

## SkillsUSA Champions Magazine — Summer 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

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, Summer 2016

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

1. Who said, “The person who walks alone is likely to find himself in places no one has ever seen before”?
2. In what two areas did SkillsUSA break records this year?
3. When is the National Leadership and Skills Conference (NLSC)?
4. Who is giving the keynote address at the NLSC?
5. What does WSCT stand for?
6. How many countries are represented on the WSCT ambassador team?
7. What is the Lowe’s Social Media Challenge?
8. What was the prize for winning first place in the Lowe’s Social Media Challenge?
9. What was the original name of SkillsUSA?
10. What was the highlight of Danielle Silver’s high-school career?
11. What are two benefits that technical school provides?
12. What has made Robert Rutter more motivated?
13. What postsecondary school did the Newman family attend?
14. Which SkillsUSA Championships event did Debra Garcia-Newman compete in?
15. What is “sugaring”?
16. What SkillsUSA Championships event did Austin Jenks compete in?
17. What state office does Danny Coleman hold?
18. When asked to lose 40 pounds, how much did Coleman actually lose on his own prior to the surgery?
19. What three medical diagnoses did Tom Hahn have?
20. How many times can college-level students compete in the SkillsUSA Championships?
21. What is Cynthia Thielen’s college major?
22. How does Thielen give back as an alumni volunteer?
23. Who may attend “Activate”?
24. What is “Leverage”?
25. Who may attend “Engage”?
26. What was included in the winning entry by Admiral Arthur W. Radford students?
27. What country will receive the Hippo Water Roller Project prototype?
28. How many pounds of food were collected and delivered to the local food bank by students at Niagara Career and Technical Education Center? ●

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

1. Who said, “The person who walks alone is likely to find himself in places no one has ever seen before”? **Answer: Albert Einstein**
2. In what two areas did SkillsUSA break records this year? **Answer: Highest membership and most funds ever raised**
3. When is the next National Leadership and Skills Conference (NLSC)? **Answer: June 20-24**
4. Who is giving the keynote address at the NLSC? **Answer: Kayleen McCabe (TV show host of “Rescue Renovation”)**
5. What does WSCT stand for? **Answer: WorldSkills Champions Trust**
6. How many countries are represented on the WSCT ambassador team? **Answer: Nine**
7. What is the Lowe’s Social Media Challenge? **Answer: Campaign designed to help chapters improve their campus and community through service projects promoted electronically**
8. What was the prize for winning first place in the Lowe’s Social Media Challenge? **Answer: \$25,000 grant**
9. What was the original name of SkillsUSA? **Answer: Vocational Industrial Clubs of America (VICA)**
10. What was the highlight of Danielle Silver’s high-school career? **Answer: National conference**
11. What are two benefits that technical school provides? **Answer: Ability to get into the workforce quickly and lower tuition expenses**
12. What has made Robert Rutter more motivated? **Answer: SkillsUSA**
13. What postsecondary school did the Newman family attend? **Answer: Washburn Institute of Technology**
14. Which SkillsUSA Championships event did Debra Garcia-Newman compete in? **Answer: Restaurant Service**
15. What is “sugaring”? **Answer: Process of turning maple tree sap into syrup**
16. What SkillsUSA Championships event did Austin Jenks compete in? **Answer: Welding Sculpture**
17. What state office does Danny Coleman hold? **Answer: Secretary/treasurer for SkillsUSA Georgia’s college/postsecondary division**
18. When asked to lose 40 pounds, how much did Coleman actually lose on his own prior to the surgery? **Answer: 100 pounds**
19. What three medical diagnoses did Tom Hahn have? **Answer: Clinical anxiety, social phobia and panic disorder**
20. How many times can college-level students compete in the SkillsUSA Championships? **Answer: Two**
21. What is Cynthia Thielen’s college major? **Answer: Journalism and studio art**
22. How does Thielen give back as an alumni volunteer? **Answer: Volunteer for states, Job Skill Demonstration contest and various areas at nationals**
23. Who may attend “Activate”? **Answer: All SkillsUSA students**
24. What is “Leverage”? **Answer: SkillsUSA state officers**
25. Who may attend “Engage”? **Answer: SkillsUSA advisors**
26. What was included in the winning entry by Admiral Arthur W. Radford students? **Answer: Designs for a poster, program cover and volunteer T-shirt for a basketball invitational**
27. What country will receive the Hippo Water Roller Project prototype? **Answer: South Africa**
28. How many pounds of food were collected and delivered to the local food bank by students at Niagara Career and Technical Education Center? **Answer: 1,000 pounds ●**

## Instructor Guide

### SkillsUSA Champions, Summer 2016

#### “Emerging Victorious”

##### Content Discussion Questions

1. What is a leader?
2. How has SkillsUSA helped you grow personally?
3. What did Albert Einstein mean when he said, “The person who follows the crowd will usually go no further than the crowd. The person who walks alone is likely to find himself in places no one has ever seen before”?

##### In-Class Activity, 30 minutes

**(time will vary based on size and skills of the class)**

*Personal Skills: Self-Motivated; takes initiative*

*Materials Needed: Three boards about 1 foot square (plywood works well), masking tape or two pieces of rope, and an open, flat area*

Prior to the session, mark off the start and finish lines for the activity with masking tape on the floor or ropes laid on the ground. Give these instructions:

1. The open area of the classroom (or whatever location you are using) is now toxic. You cannot touch the ground with any body part.
2. You must move your entire group from one side to the other using only these three protective shields.
3. Boards may not be thrown across the open area.
4. If a body part touches the ground, the entire team must start over.

Monitor the group while members complete the challenge. Modifications may be made such as taking speaking abilities away from a student who has taken charge, taking vision away from a student or other modifications to increase the difficulty level.

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

- What was challenging about this activity?
- What did individuals do to help the team achieve success?
- Why is initiative an important personal skill?
- How do we demonstrate initiative in school? At home? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Personal Skills: Adaptability/flexibility; demonstrates resilience*

Facilitate “Bouncing Back and Bouncing Forward” from the SkillsUSA Career Readiness Curriculum: [www.skillsusa-register.org/crc/crcLogin.ASPX](http://www.skillsusa-register.org/crc/crcLogin.ASPX) ●

#### “National Conference Gearing Up to Change Lives”

##### Content Discussion Questions

1. What happens at the National Leadership and Skills Conference (NLSC)?
2. What would you personally gain from attending NLSC?

##### In-Class Activity, 25 minutes

**(designed for chapters attending NLSC)**

*Technical Skills: Professional development; demonstrates openness to learn, grow and change*

*Materials Needed: Computer, tablet or smartphone with internet (one per pair), paper (one piece per student), writing utensil (one per student)*

Use “List of 10” from *SkillsUSA Accelerate* (Page 46). Pair students. Each pair needs internet access. Post the web address for SkillsUSA’s national conference on the writing surface: [tinyurl.com/2016NLSC](http://tinyurl.com/2016NLSC). Give these instructions:

1. While attending SkillsUSA TECHSPO, we will participate in a scavenger hunt.
2. With your partner, you will select 10 tasks to complete during the hunt.
3. View the NLSC website for more information about SkillsUSA TECHSPO.
4. You have 10 minutes to work.

After 10 minutes, have two pairs share their lists with each other. Then solicit students to share their favorite tasks. Facilitate a discussion by asking questions including:

- How will you benefit from SkillsUSA TECHSPO?
- Why do businesses and companies see value in participating?
- What are you most excited about at NLSC?
- How will you share your NLSC experience with family at home? Employers in the workplace? Classmates and administrators at school? Peers in SkillsUSA?

Collect the lists and put together an official scavenger hunt for the students to complete during the conference.

##### Extended Learning Activity

*Workplace Skills: Planning, organizing and management; demonstrates attention to detail*

Divide students into small groups to select and plan an educational tour during NLSC. Students will present their tours to the chapter, including budget, educational value and length. Allow the chapter to vote on a tour to participate in during the trip. ●

## Instructor Guide

### SkillsUSA Champions, Summer 2016

#### “SkillsUSA Trains WorldSkills Champions”

##### Content Discussion Questions

1. What is WorldSkills International?
2. Why does WorldSkills have a team of ambassadors?
3. How do you advocate for SkillsUSA in school? In the workplace?

##### In-Class Activity, 35 minutes

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

*Materials Needed: Computer, tablet or smartphone with internet (one per student), paper (one piece per student) and writing utensil or markers (at least one per student)*

Post the website for WorldSkills on the writing surface: [www.worldskills.org](http://www.worldskills.org). Divide students into large “home” groups. Use three groups for nine to 15 students, four groups for 16-24 students or five groups for 25-35 students. Give these instructions:

1. Today, we will learn about WorldSkills International and the organizations similar to our own SkillsUSA.
2. These are your “home” groups. Each member needs to number off 1 through (fill in number based on number of groups).
3. All students with the same number will join together in an “expert group”:
  - 1 — Canada
  - 2 — Singapore
  - 3 — India
  - 4 — France
  - 5 — Brazil

The numbered groups will be researching the WorldSkills organization in the assigned country.

4. The website for WorldSkills is on the writing surface. You will find your country by clicking on “about us” and “members.”
5. Individually study the website and information.
6. After four minutes, I will call “time” and your group will meet to discuss and select five facts or points of information to share with the entire class.
7. I will provide further instructions when we get to that point.

Monitor students as they research. After four minutes, call time and send students to their “expert” groups to discuss and select five main points. Give these instructions: You have three minutes to discuss and select five main points.

Monitor group discussion. After three minutes, give these instructions:

1. Each person in your group will create a poster to share with the “home” group.
2. The poster must contain the five points.
3. You have five minutes to create a poster.

Monitor students as they make posters. After five minutes, give these instructions:

1. Return to your home group and share your posters. You have four minutes to share.
2. As a group, for each country, record one sentence about how the organization is similar to SkillsUSA and one sentence about how it is different. Everyone should take notes.

After all “home” groups have shared and summarized, facilitate a discussion by asking questions including:

- How is SkillsUSA similar to the organizations you studied?
- How is SkillsUSA different than the organizations you studied?
- Why is multicultural sensitivity and awareness important? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Workplace Skills: Communication; demonstrates skills in listening and speaking*

Have each student prepare a 90-second “elevator speech” about SkillsUSA, which could be delivered to any new person he or she meets. Students will practice giving these speeches in small groups or to the entire class. ●

## Instructor Guide

### SkillsUSA Champions, Summer 2016

#### “These Families’ Threads Are in Red”

##### Content Discussion Questions

1. How has Danielle Silver grown from her experience at the national conference?
2. The conference was a highlight for Silver. What has been the highlight of your time in career and technical education or SkillsUSA?
3. Describe your role model.
4. When have you followed in the footsteps of a relative or friend?

##### In-Class Activity, 6 minutes

*Personal Skills: Professionalism; exhibits self-confidence*

*Materials Needed: Small notebook or journal (one per student) — notebook paper can be used if an actual journal is unavailable — and writing utensil (one per student)*

Students will create a compliment journal. Give these instructions:

1. Confidence starts with you. Today, you will give yourself three compliments. You might appreciate how your hair looks today, believe you are smart and intelligent, or were extra kind to a sibling today. Just find something you appreciate in yourself and things that make you feel good about yourself.
2. Write down the three compliments in your journal.
3. You have three minutes.

After three minutes, have students read their compliments silently. Repeat the journal activity each day. Facilitate a discussion by asking questions including:

- How do these compliments make you feel?
- What contributes to our self-confidence?
- What harms our self-confidence?
- How do you exhibit self-confidence in school? In SkillsUSA? In the workplace?

##### Extended Learning Opportunity

*Personal Skills: Responsibility; contributes to success*

Have the class put together a bulletin board or hallway display to showcase career and technical education and/or SkillsUSA. Each student should include a short description of “the highlight of his or her year.” These highlights could be written on colored paper, paper plates or other cutouts. Instead of displays, the class may choose to use a section in the school or local newspaper, or an insert in a sports program or awards banquet program. ●

#### “Their Drive to a Bright Future Starts with CTE and SkillsUSA”

##### Content Discussion Questions

1. How will technical school get both Erica and Robert Rutter into the workforce faster and with lower tuition?
2. What motivated them to pursue further education and training?
3. How do you balance responsibilities between school, work, home and SkillsUSA?

##### In-Class Activity, 15 minutes

*Workplace Skills: Planning, organizing and management; sets priorities when faced with multiple tasks*

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

Students will prioritize short-term tasks. Give these instructions:

1. Think about all tasks you must accomplish and finish this week.
2. You have three minutes to list these tasks.

After three minutes, give these instructions:

1. Next, we will sort your lists using the “A, B, C, D and E method.”
2. Capture these quick notes:
  - a. “A” tasks are very important. These are things you *must* do you or you will face a severe consequence.
  - b. “B” tasks are important. These are things you *should* do to avoid minor consequences.
  - c. “C” tasks are *nice* to do, but there are no negative consequences.
  - d. “D” tasks should be *delegated*. You can ask someone else to complete the task.
  - e. “E” tasks will be *eliminated* to free up some of your time.
5. Assign each of the tasks on your list a letter category.
6. You have three minutes.

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

- What tasks fit into the “A” category?
- What tasks did you delegate into the “D” category?
- What tasks did you eliminate by putting them in the “E” category?
- Why is it important to prioritize your tasks?
- How do you set priorities at home? In school? In SkillsUSA? In the workplace?

*(continued on next page)*

## Instructor Guide

### SkillsUSA Champions, Summer 2016

#### “Their Drive to a Bright Future Starts With CTE and SkillsUSA” (cont.)

##### Extended Learning Opportunity

*Workplace Skills: Leadership; crafts and articulates a vision*

Use an online mind-map program, <https://bubbl.us>, that lets students “dream” about the future. They should think about what they want to do and achieve both personally and professionally in the long-term future. They should also consider steps that must be completed to reach those “dream goals” and include those as part of the mind map. Students should work for five minutes silently mapping. Ask for volunteers to share with the class or have students share with a partner.

Each student will select a famous person who has demonstrated resilience. Be sure students are not choosing the same people. Have students present verbally about this person with a poster, essay, podcast or other methods. For ideas, see: [www.businessinsider.com/successful-people-who-failed-at-first-2015-7](http://www.businessinsider.com/successful-people-who-failed-at-first-2015-7). ●

#### “Hello, Newmans! School Enrolls Many Members of Same Family”

##### Content Discussion Questions

1. How have the Newmans improved their well-being?
2. What motivates Debra and John?
3. What motivates you in school? In SkillsUSA? In the workplace?

##### In-Class Activity, 9 minutes

*Personal Skills: Self-motivated; demonstrates a willingness to learn*

*Materials Needed: Sticky notes (three per student), writing surface or large piece of butcher paper/flip chart*

Prior to the session, draw a vertical line down the writing surface or butcher paper. Label one side “intrinsic” and the other side “extrinsic.” Give each student three sticky notes. Give these instructions:

1. Think about what motivates you.
2. Write down three things that personally motivate you, one per sticky note.
3. You have 90 seconds.

After 90 seconds, give these instructions:

1. Intrinsic motivation is driven by internal rewards such as “because we think it is fun” or “because I believe it is the right thing to do.”
2. Extrinsic motivation is driven by external rewards such as money, fame, grades and praise.
3. Read your three motivators and consider which category they fit into: intrinsic or extrinsic.
4. Take one minute to place them in the correct category.

Monitor student work. After one minute, have students return to their seats. Have one or two volunteers read the list of motivators. Then facilitate a discussion by asking questions including:

- What motivates you the most, intrinsic or extrinsic factors?
- What motivates most people?

Point out the Newmans were motivated intrinsically. They enjoy what they do and the people they work with. They have a genuine love of learning.

- How can you use knowledge of intrinsic and extrinsic motivation when working with others in school? In SkillsUSA? In the workplace?
- How do demonstrate self-motivation and a willingness to learn in school? In SkillsUSA? In the workplace?

##### Extended Learning Opportunity

*Workplace Skills: Communication; demonstrates skills in writing and reading*

Post this quote by Michelangelo on the writing surface: “The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

Have students re-write the quote in their own words, then provide a concrete example of the quote. Students may respond in journals, in small groups or with the entire class. ●

## Instructor Guide

### SkillsUSA Champions, Summer 2016

#### “A Sweet Tooth for Success”

##### Content Discussion Questions

1. Describe the process of “sugaring.”
2. What skills did Austin Jenks use in the Welding Sculpture competition?
3. How did Jenks change through SkillsUSA?
4. How have you changed through participation in career and technical education and SkillsUSA?

##### In-Class Activity, 7 minutes

*Personal Skills: Creativity; fosters creativity and new ideas*

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

Each student needs paper and writing utensil. Give these instructions:

1. You will write sentences from a set of given letters. For example, if the given letters are of the word “CREATIVE,” you might write, “Clever red elephants are taking initiative every day.”
2. We will use the word “IDEAS.”
3. You have three minutes to write as many sentences as possible, using those letters in order.

After three minutes, have students pair to share their creations. *Modify by putting students into groups of five. Each student will write the first word of a sentence on his or her paper, then hand the paper to the next student, who will add the second word. Students will continue to pass the paper until the group has created five sentences. This will be challenging for all students.*

Facilitate a discussion by asking questions including:

- What was challenging about this activity?
- Why is it important to think “outside of the box”?
- How do you foster creativity and new ideas at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Personal Skills: Self-Motivated; exhibits passion for life and career*

Facilitate “Illustrate Your Passion” from *SkillsUSA Ignite* (Page 55). ●

#### “He Lost Big on the Outside ...”

##### Content Discussion Questions

1. Why did Danny Coleman go above and beyond to lose the initial weight on his own?
2. How does Coleman view leadership?
3. How is he using his personal experience to help others?

##### In-Class Activity, 7 minutes

*Personal Skills: Responsibility; demonstrates personal and financial well-being*

*Materials Needed: None*

Stress occurs daily for most individuals. Continued stress is hard on the body and heart. Part of personal well-being is managing stress. Guide students in a three-minute relaxation technique.

Turn off or dim lights in the room, then give these instructions:

1. Sit in a chair.
2. Either close your eyes or gaze down at the floor.
3. Relax your shoulders and jaw.
4. Gently place your hands on your belly.
5. Breathe in very slowly so your hands lift slightly.
6. Then breathe out just as slowly.
7. Continue breathing slow and deep for three minutes.
8. Allow your thoughts to come and go. Do not try to control them.

Monitor students. After three minutes, give these instructions:

1. Come slowly out of your deep breathing by opening your eyes or lifting your gaze.
2. Stand up and stretch your arms over your head.
3. Shake your arms and legs.
4. Now you are ready to go back to school, your job, work or whatever task you are completing.

Facilitate a discussion by asking questions including:

- How do you feel?
- When could you use this three-minute relaxation technique?
- How do you demonstrate personal well-being at home? In school? In SkillsUSA? In the workplace?

*(continued on next page)*



## Instructor Guide

### SkillsUSA Champions, Summer 2016

#### “He Lost Big on the Outside ...” (cont.)

##### Extended Learning Activity

*Workplace Skills: Leadership; focuses on others above self*

Danny Coleman said, “Being a state officer is not about a title or position but about serving others.” Have students look for acts of servant leadership everywhere including at home, in school and at the grocery store. Students should watch for small acts including the student who makes sure a person is included in a playground game or a sibling who shares the last cookie. Write down these acts of servant leadership and share with the class. ●

#### “Like the Brightest Star in the Galaxy ...”

##### Content Discussion Questions

1. How did SkillsUSA help Tom Hahn to grow personally?
2. What led to Hahn’s participation in the Automotive Service Technology competition?
3. Who pushes you to succeed in school? In SkillsUSA? In the workplace?

##### In-Class Activity, 13 minutes

*Workplace Skills: Leadership; coaches others to high performance*

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

Prior to the session, post these questions on the writing surface:

- Name the five richest people in the world.
- Name the last five World Series champions.
- Name the last five NCAA basketball champions.
- Name five United States senators.

Give these instructions:

1. Individually, answer these questions on a piece of paper.
2. You have three minutes to work.

After three minutes, give further instructions:

1. How did you do? Not many people would do very well.
2. Let’s take another quiz.
3. You have five minutes.

Post these questions on the writing surface:

- List three teachers who have helped you in school.
- Name three friends who have helped you during a tough time.
- Name five people who have taught you something valuable.

- Name one person who has made you feel special.
- Name one person who you like to spend time with.
- Name three people who have inspired you.

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

- Which quiz was easier, and why?
- What is the key point to be learned from these two quizzes? (People who make a difference in your life are not the ones with the most money, most awards or the most famous. People who make difference in your life are the ones that care.)
- When do we coach others in school? In SkillsUSA? In the workplace?
- How do we coach others to high performance in school? In SkillsUSA? In the workplace?
- How can we personally be more coachable?

##### Extended Learning Activity

*Workplace Skills: Leadership; builds positive relationships*

Match each student with a career mentor in the career field of his or her choice. The career mentors may be local professionals, or long-distance professionals can be used with technology such as FaceTime or Skype. Arrange weekly or monthly mentoring sessions. Prepare mentors and students with a list of suggested topics for each session. ●

# Instructor Guide

## SkillsUSA Champions, Summer 2016

### “In Her Own Words ...”

#### Content Discussion Questions

1. How did career and technical education and SkillsUSA help Cynthia Thielen grow personally?
2. How does Thielen give back to SkillsUSA?
3. Who are volunteers for our chapter?
4. How can you give back as an alumni member of the school? Our SkillsUSA chapter?

#### In-Class Activity, 20 minutes

*Personal Skills: Adaptability/flexibility; demonstrates resilience*

*Materials Needed: One medium to heavyweight rope at least 5 meters long and a flat space to play*

Prior to the session, find a flat space to play. Lay the rope out on the ground. You will hold one end. Ask for a volunteer to hold the other end. Have the entire class stand on one side of the rope, far enough away so that when you spin the rope, no one will be hit. Lay a blanket or tarp on the floor. Give these instructions:

1. You have a class challenge. The entire class must get from one side of the rope to the other.
2. Once the rope starts spinning, the only way to get from this side of the rope to the other is to go through it.
3. No one can make contact with the rope. If anyone touches the rope, the team must start over again.
4. Once the first person makes it successfully through the rope, at least one person must come through the rope for every rotation.
5. If the rope spins a full rotation without anyone running through, your team must start over.
6. You have 15 minutes.
7. We will start spinning the rope any time you ask. We will stop when a rule is broken.

Spin the rope in a slow and very large arc. Be ready to release the rope as soon as it hits a participant.

After students have accomplished this task, or after 15 minutes, facilitate a discussion by asking questions including:

- What did you try that worked?
- What did you try that did not work?
- Did anyone get frustrated when mistakes were made?
- What allowed you to keep trying and not quit?
- How do you demonstrate resilience at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Cynthia Thielen gives back as an alumni volunteer. Have the class organize a meeting or reception with chapter alumni. Students should share about current chapter activities. Be sure to include suggestions for how alumni can get involved with the chapter through volunteer and fundraising opportunities. ●

### “Spotlight”

#### Content Discussion Questions

1. Students at Admiral Arthur W. Radford High School won a Print-ROCKS award. What special recognition has our chapter received?
2. Students at Frederick Career and Technology Center created a tool to help move water collection barrels in South Africa. What community service projects does our chapter conduct?
3. Niagara Career and Technical Education Center students engaged their school to collect food for the local food pantry. How can our chapter engage the student body in one of our service projects?

#### In-Class Activity, 30 minutes

*Workplace Skills: Adaptability/flexibility; fosters creativity and new ideas*

*Materials Needed: 1 teaspoon paper confetti (per pair of students), one straw (per pair), two 8½x11-inch pieces of cardboard (per pair), one roll duct tape (per pair), one wooden spool (per pair), four paint stirrers (per pair), four rubber bands (per pair), two 8-ounce paper cups (per pair), two 4-ounce paper cups (per pair), string (per pair), one 10x14-foot tarp with an “x” marked in the center, brooms and dustpans*

Before beginning the activity, discuss scenarios when confetti is used, such as parades, sports games, award shows and more. Facilitate a discussion by asking these questions to get students prepared:

- What makes a cloud of confetti impressive?
- What devices are used to launch objects into the air?
- Look at the supplies. What could you use to launch confetti in the air?

*(continued on next page)*

## Instructor Guide

### SkillsUSA Champions, Summer 2016

#### “Spotlight” In-Class Activity (cont.)

Pair students and provide them the supplies. Give these instructions:

1. With your partner, design and build a confetti launcher.
2. We will test your inventions in 15 minutes.

Monitor pairs as they work. After 15 minutes, bring students back together. Have each pair test their invention one at a time by standing on the “x” in the middle of the tarp. Following testing, provide instructions for cleanup. Facilitate a discussion by asking questions including:

- What designs launched the biggest clouds of confetti?
- What skills did you use in this activity?
- How do you foster creativity and new ideas in school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace Skills: Teamwork; works cooperatively with others*

Use the Chapter Excellence Program mini lessons ([www.skillsusa.org/wp-content/uploads/2015/02/CEP-Mini-Lessons-2015.pdf](http://www.skillsusa.org/wp-content/uploads/2015/02/CEP-Mini-Lessons-2015.pdf)) to guide students through completion of the award application. ●