



KNOW BEFORE YOU GO
CAMP SURVIVAL GUIDE

- Have you read this entire document?**
We know you have a busy job as a teacher—and we cannot overstate our appreciation of you for it! But please, read this entire document. Camp Champion is an immersive experience, so even if you've attended our camps before, there's a lot to review. Be prepared so you can help your students be prepared.

- Have you verified your attendee roster?**
Housing is very tight. We can't have any unexpected arrivals. Please make sure that everyone you are bringing to Camp Champion (students, advisors, guests/chaperones) are on your submitted roster. You will have received an email on Oct. 19 from Dennis.Williams@azed.gov with your roster. Please respond by Oct. 20.

- Have you collected signed waivers for each of your attendees?**
Lost Canyon requires signed waivers for each and every attendee, student and adult alike. Please make sure you have the waivers printed, fully completed, signed, and ready to turn into us when you arrive to the camp. You will not be able to pick up your camp materials until we have them. [Click Here](#) to download the waiver.

- Do any of your attendees have special dietary needs?**
We will accommodate them! But only if we know about them in advance. Please make sure you identify and submit any dietary needs by Friday, Oct. 27. [Click Here](#) to access Lost Canyon's dietary request form.

- What are you doing before 4 p.m. on Wednesday, Nov. 1?**
Not getting into camp, that's for sure! Lost Canyon's arrival policy is very strict—gates will not open until exactly 4 p.m. Make sure you have other plans if you're coming up early. Did you know that [Williams](#) sits smack dab on Historic Route 66, and that you can get up close and personal with bears at [Bearizona](#)? Wild.

- Planning on bringing a drone to Lost Canyon?**
Lost Canyon must have a copy of your drone license and insurance on file before you fly. To submit those documents to receive clearance for takeoff, email them to Daniel.Kelly@azed.gov.

- Have you made sure your students have prepared their color team swag?**
Listen, we all know the FOMO from not getting the memo on the dress code. Don't let it happen to you. On the second day of camp, students should come fully decked out in their assigned color. Represent!



DOWNLOAD OUR CONFERENCE APP

Camp is fast-paced. Don't miss a beat—keep everything you need to know in your pocket. Download our conference app for a listing of all sessions, locations, speakers, partners, and more!

From your app store, download “Zoho Backstage for Attendees”. Once you open the app, simply search for “SkillsUSA” to find our event.

The conference app will be fully updated by 4 p.m. on Nov. 1.



DOWNLOAD GOOSECHASE

Time to see who the champions of the camp will be! Form teams and complete digital challenges. It's a race to the top for the mightiest team. Prizes await the winners.

From your app store, download “Goosechase”. Once you arrive at camp, you'll get the code to join our game. Those who follow [@skillsusaaz](https://www.instagram.com/skillsusaaz) on Instagram will get first notice of the code, and thus, a head start when the game opens at 4 p.m. on Nov. 1.

EMERGENCY MEDICAL TECHNICIAN

We will have an emergency medical technician onsite at camp who will respond to illness, injuries, and other medical emergencies. However, services provided are for immediate aid only. Medical liability and responsibility remains with each school.

Closest Urgent Care:

North Country HealthCare
300 S 6th St, Williams, AZ 86046
Open 8 a.m. to 8 p.m. daily
~7 minutes away

Closest Hospital:

Flagstaff Medical Center
1200 N Beaver St, Flagstaff, AZ 86001
Open 24 hours
~45 minutes away

Wednesday, Nov. 1

Dress Code:

Halloween Costume

OR T-Shirt (SkillsUSA T-Shirt Preferred) and Jeans

4 p.m. to 6 p.m.	Camp Opens Registration and Cabin Check-In
6 p.m. to 6:45 p.m.	Opening Session
7 p.m. to 7:45 p.m.	Dinner
8 p.m. to 8:30 p.m.	Operation: Statesman
8:30 p.m. to 10 p.m.	Color Team Meetings
10 p.m. to 11 p.m.	The Masquerade DodgeBall (In Color Teams)
11:30 p.m.	Curfew and Lights Out

Thursday, Nov. 2

Dress Code:

Color Team Swag (See Page 7)

6:45 a.m. to 7:45 a.m.	Coffee Shop Open
7:50 a.m.	Flag Raising Ceremony
8 a.m. to 8:45 a.m.	Breakfast
9 a.m. to 9:15 a.m.	Camp Photo
9:15 a.m. to 10 a.m.	Color Team Rally
10 a.m. to 11:45 a.m.	Color Team Madness, Part I
12 p.m. to 12:45 p.m.	Lunch
1 p.m. to 2:45 p.m.	Color Team Madness, Part II
3 p.m. to 4 p.m.	Box of Beats
4:15 p.m. to 5:15 p.m.	Statesman Summit
5:20 p.m.	Flag Lowering Ceremony
5:30 p.m. to 6:15 p.m.	Dinner
6:15 p.m. to 10 p.m.	Lost in the Canyon <i>Camp Store, Campfire, Climbing Tower, Game Room, Giant Swing, Gym, Snack Bar, Volleyball and Basketball Courts, Wiffle Ball Field</i>
7 p.m. to 7:45 p.m.	Panel: Running for State Officer
10 p.m. to 11 p.m.	Lip Sync Battle (In Color Teams)
11:30 p.m.	Curfew and Lights Out

Friday, Nov. 3

Dress Code:
Camp T-shirt and Jeans

Before Breakfast	Cabin Cleanup and Checkout
6:45 a.m. to 7:45 a.m.	Coffee Shop Open
7:50 a.m.	Flag Raising Ceremony
8 a.m. to 8:45 a.m.	Breakfast
9 a.m. to 9:45 a.m.	Impacting Leadership
9:45 a.m. to 10:30 a.m.	Closing Session
12 p.m.	Camp Closes



CLOTHING ITEMS

Weather is currently (as of Oct. 19) reported as sunny with highs of 65° and lows of 31° throughout the duration of the conference. However, snow and/or rain has been known to appear at this event, even though it is not currently forecasted. Check the weather before departing and pack accordingly.

The dress code for each day is listed on the conference agenda. We will provide you with the camp T-shirt to wear on Friday. Leave your red blazers at home—dress comfortably, but don't wear anything your grandma would judge you for wearing.

- Sweatshirts/jackets
- Long-sleeved shirts
- SkillsUSA chapter shirt/polo
- Jeans/sweatpants
- Thermal underwear
- Pajamas
- Umbrella/rain poncho
- Comfortable closed-toe shoes/boots
- Extra socks and underwear
- Gloves
- Beanies/scarves
- **Color team swag and Halloween costume**

GROOMING ITEMS

Bring any personal grooming items you will need for three days of camp. You will be in very close proximity with other attendees. Please be mindful of others' allergies or sense of smell that may be affected by body odor or strong-scented colognes/lotions/perfumes. **Good personal hygiene is a must!**

- Shampoo/conditioner
- Soap/body wash
- Comb/brush
- Toothbrush/toothpaste
- Hair products/dryer/straightener/curler
- Deodorant

PERSONAL ITEMS

- Phone/camera
- Flashlight
- **Water bottle**
- Charging cords

- Pens/pencils and paper/notebook
- Umbrella
- Medications
- Feminine products

ITEMS PROVIDED BY THE CAMP

Full linens are provided by the camp. **You will not need to bring the following items.**

You will be expected to care for camp items and keep your cabin clean while at camp, and you will be expected to clean up your area before you leave on Friday, or your chapter will be charged a penalty.

- Pillow/pillow case
- Flat sheet
- Fitted sheet
- Blanket
- Towel

COLOR TEAM MADNESS

Most camp activities revolve around color teams. Each attendee is randomly assigned to a color team, which will become like your family while at camp. In color teams, students will network with their fellow Champions at Work from around Arizona, learn invaluable leadership lessons, sharpen their personal skills, compete and most of all, have fun!

There are 14 color teams total. Advisors—check your email. You will have received your chapter’s assignments alongside this Camp Survival Guide!

The dress code for Thursday, Nov. 2, is Color Team Swag. Attendees should come to breakfast that morning swagged out in their assigned color, and are encouraged to get creative to show their color spirit. Make sure your color isn’t hidden under the jacket you throw on because you’re cold. Party City’s separate color sections are great places for inspiration. Keep it appropriate, but there is no shame in a pink tutu. Beads, bandanas, glitter—find your color and rock it!

BLACK	FOREST GREEN	GRAY/SILVER	MAROON
NAVY BLUE	NEON GREEN	ORANGE	PINK
PURPLE	RED	ROYAL BLUE	TEAL/TURQUOISE
	WHITE	YELLOW	

CAMP CHAMPION’S HALLOWEEN SPOOKTACULAR

All attendees are encouraged to wear **appropriate** Halloween costumes on the first day of camp, Wednesday, Nov. 1!

For this year only, keep your Halloween festivities going for just one more day as Camp Champion gets spooky on night one! While the campfire, ghost stories, and s’mores can wait until Thursday, night one will be a positively haunting affair during Opening Session and the evening’s Masquerade DodgeBall!

STATESMAN AWARD

Every attendee, student and adult, is eligible and encouraged to earn our coveted Arizona Statesman Award! The Arizona Statesman Award can only be earned at Camp Champion. It's all or nothing—you must complete every step below to earn it!

STEP ONE | PRE-WORK | FRAMEWORK STORY

Your Framework Story is the quintessential proof that SkillsUSA has equipped you to be a skilled professional, career-ready leader, and responsible community member. You have a story, even if you don't know it yet. Put it to paper. On the next pages, you will find example Framework Stories. You can [Click Here](#) to download a fillable template to submit, or you can simply submit your own written Framework Story in a PDF format.

STEP TWO | PRE-WORK | STATESMAN ASSESSMENT

This 25-question assessment will test your SkillsUSA knowledge. But maybe your SkillsUSA journey has just begun and you don't yet know the answers. No worries! This assessment is open-book, and can be completed at your own pace. However, it can only be completed once and in one sitting, so get it right!

STEP THREE | ONSITE | OPERATION: STATESMAN

Attend this workshop on the first night of Camp Champion to kick off the award process and set you up for success as you become a SkillsUSA Statesman.

STEP FOUR | ONSITE | STATESMAN SUMMIT

During this one-hour session at Camp Champion, you will demonstrate your knowledge of SkillsUSA. Make sure you remember your answers on the pre-work assessment—you're going to need them here. A study guide for this session will be provided when you get to camp.

STEP FIVE | ONSITE | NETWORKING

A great statesman is a diplomat who understands that your network is your net worth. Network with other attendees to create long-lasting friendships and connections.

PRE-WORK (DUE OCT. 31 at 11:59 p.m. PT; NO EXCEPTIONS)

All attendees will receive an email signifying they have been enrolled in the Arizona Statesman Award course in SkillsUSA Absorb. This is where you will upload pre-work and complete the Statesman Assessment. Emails were sent on Oct. 19. If the email wasn't received, **advisors** should contact Daniel.Kelly@azed.gov.

ADVANCED STATESMAN AWARD

To be eligible for the Arizona Advanced Statesman Award, you must complete the elements of the standard Arizona Statesman Award AND the requirements below.

Further, you must have previously attended Camp Champion and previously earned the standard Arizona Statesman Award.

STEP ONE | PRE-WORK | NO LIMITS ESSAY

This year, our theme is SkillsUSA: No Limits! Demonstrate your advanced proficiency in SkillsUSA by writing a 500-word essay on what the theme means to you. In addition to what it means to you, talk about how you will take it back to the chapter level as you lead in the 2023-2024 school year. Submissions must be in PDF format.

STEP TWO | ONSITE | STATESMAN INTERVIEW






During the Statesman Summit at Camp Champion, you will sit down for a 5-minute interview with a national Statesman Award holder, who will ask you about your experience and how you have maximized your SkillsUSA journey. The rubric for the interview will be given at the beginning of the Statesman Summit.

PRE-WORK (DUE OCT. 31 at 11:59 p.m. PT; NO EXCEPTIONS)


All attendees will receive an email signifying they have been enrolled in the Arizona Statesman Award course in SkillsUSA Absorb. This is where you will upload pre-work and complete the Statesman Assessment. Emails were sent on Oct. 19. If the email wasn't received, **advisors** should contact Daniel.Kelly@azed.gov.



Framework Story Sample #1

<p>Pre-Work</p>  <ul style="list-style-type: none"> • How large is my audience? • What age range is my audience? • What does my audience really care about? • How will I relate to them? • What is the room set up and A/V requirements/availability? • What is the length of the story? 	<p>Speech Title: SkillsUSA Framework</p> <p>Length: 4 minutes</p> <p>Number of Participants: 15</p> <p>Audience Demography: SkillsUSA Board of Directors</p>
<p>Outlook</p>  <ul style="list-style-type: none"> • What are the main points? • How can I draw a mental map to let audience members know where we're headed? • How can I engage participants in the overarching topic of this story? 	<p>Objective 1: Identify the value of CTE and SkillsUSA in evolving my skill of work ethic as a worker.</p>
<p>Engagement - Link</p> <p>Approx. 2 minutes</p> 	<p>Sirens blaring, the tension rises, your heart starts to race as you fight the clock! Imagine you're experiencing the immense pressure that one mistake will hinder the entire operation of your mission!</p> <p>As an emergency medical student, I have to understand this pressure and fight the clock almost daily. It started off the same as any day. "Is my personal protective equipment ready? Is my scene safe? Is this my only patient? What information do we have?" But as we were running through our daily scenarios our advisor showed us a video of what it took to be an EMS provider. The video focused on basic human presence and compassion—the most fundamental aspects in the medical profession. I remember the distinct silence after watching the video, and then out of the silence my CTE teacher addressed us with one question where we had to think silently: "Why do you want to help people?" This question brought even a deeper silence, so deep that you could hear a pencil drop. After a few minutes my teacher said to follow her. We exited through the door, making our way to the auditorium wondering why.</p>
<p>Engagement - Preview</p> 	<p>We would soon begin to understand how our CTE program and SkillsUSA experience were preparing us to use work ethic in real experiences.</p>
<p>Wisdom - Evidence 1</p> <p>Approx. 1/2 minute</p>  <ul style="list-style-type: none"> • What will I do and say to prove the Main Point to be factual? • How will I illustrate the Main Point for the participants? • How will I engage the participants in learning the information associated with the Main Point? 	<p>The next thing I remember is being divided up into teams and being told to go to different rooms wearing our personal protective equipment. As I took a quick glance at the room, I saw what appeared to be casualties and police officials on the scene. Later, I discovered these were theater kids and criminal justice students setting up scenarios to practice their skills. Not long after, we dispersed to work on different mass casualty scenarios where we had to work on triage and helping as many patients as we could before Advanced Life support made it on scene. My partner and I worked as if it was an actual scenario because we knew we couldn't be goofing around in serious incidents like these. We worked, patient after patient, incident after incident, recording and evaluating the injuries of the wounded. We did basic life support and a few advanced techniques, such as applying roller gauze to stop heavy bleeding, adding SAMS splits or traction for broken bones and even performing CPR to save lives.</p>

Framework Story Sample #1

<p>Wisdom - Main Point 1</p> <p>Approx. ½ minute</p> 	<p>Working through this scenario, I learned the importance of work ethic. We value every hour, every minute, every second because as medical professionals we understand that even a single second can save a life. We understand that our work is meaningful and that even our presence and care can comfort a patient in pain. We know how to get our stuff done!</p>
<p>Wisdom - Action 1</p> <p>Approx. ½ minute</p> 	<p>Learning the actions of life support was one of the greatest things I've ever experienced, but in the process of learning how to save lives, I gained so many skills that could change the entire trajectory of my life. I've learned I have a duty to act. With all these skills I acquired in my emergency medical services class, I can't sit on the sidelines in an emergency. I have to step up to serve. It's the ethical thing to do and I put my work ethic to action in my learning.</p>
<p>Final Review</p> <p>Approx. 1/2 minute</p> 	<p>My partner and I exhibited how we would save patients' lives in the real world by taking the assignment seriously. This experience and countless others taught me the value of work ethic and how I can transition these skills to my future career as a medical professional!</p>
<p>Reflection</p> 	







- What is the Main Point?

- How will I help the audience act on the Wisdom 1 Main Point?




- How will I re-phrase my key Wisdom points at the end?
- What closing thoughts will I offer the participants?
- What is the final call to action for the participants?
- What do I want the participants to remember?

- What worked? Why?
- What didn't work? Why?
- What feedback did you receive from your audience?
- What level of influence do you believe the content/delivery had?
- How will you deliver this story differently next time?

Framework Story Sample #2

<p>Pre-Work</p>  <ul style="list-style-type: none"> • How large is my audience? • What age range is my audience? • What does my audience really care about? • How will I relate to them? • What is the room set up and A/V requirements/availability? • What is the length of the story? 	<p>Speech Title: SkillsUSA Framework</p> <p>Length: 4 minutes</p> <p>Number of Participants: 15</p> <p>Audience Demography: SkillsUSA Board of Directors</p>
<p>Outlook</p>  <ul style="list-style-type: none"> • What are the main points? • How can I draw a mental map to let audience members know where we're headed? • How can I engage participants in the overarching topic of this story? 	<p>Objective 1: Identify the value of CTE and SkillsUSA in developing my self-motivation skills as a worker.</p>
<p>Engagement - Link</p> <p>Approx. 2 minutes</p> 	<p>Can you think of a time where you have been faced with a challenge or problem that you had the knowledge and skills to help solve?</p> <p>I faced a situation like this not long ago when I was frustrated with outdated technology that refused to cooperate.</p>
<p>Engagement - Preview</p> 	<p>Ancient technology, the difficulty associated with working with it and my CTE program played a vital role in the development of my self-motivation skills to solve the technology problem I faced.</p>
<p>Wisdom - Evidence 1</p> <p>Approx. 1/2 minute</p>  <ul style="list-style-type: none"> • What will I do and say to prove the Main Point to be factual? • How will I illustrate the Main Point for the participants? • How will I engage the participants in learning the information associated with the Main Point? 	<p>My web design experience began at a very interesting time. At the time, my school's website contained a faulty user interface that might have worked before I was born in 1995. The background was a mix of blue and yellow that clashed more than two medieval jousts. My partner and I decided to end this disgrace to programmers everywhere by taking it upon ourselves to redesign the page. While we were in a web design class at the time, our assignments did not entail such a gargantuan task. However, through our desire to push ourselves to reach the goal we had set to achieve, we spent a month and a half completely overhauling the site. At times, it required putting in effort to learn how to use a specific library or language. At other times, it meant recoding the foundation of the website to function in this century, which included learning how to add drop-down menus, updated graphics and a basic color palette. My CTE instructor often oversaw our work, applauding our discipline toward the task at hand. By the end, the Nebraska Educator's Association awarded us a medal for the use of technology in the classroom. We pushed ourselves to do our best and our school benefited.</p>
<p>Wisdom - Main Point 1</p> <p>Approx. 1/2 minute</p>  <ul style="list-style-type: none"> • What is the Main Point? 	<p>Through my SkillsUSA program, I developed the self-motivation necessary to accomplish the goals I set my mind to. CTE and SkillsUSA updated me into the skilled worker that America needs.</p>

Framework Story Sample #2

<p>Wisdom - Action 1 Approx. ½ minute</p>  <ul style="list-style-type: none"> How will I help the audience act on the Wisdom 1 Main Point? 	<p>My story is not unique. Many students share experiences similar to mine, and technology decision-makers directly impact all stakeholders of that school, company or organization. We must all look for opportunities to take initiative in the ways we can solve problems.</p>
<p>Final Review Approx. 1/2 minute</p>  <ul style="list-style-type: none"> How will I re-phrase my key Wisdom points at the end? What closing thoughts will I offer the participants? What is the final call to action for the participants? What do I want the participants to remember? 	<p>SkillsUSA and CTE have taught me the traits necessary to become a skilled worker and specifically how to take initiative and use self-motivation to contribute positively to solving problems. While the technology may not have been modernized, the self-motivation skills I learned and used helped to bring the website up to date.</p>
<p>Reflection</p>  <ul style="list-style-type: none"> What worked? Why? What didn't work? Why? What feedback did you receive from your audience? What level of influence do you believe the content/delivery had? How will you deliver this story differently next time? 	



SkillsUSA

A R I Z O N A



ARIZONA DEPARTMENT OF
EDUCATION