

SkillsUSA Champions Magazine — Spring 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, Spring 2019

Name: _____ Date: _____ Period: _____

1. What two things can we each focus on and control?
2. What award or title is given to chapters that excel in SkillsUSA's Chapter Excellence Program (CEP)?
3. Members in which competition area were recently added to the WorldSkills USA team?
4. How many members will be on the final 2019 WorldSkills USA competition team?
5. How many SkillsUSA Week grants were awarded?
6. What type of projects did the SkillsUSA Week grants fund?
7. According to the survey, which were the top four skills gained through SkillsUSA participation?
8. What percent of members surveyed agree that SkillsUSA involvement helped them have a better understanding of career plans?
9. What has sparked a "culture of giving" at the Lynn school?
10. How are middle school students included in SkillsUSA at Lynn?
11. What three tools can help a chapter run smoothly?
12. What grant was used to fund the networking project for the homeless shelter?
13. What percent of members participated in the pie project at the Bergen County Academy?
14. How do alumni members assist the Bergen County Academy?
15. According to Karen Ballew, where does "your journey begin?"
16. What motivated Ballew to pursue another degree including technical training?
17. In which SkillsUSA competition did Marlana Wunderlich compete?
18. What is instructor Michael Corby's advice to students?
19. Which class changed Alex Adkisson's future career?
20. Which Green Mountain High program has increased pass rates in Algebra I and improved standardized test scores?
21. How did students in Oklahoma raise money for a public school?
22. How did students at El Paso Independent School District help animals? ●

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

1. What two things can we each focus on and control? **Answer: Doing well in school and making a positive change in our communities**
2. What award or title is given to chapters that excel in SkillsUSA's Chapter Excellence Program (CEP)? **Answer: Model of Excellence**
3. Members in which competition area were recently added to the WorldSkills USA team? **Answer: Cyber Security**
4. How many members will be on the final 2019 WorldSkills USA competition team? **Answer: 23**
5. How many SkillsUSA Week grants were awarded? **Answer: 50**
6. What type of projects did the SkillsUSA Week grants fund? **Answer: Open houses**
7. According to the survey, which were the top four skills gained through SkillsUSA participation? **Answer: Responsibility, work ethic, teamwork and communication**
8. What percent of members surveyed agree that SkillsUSA involvement helped them have a better understanding of career plans? **Answer: 60 percent**
9. What has sparked a "culture of giving" at the Lynn school? **Answer: Regular participation in community service**
10. How are middle school students included in SkillsUSA at Lynn? **Answer: Project YES: Youth empowerment success**
11. What three tools can help a chapter run smoothly? **Answer: Program of work, yearly action plan and Chapter Excellence Program**
12. What grant was used to fund the networking project for the homeless shelter? **Answer: \$25,000 SkillsUSA/Lowe's grant**
13. What percent of members participated in the pie project at the Bergen County Academy? **Answer: 100 percent**
14. How do alumni members assist the Bergen County Academy? **Answer: Alumni are invited to speak and help prepare students for competitions, interviews and academics**
15. According to Karen Ballew, where does "your journey begin?" **Answer: At the end of your comfort zone**
16. What motivated Ballew to pursue another degree including technical training? **Answer: Being a caregiver and death of her mother**
17. In which SkillsUSA competition did Marlana Wunderlich compete? **Answer: Automated Manufacturing Technology**
18. What is instructor Michael Corby's advice to students? **Answer: Never stop learning**
19. Which class changed Alex Adkisson's future career? **Answer: Geometry and construction**
20. Which Green Mountain High program has increased pass rates in Algebra I and improved standardized test scores? **Answer: AMPED (Algebra I in manufacturing processes, entrepreneurship and design)**
21. How did students in Oklahoma raise money for a public school? **Answer: Building outdoor furniture and custom signs**
22. How did students at El Paso Independent School District help animals? **Answer: Collecting donations of pet supplies and building a wheelchair for a dog ●**

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“Look on the Bright Side”

Content Discussion Questions:

1. How do you eliminate negativity from your life?
2. What can you directly control at home? In school? In SkillsUSA? In the workplace?
3. What does it mean to do well in school?
4. How do you make a positive change in our community?
5. How does our chapter make a positive change in our community?
6. What are benefits of chapters participating in the Chapter Excellence Program (CEP)?

In-Class Activity, 15 minutes

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

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

Each student needs two pieces of paper. Give these instructions: On each piece of paper, quickly draw yourself. This may be a stick person version. You have one minute to draw both.

After one minute, continue with these instructions:

1. Using one piece of paper, create about five thought bubbles for the person.
2. In each bubble, write one negative, self-limiting thought that you often tell yourself.
3. You have two minutes.

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

- What types of things do we often tell ourselves?
- Why do we talk to ourselves in a negative way?
- Would you allow someone to talk to your best friend this way? Your brother or sister? Your parents? Your significant other?
- Why do we allow ourselves to talk to ourselves this way?

Give these instructions:

1. Take the first paper and crumple it up.
2. Throw it on the floor or in the trash.
3. Using the second piece of paper, create five more thought bubbles.
4. In each bubble, write one positive thought you should tell yourself every day.
5. You have two minutes.

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

- What types of positive thoughts did you use?
- How can we tell ourselves positive thoughts each day?
- How can we eliminate negativity from our life?
- How can you spread positivity to others at home? In school? In SkillsUSA? In the workplace?
- What impact do your words and actions have on others at home? In school? In SkillsUSA? In the workplace?

Encourage students to put the paper in their notebook or locker for daily viewing.

Extended Learning Activity

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

Obtain a current copy of your academic transcript. Identify areas for growth. Meet one-on-one with instructors, advisors, counselors or mentors to create a plan for growth and improvement. ●

“WorldSkills USA Team Gets Bigger ...”

Content Discussion Questions:

1. How are WorldSkills USA participants selected?
2. How are our chapter competition teams selected?
3. Why are only a portion of competitions represented on the team?
4. In which SkillsUSA competition would you like to compete?
5. What is the purpose of WorldSkills?

In-Class Activity, 15 minutes

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

Materials needed: Deck of cards (one set per group of five)

Divide students into groups of about five students. Give these instructions:

1. Build the tallest tower possible using the cards.
2. You have five minutes.

After five minutes, bring students back together. Allow students to view all towers. Then facilitate a group discussion by asking questions including:

- What methods worked well?
- What did not work well?

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“WorldSkills USA Team Gets Bigger ...” (cont.)

- What roles did everyone play on your team?
- What roles are part of a successful team?
- How do you contribute to teams at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

View the WorldSkills USA team bio videos at: www.youtube.com/WorldSkillsUSA. Have each student script his or her own SkillsUSA bio. Record video bios, and share using social media to showcase students and promote membership. ●

“Chapters Granted Rewards”

Content Discussion Questions

1. What is a grant?
2. When is SkillsUSA Week?
3. What is the purpose of SkillsUSA week?
4. What activities does our chapter conduct during SkillsUSA week?
5. What is an “open house?”
6. How are our chapter activities funded?

In-Class Activity, 16 minutes

Workplace Skills: Decision Making, Identify possible solutions

Materials Needed: Writing surface

Create a list on the writing surface of all activities conducted during the previous SkillsUSA Week. Give these instructions:

1. These are the activities we conducted during SkillsUSA week last year. (Have a volunteer briefly summarize each activity, if possible.)
2. As a class, we will vote to help decide which activities should be used this year and which activities should be replaced.
3. You may vote for three favorite activities.

Have students vote either by raising hands and counting for each activity, or allowing each student to place a mark on the writing surface for his or her votes. Tally the votes. Announce the results. Then divide students into groups of three and give these instructions:

1. As a small group, review the results of today’s vote.
2. Discuss what activities and programming we are lacking during SkillsUSA Week.

3. Brainstorm possible activities to incorporate.
4. You have 10 minutes to discuss, brainstorm and prepare to share.

After 10 minutes, have each small group share with the class. Record new suggestions on the writing surface. Then facilitate a discussion by asking questions including:

- What is the purpose of SkillsUSA week?
- What motivates you to participate in chapter activities?
- How can we engage more members and more people during the week?
- Who is responsible for chapter activities?
- How do you promote SkillsUSA at home? In school? In the workplace?

Extended Learning Activity

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

Organize and plan an “open house” to showcase the facilities, program and chapter. Invite administration, current students and families, prospective students and families, supporters and community members to attend. ●

“New Research Highlights SkillsUSA’s Value”

Content Discussion Questions

1. What surprised you about the research?
2. What skills have you gained from participation in SkillsUSA?
3. How has participation in SkillsUSA and career and technical education helped you have a better understanding of your career plan?
4. Why are research studies important?
5. How do you promote SkillsUSA at home? In school? In the workplace?
6. How can we use this research to promote SkillsUSA at home? In school? In the workplace?

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“New Research Highlights SkillsUSA’s Value” (cont.) In-Class Activity, 45 minutes

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

Materials needed: Internet access (for each small group)

Divide students into small groups of three or four. Have each group review the report at: <https://bit.ly/2RZAtuw>. Allow about 10 minutes. Then give these instructions:

1. Your group will put together a survey to find the value of SkillsUSA specifically for our local members.
2. Choose a format: either free online survey or a paper/pencil type survey.
3. Consider who you will survey.
4. You will also select the questions to include and build the survey.
5. You have 20 minutes to work, and then we will review the questions to be sure we get accurate results.

After 20 minutes, bring students back together. Have each group present their survey. Then facilitate a group discussion by asking questions including:

- What types of surveys have you previously taken?
- What is the purpose of a survey?
- What is the purpose of research?
- Who might be interested in the results of our surveys?
- How can we share the findings of our surveys at home? In school? In SkillsUSA? In the workplace?
- How do you make decisions at home? In school? In SkillsUSA? In the workplace?

Finish by giving these instructions:

1. Your group must conduct the survey before the next class period.
2. During class, we will put together the results in a couple of graphs so the data is easy to view.

During the next class period, share the results of the surveys and have groups create charts.

Extended Learning Opportunity

Workplace Skills: Communication, Choose appropriate mode of communication

Review details of the report at: <https://bit.ly/2RZAtuw>. Share the highlights with school administration, and feature a few of the statistics using social media. ●

“Red Blazers Turn Every Carpet into a Red Carpet” Content Discussion Questions

1. What is the purpose of a uniform?
2. What other organizations have a uniform?
3. Why is the blazer red?
4. When do you wear your red blazer?

In-Class Activity, 13 minutes

Workplace Skills: Job-Specific Skills, Open to coaching and feedback

Materials needed: Paper (one piece per student), writing utensil (one per student) and SkillsUSA leadership handbook (one per student)

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

1. Think about traditions your family has. These might be weeknight rituals, holiday celebrations or even normal routines.
2. Draw two of these traditions on the front of your paper.
3. You have two minutes.

After two minutes, bring students back together. Have students share with a partner. Allow one minute. Then ask a few students to share interesting traditions they heard about during the discussion. Ask this question: What is the purpose of a tradition?

Have a few students share their answers. Then be sure to point out that traditions are fun, bring groups closer together, help form relationships, offer stability, and allow us to be part of something larger than ourselves. Give these instructions:

1. SkillsUSA like many organizations has a variety of traditions.
2. Use the handbook and record five SkillsUSA traditions on the back of your paper.
3. You have three minutes.

After three minutes, bring students back together. Have a few students share. Create a list of traditions on the writing surface. Then facilitate a group discussion by asking questions including:

- Why are those SkillsUSA traditions important?
- What is your favorite SkillsUSA tradition?
- How are traditions part of culture?
- How do you learn about other culture at home? In school? In SkillsUSA? In the workplace?

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“Red Blazers Turn Every Carpet ...” (cont.)

Extended Learning Opportunity

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

Organize a “wear red” day for all members to wear the red blazers. Encourage other students and staff to wear red in support of SkillsUSA. ●

“They Model Excellence in Their Skills: Personal Skills”

Content Discussion Questions

1. How do you feel when you give?
2. What is special about our community?
3. What does our community offer to retain and recruit residents?
4. What community services projects does our chapter conduct?
5. How do you give back to our community?

In-Class Activity, 25 minutes

Personal Skills: Leadership, Fosters hope

Materials needed: Piece of paper (one per student) and writing utensil (one per student)

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

1. Think about the community where our school is located.
2. Consider what makes the community special.
3. Silently answer the question of, “What do you love about the community?”
4. Select one thing that makes you proud of the community. (Pause.)
5. Free write for two minutes about this on your paper.

After two minutes, bring students back together. Have students form a circle to share. Students will individually share what feature/event/activity they love most about the community. After all have shared, facilitate a group discussion by asking questions including:

- What is special about our community?
- How does our community include everyone?
- Why do people move to our community?
- What can we do to improve our community?
- How does a community foster hope?
- How do you foster hope at home? In school? In SkillsUSA? In the workplace?

Put together a display or bulletin board of pictures of everything the students love about the local community.

Extended Learning Activity

Personal Skills: Integrity, Hold myself and others accountable

Explore human responsibilities in conjunction with human rights. Use the Teaching Tolerance website and lesson plan as a guide for discussions: <https://www.tolerance.org/classroom-resources/tolerance-lessons/what-responsibilities-accompany-our-rights> ●

“Workplace Skills: Helping Locals to Stay Secure and Find Paths Out of Poverty”

Content Discussion Questions

1. What technical skills do our members gain?
2. How can technical skills be used to serve others?
3. What is a grant?
4. What projects could we use grant funding to improve or make happen?
5. What is the program of work?
6. What is included in our yearly action plan?
7. What industry partners does our chapter work with? Who could our chapter partner with?

In-Class Activity, 15 minutes

Workplace Skills: Leadership, Express compassion

Materials needed: None

Put students into pairs. Have the class form two large circles. Partners on the inside circle face outwards; partners in the outside circle face inwards. Give these instructions:

1. We will have a speed chat. I’ll name an emotion.
2. You must share about a time that you experienced that emotion.
3. You have 90 seconds total to each share.
4. Then we will rotate and repeat with a different emotion.
5. The first emotion is: Happy
6. Share with your partner!

After 90 seconds, have the outside circle move one person to the right. Then give the next emotion. Repeat as time allows. Emotions to use include: angry, embarrassed, excited, proud, nervous, brave and lonely. After the activity, have students return to their original seats. Facilitate a group discussion by asking questions including:

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“Workplace Skills: Helping Locals ...” (cont.)

- What was it like describing your feelings?
- Were there some experiences that you liked talking about more? Why?
- How did you feel when hearing about another person’s feelings?
- Would you like to share your partner’s experience? Could you imagine how it would feel?
- How do you express compassion at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Use the Chapter Excellence Program mini-lesson plans (especially Part 3). Students will set goals and plans for chapter activities. Go to: <https://www.skillsusa.org/programs/chapter-excellence-program/> ●

“Technical Skills: Pie-in-the-Sky Goals Create a Tasty Business”

Content Discussion Questions

1. How many of our members participate in chapter activities?
2. How do chapter activities help student confidence?
3. How can we encourage 100-percent member participation in activities?
4. How do you go above and beyond at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 10 minutes

Workplace Skills: Teamwork, Honor my commitments and responsibilities to the team

Materials needed: Hula hoop (one) and stopwatch or clock

Have students form a large circle and hold hands. Have two students put their hands through the hoop so it is hanging from their arms. Give these instructions: Without breaking the circle or letting go of hands, move the hula hoop around the circle as fast as possible.

When the hoop has gone around the circle one full time, announce the amount of time it took to accomplish the task. Ask this question: Can you move the hoop around the circle quicker? Then give these instructions: Let’s try one more time; the time to beat is ...

Ideally, the group was quicker the second time. If not, repeat again. Facilitate a discussion by asking questions including:

- Why were you more successful the second time?
- How did it feel to beat our first time?
- What were your commitments and responsibilities in the activity?
- What are your commitments and responsibilities at home? In school? In SkillsUSA? In the workplace?
- When have you exceeded expectations at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Technical Skills: Professional Development, Seek new responsibilities to gain additional skill sets

To learn more about the Chapter Excellence Program, watch the CEP video at: www.youtube.com/watch?v=8fsttcW7b1M. Discuss the roles and responsibilities of students in CEP and the skills gained through implementing activities. ●

“Pushing Past Limits”

Content Discussion Questions

1. When have you felt alone?
2. Who is your support team?
3. What inspires your career goals?
4. What fears do you have?
5. How do you find confidence at home? In school? In SkillsUSA? In the workplace?
6. How did Karen Ballew demonstrate self-motivation?

In-Class Activity, 12 minutes

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

Materials needed: Post-it notes (three per student) and writing utensil (one per student)

Prior to the session, divide the writing surface or a wall in half. Write “intrinsic” on one half and “extrinsic” on the other half. Give each student three Post-it notes. Give these instructions:

1. On the Post-it notes, write down three things that motivate you, one motivation per note.
2. You have 90 seconds.

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“Pushing Past Limits” (cont.)

After 90 seconds, bring students back together. Ask and discuss these questions:

- What is intrinsic (internal) motivation?
- What is extrinsic (external) motivation?

Give these instructions:

1. Place your Post-it notes on the correct half of the surface based on whether the motivation listed is intrinsic or extrinsic.
2. You have 90 seconds.

After all notes are placed, bring students back together. Facilitate a discussion by asking questions including:

- Which type of motivation is most common?
- What is challenging about motivating a group of people, especially this group?
- If you were a teacher or employer, how would you motivate this group?
- How do you motivate others at home? In school? In SkillsUSA? In the workplace?
- How do you motivate yourself to achieve your goals at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

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

Use “List of 10” from *SkillsUSA Accelerate* (Page 46). Have students create a list of 10 things that will push them out of their comfort zones, such as talking to a stranger on the bus, sitting at a new lunch table, going to dinner with a friend and ordering for each other, talking to an administrator, public speaking, going live on social media, discussing a weakness or learning something new. Share about the 10 experiences later in the week after students have completed the tasks. ●

“Going Back to College ... ”

Content Discussion Questions

1. Why did Marlana Wunderlich want to return to school?
2. What does she enjoy about CNC and manufacturing?
3. How was Wunderlich a good student?
4. How do you do well in school?
5. How do you continue to learn everyday at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 30 minutes

Personal Skills: Integrity, Mark choices consistent with my values

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

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

1. We will brainstorm and create your ideal schedule.
2. Consider a normal 24-hour period, not a vacation or holiday, just a normal weekday.
3. Silently think about how your day might be broken up.
4. Write out the ideal schedule on your paper.
5. You have 10 minutes to work.
6. Don't limit yourself. Let your imagination go.

After 10 minutes, bring students back together. Give these instructions:

1. Now let's add details to your schedule.
2. What are you doing? What kind of work? What kind of play? (Pause.)
3. Where are you? What kind of place? (Pause.)
4. Who are you with? Who do you work with? Who do you live with? (Pause.)
5. Now that you have an ideal schedule created, create a list of things you must do for this schedule to become a reality.
6. You have four minutes to create a checklist.

After four minutes, bring students back together. Put students into small groups of three to share the schedules. Allow five minutes for discussion. Facilitate a discussion by asking questions including:

- What is part of your ideal schedule?
- What must you do to obtain the ideal schedule?
- How are you using your passions at home? In school? In SkillsUSA? In the workplace?
- How are your choices consistent with your values at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Technical Skills: Professional Development, Use professional and personal mentors

Make a list of people who are where you want to be and choose one to study and research. Work with a professional mentor to identify what experiences and skills you must further develop. ●

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“He’s AMPED About Math ...”

Content Discussion Questions

1. Why did Alex Adkisson dislike school?
2. What changed his opinion of school?
3. How has hands-on career and technical education helped students at Adkisson’s school?
4. How has career and technical education helped you?

In-Class Activity, 4 minutes

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

Materials needed: None

Have all students stand up. Give these instructions:

1. Put your hand above your head.
2. Point at the ceiling with one finger.
3. Draw a circle in the clockwise direction. (Pause.)
4. Continue making the circle.
5. Now keep your finger pointed at the ceiling, but bring your arm down so your hand is in front of your stomach.
6. Keep circling the entire time.

Ask this question: Which direction is your finger circling? Then give these instructions:

1. Let’s try one more time.
2. Hand above your head and point at the ceiling.
3. Draw a circle in the clockwise direction and keep circling.
4. Bring the arm down.

Have students sit down and facilitate a discussion by asking questions including:

- What happened?
- How is this possible?
- When have you changed your perspective at home? In school? In SkillsUSA? In the workplace?
- When have you embraced change at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

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

Watch the NBC News segment about the AMPED program at: <https://nbcnews.to/2B3tF4C>. Discuss the value of career and technical education and its impact on each student. ●

“Spotlight”

Content Discussion Questions

1. What is a nonprofit organization?
2. What nonprofit organizations are in our community?
3. Who does our chapter partner with? Who could we partner with?
4. How could our chapter help the local community?
5. How could our chapter help animals?
6. What fundraisers does our chapter conduct?
7. How does our chapter help students?
8. How could we raise funds to donate to another group or cause?
9. Could our chapter implement any of the activities highlighted in the “Spotlight” section?

In-Class Activity, 20 minutes

Personal Skills: Responsibility, Honor my commitments

Materials needed: Puzzle pieces (one per student), paper (one piece per student), writing utensil or markers (one per student) and scissors (one pair per small group of students)

An actual puzzle may be used, but it must have the exact same number of pieces as number of students in the class. Or, use an image printed on paper and cut it into pieces, one per student. Distribute one puzzle piece to each student. Give these instructions:

1. On the paper, re-create your puzzle piece, but magnified five times.
2. You have five minutes to work.

After five minutes, give these instructions: With your magnified pieces, as a class, put the puzzle together.

After the puzzle is completed, bring students back together. Facilitate a class discussion by asking questions including:

- How did everyone participate in this activity?
- What was challenging?
- What responsibilities do you have at home? In school? In SkillsUSA? In the workplace?
- How do you honor commitments at home? In school? In SkillsUSA? In the workplace?

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“Spotlight” (cont.)

Extended Learning Activity

Workplace Skills: Leadership, Confront issues

Challenge students to observe the needs of others for a few days. Each student should create a list of needs they see for individuals at home, in school, in SkillsUSA, in the workplace and in the community. Then work as a class or with a partner to brainstorm viable solutions to a few of these needs. ●