

SkillsUSA Champions Magazine — Winter 2016

Welcome to the newly revamped advisor's guide to *SkillsUSA Champions*. The guide has two major parts. The first is the traditional knowledge-based questions for guided reading. The second is a new approach to help you facilitate activities and discussion in the classroom based on the content of the magazine. Students will further develop reading comprehension and critical thinking skills; they'll also be able to practice the skills listed within 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. Follow up in-class reading with a quick discussion of 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 Magazine, Winter 2016

Name: _____ Date: _____ Period: _____

Directions:

Read for comprehension the articles in the Winter 2016 issue of *SkillsUSA Champions* magazine and answer the following questions.

1. When will SkillsUSA Champions become solely Web-based for the remainder of the school year? (Page 5)
2. Who is SkillsUSA's executive director? (Page 5)
3. What does "WLTI" stand for? (Page 6)
4. What two topics are covered at WLTI? (Page 6)
5. Which celebrity TV host recently created PSAs for SkillsUSA? (Page 7)
6. What does "PSA" stand for? (Page 7)
7. How often is a teen injured on the job? (Page 7)
8. How much is the scholarship for winning CareerSafe's National Youth Safety Video Contest? (Page 7)
9. How long are apprenticeship programs? (Page 8)
10. How many new apprentices will be hired through the American Apprenticeship Initiative? (Page 8)
11. Who sets the standards for each event in the SkillsUSA Championships? (Page 9)
12. Which competition has the most single competitors? (Page 12 print edition/Page 14 online; the edition at www.skillsusa.org has two extra pages)
13. Which state had the most medalists in the 2015 SkillsUSA Championships? How many? (Page 13 print/Page 15 online)
14. What is Nick Young's advice for SkillsUSA competitors? (Page 15 print/Page 17 online)
15. Which two groups of students teamed up to "pamper patients"? (Page 17 print/Page 19 online)
16. What two topics are part of the "Happy Bear Program"? (Page 17 print/Page 19 online)

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

Name: _____ Date: _____ Period: _____

Directions:

Read for comprehension the articles in the Winter 2016 issue of *SkillsUSA Champions* magazine and answer the following questions.

1. When will SkillsUSA Champions become solely Web-based for the remainder of the school year? (Page 5) **Answer: Spring 2016**
2. Who is SkillsUSA's executive director? (Page 5) **Answer: Tim Lawrence**
3. What does "WLTI" stand for? (Page 6) **Answer: Washington Leadership Training Institute**
4. What two topics are covered at WLTI? (Page 6) **Answer: Leadership and Advocacy**
5. Which celebrity TV host recently created PSAs for SkillsUSA? (Page 7) **Answer: Mike Rowe**
6. What does "PSA" stand for? (Page 7) **Answer: public service announcement**
7. How often is a teen injured on the job? (Page 7) **Answer: every two minutes**
8. How much is the scholarship for winning CareerSafe's National Youth Safety Video Contest? (Page 7) **Answer: \$2,500**
9. How long are apprenticeship programs? (Page 8) **Answer: one to five years**
10. How many new apprentices will be hired through the American Apprenticeship Initiative? (Page 8) **Answer: 34,000**
11. Who sets the standards for each event in the SkillsUSA Championships? (Page 9) **Answer: contest technical committee chairs**
12. Which competition has the most single competitors? (Page 12 print edition/Page 14 online; the edition at www.skillsusa.org has two extra pages) **Answer: Automotive Service Technology**
13. Which state had the most medalists in the 2015 SkillsUSA Championships? How many? (Page 13 print/Page 15 online) **Answer: Florida, 66**
14. What is Nick Young's advice for SkillsUSA competitors? (Page 15 print/Page 17 online) **Answer: Practice. Keep it simple.**
15. Which two groups of students teamed up to "pamper patients"? (Page 17 print/Page 19 online) **Answer: cosmetology and culinary arts students from Trezevant Career and Technical Center**
16. What two topics are part of the "Happy Bear Program"? (Page 17 print/Page 19 online) **Answer: Child Abuse Prevention and Internet Safety**

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“A Responsive Message”

Content Discussion Questions

1. How is communication currently conducted between our chapter leaders and members? Between the chapter advisor and members?
2. How can our SkillsUSA chapter better communicate with our student members to get them more involved?

In-Class Activity, 10 minutes

Workplace Skills: computer and technology literacy, multiple software applications

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

Students may work individually or in pairs. If the chapter currently uses a social media site, have students view and evaluate. Give these instructions:

1. Take five minutes to evaluate our chapter’s social media presence. Consider what we are doing well and what should be improved.
2. List your findings and be prepared to share in small groups (or with the entire class).

If the chapter does not currently have a social media presence, have students select one social media tool and list how the chapter could successfully use this to communicate better. Allow students two minutes to share in small groups, then facilitate a discussion by asking questions including:

- Overall, how do you rate our chapter’s social media presence, 1 being poor and 10 being excellent? Why?
- Why is it important for our chapter to have a strong social media presence?
- What software applications do you use at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: decision making; analyzes key facts, data and situations

Have students survey chapter members, parents and alumni to see which social media outlets they use most. Include Facebook, YouTube, Twitter, Snapchat, Vine and others. Students should create a chart or graph to illustrate the findings. Use this information to guide the chapter’s future communication plan.

“Students and Advisors Achieve Big ‘Capitol’ Gains”

Content Discussion Questions

1. Why are visits to state representatives included as part of WLTI?
2. Why is advocacy important for our organization?
3. Who can advocate for SkillsUSA and career and technical education?
4. Given the opportunity to share with a legislator or a school board member, what would you say about your SkillsUSA experience?
5. Does our state SkillsUSA association have a state advocacy day or experience? If so, when does it happen and how do we get involved?

In-Class Activity, 8 minutes

Personal Skills: professionalism, displays a positive image

Materials needed: paper (one piece per group) and writing utensil (one per group)

Put students into small groups of three or four. Each group needs one piece of paper. Use “A to Z Review” from *SkillsUSA Accelerate* (Pages 14-15) to have students brainstorm what they gain and learn through SkillsUSA participation. Give these instructions:

1. List the alphabet vertically down the left side of the paper.
2. You will take turns taking one letter of the alphabet and writing a word that describes SkillsUSA and starts with that letter.
3. The activity is over when one team finishes the entire alphabet.

Have the winning team share their words. Facilitate a discussion by asking questions including:

- Are most of the words your team wrote positive?
- Do some students have negative SkillsUSA experiences?
- Why is it important for our chapter to have a positive image?
- How can we share this positive image with others?
- What do you do to personally promote a positive image in school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: communication, demonstrates skills in reading and writing

Have each student write a letter or email to a legislator about how SkillsUSA is preparing him or her for the future. Encourage students to use personal examples and stories of their experiences. Review the letters before mailing.

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“Mike Rowe Speaks Up for SkillsUSA”

Content Discussion Questions

1. The article mentions “the growing skill gap.” What is Mike Rowe referring to?
2. How does SkillsUSA help students develop needed skills for the future?
3. Besides radio, where could PSAs be played or read?

In-Class Activity, 12 minutes

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

Materials needed: paper (one piece per student) writing utensil (one per student), and copy of the SkillsUSA Framework (one per student)

Students will evaluate their own skills using these instructions:

1. Draw a line vertically down the center of the paper.
2. Take three minutes to consider your future career, and on the left side of the paper, list skills, traits and qualities a successful person in that job would possess.
3. Now take three minutes to individually review the framework, and on the right side of the paper, list skills you have practiced and developed through SkillsUSA participation.
4. Finally, compare the two lists. Circle all skills or qualities on the left side of the paper that you have not yet developed or practiced.

Have students share in small groups, discussing at least one of the undeveloped skills and what can be done to improve. Facilitate a discussion by asking questions including:

- What skills still need to be developed?
- What can we do to improve and add to our skills?
- How do you demonstrate a willingness to learn at home? In school? In SkillsUSA? In the workplace?
- Why is it important to learn daily?

Extended Learning Activity

Personal Skills: responsibility, contributes to success

Have students contact local radio stations and distribute Mike Rowe’s PSAs to be aired.

“Finding Safety in Numbers ... and Videos”

Content Discussion Questions

1. What are some causes of workplace injuries?
2. What can our SkillsUSA chapter do to promote workplace safety?

In-Class Activity, 30 minutes

(time will vary based on size in class)

Technical Skills: safety and health, understands and follows safety guidelines and expectations

Materials needed: none

Use “Role-Play” from *SkillsUSA Accelerate* (Pages 60-61). Divide students into small groups of two, three or four. Give these instructions:

1. One member of each group will role-play the manager of a business.
2. The other group members will be employees.
3. Your group will have two minutes to role-play examples of excellent workplace safety and also workplace safety failures.
4. You have five minutes to prepare.

Have all groups role-play in front of the class. Lead a short discussion following each presentation, then facilitate a discussion after all role-plays by asking questions including the following:

- Who is responsible for workplace safety?
- Why is safety and health part of the SkillsUSA Framework?
- How do you follow safety expectations at home? In school? In SkillsUSA? In the workplace?

Be sure to encourage students to create a video demonstrating workplace safety to enter in the CareerSafe’s National Youth Safety Video Contest.

Extended Learning Activity

Technical Skills: safety and health, understands and follows safety guidelines and expectations

Take a class tour of a local business and have the owner or manager discuss workplace safety training and policies.

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“ApprenticeshipUSA”

Content Discussion Questions

1. What value do individuals receive from completing apprenticeship programs?
2. What value do businesses receive from having apprentices?
3. Why are President Obama and our nation’s leaders financially supporting apprenticeships?

In-Class Activity, 5 minutes

Technical Skills: job-specific skills, abides by quality standards for products and services

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

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

1. Draw a circle on your paper.
2. Hold your paper up to show the class.

Acknowledge everyone’s circle is very similar. Sizes vary, but the shape is the same. Continue with instructions:

3. On the back of the paper, draw a smiley face.

Draw a smiley face to personally share with the class. Yours should be very unique, perhaps with glasses, teeth or ears. Have students hold papers up to again show their drawings. Hold yours up as well. Facilitate a discussion by asking questions including:

- The circles were similar, but your smiley face looks nothing like mine. Why are the smiley faces different?
- When is it important for procedures to be consistent and the same?
- How do you abide by quality standards for products and services at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Technical Skills: job-specific skills, demonstrates essential knowledge and skills required for the job

Host a “Have-a-Go” event featuring different career professionals. Students will rotate through stations to learn a new skill, exposing them to the concept of learning new skills through apprenticeships, as well as learning about career opportunities.

“SkillsUSA Championships Insiders Guide 2016”

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 these competitions?
4. What resources exist to help prepare for these 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/ 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 about the competition, two true and one false.

After five minutes, continue:

3. When it is your turn, share your statements with the class.
4. 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?
- To be successful in SkillsUSA competitions, what must you 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

Technical Skills Grounded in Academics: job-specific skills, applies academic knowledge on the job

Facilitate a mini-competition for students to experience one or several different contests. Rotate students through each component. If students are unfamiliar with the content or skills, rotate through learning stations before going through contest stations.

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“Finishing First Means Hard Work and Tuning Out Any Negativity”

Content Discussion Questions

1. Have you ever been told you could not do something? How did you react?
2. What motivates you to succeed?

In-Class Activity, 15 minutes

Personal Skills: self-motivation, demonstrates a positive attitude

Materials needed: One large trash can labeled “The Negativity Bank” and several small slips of paper (at least five per student)

Use a modified version of “The Excuse Bank” from *SkillsUSA Ignite* (Page 5). Each student needs at least five small pieces of paper. Give these instructions:

1. Think about times when others have expressed negativity toward you or your team.
2. Record one of those comments or actions on each slip of paper.
3. You have two minutes.

One by one, have students place the negative words and actions in the “bank.” Facilitate a discussion by asking questions including:

- Why are we sometimes negative toward something or someone?
- How does negativity keep us from moving forward?
- How can we overcome negativity from others at home? In school? In SkillsUSA? In the workplace?
- How can we demonstrate a positive attitude at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: multicultural sensitivity and awareness, exhibits tolerance for diverse opinions and cultures

Use “Potato Friends” from *SkillsUSA Ignite* (Pages 112-113) to facilitate a discussion about the implications of stereotyping.

“Reconnecting with Success”

Content Discussion Questions

1. How has SkillsUSA positively affected your life?
2. What are you passionate about?

In-Class Activity, 20 minutes

Personal Skills: self-motivation, exhibits passion for life and career

Materials needed: Poster or collage materials for each student

Nick Young found his passion through SkillsUSA. Provide each student materials to create a poster or collage about his or her passions. Give these instructions:

1. Consider what you are passionate about in life, school, work and in SkillsUSA.
2. You have 15 minutes to create a poster or collage illustrating your passions.

Have students share with the class verbally or post projects for a gallery-style viewing. Facilitate a discussion by asking questions including:

- Why is passion for life and career important?
- How do you exhibit passion for life and career at home? In school? In SkillsUSA? In the workplace?
- How do you find time for your passions and hobbies between your home, school and work responsibilities?

Extended Learning Activity

Personal Skills: self-motivation, exhibits passion for life and career

Have a passion “show and tell.” Ask students to pick one hobby or passion they enjoy to share with the class. For example, a student who enjoys reading might pick a favorite book and read a short excerpt to the class. A student who likes basketball could take the class to the gymnasium for a short game.

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“Spotlight”

Content Discussion Questions

1. Cosmetology and culinary arts students teamed up to “pamper patients.” What student group(s) does our SkillsUSA chapter work with?
2. What groups should we consider partnering with for a project?
3. The “Happy Bear Program” is the Tucson city police department’s program. What value or enhancement do SkillsUSA students add to the program?
4. What activities does our chapter conduct that you would be proud to share with others?

In-Class Activity, 30 minutes

(time varies based on number of students)

Workplace Skills: teamwork, honors the contributions of others

Materials needed: index card (one per student)

The Spotlight section allows SkillsUSA chapters to share ideas for projects and activities, as well as recognizes their hard work. Allow students to recognize other students for their contributions to the chapter. Pair students and give these instructions:

1. You will recognize and honor your partner’s contributions to our SkillsUSA chapter and school.
2. You have five minutes to gather the needed information.
3. Using an index card, create special recognition for your partner to be posted in the classroom. Be sure to include the partner’s name and at least three of his or her contributions on the card.

If time allows, have students introduce their partner and list their partner’s contributions to the entire class. If time is limited, have students post the cards and allow time for a gallery walk to view all cards. Facilitate a discussion by asking questions including:

- Why is it important to honor the contributions of others?
- How do you honor contributions of others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: teamwork, works cooperatively with others

Supervise the class as they work cooperatively with another class or organization to plan and complete a service project.