

SkillsUSA Champions Magazine — Spring 2016

Welcome to the advisor's guide to *SkillsUSA Champions*. The guide has two major parts: knowledge-based questions for guided reading and activities to dig deep into the content of each article. Use of the 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, Spring 2016

Name: _____ Date: _____ Period: _____

1. What is the focus of this issue of *SkillsUSA Champions*?
2. What practical advice is given to help any member? (four tips)
3. What percentage of SkillsUSA members surveyed have a clearer career path thanks to a CTE program?
4. What percentage of SkillsUSA members surveyed say SkillsUSA involvement improved their grade point average?
5. What does “ESSA” stand for?
6. What is the name of Mike Rowe’s foundation?
7. What is the “Heads Up America” campaign?
8. What are the two requirements of eligibility for America’s College Program?
9. Which SkillsUSA Championships event did Dwight Lewis compete in?
10. Describe Lewis’ nonprofit organization.
11. Which SkillsUSA Championships event did Josie Wolfe medal in?
12. How many hours per week did Wolfe spend preparing for the SkillsUSA Championships?
13. Who does Julie Atkins say contributed to her success?
14. Which skill or skills that Atkins gained from CTE and SkillsUSA were the most important to her?
15. Which SkillsUSA Championships event did Kelly Niles compete in?
16. According to Niles, why are positive thoughts important?
17. How many generations has Captain Anderson’s restaurant been in the Patronis family?
18. Jimmy Patronis’ bachelor’s degree was in which area?
19. How many high-school seniors received a perfect 2400 on the SAT?
20. Erika Salzman is completing a college internship in which department?
21. What are the three areas of the SkillsUSA Framework?
22. How many bags of donations did the students of Lehi High School collect?
23. Which SkillsUSA event did the Lehi students enter with their environmental project? •

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

1. What is the focus of this issue of *SkillsUSA Champions*? **Answer: Leaders of all ages**
2. What practical advice is given to help any member? (four tips) **Answer: Be yourself, be prepared, be flexible and be aware**
3. What percentage of SkillsUSA members surveyed have a clearer career path thanks to a CTE program? **Answer: 67 percent**
4. What percentage of SkillsUSA members surveyed say SkillsUSA involvement improved their grade point average? **Answer: 70 percent**
5. What does “ESSA” stand for? **Answer: Every Student Succeeds Act**
6. What is the name of Mike Rowe’s foundation? **Answer: mikeroweWORKS**
7. What is the “Heads Up America” campaign? **Answer: Campaign to increase support for America’s College Promise, which will provide two free years of community college to qualifying students**
8. What are the two requirements of eligibility for America’s College Program? **Answer: Maintain at least a 2.5 grade point average and be pursuing a four-year degree or employment in the workforce**
9. Which SkillsUSA Championships event did Dwight Lewis compete in? **Answer: Prepared Speech**
10. Describe Lewis’ nonprofit organization. **Answer: Helps men and women find jobs after being released from prison**
11. Which SkillsUSA Championships event did Josie Wolfe medal in? **Answer: Commercial Baking**
12. How many hours per week did Wolfe spend preparing for the SkillsUSA Championships? **Answer: 30 hours**
13. Who does Julie Atkins say contributed to her success? **Answer: Her advisor, Tim Lawrence**
14. Which skill or skills that Atkins gained from CTE and SkillsUSA were the most important to her? **Answer: Communication skills**
15. Which SkillsUSA Championships event did Kelly Niles compete in? **Answer: Culinary Arts**
16. According to Niles, why are positive thoughts important? **Answer: Positive thoughts help you stay on time and focus**
17. How many generations has Captain Anderson’s restaurant been in the Patronis family? **Answer: Four**
18. Jimmy Patronis’ bachelor’s degree was in which area? **Answer: Political science**
19. How many high-school seniors received a perfect 2400 on the SAT? **Answer: 583**
20. Erika Salzman is completing a college internship in which department? **Answer: Materials Science and Engineering**
21. What are the three areas of the SkillsUSA Framework? **Answer: Personal skills, workplace skills and technical skills grounded in academics**
22. How many bags of donations did the students of Lehi High School collect? **Answer: 1,000**
23. Which SkillsUSA event did the Lehi students enter with their environmental project? **Answer: Community Action Project •**

Instructor Guide

SkillsUSA Champions, Spring 2016

“Taking It to the Limit”

Content Discussion Questions

1. What qualities should every leader possess?
2. Which leadership skills have you gained through SkillsUSA?
3. Why is vision important for leaders? For organizations?

In-Class Activity, 10 minutes

Workplace Skills: Leadership; crafts and articulates a vision

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

Use “Brain Surge” from *SkillsUSA Accelerate* (Page 21). Give these instructions:

1. Consider your future one year, five years or even 10 years down the road. What vision do you have for yourself? (Pause and allow 15 seconds of silent thinking.)
2. You will have three minutes to write about your vision.
3. Only you will view this writing.

After three minutes, give these instructions: Take one minute to review your writing and circle key words of your vision.

After one minute, have each student share one word with the class. Facilitate a discussion by asking questions including:

- What were some common words included in our visions?
- Why is it important to have a vision for the future?
- In what ways can we focus on our vision in school? At home? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Students will take key words from their visions and create a “wordle” (www.wordle.net). Print the creations, in color if possible. Students will place these key words in a place where they are viewed each day, such as in the front of a class binder or inside a locker door. •

“Exciting Statistics Vindicate Emotive Claims”

Content Discussion Questions

1. Why are statistics important to illustrate the value of our organization?
2. How do you personally show the value of SkillsUSA at home? In school? In the community? In the workplace?

In-Class Activity, 25 minutes

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

Materials needed: computer (or iPad or smartphone, one per student) with Internet, note cards (three per student) and writing utensil (one per student)

Post the Web address for the “Attracting the Next Generation Workforce” survey on the writing surface (<http://tinyurl.com/ERCAREport>). Give these instructions:

1. You will view a survey conducted to examine the role of career and technical education (CTE).
2. Select three interesting statistics and record one on each note card.
3. You have four-and-a-half minutes to work.

After four-and-a-half minutes, give additional directions:

1. Stand and share your three statistics with a partner.
2. After you each share, you will pick one of your partner’s statistics and take that card.
3. Then put your hand up in the air to indicate you are ready for a new partner.
4. Find a partner and repeat.

Allow four minutes for sharing. Facilitate a discussion by asking questions including:

- Of all statistics you learned today, which one would most likely gain support for CTE?
- How important are facts and statistics?
- What have you personally gained from CTE participation?
- How has SkillsUSA helped you in school? At home? In the workplace?

Extended Learning Activity

Workplace Skills: Communication; communicates professionally with teammates, supervisors and customers

Students will contact former members of your SkillsUSA chapter to gather information for an alumni database. Include address, phone number, email, graduation year, postsecondary education and career. Create a bulletin board with a large U.S. map. Identify and mark the locations where alumni of your chapter reside. Add a note about their name, year of graduation and career. Use the bulletin board to showcase the opportunities available to graduates and the successes of alumni. •

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“Gaining Ground and Respect”

Content Discussion Questions

1. How does CTE fit into a well-rounded education?
2. What academic skills have you gained through CTE?
3. How might the “Every Student Succeeds Act” affect our school?

In-Class Activity, 15 minutes

Workplace Skills: Teamwork; works cooperatively with others

Materials needed: Small slips of paper (at least six per student), writing utensil (one per student) and large pages of butcher paper or flip-chart paper posted around the room with core academic class headings (one per core academic class)

Divide students into small groups of three or four. Have each group sit in a small circle. Give these instructions:

1. Think about academic skills you have applied in our class or in SkillsUSA.
2. You will write one academic skill or concept on each slip of paper.
3. After writing, put the paper in the center of the circle.
4. Repeat for the other pieces of paper.
5. You have 90 seconds to brainstorm.

After 90 seconds, give these instructions:

1. Read aloud the slips of paper within your small group.
2. Sort the skills and concepts into piles based on which core academic class they are related to, such as mathematics or language arts.
3. You have three minutes to read and sort.

After three minutes, have students post their sorted papers onto the correct posters. Have a student read through each of the posters. Facilitate a discussion by asking questions including:

- Which types of academic skills are most commonly incorporated into CTE?
- What is the value of practicing academic skills in an applied class?
- How can we share about the value of academic skills practiced through CTE at home? In school? In the community? In the workplace?

Extended Learning Activity

Technical Skills: Job specific skills; applies academic knowledge on the job
Use “Let’s Go to the Movies” from *SkillsUSA Accelerate* (Page 45), and show the “SkillsUSA is STEM” video at: <https://www.youtube.com/watch?v=0PIHt-fKSS4>. •

“Building on Mike Rowe’s Foundation”

Content Discussion Questions

1. What is a foundation?
2. If Mike Rowe and representatives from his foundation were to visit our school, what would we highlight on the tour?
3. Why is it important to continue to share personal success stories of CTE and SkillsUSA participation?

In-Class Activity, 30 minutes (varies by size of class)

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

Materials needed: iPad or iPhone with Opinion Podcasts app (one per student), paper (one piece per student) and writing utensil (one per student)

Students will create verbal podcasts to tell their CTE or SkillsUSA personal success story. Give these instructions:

1. Consider what you have personally gained through CTE classes or SkillsUSA participation, such as a skill, activity or contribution to your life.
2. Write a script for a short podcast, 30 seconds to one minute in length, fitting the theme, “My Personal Success Story.”
3. Use the Opinion Podcasts app to turn your written story into a verbal story.
4. You have 15 minutes to write and record. (Students will need to move to corners of the room or even use the hallway.)

After 15 minutes, have students form small circles or one large group. Share the podcasts. Facilitate a discussion by asking:

- What types of skills, events or activities were included in the success stories?
- How do you share your personal success story of CTE and SkillsUSA at home? In school? In the workplace?
- How could our chapter use the podcasts you just created?

Students can email the audio link to the instructor for future use.

These short podcasts would be great to play with pictures at a recruitment event, at a chapter banquet or on a social media page.

Extended Learning Opportunity

Workplace Skills: Designs, prepares and implements within a desired timeframe

The class will organize an open house for potential new students, parents, alumni, community members and administration. Be sure to showcase each class and several chapter activities. Have students and members on hand to share their personal stories. •

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“Heads Up for Free Tuition to College”

Content Discussion Questions

1. What are potential benefits of America’s College Promise?
2. Would you personally take advantage of this program? Why or why not?
3. How could our chapter promote America’s College Promise?

In-Class Activity, 18 minutes

Personal Skills: Responsibility; contributes to success

Materials needed: computer (one per student or small group), Internet access, paper (one piece per student) and writing utensil (one per student)

Pre-select four schools to be researched. Divide students into four large “home” groups. Four is ideal for classes of 16. If there are at least 25 in the class, divide into five groups and add one more school. Give these instructions:

1. Today, we will explore and compare the costs of postsecondary education.
2. These are your “home” groups. Each member needs to number off one through four.
3. All students with the same number will join together in an “expert” group:
 - a. community college
 - b. state four-year university
 - c. community college or four-year university
 - d. community college or four-year university
4. The numbered groups will use the Internet to research the assigned postsecondary school.
5. Questions to be answered include: cost per credit hour, programs or areas of study and selling points of the school.
6. Everyone should take notes.
7. At the end of five minutes, we will return to the home groups and share your information.

After five minutes, send students to their home groups. Give these instructions:

1. You have six minutes to share your expert group information.
2. Everyone should take notes.

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

- Which school would you be interested in attending?
- How much would one year of tuition with 12 credit hours per semester cost at the school? How much is two years?
- What would you do with the extra money saved through America’s College Promise?
- How did every member of the home group contribute to the group’s learning and success in this activity?
- Would it be possible for someone to not contribute during the activity?
- How would his or her lack of contribution affect other members of the home group?
- How do you contribute to the success of our school? Our chapter? Your workplace?

Extended Learning Opportunity

Take the class on a postsecondary school visit. Set up appointments with the admissions office, financial aid, student ambassadors and specific departments. •

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“The Spice of Life”

Content Discussion Questions:

1. How do you react when you are met with unforeseen challenges and obstacles?
2. How do we build our strength to overcome adversity?
3. What special interests do you have?
4. How will you incorporate your interests into a future career?

In-Class Activity, 12 minutes (varies with size of class)

Personal Skills: Adaptability/flexibility; demonstrates resilience

Materials needed: Prior to class, make a grid on the floor that's four boxes tall and four boxes wide. Each box should be 1 square foot.

Use a modified version of “A-Maze-ing Decision Making” from *SkillsUSA Ignite* (Pages 86-87). Give these instructions:

1. As a team, you must get all team members from one end of the maze to the other.
2. There is only one entrance to the maze and one exit.
3. Only one person is allowed on the maze at a time.
4. When a correct box is stepped on, you will hear silence.
5. When an incorrect box is stepped on, you will hear a beep.
6. You must exit the box the same way you entered, box by box.
7. Recording the path on paper is not permitted.
8. You have one minute to discuss strategies.

Hold a paper to make students think you have the maze solution written down. In reality, you do not. Randomly stop students with the beep noise. Students will become frustrated when they cannot find a solution to the puzzle. Allow the activity to continue until you feel students are finished mentally. Facilitate a discussion by asking questions including, “What happened in this activity?”

Share with students that there was no actual solution. Continue by asking:

- How did you react to the adversity of this activity?
- What is the meaning of the term “resilience?”

Point out we will all fail at something. Resilience is about how we respond to that failure. Ask: How do you demonstrate resilience at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Workplace Skills: Communication; demonstrates skills in listening and speaking (or demonstrates skills in writing and reading, depending upon final presentation method)

Each student will select a famous person who has demonstrated resilience. Be sure students are not duplicating people. Have students share about this person through a verbal presentation with a poster, essay, podcast or other methods. For ideas, see: www.businessinsider.com/successful-people-who-failed-at-first-2015-7. •

“Her Healthy Mixture Works Well ...”

Content Discussion Questions:

1. How did Josie Wolfe demonstrate a good work ethic?
2. Why is it important to be well-rounded?
3. What activities do you participate in at school? In the community?

In-Class Activity, 15 minutes

Personal Skills: Work ethic; demonstrates tenacity and hard work

Materials needed: Paper (two pieces per student) and markers, colored pencils or crayons

Distribute markers or other drawing utensils to students. Give these instructions: Using one piece of paper, you will have 30 seconds to draw your dream home.

After 30 seconds, have students stop, then lead students in a couple of stretches for their arms and necks. Encourage them to take a couple of deep breaths, then give these instructions: Using the second piece of paper, you will now have five minutes to draw your dream home. (If time is limited, you may choose to only allow three minutes.)

After three minutes, have students hang their drawings side by side around the room. Allow four minutes for a gallery viewing. Facilitate a discussion by asking questions including:

- Which drawing of each pair is the 30-second drawing? How do you know?
- What do you notice about the drawings?
- How did having more time affect your work?
- What activities do you feel stressed about during time at home? In school? In SkillsUSA? In the workplace?
- What could you do to have more patience and concentration during times of stress?

Extended Learning Activity

Personal Skills: Adaptability/flexibility; demonstrates resilience

Facilitate “Resilient Cutouts” from *SkillsUSA Ignite* (Page 47). •

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“Giving Her a Taste of Confidence ...”

Content Discussion Questions

1. Julie Atkins stood out at work by “working harder, being on time, being a team player, listening” and following directions. What do you do to stand out in school? In SkillsUSA? In the workplace?
2. What personal and workplace skills have you gained through SkillsUSA?

In-Class Activity, 7 minutes

Personal Skills: Professionalism; exhibits self-confidence

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

Use a modified version of “A to Z Review” from *SkillsUSA Accelerate* (Page 14-15). Give these instructions:

1. Going vertically down your paper, write the word “confidence.”
2. Beside each letter of “confidence,” write one way someone exhibits self-confidence. For example, for “c” I might write, “carries head high.”
3. You have four minutes to complete the task.

After four minutes, have students pair to share their confidence descriptions. Facilitate a discussion by asking questions including:

- How do we exhibit self-confidence?
- How does self-confidence affect our skills?
- How can we build up our self-confidence at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Leadership; builds positive relationships

Students will facilitate a self-confidence and bucket-filling activity for an elementary class. Read *Have You Filled a Bucket Today?* by Carol McCloud. Then, have elementary students fill each other’s buckets with quality compliments. For ideas, see: www.schcounselor.com/2011/04/compliments-self-esteem-and-bucket.html. •

“Aspiring Butcher Finds New Life ...”

Content Discussion Questions

1. What are examples of stereotypes related to careers?
2. How can we break down career stereotypes?
3. What is the value of a positive attitude?
4. How do you demonstrate a positive attitude at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 11 minutes (varies with size of class)

Personal Skills: Self-motivated; demonstrates a positive attitude

Materials needed: Large glass jar; color slips of paper (one per student) and writing utensil (one per student)

Students will capture positive thoughts in a “happiness” jar. Give these instructions:

1. Think of something good that has happened today.
2. You will have one minute to write this on a slip of paper. These will be shared with the class.

After one minute, have each student read his or her paper and put it into the “happiness” jar. Facilitate a discussion by asking questions including:

- How do you feel after hearing our positive experiences?
- Why are positive thoughts and a positive attitude important?
- How do you remain positive at home? In school? In SkillsUSA? In the workplace?

Leave extra slips of paper beside the jar. Encourage students to fill out slips daily. Empty the jar and read aloud the positive notes before an exam, on Monday morning or any other time that works in the class schedule.

Extended Learning Activity

Workplace Skills: Leadership; coaches others to high performance

As a class, identify several positive and inspirational quotes. Post these weekly on the chapter’s social media page or on the classroom walls. •

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“The Patronis Charm”

Content Discussion Questions

1. Jimmy Patronis gives credit not only to his family, but also to an outside support system. Who are your “outside” supporters?
2. How did Patronis give back to his local community?
3. Why is it important to be involved in the local community?

In-Class Activity, 15 minutes

Workplace Skills: Teamwork; works cooperatively with others

Materials needed: One large blanket or tarp

Lay a blanket or tarp on the floor. Give these instructions: You have a class challenge — everyone must fit on the blanket.

After students have accomplished this task, make the blanket smaller by folding it. Give these instructions:

1. Now the blanket is smaller.
2. Challenge Two: everyone must fit on the blanket.

If the group completes the task very quickly, make the blanket smaller one more time. Facilitate a discussion by asking questions including:

- What was challenging about the activity?
- How did you fit everyone on the blanket at the end?
- How important was it to work cooperatively?
- How do you support others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Teamwork; honors the contributions of others

Each student will select one person to thank for his or her support. Provide each student an individually wrapped doughnut or a small package of doughnuts. Have each student write a message including the phrase, “I do-nut know what I’d do without you!” Deliver the items to the supporters. •

“Perfect SAT Plus SkillsUSA Equals Infinite Career Path”

Content Discussion Questions

1. Erika Salzman refers to “the heavily career-focused atmosphere of SkillsUSA.” What does this mean?
2. How have CTE and SkillsUSA participation helped you plan for a future career?

In-Class Activity, 20 minutes

Workplace Skills: Leadership; mobilizes individuals and resources to accomplish a goal

Materials needed: Hula-hoop and stopwatch or clock

Have students form a large circle and hold hands. Ask a pair in the circle to put their hands through the hoop so it is hanging from their arms. Give these instructions: Without breaking the circle or letting go of hands, move the hula-hoop around the circle as fast as possible.

When the hoop has gone around the circle one full time, announce the amount of time it took to accomplish the task. Give these instructions:

1. Can you move the hoop around the circle quicker?
2. Let’s try one more time. The time to beat is

The group should be quicker this time. If not, repeat again.

Facilitate a discussion by asking questions including:

- Why were you more successful the second time?
- Why are goals important?
- When do you set goals in school? In SkillsUSA? In the workplace?
- What goals do you have for postsecondary education or your career?

Extended Learning Activity

Personal Skills: Self-motivated; takes initiative

Students will individually set a goal for their performances on the next exam, an upcoming project or even a SkillsUSA competition. Decide on a class reward if each individual student reaches his or her personal goal. •

Instructor Guide

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“Spotlight”

Content Discussion Questions

1. Students at Lehi donated items to the Choice Humanitarian organization. What community service projects does our chapter conduct?
2. Minuteman students conducted an environmental project to serve their community. What types of environmental projects should we consider?
3. Students in Grand Rapids are collaborating together to create a virtual tour. What other student groups could we collaborate with on a project?
4. Why is voting important?

In-Class Activity, 30 minutes

(varies with number of students)

Workplace Skills: Decision making; employs reasoning skills

Materials needed: computer and Internet access (one per pair), poster paper (one piece per pair), markers and stickers (two per student)

The four chapters and activities highlighted in the “Spotlight” section all focus on service. Divide students into pairs. Give these instructions:

1. Each pair will select a nonprofit organization. For ideas, see: <https://topnonprofits.com/lists/best-nonprofits-on-the-web/>.
2. Research the organization to discover the mission and goals as well as how we can contribute things like money, food, clothing and more.
3. Create a poster to highlight the organization.
4. You will have 12 minutes to work.

After 12 minutes, have pairs share their organizations with the class. Hang the posters around the room. Provide each student with two stickers, and give these instructions:

1. You may individually select your two favorite organizations based on what you have learned today.
2. Place a sticker on the poster of each one of your choices.
3. You have one minute to vote.

Reveal the results of the vote. Facilitate a discussion by asking questions including:

- What influenced your selections?
- How do nonprofit organizations operate?
- Why is it important to give back to others and our community?
- How do you serve others in school? In SkillsUSA? In the community? In the workplace?

Extended Learning Activity

Workplace Skills: Teamwork; works cooperatively with others

The class will brainstorm ideas and conduct a service activity to benefit the nonprofit organization selected above. •