

## SkillsUSA Champions Magazine — Summer 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, Summer 2018

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

1. According to Tim Lawrence, what can students directly control?
2. How many skilled and leadership events will be held at the 2018 National Leadership and Skills Conference?
3. Why will trials be used to select the 2019 WorldSkills USA team?
4. Where will the 2019 WorldSkills Competition be held?
5. How do chapters enter the “Show Off Your Skills” challenge?
6. How much is the “Show Off Your Skills” challenge grand-prize grant?
7. Who is the current U.S. Secretary of Education?
8. Which chapter won the SkillsUSA Week video contest?
9. Brandon Graham competed in which SkillsUSA competition?
10. What skills did Graham gain through SkillsUSA participation?
11. Collin Kelly won a gold medal in which national team competition?
12. How many volunteer hours does Kelly already have in his chosen career area?
13. How can Peter Wachtel’s students earn college credit in high school?
14. Which of Wachtel’s inventions was featured on both “The Tonight Show” and the “Today” show?
15. What is GripTape?
16. Which SkillsUSA team competition did Nathan Simpson win?
17. Mike and Brenda Jackson have both received which honor?
18. According to Mike Jackson, what can teachers do to help students thrive?
19. What did engineering students develop to help outreach workers better serve homeless individuals?
20. How did John F. Kennedy High School students use SkillsUSA Lowe’s grant funds? ●

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

1. According to Tim Lawrence, what can students directly control? **Answer: Doing well in school, being an active citizen and finding ways to contribute to the world around them**
2. How many skilled and leadership events will be held at the 2018 National Leadership and Skills Conference? **Answer: 102**
3. Why will trials be used to select the 2019 WorldSkills USA team? **Answer: To create a stronger selection process that will produce a more competitive team**
4. Where will the 2019 WorldSkills Competition be held? **Answer: Kazan, Russia**
5. How do chapters enter the “Show Off Your Skills” challenge? **Answer: Produce a 60-second video highlighting a chapter service activity and the specific trade skills used in the project**
6. How much is the “Show Off Your Skills” challenge grand-prize grant? **Answer: \$10,000**
7. Who is the current U.S. Secretary of Education? **Answer: Betsy DeVos**
8. Which chapter won the SkillsUSA Week video contest? **Answer: St. Helen’s High School in Oregon**
9. Brandon Graham competed in which SkillsUSA competition? **Answer: Opening and Closing Ceremonies**
10. What skills did Graham gain through SkillsUSA participation? **Answer: Professionalism, leadership and communication**
11. Collin Kelly won a gold medal in which national team competition? **Answer: Community Action Project**
12. How many volunteer hours does Kelly already have in his chosen career area? **Answer: Over 100 hours**
13. How can Peter Wachtel’s students earn college credit in high school? **Answer: All of his classes are articulated for three credits at any U.S. college or university**
14. Which of Wachtel’s inventions was featured on both “The Tonight Show” and the “Today” show? **Answer: World-Famous Grill Wrangler**
15. What is GripTape? **Answer: A nonprofit that provides teenagers with microgrants to pursue whatever they are passionate about**
16. Which SkillsUSA team competition did Nathan Simpson win? **Answer: Entrepreneurship**
17. Mike and Brenda Jackson have both received which honor? **Answer: President’s Volunteer Service Award**
18. According to Mike Jackson, what can teachers do to help students thrive? **Answer: Prepare, show motivation, genuinely care about students and expect excellence**
19. What did engineering students develop to help outreach workers better serve homeless individuals? **Answer: Identification cards**
20. How did John F. Kennedy High School students use SkillsUSA Lowe’s grant funds? **Answer: To fix up an abandoned playground ●**

## Instructor Guide

### SkillsUSA Champions, Summer 2018

#### “Illuminating a Career Path”

##### Content Discussion Questions

1. How do you “do well in school?”
2. How are you an active citizen?
3. How do you contribute to the world around you?
4. How have you shown determination in school? In SkillsUSA? In the workplace?
5. How are you preparing for the future?

##### In-Class Activity, 11 minutes

*Workplace Skills: Decision Making, Determine the best outcome*

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

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

1. Each of us encounters opportunities. Sometimes we choose to say “yes,” and sometimes we say “no.”
2. Think about opportunities in the last two years that you have said “yes” to. (Pause.)
3. On your paper, draw three images, each one representing a different opportunity you have taken.
4. You have five minutes to draw.
5. What questions do you have?

After five minutes, bring students back together. Pair students and have each share their drawings. Then facilitate a discussion by asking questions including:

- What factors do you consider when presented with a new opportunity?
- When have you said “no” to an opportunity?
- How do you make decisions at home? In school? In SkillsUSA? In the workplace?
- How do you determine the best outcome when presented a new opportunity?

##### Extended Learning Activity

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

Review the SkillsUSA Framework and have students list skills they possess. Then list skills needed for their desired career. Compare the two lists, and discuss how students can build upon knowledge and skills to be prepared for all opportunities. ●

#### “National Conference Gearing Up to Set Records”

##### Content Discussion Questions

1. What happens at the National Leadership and Skills Conference (NLSC)?
2. What are the benefits of attending national meetings and conferences?
3. Do you like to travel? What do you gain from traveling?

##### In-Class Activity, 25 minutes

*Workplace Skills: Communication, Practice active listening skills*

*Materials needed: None.*

Ask students this question: When you meet someone new, what do you do?

Have a few students share with the class. Then ask this question: How do you make a positive first impression when meeting someone new?

Have a few students share. Members who attend the NLSC will have the chance to meet other members, advisors and industry representatives. Have students practice for these types of situations using “Role-Play” from *SkillsUSA Accelerate* (Pages 60-61).

Put students into pairs and give these instructions:

1. We will practice meeting new people so when the opportunity arises, you will be prepared to make a positive first impression.
2. For the first round, you and your partner are both SkillsUSA members.
3. You have 90 seconds to practice meeting each other at the national conference.
4. Remember what we discussed about making a positive first impression.
5. Go mingle!

After 90 seconds, bring students back together. Ask this question: What do you do when you first meet a peer?

Have a few pairs share with the class. Then give these instructions:

1. Now we will role play meeting a business and industry representative.
2. One of you will play the role of a SkillsUSA member, and the other will be the industry representative.
3. Decide your roles. (Pause)
4. You have 90 seconds to practice meeting.
5. Go mingle!

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## Instructor Guide

### SkillsUSA Champions, Summer 2018

#### “National Conference Gearing Up ...” (cont.)

After 90 seconds, bring students back together. Give these instructions:

1. Now switch roles.
2. You have 90 seconds to practice meeting.
3. Go mingle!

After 90 seconds, bring students back together. Then facilitate a group discussion by asking questions including:

- What do you first do when you meet a professional?
- How is meeting a peer different from meeting a professional?
- What types of questions do you ask when meeting someone for the first time?
- How do you practice active listening skills at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Use “Let’s Go to the Movies” from *SkillsUSA Accelerate* (Page 45) to show students a highlight reel of the 2017 National Leadership and Skills Conference: <https://www.skillsusa.org/events-training/national-leadership-and-skills-conference/>

Discuss features of the conference and the value of chapter participation in these types of events. ●

#### “Trials to Train Champions”

##### Content Discussion Questions

1. Why will trials be used to select the next WorldSkills USA team?
2. Who can compete to be part of the team?
3. What is gained through participation in competitions? Specifically, through international competitions?
4. What do you know about Russia?
5. How do you prepare yourself to be your best at home? In school? In SkillsUSA? In the workplace?

#### In-Class Activity, 25 minutes

*Workplace Skills: Multicultural Sensitivity, Learn about other cultures*

*Materials Needed: Blank white paper (one piece per student), writing utensil (one piece per student) and internet access for each student*

Students will create a KWL chart about Russia. Give these instructions:

1. Divide your paper into three columns. (Pause)
2. Label the first column “K” for “know.” (Pause)
3. In this column, individually, list everything you know about Russia.
4. You have 90 seconds to list.

After 90 seconds, bring the class back together and give these instructions:

1. Label the middle column “W” for “what you want to know.” (Pause)
2. In this column, list five questions you have about Russia.
3. You have two minutes to write questions.

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

1. Finally, label the last column “L” for “learned.” (Pause)
2. You are going to research and answer your questions.
3. You have 12 minutes.

After 12 minutes, bring the class back together. Facilitate a discussion by asking questions including:

- What did you learn about the country of Russia?
- What surprised you the most?
- Do you have questions that you were unable to answer? If so, what were those?
- How do you learn about other cultures at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Conduct competition trials for the class or entire chapter. Set up a competition following state and national guidelines. Have students set goals for their individual scores and team scores. Compete to test the knowledge and skills of the students. Use the trials as a practice run for the actual competition. Even students who do not compete in competitions will benefit from participation. ●

## Instructor Guide

### SkillsUSA Champions, Summer 2018

#### “Serving Others Earns a Shot at Big Rewards”

##### Content Discussion Questions

1. What is a grant?
2. Why does Stanley Black & Decker partner with SkillsUSA?
3. What service activities does our chapter conduct?
4. What could our chapter do with extra funds from a grant?
5. How do you promote skills gained through SkillsUSA at home? In school? In the workplace?

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

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

*Materials needed: Notebook paper (several pieces) and writing utensils (one per student)*

If possible, arrange student chairs and desks in a large circle. Ask students this question and record the responses, one per piece of paper: What service activities does our chapter conduct?

Continue until students cannot think of additional activities. Then distribute papers so each student has at least one. If necessary, put students into small groups so that each group has at least one paper. Give these instructions:

1. Think about the activity listed on your paper and the skills practiced and learned during the activity. (Pause)
2. List as many skills as possible.
3. You have two minutes.

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

1. Pass your paper to the right. (Pause)
2. Read the skills already listed for the activity.
3. List additional skills that come to mind.
4. You have 90 seconds.

After 90 seconds, bring the class back together and have students pass papers again. Repeat the instructions and listing of skills. After another 90 seconds, bring the class back together and facilitate a discussion by asking questions including:

- What skills are common among many of the activities?
- What personal growth opportunities are available through service activities?
- How can we share the value of service projects with others at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Opportunity

*Technical Skills: Computer and Technology Literacy, Be willing to learn and integrate new technology*

Divide students into small groups. Have each group create a 60-second video highlighting the service activity and the specific-trade skills used in the project. Consider sharing your videos for publication in *SkillsUSA Champions* magazine or social media from the national headquarters; email to thall@skillsusa.org. ●

#### “SkillsUSA Week Leaves America Seeing Red”

##### Content Discussion Questions

1. What activities did our chapter conduct for SkillsUSA Week?
2. What was your favorite SkillsUSA Week activity?
3. What is the purpose of SkillsUSA Week?
4. What does the Secretary of Education do?
5. How do you promote SkillsUSA at home? In school? In SkillsUSA? In the workplace?

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

*Workplace Skills: Teamwork, Be flexible and open*

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

Divide students into small groups. Assign each group one SkillsUSA Week chapter activity. Give these instructions:

1. While SkillsUSA Week is fresh on our minds, we will evaluate our activities.
2. First, let's consider what we did well.
3. As a group, discuss the activity and list everything that went well.
4. You have five minutes.

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

1. Now we will discuss what could be improved.
2. Discuss the activity and identify weak points.
3. As a group, discuss possible solutions and ways to improve the activity in the future.
4. You have 10 minutes.

*(Continued on next page)*

## Instructor Guide

### SkillsUSA Champions, Summer 2018

#### “SkillsUSA Week ...” (cont.)

After 10 minutes, bring students back together. Have each group share its evaluation of the activity. Ask the class to contribute additional praises for the activity, as well as discuss the group’s suggested improvements. After all groups have shared, facilitate a discussion by asking questions including:

- Why is it important to evaluate activities and projects?
- Who will be responsible for making these changes and improvements next year?
- How do you remain flexible and open when working with others at home? In school? In SkillsUSA? In the workplace?
- When do you evaluate your own performance at home? In school? In Skills USA? In the workplace?

#### Extended Learning Opportunity

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

Divide students into small groups. Role-play conversations between students and administrators or politicians. Discuss key points and potential conversation topics. Then assign each group an actual school administrator or local politician. Groups will contact and meet with the professionals to discuss SkillsUSA and career and technical education. Report highlights of these conversations to the class. ●

#### “SkillsUSA Days Help an Eagle Learn to Soar”

##### Content Discussion Questions

1. How does Brandon Graham use knowledge and skills gained from SkillsUSA in his current career?
2. Who are examples of other celebrities that support SkillsUSA?
3. How will you give back to SkillsUSA in the future?

#### In-Class Activity, 45 minutes (time will vary based on the number of students in the class)

*Workplace Skills: Communication, Write and speak effectively*

*Materials needed: Blank notecards (one per student) and writing utensil (one per student)*

Give each student a notecard. Give these instructions:

1. You must write one sentence on your card.
2. The sentences may vary. Examples to provide students might include: “An apple a day keeps the doctor away” or “She’s sitting in the park.”
3. You have 30 seconds.

After 30 seconds, collect the cards. Put them into an opaque bag or box. Then give these instructions:

1. During your turn, each of you will draw one card.
2. The sentence on the card will be the ending of a short story.
3. You will tell a story that ends with the phrase on your card.
4. What questions are there?

Prior to the lesson, decide if the class will hear from all students or if students will be divided into groups to present the stories.

Select a student to go first. Have the student draw one card before telling a story. After all students have participated, facilitate a discussion by asking questions including:

- What was challenging about this activity?
- How do you prepare yourself to speak in public?
- What do you do while speaking in public to help yourself remain calm and collected?
- When do you practice speaking effectively at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Opportunity

*Personal Skills: Responsibility, Persevere in accomplishing work*

Discuss individual student goals and his or her timeline for the future. Have each student put together a goal board to keep those goals and aspirations front and center every day. ●

#### “The Natural”

##### Content Discussion Questions

1. What are you passionate about?
2. What led you to your career path?
3. What hands-on experience are you gaining in your career path?

#### In-Class Activity, 8 minutes

*Workplace Skills: Multicultural Sensitivity, Value diversity*

*Materials needed: None*

Divide students into groups of three. Use “Commonalities” from *SkillsUSA JumpStart!* (Page 35) by giving these instructions:

1. Find three things all group members have in common.
2. Avoid obvious things such as “We are all here in the room,” “We are all male” or “We all have eyes.”
3. You have 90 seconds.

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## Instructor Guide

### SkillsUSA Champions, Summer 2018

#### “The Natural” (cont.)

After 90 seconds, bring students back together and facilitate a discussion by asking questions including:

- What commonalities did you find?
- What differences do you have?
- What do you have in common with your family members?
- How are you different from others in your family?
- How do you value diversity at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Challenge students to identify their passion by working backwards. Have each student write his or her own eulogy for a funeral. Include lifetime achievements and the difference he or she made. ●

#### “Turning Ideas Into Innovations”

##### Content Discussion Questions

1. What does it mean when the article says that the classes are articulated?
2. What past experiences does Peter Wachtel use to help his students learn?
3. Describe some of your best teachers.
4. How do you use imagination at home? In school? In SkillsUSA? In the workplace?
5. When do you collaborate with others in school? In SkillsUSA? In the workplace?

#### In-Class Activity, 40 minutes (varies on class size)

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

*Materials needed: Rope (two pieces 15 feet long each) and Manila folders (one per student)*

Prior to the session, lay the two pieces of ropes parallel to each other on the ground, about 30 feet apart.

Divide students into groups of six. Give each student one manila folder. Give these instructions:

1. You must get from one side of the “river” to the other.
2. Your folder is your stepping stone.
3. You may not hand it to anyone else.
4. However, others may step on your stone in passing.
5. You can rest only on your own stone.

6. If anyone falls in the river (steps off a stone), everyone in the group must go to the starting river bank and begin again.
7. You are on individual teams, but everyone must step out of the river at the same time.
8. You have three minutes to plan on your side of the bank then we will begin.

After three minutes of planning, begin the activity. After groups complete the challenge, facilitate a discussion by asking questions including:

- What was challenging about this activity?
- What worked well?
- What roles did members of your team play?
- How did you collaborate with others teams?
- How do you work collaboratively with others at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

As a class, construct a miniature golf course using plastic cups, masking tape and household/classroom items including plastic containers, soda cartons, food cans, books, stuffed animals and other items that a golf ball can fit through. Divide students into groups of two or three. Have each group construct one hole for the course. Then play golf. ●

#### “Pitching Perfectly”

##### Content Discussion Questions

1. What would you do with funding to pursue a passion?
2. How did Nathan Simpson start his career at an early age?
3. How do you connect with other people in school? In SkillsUSA? In the workplace?

#### In-Class Activity, 20 minutes (varies on number in class)

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

*Materials needed: None*

Choose one student to go first. Give these instructions:

1. Each of you will lead the class in an activity for 45 seconds.
2. The activity may be physical, creative or even informative.

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## Instructor Guide

### SkillsUSA Champions, Summer 2018

#### “Pitching Perfectly” (cont.)

Have the first student begin leading. After 45 seconds, bring students back together. Choose another student to be the next leader. Repeat until all students have had a chance to lead. Then facilitate a group discussion by asking questions including:

- How did you decide what activity to use?
- What skills do leaders exhibit?
- When do you demonstrate strong work ethic at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace Skills: Communication, Use appropriate body language*  
Challenge each student to have a conversation with a stranger this week. These conversations may be with another student at school, a coffee barista or someone on the bus or a variety of other places. Have students report to the class about these conversations. ●

#### “A Partnership of Service Spans More than 30 Years”

##### Content Discussion Questions

1. How do you serve others?
2. What community service projects does our chapter conduct?
3. How has your confidence improved through participation in SkillsUSA?
4. How do you thank those that help you at home? In school? In SkillsUSA? In the workplace?
5. How do you show others you care?

#### In-Class Activity, 5 minutes

*Workplace Skills: Teamwork, Honor the contributions of others*  
*Materials needed: Paper (one piece per student) and writing utensil (one per student)*

Students will explore the concept of “caring.” Give these instructions:

1. On your paper, write the word “caring” vertically down the left side.
2. Think about ways that you show you care.
3. For each of the letters, list an action that shows you care.
4. You have two minutes.

After two minutes, have students share words with the class. Then facilitate a discussion by asking questions including:

- How do you feel when someone shows you that they care?
- How do your teachers show you that they care?

- How do you show you care and honor the contributions of others at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Encourage students to perform service activities to qualify for the President’s Volunteer Service Award. Have students create a list of hours and activities already completed so they know how many more are needed to apply.

#### “Spotlight”

##### Content Discussion Questions

1. How do you promote kindness at home? In school? In SkillsUSA? In the workplace?
2. How could our chapter use grant funds to make a difference?
3. How does our chapter showcase the work of our members?
4. What are the benefits of recreation and exercise?
5. What are the benefits of gardening?
6. How does our chapter serve the underprivileged citizens of our community?
7. Could our chapter implement any of the activities highlighted in the “Spotlight” section?

#### In-Class Activity, 10 minutes

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

*Materials needed: Masking tape (36 feet per group of eight students)*  
Prior to class, use the masking tape to construct large tic-tac-toe grids. Nine-foot tape lines are adequate. Create one grid for every eight students.

Divide students into groups of four. Give these instructions:

1. We will play “human tic-tac-toe.”
2. Find a grid. There will be two teams per grid. (Pause)
3. Decide which team will go first. (Pause)
4. Follow traditional tic-tac-toe rules.
5. Continue until the game ends in a win or a tie.
6. Good luck!

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## Instructor Guide

### SkillsUSA Champions, Summer 2018

#### “Spotlight” (cont.)

After teams have completed a game, have one team from each grid rotate to a different grid. Have students play again. Repeat as many times as desired. Facilitate a class discussion by asking questions including:

- What was challenging about this activity?
- How did your teams work together?
- What worked well?
- What did not work well?
- How did your team maintain composure during the adversity?
- When do you maintain composure at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace Skills: Teamwork, Honor the contributions of others*

Find a way to showcase the work of your chapter and members. Consider hosting a SkillsUSA night, creating a SkillsUSA hallway, display case or even a gallery show at a local business. Be sure to advertise so several people can see the great work. ●