# GWTIP Educational Transfer Plan

## Teacher Information

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>School</td>
<td>River Bend Middle School, Sterling (Loudoun County)</td>
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<tr>
<td>Grade Level and Content</td>
<td>7th Grade Language Arts</td>
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<td>Companies Visited</td>
<td>Lockheed Martin and DBI Architects</td>
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## Educational Transfer Plans

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| Collaborative and creative problem solving was something all of our business partners at Lockheed and DBI stressed as a very important part of their jobs. | **Industry Challenge**  
I will collect sample scenarios from business partners, present them to students as RFPs, and have students work collaboratively in groups to propose solutions. I would like to send proposals to business partners for feedback. (Possible Scenario from DBI: Use Teknion’s online Planning Tool to design an office space adhering to customer specifications.) |
| Dulles Airport has a life-size hologram that acts as a virtual assistant to International Arrivals passengers. | **Hologram Activity**  
Show students video clip of hologram and explain its purpose. Have students design a hologram for a specific location, being sure to support their design choices with logical inferences. |
| Tom Gordon, Vice-President of Engineering at Lockheed Martin, told us that risk management is a key aspect of business development. | **Risk Management**  
Use the game Jenga to model the idea of risk assessment (analyze key components of activity, assess risks of activity, identify strategies for minimizing/eliminating risks). |
| Our business partners at Lockheed Martin and DBI stressed the importance of verbal communication skills, being comfortable in front of an audience, and developing professional presentations. | **Presentation Skills**  
Present mini-lesson on creating professional PowerPoint presentations and effective verbal skills. Record student presentations and have students evaluate themselves. |
| Lenny Gentile, Systems Engineer at Lockheed Martin, shared with us the evaluation process used in the Independent Research and Development department (Heilmeier’s Catechism). | **Evaluation Criteria**
Heilmeier’s Catechism includes some great questions that students should be useful for students to respond to as they complete projects, especially our PSA unit. For example: What are you trying to do? What’s new in your approach and why do you think it will be successful? Who cares? If you’re successful, what difference will it make? |
| --- | --- |
| In the design process, architects at DBI take into consideration things such as environment and company image. They incorporate these elements into their design either directly (example: logos) or figuratively (example: reflecting company’s emphasis on collaboration by creating elaborate common spaces). | **Figurative Architecture**
Students look at various buildings and developments and infer why the architect designed it as he/she did. |
| 80% of DBI’s work comes from client referrals. They pride themselves on their strong network of clients and business partners. | **Networking Skills**
Emphasize the importance of making a good impression and building relationships. Directly teach students networking skills such as approaching others, joining a conversation, a following up with a thank-you note. |
| Justin Benjamin, BIM Specialist at DBI, stressed the benefit in his field of being able to see things in 3D. | **Lego Activity**
Give each group a Lego structure. Students draw structure. Groups swap drawings and have to try to construct each other’s structure. Students then reflect on how and why their structure differs from the original. |
| Both Lockheed Martin and DBI have very brief and very meaningful slogans. At DBI, Sancha Flynn (Project Manager) and Kathryn Ciliberti (Director of Business Development) explained the thought processes behind their slogan. | **Slogans**
Provide students with business visions and mission statements. Students create a brief and meaningful slogan for the business. |
| CeCe Link, Senior Account Executive at DBI, suggested having students present a sales demonstration to get them comfortable with being a subject expert. | **Infomercial**
Students choose a product that they can demo to the class (how to play the guitar, how to make a bracelet). They will give step-by-step instructions on how to use the product and try to sell it. Students will use movie software to create their infomercial. |