

SkillsUSA Champions Magazine — Spring 2018

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

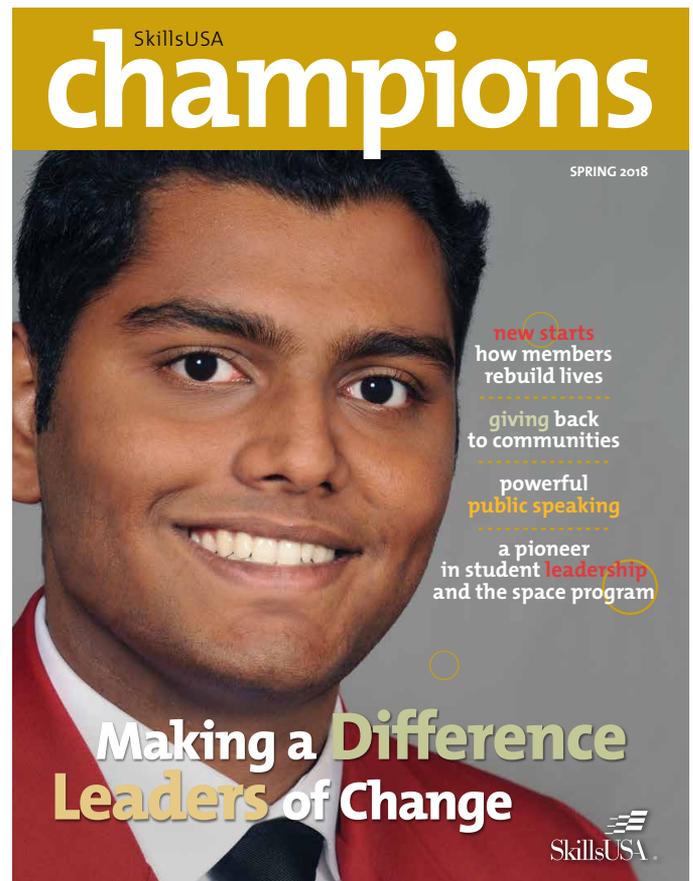
- knowledge-based questions for guided reading
- activities to dig deep into the content of each article

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, Spring 2018

Name: _____ Date: _____ Period: _____

1. How much money do Americans owe in student loans?
2. What type of jobs are career and technical education students best prepared for?
3. What is the purpose of the WorldSkills Champions Trust?
4. What SkillsUSA top honors has Kieron Kohlmann received?
5. What is included in the revised “SkillsUSA: Clothing and Tools” app?
6. What is the most detailed resource for the SkillsUSA Championships?
7. How much grant money is available in the Ultimate Collision Education Makeover program?
8. How many winners will there be in SkillsUSA’s Public Relations Challenge?
9. List three examples of materials available through the SkillsUSA Brand Center.
10. List two challenges Keith Roberts had to face and overcome to be successful in his career.
11. How did Roberts find an internship while in college?
12. What is Ryan Fleenor’s current career?
13. List two challenges Fleenor had to overcome to be successful in his career.
14. Where was Levi Williams employed during college?
15. How did Williams benefit from SkillsUSA membership?
16. What is “Saturday Academy?”
17. What is one source of funding for Nathan Andrade’s and Christian McLeod’s “The Right Path?”
18. List two projects completed during Salon Service Saturday.
19. After students implemented Salon Service Saturdays, how much did student absenteeism decrease?
20. Why was it significant for David Allday to speak at the 50th conference of SkillsUSA California?
21. Describe Allday’s job with Rockwell International Space Systems Group.
22. According to United Nations Children’s Fund (UNICEF), how many people worldwide lack access to safe water?
23. How does WaterStep help solve the world water crisis?
24. According to Rawan Saleh, what are two differences between Jordan and the United States?
25. Who did students at Ada Professional Technical Center partner with to help a local man fighting cancer?
26. What are the measurable benefits of the Operation Hope mentoring program?
27. What group of people did Chatham Central High School honor? ●

Student Guided Reading Questions (Teacher Key)

SkillsUSA Champions, Spring 2018

1. How much money do Americans owe in student loans? **Answer: \$1.48 trillion**
2. What type of jobs are career and technical education students best prepared for? **Answer: High-wage and high-demand**
3. What is the purpose of the WorldSkills Champions Trust? **Answer: Promote active involvement in the WorldSkills Competition and related activities**
4. What SkillsUSA top honors has Kieron Kohlmann received? **Answer: National gold medal in Automotive Service Technology (2010), WorldSkills Americas gold medal (2012), and Medallion of Excellence at the WorldSkills Competition (2013)**
5. What is included in the revised “SkillsUSA: Clothing and Tools” app? **Answer: Overview of SkillsUSA Championships clothing requirements, eligibility and safety guidelines and lists of tools, equipment and materials**
6. What is the most detailed resource for the SkillsUSA Championships? **Answer: SkillsUSA Championships Technical Standards**
7. How much grant money is available in the Ultimate Collision Education Makeover program? **Answer: Up to \$50,000 per school**
8. How many winners will there be in SkillsUSA’s Public Relations Challenge? **Answer: Three schools and one state officer team**
9. List three examples of materials available through the SkillsUSA Brand Center. **Answer (select three): Local brochure template, meeting and administrator flier template, program cover template, sample press release, presentation template and SkillsUSA logo**
10. List two challenges Keith Roberts had to face and overcome to be successful in his career. **Answer (select two): Attention deficit hyperactivity disorder (ADHD), obsessive compulsive disorder (OCD), physical abuse, foster care, personal drug abuse, time in prison, no high school diploma, and being a college student and parent at the same time**
11. How did Roberts find an internship while in college? **Answer: Attending a conference (2016 SEMA car show)**
12. What is Ryan Fleenor’s current career? **Answer: Business owner and freelance architectural design**
13. List two challenges Fleenor had to overcome to be successful in his career. **Answer (select two): Ran away from home, dropped out of high school, overdosed on drugs and suffered a severe work accident**
14. Where was Levi Williams employed during college? **Answer: Hardware store**
15. How did Williams benefit from SkillsUSA membership? **Answer: Membership gave him purpose and helped him stay clean**
16. What is “Saturday Academy?” **Answer: Weekend program for boys designed to reduce the impact of negative behaviors by building and strengthening positive behaviors**
17. What is one source of funding for Nathan Andrade’s and Christian McLeod’s “The Right Path?” **Answer: Local police department (money seized in drug raids)**
18. List two projects completed during Salon Service Saturday. **Answer (select two): Collected bundles of hair for Wigs for Kids and Children, collected winter coats, sold candy for the Ronald McDonald House and collected dresses**
19. After students implemented Salon Service Saturdays, how much did student absenteeism decrease? **Answer: 9.8 percent**
20. Why was it significant for David Allday to speak at the 50th conference of SkillsUSA California? **Answer: He helped preside over the California association’s first state conference**
21. Describe Allday’s job with Rockwell International Space Systems Group. **Answer: As a technical training instructor, he developed classes on construction practices for space shuttles and was the intermediary between the engineers designing the shuttles and the workers crafting the parts**
22. According to United Nations Children’s Fund (UNICEF), how many people worldwide lack access to safe water? **Answer: One in 10**
23. How does WaterStep help solve the world water crisis? **Answer: Teaching people in developing countries about purification, bleach making, health education and how to repair water wells**
24. According to Rawan Saleh, what are two differences between Jordan and the United States? **Answer: College scholarships are more readily attainable here; in Jordan, powerful public speaking can earn someone a spot on its “Got Talent” show**
25. Who did students at Ada Professional Technical Center partner with to help a local man fighting cancer? **Answer: Wish Granters**
26. What are the measurable benefits of the Operation Hope mentoring program? **Answer: Increased attendance, less referrals to principal’s office, improved grades and increased involvement in school**
27. What group of people did Chatham Central High School honor? **Answer: Breast cancer survivors ●**

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“Succeeding at Any Cost”

Content Discussion Questions

1. What challenges do you face at home? In school? In SkillsUSA? In life?
2. What are examples of how career and technical classes are rigorous and relevant?
3. How do you stay plugged into the lives of your family and friends?
4. What positive short-term choices are you making that will help you be career-ready Day One?

In-Class Activity, 15 minutes

Personal Skills: Adaptability/Flexibility, Maintain composure during adversity

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

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

1. Trace both of your hands onto the paper. (Pause.)
2. Think about what things in your life you cannot control.
3. Outside of the hands on your paper, list what you have no control over.
4. What questions are there? (Pause.)
5. You have four minutes to write.

After four minutes, bring students back together. Have several students each share one example. Then give these instructions:

1. Think about what things in your life you can control.
2. Inside the hands on your paper, list what you are in control of.
3. You have four minutes to write.

After four minutes, bring students back together. Have several each share one example. Facilitate a discussion by asking:

- What implications do these lists have for you?
- What do you do when you feel like you have little or no control at home? In school? In SkillsUSA? In the workplace?
- How can you maintain composure during adversity at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Students must identify what they are passionate about to ensure the correct program of study and help minimize student loans. Use “Illustrate Your Passion” from *SkillsUSA Accelerate* (Page 55). Discuss how students can combine personal passions with a future career. ●

“A New Chance to Represent for WorldSkills”

Content Discussion Questions

1. What responsibilities does Kieron Kohlmann have as a member of the WorldSkills Champions Trust?
2. What responsibilities do you have as a SkillsUSA member?
3. How do you personally promote SkillsUSA involvement at home? In school? In SkillsUSA? In the workplace?
4. How does our chapter promote SkillsUSA involvement?
5. How will SkillsUSA be part of your life after graduation?

In-Class Activity, 20 minutes

Personal Skills: Professionalism, Be aware of the impact of my words and actions

Materials needed: Modeling clay (at least one ounce per student), note cards (one per student) and writing utensil (one per student)

Begin by discussing the power of symbols. Ask students these questions and discuss their responses:

- What is a symbol?
- What are examples of symbols?
- What are common symbols used to represent the United States? Our state? Our school?

Give these instructions:

1. Consider what kind of symbol might best represent you.
2. Some symbols are concrete, such as a baseball for someone who likes to play ball, while others are more abstract, such as an ear because a person is a good listener.
3. Using modeling clay, create a symbol that represents you.
4. Then, write three sentences explaining why you chose that symbol.
5. What questions do you have? (Pause.)
6. You have seven minutes to create and write.

Provide each student modeling clay and a note card. After seven minutes, have students display the symbols and notecards. Allow students to walk around and view the work of others. Facilitate a group discussion by asking questions including:

- What was challenging about selecting and creating your symbol?
- Does the symbol represent you every day? How?
- What is a symbol of our SkillsUSA chapter?
- How do you positively represent our SkillsUSA chapter at home? In school? In the workplace?
- As a SkillsUSA member, how do your words and actions affect others? Our chapter?

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“A New Chance to Represent for WorldSkills” (cont.)

Extended Learning Activity

Personal Skills: Professionalism, Adhere to dress codes and other policies

Select a specific day to have students wear their SkillsUSA official attire (if not available, substitute with business professional clothing) for the entire day. Discuss how students felt throughout the day, conversations that resulted from the outfit and how others reacted to it throughout the day. ●

“Spring Brings New Financial Opportunities”

Content Discussion Questions

1. How much will postsecondary education cost you?
2. What other expenses besides tuition must be considered when planning for postsecondary education?
3. How does our chapter showcase SkillsUSA to the media? To our school? To the community?
4. When applying for awards and scholarships, what is important to include on applications?

In-Class Activity, 14 minutes

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

Materials Needed: Internet access (one source per student or pair of students)

Numerous scholarship opportunities are available to students.

Give these instructions:

1. We will play “Real Deal” or “No Deal.”
2. I will describe requirements for a scholarship, and, individually, you must decide if this is a real scholarship.
3. If you believe it is a “real deal,” give a thumbs up, and if you feel it is not real, give a thumbs down.

Read each of the following statements. Wait for students to respond before reading the next one.

1. Take a picture with your prom date and receive the most “cutest couple” votes on Instagram. Real deal or no deal?
2. Attend clown school or a family-friendly entertainment education program. Real deal or no deal?
3. Win a scholarship for simply applying for the most scholarships. Real deal or no deal?
4. Have the right last name. Real deal or no deal?
5. Write and submit an original song with lyrics and music. Real deal or no deal?

Reveal answers to the class:

- Are you and your prom date the cutest? Win the vote and get a scholarship from *Prom Guide* magazine.
- If you are planning to go to clown college or a family-friendly entertainment education program, you can apply for a scholarship from the Clowns of America.
- It’s smart to apply for as many scholarships as possible. Win a scholarship from debt.com by applying for the most and proving this with your confirmation emails.
- Do you have the right last name? If you are a Catholic student with the last name of Zola attending Loyola University in Chicago, you qualify.
- The John Lennon Scholarship rewards musical talent.

Then give these instructions:

1. As you can see, there are a wide variety of scholarships available, and many are specific to SkillsUSA.
2. Take five minutes to explore some of these financial opportunities on the web at <https://www.skillsusa.org/membership-resources/scholarships-financial-aid/>

Facilitate a discussion by asking questions including:

- What types of SkillsUSA and career and technical education scholarships are available?
- Who needs scholarships?
- Who awards scholarships?
- How can you ensure financial aid needed for continued education?
- Throughout your career, how can you ensure continued professional and personal growth opportunities are available?

Extended Learning Activity

Technical Skills Grounded in Academics: Professional Development, Assess current skills sets and determine areas for growth

Evaluate samples of scholarship applications. Obtain samples of completed and successful scholarship applications from former students or other sources. Make several copies. Distribute to the class. Have each student review the applications, noting what was done well on each. Then put students into small groups to discuss the findings and share with the class. ●

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“The Tool to Fix an Identity Crisis”

Content Discussion Questions

1. How does our chapter educate others about our organization? What visual tools do we use?
2. When does our chapter submit press releases?
3. Does our chapter have a brochure that can be handed out? If so, what do you like about the brochure? What could be improved?
4. Why is consistent branding important for an organization or business?

In-Class Activity, 12 minutes

Personal Skills: Integrity, Make choices consistent with my values

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

Personal branding is just as important as organizational branding. Give these instructions: Write down the answer to this question — What three words would you use to describe yourself when you first meet someone?

Allow students two minutes to think and write. Then give these instructions: Write down the answer to this question — What three words would someone else use to describe you after having just met you?

Give students two minutes to think and write. Ask and discuss these questions:

1. Do your answers match?
2. What is different and why?

Give these instructions:

1. Choose three adjectives that you wish to portray, whether they match or not with the list above.
2. These words should represent you.
3. You have two minutes to write these words down.

Facilitate a class discussion by asking questions including:

- What adjectives did you select and why?
- What is personal branding? Why is it important?
- How do you display your personal branding at home? In school? In SkillsUSA? In the workplace?
- How does integrity affect your personal brand?
- What are your values?
- How do you make choices consistent with your values at home? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Technical Skills Grounded in Academics: Computer and Technology Literacy, Use work-based platforms and products efficiently

Consider the needs of your chapter. Then assign students to use SkillsUSA Brand Center templates to create a brochure, PowerPoint, press release or other educational item. Peer review the materials before sharing these with the public. ●

“A New Start At Life”

Content Discussion Questions

1. What challenges do you face at home? In school? In SkillsUSA? In the workplace?
2. How do you overcome challenges at home? In school? In SkillsUSA? In the workplace?
3. How has SkillsUSA groomed you to be the person you are today?

In-Class Activity, 20 minutes

Personal Skills: Adaptability/Flexibility, Overcome barriers and roadblocks

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

Guide students to complete the “grit pie” exercise. Give these instructions:

1. Draw a large circle that takes up most of the paper. (Pause.)
2. We will be making “grit pie.”
3. This pie can be divided into pieces just like a real pie.
4. First identify a barrier or roadblock you face (example: getting a bad grade in math).
5. Take one minute to identify an obstacle, and write this at the top of your paper.

After one minute, give these instructions:

1. Now we will slice the pie, but first, you must determine how many pieces are needed.
2. Consider your barrier and all of the possible causes for this roadblock.
3. While brainstorming, you may want to write these on the back of your paper.
4. After determining all of the possible causes, divide your pie into pieces and label each piece with one cause.
5. What questions are there? (Pause.)
6. You have five minutes to work.

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“A New Start At Life” (cont.)

After five minutes, give these instructions:

1. Next, we will evaluate the pie pieces to determine if the thought is temporary or permanent.
2. For instance, “the teacher doesn’t like me” would be a permanent thought, but “I was distracted by my friends” is a temporary thought, as it might not be a problem next time.
3. You have two minutes to label each piece “T” for temporary or “P” for permanent.

After two minutes, bring students back together and give these instructions:

1. We will study the pieces for one more factor: Do you blame yourself or others?
2. Read each cause and decide if it was your fault or caused by others.
3. For example, “I didn’t ask for help” would be my fault, but “the teacher doesn’t like me” would be blaming others.
4. You have two minutes to label each piece “me” for something you were responsible for and “others” for something you blame someone else for.
5. What questions do you have?

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

- How can you overcome these barriers and roadblocks?
- Who can help you?
- How can you maintain focus on what you can control?
- What do you do when facing barriers and roadblocks at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Workplace Skills: Leadership, Express compassion

Use “Understood for learning and attention issues” at <https://www.understood.org/en/tools/through-your-childs-eyes> to help students better understand and develop compassion for others and the daily challenges people face. Have each student explore the website, complete the simulation for one area and write a journal entry about the experience and what her or she learned. ●

“Once Homeless, He Discovered a Way ...”

Content Discussion Questions

1. What obstacles did Ryan Fleenor overcome to achieve career success?
2. How did Fleenor benefit from SkillsUSA?
3. How do other people influence your decisions at home? In school? In SkillsUSA? In the workplace?
4. Who are the people that make a positive difference in your life at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 15 minutes

Personal Skills: Integrity, Hold myself and other accountable

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

Guide students to explore peer pressure. Put students into pairs.

Give these instructions:

1. We will brainstorm things that go together as a pair such as: salt and pepper.
2. You have 90 seconds as a pair to list as many pairs as you can.
3. What questions do you have? (Pause.)

After 90 seconds, bring students back together. Have pairs share some of the responses. Facilitate a discussion by asking questions including:

- Do these pairs always go together? What are examples of when they do not?
- What group of friends do you belong to? What are the benefits of this group? What are the problems that accompany this group?
- When do you and your friends not go together?
- When have you done something with a group of friends that you didn’t really want to do? Why?
- Why is it difficult to say “no” to friends?
- What are some things that friends sometimes pressure each other to do or say?
- How do you hold yourself and others accountable at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Workplace Skills: Decision Making, Weigh every possible outcome

Examine addiction by dividing students into small groups. Use five categories: family, friends and recreation, school and job, health (both physical and mental) and financial to brainstorm and discuss the numerous impacts of drug and alcohol addiction. ●

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“A Former Addict Learns Skills ...”

Content Discussion Questions

1. What makes SkillsUSA unique compared to other student organizations?
2. How do you address bad habits that you have developed at home? In school? In SkillsUSA? In the workplace?
3. How do you promote good, healthy habits at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 15 minutes

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

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

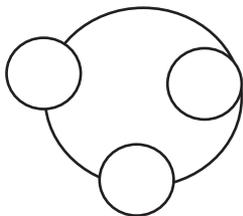
Discuss habits prior to the activity by asking questions including:

- What good habits do you have?
- What bad habits do you have?
- Are your bad habits always negative or can these habits be positive, too?

Give these instructions: Take one minute to identify a bad habit that you would like to eliminate or change.

After one minute, continue with instructions:

1. Draw a half-page size circle on your paper. On the outer lines of the circle, create three smaller circles. (Pause.)



2. Label one small circle “ROUTINE,” then write your habit in or near this circle. (Pause.)
3. Next, label one small circle “CUE.” (Pause.)
4. Think about what causes you to engage in the bad habit, and write the cause or cue in or near this circle. (Pause.)
5. Finally, write “REWARD” on the last circle. (Pause.)
6. Think about what is the reward of engaging in the habit, and write this reward in or near the circle. (Pause.)
7. We have now identified a bad habit you would like to discontinue, as well as the cause and rewards associated with this habit that may make it hard to avoid.
8. Take one minute to consider ways you can eliminate the habit.

9. Consider alternatives or actions you could take when you receive the cue for your habit.

After one minute, pair students. Have them share about their habit and ideas for how to break the habit. Then ask a few students to share with the class. Facilitate a discussion by asking questions including:

- How will these “bad” habits affect your future if nothing changes?
- What types of actions are you going to take to improve your life and eliminate these bad habits?
- Who can help you with this change?
- What good habits would you like to implement at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: Self-Motivated, Positively contribute to every project
Teach “purpose” through a “purpose seeking” opportunity that pushes students out of their comfort zones. Plan a trip to a new place, or organize an activity for students to work on something in the community. Select an activity appropriate for your class, and challenge students to discover “purpose.” ●

“Back to Back”

Content Discussion Questions

1. How does Saturday Academy benefit participants and the community?
2. What have you learned from participating in community service?
3. Why is networking important in school? In SkillsUSA? In the workplace?
4. Who can you count on to help you carry out ideas and fulfill dreams at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 10 minutes

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

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

Put students into groups of five or six. Give these instructions:

1. When networking and meeting new people, it is beneficial to identify similarities so you have common ground and understanding.
2. As a group, you have two minutes to determine 10 things you all have in common.

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“Back to Back” (cont.)

3. You may not use cop-outs such as “we all have noses.” That will not count.
4. Write the 10 similarities down on paper.

After two minutes, bring students back together. Have groups share the lists. Facilitate a discussion by asking questions including:

- What similarities surprised you?
- How does collaboration vary between people you have things in common with or feel more comfortable with and those that you do not?
- How do you work collaboratively with peers, classmates and co-workers?
- How can you establish common ground when meeting new people in school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Communication, Write and speak effectively

As a class, brainstorm a list of “power questions.” These are questions that allow people to open up and have powerful conversations. Encourage students to practice using these throughout the week and share the results. ●

“Connected, Committed and Caring”

Content Discussion Questions

1. Why were Salon Service Saturdays successful at improving attendance?
2. What motivates you to attend school? Chapter activities? Work?
3. How do you make a positive impact in our school? Our chapter? The workplace? Our community?

In-Class Activity (time varies based on number of students in the class)

Workplace Skills: Teamwork, Honor the contributions of others

Materials needed: Chair (one), writing surface with several markers and instrumental music

Position the chair in front of the writing surface. Give these instructions:

1. Who will volunteer to sit in the “hot seat” first? (Have the volunteer sit in the chair, facing away from the writing surface.)
2. Everyone will think of a compliment you could give to our volunteer.

3. You have 90 seconds to write these compliments on the writing surface.
4. All compliments must be positive and school appropriate.
5. What questions do you have?

Play instrumental music while students fill the writing surface with compliments. After 90 seconds, ask students to return to the original seats. Have the volunteer face the writing surface and silently read the compliments. Repeat the activity for all students in the class. If time is limited, divide the class into large groups so the activity can be completed quicker. After all students have sat in the “hot seat,” facilitate a group discussion by asking questions including:

- How did you feel when reading the compliments about yourself?
- How did you feel when writing compliments about your classmates?
- How do you honor the contributions of others at home? In school? In SkillsUSA? In the workplace?
- How do compliments affect rapport and teamwork?

Extended Learning Activity

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

Have the class identify a weakness of the school or program such as attendance, grades, participation, graduation, or placement. Students should obtain statistics to illustrate this problem, brainstorm actions to improve this statistic and plan and implement a strategy. Track progress and evaluate the activities and actions for effectiveness. ●

“Embracing New Adventures”

Content Discussion Questions

1. How would you feel if you were invited back 50 years from now to visit with our class? What would you say to the group?
2. How did public speaking affect David Allday’s life?
3. What challenges did he overcome to achieve career success?
4. What new adventures have you embraced in school? In SkillsUSA? In the workplace? In your community?

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“Embracing New Adventures” (cont.)

In-Class Activity, 20 minutes

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

Materials needed: One cardboard box (1 meter x 1 meter x 1 meter), paper (one piece per group of three) and writing utensils (one per student)

Divide students into groups of three or four. Give these instructions:

1. Many adventures require travel, including those related to NASA and space.
2. Today, you will prepare for a trip to another planet by creating a packing list of entertainment items.
3. Your trip in the space shuttle could take up to two years, and your team will probably become bored at some point.
4. Remember that if you take electronics, you need spare batteries.
5. There is no cellphone service or internet in outer space.
6. As a team, create a list of what you would put into your box. (Show students the box.)
7. You have 10 minutes to work.
8. What questions do you have?

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

- How did your team decide what items to include?
- What key facts were important to your decision making?
- What items did you want to take but decided to eliminate due to space?
- When do you analyze key facts, data and situations at home? In school? In the workplace? In SkillsUSA?

If time allows, incorporate math skills by having students measure items and use graph paper to illustrate packing the box.

Extended Learning Activity

Workplace Skills: Communication, Practice active listening

As a class, complete a storytelling activity. Each student will speak for at least 30 seconds, but not longer than one minute. The first person begins a story. After his or her time is up, the next person stands and continues the story. The goal is for the story to make sense. Students must engage in active listening and be creative for the story to continue and make sense. ●

“Turning Shoes into Clean Water”

Content Discussion Questions

1. What do you do with clothes you have outgrown or no longer wear?
2. Besides shoes, what other types of items could be donated to others?
3. What types of service activities have you participated in?
4. What activities does our chapter conduct?
5. What do you often take for granted in life at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 15 minutes

Workplace Skills: Multicultural Sensitivity and Awareness, Empower everyone equally

Materials needed: Blindfold (one) and paper (two pieces)

Ask for two volunteers, and bring them to the front of the room.

Blindfold one of the volunteers. Give these instructions:

1. Our volunteer with the eyesight will guide our blindfolded volunteer to a specified point in the room (Do not say the location of this place aloud, but do show the class.)
2. Our blindfolded volunteer’s feet may not touch the ground.
3. He or she must only step on the sheets of paper.

Watch the volunteers work together. After the task is completed, facilitate a discussion by first asking the blindfolded volunteer questions including:

- How did it feel to be blindfolded?
- Did you trust the other volunteer?
- Could this task have been completed a different way?
- Were your needs met?

Then ask the volunteer with eyesight questions including:

- How did you feel guiding the blindfolded volunteer?
- What were your responsibilities?
- Did your approach work well?
- Could this task have been completed a different way?

Finally, facilitate a group discussion by asking questions including:

- What happened in this activity?
- What ideas can we take from this activity? (related to teaching, service, empowerment, trust)
- When do you need help at home? In school? In SkillsUSA? In the workplace?
- What does it mean to empower others?
- How do you empower others at home? In school? In SkillsUSA? In the workplace?

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Instructor Guide

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“Turning Shoes into Clean Water” (cont.)

Extended Learning Activity

Workplace Skills: Communication, Check for understanding when articulating complex issues

Give students at least 10 minutes to explore WaterStep online via its website www.waterstep.org or on social media with FaceBook and Twitter. Students may watch videos about the current water projects and more. Have students share highlights of their findings with the class. ●

“She’s Got Talent, and Skills ...”

Content Discussion Questions

1. What made Rawan Saleh a star in her home country of Jordan?
2. What challenges did Saleh overcome when moving to the United States?
3. What factors are important in public speaking?
4. What are you doing to make a difference in our school? Our chapter? Our community?

In-Class Activity, 20 minutes

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

Materials needed: Map (large enough or projected to show the class the location of Jordan), paper (one piece per pair) and writing utensil (one per pair)

Pair students. Using a map, show students the location of the country of Jordan. Give these instructions:

1. We will compare and contrast the United States and the country of Jordan.
2. You and your partner will first draw a large Venn diagram consisting of two circles that overlap. (Pause.)
3. Label one circle “United States” and the other “Jordan.” (Pause.)
4. You will have 15 minutes to research and list statistics, descriptions and facts about each country in the circles.
5. All facts that are the same for the countries go in the part of the circles that overlap.
6. What questions are there?

Create a large Venn diagram in the front of the room while students work. After 15 minutes, have each pair share some of their findings and record these on the large diagram. Facilitate a group discussion by asking questions including:

- What did you learn?
- What surprised you the most?
- How do you learn about other countries and cultures?

Extended Learning Activity

Workplace Skills: Communication, Use appropriate body language

Conduct a “stand and deliver” activity. Have each student put together one paragraph about something he or she is passionate about. Present these to the class focusing on body language and presentation. ●

“Spotlight”

Content Discussion Questions

1. What community service projects does our chapter conduct?
2. What groups does our chapter partner with? What groups could we partner with?
3. How do you serve others? Our school? Our chapter? The community?
4. How does service learning benefit students?

In-Class Activity, 20 minutes

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

Materials needed: None

Ask the class this question: What problems in our community or school need to be solved?

Have students share responses. As a class, select one problem to focus on. Then put students into groups of four. Give these instructions:

1. Individually, select a famous person you will pretend to be for this activity. (Pause.)
2. Your group will discuss the problem we identified and brainstorm solutions.
3. This will be done by asking yourself, “What would my famous person do?”
4. Your group has seven minutes to brainstorm and discuss.
5. What questions do you have?

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“Spotlight” (cont.)

After seven minutes, bring students back together. Instruct groups to select one or two ideas to share with the class. Then facilitate a group discussion by asking questions including:

- Was it easier to be creative when pretending to be someone else? If so, why?
- When have you seen that multiple solutions will accomplish the same goal?
- How can you solve problems at home? In our school? In our chapter? In the workplace? In our community?
- Should our chapter truly focus on the problem we identified? If so, which suggested idea should we further examine?

Extended Learning Activity

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

Show students the ABC news story featuring Ada Professional Technical Center online at <http://bit.ly/2jbVXRq>

Discuss the impact students had on the family they helped, the impact of service learning for the students, and finally the impact of the news story for our organization and career and technical education. ●