

## SkillsUSA Champions Magazine — Spring 2017

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

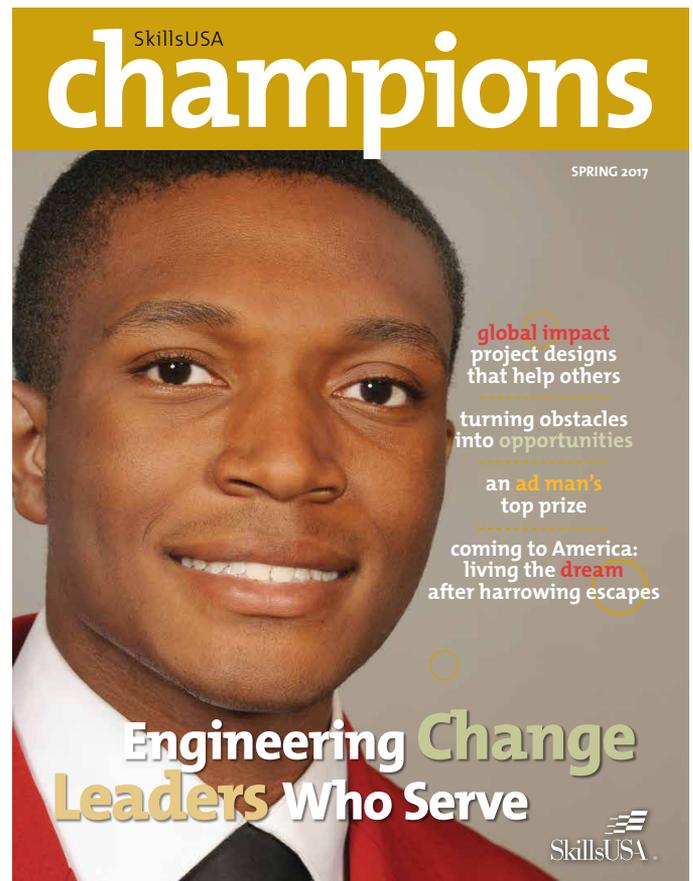
- knowledge-based questions for guided reading
- activities to dig deep into the content of each article

Using this guide will further develop the 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 2017

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

1. According to Tim Lawrence, what determines our success?
2. How do the best leaders get respect?
3. How many SkillsUSA advisors were recognized during the annual Association for Career and Technical Education (ACTE) CareerTech VISION Conference?
4. Which former SkillsUSA officer spoke during the CareerTech VISION Conference?
5. What was Tim Lawrence's topic during his guest spot on the radio program "Relevant or Irrelevant?"
6. The mikeroweWORKS Foundation is offering scholarships for which SkillsUSA conference?
7. How much is the winning scholarship for the National Youth Safety Video Contest?
8. How many times has Brian Copes taken students to Honduras?
9. Describe one hands-on project Copes uses in his classroom.
10. What activities did Nelson Barrios' chapter facilitate to help younger students avoid drugs?
11. During the food-bank fundraiser and walk, what did Barrios' chapter encourage each student to contribute?
12. Why did Arlette Dervil move to the United States?
13. What SkillsUSA leadership position does Dervil hold?
14. According to Maria Olney, how many children are in orphanages in Russia?
15. In which SkillsUSA contest did Olney compete?
16. As a SkillsUSA member, what did Beatriz Dedicatoria initially struggle with?
17. Which SkillsUSA event inspired Dedicatoria's future career selection?
18. How did Donald Hermanek Sr. motivate Sandra Timberlake?
19. Why did Timberlake enroll at TCAT?
20. Which career highlight touches Rick Parker the most?
21. What does Parker say he learned at his first SkillsUSA competition?
22. How many items were collected and donated to support victims of the Tennessee wildfires?
23. Students in which pathways construct homes at Milton Hershey High School? ●

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

1. According to Tim Lawrence, what determines our success? **Answer: The many choices we make**
2. How do the best leaders get respect? **Answer: It is earned one decision at a time**
3. How many SkillsUSA advisors were recognized during the annual Association for Career and Technical Education (ACTE) CareerTech VISION Conference? **Answer: Three**
4. Which former SkillsUSA officer spoke during the CareerTech VISION Conference? **Answer: Ahmad Shawwal**
5. What was Tim Lawrence's topic during his guest spot on the radio program "Relevant or Irrelevant?" **Answer: SkillsUSA and its role as a verified talent pipeline and skills-gap solution**
6. The mikeroweWORKS Foundation is offering scholarships for which SkillsUSA conference? **Answer: National Leadership and Skills Conference**
7. How much is the winning scholarship for the National Youth Safety Video Contest? **Answer: \$2,500**
8. How many times has Brian Copes taken students to Honduras? **Answer: Three**
9. Describe one hands-on project Copes uses in his classroom. **Answer: Designing inexpensive vehicles, or electric cars, or refining, fabricating and testing aquatic wheelchairs, or building cryogenic freezers**
10. What activities did Nelson Barrios' chapter facilitate to help younger students avoid drugs? **Answer: Guest speakers; question-and-answer table with lawyers, judges, and medical and social services professionals; and a pledge to stay substance-abuse-free**
11. During the food-bank fundraiser and walk, what did Barrios' chapter encourage each student to contribute? **Answer: Each student was encouraged to ask 25 people to each donate \$1**
12. Why did Arlette Dervil move to the United States? **Answer: The 2010 earthquake in Haiti destroyed her hometown**
13. What SkillsUSA leadership position does Dervil hold? **Answer: State president, SkillsUSA Massachusetts**
14. According to Maria Olney, how many children are in orphanages in Russia? **Answer: 2 million**
15. In which SkillsUSA contest did Maria compete? **Answer: Broadcast News Production**
16. As a SkillsUSA member, what did Beatriz Dedicatoria initially struggle with? **Answer: Public speaking**
17. Which SkillsUSA event inspired Dedicatoria's future career selection? **Answer: Washington Leadership Training Institute**
18. How did Donald Hermanek Sr. motivate Sandra Timberlake? **Answer: With words of encouragement**
19. Why did Timberlake enroll at TCAT? **Answer: She needed more skills to advance her career**
20. Which career highlight touches Rick Parker the most? **Answer: Note of appreciation from a graduating senior**
21. What does Parker say he learned at his first SkillsUSA competition? **Answer: "The quality of the one who wields the tool is more important than the tool itself"**
22. How many items were collected and donated to support victims of the Tennessee wildfires? **Answer: 28,541**
23. Students in which pathways construct homes at Milton Hershey High School? **Answer: Construction and carpentry ●**

## Instructor Guide

### SkillsUSA Champions, Spring 2017

#### “Keeping It All Under Control”

##### Content Discussion Questions

1. Tim Lawrence suggests thinking of your technical program as your first job. If this really were your job, what would you do to ensure you kept your job and possibly even received a promotion?
2. When have you made a good decision as a leader in school? In SkillsUSA? In the workplace?
3. What can we control in life? What can we not control?

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

*Workplace skills: Decision Making, analyzes key facts, data and situations*

*Materials needed: Opaque gift bags (four) and candy or treats (four different kinds)*

Prior to the session, put one treat in each bag. Ask for three volunteers from the class. Allow each volunteer to choose a bag based on appearance. Place the bag in front of them, but he or she cannot touch the bag. Give these instructions:

1. You have each chosen a bag.
2. When it is your turn, you may choose to:
  - A. Keep your bag
  - B. Trade your bag with someone else, or
  - C. Trade for the extra bag.

Have the first student make his or her decision, but never touch the bags. Repeat for the second and third students. Give these instructions:

1. You may not look into the bags.
2. You may reach into your bags and feel what is inside, but remember, no peeking.
3. When it is your turn, you again may choose to:
  - A. Keep your bag
  - B. Trade your bag with someone else, or
  - C. Trade for the extra bag.

Have the first student make his or her decision, but never look in the bags. Repeat for the second and third students. Finally, have students look in the bag to see what they have won. Facilitate a discussion by asking participants questions including:

- Why were certain bags chosen?
- What changed your desire for certain bags?
- Were you confident in your decisions, or were there moments of doubt?

Ask all students this question: How do you analyze key facts, data and situations to make decisions at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Workplace skills: Leadership, crafts and articulates a vision*

Ask students to imagine his or her first day of work. Have students draw three images that illustrate and symbolize what it means to be “job-ready on Day One.” Have students pair and share their drawings. ●

#### “SkillsUSA Receives Big Honors at ACTE Event”

##### Content Discussion Questions

1. Who attends the annual Association for Career and Technical Education (ACTE) CareerTech VISION Conference?
2. Why is it important for teachers to recognize each other’s achievements?
3. When have you earned special recognition in school? In SkillsUSA? In the workplace? How did this make you feel?

##### In-Class Activity, 18 minutes

*Personal skills: Self-Motivation, exhibits passion for life and career*

*Materials needed: Computer and projector or other way for students to view the online video, paper and writing utensil or computer (one per student)*

Have students watch the video of Ahmad Shawwal’s speech that is linked in the online magazine, [http://read.nxtbook.com/mercury/skillsusa/champions\\_spring\\_2017/index.html#skillsusa\\_receives\\_big\\_honors](http://read.nxtbook.com/mercury/skillsusa/champions_spring_2017/index.html#skillsusa_receives_big_honors). Facilitate a group discussion by asking questions including:

- What did Ahmad Shawwal mean when he talked about the “I Can” button?
- What impact has Career and Technical Education had on his life thus far?
- When have you stepped out of your comfort zone to learn something new in school? In SkillsUSA? In the workplace?
- How does our program currently collaborate with others in the school? In the community?
- What opportunity for collaboration exists with others in the school? In the community?
- How do you exhibit passion for life and career in school? In SkillsUSA? In the workplace?
- If you had the opportunity to give a motivational speech to a group of teachers, what would you say?

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### SkillsUSA Champions, Spring 2017

#### “SkillsUSA Receives Big Honors at ACTE Event” (cont.)

##### Extended Learning Activity

*Workplace skills: Teamwork, honors the contributions of others*

Host a special breakfast or lunch for the school’s teachers and staff. If space allows, invite school board members, district administration and staff, and community leaders to join you at the teacher appreciation event. Students should plan the event, prepare a short program and serve the the meal. ●

#### “Proving Your Worth is Worth It”

##### Content Discussion Questions

1. Describe the risks Tim Lawrence took while representing SkillsUSA on a national radio show that is judging about the relevance of a person’s work.
2. What is one personal example that supports the relevance of SkillsUSA in today’s world?
3. When have you advocated for SkillsUSA in school? In the community? In the workplace?

##### In-Class Activity, 12 minutes

*Workplace skills: Communication, communicates professionally with teammates, supervisors and customers*

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

Students will practice articulating the value of and advocating for SkillsUSA. Students will work individually to begin. Give these instructions:

1. Imagine you were given 30 seconds to share about how SkillsUSA is relevant in today’s world.
2. On your paper, write down what you would say if you were only given 30 seconds to speak.
3. You have three minutes to work.

Monitor students’ work. After three minutes, pair students. Give these instructions:

1. Read your statement aloud to your partner.
2. Discuss what could be changed, added or removed to make your 30-second response stronger.
3. You have three minutes to share and discuss.

Monitor the pairs. After three minutes, have three or four students share aloud with the class. Facilitate a discussion by asking questions including:

- What makes a verbal statement or argument strong?
- What should you avoid doing when advocating for SkillsUSA?
- When might you be able to share your prepared statements with others at school? In the community? In the workplace?
- How do you communicate professionally with teammates, supervisors and customers in school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Workplace skills: Multicultural Sensitivity and Awareness, demonstrates ability to be personable and professional*

Listen to the “SkillsUSA: Relevant or Irrelevant” podcast at: <http://apple.co/2koRjbb>. Have the class discuss what it heard, specifically about how Tim Lawrence was personable and professional during the radio broadcast.

SkillsUSA’s advocacy website ([www.skillsusa.org/about/legislative-advocacy/](http://www.skillsusa.org/about/legislative-advocacy/)) is a service that helps members and partners contact government policymakers and news media. ●

#### “Rowe Your Boat to Louisville This Summer”

##### Content Discussion Questions

1. How are recipients of SkillsUSA’s National Leadership and Skills Conference scholarships selected?
2. What takes place at the National Leadership and Skills Conference?
3. How do you give back to others at home? In school? In SkillsUSA? In the workplace? In the community?

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

*Workplace skills: Teamwork, works cooperatively with others*

*Materials needed: Large butcher paper or flip chart (three pieces), markers (at least three)*

Prior to the session, post the three large pieces of butcher paper around the room. Write one of these headings on each paper:

- Aspects of a good job
- The look of opportunity
- Role of personal responsibility

During class, have students watch the Mike Rowe video clip from the online magazine: [http://read.nextbook.com/mercury/skillsusa/champions\\_spring\\_2017/index.html#rowe\\_your\\_boat\\_to\\_louisville](http://read.nextbook.com/mercury/skillsusa/champions_spring_2017/index.html#rowe_your_boat_to_louisville). Then divide students into three groups, one group per piece of butcher paper. Give these instructions:

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### SkillsUSA Champions, Spring 2017

#### “Rowe Your Boat to Louisville This Summer” (cont.)

1. Mike Rowe mentioned each of these headings in the video by saying his description of these would be very similar to SkillsUSA’s responses.
2. With your group, brainstorm words and descriptions for each heading.
3. Write these on the paper.
4. You have 90 seconds to brainstorm.

Monitor students’ work. After 90 seconds, have groups rotate to the next paper. Give these instructions:

1. Select one person to read the responses on the paper aloud to your group.
2. Then brainstorm additional descriptions for this heading and add them to the paper.
3. You have 90 seconds.

Monitor students’ work. After 90 seconds, have groups rotate one more time. Give these instructions:

1. Select another person to read the responses on the paper aloud to your group.
2. Then, brainstorm additional responses for this heading and add them to the paper.
3. You have two minutes.

Monitor students’ work. Have volunteers read aloud the responses on each paper. Facilitate a discussion by asking questions including:

- How did your opinion vary from the ideas of your teammates?
- How do these responses vary from what you might expect Mike Rowe to say?
- How do these responses vary from what you might expect someone to say without a background in career and technical education?
- Why do Mike Rowe and his foundation support SkillsUSA?
- How do you increase awareness of SkillsUSA within school? In the workplace?

#### Extended Learning Opportunity

*Technical skills grounded in academics: Professional Development, accesses and applies appropriate resources*

Have students visit the webpage for Mike Rowe’s foundation at: <http://profoundlydisconnected.com>. Explore the scholarships offered through the foundation. ●

#### “Get Rewarded for Playing It Safe”

##### Content Discussion Questions

1. Why are teens often injured in the workplace?
2. How could our school use the \$5,000 prize money?

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

*Technical skills grounded in academics: Safety and Health, understands and follows safety guidelines and expectations*

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

Take the class to the classroom laboratory, school kitchen, school maintenance shop or other location. Give these instructions:

1. Silently study this space.
2. On your paper, identify any and all safety hazards.
3. You have three minutes.

After three minutes, return to the classroom. Put students into small groups of three or four. Give these instructions:

1. As a group, read and discuss your safety hazard lists.
2. You have three minutes.

Monitor students’ work. After three minutes, have groups share with the class. Discuss the safety hazards. Facilitate a discussion by asking questions including:

- Who is responsible for safety in this area?
- How do you stay safe at home? In school? In the workplace?

#### Extended Learning Opportunity

*Technical skills grounded in academics: Computer and Technology Literacy, use multiple software applications*

Read the rules and guidelines for the National Youth Safety Video Contest at: [www.careersafeonline.com/index.php/national-youth-safety-video-contest](http://www.careersafeonline.com/index.php/national-youth-safety-video-contest). Have students create safety videos to enter in the contest. Discuss: What value does the report and our summary sheet have for our career and technical education program? Our SkillsUSA chapter? ●

# Instructor Guide

## SkillsUSA Champions, Spring 2017

### “They Make a World of Difference”

#### Content Discussion Questions

1. What projects have Brian Copes’ students helped with in Honduras?
2. What are the benefits of traveling out of the country?
3. Why do high standards in the classroom lead students to achieve far beyond their own expectations?
4. Which project described in the article interested you most? Why?

#### In-Class Activity, 15 minutes

*Personal skills: Adaptability/Flexibility, fosters creativity and new ideas*

*Materials needed: Masking tape (one roll); cotton balls (one bag per group of four); index card (one per group of four); sheet of newspaper (one per group of four); recycled plastic lid from yogurt, sour cream or other tub (one per group of four); paper (two pieces per group of four); paper cups (two per group of four); binder clips (two per group of four); rubber bands (four per group of four); straws (four per group of four); and masking tape (eight inches per group of four)*

Prior to the session, use the masking tape to mark out a start line on the ground for all groups. Then measure out four meters or 13 feet and create a “landing zone” square that is 20 feet by 20 feet. Each group of four or five students will need its own landing zone.



Landing zone 20"x20"

————— Start line, 4 meters away from landing zone

Divide students into groups of four or five. Provide each group a set of challenge supplies. Give these instructions:

1. Your team will create way to “fly” the cotton balls from behind the start line into the landing zone. (Point out both the start line and landing zone.)
2. You may only use the materials provided.
3. You may not directly throw the cotton balls with your hands.
4. You must stay behind the start line at all times.
5. You will have three minutes to plan followed by five minutes of actual flying.
6. The team with the most cotton balls in the landing zone at the end of the challenge wins.

Give teams three minutes to plan. Then start a timer for five minutes for the actual challenge. After five minutes, count the cotton balls in each landing zone to determine a winner. Facilitate a discussion by asking questions including:

- Why was planning an important part of this activity?
- How did you discuss different ideas? Did everyone have a chance to share?
- How did you decide on the method of making the cotton balls fly?
- Did the plan work? How did your plan change?
- When do you foster creativity and new ideas at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Opportunity

*Workplace skills: Leadership, focuses on others above self*

Review the guidelines for the President’s Volunteer Service Award at: [www.skillsusa.org/membership-resources/awards/presidents-volunteer-service-award/](http://www.skillsusa.org/membership-resources/awards/presidents-volunteer-service-award/). Have students complete applications. ●

### “A Call to Serve”

#### Content Discussion Questions

1. How did Nelson Barrios’ chapter involve the entire student body in the service projects?
2. How does our chapter serve the students in our school? The community?
3. What do you like about performing community service?

#### In-Class Activity, 6 minutes

*Workplace skills: Teamwork, works cooperatively with others*

*Materials needed: 20 empty CD cases (per group of four), tape and table (one per group of four)*

Prior to the session, use tape to mark a spot on the table about 1/3 of the way from the end. Use “They All Fall Down” from *SkillsUSA Propel* (Page 29). Divide students into small groups of four. Give each group 20 empty CD cases and these instructions:

1. This is a competitive group game.
2. When the clock starts, your team must work together to stand all the cases on end in a horseshoe formation around the designated spot on the table.
3. When the final case is positioned, one player must knock over only the first case, creating a domino effect so that the last case falls off the end of the table.
4. You will have 60 seconds.

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### SkillsUSA Champions, Spring 2017

#### “A Call to Serve” (cont.)

After the first attempt, give teams one minute to plan and try again. Facilitate a discussion by asking questions including:

- How did you change your strategy on the second attempt?
- What roles did everyone play on your team?
- When do you work cooperatively with others 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 timeframe*

Use the Lynn Vocational Technical Institute chapter’s walk for the food bank as a model to create your own community-service project. The chapter encouraged all students to ask 25 people to each donate \$1. Encourage the entire student body to participate by setting an attainable goal for each student. ●

#### “Their American Dream Starts Now”

##### Content Discussion Questions

1. Why could Arlette Dervil not remain in Haiti?
2. Why was middle school challenging for her?
3. If given a chance to start fresh at school, what would you do differently than you do now?
4. How do you overcome obstacles at home? In school? In SkillsUSA? In the workplace?

##### In-Class Activity, 5 minutes

*Personal skills: Integrity, accepts personal responsibility for actions*

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

Post this quote on the writing surface:

“Tomorrow is the first blank page of a 365-page book.  
Write a good one.” — Brad Paisley

Read the quote aloud to the class. Then use “Brain Surge” from *SkillsUSA Accelerate* (Pages 21-22) by giving these instructions:

1. If you could have a brand new start tomorrow at a new school, what would you do differently?
2. You will write continuously for 90 seconds about these changes.

After 90 seconds, facilitate a discussion by asking questions including:

- What would you do differently? What would you do the same?

- How can you make these changes without changing schools?
- When have you accepted personal responsibility for actions at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Personal skills: Adaptability/Flexibility, demonstrates resilience*

Use “Resilient Cutouts” from *SkillsUSA Ignite* (Page 47). ●

#### “A World of Possibilities”

##### Content Discussion Questions

1. What has Maria Olney learned from being part of such a diverse family?
2. What have you personally gained from SkillsUSA?
3. What motivated you to be successful in school? In SkillsUSA? In the workplace?

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

*Workplace skills: Leadership, builds positive relationships*

*Materials needed: Coat hanger (one per student), string, glue and craft paper*

Use “Make a Hanging Mobile” from *SkillsUSA Accelerate* (Page 48). Give these instructions:

1. Maria Olney said, “You are who you surround yourself with.”
2. Identify your support group that is there to support you and also challenge you.
3. Put the name of each person on a different piece of paper and hang the pieces on the hanger like a mobile. You have 15 minutes to work.

Monitor students’ work. After 15 minutes, have students share in small groups. Allow at least one minute per student. Then facilitate a discussion by asking questions including:

- Who is part of your support mobile and why?
- How do you surround yourself with good people at school? In SkillsUSA? In the workplace?
- How do you build positive relationships at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace skills: Multicultural Sensitivity and Awareness, expands knowledge of diverse culture, race, religion and sexuality*

Invite an adoption expert to share with the class. Consider asking someone who was personally adopted, parents who have adopted a child, or an adoption agency worker. Allow time for students to ask questions and learn more about the process. ●

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### SkillsUSA Champions, Spring 2017

#### “She’s Gone Global: Learning Skills To Promote CTE Internationally”

##### Content Discussion Questions

1. How does Beatriz Dedicatoria plan to promote SkillsUSA and CTE internationally?
2. Why are “leaders who are pleasers” ineffective?
3. Do you enjoy public speaking? What have you done to improve your skills?

##### In-Class Activity, 14 minutes

*Personal skills: Work Ethic, demonstrates tenacity and handwork*

*Materials needed: The Little Red Hen storybook or online version*

Read aloud the story to the class. Consider inviting a guest reader into the room, such as a school librarian or elementary teacher.

Have the students form a semicircle to hear the story. After reading, facilitate a discussion by asking questions including:

- How would you describe the cat, the goose or the dog?
- What words would you use to describe the hen?
- How do you think the hen felt doing all of the work herself?
- Why did the hen say the other animals could not have any of the bread?
- How do you demonstrate tenacity and hard work at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Personal skills: Integrity, Demonstrates ethical behavior*

Use the *SkillsUSA RESOLUTE: Ethics at Work* cards. Divide students into pairs. Give each pair a card to read and discuss. Have students summarize their scenario and ethical decision with the class. ●

#### “Humility and Gratitude”

##### Content Discussion Questions

1. What skills did Sandra Timberlake learn at the Tennessee College of Applied Technology in Nashville?
2. What motivated Timberlake to succeed and advance in her career?
3. One of her favorite quotes is: “Be grateful for all of the obstacles in your life. They have strengthened you as you continue with your journey.” Do you agree or disagree? Why or why not?

##### In-Class Activity, 20 minutes

*Personal skills: Self-Motivated, demonstrates a positive attitude*

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

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

1. Divide your paper into three columns.
2. We will create an obstacle/opportunity list just like Sandra.
3. First, we will focus on the far left column.
4. List obstacles that you have faced in your past and then the opportunities that arose in response or as a result of each obstacle.
5. You have three minutes.

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

1. Next, in the center column, list all current obstacles you are facing, and list the potential opportunity for each.
2. You have two minutes to work.

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

1. Finally, in the last column, list obstacles you anticipate in your future. This time list only the obstacle.
2. You have 90 seconds.

After 90 seconds, facilitate a discussion by asking questions including:

- What are some past obstacles and opportunities you listed?
- How were you able to overcome those obstacles at home? In school? In SkillsUSA? In the workplace?
- How will you overcome current and future obstacles?
- How do you demonstrate a positive attitude at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Personal skills: Responsibility, demonstrates personal and financial well-being*

Create a 21-day fitness-challenge accountability group within the class. Challenge each student to complete 30 minutes of exercise each day. Have students log their activity each day. Celebrate with a drawing for students who complete at least 19 days of activity. ●

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### SkillsUSA Champions, Spring 2017

#### “The Biggest Awards Spring From the Smallest Sources”

##### Content Discussion Questions

1. How do your teachers inspire and motivate you?
2. What is one lesson you learned from your first SkillsUSA competition?
3. Why are handwritten thank-you notes so impactful?
4. When have you thanked someone at home? In school? In SkillsUSA? In the workplace?

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

*Workplace skills: Decision Making, practices resourcefulness*

*Materials needed: Yardstick and:*

- For Group 1 — balloons (10) and masking tape (8 inches)
- For Group 2 — toothpicks(20) and mini marshmallows (20)
- For Group 3 — sheet of newspaper (two pieces) and masking tape (8 inches)
- For Group 4 — uncooked spaghetti noodles (20) and jelly beans (10)

Divide students into groups of three. There may be multiple groups with the same supplies. Give these instructions:

1. Your team will build the tallest freestanding tower.
2. You may only use the materials provided in your bag.
3. You have six minutes.

Monitor students' work. After six minutes, measure the towers to see which is the tallest. Facilitate a discussion by asking questions including:

- What was fair or unfair about this challenge?
- Which materials were the best?
- How did your group decide what to do with your materials?
- When do you practice resourcefulness at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Technical skills grounded in academics: Professional Development, manages personal career*

Use the free Cengage Career Transitions Portal: [www.skillsusa.org/membership-resources/career-resources/](http://www.skillsusa.org/membership-resources/career-resources/). Have each student create or edit a résumé. Sample résumés are included in the portal. ●

#### “Spotlight”

##### Content Discussion Questions

1. Students at the Tennessee Colleges of Applied Technology (TCAT) campuses donated to victims of the state's wildfires. What natural disasters could affect our local community?
2. Students at A.C. Davis High School delivered breakfast packs for the homeless shelter. What community outreach projects does our chapter and school facilitate?
3. At Milton Hershey High School, students in several pathways collaborate to create homes. What other pathways do we interact with? What further collaboration could take place?

##### In-Class Activity, 20 minutes

*Personal skills: Adaptability/Flexibility, fosters creativity and new ideas*

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

Have students form a circle with their desks if possible. Each student needs a piece of paper. Give these instructions:

1. Think about our school and community. (Pause)
2. Think about what you like about our school and community. (Pause)
3. And, think about what you do not like about our school and community. (Pause)
4. At the top of your paper, write one problem in our school or community you would like to solve.
5. You have one minute.

After one minute, give these instructions:

1. You will pass your paper to the right.
2. When you receive a paper, read the problem at the top.
3. Think quickly and write the first solution that comes to mind.
4. There is no time for judging your idea, just write it down.
5. When you are finished, pass the paper again to the right.

Continue until at least 10 students have viewed each problem. Then give these instructions:

1. When you have your original paper back, read all of the responses.
2. Circle your favorite one or two to share with the class.

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### SkillsUSA Champions, Spring 2017

#### “Spotlight” (cont.)

Have students share with the class. Collect papers to give to the chapter officers or service committee chairman. Facilitate a discussion by questions including:

- What are the biggest problems facing our school and community?
- How can our chapter help solve these problems?
- How does creativity help to solve problems?
- When do you foster creativity and new ideas at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace skills: Leadership, mobilizes individuals and resources to accomplish a goal*

Contact the Red Cross to identify needs in your area. Then organize a project to meet those needs such as collecting items for victims of natural disasters, organizing a blood drive or hosting CPR training. ●