

SkillsUSA Champions Magazine — Summer 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, Summer 2019

Name: _____ Date: _____ Period: _____

1. How much does it cost to join the SkillsUSA Alumni Association?
2. Prior to working for SkillsUSA, what did Tim Lawrence teach?
3. What is Advance CTE?
4. What is the purpose of the “I Support CTE” campaign?
5. How could alumni members help a local SkillsUSA chapter?
6. In what month is SkillsUSA Week held?
7. What company is the lead sponsor of SkillsUSA Week?
8. What sparked Angela Philpot’s career change?
9. In which two SkillsUSA competitions did Philpot participate?
10. Which two certifications has Samantha Jinnah obtained?
11. What is Jinnah’s career goal?
12. What is the name of Bryan Glispie’s new invention?
13. Which SkillsUSA award did Glispie recently win?
14. According to their advisor, how do both David Sonnier and Sky McMillian excel?
15. Who was one of SWLA Media’s first clients?
16. Adam Frank is a member of which SkillsUSA national education team?
17. In what three majors does Chauncy Walker have degrees?
18. Who does Walker credit for helping him find the strength to follow his dreams?
19. Dessie Hall advocates for which disease?
20. What is Hall’s job position?
21. Which Barry Tech BOCES fundraiser raised over \$6,000?
22. How will Anthony and Jonathon Rivera give back to their local community? ●

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

1. How much does it cost to join the SkillsUSA Alumni Association? **Answer: Joining is free**
2. Prior to working for SkillsUSA, what did Tim Lawrence teach? **Answer: Welding**
3. What is Advance CTE? **Answer: A national nonprofit organization that represents state leaders responsible for career and technical education across the country**
4. What is the purpose of the “I Support CTE” campaign? **Answer: To urge Congress to double the federal investment in career and technical education programs**
5. How could alumni members help a local SkillsUSA chapter? **Answer: Provide resources, guidance and support to SkillsUSA classrooms**
6. In what month is SkillsUSA Week held? **Answer: February**
7. What company is the lead sponsor of SkillsUSA Week? **Answer: Channellock Inc.**
8. What sparked Angela Philpot’s career change? **Answer: She saw the level of patient care that was received and the level of care that was not received**
9. In which two SkillsUSA competitions did Philpot participate? **Answer: Health Occupations Professional Portfolio and Job Interview**
10. Which two certifications has Samantha Jinnah obtained? **Answer: CNA (certified nurse aide) and LPN (licensed practical nurse)**
11. What is Jinnah’s career goal? **Answer: Integrative medicine nurse practitioner with a focus on chronic illness**
12. What is the name of Bryan Glispie’s new invention? **Answer: Official Replay and EFX Display Device (O.R.E.D.D.)**
13. Which SkillsUSA award did Glispie recently win? **Answer: SkillsUSA California Alumni of the Year**
14. According to their advisor, how do both David Sonnier and Sky McMillian excel? **Answer: Doing more than the basic requirements**
15. Who was one of SWLA Media’s first clients? **Answer: Country Music Television (CMT)**
16. Adam Frank is a member of which SkillsUSA national education team? **Answer: Digital Cinema competition**
17. In what three majors does Chauncy Walker have degrees? **Answer: Culinary arts, hospitality management, and design and media technology management**
18. Who does Walker credit for helping him find the strength to follow his dreams? **Answer: His advisor, Dessie Hall**
19. Dessie Hall advocates for which disease? **Answer: Idiopathic intracranial hypertension**
20. What is Hall’s job position? **Answer: Student life coordinator**
21. Which Barry Tech BOCES fundraiser raised over \$6,000? **Answer: Selling sweatshirts and sweatpants**
22. How will Anthony and Jonathon Rivera give back to their local community? **Answer: Through an academic scholarship ●**

Instructor Guide

SkillsUSA Champions, Summer 2019

“Your Own Open-Door Policy”

Content Discussion Questions

1. What doors of opportunity have opened for you in school? In SkillsUSA? In the workplace?
2. How do you find courage to take “leaps of faith?”
3. What activities does our chapter conduct to keep alumni involved?
4. After graduation, how will you stay involved with our school? SkillsUSA?

In-Class Activity, 20 minutes

Workplace Skills: Decision Making, Weigh every possible outcome
Materials needed: Wastebasket, masking tape (five feet total), marker and paper balls (at least three)

Prior to the session, place the wastebasket in the center of the room. Take two steps away from the basket and put a 6-inch strip of tape on the floor. Then put another piece 1 foot farther away. Continue until about 10 pieces are on the floor. Mark each piece of tape with one with a number, start with “1” closest to the wastebasket and “10” the farthest from the basket.

Select one student to be the scorekeeper and another student to be the referee. Put students into groups of three to five. Give these instructions:

1. Each person will have the opportunity to throw three paper balls into the wastebasket.
2. Individually, you choose which line to throw from.
3. Each made basket scores points for your team.
4. Points correspond with the numbers on the tape lines.
5. A basket made from tape line “1” earns one point.
6. A missed basket is worth zero points.
7. You may throw from different lines during your turn if you choose.
8. The goal of your team is to earn the most points.
9. The scorekeeper will keep track of team points on the board.
10. The referee will be sure the tape line is not crossed.

After all students have participated and scores tallied, facilitate a group discussion by asking questions including:

- How did you determine which line to throw from?
- Was the strategy different for the first team versus the last team? Who had the advantage?
- What type of individual risks did you face in the game?
- What opportunities did you have in the game?

- What types of opportunities have you taken in school? In SkillsUSA? In the workplace?
- What opportunities have you not taken in school? In SkillsUSA? In the workplace?
- How do you weigh possible outcomes?

Extended Learning Activity

Workplace Skills: Communication, Write and speak effectively
 Select a former teacher that made a difference in your life. Send him or her a note of thanks and include an update about your educational endeavors. ●

“Joining Forces to Proclaim Our Strength”

Content Discussion Questions

1. What is a nonprofit organization?
2. What are some nonprofit organizations in our community?
3. How does Advance CTE help our school, program and chapter?
4. What impact does federal funding have on our school? Chapter?
5. How do you advocate for career and technical education and SkillsUSA at home? In school? In the workplace?

In-Class Activity, 35 minutes

Workplace Skills: Leadership, Confront issues
Materials needed: Internet access for each student (if this is not available, print out the persuasion map ahead of time)

Use the online persuasion map from Read Write Think at: www.readwritethink.org/files/resources/interactives/persuasion_map/

Give these instructions:

1. Today, you will outline a persuasive argument to support increased investment in CTE programs.
2. Use the online persuasion map to outline your thoughts and ideas.
3. You have 15 minutes to work before we share with a partner.
4. Then you will have time to finalize your persuasion map.

After 15 minutes, put students into pairs. Give these instructions:

1. Share and discuss your argument points with your partner.
2. You have five minutes to collaborate.

(Continued on next page)

Instructor Guide

SkillsUSA Champions, Summer 2019

“Joining Forces to Proclaim Our Strength” (cont.)

After five minutes, bring students back together. Instruct students to finish the persuasion map. After 10 minutes, bring students back together. Facilitate a group discussion by asking questions including:

- Why should investment in CTE programs be increased?
- What arguments could be made against increased CTE funding?
- Who could you share this persuasive argument with? In what form?
- When could you use a persuasion map for other topics?
- How do you proactively confront issues at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Visit the “I Support CTE” campaign website at: isupportcte.org Use the “share” features to spread the word about the business signature drive. Encourage local businesses and associations to participate. ●

“Helping the Past Shape the Future”

Content Discussion Questions

1. What is the SkillsUSA Alumni and Friends Association?
2. Who can join the SkillsUSA Alumni and Friends Association?
3. How does our chapter involve alumni?
4. What are benefits of engaged alumni being involved with the local chapter?

In-Class Activity, 30 minutes during session

Technical Skills: Professional Development, Use professional and personal mentors

Materials Needed: Alumni members (three or four)

Prior to the session, put together a career panel with three or four alumni members. Provide a one-paragraph biography of each professional to the students. Assign each student to type a list of five questions he or she would like to ask to the panel. The day of the career panel, have alumni members sit up front. Give these instructions:

1. Today, we are joined by alumni members of SkillsUSA and career and technical education programs.
2. We will start by having each professional introduce himself or herself.

After panel introductions, have students to ask questions as time allows. Following the panel discussion, thank panelists for their time. Assign students to write a reflection paper about the career panel.

At the next session, collect the reflections. Facilitate a discussion by asking questions including:

- What surprised you during the panel?
- What did panelists love about their jobs?
- What was the best advice offered during the panel?
- Which careers would you enjoy?
- How can you use professional mentors in the future at school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Leadership, Foster hope

Organize a joint service project to be conducted by current students and alumni. The activity will provide service learning and incorporate networking. ●

“SkillsUSA Week a Capital Event for Students”

Content Discussion Questions

1. What activities did our chapter host during SkillsUSA week?
2. How do you advocate for SkillsUSA at home? In school? In the workplace?
3. What career and technical student organizations could we partner with in the future?
4. How does our chapter interact with business and industry?
5. How does our chapter connect with elected officials?

In-Class Activity, 12 minutes

Workplace Skills: Communication, Practice active listening skills

Materials needed: None

Use “Role-Play” from *SkillsUSA Accelerate* (Page 60). Divide the class into two groups. Have students of group one form a line in the front of the classroom. Give these instructions:

1. Today, you will role-play conversations between elected officials and SkillsUSA members.
2. Students in the front of the room are our elected officials.
3. The students still sitting are the members.
4. Members, you will find an elected official and start a conversation with him or her about career and technical education and SkillsUSA.

(Continued on next page)

Instructor Guide

SkillsUSA Champions, Summer 2019

“SkillsUSA Week a Capital Event for Students” (cont.)

5. The goal is to educate the elected official and show him or her the value of our program and classes.
6. Elected officials, you will ask questions to learn more about the program and classes.
7. You have two minutes for your first conversation.
8. Members, go meet an elected official.

After two minutes, bring students back together. Facilitate a discussion by asking these questions:

- What went well in your conversations?
- Did you introduce yourselves? How?

If time allows, have students switch roles and repeat the activity. Then conclude with a group discussion using these questions:

- What went well in the second conversation?
- What is the value of career and technical education?
- What are the benefits of SkillsUSA membership?
- How do you advocate for SkillsUSA and career and technical education at home? In school? In the workplace?
- How could our chapter better connect with elected officials?

Extended Learning Opportunity

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

Host a congressional meet-and-greet that is open to the general public. Be sure to invite all elected officials so everyone has an equal opportunity to share his or her views. Have students prepare questions ahead of time to ask during the open forum. ●

“It’s a Great Feeling”

Content Discussion Questions

1. What is empathy?
2. What is intercostal neuralgia?
3. When have you felt like no one understood you?
4. How do you show empathy at home? In school? In SkillsUSA? In the workplace?
5. What has influenced your career choices?
6. How do you pay it forward at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 12 minutes

Workplace Skills: Leadership Skills, Express compassion
Materials needed: None

Divide students into three groups. Have students of Group One stand in front of the room. Give these instructions:

1. Students in Group One are now statues.
2. I will give a scenario, and individually you will each demonstrate the emotion that you would have in that situation.
3. You have five seconds to strike a pose.
4. The first scenario is: “You meet a new person, so you stick out your hand to greet him or her with a handshake. The person just stares back at you. How do you feel? How do you react?”

After five seconds, discuss the statues and emotions. Then give another scenario: “You unexpectedly win the lottery.” After five seconds, discuss the statues and emotions.

Thank Group One for participating. Have students of Group Two come to the front of the room. Give this scenario: “Your cat died.” After five seconds, discuss the statues and emotions.

Give another scenario: “You are watching a video of yourself singing.” After five seconds, discuss the statues and emotions.

Thank Group Two for participating. Have students of the third and final group come to the front of the room. Give this scenario: “A classmate points out that you have food stuck in your teeth.” After five seconds, discuss the statues and emotions.

Give another scenario: “A friend gets invited to a special dinner and you do not. After five seconds, discuss the statues and emotions. Thank Group Three for participating.

Facilitate a group discussion by asking questions including:

- How do you show emotions at home? In school? In SkillsUSA? In the workplace?
- How do you tell people how you feel?
- How do you ensure that you understand how someone else feels?
- How do you express compassion and empathy at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Workplace Skills: Multicultural Sensitivity, Treat everyone with respect
Visit a local nursing home, assisted living center, children’s hospital or similar facility to learn more about the care offered. Spend time interacting with residents and patients. ●

Instructor Guide

SkillsUSA Champions, Summer 2019

“A Light in the Dark ...”

Content Discussion Questions

1. What is Parkinson’s disease?
2. What is multiple sclerosis?
3. How does attitude often affect health?
4. What are the different types of nursing certifications available?
5. When has someone helped care for you when you were ill?
6. When have you cared for someone else when he or she was ill?

In-Class Activity, 8 minutes

Personal Skills: Adaptability/Flexibility, Overcome barriers and roadblocks

Materials needed: Plastic cup (one per pair) and small marshmallows (10 per pair)

Put students into pairs. Give these instructions:

1. One partner will hold the marshmallows.
2. The other partner will hold the cup.
3. Start about 5 feet apart.
4. The goal is to toss all 10 marshmallows into the cup without dropping any.
5. After you successfully toss and catch a marshmallow, take one step back so you are further apart.
6. Continue until you are successful.

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

- What was challenging in this activity?
- How did you overcome the challenges?
- How did you communicate with your partner during the challenges?
- When do you overcome barriers and roadblocks at home? In school? In SkillsUSA? In the workplace?

If time allows, have the pairs switch roles and repeat the activity.

Extended Learning Activity

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

Learn more about multiple sclerosis at: <https://bit.ly/2ftFn7>

Invite a representative from the MS Society or a local community member who has MS to come speak to the class. Consider organizing a service or awareness project associated with MS or another disease. ●

“Sharing His Success”

Content Discussion Questions

1. How did Bryan Glispie get his first job with ABC?
2. How does Glispie give back to SkillsUSA?
3. Who do you go to for advice?
4. How do you thank people at home? In school? In SkillsUSA? In the workplace?
5. When have you been given a “friendly push” at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 8 minutes

Workplace Skills: Teamwork, Respect and support my team members

Materials needed: Empty CD or DVD cases (20 per small group) and table or floor space

Use “They All Fall Down” from *SkillsUSA Propel* (Page 29). Put students into groups of three or four. Give these instructions:

1. Your team will stand all 20 cases on end in a horseshoe formation on the table.
2. When the final case is positioned, one player must knock over only the first case, creating a domino effect so that the last case falls off the end of the table.
3. You have one minute to complete the task.

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

- What strategies worked well?
- What did not work?
- How did you respect and support your teammates?
- When have you given someone a “friendly push” at home? In school? In SkillsUSA? In the workplace?
- When has someone given you a “friendly push” at home? In school? In SkillsUSA? In the workplace?

If time allows, allow groups to repeat the activity.

Extended Learning Activity

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

Put together a résumé for a potential job. Use peers and mentors to edit and make suggestions for improvements. ●

Instructor Guide

SkillsUSA Champions, Summer 2019

“Finding the Confidence to Do What They Love”

Content Discussion Questions

1. When have you demonstrated confidence at home? In school? In SkillsUSA? In the workplace?
2. How do you build confidence in yourself?
3. How do you build confidence in others?
4. How do you challenge yourself at home? In school? In SkillsUSA? In the workplace?
5. What do you enjoy about competition?
6. How do you handle defeat?

In-Class Activity, 35 minutes

Technical Skills: Job-Specific Skills, Perform my job confidently
Materials needed: Paper (one small piece per student), writing utensil (one per student), card stock paper (one piece per student), marker (one per student) and slips of paper with names of students (one slip and name per student)

Begin with a group discussion. Ask these questions:

- What traits do you admire most in other people?
- What skills of the SkillsUSA Framework are also positive traits of good character?

Each student needs a small piece of paper and writing utensil.

Give these instructions:

1. List three characteristics or traits that you like about yourself.
2. Avoid listing interests or talents; use characteristics that are part of your core personality.
3. You have two minutes to list three traits.

After two minutes, bring students back together. Give each student a slip of paper with the name of another student. Give these instructions: Write one positive characteristic of the person listed on your slip of paper.

After 30 seconds, bring students back together. Have students form a circle to share. Have each read the list of three characteristics and the one positive trait of the other student. After all have shared, have students return to their original seats and give each student one piece of card stock paper and a marker. Give these instructions:

1. Pick one characteristic about yourself, either one you listed or one your classmate said.
2. Create a poster with a statement expressing this positive trait.

3. You may choose to use a single word, a few words, a full sentence or even use graphics.
4. You have 10 minutes.

After 10 minutes, bring students back together. Share the posters.

Facilitate a discussion by asking questions including:

- How did you feel sharing your positive attributes?
- Were you surprised by the descriptions your classmates had for you?
- How will these positive traits affect your personal well-being?
- How will these characteristics have a positive impact on others?
- How do you boost your self-confidence at home? In school? In SkillsUSA? In the workplace?

Photos may be taken of each student and his or her sign to create a positive bulletin board or social media posts.

Extended Learning Activity

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

On the next assignment, encourage students to go “above and beyond.” Ninety percent of the grade will be the basic requirements. The other 10 percent must be something new learned outside of class. Students will be rewarded for their extra effort. ●

“Creativity Cultivates New Skills for Students, His Peers, Himself”

Content Discussion Questions

1. How does Adam Frank help other teachers?
2. What are the purpose of SkillsUSA’s national education teams?
3. How does our chapter collaborate with other chapters?
4. How do you use technology at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 20 minutes

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

Materials needed: Permanent markers (one per pair), tarp or bed sheet (4 feet by 5 feet for a group of 12; for larger groups, add almost 2 square feet per student)

Use “Turn Over a New Leaf” from *SkillsUSA Ignite* (Page 98).

Give these instructions:

(Continued on next page)

Instructor Guide

SkillsUSA Champions, Summer 2019

“Creativity Cultivates New Skills for ...” (cont.)

1. Think of a time you failed to collaborate and work cooperatively with others.
2. Select one word to describe or summarize this experience.
3. Use a marker to write your word on the tarp.
4. You have 90 seconds.

After all students have written their word, have all students stand on the tarp. Give these instructions:

1. To be successful in school, in SkillsUSA, in the workplace and in life, we must work cooperatively with others.
2. Today, we will turn over a new leaf and focus on how we can each work cooperatively with others.
3. As a group, without stepping off of the tarp, turn over the tarp completely to cover up our past negative experiences.
4. Everyone must maintain contact with the tarp at all times.

After the activity is completed, facilitate a discussion by asking questions including:

- How did you succeed in turning over the tarp to cover up the negative past experiences?
- What roles did individuals play?
- Did everyone contribute equally?
- When was cooperation at its strongest within your team?
- When must you collaborate with others in school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

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

Set up a collaborative Skype or Zoom call with another SkillsUSA chapter or career and technical education program. Chapter officers could collaborate and exchange ideas to improve member and alumni engagement. Classes could showcase special projects. ●

“It’s His Turn”

Content Discussion Questions

1. What challenges did Chauncy Walker overcome?
2. What responsibilities do you have at home? In school? In SkillsUSA? In the workplace?
3. When have you put others first?
4. Who supports you at home? In school? In SkillsUSA? In the workplace?

5. What makes you happy?

In-Class Activity, 25 minutes

Personal Skills: Professionalism, Be loyal to my peers, supervisor and myself

Materials needed: Paper (one piece per student) and variety of collage materials including markers, scissors, glue, tape, stickers and magazines

Each student needs one piece of paper. Put all other materials on a table. Give these instructions:

1. Think about what makes you happy.
2. Create a poster or collage of everything that makes you happy.
3. You may use the provided materials with one rule: You may not pick up and use an item immediately.
4. You must select a material, then offer the item to a classmate to use first.
5. After your classmate uses the item, then you may use the material.
6. If the classmate does not want to use that item, then you must offer it to someone else.
7. Continue until you are finished.
8. You have 15 minutes to create.

After 15 minutes, bring students back together. Have students share their collages with a partner or in small groups. Then facilitate a discussion by asking questions including:

- How did it feel to let someone else use something before you?
- How did you wait patiently?
- When have you put others first at home? In school? In SkillsUSA? In the workplace?
- What makes you happy?
- How will you incorporate this into your future career?

Extended Learning Opportunity

Workplace Skills: Planning, Organizing and Management, Anticipate and plan for possible obstacles and setbacks

Create a triple Venn diagram comparing responsibilities of students in high school, postsecondary and post graduation. Discuss planning, organizing and management skills needed to uphold all responsibilities. ●

Instructor Guide

SkillsUSA Champions, Summer 2019

“Advisor Offers a ‘Hand Up’ to Change Lives”

Content Discussion Questions

1. What is a “hand up”?
2. How do other staff members and instructors support our SkillsUSA chapter?
3. Who inspires you?
4. Who do you inspire?
5. What challenges do students face in school? In SkillsUSA? In the workplace?
6. What challenges do nontraditional students face?

In-Class Activity, 12 minutes

Workplace Skills: Multicultural Sensitivity, Value diversity

Materials needed: Rope or masking tape (2 feet per student)

Stretch the rope out or lay masking tape in a line. Have all students stand on the rope or tape line, one foot on each side.

Give these instructions:

1. I have a series of statements and options.
2. For each one, decide which you prefer and move to that side of the line.
3. The first one is: Stand on the left if you prefer hot weather, and stand on the right if you prefer cold weather. (Pause for movement.)
4. Move back to the center.
5. Stand left if you prefer mornings, and stand right if you prefer nights.

Continue with several more statements, pausing after each for movement:

1. Stand left if you prefer basketball or right if you prefer baseball.
2. Stand left if you prefer television and right if you prefer movies.
3. Stand left if you prefer singing or right if you prefer dancing.
4. Stand left if you prefer writing or right if you prefer drawing.
5. Stand left if you prefer traveling by bus or right if you prefer traveling by plane.
6. Stand left if you prefer fruits or right if you prefer vegetables.
7. Stand left if you prefer cats or right if you prefer dogs.
8. Stand left if you prefer tennis shoes or right if you prefer sandals.
9. Stand left if you prefer texting or right if you prefer video messaging.

Have students return to their seats. Facilitate a discussion by asking questions including:

- How did you feel when picking your preferences?
- How did you feel when you were in the minority group?
- How did you feel when you were in the majority group?
- What do you have in common with your classmates?
- What is unique about you?
- How do you embrace diversity at home? In school? In SkillsUSA? In the workplace?

Extended Learning Opportunity

Personal Skills: Integrity, Be honest

Make a short motivational video that would be appropriate for social media applications including Facebook or Instagram. Videos should be less than three minutes in length. Share videos with the class. Students may post videos online if they wish. ●

“Spotlight”

Content Discussion Questions

1. How does our chapter help other students?
2. How could our chapter help the environment?
3. How did students at Barry Tech BOCES raise money for the special holiday celebration?
4. How does our chapter help the local community?
5. Could our chapter implement any of the activities highlighted in the “Spotlight” section?

In-Class Activity, 8 minutes

Personal Skills: Integrity, Hold myself and others accountable

Materials needed: None

Students will get moving and check in with each other. This is a great activity to use on a Monday. Give these instructions:

1. We will check in with our classmates today.
2. You will stand up, put your hand up and find a partner.
3. No “drive-bys,” so you must partner with the first person you find.
4. You will have 45 seconds to talk about a highlight from your weekend.
5. When I say “switch,” you will put your hand back up and go find your next partner.

(Continued on next page)

Instructor Guide

SkillsUSA Champions, Summer 2019

“Spotlight” (cont.)

Repeat the conversations at least three times. Conclude with a class discussion by asking questions including:

- How are you feeling today?
- What did you learn about your classmates today?
- Did you follow the rules about partnering with the first person you met?
- How do your classmates have an impact your education?
- How do you hold yourself accountable at home? In school? In SkillsUSA? In the workplace?
- How do you hold others accountable?
- When do you collaborate with others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Leadership, Model stability

Identify a new career and technical education program or instructor to collaborate with. Reach out to the instructor, offer assistance, and share ideas and information. ●