

REACH FOR THE SKY

EDUCATOR GUIDE

THE SKY IS NOT THE LIMIT

ABOUT THE VIDEO SERIES

The Sky is Not the Limit explores the key roles of those who work at Edge. Students will discover how careers at Edge contribute constructively to project teams through various roles and responsibilities to work effectively toward the common goal of innovation at Hudson Yards.

THE 4 C'S OF EDGE

Educators and students will use the activities and the videos from The Sky is Not the Limit video topic series to discover how collaborative technologies are used by the experts to examine issues and problem solve together, seeking multiple viewpoints for solutions-oriented achievements. Throughout the accompanying activities, students will have the opportunity to practice the 4 C's: communication, collaboration, critical thinking, and creativity. These 21st-century skills translate into a successful career at Edge.

USING THE VIDEOS IN YOUR CLASSROOM

Drawing on all the videos in The Sky is Not the Limit, educators will guide students to reflect on the different roles of those who make Edge a unique destination and adventure in New York City.

Watch and Discuss: Watch one or more of the videos in class or assign students to watch independently. Invite students to participate in a follow-up discussion and/or written assignment. Use the discussion and research questions provided for each video or create your own.

Classroom Activity: Each video has an accompanying classroom activity that should be completed in 45–60 minutes, aligned to national standards. The video is an integral part of each activity, which also includes objectives, standards, career connections, and detailed implementation strategies. Instruction is divided into the following sections:

- **Engage:** An opening activity or discussion that captures students' interest in each topic area.
- **Learn:** Discover the topics that connect directly to national standards.
- **Career Connection:** Access industry professionals who drive home real-world connections into the classroom.
- **Challenge:** Students apply their learning in a collaborative and dynamic activity.
- **Reflect:** Encourage students to consider their learning, the connections they made, any feedback, or to think of how to take their learning further.

LESSON OBJECTIVES

Students will:

- **Engage** problem solving
- **Discover** how to use interpersonal skills
- **Apply** interpersonal and problem-solving skills in a presentation

VIDEO 1: BEHIND THE SCENES AT EDGE

View full companion lesson

Overview: How does the Director of Operations solve the real-world problems of being on the front lines of managing and caring for visitors to Edge?

Drawing on the video featuring Desiree Thurman, students will step into the shoes of the team leader that manages all customer service aspects of operations at Edge. Students will embark upon the journey and discover how to handle real-world challenges that the operations team face daily. The Director of Operations manages dedicated team members and the guest experience for thousands of visitors every day. The guest journey begins with elevators that take visitors to the 100th floor in less than a minute! Ensuring everything runs seamlessly, efficiently, and effectively can be challenging! Students will get a 360-degree view of how Edge management solves problems through leadership, organization, patience, and collaborating with other Edge team members. Students will analyze the guest experience at Edge in order to solve operational problems similar to those Desiree and her team solve every day.

Key Student Questions

- What kinds of problems does the Operations team encounter at Edge, and what interpersonal skills are necessary to solve them?
- What interpersonal skills does Desiree exhibit on the job that make her an effective leader?

4 C's Career Connection— Desiree Thurman

In this activity, students will have the opportunity to practice the 4 C's: communication and critical thinking. Desiree Thurman is a master at using interpersonal skills to communicate to her team of 104 Edge staff. Using her critical thinking skills she develops, implements, and executes policies and procedures for the operations at Edge. These 21st-century skills translate into her successful career at Edge.

LESSON OBJECTIVES

Students will:

- **Engage** in planning, preparing, and presenting a presentation.
- **Discover** how to solve real-world problems.
- **Apply** creative presentation skills to present learning and solutions.

VIDEO 2: DESTINATION EDGE

View full companion lesson

Overview: What is a key strategy that the Vice President of Sales creates, presents, and implements that promotes tourism at Edge?

Drawing on the video, featuring Haley Ward, students will get an aerial view of how the Vice President of Sales handles ticket sales, account management, and executing sales strategies at Edge. Meeting the needs of all visitors to Edge and understanding a global audience is not an easy task. Students will examine real-world problems that the VP of Sales has to address in order to ensure that visitors from around the world have a seamless experience. Students will take on the role of VP of Sales and create an organized, detailed, and creative presentation to promote Edge as a destination for global travelers. Throughout this activity students will practice the skills needed to be an engaging and thoughtful presenter while considering cultural and diverse perspectives. Students will be encouraged to create a video promoting Edge and submit their ideas to the "Eyes on Edge" student challenge, in order to inspire other students.

Key Student Questions

- What are the most exciting elements at Edge?
- What is one real-world problem you could solve using data?

4 C's Career Connection—Haley Ward

In this activity, students will have the opportunity to practice the 4 C's: communication and creativity. Haley Ward uses her creativity to promote Edge as a destination for global travelers. She uses her communication skills and her knowledge of various cultures and her understanding of diverse perspectives to manage and implement creative methods to increase ticket sales to Edge. These 21st-century skills translate into her successful career at Edge.

LESSON OBJECTIVES

Students will:

- **Engage** in collaborative problem solving.
- **Discover** how to work as a team.
- **Apply** effective communication skills to collaborate and solve problems.

VIDEO 3: LEADING EDGE

View full companion lesson

Overview: With a background of attraction management from all over the world, how does the General Manager of Edge create the ultimate experience for visitors?

Attractions like Edge require coordination from multiple leaders and their teams. All the leaders and teams at Edge are coordinated by the General Manager, Jason Horkin. Students will get an in-depth look at what it takes to ensure that an attraction visited by thousands of people a day meets industry standards across all departments to create the ultimate guest experience. Students will explore multiple situations that arise at the attraction that the GM problem solves together with Edge management. Students will work collaboratively to create several solutions to these situations and will discover that collaboration, communication, and problem solving are key to being successful in this role!

Key Student Questions

- What communication skills are necessary to be part of a team at Edge?
- What are key skills necessary to problem solve as a team?
- How does working effectively as a team create success for individuals?

4 C's Career Connection—Jason Horkin

In this activity, students will have the opportunity to practice the 4 C's: communication and collaboration. Jason Horkin uses communication and collaboration in his role as General Manager. These skills enable him and his team at Edge to find creative solutions together. These 21st-century skills translate into his successful career at Edge.

LESSON OBJECTIVES

Students will:

- **Engage** in data management
- **Discover** how to address revenue
- **Apply** data analysis skills into business management

VIDEO 4: EDGE REVENUE

[View full companion lesson](#)

Overview: What does the Director of Revenue Management identify as having the biggest impact on revenue at Edge?

Revenue is what powers any attraction like Edge. In this lesson, students will use data to step into the role of Julie Kim, Director of Revenue Management, to solve real-world mathematical problems. Throughout this activity, students will practice using the skills needed to identify and analyze important data as part of the business operation. This expedition into solving multi-step, real-world mathematical problems will give students a glimpse into the exciting world of data management. Students will work to identify and quantify cost-saving measures as well as revenue opportunities. Students will consider what would have the biggest impact on revenue that ensures continuous success of a tourist attraction like Edge.

Key Student Questions

- What skills are important for the Director of Revenue Management role?
- How does Julie Kim connect data to the full experience of Edge?
- How does Edge use math to solve problems?

4 C's Career Connection—Julie Kim

In this activity, students will have the opportunity to practice the 4 C's: critical thinking and creativity. Julie Kim uses critical thinking in her Revenue Management role to analyze data, analyze performance to show how Edge does as a business. She uses creativity to help strategize and "sell" the experience at Edge to others. These 21st-century skills translate into her successful career at Edge.

LESSON OBJECTIVES

Students will:

- **Engage** in asking questions and brainstorming to develop ideas
- **Discover** how to plan and execute ideas
- **Apply** the engineering design process to solve a problem

VIDEO 5: INTO THE SKY

View full companion lesson

Overview: What does it take to manage the highest outdoor skyscraper climb in the world?

Anissa Barbato is the Assistant Director of City Climb at Edge, the highest open-air building ascent in the world. Climbers scale the outside of a skyscraper more than 1,200 feet above the ground, then lean out and look down from the highest outdoor platform in New York City. Students will learn about how this adventure, unlike any other around the globe, became a reality. They will discover the technical and safety considerations involved in managing this skyscraper excursion. Students will then utilize the laws of gravity and the engineering design process to develop a model and consider how the team at Edge uses this process to create and improve the City Climb experience. Students will step into the shoes of the City Climb team and consider how they would excite visitors for their climb, while ensuring they feel safe and supported along their journey.

Key Student Questions

- How do we brainstorm, plan, and execute big ideas?
- How can the engineering design process be used to help solve a problem?
- How do challenges help us develop solutions?

4 C's Career Connection—Anissa Barbato

In this activity, students will have the opportunity to practice the 4 C's: collaboration and communication. Anissa Barbato uses collaboration as the Assistant Director of City Climb at Edgest—century skills translate into her successful career at Edge.

THE 4 C'S OF EDGE

Once students have watched the videos and completed the activities for The Sky is Not the Limit at Edge, they should understand how collaborative technologies are used by these experts to examine issues and problem solve together seeking multiple viewpoints for solutions-oriented achievements.

Throughout these activities, students will have practiced the 21st-century skills that translate into a successful career at Edge: the 4 C's

- communication
- collaboration
- critical thinking
- creativity

Culminating Project Based Learning Activity

Directions: Drawing on all the videos in The Sky Is Not the Limit, Edge's Video Topic Series, educators will guide students to reflect on the different roles of those who make Edge a unique destination and adventure in New York City.

1. Students will break into teams using their discovery of the careers at Edge in the video series. Ask students which role from the video series they find the most interesting. Have students record one or two of these roles on a notecard or piece of paper with their name. Ask students to form teams with one person from each of the following roles on each team:
 - a. Director of Operations
 - b. Vice President of Sales
 - c. General Manager
 - d. Director of Revenue Management
 - e. Assistant Director of Climb Experience

Each team will contribute constructively to the project by engaging in their designated role and responsibilities to work effectively toward the common goal of creating an innovative experience like the one at Edge.

2. Next, students will engage in project-based learning to design their own skyscraper observation deck and climb experience and address the design, operations, ticket sales, and revenue associated with their project. In this design process, students will take on the role of the Edge team member.
3. Students will create or use a variety of digital objects such as visualizations, models, or simulations and customize the experience for tourists to their attraction through marketing and a social media campaign.
4. Students will then have the opportunity to present their products and evaluate their peers' work and products as well.

Teacher Note: *Students can use the work they created from the activities in "The Sky is Not the Limit" classroom activities to get them started on this culminating project.*