

INTEGRATION ACTIVITY *Sheet*

Ignite – Activities that Spark Student Engagement

PRICE: \$9.95

DESCRIPTION: “Ignite” is the ideal tool to introduce the SkillsUSA Framework! This book equips instructors with 68 bell-ringers — or startup tasks — to engage students, with career-readiness topics that tie directly to the SkillsUSA Framework. As the name “Ignite” indicates, it’s all about sparking student interest with a small action to encourage purposeful learning opportunities. The content in “Ignite” addresses each Essential Element and descriptor within the Framework. The bell-ringers are written as questions or directions instructors can post for students to answer when they first enter the classroom. A list of materials and expected completion time is listed with the title of each activity. The 6 inch by 9 inch, 170-page book is ideal for teachers to have placed next to their electronic device for easy access and be intentional in the development of the SkillsUSA Framework in their classroom.



ESSENTIAL ELEMENT IDENTIFICATION:

The activities in “Ignite” provide an opportunity to intentionally explore the Essential Elements and descriptors. Each Essential Element contains a “Framework in Action” piece, which puts the Framework into a real-life situation in the classroom or within the SkillsUSA organization.

Student Learning Objectives:

- Engage in career-readiness topics.
- Develop personal skills, workplace skills and technical skills grounded in academics.
- Make connections to how career-readiness topics are applied in the workplace.



To purchase this educational resource, visit the SkillsUSA Store at www.skillsusa.org/shop.

IN-PERSON INTEGRATION EXAMPLE:Activity: **Pick Your Attitude**

Additional materials needed: Half sheet of paper (one per student) and scotch tape.

Time Frame: 6 minutes

Directions: Create an awareness of the students' attitude and how it impacts their persona to others.

1. Ask students how they are feeling today as they enter the classroom.
2. Provide each student with a half sheet of paper and have them write one word that can be seen from a distance describing how they feel today.
3. Hold the papers up so the class can view the descriptive words.
4. Use transparent tape to attach the paper to each student's shirt.
5. Tell students an important administrator will be joining the class today to hear them talk about a recent project they completed. Spend one or two minutes discussing what they need to say about the project.
6. Tell them it is time for the administrator to arrive. When the first student attempts to remove the paper, stop him or her. Facilitate a discussion by asking questions including:
 - Who would like to remove the paper before the administrator arrives? Why?
 - What first impression might be made by wearing the papers including the words "tired," "hungry," "frustrated" or "bored"?
 - How would the first impression be different if the papers said more positive words such as "determined," "happy" or "motivated"?
 - What potential benefits come from having a positive attitude in school? In SkillsUSA? In the workplace?
 - What can we do to demonstrate a positive attitude at all times?

VIRTUAL INTEGRATION EXAMPLE:Activity: **Culture Interview**

Additional materials needed: None.

Time Frame: 8 minutes

Directions:

1. Connect with students using an online platform.
2. Display the following prompts on a shared screen with the students and read them aloud:
 - Describe how your favorite holiday is celebrated.
 - What are the gender roles in your family?
 - How does your family greet one another?
 - How did you celebrate your last birthday?
3. Tell students they will interview other classmates to learn more about them.
4. Have the students think about the one question they would like to ask and ask them to capture it on a scrap piece of paper.
5. Give the following instructions: There will be two roles in each round: a television reporter and the interviewee. You will have the opportunity to take on both roles.
 - Television reporter — ask only one of the above questions to the interviewee and then be prepared to actively listen, learn and ask follow-up questions.
 - Interviewee — be prepared to answer the initial question asked along with the follow-up questions.

Stay in your selected role until instructed to reverse roles.
6. Dismiss to breakout rooms.
7. Alert each breakout room that it is time to reverse roles.
8. Return students to main room.
9. Repeat process two or three more times. If students get assigned to someone whom they have already interviewed, instruct them to return to the main room for a new assignment.
10. Following the interviews, facilitate discussion by asking questions including:
 - What was something you learned about a classmate?
 - As the reporter, how were you personable and professional during the interview?
 - How did the follow-up questions affect the flow of the interview?
 - Did anything surprise you? What was your reaction?
 - What cultural practices do you have in common with your classmates?
 - How can we be personable and professional with others in school? In SkillsUSA? In the workplace?