

SkillsUSA Champions Magazine — Fall 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, Fall 2018

Name: _____ Date: _____ Period: _____

1. According to Tim Lawrence, what are two ways you can make a difference?
2. Who can apply to attend the Washington Leadership Training Institute (WLTI)?
3. What is special about the number of members of the 2019 WorldSkills USA team?
4. What is the name of the mini-documentary about SkillsUSA?
5. Which chapter won the national Public Relations Challenge contest?
6. What type of funding did President Trump recently sign an act to reauthorize?
7. What is the purpose of the WorldSkills Champions Trust?
8. How many people attended the 2018 National Leadership and Skills Conference (NLSC), including volunteers and observers?
9. How many skilled and leadership competitions were held at the 2018 NLSC?
10. How did Joyce Price stay involved with SkillsUSA while she worked in industry?
11. From which state are both the national high-school president and the college/postsecondary division president from?
12. What weakness did Nickolas Joyner overcome?
13. What special funding allowed Edwin Maxey to travel to the SkillsUSA Championships?
14. What is Hum?
15. What is Kevin Matthies' SkillsUSA claim to fame?
16. What adversity did Kevin Matthies face during tryouts for the WorldSkills competition?
17. Which grant allowed students at the Vancouver School of Arts and Academics to help their community?
18. How did students at Delcastle Technical High School repurpose funeral flowers?
19. How did Somerset County Vocational and Technical High School serve senior citizens?
20. Which SkillsUSA award did Thomas Jefferson High School win in 2018? ●

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

1. According to Tim Lawrence, what are two ways you can make a difference? **Answer: (List 2) Seek an elected officer position, join a committee, or help with a special project**
2. Who can apply to attend the Washington Leadership Training Institute (WLTI)? **Answer: Everyone in SkillsUSA**
3. What is special about the number of members of the 2019 WorldSkills USA team? **Answer: Largest team ever assembled**
4. What is the name of the mini-documentary about SkillsUSA? **Answer: “Building a Strong Foundation SkillsUSA Prepares the American Workforce”**
5. Which chapter won the national Public Relations Challenge contest? **Answer: Hueytown High School**
6. What type of funding did President Trump recently sign an act to reauthorize? **Answer: Perkins funding for career and technical education**
7. What is the purpose of the WorldSkills Champions Trust? **Answer: Promote involvement in WorldSkills and WorldSkills Foundation projects**
8. How many people attended the 2018 National Leadership and Skills Conference (NLSC), including volunteers and observers? **Answer: About 20,000**
9. How many skilled and leadership competitions were held at the 2018 NLSC? **Answer: 102**
10. How did Joyce Price stay involved with SkillsUSA while she worked in industry? **Answer: Judging competitions and attending conferences**
11. From which state are both the national high-school president and the college/postsecondary division president from? **Answer: North Carolina**
12. What weakness did Nickolas Joyner overcome? **Answer: Lack of organization (disorganized)**
13. What special funding allowed Edwin Maxcy to travel to the SkillsUSA Championships? **Answer: mikeroweWORKS travel scholarship**
14. What is Hum? **Answer: A social enterprise in India committed to breaking the cycle of poverty**
15. What is Kevin Matthies’ SkillsUSA claim to fame? **Answer: He is the only American to date to earn a medal in Precision Machining-Milling at the WorldSkills competition**
16. What adversity did Kevin Matthies face during tryouts for the WorldSkills competition? **Answer: He was told he was too young and that he was doing well but would not make the team**
17. Which grant allowed students at the Vancouver School of Arts and Academics to help their community? **Answer: SkillsUSA/ Lowe’s grant**
18. How did students at Delcastle Technical High School repurpose funeral flowers? **Answer: Putting them in vases to share with the Veterans’ Administration Medical Center patients**
19. How did Somerset County Vocational and Technical High School serve senior citizens? **Answer: Performing patriotic songs**
20. Which SkillsUSA award did Thomas Jefferson High School win in 2018? **Answer: Model of Excellence ●**

Instructor Guide

SkillsUSA Champions, Fall 2018

“Blaze Your Own Trail”

Content Discussion Questions

1. What is our chapter’s process for electing officers?
2. What leadership experience do you have? What leadership positions can be held in our chapter?
3. How do you advocate for SkillsUSA in school? In the workplace? In the community?
4. What are you passionate about?

In-Class Activity, 25 minutes

Technical Skills: Professional Development, Develop a career plan

Materials needed: Several different colors of paper cut in half (three pieces per student) and writing utensils (one per student)

Each student needs three pieces of paper. Give these instructions:

1. Close your eyes and consider your future dreams.
2. Then think about the steps you will take to accomplish these dreams and goals.

Pause for students to think, then continue:

1. Open your eyes.
2. On each paper, write one step you must complete to reach your dreams.
3. You have three minutes.

After three minutes, bring students back together. Have students share steps aloud with the entire class or in small groups. Post the steps around the room forming a path. Then facilitate a discussion by asking questions including:

- Who will help you complete the steps to your dreams?
- How might the steps and path change?
- How does what you do today affect your career path?
- What will you do to help you move down your career path in school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Have students share about leadership experiences they have had. Then ask students to identify one leadership goal for the year. Have students to periodically report about progress towards that goal and lessons learned on the journey. ●

“WorldSkills USA On the Road”

Content Discussion Questions

1. How is the WorldSkills USA team selected?
2. Do you like to travel? Why or why not?
3. What is gained from traveling?
4. When you think of Russia, what comes to mind?

In-Class Activity, 25 minutes

Workplace Skills: Multicultural Sensitivity, Learn about other cultures

Materials needed: Large butcher sheets of paper or flip chart paper (five total), markers or crayons (five total), computer with internet access (at least five) and possibly other resources about Russia including encyclopedias, maps and magazines

Prior to the session, write these letters on each piece of paper: R, U, SS, I and A. (The S’s may be divided onto separate sheets of paper if working with a larger class.) Post these around the classroom, then ask: What do you know about the country of Russia? Have students share their answers with a partner. Then ask several pairs to share with the class. Discuss facts as needed.

Next, divide students into five groups, and assign each one of the letters and paper. Distribute the computers and resources. Give these instructions:

1. We will learn more about Russia, the location of the 2019 World Skills competition.
2. Each group has been assigned a letter; the letters spell “Russia.”
3. You will quickly research the country and culture, seeking facts and features that are spelled beginning with your assigned letter.
4. List facts and phrases on your paper, as many as possible.
5. You have 10 minutes.

After 10 minutes, bring students back together. Have each group share its words and facts. Allow for explanations as needed. Then facilitate a group discussion by asking questions including:

- What do you find most fascinating about Russia?
- How do you learn about other countries and cultures at home? In school? In SkillsUSA? In the workplace?
- Why is it important to learn about other cultures?

Extended Learning Activity

Workplace Skills: Communication, Write and speak effectively

Use social media to learn about the WorldSkills USA team. Have students individually or in small groups look up @WorldSkillsUSA on Facebook, Instagram or Twitter. Have students comment on at least one post, photo or story. ●

Instructor Guide

SkillsUSA Champions, Fall 2018

“A Story Worth Sharing”

Content Discussion Questions

1. What is the skills gap?
2. How does SkillsUSA help solve the skills gap?
3. What is WorkingNation?
4. What is something awesome that our chapter does?
5. What is something awesome that you do at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 10 minutes

Technical Skills: Job-Specific Skills, Perform my job confidently

Materials needed: Internet and projector or TV to show video

Use “Let’s Go to the Movies” from *SkillsUSA Accelerate* (Page 45) to show the five-minute short film about SkillsUSA at: www.workingnation.com/skillsusa-building-workforce-foundation

After the film, lead a discussion by asking questions including:

- What excites you most about SkillsUSA?
- How does this short film showcase the value of SkillsUSA?
- How does being passionate about your work help in the workplace?
- What is unique about the TeamWorks competition?
- How can you gain confidence on the job?

Extended Learning Activity

Personal Skills: Leadership, Foster hope

Create a classroom environment that is positive. Choose one day each week to facilitate “tell me something good.” Have students identify something good that happened in the past week. Share aloud or, if time is limited, have students write these on paper and post for students to view before and after class. ●

“New Chapter Hits Home Run on First Pitch”

Content Discussion Questions

1. How do you promote career and technical education opportunities and student success at home? In school? In the workplace?
2. How does our chapter promote skills gained through SkillsUSA?
3. What news media outlets does our community use?
4. How do you get the news?

In-Class Activity, 10 minutes

Workplace Skills: Communication, Choose appropriate mode of communication

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

Ask these questions and have students share aloud and discuss the responses:

1. What career and technical education opportunities exist?
2. What success have you experienced through involvement in career and technical education?

After the discussions, give these instructions:

1. On your paper, create a 140 character or less “tweet” about career and technical education or SkillsUSA.
2. You have five minutes.

After five minutes, bring the students back together to share their “tweets.” Facilitate a discussion by asking questions including:

- How did you decide what to focus on in your short message?
- How many local residents have Twitter? Facebook? Instagram? Snapchat? Other social media platforms? How many local residents read the newspaper? Watch local television news?
- How many students have Twitter? Facebook? Instagram? Snapchat? Other social media platforms? How many students read the newspaper? Watch local television news?
- What is the best way to communicate with our community about the benefits of career and technical education?
- What is the best way to communicate with students about the benefits of career and technical education?
- How do you choose an appropriate mode of communication at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

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

Conduct a survey to learn about the news and social media preferences of the local community and students. This information will help make decisions about chapter public relations campaigns. ●

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“Something We Can All Agree On”

Content Discussion Questions

1. How does Perkins funding affect our school and program?
2. What expenses do career and technical education programs incur?
3. What other decisions do legislatures make?
4. How do you promote SkillsUSA at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 18 minutes

Workplace Skills: Teamwork, Honor the contributions of others

Materials needed: Thank-you notes (one per pair of students) and writing utensils (one per pair of students)

Divide students into pairs. Assign each pair a state or national legislator or even the president of the United States. Give these instructions:

1. Legislators often receive notes and messages that complain about situations and decisions.
2. Today, we will thank our legislators for supporting career and technical education through Perkins funding.
3. Together, write a thank-you note.
4. Personalize your note by including examples of how you have benefited from career and technical education.
5. You have 10 minutes to draft and write the note.

After 10 minutes, bring students back together. Display a sample envelope, and guide students to correctly address the envelope to their assigned legislator. Collect the notes. Facilitate a discussion by asking questions including:

- What responsibilities do legislators have?
- What is challenging for those professionals in elected positions?
- How can we educate legislators about career and technical education?
- How do you acknowledge and honor the contributions of others at home? In school? In Skills USA? In the workplace?

Extended Learning Opportunity

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

Invite administrators and members of the board of education to visit the class and discuss Perkins funding. Students will learn about funding and how this affects the program. Administrators will have the opportunity to see career and technical education in action. ●

“New Podcasts Spread the Word About SkillsUSA”

Content Discussion Questions

1. Do you listen to podcasts? Which ones?
2. What is the purpose of the WorldSkills Champions Trust?
3. How do you promote SkillsUSA at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 40 minutes

Workplace Skills: Teamwork, Be flexible and open

Materials needed: Cellphone, iPad or computer (one device per pair of students), paper (one piece per student) and writing utensils (one per student)

Prior to the session, select an app or software to create a podcast. Suggestions include Podbean and Garage Band, but there are literally hundreds of options depending on the devices you plan to use. Give these instructions:

1. You will create a podcast.
2. One of you will be the host of the show; the other will be the special guest.
3. The podcast will be about the value of SkillsUSA and career and technical education.
4. You will first create an outline including the questions you will ask.
5. Then record your podcast to be shared with the class.
6. The podcast should be three to five minutes in length.
7. You have 30 minutes to work.

After 30 minutes, bring students back together. Have pairs share their podcast with another pair. Then facilitate a discussion by asking questions including:

- What was challenging about this activity?
- What did you enjoy about this activity?
- How did you decide your roles in the podcast?
- How did you decide what to include in the podcast?
- When do you demonstrate flexibility and openness when working with others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

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

Compile a list of recommended podcasts to share with all students. Ask students to research and contribute to this list. ●

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“Biggest NLSC May Also Be the Best Ever”

Content Discussion Questions

1. What is the SkillsUSA Framework?
2. How does the framework help develop the whole person?
3. What energizes you at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 12 minutes

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

Materials needed: Internet access (one device per student)

Use “World Records” from *SkillsUSA Accelerate* (Page 77), and provide the following information and instructions:

1. In 2017, Skills Ontario set a world record for the number of people hammering a nail simultaneously. They had 299 members and volunteers each hammering a nail into a long board.
2. World records are always interesting!
3. You will research and find a world record related to our career and technical education program area.
4. Then yourself create a statue pose that illustrates the world record.
5. You have five minutes.

After five minutes, bring students back together. Have the class simultaneously strike their world-record statue pose. Have several students share aloud with the class. Then facilitate a discussion by asking questions including:

- What is the purpose of world records?
- Why do people attempt to set world records?
- If you could hold any record, what would it be?
- How do you learn and develop new knowledge and skills at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: Adaptability/Flexibility, Overcome barriers and roadblocks

Review the list of 2018 SkillsUSA Championships gold-medal winners and schools. Select one to contact, and arrange for a video conference (FaceTime, Zoom, Skype or other platform) with the class. Have the winners share their story, including any challenges and obstacles, then allow the class to ask questions. ●

“Payback Time”

Content Discussion Questions

1. What are you involved in currently that you want to remain a part of?
2. How can you continue to stay involved with SkillsUSA after graduation?
3. How do students benefit from participation in SkillsUSA?
4. How do you exhibit self-confidence at home? In school? In SkillsUSA? In the workplace?
5. What are you passionate about?

In-Class Activity, 25 minutes

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

Materials needed: Post-it notes (10 per student) and writing utensils (one per student)

Guide students through this activity, adapted from *oprah.com*, to identify their passions. Provide each student 10 Post-it notes or similar size pieces of paper. Give this instruction: On the first Post-it note, complete this statement: “In grade school, I always wanted to be ...”

Allow 30 seconds for writing after this statement and between each of the following statements. Continue completing one statement per paper until all 10 are finished.

1. I can’t wait to see movies or read books about ...
2. If I skipped school for a week, I would ...
3. Most people don’t know, but I really enjoy ...
4. My friends always ask for help with ...
5. If I could host my own TV show, it would be about ...
6. If I needed to make a homemade gift, I would make ...
7. I’ve only done it once or twice, but I really enjoy ...
8. I’m on cloud nine when ...
9. If I won first prize in a talent contest, it would be for...

The statements are now complete. Continue with these instructions:

1. Place the first two notes side by side.
2. Consider which of the two activities is the most appealing to you.
3. Keep the winning activity in front of you and put the other note to the side.
4. Then put the next Post-it note beside your winning activity and repeat the comparison process.

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“Payback Time” (cont.)

5. Continue until you have one activity remaining.
6. You have three minutes.

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

1. Place your winning passion to the side.
2. Then repeat the process to find your second passion.
3. You have two minutes.

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

1. Put your second passion to the side.
2. Repeat again to find your third passion.
3. You have two minutes.

After two minutes, give these final instructions:

1. Study your top three passions from this activity.
2. Consider how these could be combined into a future career.
3. Share with your partner and, together, discuss the possibilities.
4. You have two minutes.

After two minutes for discussion, bring students back together. Have a few students share with the class. Facilitate a discussion by asking questions including:

- Are you surprised by the results of this activity?
- How do you feel when you participate in activities you are passionate about?
- How does what you do today in school affect your future? In SkillsUSA? In the workplace?
- What can you do today to prepare for a career you are passionate about?

Extended Learning Activity

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

As a class, organize and conduct a community service project. Find ways to invite and encourage other students and community members to participate. ●

“Learning Curve”

Content Discussion Questions

1. Are leaders born or made? Why or why not?
2. What have you learned through participation in SkillsUSA?
3. In which Essential Element of the SkillsUSA Framework are you the weakest? Which is your strength?
4. What can you do to improve your weakest skill?

In-Class Activity, 10 minutes

Personal Skills: Integrity, Be honest

Materials needed: Paper (one per student), writing utensils (one per student) and a bucket (one total)

Give these instructions:

1. You will write anonymously about a fear or worry you have.
2. Be honest and as specific as possible, but not in a way that you will easily be identified.
3. You have two minutes to write.

After two minutes, put each paper in the bucket. Then shuffle the papers, and give one randomly to each student. Give these instructions:

1. When it is your turn, you will read aloud the fear on the paper.
2. Then in your own words, explain what author might mean.
3. We will only listen.

Have each student take a turn. Do not allow any comments, only listening. Then facilitate a group discussion by asking questions including:

- What are some common fears?
- How do fears hold us back?
- How do you feel knowing your peers also have fears?
- Why is it challenging to talk about fears?
- When do you demonstrate integrity at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Technical Skills: Professional Development, Use professional and personal mentors

Have each student identify one weakness from the SkillsUSA Framework. Then pair each student with a professional mentor who will help him or her improve skills. Track and celebrate progress throughout the semester. ●

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“A Drive for More”

Content Discussion Questions

1. What amazes you most about Edwin Maxcy’s story?
2. How do you describe the American dream?
3. What helps you overcome obstacles and barriers at home? In school? In SkillsUSA? In the workplace?
4. When do you go above and beyond at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 15 minutes

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

Materials needed: PVC pipes (three 2-foot-long pieces per small group) and marbles (one per small group)

Prior to the session, mark a starting line and a finish line. Divide students into groups of four or five. Give these instructions:

1. Your group must get a marble from the starting line to the finish line.
2. The marble may not be exposed to daylight.
3. Only the team leader can touch the marble at the start line.
4. Marbles cannot touch the floor.
5. You may not throw the marbles.
6. Team members may not move their feet if there is a marble in their tube.
7. If a marble is dropped or touched, your team must start again.
8. What questions do you have?

Allow several minutes for the challenge. Then facilitate a discussion by asking questions including:

- What was challenging about this activity?
- What methods worked for moving the marble?
- What methods did not work for moving the marble?
- When do you demonstrate adaptability and flexibility at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Multicultural Sensitivity, Empower everyone equally

Share a quote from 1931 by James Truslow Adams regarding the American dream. “The American dream is that dream of a land in which life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement. It is a difficult dream for the European upper classes to interpret adequately, and too many of us ourselves have grown weary and mistrustful of it. It is not a dream of motor cars and high wages merely, but a dream of social order in which each man and each

woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position.” Discuss the quote in small groups and then with the entire class. ●

“Taking a Road Less Traveled”

Content Discussion Questions

1. Have you ever been “new” somewhere? How did you feel?
2. How do you welcome others at home? In school? In SkillsUSA? In the workplace?
3. How do you make decisions at home? In school? In SkillsUSA? In the workplace?
4. When have you taken the road less traveled? What happened?
5. When have you decided against taking the road less traveled? How did you feel?

In-Class Activity, 15 minutes

Workplace Skills: Teamwork, Respect and support my team members

Materials needed: None

Divide students into groups of four. Give these instructions:

1. Think back over your school career.
2. Identify a moment when everything was great about yourself and you were operating in high gear.
3. Perhaps it was a spelling-bee performance that you crushed, team science-fair project, or reward for improving a class grade.
4. Whatever the circumstances, identify the moment that you believe you were performing at your best.

Pause for students to think, then ask them to: Share this moment with your group with as much vivid detail as you can remember.

Allow about 10 minutes for discussions. Bring students back together. Facilitate a discussion by asking questions including:

- What themes did you notice as the stories were shared?
- How can we create a classroom in which more of these themes occur more often?
- How can you create a workplace in which more of these themes occur often?
- How does support from others help you perform at your best?
- How do you respect and support your peers in school? In SkillsUSA? In the workplace?

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“Taking a Road Less Traveled” (cont.)

Extended Learning Activity

Workplace Skills: Decision Making, Determine the best outcome

Read Robert Frost’s poem “The Road Not Traveled,” which can easily be found online. As a class, discuss the poem and the decision-making process that the man goes through: The first stanza sets up the conflict. In the second stanza, the speaker chooses a road. In the third, the speaker decides to travel the other road another day, knowing that this may or may not happen. Finally, in the last stanza, the speaker knows that regardless, the story will be great to share with others and show the importance of making a decision and how it affected his life. ●

“Beyond My Wildest Imagination”

Content Discussion Questions

1. How does WorldSkills change the lives of students?
2. What challenge did Kevin Matthies face in the WorldSkills team tryouts?
3. When have you overcome an obstacle at home? In school? In SkillsUSA? In the workplace?
4. When have you performed well but still fell short of winning?
5. What do you do to relax when you are stressed at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 20 minutes

Workplace Skills: Leadership, Model stability

Materials needed: Notecards (one per student), writing utensils (one per student) and foam ball or other item that can be safely tossed

Give these instructions:

1. A mantra is a word or phrase that is repeated to focus on a single thought or idea.
2. Today, you will develop your own personal mantra.
3. Focus on your values, goals and challenges.
4. Be sure to keep it short.
5. Make it a phrase you will actually use.
6. Be positive so it’s “what will you do” versus “what you will not do.” For example: “Try your best” versus “don’t be lazy.”
7. Examples include: “I am enough.” “I am awesome.” “You’ve got this.” “Be calm.” “Be confident.” “I can. I will.”
8. On your notecard, write your own personal mantra.
9. You have four minutes.

After four minutes, bring students back together. Have students form a circle. Give these instructions:

1. When it is your turn, you will look at someone in the circle, say your mantra and toss the ball.
2. After you speak your mantra, sit down.

After all students have participated, facilitate a discussion by asking questions including:

- How does a personal mantra help focus and motivate a person?
- What did you notice about the energy level before and after the activity?
- What’s it like hearing others’ mantras?
- When might it be helpful to say your personal mantra at home? In school? In SkillsUSA? In the workplace?
- How does stability affect your personal performance at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Personal Skills: Adaptability/Flexibility, Overcome barriers and roadblocks

Have students watch a video about Amy Purdy, a double amputee turned Paralympics’ medalist, model and motivational speaker (“Live It, Amy Purdy,” 2 1/2 minutes): https://www.youtube.com/watch?v=M7LtU_RZLZM.

Or, if more time is available, watch a longer (9 1/2 minutes) version of “Living Beyond Limits, Amy Purdy”: http://www.ted.com/talks/amy_purdy_living_beyond_limits ●

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“Spotlight”

Content Discussion Questions

1. How could our chapter use grant funds to make a difference?
2. What opportunities exist in our community for helping others?
3. How could our chapter help local veterans?
4. What are the benefits of having a mentor?
5. What mentors do you work with?
6. Could our chapter implement any of the activities highlighted in the “Spotlight” section?

In-Class Activity, 12 minutes

Workplace Skills: Leadership, Express compassion

Materials needed: Balloons (one per student minus one) and markers (one per student, but these can also be shared)

Give each student a balloon, and distribute several markers. Ask this question: What are the qualities of a servant leader?

Allow 20 seconds for “think time.” Then give these instructions: Inflate your balloon, and write one of those traits on your balloon.

After 30 seconds, have each student state his or her servant leader characteristics. Then give these instructions: We will form a single-file line shoulder to shoulder, with a balloon between you and your neighbor.

After students are lined up, give these instructions:

1. The goal is for the entire group to move to the other side of the room without dropping a balloon.
2. Once you start moving, you may not touch the balloons with your hands.
3. If a balloon touches the ground, you must start over.

After the group has completed the activity, facilitate a class discussion by asking questions including:

- How did you demonstrate servant leadership in this activity?
- What is the importance of servant leadership?
- How does servant leadership affect a school? Workplace? Community?
- How is compassion related to leadership?
- How do you express compassion at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Teamwork, Honor the contributions of others

Work with a local business to arrange a tour and job-shadow experience. Allow at least one hour for students to work in small groups with one professional. Students will get to experience the work of the individual and learn technical skills. ●