

E29-L2

Competition	Core Competency:E29	Level 2, Intermediate
Compete Successfully at MCA Conference		
Time to complete: 180 minutes		
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Understand the purposes of competition 2. Compete in a local competition and evaluate their participation 3. Prepare for MCA Words in the Workplace, Poster/Slogan and Banner Events 	

Cross Competencies	C18 Follow directions G41 Apply critical thinking skills G47 Demonstrate techniques for building commitment by others
Core Standards	Career and Vocational/Technical Education: Content Standards 1 and 5 Workplace Competencies: Content Standards 2 and 4

Materials in Lesson Plan	Other Supplies Required	Supplemental Resources
<ul style="list-style-type: none"> • E29L2ACT1 What's in a Word? 	<ul style="list-style-type: none"> • Masking Tape/Index cards • Poster/Slogan Event-Competitive Events Manual • Chapter Banner Event - Competitive Events Manual • Words in the Workplace Event-Competitive Events Manual • Poster board • Supplies for Chapter Banner 	<ul style="list-style-type: none"> •

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
Campaign for Kindness			All

Suggested Instructional Approach		Notes
Introduction	<p>Competition is defined in the dictionary as “a striving or vying with another or others for profit, prize, position, or the necessities of life; rivalry.” But competition also means competing with one’s self to improve and learn. People compete, sometimes on a daily basis, for scholarships, better grades, a job, a better job, sports events, self-improvement, etc. Care should be taken to de-emphasize the “losing” side of competition and to emphasize the value of competition to improve one’s self.</p> <p>Encourage all of the chapter members to compete in at least one career association competitive event, either as an individual or a member of a team. Refer to the <i>Jobs for Montana’s Graduates Competitive Event Manual</i> for guidelines and procedures for state JMG/MCA competitive events. Emphasize the purpose of competitive events, i.e., practice in competing, transferring skills in competing to skills in obtaining and retaining jobs, an opportunity to be recognized for accomplishments.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	

<p>Through your course of study in the Jobs for Montana’s Graduates program and membership in the Montana Career Association, you will have many opportunities to compete, including competing in local and state competitive events. Competitive events were developed to provide a system through which MCA members could be recognized for accomplishment or skills needed for further education, scholarships, jobs, etc.</p> <ol style="list-style-type: none"> 1. Have students participate in <u>E29L2ACT1 What’s in a Word</u>. 2. Hold group discussion after this exercise. Monitor progress of the students to ensure that they understand the competency has been achieved. 3. Explain to students the Words in the Workplace Event at MCA. Plan for a spell off within your classes to select a participant for the state event. 4. Encourage your students to compete in other events at the Career Development Conference. Go over the criteria that the judges use to score the competitions. Consider having all students compete in class and then determine the winning student to compete at the conference. 	<u>Notes</u>
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Assessment	Determination of Words in the Workplace participants, participants for other events. Follow up after MCA by reviewing judges sheets/comments. Ask students how the evaluations made them feel what they could have done differently.	
Supplemental Activities	<ul style="list-style-type: none"> • Show movie “Cool Runnings”. This is a great movie that focuses on competition. • Break group into pairs. You’ll need one deck of cards for each pair. Give one student the deck of cards, have that student shuffle the cards and deal one card to him/herself and one card to the other student. High card takes the cards. When all cards have been played, have students count the cards. The student with the most cards will be the “winner,” the student with the least cards will be the “loser.” Play the game for 5-10 minutes. Ask winners how it feels to win. Ask losers how it feels to lose. Talk about this being a game of “chance” and that in real life we have opportunities to “stack the deck” and improve our chances of being a winner. 	