

Welcome to the spring advisor's guide to *SkillsUSA Champions*. The guide has two parts: knowledge-based questions for guided reading and activities to encourage students to dig deeper into the content of each article. The guide will further develop 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 2020

Name: _____

1. What is SkillsUSA's founding principle?
2. In which month is SkillsUSA's National Week of Service?
3. Which award recognizes advisors, students and alumni for community service and volunteer activities?
4. When is the deadline for the PVSA application?
5. What is the name of SkillsUSA's mentoring program?
6. What is the top leadership opportunity in SkillsUSA?
7. What was the topic of Melissa Moreno's state officer keynote address?
8. What is Moreno's dream career?
9. What percent of students aged 12 to 18 have been bullied?
10. Which characteristic does Moreno say is crucial to overcome bullying?
11. To overcome fear, what advice did Jacqueline Limbrick's advisor offer?

12. What did Limbrick study while in community college?
13. What is the name of Henry Balding's business?
14. What was unusual about Balding's gold medal in carpentry?
15. Which SkillsUSA competition team did George Moslener join?
16. What inspired Moslener to run for chapter and later district office?
17. What does Nicholas Jordan teach?
18. Why was SkillsUSA's National Signing Day the capstone of Jordan's 2019 experience?
19. Who was recognized during a special breakfast at the Alliance Academy for Innovation?
20. South Pasadena High School collected shoes for what two purposes?

Student Guided Reading Questions (Teacher Key)
SkillsUSA Champions Spring 2020

Name: _____

1. What is SkillsUSA's founding principle?

Answer: Good students, employees and citizens all start with a firm foundation built from solid technical skills and the opportunity to lead and serve others

2. In which month is SkillsUSA's National Week of Service?

Answer: May

3. Which award recognizes advisors, students and alumni for community service and volunteer activities?

Answer: President's Volunteer Service Award (PVSA)

4. What is the deadline for the PVSA application?

Answer: March 29

5. What is the name of SkillsUSA's mentoring program?

Answer: Student2Student

6. What is the top leadership opportunity in SkillsUSA?

Answer: Being a national officer

7. What was the topic of Melissa Moreno's state officer keynote address?

Answer: Integrity

8. What is Moreno's dream career?

Answer: Business lawyer

9. What percent of students aged 12 to 18 have been bullied?

Answer: 20 percent

10. Which characteristic does Moreno say is crucial to overcome bullying?

Answer: self-belief

11. To overcome fear, what advice did Jacqueline Limbrick's advisor offer?

Answer: Just give it a try

12. What did Limbrick study while in community college?

Answer: Office systems technology

13. What is the name of Henry Balding's business?

Answer: Balding's Bees

14. What was unusual about Balding's gold medal in carpentry?

Answer: His school does not have a carpentry program

15. Which SkillsUSA competition team did George Moslener join?

Answer: Crime scene investigation

16. What inspired Moslener to run for chapter and later district office?

Answer: Meeting a district officer

17. What does Nicholas Jordan teach?

Answer: Construction (or carpentry)

18. Why was SkillsUSA's National Signing Day the capstone of Jordan's 2019 experience?

Answer: Four of his students signed employment commitments

19. Who was recognized during a special breakfast at the Alliance Academy for Innovation?

Answer: School resource officer and the county sheriff's office

20. South Pasadena High School collected shoes for what two purposes?

Answer: To send overseas to children and be used to make new shoes for soldiers and their families

Instructor Guide
SkillsUSA Champions Spring 2020

“A Commitment to Service”

Content Discussion Questions:

1. What skills does an effective leader possess?
2. What leadership skills have you learned through SkillsUSA?
3. How do you demonstrate leadership at home? In school? In SkillsUSA? In the community? In the workplace?
4. What are the benefits of service?
5. How does your chapter serve others?

In-Class Activity, 6 minutes

Workplace Skills: *Leadership, Model stability*

Materials needed: *None.*

Have students stand in a circle. Give these instructions:

1. One person will be the leader of our circle.
2. He or she will initiate an action such as clapping, stomping, tapping the head, or anything that can be done safely while standing in the circle.
3. Everyone else will copy the actions.
4. Now here is the challenge: one person will be sent to the hallway before we select the circle leader.
5. This person will re-enter the room and try to guess who our circle leader is.
6. Therefore, everyone in the group must observe the leader and change actions in a subtle way so the “outsider” cannot easily guess the identity of our leader.

Send one student to the hallway. Then select a leader. Address any questions before bringing the “outsider” back into the classroom. Allow the student three guesses. Repeat as time allows. Finish by facilitating a discussion by asking questions including:

- What was challenging in this activity?
- For the “outsiders,” what made it easy or hard to figure out who the leader was?
- What different styles of leadership or methods of leading did you see?
- What skills helped the circle leader be successful?
- What skills helped the followers be successful?
- How did the leaders model stability during the activity?
- How do you model stability at home? In school? In SkillsUSA? In the workplace?
- When have you led a group to accomplish a task at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Work with other student organizations to organize a service activity to benefit your school or students of your school.

“Full Service Always Beats Self Service

Content Discussion Questions:

1. Which SkillsUSA activities do you participate in and why?
2. What community service and volunteer activities do you participate in?

3. How do you personally benefit from participation in service learning?
4. How can our chapter encourage our members to participate in community service?

In-Class Activity, 9 minutes

Workplace Skills: Leadership, Express compassion

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

Put students into pairs. Give each pair a piece of paper. Give these instructions:

1. Draw two large intersecting circles on the paper. (pause)
2. Put your own name above one of the circles. (pause)
3. As a pair, list your community service and volunteer activities.
4. If it is an activity you both participated in such as “highway cleanup” then write the activity in the space where the two circles intersect.
5. If the activity is something only you completed, write the activity in your own circle.
6. You have four minutes.

After four minutes, bring students back together. Have a few students share some of the service activities. Facilitate a group discussion by asking questions including:

- Why do you participate in service activities?
- What kind of service activities do you enjoy the most and why?
- How do you plan to continue service work after graduation?
- How do you serve others at home? In school? In SkillsUSA? In the workplace? In the community?
- How is compassion part of service?
- How do you express compassion at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity:

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

Complete the President’s Volunteer Service Award application at tinyurl.com/skillsusa-pvsa.

“Planting Means Growing”

Content Discussion Questions:

1. What are characteristics of an effective mentor?
2. Who are your mentors?
3. Who do you serve as a mentor for?
4. What are the benefits of the Student2Student mentoring program?
5. What types of activities can a mentor and mentee do together?

In-Class Activity, 8 minutes

Workplace Skills: Communication, Practice active listening skills

Materials Needed: Chairs (one per student)

Put chairs in two rows so that students sit facing each other. Give these instructions:

1. You are each facing a partner.
2. I will ask several questions.
3. Take turns answering each question with your partner.

Ask the following questions, allowing pairs about 30 seconds per question:

- Who is your hero?
- If you could live anywhere, where would it be and why?
- What makes you angry?

- What is your biggest complaint about school?
- What makes you happy?
- What is your favorite class in school and why?
- What is your favorite game or sport?
- If you had to sing karaoke right now, what song would you choose?

If time allows, have students switch partners and ask additional questions. To conclude, facilitate a group discussion by asking questions including:

- What surprised you most about your partner?
- How did you practice active listening skills in this activity?
- How do you get to know someone new at school? In the workplace? In the community?
- How do you make people feel welcome in your home? In school? In SkillsUSA? In the workplace? In the community?

Extended Learning Activity

Workplace Skills: Leadership, Build trust

Start a class or chapter mentoring program. Information can be found at

<https://www.skillsusa.org/programs/mentoring-student2student/>

“Taking Your Level of Leadership to the Big Stage”

Content Discussion Questions:

1. What skills should a national officer possess?
2. What would you enjoy about being a national officer?
3. What is the role of a national officer?
4. What is your biggest fear?
5. What do you do when you feel intimidated by something at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 15 minutes

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

Materials needed: Writing surface, paper (one piece per student) and writing utensils (one per student)

Each student needs one piece of paper and a pen or pencil. Give these instructions:

1. Today we will take a look at a fear you have, examine the worst-case scenario and explore the best-possible outcome.
2. You will answer these questions on your paper.

Write the prompts on the writing surface:

- What is something you are afraid to do?
- What is the worst thing that could happen?
- What do you know is true or what are the facts?
- What is the best thing that could happen?

Give students eight minutes to respond. Then have a couple of students share with the class.

Facilitate a discussion by asking questions including:

- When has fear kept you from doing something at home? In school? In SkillsUSA? In the workplace?
- How can you overcome fear?
- Who can help you be courageous to explore and experiment home? In school? In SkillsUSA? In the workplace?
- What is one thing that scares you, but you pledge to do this semester? This year?

Extended Learning Opportunity

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

Setup a web-based call (zoom, skype or another provider) with a former SkillsUSA national or state officer. Ask him or her to describe the year of service. Let students ask questions to learn more about service, leadership and SkillsUSA.

“Integrity Shines in Dark Moments”

Content Discussion Questions:

1. What is the difference between a fixed mindset and a growth mindset?
2. What is integrity?
3. When has your integrity been challenged?
4. How do you decide what information to share with adults or supervisors?
5. What are the responsibilities of a leader? A SkillsUSA leader?
6. How do you respond to bullying as the victim? As a bystander?
7. When have you demonstrated resilience at home? In school? In SkillsUSA? In the workplace?
8. What do you believe in?

In-Class Activity, 10 minutes

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

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

Put students into pairs. Give these instructions:

1. We will brainstorm about “integrity.”
2. With your partner, create a list of do’s and a list of don’ts of integrity.
3. You have four minutes.

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

- What happens when people live by the “do” list of integrity?
- What happens when people live by the “don’t” list of integrity?
- How does integrity and the lack of integrity affect you? Our school? Our chapter? Our community? Society as a whole?
- How do you hold yourself and others accountable at home? In school? In SkillsUSA? In the workplace?
- How can you grow and improve your skill of integrity?

Extended Learning Opportunity

Personal Skills: *Responsibility, Persevere in accomplishing my work*

Divide students into small groups. Give each group one children’s book about perseverance. Have groups read the book and discuss the main ideas. Ask one representative from each group summarize the story and lesson. Potential books include, but are not limited to:

- The Hugging Tree by Jill Neimark
- The Tiny Seed by Eric Carle
- Click, Clack, Moo: Cows that Type by Doreen Cronin
- Whistle for Willie by Ezra Jack Keats
- The Carrot Seed by Ruth Kraus
- Oh, The Places You’ll Go by Dr. Seuss

- *A Chair for My Mother* by Vera Williams
- *Rosie Revere, Engineer* by Andrea Beaty
- *The Little Engine that Could* by Watty Piper

“Moreno’s Tips for Victims of Cyberbullying”

Content Discussion Questions:

1. What is cyberbullying?
2. What are examples of cyberbullying?
3. Have you been the victim of bullying? If yes, how did you feel? What did you do?
4. How can you grow your self-belief?
5. Who is part of your inner circle?
6. When have you leaned on your inner circle?
7. How can you support victims of bullying?

In-Class Activity, 45 minutes minimum

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

Materials needed: Internet access and projector or television screen

Use “Let’s Go to the Movies” from SkillsUSA Accelerate (pg. 45). Watch “Stop Bullying: Speak Up Special Presentation,” a bullying documentary put together by Speak Up and Cartoon Network. The video is 25 minutes long, <https://www.youtube.com/watch?v=bokjYnPeSuA>. If class time is limited, you could view the video in short segments or even watch only part of the documentary.

Warning: In one story, the young lady writes actual words that she has been called. These words may be offensive. Introduce the video with these guidelines:

1. Put away all of your materials so you have no distractions.
2. We will watch true stories of bullying.
3. After the documentary, we will discuss the content.

After watching the video, facilitate a group discussion by asking questions including:

- Have you or anyone you know ever encountered bullying?
- Where does bullying happen?
- Is there bullying in our school? Does it change the environment of our building?
- Is there bullying outside of school? How is this different to deal with versus being in school?
- Why do people pick on others for their appearance?
- What is a common reaction when someone sees bullying happening?
- When bystanders get involved in bullying, is it effective?
- When have you seen someone stand up for someone that was being bullied?
- How can teachers and counselors address bullying?
- What would make it easier to speak up about bullying at home? In school? In SkillsUSA? In the workplace?
- What can you do to stop bullying?
- What could our chapter do to stop bullying?

Challenge students to share this video with others including family and friends.

Extended Learning Opportunity

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

As a class or chapter, organize an anti-bullying activity. Great ideas are found at

https://www.stopbullying.gov/sites/default/files/2017-09/youthengagement_brieftoolkit_compliant.pdf

“Taking a New Course”

Content Discussion Questions:

1. What challenges did Jacqueline Limbrick face?
2. What was Limbrick’s response to the challenges?
3. What does your ideal workday look like?
4. Have you ever changed your goals? What caused you to make the change?
5. When have you turned an obstacle into an opportunity?
6. How can you get the most out of your education?

In-Class Activity, 6 minutes

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

Materials needed: Scissors (one pair per student) and paper with a simple picture to cut out (one per student)

Use “Resilient Cutouts” from SkillsUSA Ignite (pg. 47). Give each student a pair of scissors and a simple picture to cut out. Give these instructions:

1. Cut out the picture.

After 10 seconds of using the scissors, stop students. Give further instructions:

2. You may no longer use the scissors.
3. Continue to cut out the picture.

After 15 seconds, stop students. Give further instructions:

4. You may now only use one hand.
5. Continue to cut out the picture.

When students are finished, have them hold up the cutouts to share with the class. Facilitate a group discussion by asking questions including:

- How did you finish the task?
- When were you frustrated in this activity?
- What kept you going even though you were faced with new challenges?
- When have you faced and overcome obstacles or challenges at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Technical Skills: *Professionalism, Seek professional and personal growth opportunities*

Create a list of “must do’s” for new students to learn about all opportunities available in the school.

Put these together in a “Bingo” style format. Offer a prize to students that get a bingo by completing activities within a set amount of time.

“Building Buzz in His Community”

Content Discussion Questions:

1. What is entrepreneurship?
2. What skills must an entrepreneur master?
3. Who are local entrepreneurs in our community?
4. If you could start your own business, what would you do?
5. When have you been proactive in your education to gain more skills?

In-Class Activity, 30 minutes

Workplace Skills: *Decision Making, Practice resourcefulness*

Materials needed: Small shoeboxes or other small boxes (one per small group), paint or paper to decorate the boxes, white paper (one piece per small group), ruler (one per small group), markers or writing utensils, tape and glue

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

1. Your task today has two parts.
2. First, brainstorm problems you face at home, in school, in SkillsUSA, in the workplace or in the community.
3. Then as a group select one; this can be a problem for all students or an individual's problem.
4. Use the white paper to state the problem and describe it as needed so that others could read and quickly understand.
5. The second task is to decorate your box.
6. Attach the paper with the problem to the ruler and fasten to the box.
7. This will be your solution box.
8. We will put these boxes around the room so that students may view the problems and if they have a solution, submit an idea into your box.
9. You have twenty minutes to select a problem and create a solution box.

After twenty minutes, bring students back together. Have each group state the problem they chose. Then give students about four minutes to submit ideas into boxes. Facilitate a discussion by asking questions including:

- How do you solve problems at home? In school? In SkillsUSA? In the workplace?
- Who can help you solve problems?
- How do you help others solve problems at home? In school? In SkillsUSA? In the workplace?
- When have you been resourceful at home? In school? In SkillsUSA? In the workplace?
- How will you use problem solving in your future career?

Encourage students to check the boxes daily for suggestions. When a problem has been resolved, the problem should be taken off of the ruler. The box can be re-used by someone else that would like help solving a problem.

Extended Learning Activity

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

Challenge students to get creative and think like an entrepreneur. Put students into groups of three. Give each group five dollars. The group needs to find a way to make as much money as possible in two hours for a charity of their choice. Allow a couple of days for brainstorming. Then bring groups together on a designated day and time to complete their chosen fundraising methods. They only have two hours. After the activity, have students summarize their actions and results. Be sure all funds raised are donated to the charities.

“Making the Tough Calls”

Content Discussion Questions:

1. Why did you join SkillsUSA?
2. Who or what makes you feel welcome in school? In SkillsUSA? In the workplace?
3. How do you make others feel welcome in your home? In school? In SkillsUSA? In the workplace?
4. When have you faced a tough decision?
5. Why might have attendance at the district officer training been required?
6. What has helped shape you into the person you are today?

In-Class Activity, 12 minutes

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

Materials: *White paper (number of pieces varies based on student count), marker, tape, blindfold and music*

A large space is best for this activity. Use these steps to prepare the activity:

1. Count the number of students that will participate.
2. On each sheet of paper, write a number starting with “1.”
3. Continue until the numbers add up to at least the amount of students participating. For example, for 15 students you need paper with: 1, 2, 3, 4 and 5.
4. Attach the sheets of paper to various areas of the room to mark “safe zones.”

Select one student volunteer. Give these instructions:

1. Our volunteer is “the pointer.”
2. He or she will be blindfolded in the center of the room.
3. When the music plays, everyone else will move to a “safe zone.”
4. Each zone may only hold the number of students listed on the paper for that zone.
5. For example, only one student may be in Zone 1.
6. You may not choose a zone that is already full.
7. When the music stops, you will have five more seconds to move to a zone.
8. Anyone not in a zone when time is called is automatically out and must sit down.
9. The pointer, our volunteer, will point toward any direction he or she wants.
10. People in the zone closest to where the volunteer points is out and must sit down.
11. We will continue until only one student remains.

Play music for students to move. Be sure to do a 5-second countdown each round. Repeat the activity as time allows with a new volunteer. Facilitate a group discussion by asking questions including:

- What factors did you consider when picking a zone?
- What happened when you moved to a zone that was already full?
- Who was out because you failed to find a zone in time? Why did this happen?
- What decisions are you faced with at home? In school? In SkillsUSA? In the workplace?
- How do you analyze data, key facts and situations at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: *Communication, Use appropriate body language*

As a class or group, select a day to greet students and staff as they arrive at campus. Smile, wave, say hello, shake hands or even hand out small treats.

“Providing a Second Chance to Build a Better Future”

Content Discussion Questions:

1. When have you been given a second chance and what was the result?
2. What is a continuation high school?
3. What is TeamWorks?
4. What do you personally believe is the secret to happiness?
5. What do you love to do?
6. What are common stigmas about career and technical education?
7. What do you know to be true about career and technical education?

In-Class Activity, 10 minutes

Workplace Skills: *Multicultural sensitivity, Empower everyone equally*

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

Give each student a paper. Give these instructions:

8. Divide your paper into two columns. (pause)
9. Label the first column with the words “I am.” (pause)
10. Think about nouns that describe parts of your identity.

Share a list of your nouns such as: Teacher, woman, American, white, wife, mother, sister, blonde, runner and reader to help students start generating ideas.

4. Create your own list of descriptors on your paper.
5. You have two minutes.

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

6. Label the second column with the words “I am not.” (pause)
7. There are often stereotypes associated with each of the descriptions you listed earlier.
8. For example, I wrote “woman.”
9. Many people think that women love to shop; I do not.
10. Therefore, I am a woman, but I am not an avid shopper.
11. Complete each of the “I am not” statements for your descriptions.
12. You have three minutes.
13. You may work with a partner to gain more ideas if needed.

After three minutes, bring students back together. Have students share at least one of their “I am, I am not” statements with the class. Facilitate a class discussion by asking questions including:

- When have you been stereotyped and how did you feel?
- Why do we often stereotype groups?
- When have you believed a stereotype about someone else and discovered you were wrong?
- How do you empower others at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

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

Use “Up, Up and Away” from [SkillsUSA Propel](#) (pg. 34). Have students complete the activity one time. Discuss successful strategies. Then allow everyone a second chance.

“Spotlight”

Content Discussion Questions:

1. How does our chapter promote literacy?
2. Does our community have lending libraries? If so, where are they located?
3. In addition to literacy, what else do these libraries encourage?
4. How does law enforcement help you? Our school? Our chapter? Our community?
5. How does our chapter recognize and honor others?
6. How does our chapter help with food insecurity?
7. When does our chapter work with other student groups?
8. How does our chapter promote citizenship?
9. How do you exhibit patriotism at home? In school? In SkillsUSA? In the workplace?

In-Class Activity, 18 minutes

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

Materials needed: Ball or bundle of yarn, small pieces of paper (two per student) and writing utensils (one per student)

Give each student one piece of paper. Give these instructions:

1. Silently think about how you feel today. (pause)
2. Write one word on the paper that describes how you feel.
3. When finished, fold your paper.
4. These will remain anonymous.

After 30 seconds, collect the papers. Put them into a pile in the center of the room. Have students gather in a circle around the pile of papers. Give these instructions:

5. I will choose one person and give him or her a compliment.
6. Then I will hold the end of the yarn and toss the rest to the person I complimented.
7. He or she will continue by choosing someone else to compliment.

Start the activity by giving a compliment. Continue until all students have received one compliment.

While all students still are holding the yarn, facilitate a class discussion by asking questions including:

- How does it feel to receive a compliment?
- How does it feel to give a compliment?
- When do you receive kindness at home? In school? In SkillsUSA? In the workplace?
- How do you honor the contributions of others at home? In school? In SkillsUSA? In the workplace?

Have students return to the seats. Give them a second piece of paper. Give these instructions:

8. Write down one word that describes your mood now.

After 30 seconds, bring students back together. Have a few students share their words with the class.

Facilitate further discussion by asking questions including:

- How has your mood changed since the start of the activity?
- What improves how you feel at home? In school? In SkillsUSA? In the workplace?

Extended Learning Activity

Workplace Skills: Teamwork, Be flexible and open

Use “Poker” from [SkillsUSA JumpStart!](#) (pg. 50) and discuss the teamwork involved.