

SkillsUSA Champions Magazine — Summer 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, Summer 2017

Name: _____ Date: _____ Period: _____

1. According to Malcolm Gladwell, how many hours of involvement and practice does it take to be an expert at something?
2. Why should you discuss your goals with friends and mentors?
3. What is the biggest event on the career and technical education calendar?
4. How many events are in the SkillsUSA Championships?
5. Where did Mike Rowe advocate for SkillsUSA?
6. Why did Faustino Peña attend his first national event?
7. When did Peña retire from teaching?
8. In which national competition did Leslie Holmes win a gold medal?
9. According to Jack Frederick, what gives SkillsUSA members the edge against other qualified job applicants?
10. How does Frederick plan to give back to his community?
11. Which two diseases did Brianna Broderick's teams raise awareness for?
12. What inspired Broderick to join SkillsUSA?
13. What is the monetary award for each Model of Excellence chapter?
14. When building the mobile catering kitchen, which industry partner did the Norwalk chapter work with?
15. What is Laura Gouillon's academic major?
16. What three skills did Gouillon gain from SkillsUSA participation?
17. What is the definition of a "nontraditional" career?
18. Why did Clay County High School build tiny houses?
19. What is included in Catawba Valley Community College's Celebration of Nations multicultural festival?
20. What did students at East Career and Technology Academy donate to homeless youth? ●

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

1. According to Malcolm Gladwell, how many hours of involvement and practice does it take to be an expert at something?
Answer: 10,000
2. Why should you discuss your goals with friends and mentors? **Answer: Helps to clarify details and set plans into motion**
3. What is the biggest event on the career and technical education calendar? **Answer: SkillsUSA's National Leadership and Skills Conference (NLSC)**
4. How many events are in the SkillsUSA Championships? **Answer: 100**
5. Where did Mike Rowe advocate for SkillsUSA? **Answer: Congressional hearing to reauthorize the Carl D. Perkins Career and Technical Education Act of 2006**
6. Why did Faustino Peña attend his first national event? **Answer: Accompanying his student to the automotive competition**
7. When did Peña retire from teaching? **Answer: 1999**
8. In which national competition did Leslie Holmes win a gold medal? **Answer: Customer Service**
9. According to Jack Frederick, what gives SkillsUSA members the edge against other qualified job applicants? **Answer: Soft skills and networking experience**
10. How does Frederick plan to give back to his community? **Answer: School, hospital and nursing-home visits with a certified therapy dog**
11. Which two diseases did Brianna Broderick's teams raise awareness for? **Answer: Pulmonary fibrosis and Alzheimer's**
12. What inspired Broderick to join SkillsUSA? **Answer: Seeing successful, well-rounded students who were SkillsUSA members and wanting to be like them**
13. What is the monetary award for each Model of Excellence chapter? **Answer: \$2,000 grant**
14. When building the mobile catering kitchen, which industry partner did the Norwalk chapter work with? **Answer: Lowe's**
15. What is Laura Gouillon's academic major? **Answer: Computer science**
16. What three skills did Gouillon gain from SkillsUSA participation? **Answer: Teamwork, public speaking and confidence**
17. What is the definition of a "nontraditional" career? **Answer: Occupations for which individuals from one gender comprise less than 25 percent of those employed**
18. Why did Clay County High School build tiny houses? **Answer: To help victims of flooding in West Virginia**
19. What is included in Catawba Valley Community College's Celebration of Nations multicultural festival? **Answer: Exhibits, food, dance and entertainment**
20. What did students at East Career and Technology Academy donate to homeless youth? **Answer: Storage sheds for a shelter ●**

Instructor Guide

SkillsUSA Champions, Summer 2017

“With Practice, It’s All Good”

Content Discussion Questions

1. Explain what Malcolm Gladwell means when he says, “Achievement is talent plus preparation.”
2. What are you an expert at?
3. What factors are contributing to membership growth in SkillsUSA?
4. What is your chapter doing to promote SkillsUSA membership?
5. When do you seek advice from your support team at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 15 minutes

Technical Skills: Professional Development, Develop a career plan

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

Each student needs one piece of paper and a writing utensil. Give these instructions:

1. Think about your vision for the future.
2. You have three minutes to list your goals for your career, education and personal life.
3. What questions do you have?

After three minutes, put students into groups of three. Give these instructions:

1. With your group, share and discuss your goals to help clarify the details.
2. You have six minutes to discuss.
3. Any questions?

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

- What are your goals?
- How are you preparing to achieve your goals?
- Why is it important to declare your goals by writing them down or discussing them with others?
- When do you set goals at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Technical Skills: Job-Specific Skills, Open to coaching and feedback

Have students seek advice for an upcoming activity or project (specify for the students) from someone in his or her support team of peers, instructors, employers or family members. Share the advice with the entire class. ●

“Prepare to Be Seeing Red This Summer”

Content Discussion Questions

1. What activities and events occur during SkillsUSA’s National Leadership and Skills Conference (NLSC)?
2. How does SkillsUSA represent both emotions of hope and pride?
3. What do you think of when you hear the phrases “seeing red” and “SkillsUSA?”

In-Class Activity, 6 minutes

Personal Skills: Leadership, Build trust

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

Each student needs one piece of paper and a writing utensil. Give these instructions:

1. What are you proud of?
2. You have 90 seconds to draw a picture of something that makes you proud.
3. What questions do you have?

After 90 seconds, have students share with a partner about the picture they drew. Ask two or three students to share with the entire class. Facilitate a group discussion by asking questions including:

- What makes you proud?
- When are you proud at home? In school? In SkillsUSA? In the workplace?
- How does pride affect your performance?

Extended Learning Activity

Personal Skills: Self-Motivated, Seek to learn and develop new knowledge and skills

Use “Let’s Go to the Movies” from *SkillsUSA Accelerate* (Page 45). Show students the 2017 NLSC preview video at www.skillsusa.org/events-training/national-leadership-and-skills-conference/.

Discuss highlights of the conference. ●

Instructor Guide

SkillsUSA Champions, Summer 2017

“Mike Rowe Takes a Stand on Our Impact”

Content Discussion Questions

1. What is the Carl D. Perkins Career and Technical Education Act of 2006?
2. What is the “skills gap?”
3. How is SkillsUSA helping fill the “skills gap?”
4. Why does Mike Rowe advocate for career and technical education and SkillsUSA?
5. How do you advocate for career and technical education and SkillsUSA at home? In school? In the workplace?

In-Class Activity, 18 minutes

Workplace Skills: Communication, Write and speak effectively

Materials Needed: Computer with projector and internet

Show students the three-minute video of Mike Rowe testifying at the congressional hearing: <https://www.youtube.com/watch?v=75WleHIGUC0&t=2s>

Divide students into pairs. Then give these instructions:

1. You will each create testimony explaining the value of SkillsUSA and career and technical education (CTE).
2. Your testimony must be under two minutes in length.
3. Coordinate with your partner to make sure you each are addressing different points.
4. You have four minutes to prepare.
5. What questions are there? (Pause)
6. Begin!

After four minutes, have each pair find one other pair to work with. Then give these instructions:

1. Orally present your testimony.
2. You have eight minutes to share.
3. If you have extra time, discuss what else could be included to help build support for SkillsUSA and CTE.
4. Questions? (Pause)
5. Testify!

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

- What did you include in your testimony?
- What groups of people might testify or advocate on behalf of SkillsUSA and career and technical education?
- When do you practice speaking and writing at home? In school? In SkillsUSA? In the workplace?
- When might you be able to share your prepared testimony with others at school? In the community? In the workplace?

Extended Learning Activity

Workplace Skills: Planning, Organization and Management, Break down projects into tasks with timelines

Host a breakfast or luncheon for administration and counselors one or two times each year. Have students share about projects and activities of the chapter. ●

“NLSC: After Four Decades, a Trip to Nationals ...”

Content Discussion Questions

1. How did Faustino Peña’s first trip to the National Leadership and Skills Conference affect other students?
2. Why does Peña continue to attend NLSC each year?
3. What is the value of family traditions? School traditions? SkillsUSA traditions?

In-Class Activity, 10 minutes

Workplace Skills: Multicultural Sensitivity, Learn about other cultures

Materials needed: None

Have students form two concentric circles (circle inside of a circle) by facing a partner. Give this instruction: With your partner, use one minute to discuss how your family celebrates your favorite holiday.

After one minute, have the inside circle move one person to the right. Give this instruction: With your partner, use one minute to describe your favorite meal you eat at home.

After one minute, have the inside circle move one person to the right. Give this instruction: With your partner, use one minute to discuss how you celebrate your birthday each year.

After one minute, have the inside circle move one person to the right. Give this instruction: With your partner, use one minute to describe the last wedding you attended.

Have students return to their seats. Facilitate a discussion by asking questions including:

- What did you learn about how your classmates celebrate holidays? Birthdays? Weddings?
- What surprised you the most?
- How do you learn about other cultures in school? In SkillsUSA? In the workplace?
- Why is it important to learn about other cultures?

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Instructor Guide

SkillsUSA Champions, Summer 2017

“NLSC: After Four Decades, a Trip ...” (cont.)

Extended Learning Opportunity

Workplace Skills: Communication, Choose appropriate mode of communication

Have each student capture one story he or she can share about SkillsUSA that would help encourage others to join and participate. Allow students to choose their own mode: social media, blog, email, video, letters to the editor, and more. ●

“Both Sides Now: Looking at NLSC with New Eyes”

Content Discussion Questions

1. How did Leslie Holmes get involved with volunteering as a SkillsUSA alumna?
2. How did her trips to NLSC differ?

In-Class Activity, 30 minutes

Personal Skills: Adaptability/Flexibility, Understand that multiple solutions will accomplish the same goal

Materials needed: Paper (one piece per student), writing utensil (one per student) and “master drawing” with a circle, triangle and square drawn on it touching each other — be sure the group will not be able to see through the paper to see the shapes. Include a note that says “Do not use the words ‘circle,’ ‘triangle’ or ‘square.’”

Select one student to be the keeper of the master drawing. Quietly point out the note to the volunteer, letting him or her know not to use the actual names of the shapes. Give these instructions to the class:

1. Our volunteer has a design on the paper.
2. He or she is going to help each of you draw this design on your own papers.
3. Begin!

Monitor students. After a few minutes, have another volunteer come forward. Give this instruction: Let’s see if another volunteer can add anything to help you finish.

Monitor students’ work. After a few minutes, thank both volunteers. Give these instructions to the class:

1. Everyone, hold up your drawings.
2. How did you do?

Allow time for students to view each other’s work. Then reveal the drawing and simply say: Draw this!

The only instructions were to not use the words of the shapes. You never told the volunteer he or she couldn’t show the students the actual drawing. Facilitate a discussion by asking questions including:

- Why did our volunteers not show you the drawing to begin with?
- Based on previous experience, what assumptions do you make at home? In school? In SkillsUSA? In the workplace?
- When have you made an incorrect assumption?
- How can you demonstrate an open mind at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Technical Skills: Professional Development, Use professional and personal mentors

Brainstorm ways the chapter can involve and engage alumni members. Set a goal for the number of alumni or business and industry representatives to interact with throughout the year. ●

“Job-Ready Day One”

Content Discussion Questions

1. What does it mean to be job-ready on Day One?
2. What experiences helped prepare Jack Frederick to move quickly into a manager position?
3. What skills does Frederick use in his job?
4. How are you preparing to be job-ready on Day One in school? In SkillsUSA? In the workplace?

In-Class Activity, 8 minutes

All three components and all essential elements

Materials needed: Note cards (prior to the session, label three cards with “job-ready” and two cards with “not job-ready”)

Ask for six volunteers. Select one to be the “manager” during the activity. Give these instructions:

1. Each of our five volunteers will draw a card.
2. The card will either say “job-ready” or “not job-ready.”
3. When I say “Work,” they will role-play employees, based on their card.
4. Everyone will observe the employees as they work, interact with the manager and interact with each other.
5. They will act for 90 seconds, then we will discuss what was observed.
6. What questions do the volunteers have? (Pause)
7. What questions does the audience have? (Pause)
8. Work!

(Continued on next page)

Instructor Guide

SkillsUSA Champions, Summer 2017

After 90 seconds, stop the volunteers. Facilitate a discussion by asking questions including:

- Who portrayed “job-ready” employees?
- What did the “job-ready” employees do that let you know they were job-ready?
- Who represented “not job-ready” employees?
- What did the “not job-ready” employees do that let you know they were not job-ready?
- What can you do now in school to help you be job-ready on Day One? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Workplace Skills: Leadership, Focuses on others above self
Use “All Shook Up” from *SkillsUSA Ignite* (Page 28). Discuss methods to manage stress, tight deadlines and multitasking, all important “job-ready” skills. ●

“A Path to Healing”

Content Discussion Questions

1. Why did Brianna Broderick join SkillsUSA?
2. How did SkillsUSA help her to heal?
3. What SkillsUSA activities and leadership positions will you include on your résumé?

In-Class Activity, 14 minutes

Personal Skills: Adaptability/Flexibility, Be curious to explore and experiment

Materials needed: Recyclable items (including empty soda bottles, toilet-paper rolls, plastic containers, bread bags) broken items or trash (worn-out shoes, ripped shirts, old magazines, newspapers, etc.), masking tape, scissors, markers and other materials at the instructor’s discretion

Prior to the session, gather supplies to use. Provide a wide variety of recyclables and “trash.” You may divide the items into piles for each group or let groups choose their own items.

Divide students into groups of four. Give these instructions:

1. Every obstacle is a chance to find an opportunity.
2. Your group will use these common items, much of which is trash, to create something.
3. You have five minutes to brainstorm and construct.
4. What questions are there? (Pause)
5. Create!

Monitor students’ work. After five minutes, bring students back together. Have each group share their creation with the class.

Facilitate a discussion by asking questions including:

- How did your group use the every day items and trash to create something new?
- How do you use creativity at home? In school? In SkillsUSA? In the workplace?
- How do you overcome challenges and barriers at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Leadership, Express compassion

As a class, select a cause. Then create an awareness and fundraising campaign. Students may also be divided into large groups, allowing each group to select a different cause. ●

“Greater Good by Joining Forces”

Content Discussion Questions

1. What led to the collaboration between the two SkillsUSA chapters?
2. What groups does your chapter collaborate with?
3. What does the community know about your chapter? What do you want the community to know about your chapter?
4. Why should chapters enter SkillsUSA’s Chapter Excellence Program (CEP)?

In-Class Activity, 7 minutes

Workplace Skills: Teamwork, Work collaboratively with my peers, classmates and co-workers

Materials needed: Puzzles as described below (one per group of three students) and envelope (one per group of three students)

Prior to the session, create puzzles using the fronts of cereal boxes. Cut each front panel into 20 roughly even squares. Then put 18 pieces of the puzzle into an envelope together. Put the other two pieces into envelopes with pieces from different cereal puzzles. Each envelope should contain a total of 20 pieces. If cereal boxes cannot be obtained, you may print out images of cereal boxes on cardstock paper to create the puzzle. There may be several puzzles of the same kind.

Divide students into groups of three. Give each group an envelope containing pieces to one puzzle. Give these instructions:

(Continued on next page)

Instructor Guide

SkillsUSA Champions, Summer 2017

“Greater Good by Joining Forces” (cont.)

1. Each group has an envelope containing pieces to a cereal-box puzzle.
2. You have three minutes to put the puzzle together.
3. What questions are there? (Pause)
4. Open your envelopes!

Monitor students’ work. Groups will discover that they cannot complete their puzzle because they are missing two pieces. Groups will have to find a way to work together to solve the problem. After three minutes, help groups finish if they still need help. Facilitate a discussion by asking questions including:

- How did your group succeed in this challenge?
- When must you collaborate with others to be successful in school? In SkillsUSA? In the workplace?
- How do you help others succeed at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Planning, Organization and Management, Identify resources and standards for completing projects

Use “CEP mini lessons” at www.skillsusa.org/programs/chapter-excellence-program/ to help guide students and chapter leaders through the Chapter Excellence Program award application. Students will brainstorm activities, create goals, make plans and implement and evaluate activities. ●

“Gold Standard: Exploration’s Best Reward is the Love of Exploration”

Content Discussion Questions

1. Why does Laura Gouillon describe herself as an explorer?
2. How did she choose what college to attend?
3. How do you like to learn and explore at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 11 minutes

Workplace Skills: Communication, Write and speak effectively
Materials needed: Impromptu speaking topics on individual papers (at least five different topics) and envelope or bag (one per every five students)

Prior to the session, create slips of paper with impromptu speaking topics. Put at least six into an envelope or bag. Divide students into small groups of five. Give these instructions:

1. We will participate in an impromptu speaking exercise within your groups.

2. When it is your turn, you will draw a topic and have a few seconds to prepare. Then you will deliver a one-minute speech about the topic.
3. I will call time after one minute for all groups.
4. If you are not finished speaking, quickly wrap up.
5. Then the next person will draw a topic and repeat the exercise.
6. What questions do you have? (Give each group one envelope or bag with the impromptu speaking topics.)
7. Begin!

Start the timer once most students have started speaking. After one minute, call “time.” Instruct the next student to draw a topic and begin. Repeat. After all group members have participated, facilitate small group discussion by asking questions including:

- What were some of the best practices used during our impromptu speaking activity?
- How can we improve our public speaking?

Then facilitate a large group discussion by asking questions including:

- When do you use public speaking skills in school? In SkillsUSA? In the workplace?
- What are some important tips to remember when engaging in public speaking of any kind?

Suggested topics include:

- Describe the ideal pet.
- What are three things you do well?
- Describe the worst meal you ever ate.
- What is your secret for having fun?
- When and how did you earn your first dollar?
- What is the handiest gadget you own?
- Describe your favorite winter activity.
- If you could meet a famous person, who would it be and why?

Extended Learning Activity

Workplace Skills: Communication, Practice active listening skills
 Use “Name Association” from *SkillsUSA JumpStart!* (Page 48). Students will introduce themselves and include a fitting personal descriptor. ●

Instructor Guide

SkillsUSA Champions, Summer 2017

“Toolbox: Open Doors to Success Regardless Of Your Gender”

Content Discussion Questions

1. What are the reasons for the gender discrepancies in some career fields?
2. What are some current societal stereotypes you witness at home? In school? In SkillsUSA? In the workplace?
3. How can societal stereotypes be changed?

In-Class Activity, 14 minutes

Workplace Skills: Multicultural Sensitivity, Demonstrate tact in words and actions

Materials needed: Large piece of butcher paper or flip-chart paper (one per group of four students) and markers

Divide students into groups of four. Give each group a large piece of paper and markers. Give these instructions:

1. As a group, divide your paper into three columns.
2. We will label the middle column, but first I need to assign your group either “man” or “woman.” (Assign half of the groups “man” and the other half “woman.”)
3. Your middle column will be labeled “Act like a man” or “Act like a woman.”
4. We will complete this middle column first.
5. Your group has one minute to brainstorm descriptions for how a man or woman “should” act.
6. What questions are there?

Monitor students’ work. After one minute, give these instructions: In the left column, you will brainstorm descriptions for a person that does not act like a man or woman as described in the middle column.

This part of the activity can generate a lively and graphic use of words and descriptions. Remind students to be respectful. You may want to set ground rules around language use. Give these instructions:

1. You have one minute to brainstorm.
2. Any questions? (Pause)

Monitor students’ work. After one minute, give these instructions:

1. Now divide the right column in half.
2. In the first part, list “traditional” careers for the person you described in the middle column.
3. Then list “nontraditional” careers for the person you described in the middle column.
4. You have 90 seconds to work.

Monitor students’ work. After 90 seconds, give these instructions: Hang up your papers around the room so we may see your work.

After all papers are positioned around the room, give these instructions:

1. Individually, walk around and view the work of other groups.
2. You have three minutes.

After three minutes, have students return to their chairs. Facilitate a discussion by asking questions including:

- How and where do we learn our perceptions of male and female roles?
- Do these roles and descriptions limit or enhance us in life choices?
- When have you acted differently than your gender is “supposed” to act at home? In school? In SkillsUSA? In the workplace?
- When have you ever supported a person that challenged the gender stereotypes?
- How do you demonstrate tact in your words and actions at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Multicultural Sensitivity, Empower everyone equally

Complete the activity as described in the Toolbox article. ●

“Spotlight”

Content Discussion Questions

1. Students at Clay County High School donated to victims of the West Virginia floods. What natural disasters could affect our local community?
2. Students at East Career and Technology Academy built and donated storage sheds to benefit homeless youth. What community outreach projects does our chapter facilitate?
3. Members of the Catawba Valley Community College chapter organized a multicultural education event. What educational activities do we facilitate? How do we promote multicultural sensitivity?
4. Shanquairel Jenkins and Emily Jones used a grant to fund a large project for their campus. If money was no object, what activity or project should our chapter conduct?
5. What are grants, and why are they often used by SkillsUSA chapters?

(Continued on next page)

Instructor Guide

SkillsUSA Champions, Summer 2017

“Spotlight” (cont.)

In-Class Activity, 6 minutes

(Facilitate this review following a service activity)

Personal Skills: Self-Motivated, Positively contribute to every project

Materials needed: Item to make a long line on the ground or floor (rope, tape or chalk)

Prior to the lesson, create a long line on the ground or floor. Have students form a single-file line, standing on the “line,” shoulder to shoulder. Give these instructions:

1. This line represents how you feel about the statements I will make.
2. You will stand *behind* the line if you strongly disagree with what I say.
3. You will stand *in front of* the line if you strongly agree with my statement.
4. If you are neutral, you will stand *on* the line.
5. I will read several statements and for each one, you will place yourself behind, on or in front of the line based on how you feel.
6. There is no “right” or “wrong” response.
7. What questions do you have? (Pause)
8. Let’s do one practice statement: “Chocolate is my favorite ice-cream flavor.” (Pause)

If students are struggling to understand the instructions, make another practice statement. When the group is ready to move on, use the statements listed below. Ask a few students to explain their choice after each statement.

- I had fun participating in this service activity.
- I learned a lot by participating in this service activity.
- I would participate in this type of activity again.
- I have an idea for a different service activity our chapter could conduct.
- Humans can have a positive impact on our community (or environment).

Most of the discussion will occur during the activity. Wrap up by asking a few more discussion questions including:

- How did you positively contribute to the service project?
- What do you personally gain by participating in service activities?
- Why is service learning part of our curriculum?

Extended Learning Activity

Workplace Skills: Decision Making, Practice resourcefulness

Brainstorm a list of projects your chapter could plan, conduct and facilitate. Then research grants that might provide funding for the activity. ●