

SkillsUSA Champions Magazine — Fall 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, Fall 2017

Name: _____ Date: _____ Period: _____

1. To help achieve your plan, what does Tim Lawrence say you should do every day?
2. Where is the 2017 WorldSkills Competition?
3. How many champions makeup the SkillsUSA World Team?
4. Describe the activity conducted by the Model of Excellence in Workplace Skills.
5. What skills did students of Bergen County Academies demonstrate during their pie sale?
6. What percentage of students surveyed agreed that “SkillsUSA helps them become effective leaders”?
7. What percentage of students surveyed said that they were “more interested in school because of SkillsUSA”?
8. How many members registered for the SkillsUSA National Leadership and Skills Conference?
9. According to Josie Wolfe, what has jump-started her career?
10. How many SkillsUSA national officers are elected each year?
11. What does Julie Ivan tell her students concerning a tight school budget?
12. Which WorldSkills Competition event is Julie Ivan an expert for?
13. What service award did Hobbs High School win?
14. Within *SkillsUSA Career Essentials: Experiences*, what is used to advance students from having awareness of skills to actually demonstrating the skills learned?
15. When can *SkillsUSA Career Essentials: Experiences* be accessed?
16. What is the mission of Angibel Tome-Martinez’s business?
17. What SkillsUSA Championship did Angibel Tome-Martinez win?
18. According to Jaqueline Ramirez, why has SkillsUSA put her ahead of her peers?
19. What is Amanda Ohlau’s dream job?
20. What community service project did Paula Carvell, Johnathan Kooser and Kevin Williams work on together to win gold?
21. What activity helped to change the career paths of Carvell, Kooser and Williams?
22. What large misconception did Emily Kresho talk about during her high school graduation’s salutatory address?
23. What certification does Emily Kresho have?
24. How do cosmetology students from Newark, Del., serve patients and families at a local hospital?
25. What activity did students at W.F. Gaynor Technical High School host to raise money for the homeless? ●

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

1. To help achieve your plan, what does Tim Lawrence say you should do every day? **Answer: Create a short list of daily goals**
2. Where is the 2017 WorldSkills Competition? **Answer: Abu Dhabi, United Arab Emirates**
3. How many champions makeup the SkillsUSA World Team? **Answer: 11**
4. Describe the activity conducted by the Model of Excellence in Workplace Skills. **Answer: Educational events to teach others about online threats and keeping data safe**
5. What skills did students of Bergen County Academies demonstrate during their pie sale? **Answer: Culinary, customer service and technical skills**
6. What percentage of students surveyed agreed that “SkillsUSA helps them become effective leaders”? **Answer: 85 percent**
7. What percentage of students surveyed said that they were “more interested in school because of SkillsUSA”? **Answer: 77 percent**
8. How many members registered for the SkillsUSA National Leadership and Skills Conference? **Answer: 10,787**
9. According to Josie Wolfe, what has jump-started her career? **Answer: SkillsUSA Framework**
10. How many SkillsUSA national officers are elected each year? **Answer: 15**
11. What does Julie Ivan tell her students concerning a tight school budget? **Answer: “It’s not what you have, it’s from your heart.”**
12. Which WorldSkills Competition event is Julie Ivan an expert for? **Answer: Bakery**
13. What service award did Hobbs High School win? **Answer: President’s Volunteer Service Award**
14. Within *SkillsUSA Career Essentials: Experiences*, what is used to advance students from having awareness of skills to actually demonstrating the skills learned? **Answer: Project-based experiences**
15. When can *SkillsUSA Career Essentials: Experiences* be accessed? **Answer: 24/7**
16. What is the mission of Angibel Tome-Martinez’s business? **Answer: Help families navigate the legal immigration process**
17. What SkillsUSA Championship did Angibel Tome-Martinez win? **Answer: Criminal Justice**
18. According to Jaqueline Ramirez, why has SkillsUSA put her ahead of her peers? **Answer: The connections and people she is getting to know through participation**
19. What is Amanda Ohlau’s dream job? **Answer: Police officer**
20. What community service project did Paula Carvell, Johnathan Kooser and Kevin Williams work on together to win gold? **Answer: Recycled Rides**
21. What activity helped to change the career paths of Carvell, Kooser and Williams? **Answer: Backhoe rodeo**
22. What large misconception did Emily Kresho talk about during her high school graduation’s salutatory address? **Answer: One must attend college to succeed in the workforce**
23. What certification does Emily Kresho have? **Answer: American Design Drafting Association certified mechanical and architectural drafter**
24. How do cosmetology students from Newark, Del., serve patients and families at a local hospital? **Answer: Free salon services once a month**
25. What activity did students at W.F. Gaynor Technical High School host to raise money for the homeless? **Answer: Charity dodgeball tournament ●**

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SkillsUSA Champions, Fall 2017

“Stretching to Get Stronger”

Content Discussion Questions

1. What is one academic goal you have for this year?
2. What is one personal goal you have?
3. What is one of your family goals for the year?
4. What is one goal you have for your community?
5. How do you ensure you reach your goals at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 15 minutes

Personal Skills: Work Ethic, Reflect and evaluate my productivity

Materials needed: Soft ball

Have students stand in a large circle. Give these instructions:

1. Each of you will be asked to describe how you feel today using only one word.
2. I will call a name and toss the ball to that person.
3. He or she must say how they feel and then call the name of another student before passing the ball.
4. What questions do you have?

Time the activity to see how long it takes the class to pass the ball to each student in the circle. Announce the length of time to the class, and ask these questions:

- Could we pass the ball to everyone in the circle faster?
- How quick can we complete the task? (Allow the class to agree upon a time.)
- What will you do to be sure we reach our goal?

Allow the class to discuss strategy for 90 seconds. Then complete the activity again, and be sure to watch the time. Announce the length of time to the class and facilitate a discussion by asking questions including:

- Did you follow the strategies you discussed?
- Why were you able to pass the ball faster the second time?
- When do you reflect and evaluate your productivity at home? In school? In SkillsUSA? In the workplace?
- What happens if you do not achieve your goals at home? In school? In SkillsUSA? In the workplace?
- What happens when you do achieve your goals at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: Integrity, Hold myself and others accountable

Have students declare their academic, personal, family and community goals by writing them down. Be sure to give students time to revisit the goals throughout the semester. ●

“Taking the World Stage for SkillsUSA”

Content Discussion Questions

1. What is the WorldSkills Competition?
2. How are U.S. students selected for the WorldSkills Competition team?
3. Why does SkillsUSA not have a representative in all skilled events?

In-Class Activity, 8 minutes

Workplace Skills: Multicultural Sensitivity and Awareness, Treat everyone with respect

Materials needed: None

Put students into pairs. Give these instructions:

1. You will discuss the topic of “respect” with your partner for a total of three minutes.
2. Consider what it means for you to show “respect.”
3. Also discuss what it means for you to be “respected.”
4. What questions are there?

After three minutes, bring the class back together. Facilitate a discussion by asking questions including:

- What ideas did you discuss with your partner?
- Where do your ideas about “respect” come from?
- Does “respect” look different in different cultures? (Example: making eye contact)
- What if someone’s ideas are oppressive? Should you still respect him or her?
- How do you treat others with respect at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity:

Workplace Skills: Multicultural Sensitivity and Awareness, Learn about other cultures

Have students research and present information about United Arab Emirates and the culture of those who live there. ●

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“These Models Look Beautiful Inside and Out”

Content Discussion Questions

1. What “personal skills” activities does our chapter conduct?
2. What “workplace skills” activities does our chapter conduct?
3. What “technical skills” does our chapter conduct?
4. How are Models of Excellence selected?

In-Class Activity, 5 minutes

Workplace Skills: Teamwork, Honor the contributions of others

Materials Needed: Bulletin board, construction-paper hands (at least one for each student) and writing utensils (one per student)

Prior to the session, prepare a bulletin board or wall that can be used to showcase student recognition. Provide each student one hand made of construction paper. Give these instructions:

1. We will celebrate the success of your peers, recognize their help and reward their actions.
2. Think about someone that has done something outstanding this week.
3. On the paper hand, write the name of your peer you wish to recognize and a brief description of his or her action.
4. We will post these hands on our “High Five” wall.
5. What questions do you have?

Each student will complete one hand in class. After posting the hands, facilitate a discussion by asking questions including:

- What actions did you recognize today?
- How do you like to be recognized for your actions?
- How do you recognize the contributions of others at home? In school? In SkillsUSA? In the workplace?

Have extra copies of the hands for later use. Each week, have a “high-five Friday” and read all of the hands aloud for that week.

Extended Learning Activity

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

Use “No Member Left Behind” from the Chapter Excellence Program Mini Lesson Plans to help everyone be involved in the chapter activity planning process. Go to: <https://www.skillsusa.org/wp-content/uploads/2015/02/CEP-Mini-Lessons-2015.pdf> ●

“Membership Clearly Makes a Difference”

Content Discussion Questions

1. How does SkillsUSA help you become an effective leader?
2. How does SkillsUSA help you develop 21st-century skills?
3. How does SkillsUSA make school more interesting?
4. How does SkillsUSA help you understand the value of community service?

In-Class Activity, 10 minutes

Workplace Skills: Leadership, All Behaviors

Materials needed: Large writing surface or several sheets of butcher paper (enough space for each small group to write the alphabet) and markers (one per small group)

Use a modified “A to Z Review” from *SkillsUSA Accelerate* (Pages 14-15). Put students into small groups of four or five. Each group needs space on the writing surface or a piece of butcher paper. Give these instructions:

1. As a group, list the letters of the alphabet, A through Z.
2. You have 30 seconds.

When all groups have listed the alphabet, give these instructions:

1. Think about the skills, qualities and traits of an effective leader.
2. When you hear “Go,” the first member of your team will run to the board, grab the marker and write a word associated with leadership that begins with one of the letters of the alphabet alongside the letter.
3. Once you’ve done so, pass the marker to the second member of your team.
4. He or she will run to the board to write another word beginning with a different letter.
5. The first team to think of words for each letter of the alphabet wins.
6. Questions? (Pause.)
7. Go!

After one group finishes the challenge, have all groups stop. Allow students two minutes to view each list. Then facilitate a discussion by asking questions including:

- How do you define leadership?
- What is a leader?
- When have you demonstrated the behaviors of a leader at home? In school? In SkillsUSA? In the workplace?

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“Membership Clearly Makes a Difference” (cont.)

Extended Learning Opportunity

Workplace Skills: Decision Making, Analyze key facts, data and situations

Survey the class using the same questions featured in the 2017 SkillsUSA student survey found at: www.skillsusa.org/publications-news/press-room/. Have students compile the results and put together a report of the class results. Share this information with administrators, parents, prospective students and more. ●

“Latest NLSC Changes Lives and Record Books”

Content Discussion Questions

1. What records were broken at the 2017 National Leadership and Skills Conference?
2. Who attends the NLSC?
3. What is the Activate, Leverage and Engage training offered during NLSC?

In-Class Activity, 10 minutes

Workplace Skills: Leadership, Express compassion

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

Divide students into small groups of three. Give these instructions:

1. As a group, brainstorm the best thing you could buy with one dollar.
2. You have five minutes to work.

After five minutes, bring students back together. Have each group share their results. Facilitate a discussion by asking questions including:

- How many of your ideas involved using the money to benefit others?
- What is leadership?
- Who do leaders serve?
- When do you express compassion at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Technical Skills: Professional Development, Seek professional and personal growth opportunities

Use “Let’s Go to the Movies” from *SkillsUSA Accelerate* (Page 45). As students enter the classroom, show one of the NLSC highlight videos found at: <http://tinyurl.com/nlsc17media>. ●

“National Officers: Prepared and Focused on Serving Members”

Content Discussion Questions

1. What are some common trends among the national officers?
2. What impact do national officers have on individual members? On the organization?
3. What are the responsibilities of a SkillsUSA national officer?
4. What traits and qualities should a national officer possess?
5. How do you provide leadership at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 12 minutes

Workplace Skills: Teamwork, All Behaviors

Materials needed: Disposable plastic cups (six per small group of students); rubber band tools — made by tying 8 inches of string/yarn to one rubber band (one tool per small group); permanent markers (one per small group)

Prior to the session, assemble the rubber band tools. Students will work in groups of four to six. There will be one tool per group, and each person in the group needs one string attached to the rubber band.

Divide students into small groups of four to six. Give each group six plastic cups and one marker. Give these instructions:

1. As a group, discuss the qualities and traits of a successful team.
2. Select six traits and write one on each cup.
3. You have two minutes to discuss and write.
4. What questions are there?

After two minutes, bring the class back together and provide each group one rubber band tool. Give these instructions:

1. You will create a pyramid with the cups, but you may not touch the cups with your hands at any time.
2. You may only use the rubber band tool to move and stack the cups.
3. Each member of your group must hold one of the strings at all times.
4. You have four minutes.
5. Questions?

After four minutes or when groups are ready to move on, bring the class back together. Facilitate a discussion by asking questions including:

- What words did you choose to describe a successful team? Why?
- What was challenging about this activity?

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“National Officers (cont.)

- What did your team do well?
- When do you demonstrate the behaviors of teamwork at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Workplace Skills: Leadership, Foster hope

Have the class put together student highlights of the chapter officer team. This can be displayed on a bulletin board, website, newsletter or other media source. ●

“It Comes from the Heart”

Content Discussion Questions

1. How has Julie Ivan grown participation in her SkillsUSA chapter?
2. What can our chapter and program do to help offset budget cuts if and when those occur?
3. Why does Ivan invite an alumni member to visit with her current students?
4. Why are service projects important?
5. What service projects do you participate in?

In-Class Activity, 8 minutes

Workplace Skills: Leadership, Model stability

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

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

1. Individually, write down the name of the five richest people in the world. (Pause.)
2. Write down the past five Super Bowl champions. (Pause.)
3. Write down the five most important people in Hollywood. (Pause.)
4. List the five most powerful government leaders. (Pause.)
5. Write down the names of five teachers who have helped you in school. (Pause.)
6. Write down the names of five friends who help you. (Pause.)

Facilitate a discussion by asking questions including:

- Which list was the easiest to complete?
- Which of these groups has had the greatest influence on your life, and why?
- How do you demonstrate leadership and model stability at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Invite alumni members to participate in a mock job (or scholarship) interview for students in the class. ●

“Essentials’ for the Next Generation”

Content Discussion Questions

1. What is *SkillsUSA Career Essentials: Experiences*?
2. Why was the Professional Development Program replaced?
3. What are advantages of the new *SkillsUSA Career Essentials: Experiences*?

In-Class Activity, 5 minutes

Personal Skills: Adaptability/Flexibility, All Behaviors

Materials needed: None

Give this instruction: Cross your arms as if you are bored or waiting for something. When all students have crossed their arms, tell them: Now fold your arms the other way.

Most students will struggle to remember which hand/arm goes on top and feel uncomfortable with the change. Facilitate a group discussion by asking questions including:

- How did you feel when you were asked to cross your arms the other way?
- What are some things that makes us resistant to change?
- When do you embrace change at home? In school? In SkillsUSA? In the workplace?
- What can we do to make change easier for others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Technical Skills: Computer and Technology, Use work-based platforms and products efficiently

Using www.careeressentials.org, introduce students to the new online curriculum through the demo links. Students may preview a PDF of the layout of a learning path so everyone will be prepared when you use the curriculum during class. ●

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“In Their Own League” (first article)

Content Discussion Questions

1. What life event influenced Angibel Tome-Martinez’s career path?
2. How does her story affect your view of legal and illegal immigration?
3. How can she give back to her community through her professional career?
4. How do you give back to others at home? In school? In SkillsUSA? In the workplace?
5. When have you overcome an obstacle at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 10 minutes

Workplace Skills: Multicultural Sensitivity and Awareness, Value diversity

Materials needed: Several photos of people on a PowerPoint presentation or actual printed photos (examples might include: a Muslim woman in full head and body covering, a Hasidic Jew, a young black man not smiling and wearing a ball cap, a young Hispanic man in designer clothes who is smiling, an obese white woman, a thin Asian girl in designer clothes, a white middle-aged man in a suit, a person in a wheelchair, an American soldier), piece of paper (one per student) and writing utensil (one per student)

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

1. We will view several photographs of people.
2. For each image, write down your immediate impression of the person.

Show the class each of the photos, and allow about 30 seconds per photo for writing. Then facilitate a group discussion by asking questions including:

- Did you imagine details about the person in the photo? What were those details based off of?
- (Show the first image again.) Looking at the last words you wrote, could those words also apply to this photo as well? Why or why not?
- Do we really know anything about these people based off of our stereotypes?
- How are you personally different from stereotypes you face?
- How do you value diversity at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: Self-Motivated, Positively contribute to every project
Challenge students to give back by completing a random act of kindness. Put students into pairs. Have each pair use the internet to find examples and announce to the class what random act of kindness it plans to complete. Be sure to have students report back to share what happened with the class. ●

“In Hot Pursuit of Career Success ...”

Content Discussion Questions

1. What potential obstacle did Jaqueline Ramirez overcome?
2. What obstacle did Amanda Ohlau overcome?
3. How has SkillsUSA helped both be job-ready Day One?
4. What have you gained from participation in SkillsUSA?

In-Class Activity, 30 minutes

Personal Skills: Adaptability/Flexibility, Overcome barriers and roadblocks

Materials needed: Poly spots (one per student plus one extra)

Put the poly spots in a straight line. Divide students into two groups. Give these instructions:

1. Each person will stand on a poly spot in line with your team, leaving the middle poly spot between the teams open.
2. Everyone will face the middle poly spot.

Have students line up on the poly spots, then give these instructions:

1. The goal is to have your teams switch places.
2. You may not move backwards.
3. A person can only move forward to an empty space.
4. A person cannot jump over their own team mate.
5. Only one person may move at a time.
6. One poly spot per person, no sharing at any time.
7. If a rule is broken, you must begin again.
8. What questions do you have?

Monitor students’ work. When students successfully complete the challenge, celebrate and then facilitate a discussion by asking questions including:

- What challenges did your group face during this challenge?
- What challenges did you individually face during this challenge?
- How was your group successful?
- How do you overcome obstacles at home? In school? In SkillsUSA? In the workplace?

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“In Hot Pursuit of Career Success ...” (cont.)

Extended Learning Activity

Personal Skills: Self-Motivated, Purposefully connect what I do today to my future

Have each student make a list of 100 things he or she is grateful for. Share these with the class and discuss the things that we often take for granted. ●

“A Sharp Turn To a New Career”

Content Discussion Questions

1. How did trying something new change these students’ future?
2. Do you like to try new things?
3. What’s something new you have tried in the past month at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 6 minutes

Technical Skills: Professional Development, Assess current skill sets and determine areas for growth

Materials needed: Piece of paper (one per student) and writing utensil (one per person)

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

1. Consider your strengths and weaknesses.
2. List five strengths and five weaknesses that you have.
3. Then you will share your list with two other classmates to see if they have any skills you could add.
4. You have 15 minutes to create your finished list.
5. What questions do you have?

After 15 minutes, bring students back together and facilitate a group discussion by asking questions including:

- What are your strengths? How did these skills become strengths?
- What are your weaknesses? Are these skills that could be improved?
- How do you gain essential skills in school? In SkillsUSA? In the workplace?
- How can you use these strengths in your future career?
- Who can help you find the right career for you?

Extended Learning Activity

Personal Skills: Self-Motivated, Disciplined to achieve my purpose and goals

Celebrate when students gain new skills. Create a display board for the class. Have each student select and post one new skill he or she will learn during the year. When the student completes the activity, post a picture of him or her beside the original post demonstrating the new skill. ●

“Gold Standard: Drafting a Strong Message To Change Misconceptions”

Content Discussion Questions

1. What is the “skills gap”?
2. What skills did Emily Anne Kresho gain through SkillsUSA?
3. How do you demonstrate a good work ethic at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 25 minutes

Workplace Skills: Communication, Write and speak effectively

Materials needed: None

Students will practice public speaking. For groups with more than 10 students, divide into groups of 10 or fewer. Give these instructions:

1. You will each give a short one-minute speech about yourself from the perspective of your shoe.
2. When you share with the group, you must hold one of your shoes up for the group to see.
3. You will have 90 seconds to prepare.
4. Questions?

After 90 seconds, have students share with the small group. Then facilitate a discussion by asking questions including:

- What are the qualities and components of a good speech?
- How does a public speaker communicate with the audience?
- How do you effectively communicate at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Decision Making, Weigh every possible outcome

Have each student create a pro-and-con list for career and technical education. Put students into pairs to discuss their lists, then facilitate a group discussion. ●

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“Spotlight”

Content Discussion Questions

1. What community service projects does our chapter conduct?
2. What services are available in our community for the homeless?
3. How do you use your technical skills to help others at home? In school? In SkillsUSA? In the workplace?
4. What other groups does our chapter collaborate with in the school and community?
5. Which of our chapter activities would you be proud to share with members from another chapter?

In-Class Activity, 25 minutes

Workplace Skills: Teamwork, Respect and support my team members

Materials needed: Pieces of bread (two), peanut butter (at least two tablespoons), plastic knife (one), blindfold (one)

Select one volunteer. Blindfold the volunteer. Then put the materials needed to make a peanut butter sandwich somewhere in the room. Give these instructions:

1. Our volunteer has 90 seconds to make a peanut-butter-and-jelly sandwich without any help.
2. Go!

Monitor the student closely to ensure he or she remains safe. After 90 seconds, call “time.” The volunteer did not complete the task. Guide him or her back to the starting point. Give these instructions:

1. Our volunteer has a second chance to make a peanut-butter sandwich in 90 seconds.
2. This time the class may give instructions to guide him or her.
3. You may not physically touch the volunteer.
4. Go!

Monitor the student closely to ensure he or she remains safe. After 90 seconds, call “time.” The volunteer should have made it further into the task but probably did not complete it fully. Guide him or her back to the starting point. Give these instructions:

1. Our volunteer has one last chance to complete the task.
2. This time the class can do anything in your power to help.
3. Go!

The class may do anything to help, including making the sandwich for the volunteer, but do not actually say that. After 90 seconds, call “time.” Facilitate a discussion by asking questions including:

- What was challenging at the beginning of this activity?
- Could anyone placed in the volunteer’s position complete this task without any help?
- How do you feel when you help others?
- How do you respect and support people at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Planning, Organizing and Management, Know my role and responsibility

Have students brainstorm on how to use technical skills to help others in a service project. Organize and conduct a service activity that allows students to share their talents. ●