

## SkillsUSA Champions Magazine — Winter 2018

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, Winter 2018

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

1. What makes the difference between being “acceptable” and “exceptional”?
2. According to Tim Lawrence, what abilities are always in demand?
3. What is WLTI?
4. How many participated in WLTI?
5. Who recently partnered with SkillsUSA to create public service announcements promoting career and technical education?
6. What topic is the focus of the new public service announcements?
7. How many dollars did Lowe’s provide in a grant to SkillsUSA and its chapters?
8. What criteria were used to select the SkillsUSA Lowe’s grant winners?
9. According to a new study, what can increase the chance of a student graduating on time?
10. What is the criteria to receive a WorldSkills Competition medallion of excellence?
11. Where was the 2017 WorldSkills Competition held?
12. What honor did Chandler Vincent win at the WorldSkills Competition?
13. Why was Cassandra Puletapuai unsatisfied with her first degree and career selection?
14. How does Puletapuai plan to give back to her community?
15. What are the four new national competitions being demonstrated in 2018?
16. Why did Denton Douglas choose nursing over becoming a doctor?
17. What does Alix Rivard want to do as her future career?
18. What three programs of study will Rivard complete?
19. What is Tom Billigen’s job title?
20. What skills do the best Briggs & Stratton technicians possess?
21. What fundraiser did students from Herkimer, N.Y., conduct?
22. How did diesel technology students help their community and a soldier? ●

## Student Guided Reading Questions (Teacher Key) SkillsUSA Champions, Winter 2018

1. What makes the difference between being “acceptable” and “exceptional”? **Answer: Attention to detail**
2. According to Tim Lawrence, what abilities are always in demand? **Answer: Maintaining composure under pressure, absorbing information quickly and solving problems**
3. What is WLTI? **Answer: Washington Leadership Training Institute, an advanced leadership training conference for students and advisors**
4. How many participated in WLTI? **Answer: 494**
5. Who recently partnered with SkillsUSA to create public service announcements promoting career and technical education? **Answer: Kayleen McCabe**
6. What topic is the focus of the new public service announcements? **Answer: the skills gap threatening our economy at the local and national levels**
7. How many dollars did Lowe’s provide in a grant to SkillsUSA and its chapters? **Answer: \$1.5 million**
8. What criteria were used to select the SkillsUSA Lowe’s grant winners? **Answer: project description, overall strategy and the level of community engagement the project would inspire**
9. According to a new study, what can increase the chance of a student graduating on time? **Answer: Completing career and technical education courses during the junior and senior years**
10. What is the criteria to receive a WorldSkills Competition medallion of excellence? **Answer: Earning 700 or more points from the maximum total of 800**
11. Where was the 2017 WorldSkills Competition held? **Answer: Abu Dhabi, United Arab Emirates**
12. What honor did Chandler Vincent win at the WorldSkills Competition? **Answer: Best in Nation**
13. Why was Cassandra Puletapuai unsatisfied with her first degree and career selection? **Answer: The only way to a promotion was through advanced schooling**
14. How does Puletapuai plan to give back to her community? **Answer: Providing quality homes that are affordable**
15. What are the four new national competitions being demonstrated in 2018? **Answer: demonstration contests in Barbering and Computerized Estimation and technology demonstrations in Cybersecurity and Maintenance Light Repair (MLR)**
16. Why did Denton Douglas choose nursing over becoming a doctor? **Answer: Amount of time nurses spend engaged with patients**
17. What does Alix Rivard want to do as her future career? **Answer: Work on engines of race cars**
18. What three programs of study will Rivard complete? **Answer: Automotive technology, machining and welding**
19. What is Tom Billigen’s job title? **Answer: Training manager at Briggs & Stratton Corp.**
20. What skills do the best Briggs & Stratton technicians possess? **Answer: Math, reading and understanding technical manuals, and operating computers**
21. What fundraiser did students from Herkimer, N.Y., conduct? **Answer: “Spooktacular” bazaar**
22. How did diesel technology students help their community and a soldier? **Answer: Finished painting a house for a deployed soldier ●**

## Instructor Guide

### SkillsUSA Champions, Winter 2018

#### “Put Excellence into Practice”

##### Content Discussion Questions

1. What are the benefits of SkillsUSA competitions?
2. Why is “attention to detail” important?
3. Do you enjoy competition? Why or why not?
4. When does competition make you better at home? In School? In SkillsUSA? In the workplace?

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

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

*Materials needed: Plastic cups (30 per student with one cup being of a different color — or if supplies are limited, 30 cups per volunteer)*

Decide if each student will complete the activity or if a few volunteers will be asked to demonstrate. Give each player 30 cups and give these instructions:

1. You have one minute to complete the activity “Movin’ on Up.”
2. Begin with your cups in a stack, holding the bottom cup like you would to drink.
3. Be sure the odd-colored cup is at the top of the stack.
4. When I say “begin,” you will move the top cup to the bottom of the stack with one hand.
5. Then move the next top cup to the bottom of the stack using your other hand.
6. What questions do you have?

After one minute, bring students back together. Facilitate a discussion by asking questions including:

- What was challenging about the activity?
- Could you do better?

Then give these instructions:

1. That was a practice round; let’s try again.
2. Same challenge, same rules.

After one minute, bring students back together. Facilitate a discussion by asking questions including:

- Raise your hand if you did better the second time. Why?
- What is something you have become proficient by practicing?
- How do you practice for your future career at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Personal Skills: Work Ethic, Do what it takes to get the job done*

Have students work in pairs to complete a jigsaw puzzle or a crossword puzzle to exercise their brains. Discuss the importance of “attention to detail” and how exercising the brain can improve focus and the ability to pay attention to details. ●

#### “Delivering in D.C. ...”

##### Content Discussion Questions

1. How does SkillsUSA’s Washington Leadership Training Institute produce a ripple effect?
2. Why is visiting the congressional offices on Capitol Hill such a huge part of the conference?
3. What would you share with a congressional representative or senator if you had the opportunity to sit down and talk one on one?
4. What is Arlington National Cemetery?
5. What is the wreath laying ceremony?
6. Have you been to Washington, D.C.? If yes, what was your favorite part or site? If no, what would you most like to see?

##### In-Class Activity, 22 minutes

*Workplace skills: Leadership, Express compassion*

*Materials needed: Computer with internet access (one per student or per pair)*

Ask students this question, and discuss their responses: What makes Arlington National Cemetery special?

Have students work individually or in pairs. Give these instructions:

1. Many people do not know the full story behind our national cemetery. Take six minutes to explore the national website, [www.arlingtoncemetery.mil](http://www.arlingtoncemetery.mil)
2. Pick out three facts that you find interesting, and be prepared to share your information with the class.
3. What questions do you have?

After six minutes, ask several students to share and explain one fact. Then show a video of a wreath-laying ceremony. Use <https://tinyurl.com/wreathlaying> or search the web for another example.

Then facilitate a group discussion by asking questions including:

- What did you notice about the ceremony?
- Why do millions of people visit Arlington National Cemetery each year?

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## Instructor Guide

### SkillsUSA Champions, Winter 2018

#### “Delivering in D.C. ...” (cont.)

- How do men and women in the military serve our country? How do they serve you personally?
- How do we thank the men and women of our military branches?
- How do you express compassion for others at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Work with other career and technical student organizations (CTSOs) and programs to host a local rally for career and technical education. Invite local, state and national elected officials to attend. Provide an opportunity for individuals from a variety of backgrounds and careers to speak about the value of this form of education and CTSO participation. ●

#### “New PSA Coming Your Way”

##### Content Discussion Questions

1. Who is Kayleen McCabe?
2. How can our chapter use the public service announcements to promote career and technical education?
3. What is the “skills gap?”
4. How is SkillsUSA helping fill the “skills gap?”
5. How do you advocate for career and technical education and SkillsUSA at home? In school? In the workplace?

#### In-Class Activity, 45 minutes

*Personal Skills: Work Ethic, Engage in meaningful work to make a contribution*

*Materials Needed: None*

Select an appropriate event or outlet for students to share their PSAs live, such as during the chapter banquet, back-to-school night or school lunch break, or by video through a social media platform such as the chapter website, Facebook or other platform.

Divide students into groups of three. Then give these instructions:

1. Your group will create a public service announcement.
2. Your focus should be the value of SkillsUSA and benefits of career and technical education.
3. Your PSA must be one to three minutes in length.
4. You have 20 minutes to prepare.
5. What questions are there?

After 20 minutes, have groups perform the PSAs. If these will be shared by video, record the PSAs. Then facilitate a discussion by asking questions including:

- What did you include in your PSA?
- What positive results might come from your PSA?
- How do you engage in meaningful work to make a contribution at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Technical Skills Grounded in Academics: Computer and Technology Literacy, Improve information flow through technology*

Have students share the prepared PSAs featuring Kayleen McCabe on social media through the chapter and personally if applicable. Find the PSAs at: <http://tinyurl.com/Kayleen-McCabe-PSA> ●

#### “Lowe’s Grants Help Chapters Effect Change”

##### Content Discussion Questions

1. What is a grant?
2. Why does Lowe’s partner with SkillsUSA?
3. What activities does our chapter conduct that might qualify for a SkillsUSA Lowe’s grant?
4. When is funding a limiting factor for our school? SkillsUSA? Workplace?

#### In-Class Activity, 20 minutes

##### (or more if time allows for the activity to continue)

*Workplace Skills: Communication, Write and speak effectively*

*Materials needed: Writing surface or computer and projector to display questions (see questions below), paper (one piece per student) and writing utensil (one per student)*

Put students into groups of three. Give these instructions:

1. Applications of any type (grant, scholarship, job, award) require excellent writing skills.
2. The focus of today’s activity is to write effectively and efficiently.
3. I will ask a question.
4. Individually, you will answer in writing, using 25 words or less.
5. You have three minutes per question.

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#### “Lowe’s Grants Help Chapters Effect Change” (cont.)

Ask the first question: “What are you passionate about?” After three minutes of silent writing, bring students back together.

Give these instructions:

1. Pass your paper to another student in your group.
2. Read the short response and make comments or suggestions on the paper using proper editing techniques and marks.
3. When finished, trade papers again so that you have a chance to read the writing of both group members.
4. You have five minutes to read and edit.

After five minutes, bring students back together. Ask another question: “What makes you unique?” After three minutes of writing, bring students back together and repeat the editing process. This may be repeated with several other questions including:

- What skills do you possess?
- What are your strengths?
- What are your goals?
- What do you contribute to teams?

At the completion of the writing activity, facilitate a discussion by asking questions including:

- What was easy about this writing activity?
- What was most challenging about writing with a word limit?
- What can we do to be sure our applications are excellent when submitted?
- How do you practice writing effectively at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Opportunity

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

As a class, brainstorm a list of community needs. Put students into small groups. Have each group select one need, create a project designed to improve the community, and identify potential partners and sources of funding. ●

#### “Dropping the Number of Dropouts”

##### Content Discussion Questions

1. Why do career and technical courses increase the likelihood of on-time graduation?
2. How has career and technical education affected your persistence? Motivation? Success?

3. How do you practice persistence and success in school? In SkillsUSA? In the workplace?
4. How can we share the positive findings of this study with others?

#### In-Class Activity, 10 minutes

*Personal Skills: Responsibility, Persevere in accomplishing my work*

*Materials needed: Toothpicks (two per student) and mini marshmallows (one per student)*

Give each student one marshmallow and two toothpicks. Give these instructions:

1. Use the toothpicks to hold up the marshmallow so it is free-standing.
2. You have four minutes.

These are the only instructions to be given. Do not answer questions. After four minutes, bring students back together and facilitate a discussion by asking questions including:

- Raise your hand if you gave up. (Pause.) Why?
- Raise your hand if you continued to work the entire four minutes. (Pause.) Why?
- If there was a reward offered, would that have changed your efforts?
- For those who were successful, how did you accomplish the task?
- One way is to break the toothpicks in half so four sticks are used to support the marshmallow. Another way is to work with another student to have four full toothpicks.
- How do you demonstrate perseverance in school? In SkillsUSA? In the workplace?

#### Extended Learning Opportunity

*Workplace Skills: Communication, Practice active listening skills*

Identify an appropriate audience to receive information about the new study. Consider administration, school board members, parents, financial support partners and more. Have each student email the article <http://tinyurl.com/aera-graduation> or print the article to mail or hand deliver. Include a nice note introducing the topic and asking for an appointment to visit after the recipient has had a chance to review the material. Students should use this opportunity to explain their personal successes from career and technical education — and participation in SkillsUSA. ●

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### SkillsUSA Champions, Winter 2018

#### “Voyage to Arabia”

##### Content Discussion Questions

1. How do students qualify for the WorldSkills Competition?
2. What do you enjoy about traveling and visiting new places and things?
3. How do you learn about other cultures at home? In school? In SkillsUSA? In the workplace?

##### In-Class Activity, 8 minutes

*Workplace Skills: Multicultural Sensitivity and Awareness, Value diversity*

*Materials needed: Paper (one piece per student), magazines and newspaper ads (several for students to use), glue (one per pair) and scissors (one per pair)*

Give each student paper and supplies to make a collage. Give these instructions:

1. Every country in the world has culture and traditions unique to the people that live there.
2. Consider what is special and unique about the United States compared to other countries.
3. Create a collage depicting American culture.
4. You have 15 minutes.
5. What questions do you have?

After 15 minutes, put students into groups of four to share their collages. Then facilitate a discussion by asking questions including:

- What did you include in your collage of American culture? (Examples: large vehicles, large spaces, large portions at restaurants, eating on the run, busy schedule, travel coffee mugs, eating out, sports, competition, political correctness, small talk with strangers, independence, diversity and speaking up)
- Where does culture come from?
- What do you appreciate about another country’s culture?
- How do you value diversity at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Opportunity

*Workplace Skills: Leadership, Focuses on others above self*

Organize a “lunch and learn” opportunity for students and staff featuring a speaker from a cultural education center in your region including but not limited to Jewish, Islamic, Asian, Latin, African and Native American centers. Host these sessions monthly or each week for one month. If your area is more rural

and multiple professionals are not available, seek out individuals who have studied abroad, volunteered internationally or worked overseas. ●

#### “Love of Welding ...”

##### Content Discussion Questions

1. How did welding help Chandler Vincent finish school?
2. What honors did he receive through SkillsUSA?
3. How has SkillsUSA helped you find new interests and talents?

##### In-Class Activity, 10 minutes

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

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

Give these instructions:

1. You have two minutes to describe your perfect day.
2. Write the details on a piece of paper.
3. What questions are there?

After two minutes, bring students back together. Give these instructions:

1. Take 30 seconds to review your writing and circle the key points.
2. (After 30 seconds, pair students.) Share with your partner about what makes you happy and your passions, as well as what careers might allow you to incorporate these things into a job.

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

- What makes you happy?
- What keeps you from doing these things every day?
- What careers will allow you to incorporate your passions into your job?
- How do you purposefully connect what you do today in school with your future? In SkillsUSA? In the workplace?

##### Extended Learning Activity

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

Use “Letter to Self” from *SkillsUSA Ignite* (Page 141). Focus follow-up questions on goal setting and how to achieve goals. ●

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### SkillsUSA Champions, Winter 2018

#### “Metamorphic”

##### Content Discussion Questions

1. Why did Cassandra Puletapuai pursue career and technical education?
2. What motivated her in the carpentry program?
3. What does she want to do in the future?
4. In your selected career path, how will you advance and get promoted?
5. How will Puletapuai use her career to give back?
6. How will you use your future career to give back?

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

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

*Materials needed: Action photos of people or groups of people (one per student), paper (one per student) and writing utensil (one per student)*

Give each student one image. Give these instructions:

1. Study your image.
2. Write 50 questions you would like to ask about the situation in the photo.
3. You have five minutes.

Monitor students' work. Students will start to struggle around 15 or 20 questions. Encourage them to keep going. After five minutes, pair students. Have one partner show his or her image, and have the second partner verbalize questions he or she has about the situation in the image. Students will be amazed at the new questions that the partner will think of. After two minutes, have the partners switch roles.

After another two minutes, bring students back together. Facilitate a discussion by asking questions including:

- Did you think it was possible to create 50 questions? Why or why not?
- What helped you continue to brainstorm questions?
- What inspires your creativity?
- When are you curious to explore and experiment at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

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

Have students from another department or program teach the class a new skill. Facilitate a discussion about gaining new knowledge and also the value of teaching others. Then reciprocate by having your students teach a skill to the other department. ●

#### “2018 Championships Insider’s Guide”

##### Content Discussion Questions

1. What does it mean to be job-ready Day One?
2. Based on the experts' responses in the article, “How does your competition help prepare students to be job-ready Day One?” what do many of the competitions have in common?
3. What are you doing to ensure you are job-ready Day One?

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

*Personal Skills: Work Ethic, Reflect and evaluate my productivity*

*Materials needed: Copy of SkillsUSA Framework art (one per student), writing utensil (one per student) and highlighter (one per student)*

Provide each student a copy of the SkillsUSA Framework components and essential elements. Give these instructions:

1. Consider your specific future career. Think about the skills you need to be successful and job-ready Day One.
2. Read the list of framework essential elements, and highlight all skills that are needed to be job-ready Day One.
3. You have four minutes.
4. What questions do you have?

After four minutes, bring students back together. Give these instructions:

1. Think about the skills you practice and gain through participation in SkillsUSA activities and competitions.
2. You have four minutes to circle these skills on the framework handout.
3. Questions?

After four minutes, bring students back together. Facilitate a group discussion by asking questions including:

- What skills are you gaining through SkillsUSA?
- Outside of SkillsUSA, how do you practice and obtain job-ready skills?
- What skills do you need to improve?
- How do you reflect and evaluate your productivity at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Technical Skills: Grounded in Academics: Professional Development, Use professional and personal mentors*

Have each student select one local business owner or manager to interview about being job-ready Day One. Students will share his or her findings with the class. ●

# Instructor Guide

## SkillsUSA Champions, Winter 2018

### “Stamina is Critical in Real Time ...”

#### Content Discussion Questions

1. How does the First Aid/CPR competition prepare students with personal and workplace skills?
2. What inspired your career choice?
3. What hands-on experience have you had in your chosen career path?
4. What motivates you to persevere through challenging times school? In SkillsUSA? In the workplace?

#### In-Class Activity, 15 minutes

*Personal Skills: Responsibility, Persevere in accomplishing work*

*Materials needed: Plastic cup (one per student), plastic bowl (one per pair) and marshmallows (12 per pair)*

Divide students into pairs. Give each pair two cups, one bowl and marshmallows. Give these instructions:

1. Partner A will begin with one marshmallow in his or her cup.
2. Face your partner, one arm’s length away from each other.
3. Partner A will use the cup to toss the marshmallow to Partner B.
4. Partner B must catch the marshmallow in his or her cup.
5. Once the marshmallow is successfully transferred to the cup, put the marshmallow in your team bowl.
6. Then Partner B takes one step back and puts a marshmallow in his or her cup.
7. Partner B will toss the marshmallow to Partner A.
8. For every marshmallow that hits the ground, remove one from your bowl.
9. Continue until you are 10 steps apart and have 10 marshmallows in your bowl.
10. The first group to get 10 marshmallows into the bowl and eat them wins.
11. What questions do you have?

After six minutes, bring students back together. Facilitate a discussion by asking questions including:

- How many of you like eating marshmallows?
- How many of you like having to perfect your tossing skills before eating marshmallows?
- What was challenging in this activity?
- What helped you to be successful at catching the marshmallows?
- What helped you keep going in this activity?
- When have you persevered in accomplishing work at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Personal Skills: Adaptability/Flexibility, Maintain composure during adversity*

Help each student create a “mindful glitter jar” using water, glitter and either a plastic bottle or glass jar. Discuss human emotions and how these are illustrated with the jar. When we become upset and shaken, it is difficult to see or think clearly. However, if we pause and be mindful, we calm down and can think through the situation. ●

### “Her Motor Runs on Inspiration and Motivation”

#### Content Discussion Questions

1. What challenges has Alix Rivard faced?
2. Why is she completing three programs of study?
3. What motivates you to succeed at home? In school? In SkillsUSA? In the workplace?
4. What goals and plan has Rivard established for herself?

#### In-Class Activity, 10 minutes

*Personal Skills: Work Ethic, Be productive at all times of the day*

*Materials needed: None*

Give these instructions:

1. We will practice listening and test your focus.
2. I will read a list of words.
3. Clap your hands every time I say the word “dog,” and only clap when you hear the word “dog.”
4. What questions are there? (Pause.)

Read this series of words: “dirt dress goat dust cat deer dog goat dirt dust deer dog dress dirty goat cat dirty deer cat deer dust dog dog cat goat dust.”

Ask these questions, allowing a few students to respond:

1. What was challenging about this activity?
2. What word was most confusing?
3. What helped you to focus and listen so you only clapped on “dog?”

Then give these instructions:

1. Now we will try again with a slight variation.
2. I will read some words from the same list, but this time *stand* when I do *not* read the name of an animal.
3. When I read the name of an animal, you should be sitting.
4. What questions do you have? (Pause.)

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### SkillsUSA Champions, Winter 2018

#### “Her Motor Runs on Inspiration and Motivation” (cont.)

Read this series of words: “dirt dress goat dust cat deer dog goat dirt dust deer dog dress dirty goat cat dirty deer cat deer dust dog dog cat goat dust.”

Facilitate a class discussion by asking questions including:

- Which round was easier? Why?
- What did you do in the second round to help you concentrate better?
- How does your ability to focus affect your quality of work at home? In school? In SkillsUSA? In the workplace?
- What can you do to be productive at all times of the day at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace Skills: Multicultural Sensitivity and Awareness, Value diversity*

Use “Commonalities” from *SkillsUSA JumpStart!* (Page 35).

Facilitate a discussion about stereotypes, diversity and how to embrace our differences. ●

#### “By Sparking Connections, He Helps Fuel an Industry” Content Discussion Questions

1. What does Tom Billigen do in support of SkillsUSA?
2. How does Briggs & Stratton help students, teachers and SkillsUSA?
3. What is a challenge Briggs & Stratton faces?

#### In-Class Activity, 18 minutes

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

*Materials needed: None*

Give these instructions:

1. I will read a scenario.
2. As a class, you will take turns asking “yes” or “no” questions to fill in the holes of the story.
3. You may ask 20 questions.
4. What questions do you have before we begin? (Pause.)
5. Here is your first scenario: The man was afraid to go home because the man with the mask was there.”

The solution is: The man with the mask is the catcher on a baseball team, and the other man is running the bases. Answer questions with only “yes” or “no.” Allow 20 questions. After 20, you may award more in increments of five.

If time allows, read a second scenario: “Here is another scenario. Every morning, the man walks out of his apartment on the 20th floor and rides the elevator to the lobby. Every afternoon after work, he rides the elevator up to the 10th floor. He gets off and takes the stairs on up to the 20th floor to his apartment, except on rainy days when he rides the elevator all the way up to the 20th floor.”

The solution is: The man is too short to reach the button for the 20th floor, except on rainy days when he is carrying an umbrella. He uses the umbrella to reach the top button.

Facilitate a group discussion by asking questions including:

- How were you successful at solving the stories?
- How do you gain needed information at home? In school? In SkillsUSA? In the workplace?
- How do you learn new knowledge and skills at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Technical Skills Grounded in Academics: Professional Development, Use professional and personal mentors*

Host a networking event with the local chamber of commerce and other employers. Prepare students by role-playing a “meet and greet” prior to the event. Encourage students to get to know the professionals in the room and identify potential professional mentors. ●

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### SkillsUSA Champions, Winter 2018

#### “Spotlight”

##### Content Discussion Questions

1. Why did the diesel technology students paint a house?
2. What community service projects does our chapter conduct?
3. How do students in Herkimer, N.Y., combine a fundraiser with a community service project?
4. What fundraisers does our chapter conduct?
5. How did students at Sabin-Shellenberg Center serve their community with the help of grants?
6. How do you serve others? Our school? Our chapter? The community?

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

*Personal Skills: Integrity, Hold myself and others accountable*

*Materials needed: Small slips of paper (several per student), paper (one piece per student) and writing utensil (one per student)*

Put students into groups of four. Give each a stack of small slips of paper. Give these instructions:

1. As people and citizens of the United States of America, it is our duty to do our best and help those in need. There are numerous ways each day that we can do the right thing and serve others.
2. Think about simple ways you do the right thing each day.
3. Individually, using the small slips of paper, one idea per piece, brainstorm ways that we can “do the right thing.”
4. You have two minutes to brainstorm.
5. What questions do you have?

After two minutes, bring students back together. Give these instructions:

1. As a group, read your papers aloud.
2. Select at least three, no more than five, to share with the class.
3. You have four minutes to read and select.

After four minutes, bring students back together. Have each group write its actions on the writing surface. As a class, discuss the actions. Then give these instructions:

1. Individually, select seven ways to “do the right thing” that you will complete this week.
2. List these on your paper.
3. You have three minutes.

After three minutes, bring students back together. Give these instructions: With one partner from your group, read your list.

After about one minute, facilitate a group discussion by asking questions including:

- Why should we do the right thing?
- How will you feel when you complete one of your seven actions?
- What will help you be sure to complete your list?
- How do you hold yourself and others accountable at home? In school? In SkillsUSA? In the workplace?
- What will happen if you do not complete your list of seven?

Give students one week to complete the list. Each day, have students share with his or her partner about their progress on the list. Ask a few students to share positive experiences every day.

##### Extended Learning Activity

*Workplace Skills: Leadership, Express compassion*

Students will research and share the story of an individual he or she feels has a story that should be shared. Each student will select someone to interview. Suggestions include: a veteran, resident of a nursing home, someone who is homeless or unemployed. Depending on the student ages, you may want to provide a list of individuals that have agreed to be interviewed. After interviewing the person, students will create a poster, drawing, sculpture, shadow box or other project as a tribute to the person and to illustrate what was learned during the interview. ●