

## SkillsUSA Champions Magazine — Fall 2019

Welcome to the fall advisor’s guide to *SkillsUSA Champions*. Fall signifies the changing of the seasons and brings the beginning of school, fall sports and cooler temperatures. If you are looking for a change in your classroom, let this guide and the magazine bring positive conversations and action into the room.

This guide has two major parts:

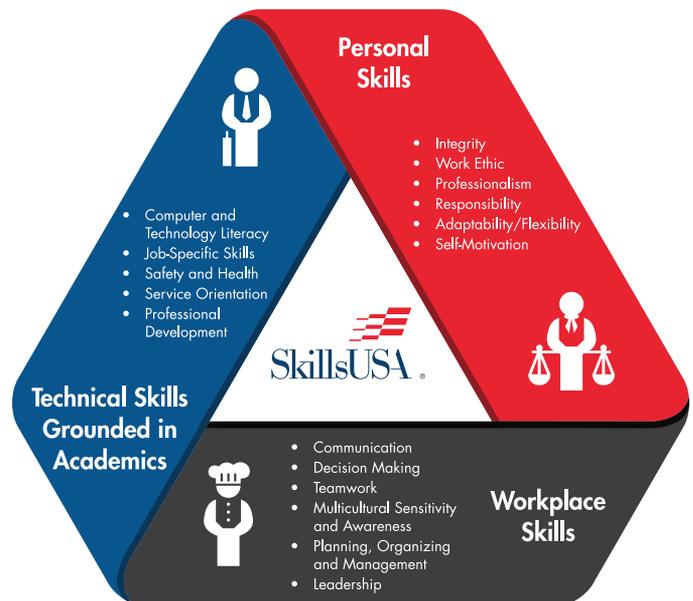
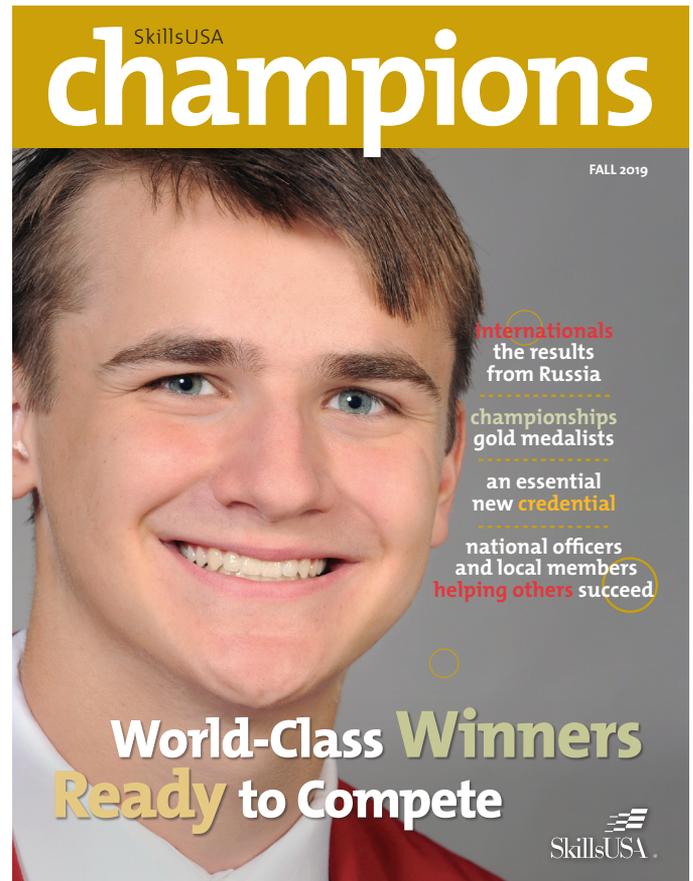
- knowledge-based questions for guided reading
- activities to dig deep into the content of each article

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

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

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

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



## Student Guided Reading Questions

### SkillsUSA Champions, Fall 2019

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

1. What was Tim Lawrence's first experience with SkillsUSA?
2. According to Tim Lawrence, who will always "rise to the top?"
3. Who will be the new executive director in November?
4. What types of letters of intent did students sign during the SkillsUSA National Signing Day?
5. How many students participated in SkillsUSA National Signing Day?
6. What does the "T" in Generation T stand for?
7. What will members of Generation T be known for?
8. Which international award did Tim Lawrence receive?
9. When did SkillsUSA first send a team to the biennial WorldSkills Competition?
10. How many competitors participated in the 2019 SkillsUSA Championships?
11. Who is the current U.S. Deputy Secretary of Education?
12. How many Medallions of Excellence did the U.S. team receive?
13. In what city and country will the next WorldSkills competition be held?
14. What are three duties of the national officer team?
15. How many students are on the current national officer team?
16. Who was first opposed to Emma Cates' career plans?
17. What did Emma Cates do in order to enroll in the technical school of her choice?
18. What was the name of the book written and published by the Lynn Vocational Technical Institute chapter?
19. How many books did the Lynn Vocational Technical Institute chapter distribute in the local community?
20. Which competition did Justin Jackson and Marquis Thomas compete in?
21. What did students at Texas State Technical College create to combat student hunger?
22. What materials were donated to help students at Gloucester Institute of Technology restore a local cemetery? ●

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

1. What was Tim Lawrence's first experience with SkillsUSA? **Answer: As a welding student**
2. According to Tim Lawrence, who will always "rise to the top?" **Answer: Those who lead by inspiration**
3. Who will be the new executive director in November? **Answer: Chelle Travis**
4. What types of letters of intent did students sign during the SkillsUSA National Signing Day? **Answer: Job offers, apprenticeships or advanced training**
5. How many students participated in SkillsUSA National Signing Day? **Answer: 3,000**
6. What does the "T" in Generation T stand for? **Answer: Trade skills**
7. What will members of Generation T be known for? **Answer: Success**
8. Which international award did Tim Lawrence receive? **Answer: WorldSkills Fellowship Award**
9. When did SkillsUSA first send a team to the biennial WorldSkills Competition? **Answer: 1975**
10. How many competitors participated in the 2019 SkillsUSA Championships? **Answer: 6,417**
11. Who is the current U.S. Deputy Secretary of Education? **Answer: Mick Zais**
12. How many Medallions of Excellence did the U.S. team receive? **Answer: Four**
13. In what city and country will the next WorldSkills competition be held? **Answer: Shanghai, China**
14. What are three duties of the national officer team? **Answer: Connect with industry and government leaders, help facilitate national events and advocate nationwide for the value of career and technical education**
15. How many students are on the current national officer team? **Answer: 14**
16. Who was first opposed to Emma Cates' career plans? **Answer: Her parents and her high school counselor**
17. What did Emma Cates do in order to enroll in the technical school of her choice? **Answer: She found a new counselor**
18. What was the name of the book written and published by the Lynn Vocational Technical Institute chapter? **Answer: *Tech Goes to Tiger Town***
19. How many books did the Lynn Vocational Technical Institute chapter distribute in the local community? **Answer: 20,000**
20. Which competition did Justin Jackson and Marquis Thomas compete in? **Answer: Robotics: Urban Search and Rescue**
21. What did students at Texas State Technical College create to combat student hunger? **Answer: On-campus food pantry**
22. What materials were donated to help students at Gloucester Institute of Technology restore a local cemetery? **Answer: Plants and paint ●**

## Instructor Guide

### SkillsUSA Champions, Fall 2019

#### “Opening Another Chapter”

##### Content Discussion Questions

1. What are the duties of the SkillsUSA executive director?
2. Who is someone that leads with passion?
3. How do you lead by inspiration?
4. What leadership challenges have you experienced?
5. How do you make others feel welcome at home? In school? In SkillsUSA? In the workplace?
6. What happens during a positive, successful transition of power or leadership?

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

*Technical Skills: Professional Development, Develop a career plan*

*Materials needed: Butcher paper (one piece per group of four), several markers and internet access for each group*

Put students into groups of four. Give each group paper and markers. Give these instructions:

1. As a group, create a timeline starting in 2001 and ending this year.
2. Use only  $\frac{3}{4}$  of the paper, as we will be looking at the future later in our activity.
3. Include events that have influenced you and your career plans.
4. Consider personal events, technological advances, education dates and more.
5. You have 10 minutes to complete the timeline.

After 10 minutes, have groups share a few highlights from the timeline. Then give these instructions:

1. Individually, add dates and events to the timeline of things that you will do in the future.
2. You have four minutes to each add your future events.

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

- What events have had the biggest impact on you personally to date?
- How has the world changed in the past 18 years? How will it change in the next 18 years?
- What has influenced your career plan?
- Who at home will help you work toward your career? At school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

*Workplace Skills: Leadership, Build trust*

Organize an activity to help everyone feel welcome and part of the program or chapter. You might consider a cookout, pizza party, game night or other social event. Plan get-to-know-you activities so students begin to make connections with peers. ●

#### “Celebrating the Past, Welcoming the Future”

##### Content Discussion Questions

1. What are duties of the board of regents?
2. What is the mission of SkillsUSA?
3. How does our chapter currently transition leadership teams?
4. What can we do to improve the chapter leadership transition year to year?
5. How has SkillsUSA changed over the last 19 years? How has education changed over the last 19 years? How has the United States changed over the last 19 years?

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

*Workplace Skills: Leadership, Foster hope*

*Materials needed: None*

Put students into pairs. Give these instructions:

1. Decide who will be Partner A and who will be Partner B. (Pause)
2. Think about a time when you had a negative leadership experience. (Pause)
3. Partner A, you have one minute to describe this experience to your partner.

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

1. Partner B, you have listened to the experience. Now your challenge is to find the “silver lining,” what might have been positive about the experience.
2. You will share these positive aspects that might have existed in the experience.
3. Partner B, you have 45 seconds to share.

After 45 seconds, bring students back together. Give these instructions: Now reverse roles; repeat the activity with Partner B sharing a negative experience and Partner A finding the “silver lining.”

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## Instructor Guide

### SkillsUSA Champions, Fall 2019

#### “Celebrating the Past, Welcoming the Future” (cont.)

When finished, facilitate a group discussion by asking questions including:

Was it challenging to find the positive? Why or why not?

- What is perspective? How does perspective have an impact on our experiences?
- What is the value of finding the “silver lining” in all experiences?
- What are other phrases for “silver lining”?
- When have you turned a negative experience into something positive?
- How can you foster hope at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Technical Skills: Job-Specific Skills, Teach others job specific tasks*

Have all chapter officers and committee chairs prepare notebooks containing all important information from the year. These notebooks will help keep each officer organized and be a tangible item that can be passed to the next leader to facilitate a smooth transition in the next year. ●

#### “Building a Perfect Circle”

##### Content Discussion Questions

1. What is the SkillsUSA National Leadership Center?
2. What type of events and activities could be held at the outdoor pavilion?
3. What outside space can we use here at the school?
4. When building a new facility, what types of professionals would be part of the project?
5. What additional facilities and structures would you like to build at home? At school? At the workplace?

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

*Workplace Skills: Decision Making, Identify possible solutions*

*Materials Needed: Paper (one piece per pair), writing utensil (one per pair), large butcher paper (one piece per pair) and several markers*

Put students into pairs or small groups of three. Give each group regular paper and a writing utensil. Give these instructions:

1. Consider the design and components of our classroom.  
(Pause)
2. Brainstorm a list of what you like about the classroom and what you do not like about the classroom.

3. Put these lists on your regular piece of paper.
4. You have two minutes to brainstorm.

After two minutes, bring students back together. Give each group butcher paper and markers. Give these instructions:

1. Keeping in mind what you like and don’t like, design the ideal classroom.
2. Draw the features; you may also use words to describe the room as well.
3. You have 10 minutes.

After 10 minutes, bring students back together. Have each pair share its likes and dislikes of the current room and the design that it created. After all have shared, facilitate a discussion by asking questions including:

- What were the most common features that were liked?
- What were the most common features that were disliked?
- What are basic needs in a classroom?
- How did you formulate possible options?
- Why is design of the classroom important?
- How often should facilities be updated at home? At school? At the workplace?

#### Extended Learning Activity

*Workplace Skills: Decision Making, Practice resourcefulness*

Watch the drone footage of the “SkillsUSA Champions Circle” at: [tinyurl.com/skillsusa-circle](http://tinyurl.com/skillsusa-circle). Discuss the SkillsUSA National Leadership Center and the resourcefulness of the addition. ●

#### “Applauding Commitments to Success”

##### Content Discussion Questions

1. How do you like to be recognized for achievements at home?  
In school? In SkillsUSA? In the workplace?
2. How are graduating students in our school recognized?
3. What is the value of recognizing students for job offers, apprenticeships and advanced training?
3. What recognition can members earn in our chapter?

##### In-Class Activity, 15 minutes

*Workplace Skills: Teamwork, Honor contributions of others*

*Materials needed: Small slip of paper (one per student) and writing utensil (one per student)*

(Continued on next page)

## Instructor Guide

### SkillsUSA Champions, Fall 2019

#### “Applauding Commitments to Success” (cont.)

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

1. Today, we will recognize other students for being “grrrrrrreat.” (Yes, emphasize the “grrrr!”)
2. Write the name of one peer and one sentence about something he or she did “grrrrrrreat.”
3. You have 90 seconds to write, then we will share.

After 90 seconds, have students form a circle. Give these instructions:

1. One at a time, we will each recognize a peer for a “grrrrrrreat” job.
2. Then also share one thing that you are personally grateful for.

Allow each student to take a turn. Then facilitate a discussion by asking these questions:

- How did it feel to recognize a peer?
- How did it feel to be recognized?
- How did it feel to not be recognized?
- When has personal recognition or the recognition of a peer motivated you?
- How do you like to be recognized for doing a good job at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Opportunity

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

Organize a local SkillsUSA Signing Day. Decide where, when and who to include. Be sure to invite local news media to cover the event. ●

#### “A New Generation of Skilled Pros”

##### Content Discussion Questions

1. What does “boomers” refer to?
2. Who do you know that is a “boomer?”
3. What is Gen X?
4. Who do you know that is a Gen X?
5. What are millennials?
6. Who do you know that is a millennial?
7. Do you fit into a generational label? Why or why not?
8. What are some words you would use to describe Generation T?

#### In-Class Activity, 10 minutes

*Workplace Skills: Multicultural Sensitivity, Treat everyone with respect*

*Materials needed: None*

Have students form a large circle. Give these instructions:

1. I will call out a group name or label.
2. If you identify with that label, move to the center of the circle.
3. Then I will call out another group label.
4. If you were in the center, but it doesn’t apply to you, return to the outside circle.

Start by calling out “low-risk” labels such as blond hair or brown eyes. When each group forms in the center of the circle, lead a round of applause. Ask a couple of students in the center what is positive about being part of that group.

Continue with a few other labels including large family, athlete, tall and senior (or other grade of choice). Then move to groups that are often discriminated against. These might include ethnicities such as African American, Asian or Hispanic; gender labels such as female; disabilities and even neighborhoods. Then facilitate a group discussion by asking questions including:

- How did it feel to be in the center of the circle?
- How did it feel to be on the outside of the circle?
- How did you feel about those *with you* in the center of the circle?
- When in the center, how did you feel about those on the outside of the circle?
- Did anyone not make a trip to the center of the circle? How did that feel?
- How do you treat everyone with respect at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Opportunity

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

Put together a panel of representatives from different age groups and ethnicities. Have each share with the group about his or her experiences, and allow students to ask questions. ●

## Instructor Guide

### SkillsUSA Champions, Fall 2019

#### “World-Class Effort Gains Recognition On World Stage”

##### Content Discussion Questions

1. How does our chapter recognize members?
2. What have you done to help others at home? In school? In SkillsUSA? In the workplace?
3. What do you plan to do as a career professional to help youth?
4. Have you ever received a surprise recognition? How did you react?

##### In-Class Activity, 8 minutes

*Workplace Skills: Communication, Write and speak effectively*

*Materials needed: None*

Put students into small groups of three. Give these instructions:

1. Each of you will give a short, 90-second, impromptu acceptance speech.
2. The award you have received is the WorldSkills Fellowship Award, given for making a commitment to WorldSkills (and SkillsUSA) and inspiring young people around the globe.
3. Decide who will go first. (Pause)
4. Take turns until everyone has had a chance.

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

- What was challenging in this activity?
- What are components that are typically included in acceptance speeches?
- What makes giving an acceptance speech different than a normal speech?
- When do you communicate effectively at home? In school? In SkillsUSA? In the workplace?
- How can you improve your impromptu speaking skills?

##### Extended Learning Activity

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

Make a list of awards currently given by the chapter. Discuss changes and additions to these recognitions. Encourage students to take ownership of the awards, and feature recognition throughout the year. ●

#### “SkillsUSA’s NLSC Sets Record and Standards”

##### Content Discussion Questions

1. What are our chapter goals?
2. What is the National Leadership and Skills Conference?
3. What are the SkillsUSA Championships?
4. Why is this conference, including its competitions, continuing to see record participation each year?

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

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

*Materials needed: None*

Use a modified version of “Two Truths and One Lie” from SkillsUSA’s *Jumpstart!* (Page 56). Have students form a circle.

Give these instructions:

1. Individually, you will share one goal that you have.
2. However, you are also going to share two other goals, which are not really your goals.
3. This is similar to “Two Truths and One Lie,” but we are going to do “Two Lies and One Truth.”
4. When it is your turn, tell us a total of three goals in any order.
5. We will try to guess which goal is your true goal.

As the instructor, go first to illustrate how the activity works. Then continue until all students have participated. Facilitate a group discussion by asking questions including:

- Why is it important to set goals?
- Who do you discuss your goals with at home? In school? In SkillsUSA? In the workplace?
- When have you demonstrated discipline to achieve a goal?
- How do you celebrate achieving goals?
- How do you handle coming up short on a goal?
- What is the biggest, scariest goal that you have in life?

##### Extended Learning Activity

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

Find the list of SkillsUSA Championships gold medal teams featured in this magazine issue. Have each student select one team and have him or her write a note of congratulations. Send notes to the appropriate schools. ●

## Instructor Guide SkillsUSA Champions, Fall 2019

### “WorldSkills USA”

#### Content Discussion Questions

1. How are WorldSkills USA team members selected?
2. What is the value of the WorldSkills competition?
3. What do you know about Russia?
4. When have you experienced or learned about a different culture or ethnicity?
5. How can you continue to learn about others?

#### In-Class Activity, 10 minutes

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

*Materials needed: Paper clips (two)*

Divide students into two groups. Form two lines, with each team facing the other. Give these instructions:

1. Your team will join hands. (Pause)
2. Four people, the individuals on the end of each line, have one free hand.
3. Your team will pass a paper clip from one end of the line to the other.
4. If you drop the paper clip, you must start over.

Give one paper clip to one end student on each team. Allow up to five minutes, then bring students back together. Facilitate a discussion by asking questions including:

- What was challenging in this activity?
- What might have helped your team to be more successful?
- What do you do when you become frustrated at home? In school? In SkillsUSA? In the workplace?
- When do you work collaboratively with others at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Personal Skills: Self-Motivated, Positively contribute to every project*

View images from the WorldSkills event at: <http://bit.ly/WorldSkillsUSAPhotos>. Have each student select a favorite image to share with the class. Discuss the photos and the WorldSkills USA experience. ●

### “They’ve Got 2020 (Leadership) Vision”

#### Content Discussion Questions

1. What are the requirements to become a national officer?
2. How are national officers selected?
3. What traits or skills will a successful national officer demonstrate?
4. Do you want to serve as an officer for our chapter? State? Nation?
5. What leadership roles do you have at home? In school? In SkillsUSA? In the workplace?
6. How does SkillsUSA shape the future?

#### In-Class Activity, 20 minutes

*Workplace Skills: Leadership, Model stability*

*Materials needed: Paper (one piece per student), several markers or colored pencils and an image of a traditional coat of arms*

Display a traditional coat of arms on the writing surface or using a projector. Give each student one piece of paper and markers or colored pencils. Give these instructions:

1. We each have our own unique leadership style.
2. Today, you will create a leadership “coat of arms.”
3. Coats of arms historically were symbols of families; emblems and images that represented the family were included.
4. You will create a coat of arms with four sections.
5. For each section, put an emblem or image that represents your leadership.
6. You have eight minutes to create.

After eight minutes, bring students back together. Put students into small groups of three or four to share their coat of arms.

Then facilitate a discussion by asking questions including:

- How did you decide what to include?
- What is your personal leadership style?
- How does your leadership style vary from the style of others? How can you continue to work together?
- How do you model stability at home? In school? In SkillsUSA? In the workplace?
- How can you continue to grow your leadership skills?

#### Extended Learning Opportunity

*Technical Skills: Professional Development, Use professional and personal mentors*

Connect with local industry leaders through a tour of their business or facility or inviting an industry representative to the classroom to speak. ●

## Instructor Guide

### SkillsUSA Champions, Fall 2019

#### “She’s Helping Others’ Dreams Come True”

##### Content Discussion Questions

1. Why might have Emma Cates’ parents been concerned about her career choice?
2. When have you needed to convince someone to “get on board” with you at home? In school? In SkillsUSA? In the workplace?
3. Why might Cates’ high school counselor have been concerned about her career choice?
4. What is the role of an academic and career counselor?
5. Who can you talk to about your dreams and goals?

##### In-Class Activity, 15 minutes

*Personal Skills: Integrity, Be honest*

*Materials needed: None*

Put students into pairs. Give these instructions:

1. We are going to get honest and boost your confidence today.
2. You will take turns, each making a statement about a personal behavior category that I name.
3. For example, the first category is: “Something I’ve done for a family member.”
4. Each of you will respond, “I’m proud that I ...” and tell what you did for a family member.
5. You have one minute to both share.

After one minute, continue with several other categories including: something I did for a friend, something I did in school, a way I earned money, habits I have, something I worked hard for, something I learned, something I own, something I’ve done to help someone, a hobby I have and how I spend my time outside of school. Continue as time allows. Then facilitate a discussion by asking questions including:

- Is it hard to talk about yourself? If so, why?
- How do you demonstrate confidence at home? In school? In SkillsUSA? In the workplace?
- When are you honest with yourself?
- When do you have too much negative self-talk?

##### Extended Learning Opportunity

*Personal Skills: Adaptability/Flexibility, Overcome barriers and roadblocks*

Listen to the song “The Climb” performed by Miley Cyrus. Then display the lyrics and discuss parts of the song. Further discuss how students can overcome barriers and roadblocks on the way to their career goals. ●

#### “A Good Read on How to Improve Lives”

##### Content Discussion Questions

1. What needs should be addressed in our community?
2. What goes into writing and publishing a book?
3. What do you love most about the chapter’s book project?
4. How do your teachers and advisors positively “push you”?
5. How do you positively “push” your teachers and advisors?
6. How do you serve others at home? In school? In SkillsUSA? In the workplace?

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

*Workplace Skills: Multicultural Sensitivity, Empower everyone equally*

*Materials needed: Plastic or reusable shopping bags (five), poster paper (five pieces), glue (four), black markers (five), blue and red markers (four of each), other colored markers (three of each), assorted construction paper (three pieces of each color), scissors (two pairs), stickers (two sets), stencils (one set) and a variety of other poster making supplies*

Prepare five material bags ahead of time. One bag should only contain a simple black marker. The second bag should contain markers of the basic colors. The third bag will have markers, construction paper and glue. The fourth bag will have markers, construction paper, scissors, glue, and stickers. The fifth and final bag will have all possible supplies.

Divide students into five groups. Give each group one bag of supplies and one piece of poster paper. Give these instructions:

1. Your group will create a poster about leadership.
2. You may only use the supplies in your bag.
3. You have 12 minutes.

After 12 minutes, bring students back together. Have each group quickly share their poster with the class. Then facilitate a discussion by asking questions including:

- Which group had the supply bag with the least amount of materials? How do you know?
- Which group had the supply bag with the most materials? How do you know?
- Is it fair that you had the same assignment, but one group received more materials than the others?
- When have you felt like you received “less” than someone else at home? In school? In SkillsUSA? In the workplace?
- When have you received “more” than someone else at home? In school? In SkillsUSA? In the workplace?

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## Instructor Guide

### SkillsUSA Champions, Fall 2019

#### “A Good Read on How to Improve Lives” (cont.)

- Is fair and equal always the same?
- How does SkillsUSA empower everyone equally?

#### Extended Learning Opportunity

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

Check out *Champions Serving Others: An Easy Guide to Community Service Projects* at: [www.skillsusa.org/store/CSO.html](http://www.skillsusa.org/store/CSO.html). Have each student select one project to share aloud with the class. Brain-storm opportunities for the chapter to serve others. ●

#### “Coded for Success”

##### Content Discussion Questions

1. What changes in attitude and mindset did both Justin Jackson and Marquis Thomas experience?
2. What influenced those mindset changes?
3. Who is a positive influence in your life?
4. What negative things do you tell yourself?
5. What positive things do you tell yourself?

##### In-Class Activity, 8 minutes

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

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

Each student needs one piece of paper and one writing utensil.

Give these instructions:

1. Today, you are going to explore how you are doing at home, in school, in SkillsUSA and at home.
2. Ask yourself, “Are you happy?”
3. Ask yourself, “Are you are living up to your full potential?”
4. On your paper, you will write three things: (1) What I will stop doing, (2) What I will start doing, (3) What I will continue doing.
5. You have six minutes to complete those statements.

After six minutes, bring students back together. Pair students to share their declarations. Then facilitate a group discussion by asking questions including:

- What are you going to stop doing?
- How will you stop those activities?
- What will you start doing?
- Who can help you start doing those activities?

- What will you continue doing?
- How does your mindset affect you at home? In school? In SkillsUSA? In the workplace?
- How does what you do today affect your future?

#### Extended Learning Activity

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

Help students individually schedule an academic advising appointment to review current achievements and set goals for the current and future semesters. ●

#### “Spotlight”

##### Content Discussion Questions

1. How does our chapter help other students?
2. What is being done already in the local community to combat food insecurity?
3. How do students and community members learn about job opportunities?
4. How does our chapter embrace and celebrate diversity?
5. How does the local community embrace and celebrate diversity?
6. What locations and facilities in the community could use a restoration?
7. What business or industry partners could we work with to improve community service projects?
8. Could our chapter implement any of the activities highlighted in the “Spotlight” section?

##### In-Class Activity, 8 minutes

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

*Materials needed: Buckets, boxes or sturdy bags of identical size (two per group of four students), many small pieces of wrapped candy (other small items could be used, not all items need to be the same size), measuring cups or large spoons or scoops (one per student)*

Number the buckets so two buckets have the number 1, two have the number 2 and so on. There should be a set of buckets for each group of four students. Fill one bucket of each number with candy. Place the empty buckets on a table or open space on the floor. Divide students into groups of four. Give each student a spoon, scoop or measuring cup. Give each group the bucket full of candy.

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## Instructor Guide

### SkillsUSA Champions, Fall 2019

#### “Spotlight” (cont.)

Give these instructions:

1. Each group has an empty bucket; this is your receiving bucket.
2. The goal is to have the least amount of candy in your receiving bucket at the end of our activity.
3. Each group has a full bucket; this is your giving bucket.
4. You will use your spoons and scoops to give candy out of your giving bucket and put it into other groups receiving buckets.
5. Remember, you want the least amount of candy in your receiving bucket, so you may also use the scoops and spoons to take candy out of your receiving bucket and put it in your giving bucket.
6. In order to give candy, it must come out of your giving bucket.
7. You cannot move candy directly from your receiving bucket to another team’s receiving bucket.
8. Blocking your bucket, moving your bucket, touching another person — all of those things will disqualify your team.
9. We will play for 90 seconds.

After 90 seconds, bring students back together. Facilitate a class discussion by asking questions including:

- What was challenging in this activity?
- Did you maintain composure during the activity? If so, how?
- How do you maintain composure during adversity at home? In school? In SkillsUSA? In the workplace?
- Why is it important to give to others?
- When have you experienced that it was better to give than receive 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*

Identify a local business and industry to partner with to complete a service project. Propose a couple of ideas during a meeting and, together, select one to plan and implement. ●



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In keeping with a tradition of respect for the individuality of our members and our role in workforce development, SkillsUSA strives to ensure inclusive participation in all of our programs, partnerships and employment opportunities.