

**DELAWARE HET
FUTURE FRIDAY
IMPLEMENTATION GUIDE**

**Marking Periods 1 & 2 • Levels I, II & III
CRM • HLM • ETL**

EXPERIENCE • APPLY • DOCUMENT • REFLECT

Teacher-ready lessons designed to complement—not repeat—the HET scope and sequence.

Design Guardrails

The Future Friday Rule
Regular curriculum TEACHES the technical/professional content. Future Friday places students in a new workplace-style situation where they APPLY it, DOCUMENT evidence, and REFLECT on growth.

Future Friday use simulations, decision labs, employer-style review, client work, evidence defense, and portfolio curation rather than reteaching those topics.

Progression

Level	Student Role	Future Friday Question
I — Explore	Entry-level team member / emerging professional	Can I use what I am learning in a realistic situation?
II — Apply	Contributing team member / specialist	Can I perform, make decisions, and show evidence?
III — Lead	Supervisor / manager / project lead	Can I lead, justify decisions, and defend readiness?

Teacher Implementation Standard

- Five Future Fridays per marking period. Other Fridays remain available for speakers, site visits, strand instruction, make-up work, CTSO meetings, CTSO preparation and participation, and local opportunities.
- Every lesson is designed for 75–90 minutes and includes exact launch language, timing, materials, activity directions, ready-to-use prompts/cards, debrief, portfolio artifact, and teacher verification.
- Teachers may substitute authentic employer/WBL evidence for a simulation when it demonstrates the same competency.
- Do not collect everything. Students retain the strongest evidence and may revise or replace earlier evidence.
- Industry certification is additional validation; the HET portfolio evidence pathway remains available when external certification access is limited.

Prep Key

Label	Meaning
NO PREP	Display/print the lesson pages; no cutting or advance setup required.
LOW PREP	Print/cut cards or place station pages around the room; about 10–15 minutes.
SOME PREP	Room/station setup or optional outside reviewer; about 20–30 minutes.

Scope-and-Sequence Protection Check

Future Friday	What Regular Curriculum Already Teaches	What FF Adds Instead
1 Industry Insider Career Challenge	HET sectors, careers, interests, pathways	Workplace tradeoffs, career evidence, advancement decisions; no new career-inventory lesson
2 You're Hired!	Professionalism, communication, teamwork	Employer-side evidence review and hiring decisions
3 Guest Gone Wild!	Customer service/conflict/service standards	Unscripted service recovery and manager prioritization
4 HET Money Challenge	Financial literacy/budgeting; CRM II food/labor costs	Operational tradeoffs under changing conditions
5 Amazing HET Race	Content from MP1	Transfer challenge + portfolio evidence defense
6 Resume Under Review	Resume writing	Employer screening + targeted revision; no resume-writing lecture
7 Interview Game Show	Interview skills	Evidence-based performance under unpredictable questions
8 Workplace Escape Room	Workplace expectations/safety/policies	Integrated application under time pressure
9 HET Client Challenge	Event/project/guest experience skills	Authentic client brief/change order/RFP response
10 Ready for Work	Portfolio/reflection	Evidence audit, revision, and defense

Common Portfolio Drop

Future Friday / Experience:

Course / Level / Strand: _____

Artifact: _____

What did I do?: _____

What skill/competency does this demonstrate?:

What specific evidence proves it?:

What feedback did I receive?:

How did I use the feedback?:

What would I improve?: _____

My next step: _____

Evidence decision: ☐ Keep ☐ Replace earlier evidence ☐ Revise

Teacher/Verifier: _____ Date: _____

Industry/WBL Verifier, if applicable: _____

Common Performance Scale

Level	Descriptor
4 — Advanced	Independently applies skills in a complex/authentic situation; makes justified decisions; adapts; communicates at an industry-ready level; may lead/support others.
3 — Demonstrated	Independently applies required skills accurately; completes the performance to criteria; explains decisions and produces acceptable evidence.
2 — Developing	Partial/inconsistent application; needs coaching, prompting, or revision.
1 — Beginning	Limited evidence; substantial support needed; performance/artifact incomplete or inaccurate.

Future Friday 1: Industry Insider Career Challenge

Marking Period 1 • LOW PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Apply existing career-awareness learning by making realistic career decisions involving schedule, training, advancement, workplace environment, and evidence of readiness.
Scope Protection
Do NOT administer another career inventory or reteach HET sectors. Students should already be encountering those ideas in the regular curriculum.

Teacher Materials

- Career Opportunity Cards (included)
- Career Decision Mat / notebook paper
- Portfolio Drop page
- Timer

Teacher Launch — Say This

Launch Script
“Today you are not researching a list of careers. You are making the kinds of choices people actually make inside HET. Every option has advantages, tradeoffs, and a next step. Your job is to make a decision and defend it with evidence.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Opportunity Corners	Post WORK WITH PEOPLE / CREATE / ORGANIZE / SOLVE PROBLEMS. Read an HET opportunity card. Students move to the strength they think matters most and defend.
15	Career Reality Check	Teams sort 8 opportunity cards into WOULD TRY / MAYBE / NOT FOR ME. They must name the job feature—not prestige—as the reason.
30	Day-in-the-Life Decisions	Teams draw 4 decision cards (schedule change, upset guest, busy shift, team conflict). For each, choose a response and identify the skill needed.
15	Evidence Match	Students match 6 skills to evidence they could actually produce in HET: project, lab, feedback, role play, WBL, presentation.

10	Portfolio Drop	Choose one HET role to investigate further and name one skill/evidence goal.
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Level II

Time	Phase	Exact Implementation
10	Offer Comparison	Compare three offers with different pay, training, schedule and advancement. Choose and defend.
20	Pathway Without a Ladder	Build two possible routes to the same target career: work-first and education/training-first.
25	Career Curveballs	Draw 3 curveballs and revise the route without abandoning the goal unless evidence supports changing it.
15	Evidence Gap Audit	Mark target requirements: PROVEN / DEVELOPING / NEED EXPERIENCE.
10	Portfolio Drop	Record target, strongest current evidence, gap, and next experience.

Level III

Time	Phase	Exact Implementation
10	Executive Choice	Choose WORK / LEARN / EARN & LEARN / BUILD for the next step and justify.
20	Career Strategy Board	Target / entry / advancement / requirements / evidence / gaps / network.
25	Opportunity Cost Rounds	Respond to changing pay, benefits, training, relocation, schedule and advancement conditions.
15	Portfolio Proof	Teacher reads professional claims; students may answer only with evidence.
10	Portfolio Drop	Write a 90-day next-step action plan.

Portfolio Artifact

Career decision/strategy + evidence-gap reflection

Teacher Verification

- ☐ Decision is based on job/career factors, not stereotypes.

- ☐ Student identifies at least one current strength/evidence source.
- ☐ Student identifies a realistic growth gap.
- ☐ Student establishes a next action.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Ready-to-Use Cards / Prompts

CARD 1. You enjoy people but dislike unpredictable schedules. Which HET role features matter most to investigate?

CARD 2. An employer offers paid training but starting pay is lower. What information would you need before deciding?

CARD 3. You are offered more responsibility without a title change. What could make this valuable—or not?

CARD 4. Your target role requires experience you do not yet have. Name two ways to build evidence.

CARD 5. A mentor suggests a related career you had never considered. What should you compare before changing direction?

CARD 6. A role pays more but has little advancement. Another pays less with a clear management pathway. What do you value?

CARD 7. You discover the work environment is different from what you imagined. What evidence should you gather before deciding?

CARD 8. You can choose a credential, a paid WBL experience, or a leadership project this semester. Which best closes your current gap?

Future Friday 2: You're Hired!

Marking Period 1 • LOW PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Apply professionalism and employability learning from the employer side by evaluating evidence, interviewing, and making a defensible hiring decision.
Scope Protection
Do NOT reteach professionalism definitions. The challenge assumes students have encountered professional behavior, communication, teamwork, and workplace expectations.

Teacher Materials

- Job Posting (included)
- Candidate Profiles A–F (included)
- Hiring Scorecard
- Interview Question Cards
- Curveball Cards

Teacher Launch — Say This

Launch Script
“Today you are the employer. You cannot hire someone because you ‘like them.’ Every decision must connect to the job posting and evidence. If you cannot point to evidence, you cannot use it.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Fast Screen	Read 4 mini candidate snapshots. Teams identify what evidence is useful and what is irrelevant.
15	Job Criteria	Highlight five things the employer actually needs.
30	Candidate Review	Score four candidate profiles using the included scorecard.
15	Committee Decision	Select a finalist and cite three pieces of evidence.
10	Portfolio Drop	Turn the lens on yourself: one employability strength and one habit to strengthen.

Level II

Time	Phase	Exact Implementation
10	Posting Breakdown	Separate REQUIRED / PREFERRED / CAN TRAIN.
20	Blind Screen	Score three candidates before seeing interview responses.

25	Structured Interview	Rotate interviewer/candidate/evaluator with identical core questions.
15	Reference Curveball	Add attendance/teamwork/reference information and reconsider.
10	Portfolio Drop	Identify personal evidence that would survive the same screening.

Level III

Time	Phase	Exact Implementation
10	Fair Hiring Brief	Build job-related criteria; remove irrelevant/personal criteria.
20	Weighted Scorecard	Assign weights to technical, professional, leadership and schedule requirements.
25	Panel Interview	Conduct structured interview using candidate packets.
15	Consensus Meeting	Reach a decision; document evidence and development needs.
10	Portfolio Drop	Leadership reflection on listening, disagreement, and evidence use.

Portfolio Artifact

Hiring scorecard + employability self-evidence

Teacher Verification

- ☐ Uses job-related criteria.
- ☐ Cites evidence for ratings.
- ☐ Communicates professionally in committee/interview.
- ☐ Reflects on own employability evidence.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Ready-to-Use Cards / Prompts

CARD 1. Candidate A: perfect attendance, limited HET experience, strong team examples, open availability.

CARD 2. Candidate B: one year related experience, two unexplained attendance issues, strong technical skills.

CARD 3. Candidate C: strong school leadership and customer-service examples, no paid work experience.

CARD 4. Candidate D: related experience and flexible schedule, vague teamwork examples, excellent reference.

CARD 5. Candidate E: high grades and polished resume, cannot explain a time they solved a guest problem.

CARD 6. Candidate F: average technical experience, excellent feedback from a supervisor, asks thoughtful questions.

Future Friday 3: Guest Gone Wild!

Marking Period 1 • LOW PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Transfer customer-service knowledge into unpredictable CRM, HLM, and ETL service-recovery situations.
Scope Protection
Do NOT reteach the customer-service cycle. Use the regular course to teach it; Future Friday tests whether students can apply it.

Teacher Materials

- Role Cards (included)
- Observer Checklist
- Manager Curveballs
- Incident Board for Level III

Teacher Launch — Say This

Launch Script
“You already know what professional service should look like. Today the guest does not follow the textbook. Your challenge is to listen, respond within your role, and know when the problem needs someone else.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Worst Response Wins	Teams create the worst possible response; class repairs it.
10	30-Second Reminder	HEAR: Hear, Empathize, Act within role, Report/escalate.
35	Role-Play Carousel	Three rounds: restaurant, lodging, event/tourism. Rotate guest/employee/observer.
15	Double Trouble	One scenario gains a second problem midway.
10	Portfolio Drop	Select strongest service response and improvement.

Level II

Time	Phase	Exact Implementation
10	Response Ranking	Rank possible service-recovery responses.
10	Boundary Check	What can you solve? What needs policy/manager/another department?

35	Recovery Rotations	Overbooking, allergen concern, vendor delay, billing error, accessibility request.
15	Prevent It	Redesign one process/touchpoint so the problem is less likely.
10	Portfolio Drop	Document decision and prevention recommendation.

Level III

Time	Phase	Exact Implementation
10	Priority Test	Rank four simultaneous incidents.
10	Manager Rule	Safety/legal/accessibility → guest impact → operations → people → documentation.
35	Manager on Duty	New incident every 5–7 minutes; assign priority, owner, response and follow-up.
15	Decision Defense	Another team challenges one decision.
10	Portfolio Drop	Management reflection.

Portfolio Artifact

Service recovery performance + reflection

Teacher Verification

- ☐ Listens before responding.
- ☐ Uses professional language.
- ☐ Acts within role/policy.
- ☐ Escalates appropriately.
- ☐ Explains improvement/next step.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Ready-to-Use Cards / Prompts

CARD 1. CRM: Guest received the wrong order after a long wait. Guest wants the meal free.

CARD 2. HLM: Guest arrives early; room is not ready; they have an event in 45 minutes.

CARD 3. ETL: Ticket will not scan and a line is growing.

CARD 4. CRM: Guest asks whether a dish is safe for a severe allergy; you are not authorized to guarantee it.

CARD 5. HLM: Guest says an advertised amenity is unavailable and wants compensation.

CARD 6. ETL: Vendor is late; doors open in 20 minutes.

CARD 7. Cross-sector: Guest requests an accessibility accommodation not communicated in advance.

CARD 8. Cross-sector: Two employees disagree in front of a guest.

CARD 9. Advanced: A negative social post is gaining attention during the shift.

CARD 10. Advanced: A call-out leaves the operation short-staffed during peak demand.

Future Friday 4: HET Money Challenge

Marking Period 1 • LOW PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Use financial literacy in operational decisions with changing conditions rather than repeat budgeting instruction.
Scope Protection
Do NOT reteach budgeting formulas or CRM II food/labor-cost lessons. Provide needed numbers and make students use them to decide.

Teacher Materials

- Scenario Budget Sheet
- Price Menu
- Curveball Cards
- Calculator

Teacher Launch — Say This

Launch Script
“A budget is not a worksheet today—it is a constraint. Your team has to protect the guest experience and the operation while the numbers keep changing.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Protect One Thing	Choose what the team refuses to cut: staffing, safety, guest feature, promotion, contingency; defend.
10	Scenario Brief	Choose restaurant pop-up, hotel guest night, or community event/tourism experience.
35	\$1,000 Build	Purchase items/services from price menu; reserve contingency.
15	Curveball	Unexpected cost or opportunity; rebalance without exceeding budget.
10	Portfolio Drop	Explain one tradeoff.

Level II

Time	Phase	Exact Implementation
10	Operating Brief	Receive projected revenue, required staffing/service and cost menu.
15	Round 1 Plan	Choose labor, purchasing and guest-experience spend.

25	Rounds 2–3	Sales, vendor and staffing conditions change; recalculate.
15	Business Review	Identify decision with largest impact.
10	Portfolio Drop	Decision/evidence reflection.

Level III

Time	Phase	Exact Implementation
10	10% Cut	Choose what to protect and what to change.
15	Dashboard	Review revenue, labor %, satisfaction and cost data.
25	Decision Cycles	Respond to demand shift, staffing problem, vendor increase and service opportunity.
15	Executive Brief	Recommendation + financial + guest/employee impact + risk.
10	Portfolio Drop	Management memo.

Portfolio Artifact

Operational budget/decision record

Teacher Verification

- ☐ Uses provided financial information accurately.
- ☐ Makes a justified tradeoff.
- ☐ Adjusts to changed conditions.
- ☐ Connects money decisions to people/guest/operations.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Ready-to-Use Cards / Prompts

CARD 1. Vendor price increases 12%.

CARD 2. Demand increases 20%.

CARD 3. One staff member calls out.

CARD 4. Sponsor adds \$150 with recognition requirement.

CARD 5. Equipment failure costs \$200.

CARD 6. Weather forces backup plan.

CARD 7. Guest data shows a low-cost feature is highly valued.

CARD 8. Premium option may increase revenue but costs more up front.

Future Friday 5: Amazing HET Race — MP1 Evidence Challenge

Marking Period 1 • SOME PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Require transfer across MP1 skills and complete a portfolio checkpoint without reteaching content.
Scope Protection
Do NOT turn stations into review worksheets. Each station requires a decision, performance, or evidence defense.

Teacher Materials

- 5 Station Cards
- Team Passport
- Answer/Verification Key
- Student portfolio artifacts

Teacher Launch — Say This

Launch Script
“Speed does not win this race. Verified evidence wins. Your team earns the next code only when it can explain the decision.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Launch	Assign teams and passport.
50	Five Stations	Career Choice; Hiring Evidence; Guest Response; Budget Fix; Team Communication.
10	Final Code	Verified responses reveal PROVE WHAT YOU CAN DO.
15	Individual Portfolio Check	Select strongest MP1 artifact and next goal.

Level II

Time	Phase	Exact Implementation
10	Launch	Every station requires evidence.
50	Applied Stations	Career Curveball; Candidate Screen; Service Recovery; Operating Budget; Evidence Match.
10	Peer Verification	Use criteria to verify one response.
15	Portfolio Check	KEEP / REPLACE / REVISE.

Level III

Time	Phase	Exact Implementation
10	Launch	Rotate team manager role.
45	Leadership Stations	Career Strategy; Hiring; MOD; Financial Decision; Portfolio Proof.
15	Evidence Defense	Teacher selects one claim; student must show evidence.
15	Portfolio Check	Leadership next-step goal.

Portfolio Artifact

MP1 portfolio verification + strongest-evidence reflection

Teacher Verification

- ☐ Career evidence present.
- ☐ Professionalism/employability evidence present.
- ☐ Service/problem-solving evidence present.
- ☐ Financial decision evidence present.
- ☐ Student selects and explains strongest evidence.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Future Friday 6: Resume Under Review

Marking Period 2 • LOW PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Apply existing resume instruction through employer screening and targeted revision.
Scope Protection
Do NOT teach a full resume-writing lesson here. HET I already includes resume writing. Students use a current resume/draft and improve it based on employer-side evidence.

Teacher Materials

- Bad Resume Sample
- Job Postings CRM/HLM/ETL
- 10-Second Screen Sheet
- Current student resume/draft

Teacher Launch — Say This

Launch Script
“Today you are not starting with ‘how to write a resume.’ You are going to see what an employer sees, then use that information to make your own evidence easier to find.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	10-Second Screen	View bad/good snippets for 10 seconds; write what you noticed.
15	Evidence Hunt	Underline claims; circle proof. Convert one vague claim into evidence.
30	Employer Review	Use one HET job posting to screen a sample resume, then your own.
15	Revision Sprint	Make three changes that improve clarity/evidence.
10	Portfolio Drop	Save revised resume and highlight strongest evidence bullet.

Level II

Time	Phase	Exact Implementation
10	Keyword Match	Pull 6 job requirements from posting.
15	Screen Two Resumes	Which one makes relevant evidence easier to find?
30	Targeted Revision	Tailor summary/skills/bullets truthfully.

15	Peer HR Review	Score alignment; give one evidence-based suggestion.
10	Portfolio Drop	Save posting + targeted resume.

Level III

Time	Phase	Exact Implementation
10	Brand Test	What professional story appears in 10 seconds?
15	Evidence Priorities	Choose which WBL, leadership, credential, project and results evidence deserves space.
30	Targeted Professional Revision	Tailor to job/internship/postsecondary/leadership opportunity.
15	Executive Review	Impact, relevance, measurable results, gaps.
10	Portfolio Drop	Identify one evidence gap before graduation.

Portfolio Artifact

Current targeted resume + revision rationale

Teacher Verification

- ☐ Resume is truthful and current.
- ☐ Relevant evidence is easy to locate.
- ☐ Revision responds to a real opportunity/posting.
- ☐ Student can explain why changes improved the document.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Ready-to-Use Cards / Prompts

CARD 1. Bad resume line: 'I am a hard worker and people person.' Rewrite as evidence.

CARD 2. Bad resume line: 'Helped with stuff at school.' Rewrite with action + context.

CARD 3. Bad resume line: 'Responsible for customers.' Rewrite to show what was actually done.

CARD 4. Bad resume line: 'Leadership.' Add evidence without exaggerating.

CARD 5. Bad resume feature: six fonts, graphics, no dates, and unrelated information. Identify the employer problem.

CARD 6. Good evidence prompt: Turn an HET project, lab, event, WBL experience, or team role into one action bullet.

Future Friday 7: Interview Game Show

Marking Period 2 • LOW PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Turn interview knowledge into evidence-based performance under unpredictable conditions.
Scope Protection
Do NOT repeat a standard interview-prep lecture. Use rapid rounds, behavioral evidence, scoring, and feedback.

Teacher Materials

- Question Deck
- Strong/Weak Answer Cards
- Interview Rubric
- Timer

Teacher Launch — Say This

Launch Script
“You cannot memorize today’s questions. The skill is being able to reach into your actual experiences, choose evidence, and communicate it clearly.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Strong or Cringe?	Teams vote on sample answers and explain.
10	60-Second Prep	Greeting, listening, example, close.
30	Question Wheel	Rapid paired responses; rotate.
20	Mini Mock	3–4 scored questions.
10	Portfolio Drop	Save feedback and one improvement goal.

Level II

Time	Phase	Exact Implementation
10	Vague vs Evidence	Compare responses.
10	STAR/R Reminder	Situation/Task, Action, Result/Reflection.
30	Behavioral Tournament	Teamwork, conflict, service, responsibility, adaptability.
20	Mystery Final	Unseen question scored.
10	Portfolio Drop	Save strongest STAR/R story.

Level III

Time	Phase	Exact Implementation
10	Panel Brief	Professional panel expectations.

15	Evidence Bank	Prepare 5–6 portfolio examples, not scripts.
30	Panel Rotations	Candidate/interviewer/evaluator.
15	Networking Close	30-second introduction + thoughtful question + follow-up draft.
10	Portfolio Drop	Save rubric and next improvement.

Portfolio Artifact

Interview performance rubric + evidence story

Teacher Verification

- ☐ Answers the question asked.
- ☐ Uses specific evidence/example.
- ☐ Communicates professionally.
- ☐ Uses feedback to improve.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Ready-to-Use Cards / Prompts

CARD 1. Tell me about a time you worked with a difficult teammate.

CARD 2. Describe a time you solved a problem without being told exactly what to do.

CARD 3. Tell me about a time you received feedback. What did you do with it?

CARD 4. Describe a time you had to adapt quickly.

CARD 5. Give an example of professional communication.

CARD 6. Tell me about a time you served a customer, guest, classmate, or community member.

CARD 7. Describe a mistake or setback and what you learned.

CARD 8. Why are you interested in this opportunity? Use evidence, not adjectives.

CARD 9. What would a supervisor say is one of your strengths? What evidence supports that?

CARD 10. What skill are you currently developing, and how?

Future Friday 8: Workplace Escape Room

Marking Period 2 • SOME PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Integrate workplace policies, schedules, communication, safety, ethics, and prioritization under time pressure.
Scope Protection
Do NOT reteach each workplace topic. Students use short reference materials and solve an integrated shift problem.

Teacher Materials

- 5 Lock Envelopes or Station Pages
- Shift Schedule
- Mini Handbook
- Incident Card
- Communication Samples
- Answer Key

Teacher Launch — Say This

Launch Script
“Your operation cannot open until your team clears five holds. Everything you need is in the evidence. Guessing is slower than reading.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Mission	Five holds before first shift.
50	Five Locks	Schedule; communication repair; safety sequence; policy sort; guest-service sequence.
10	Unlock Debrief	Explain why each answer matters.
15	Portfolio Drop	Workplace readiness self-check.

Level II

Time	Phase	Exact Implementation
10	Mission	Opening team has five unresolved issues.
50	Five Locks	Handbook; conflict chain; incident sequence; guest policy; task priority.
10	Debrief	Independent action vs escalation.
15	Portfolio Drop	Select one problem-solving artifact.

Level III

Time	Phase	Exact Implementation
10	Mission	Management must clear five operational holds.
50	Five Locks	Incident report; staffing; accessibility; ethics/policy; operational priority/data.
10	Debrief	Risk / people / guest / operations classification.
15	Portfolio Drop	Management decision record.

Portfolio Artifact

Escape-room verification + workplace-readiness reflection

Teacher Verification

- ☐ Uses written evidence/policy.
- ☐ Prioritizes appropriately.
- ☐ Communicates professionally.
- ☐ Recognizes when to escalate/document.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Future Friday 9: HET Client Challenge

Marking Period 2 • LOW PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Create authentic WBL-style project evidence by responding to a client need, constraint, change, and feedback.
Scope Protection
Do NOT reteach event planning, guest journey, menu planning, or lodging operations. Students use whichever technical knowledge their strand/course has already developed.

Teacher Materials

- Client Briefs CRM/HLM/ETL
- Planning Sheet
- Change Order Cards
- Pitch Rubric

Teacher Launch — Say This

Launch Script
“The client does not care which unit you are in. They care whether you understand the need, stay within the constraints, communicate, and deliver.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Client Reveal	Draw a persona/need/budget.
10	Fact vs Assumption	Separate what client said from what team assumes.
30	Design Sprint	Create experience with 3–5 features, cost and service considerations.
15	Change Order	Adapt to accessibility, dietary, weather, budget or schedule change.
15	Pitch + Drop	2-minute pitch and individual contribution reflection.

Level II

Time	Phase	Exact Implementation
10	Brief Breakdown	Deliverables, constraints, audience, budget, success criteria.
10	Roles/Work Plan	Assign project, client, finance/logistics and presentation roles.
30	Build Response	Concept + timeline + budget + service/accessibility + communication.

15	Change Order	Revise and document change.
15	Pitch + Drop	Present and save work plan.

Level III

Time	Phase	Exact Implementation
10	RFP Briefing	Scope, deliverables, ceiling, evaluation criteria.
10	Bid Strategy	Client priorities + differentiator.
30	Proposal Sprint	Executive concept + operations + budget + guest + accessibility/risk + measures.
20	Pitch Panel	5-minute pitch + questions.
10	Portfolio Drop	Individual leadership/contribution and feedback.

Portfolio Artifact

Client brief response/work plan + individual contribution evidence

Teacher Verification

- ☐ Addresses actual client need.
- ☐ Works within constraints.
- ☐ Responds to change.
- ☐ Documents individual contribution.
- ☐ Uses feedback.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

Ready-to-Use Cards / Prompts

CARD 1. CRM Client: Community group needs a 40-person appreciation meal with a fixed budget and one dietary accommodation.

CARD 2. HLM Client: Weekend family wants a local guest itinerary, accessible options, and a rainy-day backup.

CARD 3. ETL Client: Student organization needs a recognition event with 90-minute setup and limited funds.

CARD 4. ETL/Tourism Client: Local attraction wants a one-day experience for young adults that highlights Delaware.

CARD 5. Cross-sector Client: Sports group needs lodging, food, transportation timing and a welcome experience.

CARD 6. Cross-sector Client: Small business wants a customer appreciation experience that feels premium without a premium budget.

Future Friday 10: Ready for Work — Portfolio Defense

Marking Period 2 • NO PREP • 75–90 minutes • CRM/HLM/ETL

Purpose
Close MP2 by requiring students to curate, revise, and defend evidence rather than merely submit assignments.
Scope Protection
Do NOT create a new capstone project. This lesson uses evidence students already generated in regular HET instruction, WBL, and Future Fridays.

Teacher Materials

- Student portfolio
- MP2 Audit Sheet
- Common Performance Scale
- Portfolio Drop

Teacher Launch — Say This

Launch Script
“A portfolio is not a storage folder. Today you decide what deserves to stay because it proves something about you.”

Implementation by Level

Level I

Time	Phase	Exact Implementation
10	Audit	Locate resume, interview, workplace, client/project evidence.
25	Evidence Match	For each artifact: What skill does it prove?
20	Upgrade	Revise one weak reflection/artifact.
15	Two-Minute Showcase	Explain strongest evidence.
10	Portfolio Drop	Growth + next goal.

Level II

Time	Phase	Exact Implementation
10	Audit	PRESENT / WEAK / MISSING / STRONGER AVAILABLE.
25	Upgrade Sprint	Revise/replace one piece.
20	Peer Evidence Conference	Partner says: “Show me the evidence.”
15	Gap Plan	Identify next WBL experience needed.
10	Portfolio Drop	Teacher verification.

Level III

Time	Phase	Exact Implementation
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10	Defense Prep	Choose three claims: professional/technical, leadership/problem solving, career readiness.
20	Evidence Board	Select artifacts and concise explanations.
30	Mini Defense	5–7 minutes + questions.
10	Feedback Revision	Revise next-step goal.
10	Portfolio Drop	Verifier sign-off.

Portfolio Artifact

MP2 portfolio audit/defense + next-step plan

Teacher Verification

- ☐ Evidence is curated, not merely accumulated.
- ☐ Student connects artifact to competency.
- ☐ Student uses feedback/revision.
- ☐ Student identifies a concrete next step.

UDL / Tier 1 Supports

- Display the sequence and time limits before the challenge begins.
- Provide role cards, sentence stems, vocabulary bank, and/or worked example without reducing the decision-making demand.
- Allow rehearsal before public performance.
- Assign clear team roles and rotate roles across Future Fridays.
- Permit oral, written, or recorded reflection when the evidence target is not writing mechanics.
- Use teacher check-ins at defined milestones rather than waiting until the end.

PRINTABLES: You're Hired!

Common HET Job Posting

Guest Experience Team Member — HET Operation
Duties: welcome guests; communicate clearly; follow safety/policy; support team; solve routine guest concerns; complete assigned tasks; use technology/POS/reservation tools as trained. Required: reliable attendance, professional communication, ability to work with a team, willingness to learn. Preferred: HET coursework, customer/guest experience, leadership/service activities. Schedule includes some evenings/weekends.

Hiring Scorecard

Criterion	1 — Weak Evidence	2 — Some Evidence	3 — Clear Evidence	Notes
Reliability / follow-through				
Professional communication				
Teamwork				
Guest/customer mindset				
Problem solving / adaptability				
Relevant HET/transferable experience				

Structured Interview Questions

- Tell us about a time you had to work with others to complete something important.
- Describe a time you had to communicate with someone who was frustrated or confused.
- Tell us about a time plans changed. What did you do?
- What experience—paid or unpaid—best demonstrates that you would be reliable in this role?
- What is one skill you are currently developing? How are you working on it?

PRINTABLES: Guest Gone Wild!

Observer Checklist

- ☐ Employee listens without interrupting.
- ☐ Uses calm, respectful language.
- ☐ Restates/clarifies the need.
- ☐ Offers an action within role/policy.
- ☐ Does not guess about safety/allergens/legal requirements.
- ☐ Escalates when appropriate.
- ☐ Closes with a clear next step/follow-up.

Manager Incident Board

Incident	Priority	Owner	Immediate Action	Who Must Know?	Follow-Up / Documentation

PRINTABLES: HET Money Challenge

Level I \$1,000 Price Menu

Option	Cost
Base staffing / support	\$300
Safety / sanitation supplies	\$80
Basic food/refreshment package	\$180
Enhanced food/refreshment package	\$300
Basic décor/guest touches	\$75
Premium décor/guest touches	\$180
Promotion/marketing	\$100
Entertainment/activity	\$175
Technology/equipment rental	\$150
Accessibility enhancement / guest support	\$75
Contingency reserve	Student chooses amount

Rule: Total planned spending + contingency may not exceed \$1,000. Teams must be able to explain what they protected and why.

Management Decision Record

Decision: _____

Financial evidence: _____

Guest impact: _____

Employee/operational impact:

Risk/tradeoff: _____

What data would show whether it worked?:

PRINTABLES: Workplace Escape Room

Mini Shift Schedule

Employee	Shift	Role
Alex	3:00–8:00	Guest Services
Jordan	4:00–9:00	Operations
Sam	5:00–10:00	Food/Service
Taylor	3:30–7:30	Support

Mini Handbook Excerpt

- Employees should notify the designated supervisor as soon as possible when they will be late or absent.
- Safety hazards must be secured/reported immediately; do not continue work in an unsafe area.
- Guest information is private and should be shared only with authorized staff for legitimate work purposes.
- Employees should use professional communication on work channels and avoid personal phone use while actively serving guests unless authorized.
- When an employee is unsure whether a request is within their authority, they should pause and contact the appropriate supervisor rather than make an unsupported promise.

Five Lock Prompts

- LOCK 1 — Schedule: It is 4:15. Which employees should currently be on site and what roles are covered?
- LOCK 2 — Communication: Rewrite: 'yo im gonna be late dont know when lol' as a professional workplace message.
- LOCK 3 — Safety: Put in order: report/secure hazard; notice hazard; resume only when safe/cleared; keep others away.
- LOCK 4 — Policy: A guest asks you to reveal another guest's room/event registration information. What handbook line controls your response?
- LOCK 5 — Priority: Rank: refill brochures; report liquid spill in walkway; answer routine internal email; greet waiting guest. Defend the first priority.

PRINTABLES: HET Client Challenge

Client Brief Response Sheet

Client / audience: _____

What the client explicitly needs:

Constraints: _____

What we are assuming and need to verify:

Our concept: _____

Key guest/customer experience features:

Timeline / major tasks: _____

Budget / resource decisions:

Accessibility / inclusion considerations:

Risks / backup plan: _____

How success will be measured:

Team roles / individual contribution:

Change Orders

- Budget is reduced by 15%.
- Attendance increases by 25%.
- One key team member/vendor becomes unavailable.
- Weather makes the original plan impossible.
- Client adds an accessibility requirement.
- Client adds a dietary/cultural consideration.
- Setup time is reduced by 30 minutes.
- Client asks for one measurable sustainability improvement.

MP1 Portfolio Verification

- ☐ Career/career-decision evidence
- ☐ Employability/professionalism evidence
- ☐ Guest-service/problem-solving evidence
- ☐ Financial/business decision evidence
- ☐ Strongest artifact selected
- ☐ Feedback/growth reflection
- ☐ Next-step goal

MP2 Portfolio Verification

- ☐ Current targeted resume
- ☐ Interview performance/feedback evidence
- ☐ Workplace-readiness/policy/problem-solving evidence
- ☐ Client/project/work-plan evidence
- ☐ Individual contribution documented
- ☐ Weak evidence revised/replaced when appropriate
- ☐ Reflection and next-step goal
- ☐ Teacher verification; industry/WBL verification when available

Teacher Planning Notes

Future Friday should remain flexible. If an employer visit, job shadow, field experience, student-run enterprise, live client project, or other authentic WBL opportunity occurs, teachers may use that experience in place of the simulation and complete the same Portfolio Drop/verification process.