

## SkillsUSA Champions Magazine — Winter 2020

Welcome to the winter advisor’s guide to *SkillsUSA Champions*. With the new year come resolutions for better habits, bigger goals and brighter dreams. Let 2020 be the year that you change lives and bring positive conversations and actions into the classroom.

This guide has two major parts:

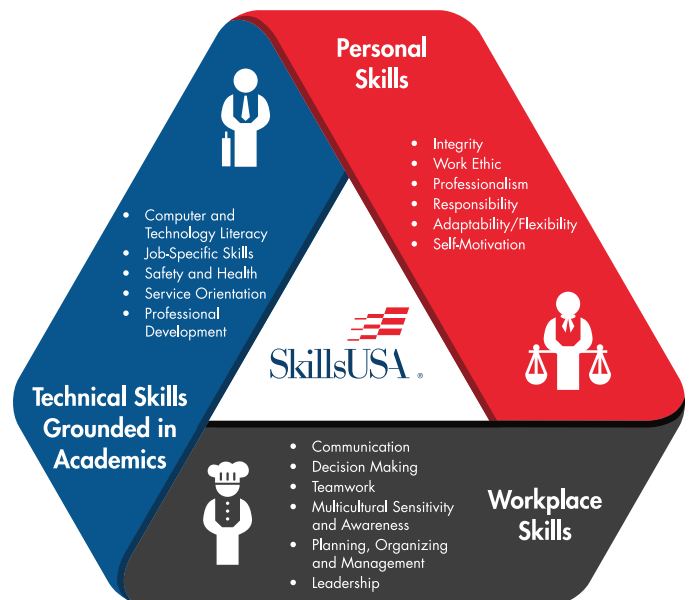
- knowledge-based questions for guided reading
- activities to help students dig deep into the content of each article

Using this guide will help students practice their SkillsUSA Framework skills while developing reading comprehension and critical thinking skills.

The guided reading questions can be given to students prior to their assigned reading or browsing of the magazine. Direct students to read the article as homework. Alternatively, have them read the article during class individually, in small groups or aloud for the full class. Afterward, 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, Winter 2020

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

1. Who invested in Chelle Travis when she was a high-school student?
2. Who does Chelle Travis say is her inspiration?
3. What is “Sleep in Heavenly Peace” and what is its mission?
4. What does the “T” in Generation T stand for?
5. How much money did SkillsUSA instructors receive last year from the Harbor Freight Tools for Schools Prize for Teaching Excellence?
6. How many participants were at the 2019 Washington Leadership Training Institute (WLTI)?
7. What did WLTI participants rally for during the conference?
8. In which class was Sadat Gutierrez accidentally placed?
9. What are Gutierrez’s two passions?
10. In which college program did Allison Steinmeyer enroll?
11. What is one skill that SkillsUSA helped Steinmeyer develop?
12. What was Jennifer Sprow’s suggestion for the Champions Circle?
13. What is Sprow’s single piece of advice for competitors?
14. Where did Mary Rawlins attend school to become a chef?
15. What program won Rawlins’ chapter top honors?
16. What career and technical program did Brad Lang study in high school?
17. Which branch of the military did Brad Lang join after college?
18. What is the purpose of the “healing garden”?
19. What business donated parts and tools to be used for a free automobile check?
20. What is the purpose of the Mayor’s Christmas Tree Fund? ●

## Student Guided Reading Questions (Teacher Key) SkillsUSA Champions, Winter 2020

1. Who invested in Chelle Travis when she was a high-school student? **Answer: Her SkillsUSA advisor**
2. Who does Chelle Travis say is her inspiration? **Answer: Students**
3. What is “Sleep in Heavenly Peace” and what is its mission? **Answer: A non-profit dedicated to building and delivering beds to families in need**
4. What does the “T” in Generation T stand for? **Answer: Trade skills**
5. How much money did SkillsUSA instructors receive last year from the Harbor Freight Tools for Schools Prize for Teaching Excellence? **Answer: \$650,000**
6. How many participants were at the 2019 Washington Leadership Training Institute (WLTI)? **Answer: 557**
7. What did WLTI participants rally for during the conference? **Answer: Perkins funding**
8. In which class was Sadat Gutierrez accidentally placed? **Answer: Masonry**
9. What are Gutierrez’s two passions? **Answer: Masonry and competition**
10. In which college program did Allison Steinmeyer enroll? **Answer: Fine woodworking and cabinetmaking**
11. What is one skill that SkillsUSA helped Steinmeyer develop? **Answer: Creativity**
12. What was Jennifer Sprow’s suggestion for the Champions Circle? **Answer: Widening the entrance for better traffic flow**
13. What is Sprow’s single piece of advice for competitors? **Answer: Carefully review the contest materials**
14. Where did Mary Rawlins attend school to become a chef? **Answer: Culinary Institute of America**
15. What program won Rawlins’ chapter top honors? **Answer: Student2Student mentoring**
16. What career and technical program did Brad Lang study in high school? **Answer: CNC (computer numerical control)**
17. Which branch of the military did Brad Lang join after college? **Answer: Marines**
18. What is the purpose of the “healing garden”? **Answer: Provide a place for veterans to spend time with family and friends**
19. What business donated parts and tools to be used for a free automobile check? **Answer: NAPA Auto Parts**
20. What is the purpose of the Mayor’s Christmas Tree Fund? **Answer: Purchase footwear for students, as well as food, clothing and water for families ●**

## Instructor Guide

### SkillsUSA Champions, Winter 2020

#### “A Very Natural Next Step”

##### Content Discussion Questions:

1. What are you doing now to prepare for your future?
2. How do others encourage you?
3. When has a teacher encouraged you?
4. What motivates you at home? In school? In SkillsUSA? In the workplace?
5. What does your family do? How does this impact your future?
6. Who or what is your inspiration?

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

*Workplace Skills: Teamwork, Respect and support others*

*Materials needed: Card stock paper (one piece per student) and markers (one per student)*

Have students arrange their desks in a circle or sit around a table. Give each student one piece of paper and a marker. Give these instructions:

1. Write your name at the top of the page. (pause)
2. Pass your paper to the person on your right. (pause)
3. Think about the person whose name is on the top of the page. (pause)
4. Write one or two positive characteristics of this person on the paper.
5. You have 30 seconds.

After 30 seconds, bring the class back together. Repeat the activity by passing the papers to the right again. Continue until all students have written on each page. Then collect the pages. One by one, scan the page for appropriateness and hand the page to the owner. Watch their reaction. After all have received their papers, facilitate a group discussion by asking questions including:

- What reactions did you see while others read their page?
- How do the words on your page make you feel?
- Who encourages you at home? In school? In SkillsUSA? In the workplace?
- Who do you encourage at home? In school? In SkillsUSA? In the workplace?
- How does encouragement impact your mindset and performance?

Have students keep the papers in a notebook or locker for daily viewing.

#### Extended Learning Activity

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

Have each student make a list of all things he or she enjoyed doing as a child. Then put students into pairs to discuss the list and connect those items to potential future careers.

#### “Members Don’t Sleep On Helping Kids in Need”

##### Content Discussion Questions:

1. What is something you take for granted?
2. What are things you cannot live without?
3. What did participants gain from the Generation T Bunk Bed Build?
4. How do you serve others at home? In school? In SkillsUSA? In the workplace? In the community?
5. How could we use our technical skills to help others?

##### In-Class Activity, 7 minutes

*Personal Skills: Self-Motivated, Positively contribute to every project*  
*Materials needed: None*

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

1. Consider all you have to be thankful for. (pause)
2. One by one, you will each share aloud something you are thankful for.
3. After everyone has shared, continue by sharing another gratitude until time is called.
4. You have three minutes.

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

- What are you thankful for?
- How do you express gratitude at home? In school? In SkillsUSA? In the workplace?
- How does an “attitude of gratitude” affect your mindset and performance?
- How do you positively contribute at home? In school? In SkillsUSA? In the workplace?

## Instructor Guide

### SkillsUSA Champions, Winter 2020

#### “Members Don’t Sleep ...” (cont.)

##### Extended Learning Activity:

*Workplace Skills: Leadership, Express compassion*

Have students visit <https://www.shpbeds.org/> to learn more about Sleep in Heavenly Peace. Ask them to share aloud their top three takeaways.

#### “Rewarding Excellent Education”

##### Content Discussion Questions:

1. How do you demonstrate excellence?
2. How do your teachers demonstrate excellence?
3. How are teachers in our school recognized for their efforts and performance?
4. How do you recognize others for demonstrating excellence at home? In school? In SkillsUSA? In the workplace?
5. How do you prefer to be recognized for excellence?

##### In-Class Activity, 40 minutes

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

*Materials Needed: Poster paper (one piece per pair), markers (several for each pair) and internet access (for each pair)*

Put students into pairs. Give each a large poster paper and markers. Give these instructions:

1. Today we are studying the word “excellence.”
2. With your partner, create a social media profile and feed for “excellence” on the poster paper.
3. You may choose to create or imitate Facebook, Twitter or Instagram.
4. You will create the profile and message feed.
5. You have twenty minutes.

After twenty minutes, bring students back together. Share the posters with the class. Then facilitate a discussion by asking questions including:

- What is excellence?
- When have you demonstrated excellence at home? In school? In SkillsUSA? In the workplace?
- What is not excellence?
- How do you do what it takes to get the job done?

- Do you personally strive for excellence every day? Why or why not?
- How are you rewarded for demonstrating excellence?

##### Extended Learning Activity

*Workplace Skills: Leadership, Foster hope*

Show this motivational video by Kid President:

<https://youtu.be/l-gQLqv9f4o>. Discuss how we can each demonstrate excellence at home, in school, in SkillsUSA and in the workplace.

#### “SkillsUSA’s WLTJ Trains Students to Lead the Way”

##### Content Discussion Questions:

1. What have you gained from SkillsUSA?
2. What leadership conferences or trainings have you attended? What did you gain?
3. How do you advocate for career and technical education at home? In school? In the workplace?
4. How could our chapter advocate for SkillsUSA?
5. Do you want to attend the Washington Leadership Training Institute? If yes, what should you do?

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

*Workplace Skills: Communication, Write and speak effectively*

*Materials needed: Advocacy Role-Play cards (one set per pair; see below)*

Use “Role-Play” from SkillsUSA Accelerate (Page 60). Put students into pairs. Give each pair one set of role-play cards. Give these instructions:

1. Select a role play card: 1, 2, or 3. (pause)
2. Decide who will play each role. (pause)
3. You will have a conversation in your roles.
4. It is the job of the SkillsUSA member to educate the other person about career and technical education and promote SkillsUSA.
5. You have three minutes for the conversation.

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

6. All that role-played the SkillsUSA member (Role B), move and find a new partner. (pause)
7. Members, select a role-play card and switch roles so you are now playing person A.
8. You have three minutes for your conversation.

*(Continued on next page)*

## Instructor Guide

### SkillsUSA Champions, Winter 2020

#### “SkillsUSA’s WLTI Trains ...” (cont.)

After three minutes, bring students back together. Repeat the activity by switching partners a few more times, as time allows. Then facilitate a discussion by asking these questions:

- What did your partners do that worked well?
- What are key points about career and technical education and SkillsUSA that you want to share with others?
- What are common stereotypes and myths about SkillsUSA? How can we overcome these incorrect impressions?
- What other things might you advocate for in the future?
- How do you write and speak effectively at home? In school? In SkillsUSA? In the workplace?

#### *Advocacy Role-Play 1*

- A. Core class teacher that is unfamiliar with SkillsUSA
- B. SkillsUSA member

#### *Advocacy Role-Play 2*

- A. Business owner that was a SkillsUSA member 20 years ago
- B. SkillsUSA member

#### *Advocacy Role-Play 3*

- A. School administrator that does not fully support SkillsUSA
- B. SkillsUSA member

#### **Extended Learning Opportunity**

*Technical Skills: Professional Development, Seek professional and personal growth opportunities*

Identify a member (from your chapter or another chapter) that recently attended the Washington Leadership Training Institute. Invite him or her to speak with the class about the conference and leadership training. If the member is not local, use Zoom or another video-conferencing app.

#### “Competitions Help in Laying a Foundation for Her Future”

#### **Content Discussion Questions:**

1. What would you do if you were accidentally placed into a class?
2. Has anything good ever happened to you accidentally?
3. Does competition motivate you? Why or why not?
4. When have you demonstrated resilience at home? In school? In SkillsUSA? In the workplace?

#### **In-Class Activity, 10 minutes**

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

*Materials needed: Rubber band (one per small group), yarn (16-inch piece for each student) and plastic or paper cups (six per small group)*

Put students into groups of six. Provide each group the supplies. Give these instructions:

1. Tie each of the strings to the rubberband. (pause)
2. The challenge is to build a pyramid with the cups without touching the cups with your hands.
3. Even if the cups fall over, you may not touch the cups with your hands.

Allow the students to work as time allows. Then facilitate a group discussion by asking questions including:

- What was challenging about this activity?
- What did your team do that worked well?
- What did not work well?
- How did you feel during the activity?
- When have you demonstrated overcome barriers and roadblocks 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*

Have students organize a mini competition to showcase students’ skills. Invite students, administration, supporters and community members to attend, observe and learn more about SkillsUSA.



## Instructor Guide

### SkillsUSA Champions, Winter 2020

#### “Crafting a New Course”

##### Content Discussion Questions:

1. What obstacles have you overcome?
2. What might have helped Allison Steinmeyer overcome her accident and career change?
3. When have you been forced to change plans? How did you react?
4. What challenges do you face at home? In School? In SkillsUSA? In the workplace?
5. What skills have you gained through SkillsUSA participation?

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

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

*Materials needed: Card stock paper (one piece per student), acrylic paints (several) and paintbrushes (at least one per student)*

Put students into groups of five or six. Each group should sit together at a large table with paints in the center so students may share. Give these instructions:

1. We will paint for 10 minutes.
2. You may create anything you want.

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

3. Time for a twist.
4. Pass your painting to the right. (Pause)
5. Treat this as your own and paint.

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

6. Pass the painting to the right. (Pause)
7. Treat this as your own and paint.

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

8. Return the painting to the original owner.
9. You have two minutes to finish your painting.

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

- Did your paintings turn out how you anticipated? Why or why not?
- What was the most challenging part of this activity?
- How did you feel when I stopped your work the first time and asked you to pass your painting?

- How do you maintain composure during adversity at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Activity

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

Have students capture ideas that he or she has each day.

These may be original ideas or interesting things that he or she observes. Have students choose the method they prefer: notebook, computer or phone. Share a few with the class.

#### “Winning Gold Comes Full Circle”

##### Content Discussion Questions:

1. What are areas of your expertise?
2. When have you been asked to give an expert opinion at home? In school? In SkillsUSA? In the workplace?
3. What’s the best piece of advice you have been given?
4. How do you prepare for competitions?
5. What reading strategies do you use to increase reading comprehension?

##### In-Class Activity, 45 minutes

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

*Materials needed: Innovation company card set (one card per small group, see below) and Innovation category card set (one card per small group, see below)*

Put students into groups of three or four. Have each group randomly draw one company card and one category card. Give these instructions:

1. As a team, you will come up with an idea for a new, innovative product in the assigned category for your assigned company.
2. After coming up with a product, consider the audience, product features and potential promotional ideas.
3. You have 25 minutes to brainstorm and prepare to share your idea with the class.

(Continued on next page)

## Instructor Guide

### SkillsUSA Champions, Winter 2020

#### “Winning Gold Comes Full Circle” (cont.)

After 25 minutes, bring students back together. Have all groups share their innovations. Then facilitate a group discussion by asking questions including:

- How did all members contribute to your group?
- How did your group gather ideas?
- What limits your innovation and creativity?
- How do you work collaboratively with others at home? In school? In SkillsUSA? In the workplace?

**Innovation company card set:** Apple, Amazon, Facebook, McDonald’s, AT&T, Visa, Coca-Cola, Nike, Pampers, Colgate

**Innovation category card set:** Electronics, Clothing and Accessories, Automotive, Health and Beauty, Toys and Games, Books, Home Products, Athletic, Music, Food and Drink

#### Extended Learning Activity

*Technical Skills: Professional Development, Stay current with workplace-related resources*

Visit <https://www.skillsusa.org/competitions/skillsusa-championships/technical-standards/> to review the rules and guidelines for all national competitions. Have each student read the section for his or her preferred area. As a class, discuss and summarize the findings.

#### “How She Rolls”

##### Content Discussion Questions:

1. How has SkillsUSA impacted Mary’s life?
2. What professional training and education does Mary have?
3. Where do you see yourself next year? In five years? Ten? Twenty?
4. What is the Student2Student mentoring program?
5. What do you do that pushes you out of your comfort zone at home? In school? In SkillsUSA? In the workplace?
6. How do you demonstrate teamwork at home? In school? In SkillsUSA? In the workplace?

#### In-Class Activity, 10 minutes

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

*Materials needed: Paper (one piece per student) and pencils or pens (one per student)*

Every student needs paper and a writing utensil. Give these instructions:

1. Write your name 10 times. (pause)
2. Sign your signature 10 times. (pause)
3. Now write your name 10 times using your other hand. (pause)
4. Now sign your signature 10 times. (pause)

Facilitate a discussion by asking questions including:

- Who used their offhand the last time for the signature? Why?
- Who used their regular hand the last time for the signature? Why?
- What was challenging in this activity?
- What was it like to use your offhand?
- When do you demonstrate curiosity at home? In school? In SkillsUSA? In the workplace?

#### Extended Learning Activity

*Workplace Skills: Decision Making, Practice resourcefulness*

*Put together a scavenger hunt. Divide students into small groups of three or four. Be sure to discuss rules and expectations. Have fun!*

#### “Skills Help a Hero Recover and Lead to a New Mission”

##### Content Discussion Questions:

1. What challenges has Brad Lang faced?
2. What is a Purple Heart award?
3. What skills must an entrepreneur demonstrate?
4. Who are our local veterans?
5. How can we help local veterans?

(Continued on next page)



## Instructor Guide

### SkillsUSA Champions, Winter 2020

#### “Skills Help a Hero Recover ...” (cont.)

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

*Technical Skills: Job-Specific Skills, Perform my job confidently*

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

Start with a short discussion by asking these questions:

- What is positive self-talk?
- Why is positive self-talk important?

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

1. Divide your paper into three sections. (pause)
2. Label each section with one heading: “I am,” “I can,” “I will.” (pause)
3. Complete each of those statements with several words that describe how you feel and think.
4. Remember to focus on the positive.
5. You have six minutes.

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

- What words did you use for “I am”? “I can”? “I will”?
- Are you confident in your abilities? Why or why not?
- Who encourages you at home? In school? In SkillsUSA? In the workplace?
- How can you demonstrate confidence at home? In school? In SkillsUSA? In the workplace?

##### Extended Learning Opportunity

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

Organize an activity to recognize and thank local veterans and their families. Ideas include: host veterans for a special meal or coffee, offer recognition during a sporting event or greet veterans before or after an honor flight.

#### “Spotlight”

##### Content Discussion Questions:

1. What outdoor spaces are in our community?
2. How do we help veterans? How does our school help veterans? How does our community help veterans?
3. What businesses support our chapter?

4. What business or industry partners could we work with?
5. What technical skills could we use to help the school or community?
6. How does our chapter help other students?
7. What is the purpose of the Safe-Way app?
8. How does technology benefit our school? Chapter? Community?
9. Could our chapter implement any of the activities highlighted in the “Spotlight” section?

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

*Personal Skills: Adaptability/Flexibility, Understand that multiple solutions will accomplish the same goal*

*Materials needed: Several random items including: pizza box, bucket, newspaper, ball cap, book, pillow, and more (one item per small group), paper (one piece per small group) and writing utensil (one per small group)*

Put students into small groups of four. Give each group one random object. Give these instructions:

1. Think of the many uses for your object.
2. As a group, try to brainstorm a list of 100 things you could use the object for.
3. You have five minutes.

After five minutes, bring the students back together. Have each group share a couple of uses from their list. Then facilitate a class discussion by asking questions including:

- When was this activity the most challenging?
- When have you needed to use something for a different purpose?
- When have you found that multiple solutions could accomplish the same goal?
- How do you select the best solution?

##### Extended Learning Activity

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

Organize a skill swap with students of another program.

Each program will select a skill to teach students of the other program. ●



Copyright 2020 by SkillsUSA, 14001 SkillsUSA Way, Leesburg, VA 20176.

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.