a time when you witnessed something unhealthy about a relationship. How could that behavior be changed to become healthy?
Independent work (20-25 min) (you do)	Student work time	Escape room: relationships. Students work in teams to go through a series of clues, at the end of which the teams escape the room. The chest team to complete the escape room wins a prize.
	Intervention time	Assist teams who are struggling by providing hints to complete the clues.
Reflection/ Wrap up (3-5 min)		Exit ticket: describe, using words or pictures, what a healthy relationship, an unhealthy relationships, and an abusive relationship looks like.

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)		List all the steps that you imagine are involved in managing or creating a trade show exhibit?
Mini Lesson (10-15 min) (I do, we do)		I will review the steps required to design and manage a trade show — We will create a trade show exhibit concept
Independent work (20-25 min) (you do)	Student work time	Students will work independently to create concepts for trade shows that fall within an existing brand’s guidelines.
	Intervention time	Students who are struggling or who I observe to be breaking brand guidelines will be counseled independently to correct mistakes.
Reflection/Wrap-up (3-5 min)		What did you learn worksheets to be exit ticket for the lesson.

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Brooke of Life Montessori Academy-2025 HAKing Innovation STEM Summer Camp	Teacher Name: Jokasta M Maldonado Mullet
Education Alignment: 8.7A Newton's Second Law of Motion	School District: Red Oak ISD

Workshop Model

Stage	Description				
Warm Up (5-10 Min)	Provide Newton’s Law of Force and Acceleration warm-up and engage in a brief Think Pair Share. Conclude with a quick whole-class discussion to confirm and clarify key concepts.				
Mini Lesson (10-15 min) (I do, we do)	<p>I do: Use 4 corners strategy to ask students a poll question about Newton’s 2nd Law. Introduce the force formula and identify variables, explaining how this formula can be used in problem-solving, and introduce Micro:bits block-based code to model Newton’s 2nd Law phenomena.</p> <p>We do: Solve 1 to 3 example problems as a class using real world scenarios and block-based coding</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;">You do: Allow students to use and design models using different materials, including Micro:bits, to create their own experiment to support their 4-corner activity claim.</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Intervention time</td> <td style="padding: 5px;">Teacher circulates to assist with understanding Newton's Law, troubleshooting code and experimental design, and Fixing errors or bugs logic in problem setup.</td> </tr> </table>	Student work time	You do: Allow students to use and design models using different materials, including Micro:bits, to create their own experiment to support their 4-corner activity claim.	Intervention time	Teacher circulates to assist with understanding Newton's Law, troubleshooting code and experimental design, and Fixing errors or bugs logic in problem setup.
Student work time	You do: Allow students to use and design models using different materials, including Micro:bits, to create their own experiment to support their 4-corner activity claim.				
Intervention time	Teacher circulates to assist with understanding Newton's Law, troubleshooting code and experimental design, and Fixing errors or bugs logic in problem setup.				
Reflection/ Wrap up (3-5 min)	Use the 4 corners strategy once again to verify if there are any changes in students’ positions about their previous poll selection and why.				

Links: <https://makecode.microbit.org/>

<https://www.ppd.stfc.ac.uk/Pages/microbits.aspx>



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: Waxahachie Police Department	Teacher Name: Markeka Curtis
Education Alignment: Understand the skills needed for effective emergency communication.	School District: Red Oak ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Give students different scenarios and they decide which agency(s) to dispatch
Mini Lesson (10-15 min) (I do, we do)		<p style="text-align: center;">Dispatcher’s Role</p> <p>Types of calls emergency or non-emergency Prioritizing calls (police, fire, ems)</p> <p>I will explain the roles and responsibilities of a 911 dispatcher. The students will simulate a basic 911 call-taker scenario. The students will assume the the distinct roles.</p>
Independent work (20-25 min) (you do)	Student work time	The students will create a scenario that utilizes the caller and dispatcher. The students will swap roles to conduct a mock 911 call.
	Intervention time	<p style="text-align: center;">Stations</p> <p style="text-align: center;">Questions checklist</p> <p style="text-align: center;">Identify the type of call assistance</p>

* * * * *

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Reflection/ Wrap up (3-5 min)		Were you calm during the call? Was the right agency dispatched? What was challenging about being the caller and or dispatcher?

Links:



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Workshop Model Sample

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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: IMPACT COMMUNITIES	Teacher Name: SANTANA TOLBERT
Education Alignment: HEALTH SCIENCE	School District: RED OAK ISD

Workshop Model

Stage	Description
<p>Warm Up (5-10 Min)</p>	<p>Prompt students with a short reflection: “The words we tell ourselves every day shape our actions. Having a strong sense of who we are — and what we believe — helps us stay true to ourselves. Affirmations remind us of our values and help protect us from harmful choices like using drugs.”</p> <p>-Class forms a circle to introduce themselves and to tell a positive affirmation that helps them make positive daily choices.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Students will create a personalized “Affirmation Shield” filled with positive statements that help them stay drug-free and make healthy choices in challenging situations.</p> <p>Teacher models one section to inform students what to do: “I have the power to say no to anything that harms me.”</p> <p>Ask students for suggestions to complete another section (e.g., Self-Worth). Prompt with questions: “What could you say to remind yourself you’re valuable?” “What</p>

		makes you proud of who you are?"
Independent work (20-25 min) (you do)	Student work time	<p>Hand out a worksheet or blank paper with a shield outline divided into 4 sections (or have them draw one).</p> <p>In each section, they'll write or draw affirmations that relate to:</p> <p>Section 1: Self-Worth (e.g., "I respect myself and my body")</p> <p>Section 2: Goals/Future (e.g., "I have big dreams, and drugs won't stop me")</p> <p>Section 3: Peer Strength (e.g., "I have the strength to say no")</p> <p>Section 4: Healthy Habits (e.g., "I choose fun and safe ways to cope with stress")</p> <p>Students can decorate their shields with colors, symbols, or images that represent strength, positivity, and drug-free living.</p>
	Intervention time	Helps those who need assistance with affirmations or designs
Reflection/ Wrap up (3-5 min)		"Which affirmation helps you the most when you're in a situation where you're pressured to do something unhealthy?" This can be written on the back of shield or verbally stated

Links:



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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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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: Baylor Scott & White-Waxahachie	Teacher Name: Skylar Grant
Education Alignment: Health Science	School District: Red Oak ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Students will list 3-4 careers that they have an interest in and why. This will get their minds going and will open up the class for discussion about the lesson.



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<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>I will show students a brief introduction video over the different healthcare careers and pathways they can take & the education requirements. I will show them how to organize each career into simple graphic organizer showing the career, education requirements, work setting and what the career consists of. We will then go over a few different careers together as a class to ensure understanding and organize careers into their specific pathways/clusters.</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>After watching the introduction video and learning about different careers, the students</p>
		<p>will choose their top 2 from the list they created at the beginning of the lesson and create their own graphic organizer similar to the one that the class created together. They will do this for each of the careers. They will need to do their own research to find out education requirements, work settings, what the career consists of, etc.</p>



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	<p>Intervention time</p>	<p>I will go around ensuring students are completing the career ladders and graphic organizers correctly. I will also be answering any questions they have about the career fields, education requirements, work settings, etc.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>I will have students complete an exit ticket and also have a group discussion asking questions such as, “what did you all learn?” and “what are some of the careers you chose?” I would be interested in knowing if students found anything that made them change career paths.</p>

Links:



Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

Stage		Description of What Will Happen
Warm Up (5-10 Min)		Why is childhood nutrition so important? What do preschoolers eat at school?
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: YaYa’s University	Teacher Name: Teleisha Washington
Education Alignment: Lifetime Nutrition & Wellness	School District: Red Oak ISD

Workshop Model

Stage	Description		
Warm Up (5-10 Min)	<p style="text-align: center;">Why is childhood nutrition so important?</p> <p style="text-align: center;">What do preschoolers eat at school?</p>		
Mini Lesson (10-15 min) (I do, we do)	<p>I will examine myPlate.gov and show students how to navigate the website. We will examine all of the food groups and identify food sources. We will read through various recipes to determine if they are healthy for small children.</p> <p style="padding-left: 40px;">What food groups are included in each recipe?</p> <p style="padding-left: 40px;">What is the serving size for a preschooler?</p> <p style="padding-left: 40px;">How do we adjust recipes for children with food allergies?</p>		
Independent work (20-25 min) (you do)	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; padding: 10px; border: none;">Student work time</td> <td style="padding: 10px; border: none;">Create an online cookbook. The cookbook will explain the 5 food groups, their food sources and</td> </tr> </table>	Student work time	Create an online cookbook. The cookbook will explain the 5 food groups, their food sources and
Student work time	Create an online cookbook. The cookbook will explain the 5 food groups, their food sources and		

		<p>how those foods power the body. Examine 2 appropriate recipes for preschoolers.</p> <p style="text-align: center;">OR</p> <p>Five Minute Food Grab: Students will work in small groups and scavenge through the classroom kitchen and grab food to create a well-balanced plate appropriate for a preschooler. The students will present their plates to the class.</p>
	<p>Intervention time</p>	<p>Scan the classroom for students that may need additional help. Work with students one on one or in pairs. Break each step down into smaller steps and check for understanding. Allow extra time for students.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>If I were a director of a preschool, what are some creative foods that could go on the school menu?</p> <p style="text-align: center;">OR</p> <p>Educate preschoolers about one of the food groups. Explain the importance of eating different foods from this food group.</p>

Links: <https://kidshealth.org/en/teens/>

<https://www.myplate.gov/>



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 2025: Teacher Externship Lesson Plan

Industry Partner: Lion Of Judah Montessori School – STEM Camp	Teacher Name: Tiffany McDonald
Education Alignment: Nutrition & Wellness, Principles of Human Services	School District: Red Oak ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Question: What did you eat for breakfast? How do you think STEM played a role in getting that food to your plate?</p> <p>Discuss -</p> <p>Science: Nutrition, Digestion, Food Safety</p> <p>Technology: Apps, Food Packaging, Storage</p> <p>Engineering: Farming Tools, Food processing tools/systems</p> <p>Math: Portion Size, Calories, Label Reading/Understanding</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Breaking Down a Meal</p> <ul style="list-style-type: none"> • I will introduce a common meal...school lunch • We will break down the meal using STEM - Science: What nutrients are in this meal? How does the body use them?

		<ul style="list-style-type: none"> - Technology: How was it processed, stored, or tracked? - Engineering: What systems or machines helped produce or deliver it? - Math: How many calories? What’s the serving size?
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> • After showing examples of food labels, each student is given a food label. • Students calculate serving sizes, total calories in package, % daily value of nutrients. • Discussion on how food companies use STEM to design these labels and meet health and FDA guidelines.
	Intervention time	<ul style="list-style-type: none"> • Students who do not understand or have not mastered the concept will be offered additional intervention time worked into class.
Reflection/ Wrap up (3-5 min)		<p>Discussion Prompt:</p> <p>“Why is it important to understand the STEM behind our food choices?”</p> <p>Exit Ticket:</p> <p>Each student writes or shares one way STEM influences what they eat daily.</p>

Links: <https://www.myplate.gov/>



RICHARDSON ISD LESSON PLANS



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: JourneyFit	Teacher Name: Amanda Gulley
Education Alignment: CTE Marketing- Using Instagram Effectively to promote a fitness business	School District: Richardson ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Use your phone or computer and find one fitness account on Instagram you follow or know about.</p> <p>Identify: What type of post they make, what do you like about the content, what do you think helps them gain followers?</p> <p>Round robin- share what you found on Instagram</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Content/ Class Notes: Purpose of Instagram for Fitness Business, Key elements of a Fitness Instagram Strategy</p> <p>Demo: Show an example post- Photo or Reel (5-minute morning stretch), Caption, Hashtag</p> <p>-Show how to add a location, hashtag, and a clear call to action</p> <p>Practice together: As a class, draft one Instagram post for a fictional fitness business. Identify the target audience, post type (Reel or</p>

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		Story), Caption and 3-5 hashtags
Independent work (20-25 min) (you do)	Student work time	Activity/ Student Assignment: <ul style="list-style-type: none"> Choose a fitness business idea (Yoga, Nutrition, Gym) Plan one Instagram post and reel for that business <ul style="list-style-type: none"> -Write a hook for the caption -Draft a value statement (tip, motivation, challenge) -Select 5 hashtags -Sketch a story board of what the post and reel will look like
	Intervention time	-Provide feedback- help clarify the target audience, offer suggestions to strengthen captions, hashtags, and visuals for better engagement
Reflection/ Wrap up (3-5 min)		ASK: What did you learn about Instagram for Business today? Why is identifying the target audience importance for social media marketing? What are you the most excited to post about in your fitness business?

Links:

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?"

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Leah Frazier	Teacher Name: Bailey Crider
Education Alignment: CTE / Arts, A/V Technology & Communications	School District: Richardson ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students will watch a 2-minute clip showcasing a professional event slide deck (e.g., Juneteenth Fashion Show 2025). They will then briefly write down what they notice about the design, flow, and media elements (audio, visuals, transitions).
Mini Lesson (10-15 min) (I do, we do)		Teacher will introduce the purpose of visual storytelling in media production. Using Canva, the teacher will demonstrate how to structure a professional event slide deck based on client notes and an event schedule. Together with the class, students will analyze how music, video, and visuals align with designers' showcases.
Independent work (20-25 min) (you do)	Student work time	Students will be assigned a mock client (designer profile and show outline) and use

WORKFORCE SOLUTIONS

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		Canva to begin building a 5–7 slide presentation incorporating required media elements: intro slide, visuals, a short video, a slide with embedded audio, and a thank-you slide.
	Intervention time	Teacher will circulate and offer small-group support for students needing help with embedding media, matching design to client needs, or using Canva’s advanced features.
Reflection/ Wrap up (3-5 min)		Group discussion: “What did you learn about balancing creativity and structure when designing for a client?” Volunteers can showcase their drafts and get peer feedback.

Links:

<https://www.canva.com>

<https://www.thinkthreemedia.com>

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Omni Dallas	Teacher Name: Bobbie Lynn Weir
Education Alignment: Hospitality & Tourism Cluster – Lodging & Resort Management Program of Study	School District: Richardson ISD – Richardson High School

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Activity: <i>“Would You Stay Again?” Scenario Prompt</i></p> <ul style="list-style-type: none"> Students read a short guest review (positive or negative) on a hotel stay that centers on a front desk experience. Prompt: <i>“Based on the guest’s experience, what did the front desk agent do well or poorly? How would you respond differently?”</i> Quick pair-share or 2-minute journal entry.
Mini Lesson (10-15 min) (I do, we do)	<p>“I Do”: Teacher models</p> <ul style="list-style-type: none"> Use slideshow or visual step-by-step guide on: <ol style="list-style-type: none"> Check-in Procedure (Greeting → Verification → Payment/ID → Room Key → Directions & Amenities) Check-out Procedure (Review Charges → Resolve Issues → Thank You → Feedback Request) Guest Interaction Best Practices (Using the 5 Customer Service Phrases, Omni Power of Engagement (POE), body language, tone)

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	<p>4. Service Recovery: LEARN Model – <i>Listen, Empathize, Apologize, Resolve, Notify</i></p> <p>"We Do": Guided Practice</p> <ul style="list-style-type: none"> • As a class, script a check-in dialogue and a guest complaint scenario using sentence starters. • Students take turns reading parts; the teacher pauses to ask comprehension questions and redirect as needed.
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>"You Do" Options: Students rotate through 3 practice stations (choose two):</p> <ol style="list-style-type: none"> 1. Check-In/Check-Out Role Play Station <ul style="list-style-type: none"> ○ Students partner up as front desk agent and guest. Use provided job aids and scenario cards 2. Service Recovery Scenario Writing <ul style="list-style-type: none"> ○ Students write a scripted response to a guest complaint using the LEARN model or Omni POE. 3. Guest Interaction Critique Video Station <ul style="list-style-type: none"> ○ Watch a short video of real or simulated front desk interaction and fill out a critique form (tone, empathy, resolution, body language).
	<p>Intervention time</p> <p>Teacher pulls students needing intervention to small group for students requiring support:</p> <ul style="list-style-type: none"> • Reteach vocabulary • Reteach Hospitality phrases, or procedures. • Offer one-on-one role play with feedback.

<p>Reflection/ Wrap up (3-5 min)</p>	<p>Prompt: <i>"What did you learn today that would make a guest feel more welcome or respected at the front desk?"</i></p> <ul style="list-style-type: none"> • Quick whip-around or anonymous sticky note/post-it on the white board OR • Students complete a 2-question Google Exit Slip: <ol style="list-style-type: none"> 1. What is one thing you feel confident doing at the front desk? 2. What is one thing you still need to practice?
<p>Assessments</p>	<ul style="list-style-type: none"> • Informal: Participation in warm-up, guided practice, role play • Formal: Completed LEARN model response and critique form • Teacher Observation: Engagement and skill demonstration during stations

Links (and/or Materials Needed):

- **Warm-Up Activity:** Guest Review Prompt (printed, displayed or posted in Schoology)
- **"I Do" Activity:**
 - [Front Desk Procedure PDF Handout \(English & Spanish Versions\)](#)
 - [Front Desk Procedure Google Slide Show](#)
 - [Front Desk Student Notes](#)
- **"You Do" Activity Station #1 – Role Play:** [Role play scripts and scenario cards](#)
- **"You Do" Activity Station #2 – Service Recovery Scenario Writing:** [LEARN Model Service Recovery Template](#): includes Example, SPED & Spanish Versions
- **"You Do" Activity Station #3 – Guest Interaction Critique Video Station:**
 - **Videos:**
 - [Service Demo: Great Front Desk Customer Service](#)
 - [Hotel Employee vs. Aggressive Guest \(Tik Tok\)](#)
 - [Checking in a hotel guest -- the good and the bad](#)
 - **EB/SPED Video Option:** [Hotel Front Desk Conversations | English Speaking Practice \(Talk to Us!\) Video](#)
 - **Critique Form:** [English and Spanish Versions](#)
- **Exit Ticket:** [Two Reflective Questions EXIT Ticket](#)
- **Gifted Students and/or Lesson Extension:** [Front Desk Simulation \(Knowledge Matters - Hotel Version\)](#)
- **Materials Needed:**
 - Laptops/tablets for video
 - Sticky notes for Warm-Up Activity

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: Omni Dallas	Teacher Name: Crystal Johnson
Education Alignment: Hospitality Industry	School District: Richardson ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<p>Bell Ringer to introduce concepts to the business of hospitality services.</p> <p>Begin with a discussion on personal travel experiences</p>
Mini Lesson (10-15 min) (I do, we do)		<p>Vocabulary Development: Instruction: Introduce key technical vocabulary related to hospitality services</p> <ul style="list-style-type: none"> Have students work in pairs to create flashcards for each term, including definitions and usage in a sentence. <p>Assessment would be scheduled later as student progress.</p>
Independent work (20-25 min) (you do)	Student work time	Have students draft a thank you letter or agenda using word processing software with vocabulary terms highlighted.
	Intervention time	Guide students who are on composing industry-appropriate documents using technology applications

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<p>Reflection/ Wrap up (3-5 min)</p>	<p>Exit Ticket: Have students submit a brief reflection on one new thing they learned about the hospitality industry today.</p>
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Links: <https://student.schoolai.com/student-space?code=79FO> (Bell Ringer)

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: Amber Electric	Teacher Name: Jesus Gonzalez
Education Alignment: CTE Construction	School District: Richardson Independent School District

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students will be given an electrical blueprint worksheet and will identify, label, and color code all electrical components needed for bidding on an electrical job. Ex. (receptacles, lights, conduit wiring, switches, and electrical boxes.
Mini Lesson (10-15 min) (I do, we do)		Teacher will demonstrate, identify, and explain electrical components used in formatting a job bid on the screen projector. Students will have a workable worksheet to label and identify each component discussed by the teacher, while the students repeat what the teacher is demonstrating for student understanding on their worksheet.
Independent work (20-25 min) (you do)	Student work time	Students will be divided in groups of 3-4 and will be given a electrical plan from a General Contractor to formulate a job bid for electrical

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		<p>services needed. Each student will have independent roles to complete on a worksheet or poster. (1. Estimator- (cost of materials, labor, time projected, financing, scope of work 2. Project Manager-oversees all plans, materials, equipment needed, organizes time/personnel structure 3. Superintendent – Oversees all structural installations/ demolitions/ personnel duties/ and approvals on the job sites.</p>
	Intervention time	<p>Teacher will be walking and observing student interactions and roles assigned within each group and will check and assist for understanding as needed.</p>
Reflection/ Wrap up (3-5 min)		<p>Teacher will re group all students and have each group represent their bid with their cost estimations, electrical plans, and present it as a real job. Teacher will have direct / re direct questions about the purpose and process of this type of job to check for both individual and group understanding of the assignment.</p>

Links: IECdallas.com (Independent Electrical Contractors)

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: WRA Architects	Teacher Name: Kaitlin Thompson
Education Alignment: Space Planning (Interior Design)	School District: Richardson ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<ul style="list-style-type: none"> • Padlet question- “What is space planning?” • Discuss various answers as a class
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> • Space Planning YouTube video • Teacher provides each student with the footprint of a building on a sheet of paper, as well as a list of rooms/required elements that must be included in the footprint • Other materials to be provided include- pencils, pens, parchment/scratch paper
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> • Students will have the freedom to creatively arrange the required rooms within the building’s footprint however they see fit • Students will write a detailed paragraph on the back of the space planning sheet explaining why they designed the layout they did
	Intervention time	Intervention time for students that need assistance
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: Inspire Brand Management	Teacher Name: Landry Honeycutt
Education Alignment: CTE – Marketing Pathway (9-12)	School District: Richardson ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	I will start by doing a demonstration of what would be done as an employee of Inspire Brand Management. I would present a product to the class as if they were a customer at a retail location. This will get them engaged and it is an example of what I want them to accomplish for the lesson.
Mini Lesson (10-15 min) (I do, we do)	<p>This lesson is about:</p> <ul style="list-style-type: none"> -Engagement -Communication -Relationship Building <p>I will explain to the students that engagement is how you gain the attention of the other party.</p> <p>Communication is used throughout the process to inform the customer and to answer any questions that may arise during the demonstration.</p>

Relationship Building happens through the discourse of the interaction between the salesperson and the customer. As the salesperson and the customer engage with each other, a bond is built allowing trust to form. The salesperson is working towards the time when a close-of-sale can be approached.

I will give the students options for products (products Inspire sells) and they will choose one line. They will need to research the product line and practice ‘pitching’ the product for a class presentation.

I will demonstrate where to go on Inspire’s website, so the research can occur. I will explain that they need to FaB the product. This means explain the features and benefits of the product.

I will demonstrate, as before, a scenario where the salesperson engages the customer and starts the ‘pitch’.

I will then ‘close the sale’ by asking the customer how many items that they would like to purchase.

These are the steps of product demonstrations in the retail space. The demonstrations provide a launchpad for a continued relationship between the brand, company, and customer. If done well and professionally, the relationship begins and further communication along with engagement will help the relationship flourish.

Independent work (20-25 min) (you do)	Student work time	<p>Divide the class into two groups. Each group is to work on a task for 12 minutes. After 12 minutes, the groups trade tasks.</p> <ul style="list-style-type: none"> -Group 1 will research the products that are available -Group 2 will work on techniques to engage customers. They will also discuss how they will interact with the customer. What kind of ideas do they have? (This ties in previous discussions on communication)
	Intervention time	<p>During this time:</p> <ul style="list-style-type: none"> -Observe class to make sure there is no confusion -Intervene with students that may be struggling with ideas -Ask questions to see what I can assist with -Propose ideas to said issues to assist the student with solving their problem
Reflection/ Wrap up (3-5 min)		<p>After the group work is done, I will explain that they will combine the work of both groups for the beginning of next class. The students will have a chance to 'pitch' their product to the class.</p> <p>In order for Marketing to work there has to be a connection made. We make connections by being informed about what we are providing and answering questions that will help build trust with the customer.</p> <p>The more presentations we make, the more people we engage and connect with, the more relationships that we will build.</p>

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	If you don't A-S-K, you won't G-E-T! It's as simple as that! – Mr./Coach Honeycutt
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Links:

<https://inspirebrandmanagement.com/>

[Monfego Sell Sheet](#)

[Texas Iberico](#)

[Big Mozz Retail Pitch Deck](#)

[Smokin Goat Sell Sheet \(Forever Cheese\)](#)

[Garrett Valley Farms Info](#)

[Lumen Immune Support Sell Sheet](#)

[Marconas](#)

[Cabra Romero from Forever Cheese](#)

[Truffle Kid by Forever Cheese](#)

[Gorgonzola by Forever Cheese](#)

**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: Crossroads IT	Teacher Name: Lindsey Hranitky
Education Alignment: Forensic Science TEKS 4.B.	School District: Richardson ISD
4B: The student recognizes the procedures of evidence collection while maintaining the integrity of the crime. Demonstrate the ability to work as a member of a team.	

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Print paper from link below. Cut the words apart in the sentence. Put them in an envelope labeled 1-8. (There will be 8 groups) Each student in a group is given one or two words. Pass out famous forensic proverb ("The dead tell no tales— but leave plenty of evidence." - A Forensics Proverb) that have each word of the sentence cut apart. From an envelope that contains the cards, pass out the cards to a group of students and have them work together to figure out the sentence.</p> <p>Discuss amongst your table mates about any struggles you had for this activity. What made it easy or hard to complete. <i>The teacher will walk around and help facilitate activity.</i> Near the end of the 10 minutes, the class will come together and write on the board challenges on the activities.</p> <p>(A more challenging quote is also on the paper, with the other quote, in case a group finishes early.)</p>
Mini Lesson (10-15 min) (I do, we do)	<p>I Do: <i>Introduce Crossroads IT Group</i></p> <p>Use PPT</p>

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	<p>Just as it took teamwork to work on the warm up where everyone contributed; This is the same for working for an IT company such as Crossroads IT Group.</p> <p>In order for major projects and proposals to get done, each person has a role professions that work a crime scene. (Describe what Crossroads IT Group does by looking at their website (to use as a visual) and explain what the company does.</p> <p>We Do- Look at the professions and discuss with an elbow partner if any of the positions of IT employees be like those at a crime scene. What about a medical examiner? Who would they be most like?</p>	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>Students work independently.</p> <p>Students research about specific questions about Artificial Intelligence (A.I.) and answer important questions that once they finish they will be ready for the next day to participate in a conversation about the pros and cons of artificial intelligence used in forensics specially crime scene investigation.</p> <p>Question Prompts:</p> <p>“How does Artificial Intelligence play a role in crime scene investigations?”</p> <p>“Should AI be used in investigations?”</p> <p>“Is AI reliable to use as evidence? Should it be allowed in courtrooms as well?”</p>

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	Intervention time	The teacher goes around and checks on the progress that each student is working on. The teacher has conversations with each student about what they have discovered through their research.
Reflection/ Wrap up (3-5 min)	How is AI be used in forensics, specifically to what was researched. Students will write their name on a sticky note and write 3 things that they learned and place it on the board. The teacher will read the sticky notes outloud and discuss with the students about how AI can be used and how working as a team is a must in order to be successful .	

Links:

Quote for warmup:

https://www.canva.com/design/DAGqK79bAQg/u33k5H7_r1XQnKLSX6jspg/view?utm_content=DAGqK79bAQg&utm_campaign=designshare&utm_medium=link2&utm_source=uniqueLinks&utlId=hfb8865000a

Business Website: [Crossroads ITG | Technology Consulting Services](#)

PowerPoint: [PowerPoint for Jobs and positions of IT and the crime scene professions](#)

Fill in the Blank "We Do" for Mini Lesson-

https://www.canva.com/design/DAGqiYVyD5U/gCF4SPfyjiK66TwDYKTtBA/edit?utm_content=DAGqiYVyD5U&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Summer 2024: Teacher Externship Lesson Plan

Industry Partner: NorthRich Automotive	Teacher Name: Michael Roha
Education Alignment: 9-12 Career Exploration	School District: Richardson ISD

Automotive Repair: The Journey Into the Shop

Stage		Description
Warm Up (5-10 Min)		Word Cloud activity digitally or on the whiteboard to activate prior knowledge and show what they know about automotive repair
Mini Lesson (10-15 min) (I do, we do)		Do a quick overview of the field using the first 8 slides in a Google Slides presentation with videos and pictures of main tasks sprinkled with information. Stop at slide 9 with the list of jigsaw activities.
Independent work (20-25 min) (you do)	Student work time	Jigsaw group activity with each group creating an infographic or poster to give insight on their topic. Topics: Physical environment in auto shops, Breaking into the field, Different functions and tasks, Knowledge and skills needed, Career options and pathways Students will use handouts on their topic, industry websites, provided photos, and videos.
	Intervention time	Monitor and assist students with technical tools (Canva or Google Slides), accessing content, clarifying requirements, and giving suggestions for improvement.
Extensions		Teacher or Groups present their products to the class.

Reflection/ Wrap up (3-5 min)

Write a summary about what they learned and 1 thing they would like to know more about.

Links:

1. Dropbox Link for Lesson Materials:
<https://www.dropbox.com/scl/fo/802a2iznx89hu5trio1wt/ALT6SZ2gLUBcRbM0oC2SkHs?rlkey=gkdshiofn47xvxeitqshl7jld&st=p1qlx0d7&dl=0>
2. **Canva Infographic Tutorial:** <https://www.canva.com/learn/how-to-make-an-infographic/>
3. **Google Slides Infographic Tutorial:**
 - a. <https://mariapeaglerdigital.com/create-an-infographic-using-nothing-but-google-slides/>
 - b. (YouTube Playlist from College of Charleston)
<https://youtube.com/playlist?list=PL7KvzIUj-59qtLp9GzVh4V0xVinxcbjEa&si=jHEwZ822sKLL1aHY>
4. **Word Cloud Options**
 - a. Classpoint <https://www.classpoint.io/>
 - b. Slido <https://www.slido.com/>,
 - c. <https://www.polleverywhere.com/plans/education>

Summer 2025: Teacher Externship Lesson Plan

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

Please complete the template on the next page:

Summer 2024: Teacher Externship Lesson Plan

Industry Partner: On Pointe Movement & Performance	Teacher Name: Renee Garraway
Education Alignment: Physical Therapy	School District: Richardson ISD

Workshop Model

Stage	Description
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Warm Up (5-10 Min)	<p>Introduction & Brief Overview of Physical Therapy (10 minutes)</p> <p>Teacher:</p> <p>Has anyone heard of physical therapy? (Call on 1 student to answer) Today, we're going to learn how physical therapy aids in the recovery of an injury and how it supports the body's daily function.</p> <p>Overview Points:</p> <ul style="list-style-type: none">• Physical Therapy (PT) is a healthcare profession that helps individuals regain movement and manage pain after injury, surgery, or disease.• PT works holistically with muscles, joints, nerves, and bones, understanding how one part of the body affects the others.• PT supports long-term health and can help prevent future injuries. <p>Discussion Question:</p> <p>"What parts of the body do you think are impacted when someone injures their knee?" (Allow another student to answer.)</p> <ul style="list-style-type: none">• Show a short video clip demonstrating physical therapy in action to engage students visually. <p>https://youtu.be/sDkmIU5rpKg</p>
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<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Vocabulary Assignment (10–15 minutes)</p> <p>Instructions:</p> <ol style="list-style-type: none">1. Distribute a worksheet with the following terms. Students will define them using textbooks or classroom discussion. Each term should include an example or sentence showing understanding. <p>Vocabulary Words:</p>

	<ol style="list-style-type: none"> 1. Concentric 2. Mobility 3. Range of Motion (ROM) 4. Lymphatic Drainage 5. Gait 6. Manual Therapy-Supportive position/Unsupportive position 7. Hydrotherapy 8. Neuromuscular Re-Education 9. Assistive Device 10. Therapeutic Exercise
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Case Study Activity (15 minutes): Student Application</p> <p>Scenario:</p> <ul style="list-style-type: none"> • <i>“Alex is a 16-year-old high school athlete who sprained his ankle during a basketball game. His doctor recommended physical therapy to help with recovery.”</i> <p>Student Task:</p> <ul style="list-style-type: none"> • In pairs or small groups, answer: <ul style="list-style-type: none"> ○ What parts of Alex’s body may be indirectly affected by his ankle injury? ○ What types of therapy exercises or tools might be recommended? ○ How can PT help prevent future injuries? ○ How does PT support the body <i>as a whole</i>?

	Intervention time	Intervention/Review Time (5–10 minutes) For students who need extra help: <ul style="list-style-type: none">• Review key vocabulary or physical therapy principles in a small group.• Offer additional examples or draw a simple diagram of the body to show interconnections.
Reflection/ Wrap up (3-5 min)		Recap & Reflection (5 minutes) Whole Class Recap: <ul style="list-style-type: none">• “Let’s summarize: How does physical therapy help the body heal? Why is it important to treat the body as a system, not just the injured part?” Student Reflection: <ul style="list-style-type: none">• What is one new thing you learned about physical therapy?• Why do you think PT is important to healthcare?• Are there any questions you still have or a career connection you might explore?”



Links: <https://www.rehabhero.ca/exercise>

**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: Dorian Bahr	Teacher Name: Ryan Rohde
Education Alignment: Architecture	School District: Richardson ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Students will look at 3 kitchen designs and determine what aspects of them are functional and aesthetic. They will choose 3 things that stand out the most about the designs
Mini Lesson (10-15 min) (I do, we do)		The teacher will display photos of an outdated kitchen on the projector and model it in Revit with the students. The teacher will then provide the students with a list of client requests to modify the kitchen. This will be a small kitchen as to fit in the allotted time.
Independent work (20-25 min) (you do)	Student work time	Students will begin remodeling the kitchen in Revit. They will use the file they created with the teacher as a starting point and change the fixtures and appliances to better suit the clients requests. The teacher will be monitoring the students to assist with any technical problems they encounter.

Independent work (20-25 min) (you do)	Student work time	Students will begin remodeling the kitchen in Revit. They will use the file they created with the teacher as a starting point and change the fixtures and appliances to better suit the clients requests. The teacher will be monitoring the students to assist with any technical problems they encounter.
	Intervention time	The teacher will pause the students work and discuss their designs. The teacher will act as a client and guide the students if their designs do not meet the criteria
Reflection/ Wrap up (3-5 min)		Students will reflect on the designs. What functional and asthetic improvements were made? Were the clients expectations realistic? How can we better plan for our next project?

Links:



ROYSE CITY 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: Magnolia Dallas Downtown	Teacher Name: Karen Purvis
Education Alignment: hotel management	School District: Royse City ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Have students share hotel marketing examples they have seen outside of school.
Mini Lesson (10-15 min) (I do, we do)		Class brainstorm discussion, "What factors do you think influence a group's decision to book a hotel?"
Independent work (20-25 min) (you do)	Student work time	In pairs, students will analyze a famous hotel's marketing strategy for groups. Students should consider the following: What audience is the hotel targeting? What promotional strategies are being used? How effective do you think these strategies are?
	Intervention time	Actively monitor and assist students that need intervention.
Reflection/ Wrap up (3-5 min)		Conduct a quick round-robin where each student shares one key takeaway from the lesson. Ask students to reflect on how their understanding of group marketing has changed.



WORKFORCE SOLUTIONS
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Summer 2025: Sherri Duggan Externship Lesson Plan
Film Production Industry Standard Procedures/Jobs/Vocabulary

Lesson duration - Three class periods of 55 minutes each

DAY ONE




Stage		Description of What Will Happen
Warm Up (5-Min)		<p>Hook and Attention Getter - Background Set - Play the two minute social media clip compilation with scenes from being on set including different crew members, equipment, and workflow</p> <p>Have video playing on a loop as students enter the room and the instructions for students to respond in one perfect sentence in Google Classroom to this prompt. "After watching the video clips, write a description of what you see and what you think is happening in Google Classroom Comments. Please answer in one or more perfect sentences."</p>
Mini Lesson (15 min) (I do, we do)		<p>Objective - Students will gain knowledge of basic cinematography work flow, equipment needed, lighting techniques, and industry vocabulary</p> <p>Vocabulary - 🎬 Common On-Set Vocabulary for Shooting a Scene</p> <ol style="list-style-type: none"> 1. "Quiet on set!" 🚫 A command to silence the cast and crew before filming begins. 2. "Roll sound!" / "Rolling sound!" 🎙️ The sound mixer or boom operator begins recording. Often shortened to: "Sound rolling" or just "Speed" (see below). 3. "Speed!"/"Speeding" 📺 A confirmation from the sound department that sound is recording and up to speed. Older analog tape recorders took a second to reach speed, but the term stuck around even with digital. 4. "Roll camera!" / "Rolling!" 📷 The camera operator or 1st AC starts the camera recording. "Rolling" confirms that camera is actively recording. 5. "Mark it!" / "Marker!" 🗨️ The 2nd AC (Assistant Camera) claps the slate (clapperboard) in front of the camera to identify the shot, scene, and take. 6. "Scene 5, Take 3!" 📄 Called out while marking the slate. Identifies the specific scene and take number. 7. "Action!" 🎬 Called by the director (or 1st AD)

			<p>to cue the actors and start the scene.</p> <p>8. "Cut!" ✂ Called by the director to stop the performance and end recording for the take.</p> <p>9. "Going again!" 🔄 Indicates another take will be shot immediately.</p> <p>10. "Back to one!" 🔄 Tells the actors and camera crew to return to their original starting positions.</p> <p>11. "Reset!" 🔄 Similar to "Back to one," but more broadly used for props, actors, or camera setups.</p> <p>PRETEACH Vocabulary - also refer to anchor chart with vocab and visuals</p> <p>Model - camera, boom mic, external recording mics, lavs, lights and stands, screens and reflectors -</p> <p>Use the preset equipment to teach the correct flow and vocabulary for shooting a scene, starting with the basic set up of camera, lights, screens, boom operator</p> <p>Use student volunteers to go through the entire procedure and reinforce correct vocabulary and workflow</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>		<p>Groups and stations</p> <p>Station one - Audio station - have external recording devices (tascam, dji, zoom) set up for practice recording audio - students will take turns using each type of external mic and learning how to adjust audio gain</p> <p>Station two - Scene production - students use the equipment set up used for modeling to go through the entire filming of a short scene, script provided</p> <p>Station Three - Vocabulary - students work to create posters to illustrate the vocabulary words</p> <p>Station Four - Lighting - students adjust the lighting stands and lights, screens, filters, reflectors to change the mood of the scene. Directions to create a Dark, moody scene, a well light bright office feel, a scene emphasizing with light one actor more than the second, etc.</p> <p>Station Five - Film scene analysis - students will</p>

		<p>watch two film scenes and analyze what lighting technique, camera angles and skills, and audio techniques were used to create the mood and effect (The Birds, A quiet Place (</p> <p>🌐 Top 10 Movie Scenes That We'll Never Forget)</p> <p>🌐 The Birds (1963) The school scene - Alfred H...</p>
	Intervention time	<p>Work one-on-one with students who are struggling and provide quick help and redirection for students struggling to engage in groups.</p>
Reflection/Wrap-up (3-5 min)		<p>Teacher lead recap- "What did you learn?"</p> <p>Exit Ticket - Each group will assign a "speaker" to give a short one to two sentence summary of what they learned.</p>

DAY TWO

Stage		Description of What Will Happen
Warm Up (5-Min)		<p>Hook and Attention Getter - Background Set - Play the behind the scenes videos of groups from yesterday.</p> <p>Have video playing on a loop as students enter the room and the instructions for students to respond in one perfect sentence in Google Classroom to this prompt. " write a description of what your group learned yesterday in Google Classroom Comments. Please answer in one or more perfect sentences."</p>
Mini Lesson (15 min) (I do, we do)		<p>Objective - Students will gain knowledge of basic cinematography work flow, equipment needed, lighting techniques, and industry vocabulary</p> <p>Vocabulary - 🎬 Common On-Set Vocabulary for Shooting a Scene</p> <ol style="list-style-type: none"> 1. "Quiet on set!" 🚫 A command to silence the cast and crew before filming begins. 2. "Roll sound!" / "Rolling sound!" 🎙️ The sound mixer or boom operator begins recording. Often shortened to: "Sound rolling" or just "Speed" (see below). 3. "Speed!"/"Speeding" 🚦 A confirmation from the sound department that sound is recording and up to speed. Older analog tape recorders took a second to reach speed, but the term stuck around even with digital. 4. "Roll camera!" / "Rolling!" 📷 The camera operator or 1st AC starts the camera recording. "Rolling" confirms that camera is actively recording. 5. "Mark it!" / "Marker!" 🗣️ The 2nd AC (Assistant Camera) claps the slate (clapperboard) in front of the camera to identify the shot, scene, and take. 6. "Scene 5, Take 3!" 📝 Called out while marking the slate. Identifies the specific scene and take number. 7. "Action!" 🎭 Called by the director (or 1st AD) to cue the actors and start the scene. 8. "Cut!" ✂️ Called by the director to stop the

			<p>performance and end recording for the take.</p> <p>9. "Going again!"  Indicates another take will be shot immediately.</p> <p>10. "Back to one!"  Tells the actors and camera crew to return to their original starting positions.</p> <p>11. "Reset!"  Similar to "Back to one," but more broadly used for props, actors, or camera setups.</p> <p>Review Vocabulary - refer to student created vocabulary visuals</p> <p>Model or show video of modeling - camera, boom mic, external recording mics, lavs, lights and stands, screens and reflectors -</p> <p>Use the preset equipment to teach the correct flow and vocabulary for shooting a scene, starting with the basic set up of camera, lights, Cscreens, boom operator</p> <p>reinforce correct vocabulary and workflow</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>		<p>Groups and stations</p> <p>Continue STATIONS</p> <p>Station one - Audio station - have external recording devices (tascam, dji, zoom) set up for practice recording audio - students will take turns using each type of external mic and learning how to adjust audio gain</p> <p>Station two - Scene production - students use the equipment set up used for modeling to go through the entire filming of a short scene, script provided</p> <p>Station Three - Vocabulary - students work to create posters to illustrate the vocabulary words</p> <p>Station Four - Lighting - students adjust the lighting stands and lights, screens, filters, reflectors to change the mood of the scene. Directions to create a Dark, moody scene, a well light bright office feel, a scene emphasizing with light one actor more than the second, etc.</p> <p>Station Five - Film scene analysis - students will watch two film scenes and analyze what lighting technique, camera angles and skills, and audio techniques were used to create the mood and</p>

		<p>techniques were used to create the mood and effect (The Birds, A quiet Place (</p> <p>⊕ Top 10 Movie Scenes That We'll Never Forget)</p> <p>⊕ The Birds (1963) The school scene - Alfred H...</p>
	Intervention time	<p>Work one-on-one with students who are struggling and provide quick help and redirection for students struggling to engage in groups.</p>
Reflection/Wrap-up (3-5 min)		<p>Teacher lead recap- "What did you learn?"</p> <p>Exit Ticket - Each group will assign a "speaker" to give a short one to two sentence summary of what they learned.</p>

DAY THREE REPEAT OF DAY TWO

DAY FOUR - Recap, analyze, and post "test" (GIMKIT, etc) - class analysis of movie scene



SPRING TOWN 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: Freedom House Weatherford	Teacher Name: Lori Pitts
Education Alignment: Keeping Safe (in domestic violence) 1st - 4th	School District: Springtown ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Warm-Up Activity: "Safety Starts with Knowing Who Can Help"</p> <p>Grade Level: 1st–4th Time: 5–10 minutes Materials Needed: Whiteboard/chart paper and markers, or paper and crayons for students</p> <hr/> <p>Step 1: Grounding (1 minute)</p> <p>"Feel Your Feet" Activity Have students take a deep breath and wiggle their toes. Say:</p> <p style="padding-left: 40px;">"Before we start, let's feel calm and ready. Everyone take a deep breath in... and out. Wiggle your toes inside your shoes. That's your body helping you feel steady and safe."</p>

Step 2: "Who Keeps Us Safe?" Brainstorm (3–5 minutes)

Ask students:

"Who are some people in your life that help keep you safe?"

Write their answers on a board or large paper. Typical answers may include:

- Parents
- Teachers
- Police officers
- Neighbors
- Coaches
- Grandparents
- School counselor

As they share, affirm their answers and gently reinforce the idea of *safe grown-ups*.

Then ask:

"What kinds of things do these people do to help you feel safe?"
(Answers might include: walk you home, listen to you, help when something scary happens, etc.)

Step 3: Draw a Safe Circle (3–4 minutes)

Have each student draw a small circle and write or draw 3–5 people they can talk to if they ever feel scared or unsafe. Call it their **Safe Circle**.

	<p>Say:</p> <p>"Your Safe Circle is made up of people you can go to if something doesn't feel right or makes you feel scared or confused. You can always talk to these people, even about hard things."</p> <hr/> <p>Wrap-Up Message (Optional)</p> <p>"Today we'll talk more about how to stay safe, even in hard situations. Remember, you deserve to feel safe, and there are always grown-ups who can help you."</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Mini Lesson: "Knowing What to Do When You Feel Unsafe"</p> <p>Time: 10–15 minutes Objective: Students will learn what to do if they feel unsafe at home or anywhere, and identify trusted adults they can turn to.</p> <hr/> <p>Learning Target (1 minute)</p> <p>"Today we are going to learn what to do if something makes you feel unsafe. We'll practice how to find help and use our safe circle."</p>

1. I Do (Modeling – 3–4 minutes)

Teacher says:

“Sometimes, things happen that make us feel scared or unsafe — even at home. That’s never your fault. If that ever happens, it’s important to remember 3 safety rules:”

Write or display the 3 rules:

1. **Get to a safe place**
2. **Tell a trusted adult**
3. **Keep telling until someone helps**

Teacher models a simple situation:

“Let me show you an example: If I hear people yelling really loudly at home and I feel scared, I might go to my room, close the door, and then later tell my teacher or school counselor about it. That’s using my Safe Circle.”

2. We Do (Guided Practice – 5–6 minutes)

Scenario 1:

“Let’s practice together. Imagine you’re at home and something scary happens — maybe there’s loud shouting or someone throws

something. What's the first thing you can do?"

Prompt students gently. Guide them to answers like:

- Go to a room away from the noise
- Stay with a sibling or trusted adult
- Call someone if they can

Scenario 2:

“Let's think about who you could tell. Who's in your Safe Circle?”

Ask for volunteers to name one person. Emphasize:

“You can tell someone at school, like your teacher or principal, even if the scary thing happened at home.”

3. You Do (Independent/Partner – 3–5 minutes)

Activity: Safe Plan Card

Give students a half-sheet or small card to fill out (verbally or in writing/drawing):

My Safe Plan

1. If I feel unsafe, I can go to: _____
2. I can call or tell: _____
3. I can also talk to: _____

	<p>Optional: Let them draw a symbol or picture of a place that feels safe (home corner, school, grandma’s house).</p> <hr/> <p>Wrap-Up & Affirmation (1 minute)</p> <p>“You did a great job learning how to keep yourself safe. Remember, everyone deserves to feel safe. If something scary ever happens, it’s <i>never your fault</i>, and there are people who care about you and want to help.”</p>
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>You Do Activity (20–25 min): "My Safety Plan Booklet"</p> <p>Goal: Students will create a personal mini-booklet identifying safety steps, safe adults, and safe places, using guided prompts.</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Pre-folded mini-booklets (made from 1 sheet of paper folded into 4 pages), or stapled half-sheets ● Crayons, markers, pencils ● Safety planning visual prompts (optional for group or 1:1 support) <hr/>

		<p>Structure Overview:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Time</th> <th style="text-align: center;">Segment</th> <th style="text-align: center;">Focus</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0–5 min</td> <td>Directions & Set-Up</td> <td>Model & explain pages</td> </tr> <tr> <td style="text-align: center;">5–15 min</td> <td>Student Work Time</td> <td>Independent drawing/writing</td> </tr> <tr> <td style="text-align: center;">15–25 min</td> <td>Intervention & Check-In</td> <td>Teacher support reflection</td> </tr> </tbody> </table> <hr/> <p>Step-by-Step Instructions:</p> <p>Step 1: Directions & Set-Up (5 min)</p> <p>Explain that they'll be creating a "My Safety Plan" booklet they can keep in their folder or give to a safe adult.</p> <p>Booklet Pages:</p> <ol style="list-style-type: none"> 1. Front Cover – <i>"My Safety Plan"</i> (with name and a safety symbol like a heart, shield, or star) 2. Page 1 – <i>"I feel safe when..."</i> (draw a place or person that makes them feel safe) 3. Page 2 – <i>"If I ever feel scared, I can go to..."</i> (draw or write one safe place) 4. Page 3 – <i>"I can talk to..."</i> (list or draw 2–3 trusted adults) 5. Page 4 – <i>"I will remember..."</i> (write one safety rule like "Keep telling until someone helps") <p>Give brief examples for each page as you go.</p> <hr/>	Time	Segment	Focus	0–5 min	Directions & Set-Up	Model & explain pages	5–15 min	Student Work Time	Independent drawing/writing	15–25 min	Intervention & Check-In	Teacher support reflection
Time	Segment	Focus												
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		<p>Step 2: Student Work Time (10–15 min)</p> <p>Allow students to work independently or in pairs quietly. Let them draw or write (as ability allows). Circulate the room:</p> <ul style="list-style-type: none"> ● Encourage creativity but reinforce purpose: this is a <i>real plan for real safety</i>. ● For emerging writers, allow drawing or dictation. ● Use calm, encouraging tones: “That’s a great safe person to include!” or “Can you think of one more adult you trust?”
	<p>Intervention time</p>	<p>Step 3: Intervention & Support Time (10 min)</p> <p>As most students work independently, use this time to:</p> <p>Pull 1–2 students at a time (intervention group or 1:1):</p> <ul style="list-style-type: none"> ● Students who didn’t fill in their Safe Circle earlier ● Students who struggle identifying safe adults ● Students showing emotional discomfort or confusion <p>Use visual supports or a simplified chart with images of:</p> <ul style="list-style-type: none"> ● Safe places (bedroom, school, relative’s house)

		<ul style="list-style-type: none"> ● Trusted adults (teacher, nurse, coach, neighbor) <p>Ask guiding questions gently:</p> <p style="padding-left: 40px;">“What’s a place you go when you want to feel calm?”</p> <p style="padding-left: 40px;">“Who is someone who always helps you feel better?”</p> <p>Important: If a child reveals a specific unsafe situation at home, follow your school's mandated reporting and safeguarding policy immediately.</p> <hr/> <p>Optional Wrap-Up Sharing (2–3 min)</p> <p>Let a few volunteers share <i>one page</i> from their booklet (e.g., “One person in my safety circle is...”)</p> <p>End with a unifying statement:</p> <p style="padding-left: 40px;">“You are strong, and you know what to do to stay safe. Grown-ups are here to help you.”</p> <hr/> <p>Optional Follow-Ups:</p> <ul style="list-style-type: none"> ● Keep the booklets in a safe classroom folder or send home with instructions (if appropriate and safe to do so).
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		<p>Pair with a story like “A Place for Starr” or “Some Secrets Should Never Be Kept” for a read-aloud next time.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Lesson Wrap-Up (3-5 minutes):</p> <p>1. Review Key Points (1-2 minutes)</p> <p>Start by reviewing the main things students learned today. You can use the “I do, We do, You do” structure for this:</p> <p style="padding-left: 40px;">“Remember, today we learned:</p> <ul style="list-style-type: none"> ● If you ever feel scared or unsafe, you have steps you can follow. ● First, get to a safe place. ● Then, tell a trusted adult who can help. ● Keep telling someone until you feel safe again. You deserve to be safe and heard.” <p>2. Encouragement & Affirmation (1-2 minutes)</p> <p>Give students a moment to reflect on their personal safety plans. Acknowledge their hard work and bravery in talking about a difficult topic:</p> <p style="padding-left: 40px;">“You’ve all done such a great job today. Your safety plan is a powerful tool that helps you feel strong, safe, and in control. No matter what happens, you always have people who care about you and want to help you.”</p>

Reassure them that it's **okay** to talk to a trusted adult at any time:

“If you ever need someone to talk to about how you’re feeling, don’t forget: there are **trusted adults** here at school and at home who want to listen.”

3. Closing Activity: “Safety Promise” (1 minute)

End with a simple, positive affirmation where students can say something as a group or individually. You can ask them to repeat after you:

“I promise that I will always take care of myself. I will remember I can go to a safe place, and I will always talk to a trusted adult when I feel unsafe.”

Optional Group Chant:

“I am safe. I am strong. I know what to do!”

Final Reminder (1 minute)

Finally, let them know that safety is an ongoing conversation. They can talk to you or another trusted adult anytime they need to:

“If you ever need to talk more about feeling safe, I’m always here for you. Remember, you are important, and your feelings matter.”



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: Freedom House	Teacher Name: Richelle McMillion
Education Alignment:	School District: Springtown ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Warm-Up Activity: <i>What Does a Healthy Relationship Look Like?</i></p> <p>Grade Level: 8th Grade Topic: Introduction to Domestic Violence Time Required: 5–10 minutes</p> <p>Objective: To help students begin thinking about the characteristics of healthy versus unhealthy relationships as a foundation for understanding domestic violence.</p> <hr style="width: 30%; margin-left: 0;"/> <p>Step 1: Silent Reflection (2–3 minutes)</p> <p>Prompt (display or read aloud):</p>

Think about a time when you felt respected, supported, or safe with another person—this could be a friend, family member, coach, or teacher.

- What made you feel that way?
- What did the other person do or say?

Instructions:

Ask students to write a few thoughts quietly in their journals or on a piece of paper. Encourage them to focus on positive qualities or actions they observed.

Step 2: Think–Pair–Share (3–4 minutes)

1. Have students turn to a partner and share one quality or behavior that they believe indicates a healthy relationship.
 2. After pairs share, invite a few volunteers to share with the whole class.
 3. List student ideas on the board under the heading “Healthy Relationships” (examples might include: respect, kindness, listening, honesty, support).
-

Step 3: Class Connection (2–3 minutes)

	<p>Wrap up the warm-up by explaining:</p> <p style="text-align: center;"> “Just like we can recognize the positive traits in a healthy relationship, it’s also important to understand when relationships are not safe or respectful. Today we’re going to begin learning about domestic violence—what it is, how to recognize it, and how we can help ourselves or others stay safe.” </p> <hr/> <p>Optional Extension:</p> <p style="text-align: center;"> Use a simple T-Chart on the board labeled: Healthy Unhealthy to help students begin distinguishing patterns as you continue the lesson. </p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<hr/> <p>Mini-Lesson Plan: Introduction to Domestic Violence</p> <p>Grade Level: 8th Grade Time: 10–15 minutes Instructional Strategy: Direct, explicit instruction with “I Do, We Do” modeling Objective: Students will understand what domestic violence is, recognize basic warning signs, and know that help and support are available.</p>

Materials Needed:

- Whiteboard or chart paper
 - Markers
 - Optional: Handout – “Healthy vs. Unhealthy Relationship Traits”
 - Optional: Slides or visual aid
-

I Do – Teacher Modeling (5–6 minutes)

1. Define Domestic Violence:

“Domestic violence is a pattern of behavior used by one person to gain power or control over another person in a relationship. This can happen in families, dating relationships, or between people who live in the same home.”

2. Explain Key Types:

- Physical – hitting, pushing, etc.
- Emotional – name-calling, threats
- Verbal – yelling, constant criticism

- **Controlling – isolating someone from friends/family**
- **Financial – controlling access to money**

3. Teacher Examples (Read Aloud):

- **“Alex’s boyfriend constantly checks her phone and tells her who she can hang out with.”**
- **“Jordan’s older brother calls him names and threatens to hurt him if he tells anyone.”**

4. Emphasize:

“No one deserves to be treated this way. If you or someone you know is in a situation like this, there is help.”

We Do – Guided Practice (5–6 minutes)

Activity: *Thumbs Up / Thumbs Down*

Prompt:

“I’ll read a scenario. Show a thumbs up if it’s healthy, or thumbs down if it’s unhealthy or abusive.”

Scenarios:

1. “Your friend always encourages you and listens when you’re upset.” 👍
2. “Your boyfriend threatens to break up with you if you don’t send him your location.” 👎
3. “Your sister makes fun of your clothes in front of others every day.” 👎
4. “You and your best friend argue sometimes but always talk it out respectfully.” 👍
5. “Your cousin won’t let you talk to your other friends.” 👎

Discuss responses briefly after each.

Wrap-Up & Closure (2–3 minutes)

Say:

Today, we learned that domestic violence can take many forms and is about someone trying to control or harm another person. It’s essential to understand what healthy relationships entail, and that help is always available.

Ask:

“Why is it important to recognize these signs early?”

	<p>Optional Exit Prompt:</p> <ul style="list-style-type: none"> ● “One thing I learned today is...” ● “One question I still have is...”
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Independent Work Assignment</p> <p>Topic: Understanding Domestic Violence Time: 25 minutes Objective: Students will demonstrate understanding of domestic violence by identifying types of abuse, analyzing scenarios, and reflecting on how to respond safely.</p> <hr/> <p>Instructions for Students:</p> <p>You will complete the following three short activities independently. Read each part carefully and answer all questions. You may use your notes or classroom materials to help you.</p> <hr/> <p>Part 1: Vocabulary Match (5 minutes)</p> <p>Directions: Match each term with its correct definition by writing the letter next to the number.</p>

		<ol style="list-style-type: none"> 1. ___ Physical abuse 2. ___ Emotional abuse 3. ___ Power and control 4. ___ Healthy relationship 5. ___ Domestic violence <p style="margin-left: 40px;"> A. A situation where one person tries to gain control over another person in a close relationship. B. When someone hits, kicks, or physically harms someone else. C. Using threats, fear, or insults to hurt someone’s feelings or lower their confidence. D. A relationship where both people feel safe, respected, and supported. E. When one person uses actions or words to dominate or intimidate another. </p> <hr style="width: 50%; margin-left: 0;"/> <p>Part 2: Scenario Sorting (10–12 minutes)</p> <p>Directions: Read each scenario below and decide whether it describes a Healthy Relationship (H) or an Unhealthy/Abusive Relationship (U). Write H or U, and explain your reasoning in 1–2 sentences.</p> <ol style="list-style-type: none"> 1. ___ Jesse and Sam listen to each other and talk through disagreements calmly.
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NORTH CENTRAL TEXAS

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		<p><input type="radio"/> Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>2. ___ Maya’s boyfriend tells her she can’t hang out with certain friends and checks her messages.</p> <p><input type="radio"/> Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>3. ___ Kevin and his brother call each other names and shove each other during arguments.</p> <p><input type="radio"/> Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>4. ___ Talia’s best friend supports her dreams and encourages her to do her best.</p> <p><input type="radio"/> Why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5. ___ Ryan threatens to post private photos of his girlfriend if she talks to another boy.</p>
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		<p style="text-align: right;">○ Why?</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p> <hr/> <p>Part 3: Personal Reflection (8–10 minutes)</p> <p>Directions: Answer the following questions in complete sentences. Be thoughtful and respectful in your responses. You will not be asked to share personal experiences.</p> <ol style="list-style-type: none"> 1. Why is it important to recognize the signs of domestic violence early? <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p> 2. What could you do if you or a friend were in an unsafe or controlling relationship? <p style="text-align: right;">_____</p> <p style="text-align: right;">_____</p> 3. Who are three trusted adults you could go to for help? <p style="text-align: right;">○ _____</p> <p style="text-align: right;">○ _____</p> <p style="text-align: right;">○ _____</p> <hr/> <p>Optional Extension (if time allows):</p> <p>Design a mini-poster showing 3 signs of a healthy relationship and 3 warning signs of an</p>
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		<p>unhealthy one. Use color and creativity to help others learn.</p>
	<p>Intervention time</p>	<p>Intervention Time Plan</p> <p>Topic: Domestic Violence Support Time: 15–20 Minutes Group Size: Small Group (3–6 students) or Individual Goal: To support students who may need additional help understanding domestic violence, recognizing signs of abuse, and identifying ways to seek help.</p> <hr/> <p>Objectives:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify at least two types of domestic abuse ● Recognize behaviors that are unsafe or controlling ● Name at least two trusted adults they can turn to for support <hr/> <p>Step-by-Step Intervention</p> <p>1. Check for Understanding (5 minutes)</p>

		<p style="text-align: center;">Ask:</p> <ul style="list-style-type: none"> ● “What is domestic violence?” ● “What are the different kinds of abuse besides physical?” ● “Why might someone be afraid to speak up?” <p>Clarify gently:</p> <p style="text-align: center;"> “Abuse can include emotional control, threats, or not letting someone talk to friends or family. It’s not always physical.” </p> <hr/> <p style="text-align: center;">2. Scenario Card Sorting (5–7 minutes)</p> <p>Activity: Read or display simple scenarios. Students decide if the behavior is Healthy or Unhealthy, and explain why.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● “Your friend supports you when you're upset.” → Healthy ● “Your boyfriend tells you who you can talk to.” → Unhealthy ● “Your cousin checks your phone without permission.” → Unhealthy
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		<ul style="list-style-type: none"> ● “Your coach encourages teamwork and growth.” → Healthy <p>Prompt:</p> <p style="text-align: center;">“Would this make you feel safe, supported, or scared? Why?”</p> <hr/> <p>3. Support & Safety Tools (5–8 minutes)</p> <p>Activity: “Support Circle” Worksheet</p> <p style="text-align: center;">Have students write down three trusted adults they could talk to if they or someone else were in an unsafe relationship.</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● “Who do you trust to listen and help you without judgment?” ● “Where in school or at home can you go to feel safe?” <p style="text-align: center;">Example:</p> <ul style="list-style-type: none"> ● My school counselor ● My aunt ● A coach or teacher I trust <hr/>
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		<p>Optional Quiet Activity:</p> <p>“Healthy vs. Unhealthy” Heart Coloring Page Label and color two hearts:</p> <ul style="list-style-type: none"> ● Heart 1 (Healthy): trust, kindness, listening ● Heart 2 (Unhealthy): threats, jealousy, control <hr/> <p>Teacher Reminders:</p> <ul style="list-style-type: none"> ● Do not ask for personal stories. ● Offer confidentiality within boundaries. ● Follow reporting protocols if needed. ● Consider counselor check-ins after the session.
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Domestic Violence Reflection (3–5 Minutes)</p>

Purpose: A quick check-in to help students reflect on the key ideas of the lesson and identify support strategies.

Reflection Questions (Choose 2–3 to respond to):

1. One thing I learned about domestic violence is:

2. One sign of an unhealthy relationship is:

3. One person I could go to if I or a friend needed help is:

4. Healthy relationships should include:

Optional Exit Ticket Prompts (write one sentence):

● “Today I feel more aware of _____.”

● “A question I still have is _____.”

● “I want to remember that _____.”



Links:



VENUS 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: Heritage of Love Academy	Teacher Name: Amanda Weaver
<ul style="list-style-type: none"> • Education Alignment: Texas Pre-Kindergarten Guidelines: <ul style="list-style-type: none"> • (1) (A) Explore and describe the characteristics of objects and materials. • (2) (B) Identify and name colors in a variety of objects and materials. 	School District: Venus ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">Activity: Color Hunt</p> <p>Materials: Colorful items from nature (red apple, yellow flower, picture of the blue sky, etc.)</p> <p>Gather students and show them the colorful items. They will name the colors of each item and if they have seen them in nature before. Students will then look around the classroom to identify and match colors of the objects being shown.</p>

<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p style="text-align: center;">Introduction of Colors Found in Nature</p> <p>Materials: Pictures of natural scenes (forests, jungles, gardens, oceans, etc.)</p> <p>Lesson: Show pictures of nature scenes and discuss the colors.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What colors do you see in this picture? • Where do we find these colors in nature? • Explain how colors can tell us about the environment. 	
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p>	<p style="text-align: center;">Create a Color Nature Collage</p> <p>Materials: Colored paper, glue, scissors, magazines, crayons</p> <p>Activity: Students will create a collage using colored paper and cut-out images from magazines to represent different colors found in nature. Colors should be labeled. Students will talk within their table group and share what they used to represent each color.</p>
	<p style="text-align: center;">Intervention time</p>	<p>Small Group: Students who need additional support will use colored water to demonstrate how colors change when mixed. Flashcards to reinforce color names.</p>
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Students will share their collages and explain which colors they used and what items they used to represent those colors.</p>	



Links:



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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Heritage of Love Academy	Teacher Name: Amanda Owens
Education Alignment: Childcare/Teacher/Private School Director	School District: Venus ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p style="text-align: center;">Students will create a Circle Map of what activities a teacher or director might do during their school day. (Brainstorm)</p> <p style="text-align: center;">(Teacher Will demonstrate with some examples)</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Students will break into groups. (3-4) Students will discuss what teachers or school directors do as a group based on their Circle Map.</p> <p>-Teacher/Student-Discuss the various career paths within the field of education, including roles in Childcare, K-12 schools, higher education, and other educational settings.</p>

		<p>-Mention the possibility of specializing in a particular subject area or grade levels or childhood education.</p> <p>I do- We-Do-Role-playing:</p> <p>Have students role-play different scenarios, such as teaching a lesson, managing a challenging student behavior, or collaborating with parents.</p>
Independent work (20-25 min) (you do)	Student work time	<p>Students in groups will create a JOB poster advertisement for a teacher position.</p> <p>Students will create bubbles around their poster about the positives of being a teacher or leader.</p> <p>(Teacher will show example)</p>
	Intervention time	<p>During Student work time the teacher will be monitoring the room helping with ideas, vocabulary, spelling, and information that students might need about the job/activities and help students to draw conclusions about the education field.</p> <p>Teachers may also pull each group to help make connections to help them as a group.</p>
Reflection/ Wrap up (3-5 min)		<p>Have a guest speaker (Teacher/Educator) come speak as a wrap up and have the students share</p>



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	what they learned with that person.
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Links:



Summer 2025: Teacher Externship Lesson Plan

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

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Heritage of Love Academy	Teacher Name: Deborah Bartula
Education Alignment: CTE-Education & Training	School District: Venus ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p><i>“Think Like a Child” Journal Prompt</i> Respond to the prompt: <i>Imagine you are a 3-year-old exploring a garden for the first time. What do you see, touch, hear, or do? What would you be most interested in?</i> Allow 2–3 students to share their response.</p>
Mini Lesson (10-15 min) (I do, we do)	<ol style="list-style-type: none"> 1. Slideshow from the Heritage Early Learning Academy to explain: <ul style="list-style-type: none"> ○ What nature-based learning looks like: outdoor kitchens, mud play, water play. ○ Explain how this supports gross motor skills, creativity, sensory development, and independence. 2. As a class, analyze an image of an outdoor classroom setup. Ask: <i>“What learning opportunities does this environment provide?”</i> Identify which developmental domains (physical, cognitive, social-emotional) are supported in that setting.

<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p><i>Design a Nature-Based Learning Activity</i></p> <p>Students will design their own outdoor learning activity for toddlers or preschool-aged children using natural or recycled materials (e.g., leaf sorting, puddle jumping, building with sticks, rock painting).</p> <p>Their plan should include:</p> <ul style="list-style-type: none"> ○ Target age (infants, toddlers, or preschoolers) ○ Materials used ○ Step-by-step activity description ○ Developmental skills supported <p>Provide handouts or templates to scaffold the activity plan.</p>
	<p>Intervention time</p>	<p>Review nature-based developmental benefits or scaffold their ideas. Provide handouts or templates to scaffold the activity plan.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Exit Ticket: <i>“What is one way nature helps young children grow?”</i> Students write their responses on a sticky note or digital form. Discuss 2-3 responses to reinforce learning.</p>

Links:



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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: Options Plumbing	Teacher Name: Peter Morgan
Education Alignment: CTE Engineering (Civil Engineering 1, January 2025 Recommended TEKS)	School District: Venus ISD / Midlothian ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	Find two examples of commercially available water bottle filling stations. Note the manufacturer, cost, and any feature that might make it superior to a competitor.
Mini Lesson (10-15 min) (I do, we do)	<p>Real world construction does not always follow design. The teacher will overview the following mini-project that highlights the connection between planning/design and real world realities in construction/maintenance (using observations about designs to identify likely locations of existing plumbing).</p> <p>Students will have the opportunity to ask an expert questions to help them fulfill the mini-project.</p> <p>A) In this scenario, the school would like to install a series of 3 water bottle filling stations to improve student access to clean water without</p>

	<p>disrupting class flow (the location will be determined by the teacher and pictures of the location provided) [groups will be allowed to view the space in person in the next phase]. Groups (determined by the teacher) will be competing for the contract to do the work.</p> <p>B) Students are to identify the following:</p> <ol style="list-style-type: none"> a. Locations of existing water lines b. Where new water lines may be needed c. Size of pipe needed to accommodate the water usage d. Tools that will be needed e. Materials that will be needed f. Any additional needs as demanded by city code <p>C) Students are to Produce the Following:</p> <ol style="list-style-type: none"> a. A chart organizing the information above b. A detailed sketch of the proposed placement of water fixture and any needed new pipes c. Best Practices for OSHS Compliance (including procedures and PPE) 	
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>	<p>During this time, students will gather information via computer, visual inspection, and interviews with the guest expert. They are expected to make use of their available resources to complete Sections B & C.</p>



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		<p>NOTE: Presentations/Bids will be created and given over the next couple of days. Today is about gathering the needed information.</p>
	<p>Intervention time</p>	<p>While the students are working in their groups, the teacher will aggressively monitor the groups (providing assistance / guidance where needed).</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p>Groups will complete the 5 Whys Reflection on the quality of the work they have done today.</p>

Links:

[Civil Engineering 1 TEKS](#)

[OSHA Plumbing Summary](#)

[Water Filling Station Manual](#)

[5 Whys Reflection Overview](#)



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

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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Lion of Judah Academy Grand Prairie	Teacher Name: Becky Moore
Education Alignment: Teaching States of Matter and Introducing Entrepreneurship	School District: WAXAHACHIE ISD

Workshop Model Lesson Plan – STEM + Entrepreneurship: Exploring Solids, Liquids & Gases

Theme: *“Cool Science Treats – Become a Frozen Treat Scientist & Shopkeeper!”*

Subjects Integrated: Science, Math, Language Arts, Sensory, Entrepreneurship

Grade Level: PreK

Learning Objectives

Science: Identify and observe solids, liquids, and gases through real-world examples.

Math: Count, sort, measure, and use simple pricing strategies.

Language Arts: Practice new vocabulary, sentence structure, and expressive communication.

Sensory Skills: Engage multiple senses (touch, smell, taste, temperature, movement) during play.

Entrepreneurship: Make choices, plan products, create signage/menus, role-play shopkeeping, and problem-solve.

Stage	Description
Warm Up (5-10 Min)	<p>Language Arts & Entrepreneurship Focus: Read <i>“Lemonade in Winter”</i> by Emily Jenkins or <i>“Saturday Sancocho”</i> by Leyla Torres (entrepreneur-themed picture books). Discussion Prompts: “What do you think it’s</p>

	<p>like to make and sell your own treats?” “What would you name your ice cream stand?”</p> <p>Sensory Kick-off: Show samples of ice, water, and bubbles again — connect these to real products like popsicles and snow cones.</p>
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Science + Entrepreneurship Focus:</p> <ul style="list-style-type: none"> ◆ Model the three states of matter with a treat in each state (e.g., juice – liquid, popsicle – solid, blowing bubbles – gas). ◆ Discuss: “What kind of treats can we <i>make</i> and <i>sell</i> that change from liquid to solid?” <p>Vocabulary (Language Arts): solid, liquid, gas, freeze, melt, sell, price, flavor, customer, shop.</p> <p>Math: Practice choosing and pricing simple items – “How many scoops?” “How much for one treat?” Use play money visuals.</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Entrepreneurial STEM Stations:</p> <ul style="list-style-type: none"> ◆ 1. Ice Cream Lab (Science + Sensory): Mix and shake ice cream in a bag. Students “test” flavors and talk about texture, temperature. ◆ 2. Popsicle Production (Math + Planning): Choose flavors, measure, and pour into molds. Create a “menu” using flavor picture cards. ◆ 3. Snow cone Shop (Entrepreneurship + Math): Set up a pretend shop. Students “sell” snow cones using play money, take orders, give out change (using tokens or coins). ◆ 4. Ice Cream Sandwich Packaging (Creativity + Language): Create labels with their name, flavor, and logo. Practice writing or tracing “Ice Cream Sandwich” or their name. ◆ 5. Marketing Station (Language Arts + Art): Design a sign or poster for their frozen treat

		shop. Use vocabulary: cold, delicious, \$1, flavor, best, try me!
	Intervention time	Small Group Support (Differentiated): <ul style="list-style-type: none"> ◆ Students who need sensory or verbal reinforcement can work with real materials (ice, warm water, bubbles). ◆ Offer simplified roles like “helper” or “taster.” ◆ Use visual cue cards for choice-making and step-by-step visuals for students who benefit from visual schedules. ◆ Support role-play scenarios for building social and entrepreneurial language (“Hello! What would you like to buy?” “That will be 1 dollar.”)
Reflection/ Wrap up (3-5 min)	<p style="text-align: center;">Group Discussion Prompts:</p> <p style="text-align: center;">“What did you make and sell today?”</p> <p style="text-align: center;">“Was it solid, liquid, or gas?”</p> <p style="text-align: center;">“What would you change next time in your shop?”</p> <p style="text-align: center;">Sharing Time: Students present their signs, menus, or drawings to the class.</p> <p style="text-align: center;">Optional Activity: Sing a goodbye song about their “Cool Treat Shop” (e.g., to the tune of “<i>The Farmer in the Dell</i>” — “I sold some ice cream treats, I sold some popsicles!”).</p>	

Links: https://youtu.be/4jnmzlurv_Y?si=SLA_sZIYvxrP3aQR “Lemonade in Winter” by Emily Jenkins

States of matter for kids - What are the states of matter? Solid, liquid and gas
<https://youtu.be/JQ4WduVp9k4?si=eYcWazP0C0npgmkE>

ASL States of Matter for Kids https://youtu.be/YbRO3ubJpWg?si=G_HB3pyX2l-WV5fC



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Summer 2025: Teacher Externship Lesson Plan

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Summer 2024: Teacher Externship Lesson Plan

Industry Partner: Human Resources 911, L.L.C.	Teacher Name: Brandelyn Morgan
Education Alignment: CTE Business/Finance	School District: Waxahachie ISD

Workshop Model

Stage		Description
Warm Up (5-10 Min)		<ul style="list-style-type: none"> • Think-Pair-Share: “What do you think Human Resources does in a business?” • “If you were starting a company, what would you need to tell a new employee on Day 1?”
Mini Lesson (10-15 min) (I do, we do)		<ul style="list-style-type: none"> • Teacher-led lesson: What is an HR consultant? Real examples from externship. • Discuss: HR's role in small businesses and entrepreneurship • Show a real onboarding checklist or policy sample from the consultant (modify for age-appropriateness)
Independent work (20-25 min) (you do)	Student work time	<ul style="list-style-type: none"> • Students design a mini “Employee Welcome Packet” for their business (can include job title, dress code, communication policy, time-off rules)



WORKFORCE SOLUTIONS
NORTH CENTRAL TEXAS

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		<ul style="list-style-type: none"> • Choice: Create a digital flyer, checklist, or short handbook section
	Intervention time	<ul style="list-style-type: none"> • Teacher pulls small groups for intervention or clarification on expectations
Reflection/ Wrap up (3-5 min)		<ul style="list-style-type: none"> • Class discussion: “What surprised you about what HR actually does?” • Prompt: “One thing I’ll use in my business plan from today’s lesson is...”

Links:

<https://www.humanresources911.org/>

<https://waxahachiechamber.com/>

<https://hr.university/career/hr-consultant/>

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

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



WEATHERFORD 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: Workforce Solutions for North Central Texas	Teacher Name: Sondra Hill
Education Alignment: Career Search , Education Requirements and Cost of Living	School District: Weatherford ISD

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Activity: “Would you Survive?” Poll & Quick Discussion</p> <ul style="list-style-type: none"> • Students are shown average rent, grocery, and utility costs in a Texas city (ex. Dallas or Fort Worth). • Ask: “How much money do you think you’d need per month to live here?” • Have students jot down answers or respond using a poll. • Lead a quick discussion to introduce the connection between careers, salary, education, and cost of living.
Mini Lesson (10-15 min) (I do, we do)	<p>Objective: Model how to use 3 websites to explore career paths, education/training and cost of living.</p> <p>Teacher Demonstration: (I do)</p>

	<p>Go to CareerOneStop.org and show how to:</p> <ul style="list-style-type: none"> • Search for Career (Ex. Registered nurse, cosmetologists, Electrician, Web Developer). • Find Salary range, required education, and growth outlook. • View cost of living tools and compare cities (if students want to move) <p>Guided Practice (We Do)</p> <ul style="list-style-type: none"> • As a class, walk through dfwjobs.com and WorkInTexas.com • Search for local job openings in choice career field. • Identify Job requirements, experience needed and pay range • Fill in a sample section of the Career and Cost Planning worksheet.
<p>Independent work (20-25 min) (you do)</p>	<p style="text-align: center;">Student work time</p> <p>Students will:</p> <p>Choose a career of Interest.</p> <p>Use CareerOneStop.org to research:</p> <ul style="list-style-type: none"> • Salary Range (local and national) • Required Education/training • Job outlook <p>Use Dfwjobs.com or workintexas.com to:</p> <ul style="list-style-type: none"> • Find local job postings • Identify entry-level and experienced job options.

		<p>Use CareerOneStop.org Cost of Living Tool to:</p> <ul style="list-style-type: none"> • Compare living costs between cities (ex. Dallas vs Austin) • Calculate if expected income covers monthly needs <p>Activity: Students complete a worksheet with:</p> <ul style="list-style-type: none"> • Chosen Career • Education needed • Average Salary • Cost of living Expenses • Job opportunities in the DFW area
	<p>Intervention time</p>	<p>Support:</p> <p>Work 1on 1 or in small groups with students who:</p> <ul style="list-style-type: none"> • Struggle navigating websites • Need help understanding salary vs. expenses • Need support reading job postings or summarizing job requirements
<p>Reflection/ Wrap up (3-5 min)</p>	<p>Prompt: What did you learn about planning for a career and cost of living?</p> <p>Ask for 2-3 student responses</p>	



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	<p>Options exit ticket</p> <ul style="list-style-type: none">• Something I found interesting was...• One career I want to learn more about is...
--	--

Links: <https://www.careeronestop.org/>

<https://www.workintexas.com/vosnet/default.aspx>

<https://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: Tarrant Area Food Bank West	Teacher Name: Tiel Jenkins
Education Alignment: Hospitality and Tourism CTE/Food Science	School District: Weatherford

Workshop Model

Stage	Description
Warm Up (5-10 Min)	<p>Bell Ringer Question</p> <p>What are some ways food can become unsafe during production or preparation?</p>
Mini Lesson (10-15 min) (I do, we do)	<p>Mini-Lecture: What is HACCP?</p> <ol style="list-style-type: none"> 1. Definition of HACCP 2. Why it was developed? 3. The 7 Principles of HACCP: <ul style="list-style-type: none"> ○ Conduct a hazard analysis ○ Identify critical control points (CCPs) ○ Establish critical limits ○ Monitor CCPs ○ Establish corrective actions ○ Establish verification procedures ○ Record-keeping and documentation

	<p>Show a 3–5 minute video overview</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>
	<p>Divide class into small groups</p> <p>Give each group a HACCP Scenario to work through the following prompts:</p> <ol style="list-style-type: none"> 1. Identify one biological, chemical, or physical hazard. 2. Choose a critical control point (CCP). 3. Decide how to monitor it. 4. What is your critical limit? 5. What would you do if the limit is exceeded? <p>Example Scenarios:</p> <ol style="list-style-type: none"> 1. Cooking ground beef patties in a school cafeteria 2. Preparing and storing chicken salad sandwiches 3. Serving fresh-cut fruit at a summer event 4. Reheating leftover spaghetti in a restaurant
	<p>Intervention time</p>
<p>Check in with each group asking the following questions</p>	

* * * * *

WORKFORCE SOLUTIONS

NORTH CENTRAL TEXAS

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		<p>What would happen if this hazard wasn't controlled?</p> <p>Why is monitoring so important?</p>
Reflection/ Wrap up (3-5 min)		<p>What is one thing you learned today about how HACCP keeps food safe?</p>

Links:

https://youtu.be/B_Q8ZW_qVIQ?si=a4KSidFKA7afk_gL



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:



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Summer 2025: Teacher Externship Lesson Plan

Industry Partner: Shep's	Teacher Name: Uriel Quijas
Education Alignment: Hospitality & Tourism	School District: Weatherford ISD - HS

Workshop Model

Stage		Description
Warm Up (5-10 Min)		Activate Prior knowledge by asking students to reflect on the following question: "What do you think happens 'behind the scenes' in a restaurant?" Then add on to have students discuss the Front and Back of the house operations.
Mini Lesson (10-15 min) (I do, we do)		Students will be able to identify and explain front and back of house operations in the hospitality industry, describe the role of customer service within those operations, and align industry expectations with best practices.
Independent work (20-25 min) (you do)	Student work time	create a brief outline that outlines the responsibilities, required skills, and significance of their assigned role in a successful restaurant operation.
	Intervention time	

		<p style="text-align: center;">Provide students with references and knowledge of the industry to guide them with completing their assignment.</p>
<p>Reflection/ Wrap up (3-5 min)</p>		<p style="text-align: center;">Have answer and reflect the following questions on paper:</p> <ol style="list-style-type: none"> 1. What is one new thing you learned about FOH or BOH today? 2. How does customer service affect restaurant operations? 3. Which role do you find most interesting and why?

Links:

https://docs.google.com/presentation/d/1KQNTIDxf-Kb1pwpDX3st_mrjaxdjh_kP/edit?usp=sharing&oid=114730480282044351144&rtpof=true&sd=true



WHITE SETTLEMENT 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: Elbit America	Teacher Name: Jesse Barnes
Education Alignment: Computer SCi and I.T	School District: White Settlement ISD

Workshop Model

Stage	Description				
Warm Up (5-10 Min)	Students will walk in the classroom and be asked to think of their dream of a technology job. With a sentence or two on why they want to work in that job.				
Mini Lesson (10-15 min) (I do, we do)	I will share with the students a slide show I wrote on why I would want to work at Elbit America. I would talk about the work culture, I experience while I was there, I would talk about and then I would talk about job requirements like degrees and certifications.				
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;">Student will then use the class time to write a paper or build a prestation</td> </tr> <tr> <td style="padding: 5px; text-align: center;">Intervention time</td> <td style="padding: 5px;">Students may have issues with making presentations legible or they made some guidance on what is technology job.</td> </tr> </table>	Student work time	Student will then use the class time to write a paper or build a prestation	Intervention time	Students may have issues with making presentations legible or they made some guidance on what is technology job.
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Reflection/ Wrap up (3-5 min)	Student will look at neighbors' presentations and write a quick reflection on if that's a job they want to do.
--------------------------------------	--

Links:



ADDITIONAL LESSON PLANS



Designing a Hotel Conference Center Wedding

Grade Level: 7th–8th Grade

Lesson Length: 45 minutes

Lesson Type: Career Exploration

Unit Focus: Hospitality & Tourism

Lesson Title:

“Planning the Perfect Wedding: Hotel Conference Center Edition”

Lesson Objective:

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

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

Standards Alignment:

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

Materials Needed:

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

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

Preparation by Teacher:

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

Teacher Example: “Meet the Couple”

Introduce the couple and describe their vision:

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

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

Lesson Sequence

1. Introduction and Objective Review (5 minutes)

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

2. Instructions and Team Formation (5 minutes)

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

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

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

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

4. Presentation and Sharing (5 minutes)

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

Assessment Criteria:

Use a quick scoring rubric or checklist during presentations:

Exit Ticket (Optional, if time permits):

Students respond in writing or digitally:

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

Differentiation and Support:

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

Closure:

Wrap up with a quick summary of key skills learned:

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

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

Hotel Wedding Planning Pitch Rubric

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

Comments:



Summer 2025: Teacher Externship Lesson Plan

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Workshop Model Sample

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

	<p>4. Battery Recall Decision Your company just launched a new electric scooter. After two weeks on the market, 3 out of 5,000 units have reported overheating batteries. No injuries—yet. Engineers suspect it's a rare manufacturing defect but can't reproduce it. Recalling now could cost the company millions and damage its reputation. Do you issue a recall?</p>																		
<p>Mini Lesson (10-15 min) (I do, we do)</p>	<p>Introduce students to decision-making under uncertainty, using data analysis, engineering judgment, and critical thinking.</p> <ol style="list-style-type: none"> Go over the background of the Carter Racing Team. <ul style="list-style-type: none"> The Carter Racing team must decide whether to race today. They've had engine failures in cold weather before. The team has some temperature and failure data, but it's incomplete. There's pressure to race because it may attract a sponsorship. Frame this as a real-world case that requires engineering reasoning and a cost-benefit mindset. Provide students with the Carter Racing data table (partial data showing engine failures vs. outside temperatures). <p>Carter Racing Data Table (engine failures vs. outside temperature)</p> <table border="1" data-bbox="428 1451 1112 1885"> <thead> <tr> <th>Race #</th> <th>Outside Temp (deg F)</th> <th>Engine Failed?</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>53</td> <td>No</td> </tr> <tr> <td>2</td> <td>57</td> <td>No</td> </tr> <tr> <td>3</td> <td>63</td> <td>No</td> </tr> <tr> <td>4</td> <td>70</td> <td>No</td> </tr> <tr> <td>5</td> <td>75</td> <td>No</td> </tr> </tbody> </table>	Race #	Outside Temp (deg F)	Engine Failed?	1	53	No	2	57	No	3	63	No	4	70	No	5	75	No
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<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p> <p>Students analyze the full data set, make a recommendation, and defend their engineering decision.</p> <p>Give students the student handout with the complete data set (including failed races).</p> <table border="1" data-bbox="431 1203 1114 1829"> <thead> <tr> <th>Race #</th> <th>Outside Temp (deg F)</th> <th>Engine Failed?</th> </tr> </thead> <tbody> <tr><td>1</td><td>53</td><td>Yes</td></tr> <tr><td>2</td><td>57</td><td>Yes</td></tr> <tr><td>3</td><td>63</td><td>No</td></tr> <tr><td>4</td><td>70</td><td>No</td></tr> <tr><td>5</td><td>75</td><td>No</td></tr> <tr><td>6</td><td>76</td><td>No</td></tr> <tr><td>7</td><td>78</td><td>No</td></tr> <tr><td>8</td><td>80</td><td>No</td></tr> </tbody> </table>	Race #	Outside Temp (deg F)	Engine Failed?	1	53	Yes	2	57	Yes	3	63	No	4	70	No	5	75	No	6	76	No	7	78	No	8	80	No
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	<p>Intervention time</p>	<p>Have them:</p> <ul style="list-style-type: none"> • Calculate failure rates by temperature. • Plot or sketch a graph (temp vs. failure rate). • Interpret the risk at today's race temperature. <p>As the students go through the handout, they will analyze their data and decide whether to race or not. They will support their answer using data, logic, and risk evaluation.</p> <p>Intervention: Pull students needing help with basic data interpretation or graphing.</p> <p>Extension: Have advanced students explore survivorship bias or relate the case to real engineering disasters (i.e. Challenger explosion, Deepwater Horizon).</p>												
<p>Reflection/Wrap-up (3-5 min)</p>		<p>Debrief as a class:</p> <ul style="list-style-type: none"> • Who chose to race? Who didn't? • How did pressure, data, and assumptions influence your decision? <p>Reveal: The case is based on the Challenger disaster, where decision-makers ignored temperature-related O-ring failures.</p> <p>Major engineering lessons:</p>												



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

[carter-racing.pdf](#)

[Carter Racing Student Worksheet.docx](#)

Lesson Plan for Food Science

[Title]

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

Grade Level: 12th Grade (High School Seniors)

Duration: 5 Days – 60 minutes/day

Unit Theme: Culinary Foundations & Food Industry Readiness

Industry Model: Hilton Hotel Industrial Kitchen

[Learning Objectives]

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

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

[Certifications Earned]

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

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

[Day-by-Day Breakdown]

Day 1: Introduction to the Industrial Kitchen

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

Tools: Google Slides, Kahoot Quiz

Day 2: Safety & Sanitation

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

Tools: Canva, Google Forms

Day 3: Kitchen Systems & Communication

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

Tools: Jamboard, Padlet

Day 4: Recipe Execution – Batch Cooking

- Watch hotel meal prep demo.

Lesson Plan for Food Science

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

Tools: Google Sheets, Flipgrid

Day 5: Professionalism & Career Readiness

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

Tools: Google Docs, Canva

[Assessments]

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

[Skills Developed]

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

The Lesson Attached:

[Title]

Design Your Own Hotel Kitchen Team & Meal Service Plan

[Objective]

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

[Scenario]

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

[Instructions]

Part 1: Build Your Kitchen Team

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

Lesson Plan for Food Science

Use Google Slides, Jamboard, or Canva.

Part 2: Plan the Meal Service

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

Use Google Docs, Slides, or Canva.

Part 3: Food Safety Focus

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

[Submission Requirements]

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

[Due Date]

Friday, [INSERT DUE DATE]

[Grading Rubric]

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

[Bonus – 5 pts]

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

Lesson Plan: Principles of Business, Marketing, and Finance

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

Unit TEKS/CEDs:

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

Monday

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

Activity:

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

Class brainstorm: What elements make a positive company culture?

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

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

Tuesday

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

Activity:

Review marketing functions: promotion, selling, event marketing.

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

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

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

Wednesday

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

Activity:

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

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

Discuss how marketing strategies differ for each group.

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

Thursday

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

Activity:

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

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

Discuss how teamwork affects marketing outcomes.

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

Friday

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

Activity:

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

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

Students summarize key takeaways in a quick write -up.

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

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%

Lesson Plan 1: CDL Pre-Apprenticeship Visit

Lesson Title:

Career Exploration – CDL Pre-Apprenticeship and Transportation Industry Readiness

Date/Time:

June 18, 2025 @ 1:00 PM CST

Location:

NTX Job Corps

Instructor(s):

Chasity Pitts-Armstead, Mikal Body, Jasmin Vann

Industry Partner:

DJH Express National Training Academy

Grade Band / CTE Alignment:

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

Instructional Objectives

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

Materials Needed

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

Learning Activities

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

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

Student Outcomes

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

Assessment / Reflection

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

Extension / Follow-Up

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

Lesson Plan 2: Jewels Comfort Keepers (JCK) Visit

Lesson Title:

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

Date/Time:

June 24, 2025 @ 2:00 PM CST

Location:

1201 N. Watson Rd., Arlington, TX 76006

Instructor(s):

Chasity Pitts-Armstead, Mikal Body, Jasmin Vann

Industry Partner:

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

Grade Band / CTE Alignment:

Grades 11–12 / Community Engagement & Support Services

Instructional Objectives

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

Materials Needed

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

Learning Activities

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

Student Outcomes

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

Assessment / Reflection

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

Extension / Follow-Up

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

1. Hook + Video (7 minutes)

Prompt:

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

Then show:

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

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

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

Use visuals or slides to explain:

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

3. Demo + Supplemental Video (8 minutes)

In Photoshop:

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

Then show:

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

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

4. Student Activity (15 minutes)

In pairs or individually:

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

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

Class discussion or quick write-up:

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

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

Summer 2025: Teacher Externship

Lesson Plan

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

Grade Level: 9–12

Duration: ~60 minutes

Objective:

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

1. Warm-Up (5–10 min)

Activity: *Career Trait Word Cloud*

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

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

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

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

2. Mini Lesson (10–15 min)

Topic: *Using Personality to Guide Career Choices*

I Do (Modeling)

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

We Do (Guided Practice)

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

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

Guided Practice

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

3. Independent Work (20–25 min)

Task: *Career Research and Summary*

Instructions:

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

Resources:

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

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

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

● 5. Reflection / Wrap-Up (3–5 min)

Exit Ticket or Group Share:

- Ask:

“What career did you choose and why?”

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

“What surprised you about this career?”

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

Materials Needed

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

Montessori Bilingual STEM Lesson Plans (English–Spanish)

Lesson 1: Plant Power / El poder de las plantas

Focus: Life Science (Botany), Bilingual Literacy, and Math Integration **Ages:** 6–9 years **Time:** 60 minutes **Languages:** English & Spanish

Learning Objectives / Objetivos de aprendizaje

- Identify plant parts and their functions *Identificar partes de una planta y sus funciones*
- Conduct a photosynthesis experiment *Realizar un experimento sobre la fotosíntesis*
- Build English–Spanish vocabulary *Practicar vocabulario bilingüe*
- Use observation and data collection skills *Usar habilidades de observación y recopilación de datos*

Materials / Materiales

- Small potted plants
- Clear plastic bags + rubber bands
- Plant diagram (EN/ES)
- Observation journal / Cuaderno
- Vocabulary flashcards: roots/raíces, stem/tallo, leaves/hojas, sunlight/luz solar, water/agua
- **Tip:** When choosing supplementary materials and resources for your lesson plan (books, videos, etc.), try to put yourself in the shoes of your students. Find resources that ENHANCE your lesson and make your instruction an inviting learning experience for your class!

Presentation / Presentación

1. Introduce plant vocabulary with a **Three-Period Lesson** in English and Spanish.
2. Demonstrate placing plastic bags on leaves to observe water vapor.

3. Students replicate the experiment, make predictions, and record results.
4. Lead a bilingual discussion: *What do you think is happening? / ¿Qué está pasando?*

Follow-Up Work / Trabajo complementario

- Draw and label the plant in both languages
- Measure moisture levels in bagged vs. unbagged leaves
- Create a bar graph: *How many drops of water? / ¿Cuántas gotas de agua?*

Extensions / Extensiones

- “Plant Care” schedule: Students take turns as “Gardeners of the Day”
- Explore native Latin American plants
- Tech tie-in: Create a time-lapse of plant changes with bilingual narration

Lesson 2: I Am a Botanist! / ¡Soy botánico(a)!

Focus: Botany, Scientific Tools, Career Awareness **Ages:** 6–9 years **Time:** 60–75 minutes

Languages: English & Spanish

Learning Objectives / Objetivos de aprendizaje

- Learn what a botanist does *Aprender sobre el trabajo de un(a) botánico(a)*
- Observe and classify plant parts *Observar y clasificar partes de plantas*
- Practice with scientific tools *Practicar con herramientas científicas*
- Expand nature-based vocabulary *Ampliar el vocabulario de la naturaleza*

Materials / Materiales

- Magnifying glasses / Lupas
- Clipboards + Observation sheets
- Trays of leaves, flowers, seeds
- Sorting cards: *Flowering/No flowers, Edible/Non-edible*
- Career mini-poster: *What is a Botanist?*
- Flashcards: scientist/científico, observe/observar, record/registrar, plant/planta, microscope/microscopio


 **Presentation / Presentación**

1. **Career Spotlight:** Introduce “Botanist”—show pictures, discuss their work.
2. **Hands-On:** Rotate through trays with magnifying glasses, sketch and label plants.
3. **Classification Game:** Use cards to group plant parts. Ask, *What would a botanist do?*
4. **Language Review:** Three-Period Lesson with STEM vocabulary (EN/ES)

 **Follow-Up Work / Trabajo complementario**

- Make a field journal sketch and label a real plant
- Write or act out: “If I were a botanist...”
- Interview a plant: pretend you’re discovering a new species!

 **Extensions / Extensiones**

- Invite a real botanist (video or in-person)
- Use microscopes to look at plant cells
- Explore related careers: Horticulturist, Conservationist

 **Instructional Coaching Suggestions**

Think about how you will INSPIRE your students and consider what you want them to take away from today’s lesson plan. Prepare supplemental materials for students who might not be familiar with this topic. This might be a good time to review some previous lessons so that they feel prepared to learn something exciting and new!

Do something to really GRAB their attention! Find a really great book, use a quick video clip, or sing a song that relates to this lesson plan. Here’s where you can spark a child’s love for learning.

Ask lots of questions throughout your lesson to make sure that your students are feeling comfortable with all of this exciting new information.

This is the perfect opportunity to open up the class for a group discussion. Ask your students questions that help them realize the importance of today’s lesson with questions like, “how will you use this information in your everyday live

Try to keep in mind that children learn in many different ways. By consciously thinking about this, you’ll be able to use different teaching techniques to reach as many children as possible in your classroom! Prepare accommodations for visual learners, auditory learners, kinesthetic learners, ESL Students, At-risk students, and advanced learners.

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

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 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)		List all the steps that you imagine are involved in managing or creating a trade show exhibit?
Mini Lesson (10-15 min) (I do, we do)		I will review the steps required to design and manage a trade show — We will create a trade show exhibit concept
Independent work (20-25 min) (you do)	Student work time	Students will work independently to create concepts for trade shows that fall within an existing brand’s guidelines.
	Intervention time	Students who are struggling or who I observe to be breaking brand guidelines will be counseled independently to correct mistakes.
Reflection/Wrap-up (3-5 min)		What did you learn worksheets to be exit ticket for the lesson.

Please complete the template on the next page:

Hotel Sales and Marketing - Lesson Plan

LEARNING OBJECTIVE:

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

ASSESSMENTS:

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

KEY POINTS:

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

OPENING:

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

INTRODUCTION TO NEW MATERIAL:

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

GUIDED PRACTICE:

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

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

INDEPENDENT PRACTICE:

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

CLOSING:

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

EXTENSION ACTIVITY:

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

HOMEWORK:

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

STANDARDS ALIGNED:

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

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

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

Materials Needed:

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

Instructions:

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

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

4. Discussion (15 minutes):

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

5. Research Assignment (optional, as homework):

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

6. Conclusion (5 minutes):

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

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

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.
-

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
-

Marketing and Tourism: Engaging the Future

LEARNING OBJECTIVE:

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

ASSESSMENTS:

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

KEY POINTS:

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

OPENING:

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

INTRODUCTION TO NEW MATERIAL:

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

GUIDED PRACTICE:

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

INDEPENDENT PRACTICE:

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

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

CLOSING:

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

EXTENSION ACTIVITY:

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

HOMEWORK:

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

STANDARDS ALIGNED:

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

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.

Real-World Engineering: Elevator Systems Design Process

High School Engineering Course

Lesson Overview

Grade Level: 9-12

Duration: 90 minutes (block schedule) or 2 × 45-minute periods

Subject: Engineering Design Process in Manufacturing and Systems Integration

Real-World Context: Kone Elevator Company Case Study

Learning Objectives

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

- Apply the engineering design process to real manufacturing challenges
- Understand how engineering decisions impact supply chains, pricing, and profitability
- Analyze the role of emerging technologies (AI, connectivity) in engineering solutions
- Evaluate trade-offs between technical performance and business constraints
- Demonstrate systems thinking in complex engineering projects

Materials Needed

- Kone Elevator case study handout
- Building materials for elevator model (cardboard, string, pulleys, small weights, tape)
- Smartphones/tablets for connectivity simulation
- Chart paper and markers
- Design journals/notebooks
- Calculators
- Stopwatches for testing

Lesson Structure

Opening Hook (10 minutes)

Present students with this scenario: "You're an engineer at Kone Elevator Company. A new 40-story office building needs an elevator system, but the client has three major concerns: unpredictable material costs due to tariffs, the need for smart connectivity features, and a tight 30-day pricing deadline. How do you balance technical excellence with business realities?"

Share key insights from the Kone experience document, emphasizing how manufacturing constraints affect every aspect of engineering design.

Direct Instruction: Engineering in Real Manufacturing (20 minutes)

Introduce the engineering design process through the lens of elevator manufacturing:

1. Define the Problem (Business + Technical)

- Identify customer needs and building requirements
- Understand constraints: budget, timeline, regulations, space limitations
- Consider three market segments: New Building, Modernization, Service/Repair
- Account for external factors like tariffs and supply chain disruptions

2. Research and Brainstorm (Market-Driven Innovation)

- Investigate existing elevator technologies and competitor solutions
- Analyze profitability models (service/repair vs. new installation)
- Explore emerging technologies: AI predictive maintenance, smartphone connectivity
- Consider manufacturing capabilities and supply chain limitations

3. Design and Plan (Systems Integration)

- Balance technical specifications with cost constraints
- Plan for connectivity features and smart building integration
- Design for serviceability (most profitable segment)
- Account for manufacturing processes and supply chain logistics

4. Build and Test (Prototype and Manufacturing)

- Create prototypes considering manufacturing constraints
- Test mechanical systems, connectivity features, and user interfaces
- Validate designs against safety regulations and performance standards
- Consider scalability for mass production

5. Evaluate and Improve (Data-Driven Optimization)

- Use AI and cloud data to analyze performance metrics
- Track elevator usage patterns to predict maintenance needs
- Evaluate customer satisfaction and system efficiency

- Optimize based on real-world performance data

6. Communicate Results (Stakeholder Management)

- Present solutions to clients within 30-day pricing windows
- Explain technical decisions and trade-offs to non-engineers
- Coordinate with manufacturing, supply chain, and service teams
- Document lessons learned for future projects

Hands-On Activity: Smart Elevator Challenge (45 minutes)

Challenge: Design an elevator system for a 10-story building that incorporates both mechanical function and smart connectivity features.

Business Constraints:

- Materials budget: \$20 equivalent (assign costs to materials)
- 30-minute design and build window (simulating 30-day price contracts)
- Must include a "connectivity" feature using smartphones
- System must be serviceable and maintainable

Technical Requirements:

- Transport a 50g load between floors
- Incorporate a pulley system
- Include a smartphone app simulation for calling elevators
- Design must allow for easy maintenance access

Process Application: Students work in teams of 4, with assigned roles mimicking real engineering teams:

- Lead Engineer (oversees design process)
- Manufacturing Engineer (considers buildability)
- Systems Engineer (handles connectivity features)
- Service Engineer (ensures maintainability)

Phase 1: Problem Definition and Research (10 minutes) Teams analyze the challenge requirements and research elevator principles. They must also assign material costs and plan within budget constraints.

Phase 2: Design and Planning (10 minutes) Teams create detailed plans including:

- Mechanical elevator design with pulley system

- "Smart" features using smartphone integration
- Maintenance access points
- Cost breakdown and timeline

Phase 3: Build and Test (20 minutes) Teams construct their elevator systems, implementing both mechanical and connectivity features. They must document any design changes due to manufacturing constraints.

Phase 4: Evaluation and Presentation (5 minutes) Teams test their systems and present their solutions, explaining how they balanced technical requirements with business constraints.

Real-World Application Discussion (10 minutes)

Connect the activity to actual Kone engineering challenges:

- How did time pressure affect your design decisions?
- What trade-offs did you make between features and cost?
- How would AI and predictive maintenance change your design approach?
- Why might service and repair be more profitable than new installations?
- How do external factors like tariffs complicate engineering decisions?

Reflection and Systems Thinking (5 minutes)

Students reflect on how their engineering decisions impacted multiple aspects of the business:

- Manufacturing feasibility
- Supply chain requirements
- Service complexity
- Customer satisfaction
- Long-term profitability

Assessment Strategies

Formative Assessment:

- Observe how teams balance technical and business requirements
- Review cost-benefit analyses in design journals
- Monitor discussions about trade-offs and systems thinking

Summative Assessment:

- Team presentation explaining their design decisions and business impact
- Individual reflection paper on how manufacturing constraints influence engineering design
- Design journal evaluation focusing on systems integration thinking

Real-World Connections

Industry Insights:

- Elevator service and maintenance generates the highest profit margins
- AI enables predictive maintenance through usage data analysis
- Connectivity features like smartphone integration are becoming standard
- Global supply chains create unpredictable cost pressures
- Engineering decisions must consider entire product lifecycle

Career Connections:

- Manufacturing Engineer
- Systems Integration Engineer
- Product Manager
- Supply Chain Engineer
- Service Engineer

Extension Activities

- Research other companies where manufacturing constraints drive engineering decisions
- Analyze how AI is transforming traditional engineering fields
- Investigate the impact of global trade policies on engineering projects
- Design a predictive maintenance system using data analysis
- Explore careers in manufacturing engineering and systems integration

Homework Assignment

Students choose a manufactured product they use daily and write a two-page analysis applying the engineering design process from a manufacturing perspective. They should address:

- How manufacturing constraints likely influenced the design
- What trade-offs were made between features and cost
- How the product could be improved using AI or connectivity

- The relationship between initial design and long-term service/maintenance

Standards Alignment

This lesson aligns with:

- NGSS Engineering Design Standards (HS-ETS1-1 through HS-ETS1-4)
- NGSS Systems and System Models (HS-ETS1-2)
- Common Core Mathematical Practices (Modeling, reasoning with data)
- 21st Century Skills (Systems thinking, economic literacy, technological literacy)

Differentiation Strategies

For Advanced Learners:

- Add economic analysis requirements (ROI calculations, cost-benefit analysis)
- Challenge them to design AI algorithms for predictive maintenance
- Require consideration of international manufacturing and supply chain logistics

For Struggling Learners:

- Provide templates for cost analysis and system design
- Offer additional support during the business constraint discussions
- Allow focus on either technical or business aspects based on strengths

For English Language Learners:

- Provide vocabulary support for business and manufacturing terms
- Use visual aids and diagrams to support complex concepts
- Encourage peer collaboration for communication-heavy activities

Safety Considerations

- Monitor proper use of tools and building materials
- Ensure smartphone usage is appropriate and supervised
- Review weight limits for testing loads
- Maintain organized workspaces during building phase

Materials for Future Lessons

This lesson introduces students to real-world engineering constraints and can lead to more advanced topics in manufacturing engineering, systems integration, supply chain management, and AI applications

in engineering.

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:	Teacher Name:
Education Alignment:	School District:

Workshop Model

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

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

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

Summer 2025: Sherri Duggan Externship Lesson Plan
Film Production Industry Standard Procedures/Jobs/Vocabulary

Lesson duration - Three class periods of 55 minutes each

DAY ONE




Stage		Description of What Will Happen
Warm Up (5-Min)		<p>Hook and Attention Getter - Background Set - Play the two minute social media clip compilation with scenes from being on set including different crew members, equipment, and workflow</p> <p>Have video playing on a loop as students enter the room and the instructions for students to respond in one perfect sentence in Google Classroom to this prompt. "After watching the video clips, write a description of what you see and what you think is happening in Google Classroom Comments. Please answer in one or more perfect sentences."</p>
Mini Lesson (15 min) (I do, we do)		<p>Objective - Students will gain knowledge of basic cinematography work flow, equipment needed, lighting techniques, and industry vocabulary</p> <p>Vocabulary - 🎬 Common On-Set Vocabulary for Shooting a Scene</p> <ol style="list-style-type: none"> 1. "Quiet on set!" 🚫 A command to silence the cast and crew before filming begins. 2. "Roll sound!" / "Rolling sound!" 🎙️ The sound mixer or boom operator begins recording. Often shortened to: "Sound rolling" or just "Speed" (see below). 3. "Speed!"/"Speeding" 📺 A confirmation from the sound department that sound is recording and up to speed. Older analog tape recorders took a second to reach speed, but the term stuck around even with digital. 4. "Roll camera!" / "Rolling!" 📷 The camera operator or 1st AC starts the camera recording. "Rolling" confirms that camera is actively recording. 5. "Mark it!" / "Marker!" 🗣️ The 2nd AC (Assistant Camera) claps the slate (clapperboard) in front of the camera to identify the shot, scene, and take. 6. "Scene 5, Take 3!" 📄 Called out while marking the slate. Identifies the specific scene and take number. 7. "Action!" 🎬 Called by the director (or 1st AD)

			<p>to cue the actors and start the scene.</p> <p>8. "Cut!" ✂ Called by the director to stop the performance and end recording for the take.</p> <p>9. "Going again!" 🔄 Indicates another take will be shot immediately.</p> <p>10. "Back to one!" 🔄 Tells the actors and camera crew to return to their original starting positions.</p> <p>11. "Reset!" 🔄 Similar to "Back to one," but more broadly used for props, actors, or camera setups.</p> <p>PRETEACH Vocabulary - also refer to anchor chart with vocab and visuals</p> <p>Model - camera, boom mic, external recording mics, lavs, lights and stands, screens and reflectors -</p> <p>Use the preset equipment to teach the correct flow and vocabulary for shooting a scene, starting with the basic set up of camera, lights, screens, boom operator</p> <p>Use student volunteers to go through the entire procedure and reinforce correct vocabulary and workflow</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>		<p>Groups and stations</p> <p>Station one - Audio station - have external recording devices (tascam, dji, zoom) set up for practice recording audio - students will take turns using each type of external mic and learning how to adjust audio gain</p> <p>Station two - Scene production - students use the equipment set up used for modeling to go through the entire filming of a short scene, script provided</p> <p>Station Three - Vocabulary - students work to create posters to illustrate the vocabulary words</p> <p>Station Four - Lighting - students adjust the lighting stands and lights, screens, filters, reflectors to change the mood of the scene. Directions to create a Dark, moody scene, a well light bright office feel, a scene emphasizing with light one actor more than the second, etc.</p> <p>Station Five - Film scene analysis - students will</p>

		<p>watch two film scenes and analyze what lighting technique, camera angles and skills, and audio techniques were used to create the mood and effect (The Birds, A quiet Place (</p> <p>🌐 Top 10 Movie Scenes That We'll Never Forget)</p> <p>🌐 The Birds (1963) The school scene - Alfred H...</p>
	Intervention time	<p>Work one-on-one with students who are struggling and provide quick help and redirection for students struggling to engage in groups.</p>
Reflection/Wrap-up (3-5 min)		<p>Teacher lead recap- "What did you learn?"</p> <p>Exit Ticket - Each group will assign a "speaker" to give a short one to two sentence summary of what they learned.</p>

DAY TWO

Stage		Description of What Will Happen
Warm Up (5-Min)		<p>Hook and Attention Getter - Background Set - Play the behind the scenes videos of groups from yesterday.</p> <p>Have video playing on a loop as students enter the room and the instructions for students to respond in one perfect sentence in Google Classroom to this prompt. " write a description of what your group learned yesterday in Google Classroom Comments. Please answer in one or more perfect sentences."</p>
Mini Lesson (15 min) (I do, we do)		<p>Objective - Students will gain knowledge of basic cinematography work flow, equipment needed, lighting techniques, and industry vocabulary</p> <p>Vocabulary - 🎬 Common On-Set Vocabulary for Shooting a Scene</p> <ol style="list-style-type: none"> 1. "Quiet on set!" 🚫 A command to silence the cast and crew before filming begins. 2. "Roll sound!" / "Rolling sound!" 🎧 The sound mixer or boom operator begins recording. Often shortened to: "Sound rolling" or just "Speed" (see below). 3. "Speed!"/"Speeding" 🚦 A confirmation from the sound department that sound is recording and up to speed. Older analog tape recorders took a second to reach speed, but the term stuck around even with digital. 4. "Roll camera!" / "Rolling!" 📷 The camera operator or 1st AC starts the camera recording. "Rolling" confirms that camera is actively recording. 5. "Mark it!" / "Marker!" 🗨️ The 2nd AC (Assistant Camera) claps the slate (clapperboard) in front of the camera to identify the shot, scene, and take. 6. "Scene 5, Take 3!" 📝 Called out while marking the slate. Identifies the specific scene and take number. 7. "Action!" 🎭 Called by the director (or 1st AD) to cue the actors and start the scene. 8. "Cut!" ✂️ Called by the director to stop the

			<p>performance and end recording for the take.</p> <p>9. "Going again!"  Indicates another take will be shot immediately.</p> <p>10. "Back to one!"  Tells the actors and camera crew to return to their original starting positions.</p> <p>11. "Reset!"  Similar to "Back to one," but more broadly used for props, actors, or camera setups.</p> <p>Review Vocabulary - refer to student created vocabulary visuals</p> <p>Model or show video of modeling - camera, boom mic, external recording mics, lavs, lights and stands, screens and reflectors -</p> <p>Use the preset equipment to teach the correct flow and vocabulary for shooting a scene, starting with the basic set up of camera, lights, Cscreens, boom operator</p> <p>reinforce correct vocabulary and workflow</p>
<p>Independent work (20-25 min) (you do)</p>	<p>Student work time</p>		<p>Groups and stations</p> <p>Continue STATIONS</p> <p>Station one - Audio station - have external recording devices (tascam, dji, zoom) set up for practice recording audio - students will take turns using each type of external mic and learning how to adjust audio gain</p> <p>Station two - Scene production - students use the equipment set up used for modeling to go through the entire filming of a short scene, script provided</p> <p>Station Three - Vocabulary - students work to create posters to illustrate the vocabulary words</p> <p>Station Four - Lighting - students adjust the lighting stands and lights, screens, filters, reflectors to change the mood of the scene. Directions to create a Dark, moody scene, a well light bright office feel, a scene emphasizing with light one actor more than the second, etc.</p> <p>Station Five - Film scene analysis - students will watch two film scenes and analyze what lighting technique, camera angles and skills, and audio techniques were used to create the mood and</p>

		<p>techniques were used to create the mood and effect (The Birds, A quiet Place (</p> <p>⊕ Top 10 Movie Scenes That We'll Never Forget)</p> <p>⊕ The Birds (1963) The school scene - Alfred H...</p>
	Intervention time	<p>Work one-on-one with students who are struggling and provide quick help and redirection for students struggling to engage in groups.</p>
Reflection/Wrap-up (3-5 min)		<p>Teacher lead recap- "What did you learn?"</p> <p>Exit Ticket - Each group will assign a "speaker" to give a short one to two sentence summary of what they learned.</p>

DAY THREE REPEAT OF DAY TWO

DAY FOUR - Recap, analyze, and post "test" (GIMKIT, etc) - class analysis of movie scene

Topic: HVAC Residential Preventative Maintenance

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

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
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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
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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
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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**
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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

Teacher Externship Lesson Plans

Day 1:

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

Objectives:

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

Activities: Work all assignments as needed

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

Possible Materials Needed:

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

Reflection Questions:

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

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

Theme: Intergenerational Connection and Service

Objectives:

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

Activities:

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

Materials Needed:

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

Reflection Questions:

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

Day 3: Shadowing Park Staff Across Sites

Theme: Behind the Scenes of Park Operations

Objectives:

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

Activities:

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

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

Materials Needed:

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

Reflection Questions:

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