

SkillsUSA Champions Magazine — Winter 2017

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.

Videos are embedded within the digital edition of the magazine. Play these as students enter the classroom, before chapter meetings or as people enter a banquet or other special event. Share these on chapter social media pages. The videos showcase the diversity and value of SkillsUSA and career and technical education.

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, Winter 2017

Name: _____ Date: _____ Period: _____

1. Who sets the competition standards for the SkillsUSA national events?
2. According to Zig Ziglar, what must you do to be a winner?
3. How many members attended the 2016 Washington Leadership Training Institute?
4. What was the highlight of the 2016 Washington Leadership Training Institute?
5. What information can be found using the new “SkillsUSA: Clothing and Tools” app?
6. Members of which SkillsUSA region can apply for the Marsha Daves Memorial Scholarship in 2017?
7. Which scholarship is specifically for a student planning to pursue further education or credentialing in a construction-related field?
8. SkillsUSA national competitions are divided into what three categories?
9. Which state won the most 2016 SkillsUSA Championships medals?
10. What character traits does SkillsUSA advisor Barry Arrington look for when selecting TeamWorks competitors?
11. According to SkillsUSA advisor Barry Arrington, what is the hardest part of the TeamWorks competition?
12. Why did Ashley Robinson choose the precision machining program?
13. Which national competition did Ashley and Jacob Robinson’s team win?
14. What did the Volmer brothers do in the summer to enhance their carpentry knowledge?
15. What challenge did Edvan Slick overcome during the state championships?
16. What was Edvan Slick’s mentality during the competition?
17. Why are Rachel Arnold and Olivia Klutz considered role models?
18. Rachel Arnold and Olivia Klutz had different areas of focus. What were they?
19. What is “branding” in terms of an organization or business?
20. Business partners donated what materials to the Tazewell County Career and Technical Center?
21. What is the Holiday Hope Chest?
22. Where was the 2016 WorldSkills General Assembly held? ●

Student Guided Reading Questions (Teacher Key) SkillsUSA Champions, Winter 2017

1. Who sets the competition standards for the SkillsUSA national events? **Answer: SkillsUSA's industry partners**
2. According to Zig Ziglar, what must you do to be a winner? **Answer: "...plan to win, prepare to win and expect to win."**
3. How many members attended the 2016 Washington Leadership Training Institute? **Answer: 435**
4. What was the highlight of the 2016 Washington Leadership Training Institute? **Answer: visiting Capitol Hill**
5. What information can be found using the new "SkillsUSA: Clothing and Tools" app? **Answer: clothing and tool requirements for national competitions, contest overviews, materials lists and more**
6. Members of which SkillsUSA region can apply for the Marsha Daves Memorial Scholarship in 2017? **Answer: Region 5**
7. Which scholarship is specifically for a student planning to pursue further education or credentialing in a construction-related field? **Answer: the Southeastern Construction Owners and Associations Roundtable (SCOAR)**
8. SkillsUSA national competitions are divided into what three categories? **Answer: leadership development, occupationally related, and skilled and technical sciences**
9. Which state won the most 2016 SkillsUSA Championships medals? **Answer: Oklahoma**
10. What character traits does SkillsUSA advisor Barry Arrington look for when selecting TeamWorks competitors? **Answer: commitment and work ethic**
11. According to SkillsUSA advisor Barry Arrington, what is the hardest part of the TeamWorks competition? **Answer: learning teamwork**
12. Why did Ashley Robinson choose the precision machining program? **Answer: affordable program, hands-on options and one-on-one interaction with the instructor**
13. Which national competition did Ashley and Jacob Robinson's team win? **Answer: Automated Manufacturing Technology**
14. What did the Volmer brothers do in the summer to enhance their carpentry knowledge? **Answer: worked construction in the summer and earned money to put towards education and their own business**
15. What challenge did Edvan Slick overcome during the state championships? **Answer: recent death of his father**
16. What was Edvan Slick's mentality during the competition? **Answer: "Just do what I know; do what I do best" or recognizing the competition as a good learning experience**
17. Why are Rachel Arnold and Olivia Klotz considered role models? **Answer: female forerunners in a male dominated field of robotics**
18. Rachel Arnold and Olivia Klotz had different areas of focus. What were they? **Answer: electronics for Arnold and drafting for Klotz**
19. What is "branding" in terms of an organization or business? **Answer: how an organization is perceived and presented publicly**
20. Business partners donated what materials to the Tazewell County Career and Technical Center? **Answer: twenty Harley-Davidson powertrains, training manuals and tools**
21. What is the Holiday Hope Chest? **Answer: a way for those in need to holiday shop for their own families at no cost**
22. Where was the 2016 WorldSkills General Assembly held? **Answer: Niagara Falls, Canada ●**

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SkillsUSA Champions, Winter 2017

“Winning’s Not the Only Thing”

Content Discussion Questions

1. How does competition benefit SkillsUSA members?
Schools? Employers?
2. How can competition be a catalyst for change and growth?
3. What competitions have you participated in?

In-Class Activity, 20 minutes

Technical Skills Grounded in Academics: Service Orientation, Demonstrates focus and presence

Materials needed: Book (one per student)

Each student must have a book, magazine or newspaper. Give these instructions:

1. Silently count the words in any one paragraph.
2. Do the counting mentally and only with your eyes, without pointing at each word.
3. After a few times, do so with two paragraphs.
4. When this becomes easy, count the words of a whole page.

After 10 minutes, facilitate a discussion by asking questions including:

- How did silently counting the words help you improve your concentration?
- Why is mental focus an important skill to possess?
- What often distracts you at home? In school? In SkillsUSA? In the workplace?
- How do you practice mental focus at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Communication, Demonstrates skills in listening and speaking

Have students find a Zig Ziglar quote that speaks to them personally. Students should record the quote in their class notebook. Then have students share these with the class and explain what the quote means to them. ●

“Hundreds of Lawmakers Seeing Red On Capitol Hill”

Content Discussion Questions

1. How can you engage in our local political system? State political system? National political system?
2. Why are visits to Capitol Hill included in the Washington Leadership Training Institute?
3. Given the opportunity to share with a legislator, what would you say about your SkillsUSA experience?

In-Class Activity, 12 minutes

Personal Skills: Professionalism, Displays a positive image

Materials Needed: None

Use Role-Play from SkillsUSA Accelerate (Pages 60-61). Put students into small groups of three. Give these instructions:

1. Your group will have five minutes to role-play a congressional visit.
2. One member of the group will role-play a U.S. Senator.
3. The other two members of the group will be yourselves, SkillsUSA members.
4. The Senator should ask questions about SkillsUSA and career and technical education.
5. The members will respond share about their student experiences.

After five minutes, bring the class back together. Have all students who role-played a Senator move to a different group.

Then give these instructions:

6. Your new groups will have four minutes to role-play another congressional visit.
7. Again, one person will role-play the Senator. If you were a Senator in the first round, you may not do it again.

After four minutes, facilitate a discussion by asking questions including:

- How did you feel during the role-play?
- What were some challenging questions asked by the Senators?
- When interacting with politicians, administration, employers and others, how can you display professionalism?
- How do you promote a positive image of SkillsUSA in school? In the community? In the workplace?

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Extended Learning Activity

Personal Skills: Self-Motivated, Demonstrates a willingness to learn
Watch the WLTI video embedded in the digital edition. Facilitate a class discussion about the conference. Then have each student write one paragraph about what he or she would gain from participating in this or another national conference.

“When Fashion Meets Function”

Content Discussion Questions

1. When doing something new, what information do you need to obtain?
 2. Have you ever not been properly prepared or dressed for an event? What happened?
 3. How do you like to learn or obtain new information?
- What activities and experiences highlight your in-depth involvement?
 - How could you get more involved in an organization or activity to increase your experience?

In-Class Activity, 13 minutes

Technical Skills Grounded in Academics: Computer and Technology Literacy, Use multiple software applications

Materials needed: Smart phone or iPad with “SkillsUSA: Clothing and Tools” app (one per student, or pair), large butcher paper (one piece for every two or three students) and markers

Students will preview the new app. Each student or pair of students needs access to the app. Give these instructions:

1. Open the app and select one competition you are interested in. (Instructor may narrow down options to competitions related to the area of study.)
2. View information about the contest.
3. Take notes about required clothing and needed equipment and materials.
4. You have six minutes.

After six minutes, put students into small groups of two or three based on the competition they researched. Then give these instructions:

5. On the butcher paper, create a drawing of a person dressed in appropriate clothing for your competition area. If specific tools or materials are needed, include those on your paper as well.
6. You have four minutes to work with your group.

After four minutes, have students share with the class. Facilitate a discussion by asking questions including:

- When and why is appropriate clothing important in SkillsUSA? In school? In the workplace?
- How has technology changed school in the past five years? Ten years?
- How has technology changed SkillsUSA in the past five years? Ten years?
- How has technology changed the workplace in the past five years? Ten years?

Extended Learning Activity

Personal Skills: Work Ethic, Practices excellence

Conduct a mock competition. Have students dress appropriately as they complete components of the competition. Follow all national guidelines to give students a realistic experience. ●

“Don’t Hibernate On Opportunity This Winter”

Content Discussion Questions:

1. What other scholarships are you eligible to apply for?
2. How can you ensure your scholarship application represents your best work?
3. What other types of financial aid are available for post-secondary and continued education?

In-Class Activity, 15 minutes

Workplace Skills: Decision Making, Employs reasoning skills

Materials needed: Blank notecards (three per student)

Give these instructions:

1. Think about your best experiences in SkillsUSA.
2. Write these on the notecards, one experience per card.
3. Add details about the experience to the card including the situation, your role or actions and the result.
4. You have seven minutes.

After seven minutes, bring the class back together. Pair students. Then give these instructions:

5. Share your experiences with your partner.
6. You have four minutes to share and discuss.

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After four minutes, facilitate a discussion by asking questions including:

- Are our “best” experiences always positive experiences? Why or why not?
- How did you decide what experiences to include on the notecards?
- How do you employ reasoning skills in school? In SkillsUSA? In the workplace?

Encourage students to keep the notecards for future reference on applications and in interviews.

Extended Learning Opportunity

Personal Skills: Self-Motivated, Takes initiative

Have students view other scholarships opportunities at: www.skillsusa.org/membership-resources/scholarships-financial-aid/. Individually, each student should list scholarships he or she is eligible for this year (or in the future).

“Put Your Talent On Big Display for SkillsUSA”

Content Discussion Questions:

1. What talents do you have?
2. How do you use your talents to benefit others?

In-Class Activity, 5 minutes

Workplace Skills: Multi-Cultural Sensitivity and Awareness, Builds rapport with co-workers

Materials needed: Paper (one piece per student) and writing utensil (one per student)

Pair students. Each student needs one piece of paper. Give these instructions:

1. Draw a Venn diagram on your paper with two large circles that intersect.
2. Write your name over the first circle.
3. Write your partners name over the second circle.
4. In the first circle, you will list your strengths and talents.
5. In the second circle, you will list your partner’s strengths and talents.
6. In the space where the circle’s overlap, list strengths and talents that you both share.
7. You have five minutes to complete this activity together.

After five minutes, facilitate a discussion by asking questions including:

- What talents do you have in common with your partner?
- What makes you different from you partner?
- Why is it important to know your strengths and talents?
- How do you build rapport with others are home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Teamwork, Utilizes individual strengths of team members

Use Team Tasks from SkillsUSA Ignite (Pages 103-104).

“What’s Changed?”

Content Discussion Questions:

1. What SkillsUSA competitions have you participated in?
2. Which competitions would you like to participate in?
3. What are the benefits of participating in SkillsUSA competitions?
4. What resources exist to help prepare for SkillsUSA competitions?

In-Class Activity, 25 minutes (time varies based on number in class)

Workplace Skills: Communication, Demonstrates skills in writing and reading

Materials needed: Internet access (for each student or pair), SkillsUSA Championships Technical Standards (for each student or pair), paper (one piece per student or pair) and writing utensil (one per student or pair)

Students will use the contest descriptions page at: www.skillsusa.org/competitions/skillsusa-championships/contest-descriptions/, the contest updates and the *SkillsUSA Championships Technical Standards* while completing Fact or Fiction from SkillsUSA Accelerate. Assign each student or pair a contest. Give these instructions:

1. You have five minutes to review the contest description and standards.
2. You will write three statements, two true and one false about the competition.

After five minutes, continue:

3. When it is your turn, you will share your statements with the class.

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- All students will guess which is the false statement by holding up the corresponding number of fingers before you share the correct response.

Briefly discuss each contest or add information as needed. Facilitate a discussion by asking questions including:

- What surprised you during your research today?
- What competition would you like to try and why?
- In order to be successful in SkillsUSA competitions, what must a student do?
- Today you demonstrated reading skills as you read technical information about the competitions and relayed that to your classmates. When do we demonstrate skills in writing and reading in school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Planning, Organization and Management, Demonstrates attention to detail

Put students into small groups to play a traditional game of “memory”. Students flip over two cards. If the cards match, the pair is removed from the field of cards. If it is not a match, the cards are returned face down and the next person takes a turn. After the game, discuss the importance of attention to detail as it relates to school, SkillsUSA and the workplace.

“What Can Competitors Do to Improve Their Scores”

Content Discussion Questions:

1. What advice was consistent between all competition areas?
2. What is the best piece of advice you have ever been given?

In-Class Activity, 15 minutes

Technical Skills Grounded in Academics: Professional Development, Demonstrates openness to learn, grow and change

Materials needed: Butcher paper (one large piece per small group) and markers

Pre-select a competition area for the class to focus on and learn about. Divide students into small groups of three or four. Give these instructions:

1. Create three columns on your paper.
2. Label the first, “know.”
3. Label the second, “want to know.”
4. Label the third, “learned.”
5. As a group, brainstorm and list in the first column what you know about this competition.

6. You have three minutes.

After three minutes, bring the class back together. Give these instructions:

7. In the second column, brainstorm and list what questions you have about this competition.
8. You have three minutes.

After three minutes, bring the class back together. Have groups share their lists from the two columns. Then discuss the competition and answer questions or cover this information in other sessions. Have students complete the final column with information they learned about the contest. Then facilitate a discussion by asking questions including:

- What did you learn about this contest?
- How will this information help you in the future?
- Why is continuous learning important in school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills, Leadership, Coaches Others to High Performance

Have each student record one piece of advice for underclassman in SkillsUSA. Put the advice on a bulletin board for all students to view, in a one page letter to be given to the students, a video to be shown to a class or any other method that fits your program.

“It’s All Relative”

Content Discussion Questions:

1. Why is teamwork the most challenging part of the TeamWorks contest?
2. What makes a team successful?
3. Describe the best team you have been part of.

In-Class Activity, 7 minutes

Workplace Skills: Teamwork, Works cooperatively with others

Materials needed: Yardstick or measuring tape

Divide students into small groups of four. Give these instructions:

1. Using the shoes available to your team, construct the tallest, freestanding shoe tower.
2. You have four minutes.

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After four minutes, preview the towers and measure to determine the class winner. Facilitate a discussion by asking questions including:

- What techniques worked well?
- What did not work well?
- How do you work cooperatively with others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Teamwork, Focuses on others above self

One descriptor of Teamwork is to focus on others above self. Challenge students to “pay it forward” by helping someone or performing a random act of kindness. Have students report during the next session about the action.

“Team Puts Aside Sibling Rivalry to Win Gold in a Shared Interest”

Content Discussion Questions:

1. How did Ashley and Jacob help each other succeed?
2. Who helps you to succeed in school? In SkillsUSA? In the workplace?

In-Class Activity, 10 minutes

Workplace Skills: Leadership, Builds positive relationships

Materials needed: None.

Divide students into two groups. Have the first group form a circle, standing shoulder to shoulder, facing out. Have the second group form a circle around the first, facing in. Each student should face one partner. Give these instructions:

1. We will work to improve and build positive relationships within this group.
2. You will have two minutes to converse with your partner.
3. You should ask questions to learn about each other and discuss the responses.
4. When time is called, stop chatting and the outside circle will move one person to the right.
5. We will repeat.

After two minutes, have the outside circle rotate. Then begin again. Repeat for at least three rounds, more if time allows.

Facilitate a discussion by asking questions including:

- What did you learn about your classmates?
- Why are positive relationships important at home? In school? In SkillsUSA? In the workplace?

- How do you build positive relationships in school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Teamwork, Honor contributions of others

Have students form a large circle and individually share about one person who “pushes them” to do or be better. This person may be a friend, or simply someone who sets a good example.

“These Brothers Medal Together, Work Together”

Content Discussion Questions:

1. What activities and experiences help you gain skills and enhance your knowledge of a career field?
2. What motivates you at home? In school? In SkillsUSA? In the workplace?
3. Who do you share and celebrate your successes with?

In-Class Activity, 10 minutes

Workplace Skills: Leadership, Crafts and articulates a vision

Materials needed: Paper (one per student) and writing utensil (one per student)

Each student needs a piece of paper. Give these instructions:

1. Often the characteristics we admire in another person, says a lot about the type of person we would like to be.
2. Imagine somebody that you admire and respect. What qualities do they possess that you admire?
3. List the qualities of this person.
4. Be sure to consider career, citizenship, family, finance, personal relationships and other areas.
5. You have two minutes to create a list.

After two minutes, use Brain Surge from SkillsUSA Accelerate (Page 21) by giving these instructions:

6. Review the list of characteristics.
7. Then you will write about the kind of person you would like to be.
8. Don't worry if you are unsure; write it down anyway.
9. We will write silently for 90 seconds.

After 90 seconds, have students silently read their writing. Facilitate a discussion by asking questions including:

- What characteristics do you admire in others?
- How can you gain and improve your skills and qualities to be more like the person you wish to be?
- Why do we create visions and set goals?
- How do you craft and articulate a vision at home? In school? In SkillsUSA? In the workplace?

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Extended Learning Activity

Technical Skills Grounded in Academics: Job Specific Skills

Match each student up with a professional in the career of his or her choice for a one-day job shadow. Students should prepare a list of questions for the professional. Questions might include: education required, typical day, challenges of the job, rewards of the job, knowledge and skills needed to be successful, and advice to offer. Have students report their findings to the class.

“The Spirit of a Builder”

Content Discussion Questions:

1. What challenges did Edvan overcome?
2. How did Edvan’s mindset help him remain focused even when facing personal challenges?
3. What challenges have you faced at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 8 minutes

Personal Skills: Self-Motivated, Demonstrates a positive attitude

Materials needed: None.

Divide students into small groups of three or four. Give these instructions:

1. One person in the group will make a statement about something negative that happened recently such as, “I didn’t get the job I applied for,” or “I got a speeding ticket.”
2. Then the other group members will prompt the person to think positively by starting off a phrase such as, “I didn’t get the job so now I will have time to ...” and let the first person fill in the blank.
3. Continue to take turns until time is called after three minutes.

After three minutes, facilitate a discussion by asking questions including:

- What is the benefit of a positive attitude?
- When is it most challenging to stay positive?
- How do you demonstrate a positive attitude at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: Adaptability/Flexibility, Demonstrates resilience

Have each student identify his or her dream career. Then list all potential obstacles or challenges he or she will face while pursuing this career. In small groups, share and then brainstorm possible solutions.

“Engineering a New Future Free from Old Limits”

Content Discussion Questions:

1. How are Rachel and Olivia serving as role models?
2. What limits (real or imaginary) do you face at home? In school? In SkillsUSA? In the workplace?
3. Who are your role models?

In-Class Activity, 20 minutes

Workplace Skills: Teamwork, Utilizes individual strengths of team members

Materials needed: Large butcher paper (one piece per small group of four students), paper (one piece per student), writing utensil (one per student) and markers (one per student)

Divide students into groups of four. Each student needs one piece of paper. Give these instructions:

1. Individually, think about the skills and strengths you possess.
2. List strengths and attributes you have that will lend to the success of your group.
3. You have 90 seconds.

After 90 seconds, give these instructions:

4. Share your lists with your group.
5. Discuss the strengths you each bring to the team.
6. You have four minutes to share and discuss.

After four minutes, give additional instructions:

7. As a group, create the “ultimate team member,” by combining all of your strengths and positive attributes.
8. Draw your person on the butcher paper and assign a name to your creation.
9. List the attributes of your “ultimate team member” on the butcher paper. We will work to improve and build positive relationships within this group.
10. Finally, your group will write a short story about this imaginary person, highlighting everything he or she can do with all of the amazing characteristics.
11. You have eight minutes.

After eight minutes, have each group share their person and story with the class. Facilitate a discussion by asking questions including:

- Would you like to have your imaginary person on your team? Why or why not?
- What makes a team successful?
- How do you personally contribute to teams in school? In SkillsUSA? In the workplace?
- How do you use individual strengths of team members in school? In SkillsUSA? In the workplace?

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Extended Learning Activity

Workplace Skills: Multi-Cultural Sensitivity and Awareness, Expands knowledge of diverse culture, race, religion and sexuality

Provide the class a list of individuals who have broken barriers in terms of culture, race, religion or sexuality, or allow students to choose their own. Have each student select and research one person. Present findings to the class using PowerPoint, Prezi or another presentation method. The list of individuals might include: Carol Moseley Braun (first African-American woman elected to the U.S. Senate), Angela Merkel (Germany's first female Chancellor), Jackie Robinson (first African-American to play major league baseball), Maryam Mirzakhani (Iranian mathematician and first female to win the Fields Medal, most prestigious mathematics award), Sarah Thomas (first female NFL official), Laverne Cox (first transgender woman to have a wax statue at Madam Tussauds and star of a Netflix show), Kristi Yamaguchi (first Asian American female to win an Olympic gold medal for the U.S.), Elizabeth Blackwell (first female doctor in the U.S.), John F. Kennedy (first U.S. president to practice Catholicism), Barbara McClintock (pioneer in cytogenetics)

“Consistent Presentation for Consistent Perception”

Content Discussion Questions:

1. Why is “branding” of a company or organization important?
2. What is the perception of SkillsUSA in our school? In the community?
3. What factors contribute to this perception?

In-Class Activity, 5 minutes

Personal Skills: Responsibility, Demonstrates consistency

Materials needed: Paper (one piece per student) and writing utensil (one per student)

Use the activity described in the article. Give these instructions:

1. Draw an image on your paper that represents a company or organization.
2. You have one minute.

After one minute, have students share with a partner to see if the partner can identify the company represented by the image. Allow 90 seconds for sharing. Then facilitate a discussion by asking questions including:

- What would happen if the symbol was changed even slightly?
- What does your “brand” say about you?

- How do you demonstrate consistency in school? In SkillsUSA? In the workplace?
- How can you help “brand” SkillsUSA in school? In the community? In the workplace?

Extended Learning Activity

Personal Skills: Adaptability/Flexibility, Fosters creativity and new ideas

Use the new SkillsUSA Brand Center at www.skillsusabrandcenter.org to have students create a one page flyer, or other deliverable, about the local SkillsUSA chapter. If possible, have students create something that may be used such as a flyer to advertise an upcoming meeting, brochure about the local chapter activities or even a notebook cover sheet.

“Spotlight”

Content Discussion Questions:

1. What partners does our SkillsUSA chapter work with?
2. What activities does our chapter conduct to benefit the community?
3. What activities does our chapter conduct during SkillsUSA week?
4. What activities does our chapter conduct that you would be proud to share with others?

In-Class Activity, 8 minutes

Workplace Skills: Communication, Communicates professionally with teammates, supervisors and customers

Materials needed: large index card (one per student), writing utensil (one per student) and masking tape (two-inch piece per student)

A notecard should be taped to the back of each student. Give these instructions:

1. You will find someone and introduce yourself.
2. You should continue to mingle with your partner for 30 seconds when time will be called.
3. When time is called, write one or two words on your partners back that describe the first impression you got of that person.
4. These words **must be positive**.
5. If students know each other well, have them pretend they had never met before. We are looking for positive first impressions.
6. After you finish writing, find a new partner and begin again.

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After 30 seconds call time. Allow 15 seconds for writing then start the timer again. After 30 seconds, call time again. Continue for at least three rounds. Then have participants silently read the comments written on their card. Facilitate a discussion by asking questions including:

- How do these positive comments make you feel?
- What factors influence first impressions?
- What impact do first impressions have at home? In school? In Skills USA? In the workplace?
- How does communication impact first impressions?
- How do you communicate professionally at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Planning, Organizing and Management, Designs, prepares and implements within a desired time frame

Supervise the class as they plan and implement an activity to help raise awareness of SkillsUSA in the local school or community.