

## SkillsUSA Champions Magazine — Winter 2019

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

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

Using this guide will further develop the skills of reading comprehension and critical thinking, as well as practice skills of the SkillsUSA Framework.

The guided reading questions can be given to students prior to their assigned reading or browsing of the magazine. Have students read the article as homework or during class individually, in small groups or aloud as an entire class. Then quickly discuss the article. Finally, use the discussion questions to help students apply the article to their own SkillsUSA experience.

Activities are provided for practice and extended learning. Select several articles to cover in one class period, or focus on one article each day.

The goal of this guide is to provide you the tools necessary to best educate your students in your classroom. ●



## Student Guided Reading Questions SkillsUSA Champions, Winter 2019

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

1. What is one benefit of being a professional SkillsUSA member?
2. What advice of Tim Lawrence's works for every potential winner?
3. How many states were represented at the 2018 Washington Leadership Training Institute?
4. What was the highlight of WLTI?
5. What is the U.S.-China State and Provincial Education Leaders Dialogue?
6. What was the purpose of the meeting between SkillsUSA and Kentucky Gov. Matt Bevin?
7. How many years has the WorldSkills Competition been held?
8. What is the hashtag used to follow the WorldSkills USA team?
9. Who is responsible for bringing Joelle Perelli, Erin Beaver and Natalie Rhoades together for the Welding Fabrication team?
10. How many all-female teams competed in the 2018 national Welding Fabrication competition?
11. In your opinion, what was the best piece of offered for the competitions or your future career?
12. Who encouraged Jared Salzinger to pursue a degree in nursing?
13. Why did Jared Salzinger choose healthcare?
14. What is FCCLA?
15. How often is the WorldSkills Competition held?
16. How many students are on the WorldSkills Champions Trust advisory board?
17. What honor did Rahsaan Gomes-McCreary receive?
18. Rahsaan Gomes-McCreary's master's degree is in which area?
19. What do "blessing bags" contain?
20. What did Presque Isle SkillsUSA members do to raise money for the Snowdogs basketball team? ●

## Student Guided Reading Questions (Teacher Key) SkillsUSA Champions, Winter 2019

1. What is one benefit of being a professional SkillsUSA member? **Answer: Free copy/access to the *SkillsUSA Championships Technical Standards***
2. What advice of Tim Lawrence’s works for every potential winner? **Answer: “Practice, practice, practice.”**
3. How many states were represented at the 2018 Washington Leadership Training Institute? **Answer: 26**
4. What was the highlight of WLTI? **Answer: Delegates from each state visited their local congressional representatives on Capitol Hill**
5. What is the U.S.-China State and Provincial Education Leaders Dialogue? **Answer: A gathering centered around mutual learning from both nations’ technical and vocational training models**
6. What was the purpose of the meeting between SkillsUSA and Kentucky Gov. Matt Bevin? **Answer: To make Kentucky a workforce development model for the nation**
7. How many years has the WorldSkills Competition been held? **Answer: 44**
8. What is the hashtag used to follow the WorldSkills USA team? **Answer: #RoadtoKazan**
9. Who is responsible for bringing Joelle Perelli, Erin Beaver and Natalie Rhoades together for the Welding Fabrication team? **Answer: SkillsUSA advisor Jacob Holland**
10. How many all-female teams competed in the 2018 national Welding Fabrication competition? **Answer: One**
11. In your opinion, what was the best piece of offered for the competitions or your future career? **Answer: Answers will vary.**
12. Who encouraged Jared Salzinger to pursue a degree in nursing? **Answer: Co-workers**
13. Why did Jared Salzinger choose healthcare? **Answer: Answers will vary but should lead to working with customers and making a difference**
14. What is FCCLA? **Answer: Family, Career and Community Leaders of America**
15. How often is the WorldSkills Competition held? **Answer: Every two years**
16. How many students are on the WorldSkills Champions Trust advisory board? **Answer: 10**
17. What honor did Rahsaan Gomes-McCreary receive? **Answer: State Career and Technical Education Cosmetology Teacher of the Year**
18. Rahsaan Gomes-McCreary’s master’s degree is in which area? **Answer: Psychology**
19. What do “blessing bags” contain? **Answer: Toiletries, pens, pencils, playing cards, puzzles and word-search books**
20. What did Presque Isle SkillsUSA members do to raise money for the Snowdogs basketball team? **Answer: Sending letters to businesses, asking for donations ●**

## Instructor Guide

### SkillsUSA Champions, Winter 2019

#### “Your Own Best Competition”

##### Content Discussion Questions

1. How can you best prepare for SkillsUSA competitions?
2. What do students gain from participating in SkillsUSA competitions?
3. What gold standards do you set for yourself?
4. How do you meet your own gold standards at home? In school? In SkillsUSA? In the workplace?

##### In-Class Activity, 30 minutes

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

*Materials needed: Paper (one piece per group of four students), writing utensil (one per group of four students) and writing surface*

Put students into groups of four. Each group needs one piece of paper and a writing utensil. Ask these questions; allow for class discussion after each one:

- What are classroom expectations?
- What are some specific examples of expectations?
- What are gold standards?
- How are expectations and gold standards different?

Give these instructions:

1. Your group will brainstorm gold standards for our class and classroom.
2. In the center of the paper, write the words “gold standards.” (Pause.)
3. Put a circle around those words. (Pause.)
4. As a group, you will add lines going from the center circle to other circles.
5. These other circles will have gold standards that you believe our class should strive for.
6. Add as many gold standards as you want.
7. Use additional circles to further describe the standards as needed.
8. What questions do you have? (Pause.)
9. You have eight minutes to brainstorm.

After eight minutes, bring students back together. Have groups share their gold standards. Write common themes on the writing surface. As a class, create a list of gold standards. Then facilitate a discussion by asking questions including:

- How did you choose the gold standards?
- Why is it important to strive for and meet these gold standards?

- What recognition should be given to individuals that meet the gold standards?
- What recognition could be given to the class if all students meet the standards?
- How can you hold yourself accountable to meet the gold standards?
- How can you hold your classmates accountable to meet the gold standards?
- How do you hold yourself and others accountable at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Technical Skills: Job-Specific Skills, Know my job roles and responsibilities*

Identify one SkillsUSA competition area that you would like to participate in this year. Print the information pertaining to that competition from the *SkillsUSA Championships Technical Standards*. Read the rules, and highlight information you want to be sure to remember. Then write the tips and advice found in this issue that relate to the competition. ●

#### “The Blazers’ Red Glare ...”

##### Content Discussion Questions

1. What is the Washington Leadership Training Institute?
2. Who attends WLTI?
3. What leadership conferences might you attend this year?
4. If you wanted to attend WLTI, how might you obtain funding?
5. Who are your congressional representatives?
6. Why is advocacy important?

##### In-Class Activity, 40 minutes

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

*Materials needed: Copies of the scenarios (assigned scenario for each student), computer with internet access (one per scenario group), paper as needed and writing utensils*

Use “Role-Play” from *SkillsUSA Accelerate* (Pages 60-61). Put students into small groups based on the scenarios given at the end of this activity. Some of the scenarios may not be used, depending on the number of students in the class. Give these instructions:

1. Your group will role-play your given scenario.
2. You have 10 minutes to prepare.

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### SkillsUSA Champions, Winter 2019

#### “The Blazers’ Red Glare ...” (cont.)

3. Think about how the interaction will start, what information will be shared, questions that will be asked and how the group will end the scenario.
4. You may want to use information and resources from: <https://www.skillsusa.org/about/why-career-technical-education/>
5. The role-plays should be under two minutes long.
6. What questions do you have? (Pause.)

Monitor students’ work. After 10 minutes, bring students back together. Have each group read the scenario and present the role-play. After each, discuss what was observed. After all have presented, facilitate a group discussion by asking questions including:

- What things should we *do* when advocating?
- What are definite *don’t*s of advocating?
- How did the advocates check for understanding in the role-plays?
- What are some facts that should be shared about career and technical education?
- How do you advocate for career and technical education at home? In school? In SkillsUSA? In the workplace? In the community?

#### Scenario A: Three students

**Advocate:** Teacher

**Target Audience:** Two parents

Scenario: A parent of a career and technical education student has removed that student from CTE and forced him or her to enroll in calculus instead. The student has asked the teacher to meet with the parent in hopes of persuading him or her to allow the student to remain enrolled in CTE.

#### Scenario B: Four students

**Advocates:** Two senior students

**Target Audience:** Principal and curriculum director

Scenario: A longtime career and technical education teacher has been told that one of the classes will be eliminated in the coming year and her or she will be expected to tutor students preparing for state English exams during that period. The advanced students have requested a meeting with the principal and curriculum director to ask that the class be restored.

#### Scenario C: Five students

**Advocates:** One student, one parent and a teacher

**Target Audience:** Superintendent of schools and president of the school board

Scenario: Funding is short, and the school board has decided cuts must be made. It has decided to keep career and technical classes but discontinue SkillsUSA. It is your job to make the case for keeping SkillsUSA as an integral part of CTE.

#### Scenario D: Five students

**Advocates:** One teacher and two students

**Target Audience:** President of the parent association and two association members

Scenario: Your chapter won a state SkillsUSA competition and qualified for nationals. You need to raise funds to make the trip with chapter members and chaperones. You are meeting with the school parent association to seek their support.

#### Scenario E: Three students

**Advocates:** Two students

**Target Audience:** State legislator

Scenario: Each year, schools are invited to participate in state career and technical education day at the capital. During the event, students have the opportunity to meet with their local representative. It is your job to share about the value of CTE and why continued funding is important.

#### Extended Learning Activity

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

Have students research and learn about the events of 9/11 by using: <https://pentagonmemorial.org/learn/911-pentagon>. Read and watch the videos. Then explore the interactive timeline of events. Discuss topics including: the role of first responders, how the world changed after 9/11 and the importance of history and memorials. ●

## Instructor Guide SkillsUSA Champions, Winter 2019

### “Sharing our Best Practices Near and Far”

#### Content Discussion Questions

1. How are education and economics indivisible?
2. Why is developing relations with China important?
3. Describe the American model for technical and vocational training.
4. How is SkillsUSA a career-readiness solution?
5. How do you showcase SkillsUSA in school? In the workplace? In the community?

#### In-Class Activity, 30 minutes

*Workplace Skills: Communication, Choose appropriate mode of communication*

*Materials Needed: Internet and email access for each small group, and writing surface*

Use “Let’s Go to the Movies” from *SkillsUSA Accelerate* (Page 45) and show the two-minute video about Kentucky Gov. Matt Bevin’s belief in SkillsUSA: [tinyurl.com/bevin18](http://tinyurl.com/bevin18). After the film, facilitate a discussion by asking questions including:

- What excites you most about SkillsUSA?
- What skills will you have when you graduate?
- What if enrollment in career and technical education doubled?
- What if SkillsUSA membership doubled?
- Who specifically should see this video? (Think administrators and supporters)

For the last question, record the answers on the writing surface. Then divide students into pairs or small groups. Give these instructions:

1. We are going to share this video with those individuals and businesses you listed.
2. You will email a short note and the link to your assigned person.
3. Your group may need to call the person or business to obtain an email address.

Ask and discuss these questions:

- What should you say in the note?
- If you must call to get the email address, what should you say?

Assign each group at least one name from the writing surface.

Then give these instructions:

1. You have 15 minutes to share the video.
2. What questions do you have? (Pause.)

Monitor groups as they work. After 15 minutes, bring students back together and thank them for being a positive advocate for SkillsUSA and career and technical education.

#### Extended Learning Activity

*Workplace Skills: Multicultural Sensitivity, Learn about other cultures*  
Students will compare and contrast education in the United States versus China. Put students into pairs. Have each pair research and create a comparison chart. Pairs may choose their own chart style. They then share with the class and discuss the discoveries. ●

### “Supporting America’s Team”

#### Content Discussion Questions

1. What is the WorldSkills Competition?
2. Who participates in the WorldSkills Competition?
3. What social media outlets do you use?
4. Why do businesses use social media?
5. What foreign countries would you like to visit?

#### In-Class Activity, 12 minutes

*Workplace Skills: Decision Making, Identify possible solutions*

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

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

1. Think about our SkillsUSA chapter. (Pause.)
2. On your paper, write words to describe our chapter.
3. You have 90 seconds.

After 90 seconds, divide students into three groups. Give these instructions:

1. Share your descriptions with your group and discuss our chapter.
2. Then brainstorm potential hashtags that our chapter could use, ultimately deciding upon one to share with the class.
3. What questions do you have? (Pause.)
4. You have six minutes to share, discuss, brainstorm and choose one hashtag.

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#### “Supporting America’s Team” (cont.)

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

- How do you describe our chapter?
- How did you identify and select the one hashtag as a group?
- How are hashtags used?
- What are benefits for our chapter to have a hashtag?

#### Extended Learning Opportunity

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

Encourage students to like or subscribe to each of the WorldSkills USA team’s social media outlets including Facebook, Twitter, Instagram and YouTube. Find more information at: [www.worldskillsusa.org](http://www.worldskillsusa.org). Discuss information that is found. ●

#### “Career-Ready Starts Here”

##### Content Discussion Questions

1. What are your strengths?
2. How do you use your strengths to help others at home? In school? In SkillsUSA? In the workplace?
3. Describe the best team you have been a part of.
4. How do you encourage others at home? In school? In SkillsUSA? In the workplace?
5. When have you surprised someone with your skills or performance?

##### In-Class Activity, 28 minutes

*Personal Skills: Self-Motivated, Positively contribute to every project*  
*Materials needed: Paper (one piece per student) and writing utensil (one per student)*

Divide students into groups of four. Give these instructions:

1. Consider the past four years of your life and identify three shining moments. (Note to instructor: You may choose to have students specifically think of experiences in SkillsUSA or career and technical education.)
2. These could be events, activities, accomplishments, collaborations, moments of recognition and more.
3. Take six minutes to brainstorm and jot down notes about your three shining moments.

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

1. You will take turns sharing your shining moments.

2. Each group member will share one moment, then everyone will share a second highlight.
3. After everyone has shared, discuss what common themes were heard.
4. You have 15 minutes to share and discuss.

After 15 minutes, bring students back together. If time allows, have each student share one shining moment with the class. Facilitate a discussion by asking questions including:

- What common themes did you hear?
- Based on the shining moments shared in your group, what strengths do individuals have?
- How do you use your strengths?
- How do you positively contribute to projects at home? In school? In Skills USA? In the workplace?

#### Extended Learning Opportunity

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

Use “Team Tasks” from *SkillsUSA Ignite* (Pages 103-104). Facilitate a conversation about combining individual strengths and teamwork. ●

#### “What Can Students Do to Succeed In Their Competitions?”

##### Content Discussion Questions

1. What is the best piece of advice you have ever been given?
2. Who do you often seek advice from?
3. How do you prepare for competitions?
4. When do you perform you best at home? In school? In SkillsUSA? In the workplace?

##### In-Class Activity, 12 minutes

*Technical Skills: Job-Specific Skills, Open to coaching and feedback*  
*Materials needed: Balls or beanbags (one per group), blindfolds (one per group), stopwatch, plastic buckets or empty boxes (one per group) and masking tape*

Divide students into teams of four, five or six. Tape a start line on the floor for each team. Place a bucket or box at least 10 feet away from the line. Give each team one blindfold and a ball or beanbag. Give these instructions:

1. Each team will select one tosser. (Pause.)

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#### “What Can Students Do to Succeed ...” (cont.)

2. The tosser will be blindfolded and stand behind the start line.
3. The tosser will attempt to toss as many balls in the bucket as possible.
4. Each team must also select a retriever. (Pause.)
5. The retriever will retrieve the ball and throw it back to the assistant.
6. This means each team must also select an assistant. (Pause.)
7. The assistant will give the ball back to the tosser.
8. Finally, each team must select a scorekeeper. (Pause.)
9. The scorekeeper will add up the successful tosses for each round.
10. One point is scored for every ball the tosser gets in the bucket.
11. As long as the ball bounces into the bucket first, even if it bounces out, still count the point.
12. We will have three one-minute rounds with a different rule for each round.
13. Round One is no talking.
14. The tosser will try to score as many points as possible with no instruction.
15. This includes no talking for the scorekeeper.
16. What questions do you have? (Pause.)
17. Blindfold the tosser. (Pause.)
18. Begin!

After one minute, bring students back together. Give these instructions:

1. Round Two is limited instruction.
2. The team may only say “yes” and “no.”
3. The tosser will try to score as many points as possible with very limited feedback.
4. Begin!

After one minute, bring students back together. Give these instructions:

1. Round Three is full instruction.
2. The team may coach the tosser by providing any helpful information.
3. The tosser tries to score as many points as possible with extensive feedback from the team.
4. Begin!

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

- What was it like to have no feedback in Round One?

- How did performance change between the rounds?
- What advice did you give the tosser?
- Would the tosser be successful on his or her own?
- When do you receive feedback at home, and how do you use it? In school? In SkillsUSA? In the workplace?

#### Extended Learning Opportunity

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

Put together a mock competition for the class. Afterward, discuss what students could do both before and during the contest to improve their performance. ●

#### “From Jewelry Sales to Nursing ...”

##### Content Discussion Questions

1. What is Jared Salzinger’s passion?
2. What challenges might he have faced when returning to college?
3. When have you changed your future plans?
4. What inspires you?
5. How do you support and encourage others at home? In school? In SkillsUSA? In the workplace?

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

*Workplace Skills: Teamwork, Respect and support my team members*

*Materials needed: Encouragement worksheet (one per student) and writing utensil (one per student)*

Create an “encouragement worksheet,” like the one displayed at the end of this activity, for each student. Give these instructions:

1. Write your name at the top of the worksheet. (Pause.)
2. Pass your handout to a neighbor. (Pause.)
3. You will write something about the person whose worksheet you just received.
4. Respond to one sentence stem, or several if you have more kind things to say about the person.
5. You will have 90 seconds.
6. What questions are there? (Pause.)

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

1. Pass the paper to another neighbor. (Pause.)
2. Again, you will respond to at least one sentence stem.
3. Begin!

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### SkillsUSA Champions, Winter 2019

#### “From Jewelry Sales to Nursing ...” (cont.)

After 90 seconds, bring students back together and repeat a few more times. Have students return the handout to the owner. Allow a few minutes for students to read the comments. Facilitate a group discussion by asking questions including:

- How do you feel after reading the comments?
- How did you feel when writing the comments?
- How can you best support your teammates in school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace Skills: Leadership, Express compassion*

If possible, work with an elementary class. In mixed age groups, read *The Giving Tree* by Shel Silverstein. Discuss the messages of the story. Then have individual students determine a gift they would like to give and who would receive the gift. Write these down and share with the class. Then display on a bulletin board or other display space. ●

#### Encouragement Worksheet

Name:

One idea I've gotten from you is ...

I can count on you when ...

I appreciate when you ...

I am impressed by the way you ...

Some adjectives that describe you are ...

#### “Circling the Globe to Talk About Skills”

#### Content Discussion Questions

1. How did Kieron Kohlmann earn the honor of being part of the WorldSkills Champions Trust?
2. What does the WorldSkills Champions Trust do?
3. How do you help others?
4. How do you share your experiences to others at home? In school? In SkillsUSA? In the workplace?

#### In-Class Activity, 5 minutes

*Workplace Skills: Communication, Use appropriate body language*

*Materials needed: None*

Give these instructions:

1. I will give a series of instructions, which you should copy as fast as possible.
2. Everyone stand up.

State the following actions as you physically do them:

1. Put your hand on top of your head.
2. Wiggle your fingers.
3. Sit down.
4. Clap your hands.
5. Touch your knee.
6. Stand up.
7. Hop one time.
8. Put your hand on your nose.
9. Put your hand on your shoulder (but while saying this, actually put your hand on top of your head).

Observe the number of students that copied what you physically did instead of what you verbally said. Facilitate a discussion by asking questions including:

- How does body language reinforce verbal communication?
- Why is body language often stronger than verbal communication?
- How do you use appropriate body language at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Watch and discuss the video about SkillsUSA's quest to field the best team ever for international competition at: <https://youtu.be/OIOqmFz-UAY>. ●

## Instructor Guide

### SkillsUSA Champions, Winter 2019

#### “Divine Providence”

##### Content Discussion Questions

1. What challenges did Rahsaan Gomes-McCreary overcome?
2. How does she help her students gain skills of the SkillsUSA Framework?
3. When have you been an underdog? What did you do?
4. What skills of the framework does this teacher demonstrate?
5. How do you help others at home? In school? In SkillsUSA? In the workplace?

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

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

*Materials needed: Medium to heavy-weight rope at least 5 meters long*

A large, flat space is needed. The instructor will hold one end of the rope, and a volunteer will hold the other. All students should be gathered on one side of the rope, far enough away that they will not be hit when the rope is turned. Give these instructions:

1. The class must get from one side of the rope to the other.
2. Once the rope starts turning, the only way to get to the other side is to go through the rope.
3. No one may make contact with the rope.
4. If anyone (besides the teacher and volunteer) touches the rope, the entire team must start over.
5. Once the first person makes it successfully through the rope, at least one person must come through the rope for every rotation.
6. If the rope spins a full rotation without anyone running through it, the group must start over.
7. What questions do you have? (Pause.)
8. Be very careful when running through the turning rope.
9. Avoid falling on the ground or bumping into a teammate.

Be sure that you and the volunteer are ready to release the rope as soon as it hits a participant. After the group completes the challenge, facilitate a group discussion by asking questions including:

- What worked well?
- What did not work?
- How did you help others?
- What allowed your group to keep going and not quit?
- How do you maintain composure during adversity at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

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

Find a personal growth podcast, and listen to one episode. Share with the class your top takeaways. ●

#### “Spotlight”

##### Content Discussion Questions

1. What assisted or senior living facilities are in our community?
2. Who could our chapter create “blessing bags” for?
3. How does our chapter help other students?
4. What opportunities exist in our community for helping others?
5. Could our chapter implement any of the activities highlighted in the “Spotlight” section?

##### In-Class Activity, 20 minutes

*Workplace Skills: Leadership, Foster hope*

*Materials needed: Smooth river rocks (one per student), black paint, one foam brush, white oil-based paint pen (one per small group of students), thin paint brushes (one per student), multiple colors of craft paint and small plastic or paper plates (one per student)*

Prior to the session, paint each rock black. Allow to dry.

Give each student a painted rock. Give these instructions:

1. With a white paint pen, write a positive message on your rock.
2. Examples might include, but are definitely not limited to: enjoy life, be here now, dream big, I choose to be happy.
3. Then use the small brush and paints to decorate the rock.
4. When the rocks are dried, you will leave it at the doorstep of someone that could use a positive message or at a public place such as a park or playground for someone to find.
5. What questions do you have? (Pause.)
6. You will need to share the paint pens and pens.
7. You have 15 minutes to complete the rock.

After 15 minutes, bring students back together. Allow students to view each others creations. Facilitate a class discussion by asking questions including:

- How would you feel if you found this rock at your doorstep?
- How do the words of others affect you at home? In school? In SkillsUSA? In the workplace?

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### SkillsUSA Champions, Winter 2019

#### “Spotlight” (cont.)

- How do you encourage others and foster hope at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

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

Complete random acts of kindness. Have each student write down one suggestion for a random act of kindness. Put all ideas into a bucket or envelope. Have each student draw one. The student will have the week to complete the random act of kindness and report to the class. ●