

SkillsUSA Champions Magazine — Fall 2016

Welcome to the advisor's lesson plan to *SkillsUSA Champions*. This guide has two major parts:

- knowledge-based questions for guided reading
- activities to dig deep into the content of each article

Using this guide will further develop skills of reading comprehension and critical thinking, as well as practice skills of the SkillsUSA Framework.

The guided reading questions can be given to students prior to their assigned reading or browsing of the magazine. Have students read the article as homework or during class individually, in small groups or aloud as an entire class. Then quickly discuss the article. Finally, use the discussion questions to help students apply the article to their own SkillsUSA experience.

Activities are provided for practice and extended learning. Select several articles to cover in one class period, or focus on one article each day.

The goal of this guide is to provide you the tools necessary to best educate your students in your classroom. ●



Student Guided Reading Questions SkillsUSA Champions, Fall 2016

Name: _____ Date: _____ Period: _____

1. What is one of Tim Lawrence's principles of success?
2. Who is responsible for the quality of your life?
3. According to U.S. Secretary of Education John King, students who obtain a "quality education" with CTE are prepared for what three opportunities?
4. Where is the 2016 WorldSkills General Assembly?
5. How many WorldSkills member organizations will be represented at the General Assembly?
6. What is the purpose of the SkillsUSA's advocacy website?
7. According to a recent survey, in which three areas do SkillsUSA students outperform their peers?
8. How many competitors participated in the 2016 SkillsUSA Championships?
9. What is one piece of advice that was given during the Opening Ceremony of the 2016 NLSC?
10. What is one service project conducted by Jerry McIntosh's chapter?
11. What does McIntosh do during the first week of school to build positive relationships with both parents and students?
12. How many national college/postsecondary officers are elected to serve SkillsUSA?
13. What is the one common mission or goal of all 15 national officers?
14. What SkillsUSA activity is credited with getting Samantha Dorwin "hooked" on SkillsUSA?
15. Which "nontraditional" occupation area did Samantha Dorwin select?
16. What was Jessica Crowley's first position with PPG?
17. On which SkillsUSA committee does Jessica Crowley serve?
18. What led to Jennifer Weis' career change?
19. With which company did Harris Lanier complete an apprenticeship?
20. In which two SkillsUSA competitions did Harris Lanier participate?
21. What is Sherrie Wilcox's area of study?
22. What SkillsUSA office does Sherrie Wilcox hold?
23. What is the "Recycled Rides" program?
24. What grade level do students at the Northeast Metro 916 Career and Technical Center mentor?
25. When is "Giving Tuesday"? ●

Student Guided Reading Questions (Teacher Key) SkillsUSA Champions, Fall 2016

1. What is one of Tim Lawrence's principles of success? **Answer: being willing to fail**
2. Who is responsible for the quality of your life? **Answer: you**
3. According to U.S. Secretary of Education John King, students who obtain a "quality education" with CTE are prepared for what three opportunities? **Answer: college, careers and civic service**
4. Where is the 2016 WorldSkills General Assembly? **Answer: Niagara Falls, Ontario, Canada**
5. How many WorldSkills member organizations will be represented at the General Assembly? **Answer: 75**
6. What is the purpose of the SkillsUSA's advocacy website? **Answer: The free service allows members and partners to easily contact policymakers or the news media**
7. According to a recent survey, in which three areas do SkillsUSA students outperform their peers? **Answer: grade point average, graduation rates and career engagement**
8. How many competitors participated in the 2016 SkillsUSA Championships? **Answer: 6,195**
9. What is one piece of advice that was given during the Opening Ceremony of the 2016 NLSC? **Answer: "Never let someone's opinion or thought of you deter you from your path to success" or "Take advantage of every single opportunity you have"**
10. What is one service project conducted by Jerry McIntosh's chapter? **Answer: car washes to raise money for local food banks or collecting food for the local food banks or refurbishing a helicopter to become a video training simulator**
11. What does McIntosh do during the first week of school to build positive relationships with both parents and students? **Answer: He calls every parent to get on a "first-name basis with them"**
12. How many national college/postsecondary officers are elected to serve SkillsUSA? **Answer: five**
13. What is the one common mission or goal of all 15 national officers? **Answer: to help SkillsUSA do for others what it's done for them**
14. What SkillsUSA activity is credited with getting Samantha Dorwin "hooked" on SkillsUSA? **Answer: leadership conference**
15. Which "nontraditional" occupation area did Samantha Dorwin select? **Answer: machining**
16. What was Jessica Crowley's first position with PPG? **Answer: commercial territory manager**
17. On which SkillsUSA committee does Jessica Crowley serve? **Answer: Automotive Refinishing Technology technical committee**
18. What led to Jennifer Weis' career change? **Answer: her husband's career move and the desire for stable opportunities**
19. With which company did Harris Lanier complete an apprenticeship? **Answer: Caterpillar**
20. In which two SkillsUSA competitions did Harris Lanier participate? **Answer: Carpentry and Community Service**
21. What is Sherrie Wilcox's area of study? **Answer: diesel-powered equipment technology**
22. What SkillsUSA office does Sherrie Wilcox hold? **Answer: national college/postsecondary treasurer**
23. What is the "Recycled Rides Program?" **Answer: Students work with licensed technicians to refurbish donated cars for families in need**
24. What grade level do students at the Northeast Metro 916 Career and Technical Center mentor? **Answer: second grade**
25. When is "Giving Tuesday"? **Answer: Tuesday, the week following Thanksgiving ●**

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“If at First You Don’t Succeed”

Content Discussion Questions

1. Do you think it is better to focus on improving skills you already have or to try something new? Justify your answer.
2. When have you failed in school? At home? In SkillsUSA? In the workplace? What did you learn?
3. When have you tried something new in school? At home? In SkillsUSA? In the workplace?

In-Class Activity, 20 minutes

Personal Skills: adaptability/flexibility, demonstrates resilience

Materials Needed: one medium- to heavy-weight rope at least 5 meters long (double-Dutch jump rope)

Select a flat and open space to play. At the start of the activity, obtain a volunteer to help twirl the rope. Have the group stand on one side of the rope, far enough away that no one will be hit when you start to twirl the rope. Give these instructions:

1. You must get your entire group to the other side of the rope.
2. The activity begins when the rope starts twirling.
3. The only way to get from this side of the rope to the other is to go through it.
4. No one (besides the two twirlers) can make contact with the rope.
5. If anyone touches the rope, the entire group has to start over again.
6. Once the first person makes it through successfully, at least one person must come through the rope for every rotation. If the rope spins a full rotation without anyone running through it, your team must start over.

Provide a deadline to help them manage their time. When a rule is broken, stop spinning the rope. Monitor the group while it completes the challenge. Students may get frustrated with themselves and others. Use this as an opportunity to teach them how to handle mistakes and also how to coach someone instead of simply criticizing.

After students have successfully finished the challenge, facilitate a discussion by asking questions including:

- What did you try that worked?
- What did you try that did not work?
- How did you encourage and coach each other to succeed?
- Did anyone get frustrated when mistakes were made? What helped you to keep trying and not quit?
- How do you demonstrate resilience in school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: self-motivated; demonstrates a willingness to learn

Use a modified version of List of 10 from *SkillsUSA Accelerate* (Page 46). Have students create a “bucket list” of 10 new things they will try or accomplish by the end of the school year (or semester). Have students periodically check in on the lists to see how they are doing. ●

“CTE Students Earn a Scholarly Recognition”

Content Discussion Questions

1. How does career and technical education contribute to a quality education?
2. How has participation in career and technical education prepared you for college, a career and/or civic service?
3. Why is a well-rounded education important?

In-Class Activity, 25 minutes

Workplace Skills: communication; demonstrates skills in writing and reading

Materials Needed: paper and writing utensil or computer (one per student)

U.S. Secretary of Education John King states, “... a quality education must be a well-rounded education.” Should a student also be well-rounded? A recent opinion article in *Time* addressed this question. Have students read the short article at: <http://tinyurl.com/wellroundedstudent>, read the article aloud, or simply summarize the article for them. Then give these instructions:

1. Colleges and employers want to know about your involvement within an activity, not just the name of the organization.
2. Today we will focus on SkillsUSA.
3. You will write one paragraph about your involvement.
4. You have 10 minutes to write.

Monitor students’ work. After 10 minutes, give these instructions:

1. Swap paragraphs with a partner and silently read the paragraph.
2. Discuss the paragraphs and what could be added to enhance or clarify and what might be removed to clean up the paragraphs.
3. You have 10 minutes to read, discuss and edit your paragraphs.

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“CTE Students Earn a Scholarly Recognition” (cont.)

Monitor students’ work. After 10 minutes, have several students share with the class. Facilitate a discussion by asking questions including:

- Do you agree or disagree with the *Time* article? Justify your answer.
- What activities and experiences highlight your in-depth involvement?
- How could you get more involved in an organization or activity to increase your experience?

Extended Learning Activity

Workplace Skills: teamwork; honors the contributions of others

Honor chapter members for outstanding academic performance or maintaining an excellent GPA. Give students special recognition during a chapter meeting, special signage on their lockers or recognition at the chapter banquet. Choose the best recognition method for your chapter and school. ●

“Two Nations Stand United for One World”

Content Discussion Questions

1. What is the WorldSkills General Assembly?
2. What is the value of different nations coming together for this event?
3. Why is it important to take time to craft and articulate visions for the future?

In-Class Activity, 30 minutes

Workplace Skills: leadership; crafts and articulates a vision

Materials Needed: large piece of paper or butcher paper (one per pair) and markers (at least one per student)

Students will craft a vision for the chapter. Divide them into pairs. Provide each pair paper and markers. Give these instructions:

1. Participants at the WorldSkills General Assembly will ratify the 2025 vision for WorldSkills.
2. Today, we will create our own visions for our SkillsUSA chapter for the year 2025.
3. Consider our chapter in 2025, nine years from now. Think about our membership, service activities, educational opportunities, competitions and more.
4. With your partner, use the paper and marker to create your vision for the chapter.
5. You have 15 minutes to work.

Monitor groups. After 15 minutes, have pairs present their visions to the entire class or in small groups of two or three pairs. Facilitate a discussion by asking questions including:

- What were common components of the visions?
- How will the WorldSkills vision vary from the ones we created today?
- What will you do to help your vision become reality?

Extended Learning Activity

Workplace Skills: multicultural sensitivity and awareness; expands knowledge of diverse culture, race, religion and sexuality

Assign each student (or pair) a foreign country. Students will research appropriate greetings for a business meeting in that country. Have each student or pair share with the class. ●

“Amplifying Your Advocacy”

Content Discussion Questions

1. Why is it important to share the value of SkillsUSA, and career and technical education, in your community with elected officials?
2. Who are our elected officials?
3. How do you advocate for SkillsUSA? Career and technical education? Our school?

In-Class Activity, 45 minutes

Workplace Skills: communication; demonstrates skills in writing and reading

Materials needed: computer (or iPad or smartphone) with internet

Students will write to an elected official. Post the advocacy website address: www.cqrcengage.com/skillsusa/. Put students into small groups of three or four. Give these instructions:

1. Elected officials make decisions about legislative bills that affect us. Today, each of you will write to our legislators about the Carl D. Perkins Act.
2. Go to the SkillsUSA advocacy website.
3. On the right-hand side, click on “Please write to your senators and representatives about Perkins.”
4. Complete the information needed to begin the process of contacting our officials.
5. After hitting “submit,” you will be taken to the next page with a sample letter.

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“Amplifying Your Advocacy” (cont.)

6. Edit the letter by adding your own words, including what you have personally gained from participation in career and technical education and SkillsUSA.
7. Have the other members of your small group read your letter and make suggestions.
8. Finally, submit your letter.

Facilitate a discussion by asking questions including:

- What did you include in your letter?
- What is another issue that you would consider contacting our elected officials about?
- How do elected officials gather information about issues and legislative bills?
- What else can you do to advocate for SkillsUSA and career and technical education?

Extended Learning Opportunity

Personal Skills: responsibility, contributes to success

Set up a visit to the state capitol to see government in action.

If field trips are not possible, arrange for a Skype or Zoom videoconference call with a state legislator. Be sure students are prepared to share about their career and technical education experience as well as SkillsUSA. ●

“Helping Us Make the Case for SkillsUSA”

Content Discussion Questions

1. Why do you think SkillsUSA students have higher grade-point averages, graduation rates and career engagement?
2. What impact will this research have on you? Our SkillsUSA chapter? Our school?

In-Class Activity, 30 minutes

Workplace Skills: decision making; employs reasoning skills

Materials Needed: printout of the ERCA research report from tinyurl.com/ERCAreport (one per student), small Post-it note flags (five per student)

Students will summarize the ERCA report. Divide students into small groups of three. Provide each student one copy of the report and five small Post-it note flags. Give these instructions:

1. As a group, read the report.
2. After each statistics paragraph, discuss what the data means.

3. As you review the report, individually use the Post-it notes to mark the five most important facts or statistics you would want to share with school administration, potential new members, parents, and legislators.
4. Your groups have 20 minutes to read, discuss and individually mark three points.

Monitor group work. After 20 minutes (or when most groups are ready to move on), give these instructions:

1. Next, you will share with your group your five highlighted facts.
2. As a group, discuss the facts and select a total of five to share with the class.
3. You have five minutes to discuss and decide.

Monitor groups. After five minutes, have each small group share with the class. Ask for one or two volunteers to put the facts and statistics into a one-page summary to be shared, along with the full report, with school administration, your board of education, prospective students and parents. Facilitate a discussion by asking questions including:

- How did you individually decide where to place your Post-it notes?
- As a group, how did you choose five facts to share with the class?
- When do you employ reasoning skills at home? In school? In SkillsUSA? In the workplace?
- What value does the report and our summary sheet have for our career and technical education program? Our SkillsUSA chapter?

Extended Learning Opportunity

Technical Skills: computer and technology literacy; use multiple software applications

Have each student (or pair) use a social media platform to share one of the facts or statistics from the ERCA research report. Students may choose to use Twitter, Instagram, Facebook Live, Facebook or another application. If personal social-media accounts are not accessible, use the chapter account or create a hard-copy version to be posted in the hallway or classroom. ●

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“Only One Way to Describe Another NLSC”

Content Discussion Questions

1. How did your own members describe NLSC?
2. Why is NLSC a highlight of the year for some chapters and members?

In-Class Activity, 10 minutes

Personal Skills: professionalism; exhibits self-confidence

Materials Needed: balloon (one per student), permanent marker (one per student), bulletin board, pushpin (one per student) and one pair of scissors

Provide each student one balloon and marker. Give these instructions:

1. Advice from the keynote address in the opening session said, “Never let someone’s opinion or thought of you deter you from your path to success.”
2. Consider a time someone said or did something derogatory towards you.
3. You will blow up your balloon.
4. Then write one or two words on the balloon to represent these negative words or opinion.
5. Finally, pin your balloon to the bulletin board.
6. You have 90 seconds.

After 90 seconds, give these instructions:

1. It’s important to not let someone else’s words or actions affect your success. With a partner, discuss methods you use to stay on your path to success in spite of others’ harmful words or opinions.
2. You have 90 seconds to work.

After 90 seconds, have each pair share one suggestion for maintaining self-confidence. After sharing, have them come forward and use the scissors to deflate their balloons. Continue until all pairs have shared and the balloons are deflated.

Facilitate a discussion by asking questions including:

- How do the words and opinions of others affect you?
- How do you exhibit self-confidence despite negative words and opinions at home? In school? In SkillsUSA? In the workplace?
- How can you help others to increase their self-confidence at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Workplace Skills: teamwork; works cooperatively with others

In pairs, or as a class, create a highlight video of the chapter’s NLSC trip using iMovie, Magisto, Wondershare or another video-editing app or software program. Include pictures and videos if possible. Students should add narration and highlight all educational parts of the trip. Post the video to the chapter’s webpage, social media account and school website. Share the video during lunch in the cafeteria, at the chapter banquet or during other appropriate events. ●

“Lifting Lives Above Technical Skills”

Content Discussion Questions

1. How does Jerry McIntosh “give hope” to his students?
2. Why does he call the parents of his students during the first week of school?
3. How do McIntosh and his students serve others?

In-Class Activity, 7 minutes

Personal Skills: self-motivated; demonstrates a positive attitude

Materials Needed: six-sided die (one per group of three or four)

Divide students into small groups of three or four. Provide each group one die. Write this information on the writing surface:

1. *I am grateful for ...*
2. *Other people compliment me on my ability to ...*
3. *Something I want other people to know about me ...*
4. *I feel really good about myself when ...*
5. *I am proud of my ability to ...*
6. *Something nice I recently did for someone else is ...*

Then give these instructions:

1. Jerry McIntosh believes a positive attitude is essential for life. One way to help maintain a positive attitude daily is to be aware of your personal strengths.
2. In your small groups, take turns rolling the die and answering the prompt for the number you roll. For instance, if during your turn, you roll a “1,” then you will tell your group one thing you are grateful for.
3. You will continue for five minutes.

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“Lifting Lives Above Technical Skills” (cont.)

Monitor students’ work. After five minutes, facilitate a discussion by asking questions including:

- What is a positive attitude?
- How do I display a positive attitude at home? In school? In SkillsUSA? In the workplace?
- How does a positive attitude help you overcome obstacles?

Extended Learning Activity

Workplace Skills: leadership; focuses on others above self

Facilitate “It’s Not About Me” from *SkillsUSA Ignite: Activities that Spark Student Engagement* (Page 136). ●

“The Fresh 15”

Content Discussion Questions

1. Why did these 15 leaders choose to serve SkillsUSA?
2. What has SkillsUSA done for you?
3. Would you like to serve as a national SkillsUSA officer? Why or why not?

In-Class Activity, 8 minutes

Personal Skills: professionalism; displays a positive image

Materials Needed: paper (one piece per student) and writing utensil (one per student)

When elected, national officers instantly become role models for thousands of students, even those they have not yet met. Guide students to identify characteristics of role models and the responsibility placed on those role models. Give these instructions:

1. Think about the words “role model” and what that means.
2. First, we are going to brainstorm characteristics that *do not* belong to role models.

Record answers on the writing surface. Allow two minutes for brainstorming. Then give these instructions:

1. We have established what role models are not and what they do not do. Next, you will list characteristics of a role model.
2. You have 90 seconds to list as many traits of a role model as you can on your paper.

Monitor students’ work. After 90 seconds, have students share with a partner. Then give these instructions:

1. Individually, on your paper, write the name of two role models: one you know personally and one you’ve never met.
2. You have 30 seconds.

After 30 seconds, facilitate a discussion by asking questions including:

- What expectations do we have for people placed in leadership roles?
- What happens when role models do not meet our expectations?
- How do you display a positive image in school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: leadership; builds positive relationships

Implement or improve upon a SkillsUSA Student2Student mentoring program. To read about award-winning programs and to gain ideas, visit: www.skillsusa.org/programs/mentoring-student2student/. ●

To Boldly Go Where No One in CTE Has Gone Before”

Content Discussion Questions

1. When have you been stereotyped in school? In SkillsUSA? In the workplace?
2. What are common stereotypes that we have in our school and community?
3. When have you stepped out of your comfort zone in school? In SkillsUSA? In the workplace?

In-Class Activity, 20 minutes

Workplace Skills: teamwork; build trusting relationships

Materials Needed: paper (one sheet per student) and writing utensil (one per student)

Samantha Dorwin said a good support system helped her overcome gender stereotypes in the classroom and workplace. Students will identify their own support systems. Pair students. Give these instructions:

1. Some yearbooks recognize students as “most likely to become a millionaire” or “most likely to break a world record.” Today, we will recognize your support system in your own journal awards.
2. First, we will brainstorm our award categories for support, such as “most likely to help me with algebra” or “most likely to listen to me cry about a breakup.”
3. You and your partner must create a list of 15 support superlatives.
4. List these on your own paper, one award per line.
5. You have five minutes to work.

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To Boldly Go Where No One in CTE Has Gone Before” (cont.)

Monitor students’ work. After five minutes, have pairs share some of their favorites. Students may record or replace new ideas on their own lists. Then give these instructions:

1. Now you will fill in the award winners.
2. This list is only for you to see.
3. You have 10 minutes to complete the list.

Monitor students’ work. After 10 minutes, facilitate a discussion by asking questions including:

- Chances are, you did not write the same name down for all 15 awards. How do you decide what support group member to seek out in different situations?
- When do support system members help you at home? In school? In SkillsUSA? In the workplace?
- How can you be a support group member for others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: integrity; exhibits authentic and congruent behavior
Have students map significant events, important people, unique experiences, hobbies, awards, classes, proud moments and more, using drawings, words or both. Then have students study their maps looking for connections and categories. Discuss the results of their mapping. ●

“When a Woman’s Place is Everywhere”

Content Discussion Questions

1. Why did Jessica Crowley want to serve on a SkillsUSA Championships technical committee?
2. How do you “give back” at home? In school? In SkillsUSA? In the workplace?
3. What “soft skills” are most important for customer-service based careers?

In-Class Activity, 30 minutes

Personal Skills: work ethic; practices excellence

Materials Needed: role-play situation card (one per trio of students)

Use “Role-Play” from *SkillsUSA Accelerate* (Pages 60-61). Prior to the session, create role-play assignment cards for groups of three, one topic per card. Possible situations include:

- Oral history report
- SkillsUSA fundraiser

- Elementary mentoring program
- Community service day
- Basketball practice
- SkillsUSA competition
- Babysitting
- At work
- At home

Divide students into groups of three. Give these instructions:

1. Jessica Crowley and her company look for individuals who go “above and beyond” the call of duty. Today, you will role-play to show examples of individuals who do just that.
2. Your group will be assigned a situation.
3. One person in your group will be the boss, supervisor, coach, teacher, parent or whoever is appropriate for your scenario.
4. The second person will role-play an individual who has good work ethic and “gets the job done.”
5. The third person will role-play an individual who has excellent work ethic and goes “above and beyond.”
6. Your role-plays should be about one minute in length.
7. You have five minutes to prepare before presenting to the class.

Give each group one situation card. Monitor students’ work.

After five minutes, have groups perform. Facilitate a discussion by asking questions including:

- What did the “above and beyond” individuals do that set them apart?
- Which person would you rather hire: one with good work ethic or one with excellent work ethic who goes “above and beyond”?
- How do you go “above and beyond” at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: work ethic; demonstrates tenacity and hard work

Facilitate “Get it Done” from SkillsUSA’s Career Readiness Curriculum online at: <http://skillsusa-register.org/crc/crclogin.aspx>.

You may use the entire lesson or select one activity to address the value of work ethic. ●

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“The Journey to ‘Down Under’ a Car’s Hood”

Content Discussion Questions

1. If Jennifer Weis had always dreamed of working on cars, why was her first degree in research?
2. What are advantages of working in fields related to career and technical education?
3. What skills do you have that could be used in any career field?

In-Class Activity, 20 minutes

Personal Skills: adaptability/flexibility; embraces calculated change
Materials Needed: one ball of yarn (or similarly soft object) and open space with boundaries marked

Prior to the session, find a flat space to play. Be sure boundaries are clearly marked. The space should be large enough for the group to run around, but not too large that everyone gets tired just crossing the space.

Give this instruction: “Today, we are playing tag. Everyone is on the same team.” Ask for one volunteer to be on a different team. Give the volunteer the yarn ball. Then give these instructions:

1. The volunteer will try to get people on his or her team.
2. The volunteer will throw the yarn at anyone who is not on his or her team.
3. If he or she hits someone (not in the face), that person instantly joins the team.
4. No one on the first team can touch the ball.
5. Anyone holding the ball can only take one step and then must throw the yarn ball at someone on the other team or pass it to someone on his or her team.
6. The game ends when everyone is on the new team.
7. You have one minute to find a starting position.

Monitor the game. After everyone is on the new team, facilitate a discussion by asking questions including:

- What strategies did the new team use to tag people?
- In the end, what was the best strategy?
- Explain how your plan changed throughout the game.
- Were you more successful at the beginning or end of the game? Justify your answer.
- When have you embraced change at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: self-motivated; exhibits passion for life and career
 Have students silently visualize their future. Pose the question, “If you could be anything or do anything, what would it be?”

Have students draw an image to represent that dream. Drawings should be secured inside the front cover of their class notebooks as a reminder of the dream. ●

“A Kitchen Wasn’t Her Cup of Tea, But She Loves the Smell of Welding”

Content Discussion Questions

1. When have you been surprised by your like or dislike of something?
2. How did Harris Lanier use opportunities in high school to prepare for her future career?
3. When have you been a leader? What qualified you to lead that group or team?

In-Class Activity, 15 minutes

Workplace Skills: multicultural sensitivity and awareness; builds rapport with co-workers

Materials Needed: alphabet name cards — use at least six letters (one per student), writing utensil (one per student) and music

Use “Alphabet Get to Know You” from *SkillsUSA Jumpstart!* (Page 30). Give these instructions:

1. Harris Lanier said it is important to know somebody’s story. Today, we will get to know each other better.
2. When the music starts, you will move around the room and fill out the alphabet card.
3. You will find something out about a person that has the letters of the alphabet in the description. For example, if Jim likes apples, then I would fill in the card by writing: “Jim likes APPLES” on the “A” line. Another example could be, “Jamal broke his ARM in sixth grade.”
4. When you are finished, return to your seat.

Monitor students’ work. Allow appropriate time, based on the number of letters used on the cards. Facilitate a discussion by asking questions including:

- What did you learn about your peers today?
- How is the information you learned today valuable?
- How do you build rapport with others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: self-motivated; takes initiative

Have students create and share a “Fantastic Five List” of opportunities that will prepare them for their future careers. ●

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“Once at Sea, a Leader Finds Practical Skills”

Content Discussion Questions

1. Why did Sherrie Wilcox pursue a degree in diesel-powered equipment technology?
2. What is one thing you enjoy learning about?
3. Why is it important to be a lifelong learner?

In-Class Activity, 45 minutes

Personal Skills: self-motivated, demonstrates a willingness to learn

Materials Needed: current-events magazines and newspapers; if unavailable, students may use the internet (one per student)

Students will learn something new during the session and share this with the class. Ask this question: “How do you learn new things?” Solicit student responses.

Divide students into groups of four. Then give these instructions:

1. Today, you will use a printed magazine or newspaper to learn something new.
2. Within your groups, assign each person a letter: A, B, C and D.
3. You will work with others of the same letter to silently read, discuss and summarize an article.
4. Your letter group will also discuss how this information and topic affect you.
5. Your letter group will have 15 minutes to work. Then you will return to your original groups to share what you learned.

Put students into the letter groups. Provide each student an article; all students in the same letter group should have the same article. (If groups are too large, divide each letter group into two for smaller group discussions.) Monitor students’ work. After 15 minutes, put students into their original groups. Give these instructions:

1. It is time to share what you learned. Take turns summarizing your article and explaining how the information affects you.
2. You have 10 minutes to share.

Monitor group work. After 10 minutes, facilitate a discussion by asking questions including:

- What did you learn today?
- How do you like to learn best?
- How do you demonstrate a willingness to learn at home? In school? In SkillsUSA? In the workplace?
- Why is demonstrating a willingness to learn an essential skill?

Extended Learning Activity

Technical Skills: professional development; demonstrates opens to learn, grow and change

Sherrie Wilcox excelled in the job interview competition. Set up mock job interviews for the students with alumni and other professionals. Allow for students to get both oral and written feedback to help improve their skills. ●

“Involvement Still Counts When Your Vote Doesn’t”

Content Discussion Questions

1. How can individuals under the age of 18 get involved in this year’s election?
2. Why is it important for those of legal age to cast their ballot in the election?
3. How can individuals prepare to choose wisely in elections?

Activities

Use lesson plans and videos at: www.nationalmockelection.org. ●

“Spotlight”

Content Discussion Questions

1. Students at Washburn Technical Institute of Technology partnered with licensed technicians to refurbish cars for families in need. What group in our community could our chapter partner with for a service project?
2. Students at Northeast Metro 916 Career and Technical Center mentor second-graders. What mentoring activities does our chapter conduct?
3. The Bergen County Academies chapter promoted nutrition and collected food for those in need. What is the biggest food-related need in our school and community?

In-Class Activity, 20 minutes

Workplace Skills: leadership; focuses on others above self

Materials Needed: M&Ms, Starburst, Skittles or other multicolored candy (about three per student)

Prior to the activity, post a list of questions to correspond with the different colors of the candy. For example:

Red = If you could change one thing about our community, what would it be?

Green = What are you most proud of in our community?

(continued on next page)

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“Spotlight” (cont.)

Yellow = What is your favorite way to show people you care about them?

Blue = If you could change one thing about our school, what would it be?

Brown = What are you most proud of in our school?

Orange = If you could change one thing about our chapter, what would it be?

Substitute colors and questions as needed. As students enter the room, give each a few candies — with instructions to not consume the treats yet. Give these instructions:

1. For each candy you have, you will answer the corresponding question.
2. If you have two reds, then you must provide two answers for that question.
3. Only after sharing may you eat your candies.

Have students share with the entire class or in smaller groups if time is limited. Facilitate a discussion by questions including:

- How do you serve our school? Our SkillsUSA chapter? Our community?
- How does community service benefit you personally? Others?
- What are your favorite service projects?
- What service projects should be added to our chapter’s Program of Work?

Extended Learning Activity

Workplace Skills: leadership; focuses on others above self

Conduct a Giving Tuesday project. To explore ideas of how the chapter can get involved, have students visit: <https://www.givingtuesday.org>. ●