**FALL WORKSHOP OPENING**

**Pre-Work**

- **Audience:**
  - # Students:
- **Workshop Length:** 1 hour
- **Room Set-up:** Classroom or theater seating

**Materials Needed**

- Upbeat Music
- Pen and paper for each student
- Markers
- 5 paper footballs

**Flipcharts**

- Session Objectives
- Choices I have at this Conference A-Z
  - (Multiple copies depending on number of participants.)
- Choices for the Code
- SMART goals

**Objectives**

1. Students will be able to identify the personal choices at this workshop that will lead to a positive impact.
2. Students will be able to identify specific ways to make an impact during the workshop.
3. Students will be able to identify the process for developing SMART goals, and set SMART goals for conference participation.

**Outlook**

Welcome to the workshop! We’re excited to have you with us. This is going to be a great opportunity to learn more about you, leadership and SkillsUSA. Turn to your neighbor on either side, give them a high-five and say “Glad you are here!”

**Warm-Up Activity: Sense Race**

Students squeeze the shoulders of the person in front of them, passing a “sense” as quickly as possible to the front/side of the room in this kinesthetic warm up.

**Provide Directions:**

In a moment we’ll all compete in the “Sense Race”. Here’s how it will work. (Pull up 3-5 students to demonstrate.) Teams will place their hand on the person’s shoulders in front of them. When the music starts, the person at the back of the line will quickly squeeze the shoulders of the person in front of them. Once a person senses their shoulders squeezed, they are to quickly squeeze the shoulders in front of them, passing the “sense” to the front of the line as quickly as possible. As soon as it reaches the first person in line, that person is to race to tap the wall/facilitator’s hand (whichever is easier).

**Divide the group into equal teams.**

Clarify any questions before starting Sense Race. Based on seating arrangements, determine if it would be more feasible to quickly create teams facing forward, or facing toward a side-wall. Establish teams and move people to balance numbers (as quickly as possible – numbers don’t have to be exact). Begin Sense Race.

Congratulations to our winning teams! We are warmed up and ready to go for this session. You’ve shown your power to make an impact in the Sense Race, now it is time to discover your power to make an impact at this conference. This conference is filled with engaging experiences that may be life changing - or may be just another day – the choice is yours.

Unveil the workshop objectives that are written on a flip chart of white board on the front of the room and read through with the students.

Let’s think for a moment about what we each have control over here at our Fall Workshop.
Objective 1:
Students will be able to identify the personal choices at this workshop that will lead to a positive impact.

Engagement Activity
We just talked about what at this conference. While at this conference over the next two days, there are things you can control, people you can influence, and things which will be out of your control. Let’s take a closer look!

Provide Directions:
- Pause to consider the things and people within your circle of control, and within your circle of influence, at this conference.
- In a moment you’ll be given the challenge of brainstorming an A-Z list of powerful choices you can make at this conference, that fall within your circle of control and affect people within your circle of influence. For example, A: Ask questions, B: Bring a positive attitude, C: Communicate with new friends
- Posters have been hung around the room with the letters of the alphabet down the side, except for x.
- Once we reveal your team, race to a flip chart and wait for the music starts. When the music starts, see if your team can be the first to get from A-Z!

Prior to the session, determine how many groups you will have based on size, and crate A-Z posters. Divide students into smaller working groups and send to each poster to begin challenge. Ask select volunteers to share top items from their list.

Wisdom:
Analyze Choices
You said it yourself; we have a lot of choices ahead of us. Choose wisely, and you will not only empower yourself, but others as well. It is time to transition to examining the chain of personal choices we have at this conference.

Collectively we’ve created hundreds of choices we will be faced with at this conference. And if we choose correctly, our choices could propel us to make a tremendous impact.

Prior to arriving at the workshop, how many of you signed a code of conduct that outlines what you will and won’t do during this workshop. Have students raise their hands.

If we were to change that code of conduct from emphasis on what you won’t do and change it to a code that describes the positive choice you will make during this workshop – what do you think it will look like?

Using flip chart or PowerPoint, give them some examples of positive choices for the Code:
- I choose to respect others and myself.
- I choose to do “good”
- I choose to be a positive participant
- I choose to push myself to grow
- I choose to mold a new me
- I choose to be on time
- I choose to follow the schedule
- I choose to respect rules set for me

Have the students write down their own personal code of positive choices that will guide their actions at this conference. Have them sign the code when it is completed – you may also want them to have their neighbor sign it as an accountability partner.
Review
Who can share all the ways you will benefit from this workshop using ideas we created on the A to Z list at the start? Thanks! Let’s keep this in mind throughout the workshop.

Objective 2:
Students will be able to identify specific ways to make an impact during the conference.

Engagement Activity
It is time to get down to the heart of what we are all about, making an impact. Each of you, because of your interests, talents, and life experiences, has the potential to make a variety of positive impacts during this conference.

Take a moment to close your eyes, and fast forward three days. You’re back at home, the conference is over, and you’re getting back to your normal life. But your life isn’t just normal anymore – because you have been empowered. What did you do at the conference to truly grow? What did you do to help others? What did you do to get the most out of every moment

Wisdom:
Choices to Impact
It takes a series of choices to lead us to the point where we can make an impact. Let’s consider the impact you want to make, and what choices you’ll need to make to lead to that point.

Provide Directions:
• You will each need a blank sheet of paper and pen for this activity.
• Start on the right hand side of the page.
• Draw a bubble large enough to write a sentence in on the right side of the page
• Inside the bubble, write an impact you hope to have during this workshop.
• Continue to draw bubbles and add more of the impacts you hope to have.
• Connect the bubbles with lines to show how all of the impacts are connected.

Allow students to work independently, while monitoring student progress. Ask students to voluntarily share choices they will make.

Review
Who will share some of the ways they plan to make an impact at this workshop? Have students share. As you listen to other students, you may want to add to your list of ways to make an impact.

Our final step in this session is the key to making our dreams, our ideas, and our hopes – a reality. And it all starts with goal.

Objective 3:
Students will be able to identify the process for developing SMART goals, and set SMART goals for workshop participation.

Engagement Activity
As a quick introduction to this final objective, four to five students will take a shot at flicking a paper football through the goal posts of another student’s hands. Make five paper footballs prior to the start of the session, and place a table in the front of the room.
This final component is all about goals, and what better way to kick off this objective but with a paper football kickoff. How many of you have some extreme skill in flicking a paper football through the uprights? Let’s see your mad skills. We need five pairs of kickers and goalposts to quickly come to the front. The first ten people will get to compete!

Once you have ten volunteers, line up the five “kickers” side by side, facing the audience. Have “goalpost” volunteers line up about five feet away, facing the kickers. Goalposts should each hold their arms up like a set of goals. The objective is for the kicker to flick the paper football off of a table and through their own goal posts.

It is time for the kickoff. On the count of three, flick your football to score for your team. Crowd we need a drum roll! (Engage students in making a drum roll noise with their hands.)

1-2-3!

Walk students through the components of a SMART goal and provide a personal example as students capture the acronym on their paper.

It is time to take all that we’ve done today so far, and put it into some Specific, Measurable, Attainable, Realistic, and Timely goals!

Take the next seven to eight minutes to develop three SMART goals for yourself at this workshop. Write these goals down on the paper provided.

Allow students to work independently. Monitor student progress and clarify questions. Students may appreciate some guidance in making their own goals SMART.

**Review**

Who would like to share one of the SMART goals you created? Thanks! Have several students share their goals.

**Result**

Choices have been made and goals have been set. We are on the path to making a powerful impact during this workshop. You’ll build upon your knowledge of SMART goals by setting goals related to different areas of your life. Keep your desire to impact in mind as you leave this session. You are faced with the choice. Choose to make an impact.

**Wisdom**

**SMART Goals**

We witnessed some pretty crazy goals just made, but now it is time to set some SMART goals. Who has heard of SMART goals? What makes a goal SMART? SMART goals is an acronym, to help you remember the important components of an effective goal.

Let’s take a look. On a sheet of paper, capture this acronym.

- **S = Specific**: Your goal is not too broad. It focuses on a specific task or area of growth.
- **M = Measurable**: You can measure your goal! You know when it is achieved.
- **A = Attainable**: You are someone who can achieve this goal within the time set.
- **R = Rigorous**: The goal challenges you to push yourself beyond what you can currently do.
- **T = Timely**: You have set a time to complete your goal.
Leadership Workshops

- Parliamentary Procedure
- Goal Setting
- Teamwork
- How to Be a Leader
- Influencing Others
- Be a Role Model
PARLIAMENTARY PROCEDURE

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed
- □ Main Motion Script: Handout at the end of the lesson
- □ Koosh Ball (or something similar)

Flipcharts to Create
1. With the following on it:
   Main Motion: Introduce a new item of business

Objectives
1. Students will explain the purpose of a main motion and demonstrate how it is used in a meeting
2. Students will demonstrate how Parliamentary Procedure is used in a meeting

Outlook

This lesson is designed for students who have a very basic understanding of Parliamentary Procedure. If students have not had any previous experience with Parliamentary Procedure, refer to the “Leveraging Your Leadership: Parliamentary Procedure Lesson Plans.” Specifically, “Lesson 1: Why Parliamentary Procedure?” would be appropriate for students with NO previous experience with Parliamentary Procedure.

In this session, we’ll be exploring Parliamentary Procedure. Before we get started, let’s see how comfortable we are with Parliamentary Procedure. Please form a straight line at along the back of the room.

Pretend that you are standing on a continuum. This continuum represents your comfort level with Parliamentary Procedure. When I say “MOVE,” place yourself along the continuum according to your comfort level with Parliamentary Procedure. Please move to the right side of the continuum indicate if you are very comfortable with using Parliamentary Procedure. If you are very uncomfortable with Parliamentary Procedure, move to the left side of the continuum. This will need to be done in 45 seconds or less. What questions are there? MOVE!

When time is up (or students have finished), students that feel very comfortable with Parliamentary Procedure will pair up with those students that are less comfortable.

Today, we will explore some of the basics of Parliamentary Procedure. This session will give you a basic foundation of Parliamentary Procedure and more.

Objective 1:
Students will explain the purpose of a main motion

Engagement Activity

This next activity is taken from the Leveraging Your Leadership: Parliamentary Procedure Lesson Plans, an educational resource from SkillsUSA. The information is also included below.
How you would respond if someone asked you to identify challenges or issues facing our school or community. Pause. What would you tell them? Pause. What are the top five issues facing our school or community? When I say write, you’ll have 30 seconds to write down five important school or community issues. Questions? WRITE!

Now that you have a few issues identified, share your ideas with the person sitting beside you. Allow students time to share with their neighbor, and after that, have students share their responses with the entire group. Great ideas! Let’s dig deeper into these issues.

Lead a discussion on the best approach to solving the issues. Begin with the following questions:

• Which issue is most important?
• What makes the issues important?
• What would happen if we tried to solve all the issues at once?

One advantage to using parliamentary procedure is that one item is discussed at a time. Think about the issues we just identified…instead of talking about all of them at once, they can be discussed one at a time. That will help us avoid confusion and keep everyone on the same page.

Wisdom:

If we were in a formal meeting and going to vote on an issue, we would use Parliamentary Procedure. First, there would need to be a Main Motion brought before the group. The purpose of a main motion is to introduce a new item of business. Find a partner and tell them the purpose of a main motion in your own words. Pause.

Great! Let’s move forward. When a main motion is being made, the speaker must obtain the floor. In other words, the speaker cannot interrupt another speaker. What do you think this means? Elicit student responses. Exactly! This means the speaker must get permission to speak. The speaker cannot interrupt another speaker and that they must obtain the floor.

Now you might be wondering “How does the speaker obtain the floor?” To obtain the floor, the speaker must stand up and address the chairperson as “Mister Chair” or “Madame Chair.” Once the chairperson calls on the speaker, they are allowed to speak.

At this point, practice with the entire group. The facilitator will be the chairperson and every student will stand up at the same time and say “Mister” or “Madame” Chair. This will illustrate the concept of obtaining the floor.

Let’s try it out! On the count of three, everyone will stand up at the same time and say “Mister Chairman.” One…two…three! Allow students to practice. Great work! You’ve successfully managed to obtain the floor!

Let’s keep going! Once a main motion is made, another person must second the motion. This indicates that someone else also wants to talk about the motion. To second a motion, all you have to do is simply say “Second!” or “I second the motion.” You do not have to obtain the floor to second a motion. Let’s practice! On the count of three, stand up and let’s all say “I second the motion” in unison. Questions? One…two…three!” Allow students to practice. Seconding a motion is that easy!

The main motion is also debatable. What do you think this means? Elicit student responses. Exactly! This means that the main motion can be debated or discussed. Anyone in the assembly is able to debate or discuss the main motion.

Last but not least, the main motion requires a majority vote. What do you think that means? Elicit student responses. Awesome! If a motion requires a majority vote that means a majority of members must vote in favor of it for it to pass.
PARLIAMENTARY PROCEDURE

Review
Take 40 seconds and review what we’ve just covered with the person sitting beside you. Pause while students take 40 seconds to review with a neighbor.

Objective 2:
Students will demonstrate how Parliamentary Procedure is used in a meeting

Engagement Activity
Let’s put this all together. First of all, when making a main motion, a person should always start by saying “I move…” Don’t forget you must obtain the floor and be recognized by the chair before making the main motion.

Let’s say we wanted to increase the passing period to five minutes at our school. The correct way to make a main motion would sound like this…”I move we increase the passing period to five minutes.”

Select one volunteer to read the “member” part of a script. Read the following script to illustrate the correct way a main motion is read. The facilitator will be the chairman and the volunteer will read the lines for the member.

Member: ‘Mister Chairman.”
Chairman: “Chair recognizes _________.”
Member: “I move we increase the passing period to five minutes.”

See! It’s pretty simple! Who will volunteer to make this motion again? Elicit a student volunteer to make the same main motion. Very nice! Thanks for volunteering!

After the main motion is made, it needs a second. Who will share with us the proper way to second a motion? Elicit student responses. That’s right! To second a motion, all you have to do is simply say “Second” or “I second the motion.” Great work!

Let’s practice! Who will volunteer to make a main motion? Elicit a volunteer. Who will second the motion? Elicit a volunteer. Let’s try it out! Have the two volunteers make and second the main motion.

After a main motion has been properly made and seconded, the chairperson will inform the assembly that the motion has been properly moved and seconded. That would sound like this. The facilitator will read the following script to illustrate the concept:

Chairman: “It has been properly moved and seconded that we increase the passing period to five minutes.”

Following that, the chairperson will ask for debate/discussion from the assembly. That would sound like this. Read the following script to illustrate the concept.

Chairman: “Is there any discussion?”

If you wanted to debate/discuss the motion, you would have to obtain the floor and be recognized by the chairperson before speaking.

At this point, turn to your neighbor and recall the steps we have just discussed. Using the script, select one person to be the chairman and the other person will be the member. Rehearse the process used to make a main motion.

When it appears debate/discussion is diminishing, the chairperson will ask for final discussion. After that, a vote will be taken. That would sound like this. Read the following script to illustrate the concept:

Chairman: Are you ready for the question? The question is should we increase the passing period to five minutes. All those in favor say “Aye.” Those opposed say “No.”
Finally, the chairman will determine if there are more “ayes” or “nos” and announce the result of the vote. That would sound like this. Read the following script to illustrate the concept

Chairman: The “nos” have it. We will not increase the passing period to five minutes. Motion does not pass.

**Review**

Take three minutes to review what we’ve just covered with the person sitting beside you. During this time make sure your neighbor can explain the proper way to make a main motion. Pause while students take three minutes to review with a neighbor. During this time, it will be important to check for clarification or address any confusion that might exist.

**Result**

To review what was learned during this session, each person will catch the koosh ball when it’s thrown to you. After you catch it, please share one thing you learned from this session or why the information from this session was important. We’ll follow the same procedure until everyone has shared. Questions? Let’s begin!
Member: ‘Mister Chairman.”

Chairman: “Chair recognizes ________.”

Member: “I move we increase the passing period to five minutes.”

<Another member of the group would second the main motion.>

Chairman: “It has been properly moved and seconded that we increase the passing period to five minutes.”

Chairman: “Is there any discussion?”

<Members may discuss the main motion. During discussion, the members will share their reasoning for being in favor of or against the main motion.>

Chairman: Are you ready for the question? The question is should we increase the passing period to five minutes. All those in favor say “Aye.” Those opposed say “No.”

Chairman: The “nos” have it. We will not increase the passing period to five minutes. Motion does not pass.
GOAL SETTING

Pre-Work

Audience: SkillsUSA members or potential members
# Students: varies
Workshop Length: 50 minutes
Room Set-up: classroom or theater

Materials Needed

- Music to use for name that tune
- 100 medium sized balloons
- 2 index cards per person

Flipcharts

Session Objectives

“Goals ensure we continue to grow and improve. Without goals we would never grow and develop our knowledge and skills.”

Flipchart should have the following statement complete with the errors that are listed:

Tradition in are SkillsUSA chapters is important. We must set goals for our chapter to achieve. It is up to us to help the chapter be successful. Never give up on reaching for our chapter's goals.

Objectives

1. Students will identify the importance of setting goals.
2. Students will demonstrate how to use SMART goals.
3. Students will set personal goals using SMART.

Outlook

In this session, we will explore goal setting. In particular, we will be focusing on three objectives:

1. The importance of setting goals
2. Using SMART Goals
3. Expectations for our chapter

We are going to play a game. How many of you remember or have played the game, Name That Tune? It works like this: individuals will bet how rapidly they can name the song that is being played by listening to the start of the song. The betting is by how many notes they must listen to in order to determine the name of the song. Betting by start at 20 notes but could end up with as few as two or three. Are you ready?

We are going to divide into groups of five. Each group will send a representative forward for the betting round. If you win the bet with the fewest number of notes, the song will begin and you will have 10 seconds to name that song. If you don’t get it, the bidder with the second lowest number of notes will have the opportunity to guess after listening to the song again. It will continue until someone gets the song correct.

I will give you the type of music and the participants will bet, listen and play the game.

When I say “Now”, get into groups of five and wait for further instructions. “Now”

We need one representative to come forward from each team for the first round.

When every team has their person ready, conduct the bidding. One everyone has dropped out, ask the winner team member to name that tune in the number of notes they bet. Play that much of the song and let them name it. If they win, the team gets a point, if they cannot name it, proceed as mentioned above. Continue with multiple rounds as time permits.

Congratulations to all our participants. Name that tune is all about setting a goal – unfortunately it is usually unrealistic. How many of you have ever set an unrealistic goal?
GOAL SETTING

We want to focus on setting goals that challenge us, but that we can still achieve. This session will help us understand how to accomplish that.

**Objective 1:**
Students will identify the importance of setting goals.

**Engagement Activity**
In a moment, I will reveal a flipchart with a statement. Our goal is to find the seven grammatical errors on the page and be ready to report what we find. Once you have identified all the errors, put your hand on your head. What questions are there? Reveal flipchart…

Flipchart should have the following statement complete with the errors that are listed.

Tradition in are SkillsUSA chapters is important. We must set goals for our chapter to achieve. It is up too us to help the chapter bee successful. Never give up on reaching for our chapter's goals.

(The errors are: 1) “are” should be our; 2) “achieve” should be achieve; 3) it is up “too” us…should be it is up “to” us; 4)“bee” should be “be”; 5) “successful” should be “successful” 6) “gife” should be “give”; 7) “reaching” should be “reaching”

What did the seven errors represent? Raise your hand if you found all seven errors. What did it feel like when we found them all? What did it feel like if we didn’t find them all? How does this relate to goals? If we never set goals for ourselves, we wouldn’t be able to improve on mistakes we made!

**Wisdom:**
So let’s take a look at why goals are important…everyone grab your handout and be ready to record this:

Reveal flipchart
Goals ensure we continue to grow and improve. Without goals we would never grow and develop our knowledge and skills.

Stand up if you agree with this statement.

For those of us standing up, why is that statement true, especially in regards to our SkillsUSA chapters? If some are sitting down, ask a follow up question…why do we disagree? What would we change about the definition?

Goals are important. Bottom line. If we didn’t set goals, we wouldn’t see growth in our chapters and wouldn’t provide new opportunities for our members.

**Review**
On your handout, write down one area where you would like to improve your knowledge or skill. Keep this in mind as we go through this session so we can set some realistic goals to help you accomplish it.

**Objective 2:**
Students will demonstrate how to use SMART goals.

**Engagement Activity**
When I say “divide” find a new group of five people and stand together. “Divide.” Each group will select one volunteer. This individual will need to find a chair and sit in the middle of the other four group members.

The goal is for the group members to lift the person in the middle up off the chair. The group may not lift them more than 12 inches higher than where they are sitting. The “lifters” may lift with their hands folded and their index finger extended.
Demonstrate.

Remember the lifters can only use their extended fingers! The four individuals should place their extended fingers under the person's arms and knees. These are the only places that can be used. To be counted as an official "lift," the person must be held in the air for five seconds. When I say "lift," the group may begin. What questions are there? Let's have a demonstration.

Have one group demonstrate with your guidance for safety.

Great job—now everyone try. LIFT!

What was the goal set before us?
Raise your hand if you believe the goal was specific?

Identify how it was...

What potentially could have happened if the goal was not specific?

Just like lifting the volunteer, our goals need to be specific. They also need to follow some additional criteria to make them effective. We need to make sure that we set SMART goals in our lives and in our chapters. Let's explore how to be SMART...

Wisdom:

Grab your handouts and jot down what it means to have a SMART goal...

Have them "guess" on which each letter stands for and capture it down as you reveal one at a time...

S—Specific
M—Measurable
A—Action Plan
R—Realistic
T—Time oriented

Now that we know what each letter stands for, it's time to dig a little deeper into each...

Specific—Tell exactly what the purpose is and the intention of the goal. Remember, we need to answer this question: Does our statement contain clear and precise wording?

Measurable—How can a goal be measurable? Remember that in order for a goal to be measurable, we need to answer this question: Does the goal provide standards to measure the results?

Action Plan— Tells us how something is going to get accomplished. Why important? What happens to our goals when there is not an action plan? Goals with plans have to answer this question: Does the goal tell us how we are going to accomplish the goal?

Realistic—It is important to take risks and to challenge ourselves, but within reason. What do we have to do to make sure that our goals are realistic? Do a reality check—give the time frame and expectations, is this truly something that is do-able? If not, go back, discuss and revise. We have to answer the question, Is the goal realistically doable in terms of time and resources?

Time Oriented—Why do our goals have to have time lines? If we don't we will keep putting them on the back burner. One smart person once said that, "Someday is going to be busy when it gets here." Meaning we seem to put things off and say that we are going to do them "someday." Well, that leaves a lot of things to do on "someday." We have to answer the question "Is the goal deadline clear and specific?"
**GOAL SETTING**

**Review**
Okay, let’s think about our SMART goals…why is it important to develop SMART goals? Why are SMART goals easier to accomplish?

Let’s review one more time what SMART stands for – when I call out the letter, you yell out the word.

Excellent!

**Objective #3:**
Students will set personal goals using SMART.

**Engagement Activity**
Remember the Name That Tune game? Individuals had to set goals as to how quickly they could name the song that was playing. We’re going to try another goal setting game. We will randomly select volunteers to come forward and try to launch balloons across the finish line.

The volunteers will stand here. Demonstrate the start line.

They will each be given 10 balloons. They must blow up the balloons and with tying the balloons, will launch them to get them across the finish line here. Demonstrate the finish line.

Each volunteer must write down their goal for how many they will get across the finish line.

Select the volunteers and have them come forward to the starting line. Give them each 10 balloons. Have them write down their goal of how many balloons will cross the finish line.

Give them a count down and start the competition.

Give them no more than three minutes to accomplish the task.

Let’s give our volunteers a round of applause and congratulate the person who set and achieved their goal.

**Wisdom**
In the game, we randomly set goals that did not use the SMART formula. There are times it works, but most of the time it doesn’t.

We are going to take the next few minutes and set SMART goals for our involvement in SkillsUSA. On your handout, you will have the opportunity to create three SMART goals for what you want to accomplish or how you want to grow through SkillsUSA.

Remember the formula and be as clear as possible. I will be circulating around the room to assist you. Questions? Go to work!

**Review**
Goals are always more meaningful when they are shared. Find a partner and share the goals that you developed.

When you have both finished sharing, give each other a high five and say “I know you can do it.”

**Result**
Wow! We have covered a lot of ground today! Come up with two questions regarding the information we learned today and the corresponding answers. Write them on these note cards. Take 30 seconds and be ready to hand in the cards.

Randomly ask questions from the ones created and review information and answers with the entire group.

Congratulations on know the importance of goals and setting SMART goals! Good luck this year—make an impact on chapters, schools and communities!!
SMART GOALS

Area I would like to improve my knowledge and skills:

S

M

A

R

T
MY SMART GOALS:
TEAMWORK

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed

☐ Teamwork challenges
☐ Handouts
☐ Two buckets or trash cans to hold the tennis balls (need one set for every 10 students)
☐ 12-20 tennis balls (need one set for every 10 students)
☐ Pair of large gloves (need one pair for every 10 students)
☐ 50-foot rope to form a circle (need one for every 10 students)

Flipcharts

(1) With the following on it:
  Promotes Togetherness
  Heightens Productivity
  Utilizes Individual Talents
  Shares Workload

(1) With the following on it:
  Purpose/Vision
  Strong Leadership
  Accountability
  Performance
  Effective Communication
  Utilize Individual Talents

Objectives

Students will know or be able to:
1. State the value of teams
2. Describe characteristics of an effective team
3. Identify barriers to productive teamwork

Outlook

Approximately 13 minutes

Welcome!

How many of you have been a part of a great team? Have the students raise their hands.

How about a team that didn’t quite come together? Have the students raise their hands.

There can be great team experiences and there can be challenges. Let’s jump in and explore some of those challenges.

TEAMWORK CHALLENGES

Split the students into two groups. (You may need more groups depending upon total number of students – each group should have 10 or less.) Welcome to your new team! Spend 25 seconds and come up with a team name. Shout them out when you have it!

Pause to allow students time to complete the task.

Each team’s goal is to discover the basics of teamwork. Each team must accomplish all three challenges in the next 10 minutes. When I say “teamwork” send one team member to grab a teamwork challenge. When your team has completed the teamwork challenge, bring it back up and get another. How many teamwork challenges must we complete? Three

And how long to we have? 10 minutes

Teamwork!
Teamwork Challenge 1: Hands Tied
Goal: Put your shoes back on without using your hands!

Begin with everyone in the group standing in a circle facing one another. Everyone must take off their shoes and put them in a pile in the middle of the circle. Select one person to mix up all of the shoes, still keeping them in a pile in the center of the circle. Each person must then grab the hand of the person next to them. From this point forward no one can let go of the person’s hand next to you. Each person must retrieve his or her own shoes, put each shoe on, fully tie or buckle it without letting go of the hand you are holding. The teamwork challenge is completed when all shoes are on correctly.

Teamwork Challenge 2: Circle Walk
Goal: As a group, walk in a circle while holding the hands of the person behind you.

Begin by standing in a circle shoulder-to-shoulder, facing inward. Everyone must reach between their own legs and join hands with the person to his or her right and left. They must then move in a circle to the right, completely around so that everyone ends up in the same spot they started in, without anyone letting go of hands or falling over. (If this does happen the group must start again from the position everyone started at.)

Teamwork Challenge 3: Foothold
Goal: Move from one location to another location with only one foot!

The team must stand in a circle. Select one person from the team to be in the middle of the circle on their hands and knees. Everyone else standing in the circle keeps one foot on the ground and places their other foot on the back of the person in the middle. The team must move as a unit from one wall to the other wall of the room without dropping anyone’s foot in the process. If we drop a foot we must start over from the beginning.

Meet me back in the center! How did your teamwork challenges go?

Whether we realize it or not, many of us work as a part of a team every day. The purpose of this session is to analyze the value of teamwork and identify the characteristics of effective teams so that when we find ourselves on teams we can implement strategies to help that team be as effective and strong as possible!

Objective 1
Approximately 10 minutes

Students will state the value of teams.

Engagement Activity
Raise your hand if you’ve been on a team at some point in your life.

Why do teams exist? What is the benefit of a team? Why are they used in so many different ways in our lives? These are the questions we’ll answer during this session.

Let’s dive into those three teamwork challenges a little deeper.

What were the goals of the teamwork challenges?
Who played a role in completing the challenges?
In what ways was the team valuable?
In challenge number one, how was the team needed?
Number two?
And three?

Great answers! A lot of those align with four main values of a team that we will explore a bit more.
Wisdom: Value Discovery

Refer participants to the handout with the four photos: people holding hands, to-do list, trophy, people working together

Have the following flipcharts covered:
- Promotes Togetherness
- Heightens Productivity
- Utilizes Individual Talents
- Shares Workload

On your handout, each of these pictures represents one of the four values of teamwork we will be focusing on.

Let’s start over here at the picture of people holding hands. What might this picture depict?

(Allow volunteers to share.)

Exactly, the first value or benefit of teamwork is promoting a sense of togetherness or unity. When we work as a team or group, we unite because we rely on each other to accomplish a common goal. With the diversity of talents among team members, the end result is even better. Please write down – Promotes Togetherness.

(Allow volunteers to share.)

Again the first value or benefit of teamwork is that it PROMOTES TOGETHERNESS.

(Uncover PROMOTES TOGETHERNESS flipchart.)

Next let’s focus on the picture of a completed to-do list. What might this picture be depicting?

(Allow volunteers to share.)

Perfect, the to-do list represents the fact that teamwork HEIGHTENS PRODUCTIVITY. When we work together we can get more done and at a more efficient pace. Please capture this second value of teamwork. Again the second value or benefit of teamwork is that it HEIGHTENS PRODUCTIVITY.

(Uncover HEIGHTENS PRODUCTIVITY flipchart.)

How about the picture of the award? What might that represent?

(Allow volunteers to share.)

Very good, this picture represents that teamwork UTILIZES INDIVIDUAL TALENTS. We all have different talents and skills. Working as a team can use this diversity of talents and skills to accomplish the goal. Please write this down. Again the third value or benefit of teamwork is UTILIZES INDIVIDUAL TALENTS.

(Uncover UTILIZES INDIVIDUAL TALENTS flipchart.)

Let’s take a look at this one. We have a group of people working together. What message might this be picture be sharing?

(Call on volunteers.)

Spot on! This picture represents the fact that teamwork helps the members to share the workload so no one person has to do it on their own. Please capture down the last value or benefit of teamwork. Again the last value or benefit of teamwork is that it SHARES WORKLOAD.

(Uncover SHARES WORKLOAD flipchart.)
Review
Who will share one of the values or benefits of teamwork and the picture that goes with it? How about another? How about another? And the last one? There is so much value to working as a team. As we continue to discover about teamwork, keep in mind WHY working as a team is beneficial!

Objective 2
Approximately 12 minutes

Students will describe the characteristics of an effective team.

Engagement Activity
MORE TEAMWORK CHALLENGES!

We just received another round of teamwork challenges! Jump back to your teams!

We have another two to accomplish and we’ll use the same process as with our first three! Questions? Teamwork!

Teamwork Challenge 4: Toe-to-Toe
Goal: Team members must all stand up at the same time.

The team must sit in a circle with their toes connected to one another. All group members must stand up at the same time, while keeping their toes connected at all times. The challenge is completed when all group members stand up together.

Teamwork Challenge 5: Twenty-One
Goal: Total up your fingers to equal twenty-one.

The team starts by standing in a circle facing one another with their hands behind their back. The team may not use any verbal or physical cues from this point. There will be one person who is the counter, they say, “one, two, three.” On “three,” team members hold out zero to 10 fingers. The counter adds up the fingers. If the total does not equal 21, the hands go behind the back and the counter begins again. The challenge is completed when team fingers add up to 21.

All right, back in the center! How did these teamwork challenges go? Where was values of a team shown? How was your team an effective team? What characteristics make up an effective team? What characteristics were shown in teamwork challenge one? Two? Three?

Wisdom: Value Discovery

Great work crew! Many of the ideas that you came up with match perfectly to the six characteristics of effective teams we would like to share with you today. Researchers have found that effective teams have the following characteristics. Let’s explore them and talk about what they look like on an effective team.

Reveal on the flip chart as you discuss them.

A. Purpose/Vision: Have a purpose and vision that members believe in and are committed to. (Discuss)
B. Strong Leadership: Have direction and motivation to accomplish tasks. (Discuss)
C. Accountability: Members know their performance will affect their teammates and hold each other accountable. (Discuss)
D. Performance: Produce results; a team’s performance is better than the sum of the entire individual bests. (Discuss)
E. Effective Communication: Share with and actively listen to one another. (Discuss)
F. Utilize Individual Talents: Each member’s individual talents and skill are appreciated and utilized. (Discuss)
Review

Who will share one of the values or benefits of teamwork and the picture that goes with it? How about another? How about another? And the last one? There is so much value to working as a team. As we continue to discover about teamwork, keep in mind WHY working as a team is beneficial! One more time — say them with me:

- Purpose/Vision
- Strong Leadership
- Accountability
- Performance
- Effective Communication
- Utilize Individual Talents

Objective 3

Approximately

Students will identify barriers to productive teamwork.

Engagement Activity

Set a bucket or small trash can in the middle of a large circle (made from the rope) on the floor. Place the tennis balls in a container outside the circle. Students will need the large pair of gloves located by the container with the tennis balls.

Alien Challenge!

We all will have situations in our life that we can apply this learning, and let’s do so RIGHT NOW! Here is your task. Break into your teams!

We have just been hit by giant aliens who left toxic waste (tennis balls) in this bucket. We must get this toxic waste into the waste container in the middle of the circle. However, this waste is so toxic we can only handle it with these special gloves. The container this waste must be placed in is even more toxic than the toxic waste. The circle on the ground is how far we must stay away from the waste container in the middle of the circle — no part of your body can cross the line of the circle. Using the special gloves provided, you must get all of the toxic waste into the container in the middle of the circle.

Due to the extreme danger of the waste, each team member may only handle a piece of waste once, and then must wait until all the other team members have handled one in order for the effects to wear off. If you attempt to place a piece of the toxic waste into the container and miss, you must figure out how to get the piece of waste out of the circle without a part of your body crossing the line and try to get it into the container again.

So that is your task, but here is your CHALLENGE! As your work as a team, implement the characteristics of effective teams.

- Create a vision
- Hold each other accountable
- Utilize individual talents and skills
- Communicate effectively
- Have one person help the group by providing motivation and direction
- Perform by creating a quality result

Before you start, what specifically could you do to demonstrate these characteristics?

(Call on volunteers)

When the music begins, grab your materials and get to it!

(Play Music)

After the group has worked for a while, give them the countdown to end the activity.

10, nine, eight seven….one, STOP! Wow, great efforts to save us!
TEAMWORK

Wisdom
Let’s evaluate how we did. Refer to your handout and find the evaluation rubric. As a group, rate yourself on how well you did implementing these characteristics and briefly describe what could have been done to improve on each. You have five minutes.

Take 10 seconds to finish up your evaluation. Let’s share out? What group is willing to share how they did? Great, who will else will share?

Review the characteristics of an effective team:
- Create a vision
- Hold each other accountable
- Utilize individual talents and skills
- Communicate effectively
- Have one person help the group by providing motivation and direction
- Perform by creating a quality result

(Allow groups to share for approximately five minutes.)

Result
Wow, what a great session! Thank you for bringing your best to this session! Before you leave, it’s time to set some goals relating to teamwork. Again, refer to your handouts. Please identify a team you currently are on or maybe one you plan to be on in the future.

Then identify three goals pertaining to that team and how you as a member can help to make it more effective. For example, I serve on the ______ team and my three goals are to __________Questions?

This will be your ticket out the door.

Review
This very same process can be done with teams you are a part of in your own life. Here is the question that must be asked…Are we doing the things that allow us as a team to be most effective? If not, what changes can we make to make the team the best it can be.
VALUES OF TEAMS!
EFFECTIVE TEAM CHARACTERISTICS

What makes them effective? What characteristics do great teams possess?

Characteristic 1:

Characteristic 2:

Characteristic 3:

Characteristic 4:

Characteristic 5:

Characteristic 6:
# ALIEN CHALLENGE EVALUATION

As a group, rate yourself on these characteristics from one to 10, 10 being the best. Once you have done so, discuss what you as a group could have done to improve.

**Purpose/Vision:** Have a purpose and vision that members believe in and are committed to.

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**Strong Leadership:** Have direction and motivation to accomplish tasks.

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**Accountability:** Members know their performance will affect their teammates and hold each other accountable.

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**Performance:** Produce results; team's performance is better than the sum of the entire individual bests

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**Effective Communication:** Share with and actively listen to one another.

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**Utilize individual talents:** Each member's individual talents and skill are appreciated and utilized.

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**Areas of Improvement:**
TEAMWORK GOALS:

Teamwork Goals:

1.

2.

3.

Teamwork Challenge 1: Hands Tied

*Goal: Put your shoes back on without using your hands!*

The group should begin by standing in a circle facing one another. Everyone should take off their shoes/footwear and put them in a pile in the middle of the circle. Select one person to mix up all of the shoes, still keeping them in a pile in the center of the circle. Once this is done, each person must grab hands of the person next them. From this point forward no one can let go of the person’s hand next to you. Each person must retrieve his/her own shoes, put them on, fully tie, buckle, etc. each shoe without letting go of the hand you are holding. The teamwork challenge is completed when all shoes are on correctly.

Teamwork Challenge 2: Circle Walk

*Goal: As a group walk in a circle while holding hands of the person behind you.*

The group should start by standing in a circle shoulder to shoulder, facing inward. Everyone must then reach between their own legs and join hands with the person to their right and left. They must then move in a circle to the right, completely around so that everyone ends up in the same spot they started in—without anyone letting go of hands or falling over. (If this does happen the group must start again from the position everyone started at.)
TEAMWORK GOALS:

**Teamwork Challenge 3: Foothold**
*Goal: Move from one location to another location with only one foot!*

The team must stand in a circle. Select one person from the team to on their hands and knees in middle of the circle. Everyone else standing in the circle keeps one foot on the ground and must put their other foot on the back of the person in the middle of the group. The team must move as a unit from one wall to the other wall of the room without dropping anyone’s foot in the process. If we drop a foot we must start over from the beginning.

**Teamwork Challenge 4: Toe-to-Toe**
*Goal: Team members must all stand up at the same time.*

The team must sit in a circle with their toes connected to one another. All group members must stand up at the same time, while keeping their toes connected at all times. The challenge is completed when all group members stand up together.

**Teamwork Challenge 5: Twenty-One**
*Goal: Total up your fingers to equal twenty-one.*

The team should start by standing in a circle facing one another with their hands behind their back. The team may not use any verbal or physical cues from this point. There will be one person who is the counter, they may say only “one, two, three.” On “three,” team members hold out zero to 10 fingers. The counter adds up the fingers. If the total does not equal 21 the hands go behind the back and the counter begins again. The challenge is completed when team fingers add up to 21.
HOW TO BE A LEADER

Pre-Work

**Audience:** SkillsUSA members or potential members

- **Students:** varies
- **Workshop Length:** 50 minutes
- **Room Set-up:** Classroom or theater

**Materials Needed**

- Small tarp (6'x8') for each 10-15 participants
- Flip Chart sheets and markers
- Handout with Leadership Development Plan for each participant

**Flipcharts**

- Workshop Objectives
- Leadership Defined

**Objectives**

1. Students will define leadership.
2. Students will identify the most important attributes of a leader.
3. Students will develop a plan to develop their leadership skills.

Outlook

**Land, Sea, and Air Activity**

Welcome back! How many of us remember playing Follow the Leader when you were younger? Who will summarize the directions for this game?

Secure a volunteer and have them share how the game works.

A calculated guess is that each of us have probably played follow the leader with friends on the school playground or with family at home and we have probably assumed the role of the leader.

Another game most of us enjoyed playing is Simon Says. This is where the leader tells us to do certain things and, if the leader begins the statement with Simon Says, we do it and if the leader doesn’t say Simon Says then we don’t. If we do the action when the leader doesn’t say Simon Says, we are out of that round of the game.

We’re going play a leader game called Land, Sea, and Air. Here’s how it works. There are three commands in this game: land, sea and air. When we hear the word land, everyone will stand perfectly still without moving. Then wait for further instructions. Let’s try it: Land

**Excellent!** Get their attention and continue with instructions.

When I say air: we are to hop up in the air with both feet together and our arms outstretched. Let’s practice: Air. Nice job!

If I say sea, we use our arms and act like we are swimming. Let’s practice: Sea

If we do not follow the command, or trip up, we have to be seated. Let’s try a practice round!

Call out sea or air. Continue to play for a few minutes.

It’s kind of fun telling others what to do once in a while isn’t it? Who has younger siblings? When do we tell them what to do?

Play off of answers. Steer questions towards a dictatorship….it will help with next question.
With these answers in mind, here is a question for us to contemplate. Are these examples what TRUE leadership is? Solicit responses.

If the truth be told, an authoritarian style of leadership is a common perception of leadership. While there are times and places for this leadership style, most of the time people are very put off by being told what to do, especially our peers. There is so much more to leadership. During this session, we are going to unpack what leadership really is, identify the most important attributes of a leader and develop a plan to develop your leadership skills.

So here we go. Maybe the logical place to begin is to all agree on a common definition of leadership.

**Objective 1:**

Students will define leadership

**Engagement Activity**

We’re going to start with a brain challenge. When I say think, get into groups of three and make a list of the greatest leaders the world has ever known. You will have 30 seconds. Think.

Times up!

Now looking at your list, think about what those leaders did to be remembered as the world’s greatest.

I am going to capture your ideas on this flip chart sheet. Who will share?

Write down what the leaders did on the flip chart. Looking at this list, what is common about everything on the list?

Lead the discussion toward the fact that all the actions impacted people.

**Wisdom:**

**Define Leadership**

Leadership always involves other people. The world’s greatest leaders are remembered because of how they impacted other people.

If we want to define leadership we need to keep in mind how it impacts others. While almost everyone has their own definition of leadership, we know that in some way, a leader impacts the hearts, minds and actions of other people — in other words, leadership is influence. Raise our hand if we agree! Why?

If someone doesn’t raise hand then ask for people who disagree and have them explain why. Lead a short discussion on the definition. The objective of the discussion is to help the participants see that every time that we impact the actions, decisions, attitude of others, we “lead” them.

Since we all have the ability to influence someone else, it becomes very clear that we all have the capability to lead.

**Review**

On the handout, capture our definition of leadership.

On the blank space below our definition, write down as many examples as you can think of when you influenced others and exhibited leadership.

**Objective 2:**

Students will identify the most important attributes of a leader

**Engagement Activity**

Let’s think back to the list of leaders we generated and what they did to earn the position of leader. All of them exhibited attributes that helped them earn the position of leader. Let’s make a list of the most important attributes. Who would like to share some of the attributes of great leaders.
Capture the list on the flip chart or white board. We’re now going to explore those attributes.

**Wisdom:**

**Attributes of a leader**

Looking over the list we just created, what do you believe is the single most important attribute of great leaders? Lead a discussion of the attributes, lead them toward integrity as the single most important attribute.

Who would like to share a definition of integrity? Secure several ideas and then proceed to share the dictionary definition.

The dictionary defines integrity as “the state of being complete, unified” When we demonstrate integrity, our words and deeds match. We are the same no matter who we are with or what we are doing.

So why is integrity such a powerful attribute? Let’s explore it and identify why integrity makes such an impact.

First, integrity builds trust. It’s about being able to be counted on, no matter what the circumstances. This isn’t just about rules that organizations have, it’s about our own personal rules – our internal compass that always points us in the right direction.

Former President Dwight Eisenhower said: “In order to be a leader, you must have followers, and to have followers you must have their confidence. The supreme quality for a leader is their personal integrity. Without it no real success is possible. No matter if in athletics, the office or at home, when followers find a leader lacking integrity, the leader will fail. A leader’s words and actions must square with each other.”

Let’s experience the power of trust. When I say, “move”, let’s get into groups of 12-14, we need an even number in each group. Move.

The person with birthday closest to today will be number 1. When you have that person identified, have them raise their hands. Make certain each group has a person with their hand raised.

Now count off so each person has a number. It is important to remember if you are an odd or an even number.

In your group, join hands and extend your arms so you are standing in as large of circle as your arms will allow. When I say “Lean” all even numbers will lean in and odd numbers will lean back.

You must trust your partner to counterbalance you and keep the circle from collapsing. When I say “Straight”, you will return to an upright position. Let me have your undivided attention – “Lean” “Straight”.

Monitor the groups carefully for safety.

This time when I say “Lean” all the odd numbers will lean in and evens will lean out. When I will say “Lean” again reverse position so odd numbers lean out and evens lean in. “Lean”

Repeat a couple of times, using “Straight” to get them to return to a standing position.

Let’s celebrate success! The circle remained unbroken because we trusted the rest of the group to do what was asked. If any didn’t follow through, the circle would have collapsed.

The circle demonstrates the power of trust and introduces us to the next reason integrity is so powerful for a leader – that is reliability. When I said “Lean” everyone in the circle relied on the others to do what was expected of them and to do it when asked. Leaders with integrity are reliable – they can be counted on to do what is expected and what is right.
The last reason integrity is so important is the simple truth that leaders with integrity do themselves what they ask their followers to do. Leaders with integrity DO, they don’t just TALK. Who wants to explain what that looks like in our lives?

Secure responses from the group. Examples shared should be like coaches who not only coach, but can play the game, bosses or supervisors who are not afraid to do the same work they ask others to do and friends who pitch in when help is needed.

Review
Let’s review – Integrity is critical to be a successful leader because of at least three factors.

Who can name them? Trust, Reliability and Do, not just Talk.

To help us remember let’s add actions to each factor.

When I say Trust, stand up and lean forward.
When I say Reliability, lean backward
When I say Do, give your neighbor a high five.

Ready?
Trust Reliability Do

One more time:
Trust Reliability Do

Great Job!

Objective #3:
Students will create a plan to develop their leadership skills.

Engagement Activity
Conduct Tarp Flip activity from The State Officer Activity Guide and Lesson Plan, page 22.

Instruct participants to stand on a tarp laid out on the floor. No part of any participant is to touch the floor or any surrounding objects such as tables, chairs, etc. Instruct them that the goal is to flip the tarp over without anyone or anything (part of shoe, a hand or any other part of one’s body) touching the floor. If this rule is violated, the group has to start over.

Let’s examine how we well we did on the Tarp Flip activity. Share some thoughts about how well you did. How many of you started with a definite plan or did you just figure it out as you went?

Many times we jump into leadership roles without a definite plan or even more important we have not developed a plan for how we are going to develop our own leadership skills.

Wisdom
It’s important that we have a plan to develop our leadership skills. First we need to complete an analysis of our leadership strengths and areas where we want to grow.

On the handout, let’s complete the leadership assessment. Be honest with yourself as we think about what we do well and where we need to improve.

This assessment will help us as we develop a plan to further develop our leadership skills.
HOW TO BE A LEADER

Review
Congratulations on being honest on the assessment. Keep this and review it occasionally to monitor your progress to becoming a leader for the future.

Result
Leadership Resume

On the handout provided, we are going to create a leadership resume. This is not a typical resume, but one that will help you analyze your current leadership and plan to continue your leadership development.

If you need additional help, I will be roaming around to help you. Questions?

O.K. Let’s go to work.

Thanks for a great workshop!
# LEADERSHIP SELF-ASSESSMENT

<table>
<thead>
<tr>
<th>Needs Work</th>
<th>Consistent Behavior</th>
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<tbody>
<tr>
<td>0 1 2 3 4 5</td>
<td>I see problems or challenges as opportunities</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I am good at setting priorities</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I focus on the needs of others</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I am courageous</td>
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<td>0 1 2 3 4 5</td>
<td>I can think critically and solve problems</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I am a creative person</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I respond positively towards change</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I am committed to what is best for others</td>
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<td>0 1 2 3 4 5</td>
<td>I am a servant leader</td>
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<td>0 1 2 3 4 5</td>
<td>I am accepting of other’s views and opinions</td>
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<td>0 1 2 3 4 5</td>
<td>I can be both a team player and team leader</td>
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<td>0 1 2 3 4 5</td>
<td>I live by my values and beliefs</td>
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<td>0 1 2 3 4 5</td>
<td>I can fuel, inspire, and guard a shared vision</td>
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<td>0 1 2 3 4 5</td>
<td>I can communicate effectively</td>
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<td>0 1 2 3 4 5</td>
<td>I ask the big picture questions and &quot;what if&quot;</td>
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<td>0 1 2 3 4 5</td>
<td>I engage in goal setting</td>
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<td>0 1 2 3 4 5</td>
<td>I develop and implement action plans</td>
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<td>0 1 2 3 4 5</td>
<td>I can plan and carry it out to completion</td>
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<td>0 1 2 3 4 5</td>
<td>I can motivate and inspire others</td>
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<td>0 1 2 3 4 5</td>
<td>I live and lead with integrity</td>
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<td>0 1 2 3 4 5</td>
<td>I can be counted on to follow through with responsibilities</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I keep confidences and do not engage in gossip</td>
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<tr>
<td>0 1 2 3 4 5</td>
<td>I look for opportunities to build my leadership skills</td>
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</table>
MY LEADERSHIP DEVELOPMENT PLAN

Name:

Areas of strength that help me be a strong leader:

Areas I need to focus on to further develop my leadership abilities:
MY LEADERSHIP RESUME

Objective
(Describe the type of leader you aspire to become. Emphasize specific skills and/or adjectives you would want others to use to describe your leadership)

My current leadership experiences
(Focus on experiences that have helped you develop your leadership skills)

Activities or experiences that I will help me further develop my leadership skills
(Identify experiences, offices and/or activities that will help you develop your leadership skills)
INFLUENCING OTHERS

Pre-Work
Audience: SkillsUSA members or potential members
# Students: varies
Workshop Length: 50 minutes
Room Set-up: classroom or theater

Materials Needed
- Balloon
- Newspaper
- Masking tape
- Small piece of thin rope (3” or less)
- Hacky Sack
- Blank sheets of paper
- Handouts and pens for each participant
- Flip chart pages and markers

Flipcharts
- Scrambled letter intro - “rwdos ottuhiw niscaot rea tpeym”
- Definition of words - “Words are the verbal expression of thoughts and emotions. They guide ideas and direct actions”
- Definition of Actions - “Taking action leads to the accomplishment of our goals”
- Character, Passion, Responsibility
- 3 Parts of Character
- Definition of Morals
- Character Definition
- Passion Definition
- Responsibility Definition

Objectives
1. Students will explore the relationship between words and actions.
2. Students will understand the impact of words and actions on influencing others.
3. Students will create a plan to positively influence others.

Outlook
Welcome to this session! Hey everyone, I am __________ and I am a head chef. While I have been cooking for quite some time, no one is perfect.

You see I was trying to bake a cake today and broke all of the eggs, on this flip chart. Believe it or not inside each egg there was a word and when I broke the eggs, I scrambled the words. Take 45 seconds to unscramble these words and be prepared to share our answers!

(Flip Chart) “rwdos ottuhiw niscaot rea tpeym”

Who knows what the phrase is? That’s right! Words without Actions are empty

Who can think of a time we had a great idea, but there were no actions taken to back it up?

What was the result?

Unfortunately, this happens too much in life. (lower voice) But, I have a secret recipe, which will help us become people of influence by putting our words into effective actions!

Objective 1:
Students will explore the relationship between words and actions.

Engagement Activity
We are about to be participants in a new recipe for the human knot. Who knows what the human knot is? Explain it for us. Thanks! When I say “mix it up” find a group of 10 people, once we have our groups, raise our hands. “Mix it up.”

This new recipe however, is a little different. We will be able to choose a guide. The guide may not touch anyone in the knot; they may only tell us what should be done. Take five seconds to decide on a group guide.

The remaining nine people get into a circle and grab another person’s hand, they may not be next to us and we may not have both hands of one person. Guides, we have 90 seconds to untangle this mess, what questions are there? How much time do we have?
Great, get started!

Who was able to be successful? Why?
What did it feel like being in the knot? As the guide? What could make this easier?

We have one more recipe for the human knot. We will keep the same guides and get tangled in the same way, but this time our guides will be able to physically move us. What questions are there? Get tangled. Guides, our 90 seconds starts now.

**Wisdom:**
How many groups were able to get further the second time? Why?

What types of communication were used in our human knot recipes?

Which one was more successful or easier for us inside the knot?

What about for the guide?

What type of communication is more effective in our everyday lives? Why?

Words are very important in communication.

How successful would we have been if we never communicated verbally? The role of words is best described as:

Flip Chart: “Words are the verbal expression of thoughts and emotions. They guide ideas and direct actions”

Capture this statement. Raise our hands if we have ever thought of words like this before. We usually think of words as just the things that come out of our mouths, but in reality they guide everything we do.

Think about a SkillsUSA chapter meeting. What happens?

Exactly, all of the groundwork for our projects is laid out through words. What happens if it stops there?

The end success of any idea or plan is dependent on action.

Flip Chart “Taking action leads to the accomplishment of our goals”

Jot that down.

Words are like a recipe, they are great to look at and give us an idea of where we are headed, but the recipe is useless until we start cooking or put action behind our idea.

**Review**

Take 30 seconds to think of a new project for our SkillsUSA chapters. It can be a new fund raising idea, a fun chapter activity, or a community service project for our chapters. Once we have our idea, write it down around the outside of the circle on your handout.

This circle is our guideline or the words to guide our actions. Within the circle we will have 1 minute to record specific actions we can take to make our idea a reality. How can I clarify? Get started! Who will share? Great job everyone!

**Objective 2:**

Students will understand the impact of words and actions on influencing others.

**Engagement Activity**

Action is what allows us to get the work done and solve problems. Speaking of problems, I was trying to catch some fish today for one of my favorite dishes. I was all set, out on the lake with my really small fishing boat my fishing pole and a newspaper for when the fish weren’t biting. There was also a roll of masking tape and a small piece of rope in the boat.
A square of masking tape just big enough to stand in with an X taped inside along with a newspaper. Unfortunately, I dropped my fishing pole into the lake and there are some pretty nasty little fish in there so we can’t swim after it or leave the boat. I still need that fish.

A balloon with a fish drawn on it far enough away that they can’t just bend over and reach it.

We need a volunteer to jump up and take my place in the boat. Thanks for volunteering.

The rest of us need to give ___ (volunteer name) ideas on how to use the our boat, and the newspaper, masking tape and rope to get the fish. Unfortunately, we will be pressed for time: a storm is rolling in and our little boat can’t take too much wind! We have 90 seconds get our little fish.

What ideas do you have to help catch the fish. Shout them out.

Have the volunteer try some of the ideas presented. After a couple of minutes thank the volunteer and group for participating.

What were some obstacles we faced as we were fishing?

What would have happened if the fisher listened to us but never acted on what we said?

Are our actions always effective? Why or Why not?

What is more impactful our words or actions?

Both are important and both need to be in alignment if we are to influence others. However, our actions will always have more impact than our words.

We are about to embark on a culinary excursion, which will help us become people of influence.

**Wisdom:**

The concept of influence is like a three course meal. It is made of three major ingredients. Without these ingredients we would still have words and actions, which may work, but to really be a person of influence, all three must be present.

We have three actions to help us remember these ingredients and every time we hear one of these we will use an action to anchor it in our memory.

The first ingredient in becoming a person of influence is character. When I say the word character, stand up and point to yourself. Let’s try! Character. Great job.

Character has been defined as who we are when no one is looking. Capture that definition on your handout. It is framed in our morals and is demonstrated through our actions. Who can tell me how character is related to influencing others? Great! Think about leaders who have demonstrated poor character – what happens to their ability to influence others?

Right – it is almost impossible to be a person of influence without a strong moral character. People simply won’t follow someone they don’t trust or who they don’t have confidence in.

Character is an essential ingredient in our quest to be people of influence.

The second ingredient is passion. When I say passion make a heart with your hands. Demonstrate. Passion is defined as having an enthusiasm of a desire for something. Capture that definition on your handout. How does having passion for something impact our ability to influence others? How can others tell if we are passionate? How does it impact our words and actions?

Exactly. Passion is held internally – in our hearts, but demonstrated externally through our words and actions. It is a critical ingredient in being a person of influence.
The third ingredient is responsibility. When I say the word responsibility I want you to make a fist and hit your other open hand while saying “it is done on time”. Demonstrate. Let’s practice. Great job!

Responsibility can simply be defined as doing what I say I will do. It is the ultimate alignment of our words and actions. It is follow-through on commitments and doing the best possible work for every assignment.

When we can combine all of these courses into one extra-ordinary meal, we can be sure that we will be able to influence others in a positive way!

**Review**

Let’s review the three ingredients for becoming a person of influence. Do the actions with me as we say the words.

<table>
<thead>
<tr>
<th>Character</th>
<th>Passion</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>One more time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objective #3:
Students will create a plan to positively influence others.

**Engagement Activity**

Around the room there are flip chart pages and markers. When we hear the word “create,” we will get in groups of three and create a poster that depicts the focus of this session – being a person of influence.

When we finish, post our creations on this wall and then have a seat. As others post their posters, check them out – see how their pictures depict that focus and is different or like ours.

Also, begin to think about why we should try to influence others—what is in it for me? We will have five minutes to complete the poster with three other people.

What questions do we have? “Create”

Let’s see those posters!

**Wisdom**

Being a person of influence is not a power trip and it is not an opportunity to manipulate others into doing what serves ourselves. It is about exerting a positive influence that grows our SkillsUSA Chapter, our members, our friends — those we come in contact with in a mutually beneficial way. Positive influences replicate and create other positive influences.

When I say “Move” we will get in groups of four and identify all the reasons why we should become a person of influence and specifically how we might do that in our SkillsUSA chapters. Capture these ideas on your handout and be prepared to share with the group. What questions are there? You have seven minutes “Move”.

Who wants to share what your group created?

Now it’s time to get personal. On your handout, create a personal action plan for becoming a person of influence. Think of all the people that you can have a positive influence on and how you will make it happen. Focus especially on SkillsUSA, but also include your family, friends and personal life. You will have 5 minutes to create this personal action plan. Questions? Go to work.

**Review**

Who would like to share some of the thoughts you wrote on your personal action plan?

Thank you for sharing. Remember to keep this somewhere you can review it and be reminded of what a great opportunity you have to be a person of influence.
INFLUENCING OTHERS

Result

We are about to create the perfect recipe. For this recipe to work it is vital that we listen to instructions and our fellow chefs.

When I say “Get Cooking” find a group of 10 people, take a seat and look to me for further instructions. “Get Cooking.”

Within our cooking teams we will be creating our recipe for successful actions and projects. We will have 10 seconds to capture one thing we learned during this session.

When time is called we will then have 30 seconds to look at each teammate’s ideas and make the master recipe of everyone’s ideas. Each team will share our recipe and the team with the best ideas will be crowned our head chefs! What questions are there? Go to work.
INFLUENCING OTHERS

Words

Actions
INFLUENCING OTHERS

Character

Passion

Responsibility

Reasons to become a person of influence
### MY PERSONAL ACTION PLAN

*My personal action plan for being a person of influence*

<table>
<thead>
<tr>
<th>Who can I influence?</th>
<th>How will I do it?</th>
<th>Why is it important?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
BE A ROLE MODEL

Pre-Work

Audience: SkillsUSA members and non-members
# Students: varies
Workshop Length: 50 minutes
Room Set-up: classroom and theater

Materials Needed

☐ Flip charts prepared
☐ Handout and pens for each participant
☐ Clues for charades activity, folded so they cannot be read

Flipcharts
☐ Characteristics of Rockin’ Role Models
☐ Important concepts of being a role model

Objectives

1. Students will define role models and identify role models in our lives.
2. Students will understand why being a role model is important.
3. Students will recognize how to become a role model in our schools, chapters and communities.

Outlook

Note to facilitator. As students walk into the room at the start of the workshop, have the following question posted on a flip chart “What can we do as SkillsUSA members to impact our schools, chapters, and communities?” As students enter the room hand a slip of paper to student and have them answer the question before the start of the session. It will be used as our subjects in charades in Objective 3.

After everyone is seated, get their attention and lead the group in a dance move.

Suggested dance moves: (depends on space) -
- Electric Slide
- Shopping cart
- Sprinkler
- Lawn Mower

Have students stand up facing the facilitator and have them follow the facilitator’s lead. In this case, the facilitator is the role model. Ask the processing questions to have students after the dancing. The focus is the fact that the facilitator is the role model.

We’re really excited to be here and to get to know each other. Everyone hop up and all eyes up here. We are going to do a little dancing today and show off our rockin’ moves. Follow me.

Play the music and lead the dance.

Great job!

Who was the leader in this activity? What are leaders also called when they have others watching them? How many of us looked around to see other’s moves?

Absolutely! The person in front was modeling what we were to do, but we all said we watched other people. This means we were all role models because we had someone else watching us. That’s what we will begin to discover today—define role models and who they are in our lives, why being a role model is so important, and how we can become role models in our towns, chapters and communities.
Objective 1:
Students will define role models and identify role models in our lives.

Engagement Activity
On your handout, take 20 seconds and draw an outline/picture of a person. Let’s think about this “person” as a role model for ourselves and/or others.

Now, you’ll have 60 seconds to draw pictures or words on the person that represent characteristics of a rockin’ role model. For example, you might draw a heart because they care. Be prepared to share. Go!

Have some groups share characteristics they identified.

Thank you for some solid characteristics.

Wisdom:
Let’s dig a little deeper…and define what a role model is. On your handout, capture our IMPACT definition of role model:

Role Model—a person whose behavior, example or success is or can be emulated by others, especially by other people.”

Let’s clarify one word—what does “emulate” mean?

To equal or excel—often done by doing similar things

What were some of the characteristics we drew earlier?

Listen for: good leader, kind, hard worker, does what they say they will do, positive.

Thank you! We came up with some great characteristics. To help add to our list and help us further define role models, capture the following characteristics for Rockin’ Role Models on your handout.

1) Model Positive Decision Making - As a role model, you can’t just "talk the talk" and tell others to make good choices. You must put them into action yourself.

2) Think Out Loud - A good role model will not only show which decision is best, but also how they came to that conclusion.

3) Apologize and Admit Mistakes - By apologizing, admitting your mistake, and repairing the damage, you will be demonstrating an important yet often overlooked part of being a role model.

4) Follow through - To be a good role model, we must demonstrate stick-to-itiveness. That means; (a) be on time; (b) finish what you started; (c) don’t quit; (d) keep your word; and (e) keep going even if things get difficult.

5) Show Respect - To be a good role model, we must demonstrate stick-to-itiveness. That means; (a) be on time; (b) finish what you started; (c) don’t quit; (d) keep your word; and (e) keep going even if things get difficult.

6) Be Well Rounded - While we don’t want to spread ourselves too thin, it’s important to show people that we can be more than just one thing.

7) Demonstrate Confidence in Who They Are - Whatever you choose to do with your life, be proud of the person you’ve become

Presenter might share a QUICK personal story of a role model in their life—that demonstrates some of the seven characteristics.
Who would like to share a role model in their life and how they live out one of the seven characteristics?

**Review**

Take the next three minutes and identify three people who are role models to us. Write their names down. Next to their names, write two of the characteristics they exhibit that make them a role model and how that has influenced you. Go.

Turn to a partner and share what we wrote down about our role models.

**Objective 2:**

Students will understand why being a role model is important.

**Engagement Activity**

Around the room are big blank pieces of paper on the wall. When I say “move” we will find a marker or pen, divide into groups of no more than 15 at each piece of paper. Stand single file facing the blank paper. Make this happen in 35 seconds. “MOVE.”

Our goal is to reach as high as possible with our writing utensil and draw a line across the paper. We will be on our knees as we reach to draw. When I saw “draw” we will go one at a time on our knees to the paper and mark a line as high as we can. Stop when everyone has gone through. Questions? DRAW!

Raise our hand if we reached as high as we could to make the mark?

Raise our hand if we think we could do better! Let’s try it. When I say “higher” go through the same order again and see if you can out-do the first time. Stop when everyone has gone through. Questions? HIGHER.

Everyone stand up and look at the page in front of our group. Thanks.

What was the difference between the two tries?

How does this relate to being a role model?

What do we need to do to do better/reach higher etc?

Listen for: as we strove to get higher on the chart, we need to continue to strive to become a better role model.

Being a role model isn’t always easy or simple. It takes practice and determination. Rewind with me to earlier when we talked about seven characteristics of a role model—what were some? Awesome work!

**Wisdom:**

We know the characteristics and that we need to give some effort—but why is being a role model important? Let’s figure that out! Capture the important concepts as they are revealed.

Have the following listed on a flip chart.

**Important concepts of being a role model:**

**Make right choices.** Younger people will follow our lead, so by making wise choices we are not leading them astray.

**Set a positive example.** We want to lead students to better themselves, not to become worse.

**Live with integrity.** Live out our word and follow through in what we say. Strive to always become better.
Close our eyes and picture that we are in front of a very calm stream, pond or lake. Do the next part with me still keeping our eyes closed and envisioning what’s happening: reach down, grab a small rock or stone and lightly toss it into the water. Ker-plunk. Open our eyes. What happened to the water when we tossed the rock in? Ripple of water based on the impact of the rock hitting the water.

Earlier we talked about impacting our world—who will quickly share what that means? Thank you! Being a role model is making an impact and having a ripple effect! The better we are as individual role models, the better the people watching us will be, which will make the people watching them even better, and the cycle continues.

In the same way, by wanting to make right choices, the people watching us will want to do the same. Same thing goes for setting a positive example and living with integrity. If we strive to be a good role model, we ourselves will become better people. On your handout, draw a small circle with two bigger circles around it. Label the inside circle “ME.” On the next circle, write the name of someone you are a role model to. On the last circle, write the name of someone THAT individual is a role model for – go out as far as you can.

Review

Next to our name on the inner circle, take 30 seconds and write down two characteristics that makes us a great role model. It could be from the seven we used earlier or maybe different ones. For example, I know I have the qualities of a good listener, and I also lead by example. Look up here when everyone is done.

Now let’s think of an action plan to strengthen the importance of being a role model in the person on the inner circle. Take two minutes and come up with a two step action plan on how we can use these characteristics. Write our ideas next to the qualities. Be prepared to share.

Have some individuals share characteristics and action plan.

Objective #3:

Students will recognize how to become a role model in our schools, chapters and communities.

Engagement Activity

Facilitator—divide into two teams. Might use four if a large group and have one group in each corner.

We are about to demonstrate some additional “modeling” of ideas! We will be doing a version of charades—who will share how charades works? Thank you!

Each team will send one person at a time to get a clue from me. Each team member will then act out what is on the paper—remembering we will only use actions. The team with the most points after 3 minutes wins. What questions are there? GO!

What did we see from our clues?

In what ways did we see portraying of “good role models”?

How can we see ourselves representing good role models?

How can use these examples in developing ourselves as role models for the future?

Being a role model is important and a big responsibility. And it’s more than being a role model to a few people in our lives—it spreads out to all the people we interact with in our schools, SkillsUSA chapters and communities.
Wisdom
Let’s discover some ways we can be a role model in some areas.

Capture ideas on a flip chart and have the participants capture on their handouts.

In our SkillsUSA Chapter have students brainstorm before capturing bullet points below.
   - Take on leadership roles
   - Committee chair
   - Lead a chapter event
   - Serve as an office
   - Other?_________________ (students come up with more!)

Participate in events
   - Chapter meetings and activities
   - Competitions (LSEs and CDES)
   - State and national convention
   - Leadership experiences

Encourage Younger Members
   - Include members in planning
   - Spend time getting to know members and their talents
   - Help or assist with their activities/involvement—be a “coach”

On our campus
   - Be a leader in organizations
   - Have a good attitude towards others
   - Always be willing to lend a helping hand
   - Be respectful of facilities
   - Get homework completed on time/early
   - Be involved in class
   - Be involved in sports teams

In our Community
   - Involvement in community service activities
   - Organize/assist with events
   - Show respect to community
   - Volunteer in mentoring programs

Review
We just discovered some simple and effective ways we can be a role model on a bigger scale. Let’s make this even more personal and about what each one of us can do every day.

Next to Chapter, School and Community on your handout, write down THREE specific things you will do to make them better. Refer to the list we just created for ideas, but this is YOUR action plan so should be personalized. Take three minutes to complete and be prepared to share.

Have students share examples.

Result
Awesome involvement and learning today! Let’s see how much information got stored in our brains today by “dumping” out some information.

Turn to the last handout. Grab a pen and put the point at the top of the paper as if starting a sentence. When I say go, dump all of the information we learned onto the paper. The key is that the pen cannot stop moving! If we draw a blank, make little doodles until a new idea comes and then keep writing. What questions do you have? We have one minute. Go!

Everyone stand up, and hold up the brain dump pages. In the next two minutes show it to three people and return to our seats. Go.

 Terrific brain dumps—we learned a lot about being a role model today. Now it is up to us to take this information home, and live it out each day as a role model to the people closest to us as well as others we interact with every day.

Thank you for a great session.
BE A ROLE MODEL
ROLE MODEL:

Characteristics of Rockin’ Role Models

1)

2)

3)

4)

5)

6)

7)

Three of my role models:
BE A ROLE MODEL

Chapter

School

Community
CHARADES TOPICS
USE ONLY ACTIONS, NO WORDS

I don't gossip

I can be counted on

I am on time

I respect our differences

I listen more than speak

I ask good questions

I can keep a confidence
Communication Workshops

Delivering the SkillsUSA Message
POWERR of Public Speaking
Effective Use of Social Media
Conversation Skills
Non-Verbal Communication
DELIVERING THE SkillsUSA MESSAGE

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed

- Index cards labeled with the letters of the alphabet, one letter per card –one per student
- One orange
- Sticky Notes- at least one pad per table
- SkillsUSA Fact Sheet taken from [www.skillsusa.org/about/factsheet.shtml](http://www.skillsusa.org/about/factsheet.shtml) - one per student

Objectives

1. Students will discuss the benefits of using key messages
2. Students will develop a key message for SkillsUSA

Outlook

Students will participate in a modified version of the “Alphabet Game.” The Alphabet Game is an icebreaker taken from JumpStart, an educational resource available from SkillsUSA. The directions for the Alphabet Game are included below.

Each participant will be given an index card with a letter on it. The goal of the activity is for participants to work together to create words that correspond with the category provided by the facilitator.

Each of you has an index card with a letter on it. In just a moment, I will call out a category. Your task is to work together to form words that relate to the category. For example, if the category is “animals,” you could find letters that spell out the word C-A-T. What questions do you have about your task? I will call about five different categories, and you will have 30 seconds to form the words.

Call out the categories and provide approximately 30 seconds for groups to form the words. After the words are formed, quickly call out the words that were formed. The categories might include:

- Words associated with leadership
- Words associated with why students join SkillsUSA
- Words associated that describe SkillsUSA
- Words associated with SkillsUSA activities
- Words associated with the benefits of being a SkillsUSA member

Great work! It looked like it was pretty easy to come up with words that related to the categories. What made that task easy? Elicit responses from students.

We are all pretty familiar with SkillsUSA, but often we come across those that are not familiar with our organization. In this session, we'll discuss how we can inform others about SkillsUSA in a consistent and accurate manner.
Objective 1:
Students will discuss the benefits of using key messages

**Engagement Activity**
To illustrate the concept of a “key message,” hold up an orange.

What am I holding in my hand? Elicit student responses. You’re right! This is an orange. Raise your hand if you’ve NEVER seen an orange before. Pause. What? You mean everyone in the room has seen an orange before? Raise your hand if you’ve never eaten an orange before. Pause. For the most part, we are pretty familiar with this piece of fruit. Let’s imagine for a moment that we are talking to someone that has never seen or eaten an orange before. What would you tell them about the fruit? Pause. How would you describe its taste? Pause. What would you tell them about how an orange is used? Pause.

When I say, “ORANGE,” you will have four minutes to create a concise message that explains this orange. Your message will need to be crafted for someone that has never seen or eaten this fruit. You will also be able to use the brainpower generated between you and your neighbor. What questions are there? ORANGE!

As students are working, monitor their progress and offer assistance as needed. When time is up (or students have finished), process the experience.

**Wisdom:**

Use the following questions to process the activity:
- Who will share their explanation of the orange?
- What was challenging about this?
- How can we relate the challenges associated with this task to what we might experience when trying to explain SkillsUSA?

Objective 2:
Students will develop a key message for SkillsUSA

**Engagement Activity**
Using the SkillsUSA Fact Sheet (taken from www.skillsusa.org/about/factsheet.shtml), students will develop a key message that addresses the question “What is SkillsUSA?”

Who asks the question “What is SkillsUSA?” Elicit student responses and capture them on a blank flip chart. The list will most likely include students, teachers, business/industry representative, parents, school administrators, etc. Again, the question is “What is SkillsUSA?” Would you answer that question with the same information for each group listed on the flip chart? Elicit student responses. How would those messages differ? Elicit student responses.

**Wisdom:**

As we develop key messages, we have to make sure that we identify the audience receiving the message. The first step in developing a key message is to identify your audience. After the audience is identified, think about what they care about. For example, if parents are the audience for our key message, what would they care about in relation to the question “What is SkillsUSA?” Elicit student responses. Great! How about business and industry representatives? What do they care about? Elicit student responses.

It’s crazy, but sometimes we struggle explaining things we are the most familiar with. Even so, we have to consider how we can get our message across with the least amount of confusion. How would this benefit our organization?

**Review**
There are many benefits to having a consistent message about our organization. Let’s keep those benefits in mind as we develop a key message for SkillsUSA!
Let’s turn our attention to key messages for students. If a student asked you “What is SkillsUSA,” what would you say? With a partner, think about what students care about and write it on a sticky note. You’ll have two minutes to complete the task. Please begin. As students are working, monitor their progress and offer assistance as needed. When time is up (or students have finished), elicit student responses. Let’s hear what you came up with! Elicit student responses. The list will include important things that students might care about including travel opportunities, scholarship possibilities, leadership development, missing school, meeting friends, etc.

After we have identified the audience and what they care about, we have to think about our “angle” for our key message. What does that mean? Our angle? Elicit student responses. You’re right! We have to figure out what information will be most important to share with the audience. One way to do that is through the use of facts or personal examples.

At your table is a fact sheet for SkillsUSA. This is a great resource for developing key messages for SkillsUSA. As you develop a key message for a particular audience, you can use information from the fact sheet to support your message. Take 45 seconds to scan the information on this page. Pause 45 seconds while students scan the fact sheet. How do you think you might be able to utilize this fact sheet? Elicit student responses.

So, the question is “What is SkillsUSA?” We have identified the audience, and we have thought about what they care about. We have also selected a SkillsUSA fact for our key message. Let’s put it all together! When I say “KEY MESSAGE,” you’ll have three minutes to write out your key message as you would deliver it. Please be prepared to share your key message when you are finished. Questions? KEY MESSAGE! Again, monitor student progress and offer assistance as needed. When time is up (or students have finished), the students will deliver their KEY MESSAGE as the session review.

Individual groups will generate a list of four words that capture the most important concepts from this session. Next, students will place themselves into groups of three and share their lists. If there are common words, those words should be identified. From the list of common words, students will identify two words that they feel best captures the most important aspects. Those two words will be shared with other students and the entire group.

We’ve done some great work! As we think about this session, think about the most important concepts from this session. Pause. As you think about the most important aspects, what are four words that we could use to describe what we’ve learned? Please write those down on a sticky note. Pause. When I say “MOVE,” locate two other people to form a group of three. This should be done in one minute or less. MOVE! Pause while students get into groups of three.

As a group, identify what words you have in common. Pause while students identify common words. From this list, identify two words that you feel best captures what we’ve learned in this session. Circle the words on your sticky note. You will have one minute to complete this task. Pause while students identify the two words. When students have finished, elicit responses from three or four groups.

Let’s hear what you came up with! Elicit student responses. Great thoughts! Thanks for your effort and thanks for being willing to share with others!
POWERR OF PUBLIC SPEAKING

Pre-Work
Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed
☐ Worksheet/handout (provided at end of workshop)

Objectives
1. Students will explain components of a POWERR speech
2. Students will identify the important speech delivery strategies

Outlook
The information for this workshop is adapted from “Leveraging Your Leadership with POWERRful Speeches” which is available from National SkillsUSA. It is a great resource for you as you deliver this workshop and also for any SkillsUSA members attending.

The first activity is “That’s Me.” It is an activity from Jumpstart, a resource available from National SkillsUSA. The instructions for That’s Me are below.

Everyone stand up and form a circle with me. In a moment I will be calling out a series of phrases. If the phrase applies to you, zip into the middle of the circle, give any other person in the circle a high five and yell “That’s Me!” After that, find a new place in the circle and wait for the next phrase. Questions? Here we go.

- Has had to write a paper for class
- Has written a speech
- Has listened to someone give a speech
- Has given a speech
- Will likely have to give a speech at some point in their life.

All of us, at some time, will probably have to write and deliver a speech. It may not be a 45 minute keynote speech, but it will be something we have to create and deliver.

SkillsUSA has developed a formula to help you organize your thoughts and do the research you need to wow your audience. Who has heard of the POWERR formula??

Awesome! We will dive into the POWERR formula and explore some basics of delivering an effective speech.

Objective 1:
Students will explain components of a POWERR speech

Engaging Activity
Everyone has listened to a speech before—either at a conference, meeting, school, etc. When I say “brainstorm,” turn to a partner and think about two speakers you have each heard (they can be different). Share with each other one trait you remember about them as speakers or about their speech. Take 2 minutes to do this and be ready to share. BRAINSTORM!
After time is up, get a few pairs to share what they discussed.

Speakers who make a difference to their audiences have engaging and fun delivery AND an organized speech!

**Wisdom**

There are six components to the POWERR formula. Let's capture each of the components and information about each one on our handouts.

**Pre-Work**—the information collected ahead of time before creating and delivering a speech

Questions to ask/consider:
- How large is my audience?
- What age range is my audience?
- What does my audience really care about?
- How will I relate to them?
- Where am I giving the speech? What is the room set up?
- How long will I speak?
- What time should I arrive?

**Outlook**—sets the tone for where the speech is going and the information to be presented. Introductory step that creates anticipation and makes audience want to learn more.

Things to consider:
- What is the big picture of the speech?
- How can I draw a mental map to let the audience know where I am headed?
- What story, words of facts are needed to pique their interest from the beginning?
- How will you build and transfer your enthusiasm to the audience?

**Wisdom**—Information or knowledge you want to share with the audience. Create two or three key messages to delivery—these points are supported with engaging content and examples

Some considerations:
- What are my two or three key points?
- Do my key points align and help accomplish the overall objective of my speech?
- Does the information make my points easily understood?
- How ill I apply these key points to the audience?

**Engage**—connects the content to your audience. This will help audience remember what you said.

- What stories will support the key messages or wisdom points?
- Is it more appropriate to use an inspiring story or something with humor?
- Are there facts or data that are useful?
- Is there something interactive you can do with the audience?
- How will you ensure your engaging activity brings credibility to your message?
- Do the stories, data or activities fit within the time frame?
- Are the engaging elements memorable and creative?

There should be ONE engaging activity to support each wisdom point.

Engaging stories can vary from point to point.

**Review**—gives you one more opportunity to reach audience. Touch on your wisdom points once more.

A few things to consider:
- How will you re-phrase your key wisdom points at the end?
- What closing thoughts do you want to offer the audience?
- How will you add a challenge or call to action?
- What do you want the audience to remember?
- Thank your audience members for their attention and time.
Results—evaluate results in order to make improvements

Things to consider:
• What feedback did you receive from your audience?
• What do you feel went well?
• What felt uncomfortable during the speech and how could you do it differently?
• What areas of writing or delivering the speech could be improved?
• How do you know if your speech influenced the audience?
• What three areas will you focus on next time?

Review
Excellent! Turn our handouts face down. Let’s hear what each letter in POWERR stands for… Let’s say each letter together. For each letter, individuals will share one helpful hint we talked about!


Awesome work knowing each of the parts of the POWERR formula! Next we will explore some helpful presentation hints.

Objective 2:
Students will identify the important speech delivery strategies

Wisdom
Let’s jot these down in our handout.

Eye Contact—make ongoing eye contact with audience. Include everyone equally in the process. Try to make eye contact with each person or groups of people in the room by the end of your speech.

Posture—The way you stand reflects confidence and enthusiasm. Stand tall. No slouching. Hands ALWAYS at your side (unless gesturing). Have your feet shoulder length apart. Face your audience at all times.

Hand gestures—use your hands with a purpose while talking. Your hands create a visual to help your audience imagine along with you as you tell stories, give directions etc. When not using hands while speaking, put your hands at your sides.

Movement—If not speaking in front of a podium, use movement throughout the room. Movement should have a purpose. Pacing back and form gives audience a chance to be in a trance!
• Fully use the area where you are giving the speech
• Start off in middle of stage (or front of room))
• For first main wisdom point, move to your right (audiences left) and take at least two confident
• For second wisdom point, move to middle or far left (audiences right)
• Finish in the middle where you started, close to your audience and not so far from stage.

Voice—Speak clearly and with condition. Focus on pronunciation of words. Use variation in your voice.

Engagement Activity
Let’s think back to the speakers we identified earlier. What were some specific things they did that gained your attention and held your interest when they delivered their speech? Ask for everyone to share.

These are solid examples that makes speakers more effective. We want YOU to be more effective in your speech delivery. Let’s dive into six helpful hints that will make us even better speakers!
Talking “at” versus talking “with”

- Make your speech feel like a conversation.
- People want to be involved, not always lectured
- Avoid speaking “down” to your audience
- Speak like you are telling a story to your best friend
- If you look like you are enjoying your speech, audience will enjoy hearing it!

Review

Great job learning some helpful hints for great speeches! In the next 5 minutes, determine what your next speech may be about. We will use the POWERR formula on your handout to identify all components of a speech (look through your notes!).

On the back of your handout, write P-O-W-E-R-R vertically down the left side of your paper. Using the potential speech topic, jot down ideas you would use for each of the components of POWERR. Also record three strategies from helpful delivery hints you will commit to working on when you deliver your next speech. These should be a priority for you in order to be the most effective speaker. Be ready to share! What questions? Go!

When time is up have a few people share their work.

Thanks for sharing—great work on using the POWERR formula!

Result

Everyone stand up and form a circle with me. This time I will shout out a word from the POWERR formula or a helpful hint from delivery. Everyone will go to the center of the circle, give someone a high five and share one “nugget” or piece of information about the topic. What questions are there? Here we go!

Pre-Work
Outlook
Wisdom
Engage
Review
Result
Eye contact
Posture
Gestures
Movement
Voice
Talking “at” versus “with”

Wow! We have learned a lot today! Thanks for being willing participants and good luck as you continue to be POWERRful speakers!
POWERR OF PUBLIC SPEAKING

P O W E R R

Speech Delivery Helpful Hints
EFFECTIVE USE OF SOCIAL MEDIA

Pre-Work
Audience: SkillsUSA members
# Students: Varies
Workshop Length: 45 minutes
Room Set-up: Classroom

Materials Needed
- Markers
- Learning journals
- Pens
- Computer to show video clip
- Social media characteristic cards
- Social media answer the facts cards

Flipcharts
- Twitter
  - Microblogging site where users post up to 140 characters of text
  - @ (Reply)=address a user in a tweet
  - RT (Retweet)=post someone else's tweet
  - # (Hashtag)=categorize tweets and keep them grouped together
- Facebook
  - Social network used to create profiles, post status updates, etc.
  - “Like”=show appreciation of a particular post
  - Status=feature used to inform users of our actions and thoughts
  - Tag=marks a photo or post with text to identify a person
  - Share=repost content on your profile or on a friend's timeline

- Pinterest
  - Site used to collect and organize photos and links
  - A Pin=photo or link that is posted
  - “Pin It”=posting a photo or link from a website to a board
  - A Board=place to organize pins by topic
  - Repin=post someone else's pin to your board
- Social Media “Do’s”
  - Appropriate posts
  - Professional posts
  - Informational posts
  - Pictures
- Tips From The Experts
  - Best time of day to post on:
    - Twitter_______
    - Facebook______
    - Pinterest_______ or________
  - Keep our posts C.U.T.E.
    - C_______
    - U_______
    - T_______
    - E_______
  - I can link my _______&_______ accounts together to reach a larger audience
- A-Z listing of alphabet (create as many as needed)

Objectives
1. Students will uncover the basics of various social media sites
2. Students will understand the do's and don't's when it comes to social media
3. Students will learn tips to be the most savvy social media users for their chapters
**OUTLOOK**
Welcome to this session! By a show of fist pumps, how many of us in the last hour have posted on or received a Facebook notification, checked out what’s trending on Twitter, or scrolled through what’s popular on Pinterest? Exactly! Social media plays a huge part in our everyday lives. Don’t believe me? Let’s check out this video!

Play the clip at this web address about the impact social media has on our society:
www.youtube.com/watch?v=iReY3W9ZkLU&sns=em

**Process video:**
What stands out from that video? What statistics surprised you?
What is the relevance of those statistics when it comes to reaching an audience by using social media?
How could we use social media to benefit our chapters?

Awesome! Those are great ideas. Let’s dive a little deeper into that last question as we uncover how we can be the best social media experts for our chapters!

**Objective 1:**
Students will uncover the basics of various social media sites.

**Engagement Activity**
When I say go, find ourselves in groups of five. When we have a group of five, everyone stick our left foot in the middle of our group circle and look to me for further directions. Anyone who can’t find a group of five, meet me up front. Go! Place those without a group into a group for groups of six.

In this activity, groups will be given a stack of cards with social media sites and their characteristics on them. We must figure out which characteristics go with each media site. We have three minutes to do this. What questions are floating around? Each group send one person up to grab the cards, and begin!

**Wisdom:**
Uncover one social media site flipchart at a time and discuss each characteristic for the site.

Alright, which group will tell us what characteristics fit under Twitter? Let’s open our learning journals to page ___ and copy down these descriptions of each characteristic as we discuss it.

Have students read what each characteristic means aloud to the group from the flipchart and copy down into their learning journals continuing with Facebook and Pinterest.

**Review**
Whew! Who knew there was so much lingo used for social media?! When I say go, look back over the characteristics. Pick two that we aren’t quite sure of or want to learn more about. Put a question mark next to these characteristics. Once we’ve done that, find a partner and discuss the question marked characteristics that each has. Take one minute and 27 seconds to do so. Go!

**Objective 2:**
Students will understand the “do’s” when it comes to social media

**Engagement Activity:**
Students will be given examples of posts on each social media site and will decide what is a “do” and what isn’t.
EFFECTIVE USE OF SOCIAL MEDIA

Now that we have a better idea of the individual characteristics for each social media site, let’s dive into the “do’s” of posting on social media sites to benefit our chapters. In a moment we will get examples of posting on social media sites. We will “retweet”, “pin it”, or “like” the content that would fall under something we think we should do. Ignore the content that we think would fall under something we shouldn’t do on social media. We’ll have three minutes. Go!

Processing:
Throw out an example of one of the things we “retweeted”? “Pinned”? “Liked”? What was good about those posts? What was wrong with the posts we ignored? What does this tell us about how we go about posting on social media sites?

Exactly! When we post on social media, there are ways to go about doing it that prove more valuable and beneficial than others. Let’s dive deeper into some “do’s” when it comes to posting on social media.

Wisdom:
Flip open to page ____ in our learning journals and capture down our thoughts as we discuss each of these “do’s” for social media posting.

• **Appropriate posts** - Remember that everyone can see this text. It is important that we especially monitor what our friends post on our profiles, tag or mention us in. One way to help with this on Facebook, for example, is to change our settings so that we have to approve anything we are tagged in before it appears on our profile.

• **Professional posts** - We aren’t in elementary so don’t spell incorrectly or use 30 exclamation marks. One is plenty! Others will make a judgment of our chapters from what we post on social media.

• **Informational posts** - While funny and sometimes seemingly pointless posts are okay once in a while, be sure to keep most of our posts worthwhile and inclusive of content. Post reminders about dates, times, and locations of upcoming chapter events, results of chapter contests, or other websites with articles pertaining to what’s going on in our chapters!

• **Pictures** - To portray a positive image, keep our pictures appropriate. If you wouldn’t want your future boss or our grandparent to see it, don’t post it. They say a picture is worth a thousand words. We can change up our posting by using photos instead of lengthy posts…a quick caption will be just fine!

Review:
Now that we’re experts in social media-ing, let’s put ourselves to the test! Flip to the next page in our learning journals. We’ll find a spot for a Facebook status, a Twitter post, and Pinterest photos. Come up with something to fill each of these spots revolving around a contest our chapter just competed at. It can address information about the upcoming contest, updates from the contest, or results after the contest. Take three minutes to create our posts. Questions? Go!

Get in groups of three and share your posts.
Objective #3:
Students will learn tips to be the most savvy social media users for their chapters

Engagement Activity
Students will be split in groups and each group given a color. The groups will search the room for their colored slips of paper with answers to facts on them. They will then come back and match the answers with the facts in their learning journals.

I will yell out a number and a limb on our body. It’s up to us to find ourselves in a group with that number of limbs touching. So, for example, if I yelled out four arms, lock arms with three other people to make a group of four. Questions?

Four arms! Three legs! Six heads! Now, stay in our groups of six. Everyone who doesn’t fit in a group of six, come to the front. Put those students into groups to make seven. Assign each group a color that matches with the colors hid around the room.

Around the room are colored pieces of paper. With the colors I gave each of our groups, when I say go we’ll begin a scavenger hunt for all of the papers with our colors. When we have all 14 slips of paper, sit back in our groups and wait for further direction. Throw your questions my way. Go!

Turn to page ____ in our learning journals. Match the answers on our slips to the correct facts. Not all of our slips will be used. Questions?

Wisdom
Let’s discuss each of our facts. What did we get for…..

- Best time of the day to post on: Twitter- 1-3 pm; Facebook- 1-4 pm; Pinterest 2-4 pm or 8pm-1am. Everyone views different social media sites at different times. These are the times that Twitter, Facebook, and Pinterest are all viewed the most. As a rule of thumb, for Facebook and Twitter keep your posting between 8 am and 8 pm.

- Keep your posts C.U.T.E. C-Concise: Keeping our posts short, sweet, and to the point grab and keep our audience’s attention. U-Unique: By authoring unique posts, we will draw in more people who are interested in what we have to say because it’s different from others. T-Timely: Post enough time in advance for our audience to know what’s going on, post during events to keep our audience up to date, and post results shortly after events so the information is still relevant. E-Entertaining: Again, by posting in a way that entertains our audience, we will have a better success rate. Use photos, videos, lines made famous from TV and movies…anything to entertain!

- I can link my ____ & ____ account together to reach a larger audience. (Answer is any of the three sites!) By linking Facebook, Twitter, and Pinterest, we can reach all three audiences with one post. We can set our Twitter posts to be posted on Facebook, we can tweet links to our Facebook profiles, and we can Pin photos and links from our Twitter and Facebook.
EFFECTIVE USE OF SOCIAL MEDIA

Review
It’s time for an A-Z challenge! Around the room there are 10 flipcharts with the letters A-Z on them. When I say go, split ourselves evenly between the flipcharts. Once there, we must come up with something we learned about social media for each letter. Once we’re done, our entire group take a seat. Questions? Go!

If there’s time, travel from poster to poster to see what each group learned. Have students come back to center of room.

Result
Phenomenal work today! Hopefully the next time we go to post on Facebook, Twitter, or Pinterest, we keep these thoughts in mind as we work towards promoting our chapters! Thanks for everyone’s hard work!
# SOCIAL MEDIA BASICS

<table>
<thead>
<tr>
<th></th>
<th>Twitter</th>
<th>Social network used to create profiles, post status updates, etc.</th>
<th>Site used to collect and organize photos and links</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Microblogging site where users post up to 140 characters of text</td>
<td>“Like”</td>
<td>A Pin</td>
</tr>
<tr>
<td></td>
<td>@</td>
<td>Status</td>
<td>“Pin It”</td>
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<td></td>
<td>RT</td>
<td>Tag</td>
<td>A Board</td>
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<tr>
<td></td>
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<td>Share</td>
<td>Repin</td>
</tr>
<tr>
<td></td>
<td>Facebook</td>
<td>Pinterest</td>
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</tbody>
</table>
# SOCIAL MEDIA SAVVY

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>1-3 pm</td>
<td>7-9 pm</td>
</tr>
<tr>
<td>9-11 am</td>
<td>Concise</td>
</tr>
<tr>
<td>1-4 pm</td>
<td>Corny</td>
</tr>
<tr>
<td>2-4 pm</td>
<td>Understanding</td>
</tr>
<tr>
<td>8 pm-1 am</td>
<td>Unique</td>
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<tr>
<td></td>
<td>Tedious</td>
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<td></td>
<td>Timely</td>
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<td></td>
<td>Entertaining</td>
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<td></td>
<td>Effortless</td>
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</tbody>
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LEARNING JOURNAL

Twitter
• Definition:
• @ (reply):
• RT (retweet):
• # (hashtag):

Facebook
• Definition:
• “Like”:
• Status:
• Tag:
• Share:

Pinterest
• Definition:
• A Pin:
• “Pin It”:
• A Board:
• Repin:
LEARNING JOURNAL

Twitter
• @SkillsUAS has bin soooo great for me! #loveit (RT?)

• @SkillsUSA has opened my eyes to so many new careers choices! Check it out at www.skillsusa.org #tryit #skillsusa (RT?)

Facebook
• “Winners never quit, and quitters never win!” Check out the results from our winners from State SkillsUSA Competition: www.education.ne.gov/ndepress/2013/SkillsUSA_Award_Winners.pdf (Like?)

• Sooooooooo excited for everyone who won during State SkillsUSA!!!!!!!!!!!!!!! (Like?)

Pinterest

(Pin It?)

(Pin It?)
LEARNING JOURNAL

- Best time of day to post on:
  * Twitter_______
  * Facebook_______
  * Pinterest_______ or _______

- Keep our posts C.U.T.E.
  * C_______
  * U_______
  * T_______
  * E_______

- I can link my _______ & _______ accounts together to reach a larger audience.
CONVERSATION SKILLS

Pre-Work

Audience: SkillsUSA members or potential members
# Students: varies
Workshop Length: 50 Minutes
Room Set-up: classroom or theater

Materials Needed

- 2 Plastic cups and string in a lunch bag for each 2 participants
- Bachelor/Bachelorette communication cards
- Tips to Communicating with Adults
- Conversation Stack Steps
- Example Conversation Stack

Flipcharts

- Chart with three questions
  - What is your favorite color?
  - What is your favorite food?
  - How many pets do you have?
- Components of Communication
- Tips to Communicating with Adults
- Conversation Stack Steps
- Example Conversation Steps

Objectives

1. Students will recognize the components of effective communication.
2. Students will identify possible barriers to effective communication
3. Students will implement effective communication strategies with peers and adults

Outlook

Welcome to the session!

To start things off when I say “GO” we will find ourselves in groups of two throughout the room. Once there wait for more instructions. Questions? Go.

Send one representative to the front. Hand out bags with cups and string to representatives.

When we hear the music start we will begin building our telephone from our supplies. You will punch a hole in the bottom of each of the cups, feed the string through both cups and tie a knot to keep the string in the bottom of both of the cups. Make certain you can place the cup over your ear with the string extended to the other cup in the same position. Once we have built our phones we will have a conversation about three questions.

(Reveal Flip Chart: What is your favorite color? How many siblings do you have? What is your favorite food?)

Be prepared to share our findings. We have 3 minutes to accomplish this! What questions are there?

Start music if available. The main goal is to create a lot of chaos and loud noises so it is hard to hear in their “phones”. Roam room to help groups.

After 3 minutes end the activity and ask the following processing questions:

- How did the new phones work?
- Who will share their findings to the questions?
- Who wants to replace their cell phones with their new phones?
- Why not?
- What could have helped?
- Why is communication key?
- Is communication always easy? Why not?
- How could we help our communication skills?

Communication is a part of everyday life. Just like with our “phones” there are many distractions that can take away from communication. In this session we unwrap what it takes to effectively communicate! Let’s hop to it!
An alternative activity is Man Overboard from Propel, page 18.

**Objective 1:**
Students will recognize the components of effective communication.

**Engagement Activity**
Please have the person with the longest hair at your table grab the envelope in the middle of your table that says “Crazy Communication” on it. Do not open the envelopes yet. The people holding the envelopes will be the message senders. The rest of you at your table will be the message receivers.

In the envelopes are Crazy Communication cards. Message senders; please take a card out of the envelope without showing the rest of the group. You will notice one phrase in BOLD CAPITALIZED LETTERS. You will also notice a phrase in italics below it. One card at a time, you will read exactly the BOLDED CAPITALIZED phrase to the rest of the group. The group is to figure out the message. Let me give you an example from one of the cards.

**Wisdom:**

**Components of Effective Communication**
Although this was just a simulation, many times in everyday communication, messages seem to get lost in translation. The messages we send aren’t received the way we intend them to be received. In all communication, there are three components.

On your handout, locate the three components of effective communication. Now, cast your eyes over to this flip chart. Please capture this KEY information down. Who will read the three components of communication?

A. Deliver: to give the verbal or non-verbal information to someone else
B. Interpret: decoding and understanding the information that is given
C. Receive: to get the verbal or non-verbal information from someone else

During the Crazy Communication Activity what specific components of communication went wrong?

Take the next 60 seconds to identify an example in your life when one or all of these components have failed. Capture this example on your handout and be prepared to share.

We will be sharing these examples with someone who was born in the same month as us. Our partner will share our story with the rest of the group. Take one minute to share our stories-Go!

Students share.

Thanks for sharing, partners! We can see how we relay information through communication, and it’s important that we are the best communicators as possible.
Review
On your handout, we are going to write three commitment statements. These statements will identify how we will improve our communication skills. Each statement will relate to one of the three components of effective communication we discussed earlier. All statements will begin with the phrase, “I will”. What are your questions? When we are finished, sign our signature at the bottom of the page. Begin.

Objective 2:
Students will identify possible barriers to effective communication

Engagement Activity
Bachelorette
Who has ever seen the Bachelorette or Bachelor? Great! Who will share what happens? Nice. (Numerous guys and/or gals compete for one person...basically a lot of drama.)

We get to have our very own version of the Bachelorette here! Who will be our Bachelorette? Seat her at front of room.

Let’s have a huge round of applause for _____! Next, we need four male volunteers over here. Gauge on numbers – could be more or less depending on how many are in the workshop session.

Let’s have a big stomp, stomp, clap for these volunteers! Gentlemen, we will be receiving cards with our roles that we will portray to our bachelorette. We will then take turns showing our Bachelorette why she should choose us! Audience let’s keep and eye out on our Bachelors so we can guess the type of barrier to communication they are illustrating. Who is ready for Bachelorette?

Hand out cards and remind them to keep it a secret.

Bachelor #1, why should our lovely Bachelorette choose you?

Continue through Bachelors
Let’s have a large woot woot for our volunteers on three. One, two, three. Woot woot! Thank you all volunteers.

Wisdom:
Barriers to Effective Communication
Nice job paying attention during the show! Let’s raise our hands if we know any one with any of these communication barriers? Why might they be identified as barriers or “nervous habits”?

Share personal examples.

Everyone has nervous habits, but once we are able to defeat them we can effectively communicate a lot better!

Review
Take 30 seconds to identify some barriers we face when communicating with others. Write these down on your handout. Who would like to share some of their barriers?

Thumbs up if communicating with individuals we just met, like when arriving at this workshop, can be uncomfortable? Why? When do these “nervous habits” begin to disappear? What steps can we take to eliminate these “nervous habits” and other communication barriers?

Objective #3:
Students will implement effective communication strategies with peers and adults

Engagement Activity
We are about to equip you with a great tool for communicating with people of all ages! It’s called the Conversation Stack. It works for people you have just met and those you already know. It helps you to create quality conversation with anyone. Who will share some examples of individuals who create communication challenges?
CONVERSATION SKILLS

Yes, sometimes we don’t know what to say or how to say it. The conversation stack will help us think of some things to talk about.

Before we learn the stack, let’s explore some things to remember before starting a conversation:

1. The best conversationalist knows how to ask great questions.
2. Be respectful, but confident in asking and answering questions.
3. Be aware of body language.
4. Remember those barriers that we modeled earlier.
5. Practice makes perfect, the more you engage in conversations, the better you get.

Wisdom

Implement Effective Communication Strategies

On this page you will be creating your very own conversation stack. You will be using the markers or pencils in the middle of the table.

Walk students through Conversation Stack.

Step One: At the bottom of the page draw a name plate like you would find on a desk.
Step Two: On the top of the name plate, draw a house with a big window in the front and a chimney on the roof.
Step Three: In the window of the house, draw a family waving to you.
Step Four: Coming out of the chimney, draw a work glove.
Step Five: In the clasp of the work glove, draw goal posts.
Step Six: On the top of one of the goal post uprights, draw a golf club.

As you admire your picture, how might the components of this picture help you to create conversation? Lead a short discussion about what the participants think the components of the stack means.

Each component represents a topic you could use to start and maintain a meaningful discussion with another person. As we identify what each component of the picture represents, please label you picture accordingly.

What might the name plate represent?
“What is your name?”

How about the house? “Where do you live?” “Where are you from?” “What is your hometown like?”

And the family in the window? “Do you have brothers or sisters?” “What does your dad and mom do for a living?”

What might the work glove represent? Do you have a job? “Do you like school?” “What is your favorite subject?” “What do you do in your job?”

How about the goal posts? “What are your goals?” “What do you want to do after high school?” “What career do you want to pursue?”

And what about the golf club? “Do you have hobbies?” “Do you play sports?”

Review

On your handout, identify 3 individuals we want to get to know better. It could be a student in our class, someone here at the conference, a teacher, or a parent.

Who are some of these individuals we’ve identified? Students share.

With a partner, discuss opportunities we can take to interact with these individuals, then capture them on the handout.
CONVERSATION SKILLS

Result
We are about out of time, but let’s use the valuable time remaining to put this learning to work. For the next two minutes find someone in the room you don’t know very well and have a conversation with them. Think about the potential barriers to communication. Use the conversation stack as a resource. Questions? Get to it!

Monitor the room and offer praise and support.

Great session! Thank you for your participation and willingness to take some risks!
## CRAZY COMMUNICATION CARDS

<table>
<thead>
<tr>
<th>HASTE RAKE HAT</th>
<th>WHY SKY OWED</th>
<th>US HE CRICK</th>
<th>OPPOSE GUARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>A stray cat</td>
<td>Wise guy</td>
<td>A secret code</td>
<td>A post card</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT HEARSE UP LIE</th>
<th>OAK ABE ABE CHIN</th>
<th>MAY CUSS SUCK JET</th>
<th>ARRAINGED HE LAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water Supply</td>
<td>Okay babe</td>
<td>Make a suggestion</td>
<td>A rain delay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PUS IF HICK HOST</th>
<th>Haul weigh SEWEN MIME HIND</th>
<th>CALL FEET HE WORM ELK</th>
<th>ASK LEER ESSAY BAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Coast</td>
<td>Always on my mind</td>
<td>Coffee, tea or milk</td>
<td>As clear as a bell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMEN ASK HURT</th>
<th>HUSH HEAVY FAN</th>
<th>LAUGH TAN DID</th>
<th>SPORT IT SKIER</th>
</tr>
</thead>
<tbody>
<tr>
<td>A mini skirt</td>
<td>A Chevy van</td>
<td>Left handed</td>
<td>Sports gear</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HAS SKINNY WON</th>
<th>LEAF MEAL OWN</th>
<th>FOE WASTE HOP</th>
<th>PEPPER ALLEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask any one</td>
<td>Leave me alone</td>
<td>Four way stop</td>
<td>Pep rally</td>
</tr>
</tbody>
</table>
COMPONENTS OF COMMUNICATION

My Commitments
1. 

2. 

3. 

Barriers I may have to effective communication:
• 
• 
• 
• 
•
## BACHELOR/BACHELORETTE ROLES

<table>
<thead>
<tr>
<th>MY ROLE: No voice fluctuation; monotone</th>
</tr>
</thead>
<tbody>
<tr>
<td>MY ROLE: Excessive speed – talk really fast</td>
</tr>
<tr>
<td>MY ROLE: Over use of articulation and need for clarity – talk slowly and distinctly</td>
</tr>
<tr>
<td>MY ROLE: Distracting hand gestures</td>
</tr>
<tr>
<td>MY ROLE: Distracting body movements</td>
</tr>
<tr>
<td>MY ROLE: Excessive facial expressions</td>
</tr>
<tr>
<td>MY ROLE: No eye contact</td>
</tr>
<tr>
<td>MY ROLE: Excessive movement or fidgeting</td>
</tr>
</tbody>
</table>
CONVERSATION SKILLS

Three individuals I want to know:

1

2

3
NON-VERBAL COMMUNICATION

Pre-Work
Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed
☐ Worksheet/handout (provided at end of workshop)
☐ deck of cards
☐ flipchart/tearsheet or power point with the definition of non-verbal communication (obj 1) and the types of non-verbal communication (obj 2)
☐ ball

Objectives
1. Students will define non-verbal communication and explain why it is important
2. Students will demonstrate knowledge of types of non-verbal communication

Outlook
Students will participate in a modified version of “Commonalities.” Commonalities is an icebreaker taken from JumpStart, an educational resource available from SkillsUSA. The directions for the Commonalities are included below.

When I say “go,” find two other people not sitting next to you and form a triad. Stand together and look to me for further directions. GO!

In a moment, each triad will be asked to find three things that all members of the triad have in common. They must be beyond the obvious (for instance…we are all girls or we all have eyes). And you will do this without talking! What questions are there? Triads raise your hands when you have three things in common. Be ready to share with the group. GO!

After groups have completed the task, have each group share at least one commonality.

Let’s have each group share one of their commonalities—show us first and we’ll try and guess what it is.

After groups have shared, have everyone return to seats and continue with debriefing questions.

• What made this difficult?
• What did our groups do to overcome the challenges?
• What did we learn by not using our voices?
• How does this apply to our everyday lives?

Communication is a part of our lives each day. We rely a lot on our voices to share information and communicate with people—but there are a lot of ways we communicate non-verbally. Let’s dive in and explore more about non-verbal communication and how we use it.
Objective 1:
Students will define non-verbal communication and explain why it is important

Engagement Activity
Raise your hand to share what you think non verbal communication means.

Have students share responses. Then move into having a common definition.

Great insight into non-verbal communication. To get us all on the same page, let’s focus on a common definition—capture this on the top part of your handout.

Non-Verbal—the process of communication through sending and receiving wordless cues between people.

Turn to a partner and brainstorm a list of the most common means of non-verbal communication we use each day. Take 45 seconds to complete and let’s see which pair comes up with the most. Go!

After time is up, find out which pair had the most and celebrate success! Then ask all pairs to share some of the items on their list.

Great job everyone! These are solid examples of non-verbal communication. Keep these in mind as we move forward.

Wisdom:
Get the deck of cards and make sure they are shuffled!

In a moment, everyone will receive a playing card. When it is in your hands, look at it, and memorize it. It is CRITICAL that no one else sees your card.

The challenge in front of you will be done in complete silence—no verbal communication at all! When I say “suit up”, everyone will divide themselves into four groups according to their suit (heart, diamond, spade, club). Then everyone in groups will line themselves up from Ace to King (ace is low, king is high). All will be done in silence and WITHOUT showing your card to anyone. Questions? SUIT UP!

Allow students time to group and line up. Then continue...

Good work! Everyone stay standing in your lines.

- What were some strategies you used to group up/line up?
- What were some non-verbal communication methods used?
- Why was non-verbal communication important?
- How does that importance connect to our everyday lives?

Great insight. Head back to your seats and grab your handout.

We saw how non-verbal communication was used as we grouped up. The question we should look at is “why is non-verbal communication important?” Let’s record the answer on our handouts:

According to some studies, 90% of our communication is done through non-verbals. The way you listen, look, move, and react tells the other person whether or not you care, if you’re being truthful, and how well you’re listening. When your nonverbal signals match up with the words you’re saying, they increase trust between people! That’s significant, isn’t it?! Which means we should know a little something about how to use non-verbal communication!
Review
On your handout, take 45 seconds and respond to the statement, “Top Three Ways I use Non-Verbal Communication Each Day.”

After time is up, continue…

What are some of the most common ways we communicate non-verbally each day?

Get student responses.

Thanks! We are going to jump into some non-verbal communication specifics.

Objective 2:
Students will demonstrate knowledge of types of non verbal communication

Wisdom
Utilize the Leveraging Your Leadership with Effective Communication book for more details—non-verbal is found on pages 10-11.

There are six types of non-verbal communication we’ll focus on. Capture the key ideas for each on your handout.

When you share each one, have students add thoughts/input or situations where they have used each type.

Facial Expressions—face relays hundreds of messages. And facial expressions can be same for everyone, no matter what language or culture! When I call out a word, have your face reflect that emotion.

- Happy
- Sad
- Angry
- Scared
- Surprised

Even in a few minutes, we can see how everyone can use our face to express emotion or action.

Body Movements and Posture—sitting, walking, standing up, holding head—all are ways we use nonverbal.

Sitting in or standing next to your chairs/desk, show me what each of the following words looks like:

- Bored
- Mad
- Excited to learn

Gestures—hands, arms etc that emphasize a message or tell a story.

What are common ways we gesture each day? (wave, point, move arms etc)
Eye contact—one of the most common forms—one of most dominant for people. Shows interest, anger, happiness, etc.

Touch and Space—We communicate non verbally through touch—think about a weak handshake versus a strong one! Someone getting into your personal space may indicate anger.

Voice—It is not just what you say, it is HOW you say it! When we speak, other people “read” our voices in addition to listening to our words. Things they pay attention to include your timing and pace, how loud you speak, your tone and inflection, and sounds that convey understanding, such as “ahh” and “uh-huh.” Think about how someone's tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

Review
There are lots of non-verbals in our lives! On our handout, respond to the statement:

Select three of the non-verbal ways of communication. Write them below. Next to each, write one action you will take to be more effective in that method of non-verbals.

Take 2 minutes to complete this.

If there is time, you can have students share!

Result
Everyone stand up and form a circle. When the ball is tossed to you, share one key item about non-verbals that you learned today. Then toss to another person. We will start slow and speed up. The additional challenges are we cannot repeat what a person has already said and the ball can’t come back to us until everyone has received it! Let’s go!

Have everyone share by receiving the ball.

Thanks for being involved SkillsUSA members who want to develop more non-verbal skills. Good luck!
NON-VERBAL COMMUNICATION

Our definition:

Why is non-verbal communication important?

Top Three Ways I Use Non-Verbal Communication Each Day:
- 
- 
- 

Six Types of Non-Verbal

Select three of the non-verbal ways of communication. Write them below. Next to each, write one action you will take to be more effective in that method of non-verbals.
Employability Workshops

- Writing a Resume
- Interview Skills
- Etiquette
- Problem-Solving Skills
- Time Management
WRITING A RESUME

**Pre-Work**

**Audience:**

**# Students:**

**Workshop Length:**

**Room Set-up:**

**Materials Needed**

- Bags full of 6-7 random objects (dice, markers, pens, small slinky, balloon, etc.)
- Learning Station Information Cards – 1 set printed on cardstock
- Blank Tear Sheets – 1 per group
- Markers
- Blank Paper – 1 per student
- Sticky Notes – 1 per student

**Flipcharts**

(1) With the following on it:

1. Personal Information
2. Objective
3. Work Experience
4. Education
5. Other Information

**Objectives**

1: Identify the appropriate sections and layout of a resume and begin developing their own resume

**Outlook**

Please quickly locate a partner you have not yet worked with today. Go! Pause. Within your partnership, identify one person as the “Describer” and one person as the “Listener.” Pause. Describers, come to me for a moment. Listeners, chat with another listener about qualities of a great listener.

Speaking quietly so the Listeners cannot hear...In a moment, I will provide each of you with a bag of objects. Your task is to describe the objects to your Listener partners. Without showing the objects to your partner, describe the object as it is in the bag. For instance, if the object were an orange, we cannot say, “it’s a fruit; we eat it; it tastes sweet.” We can only describe the characteristics we observe in the bag. What questions do you have?

Provide each Describer their bag of objects.

Listeners, each of your Describer partners have a bag full of random items. Their task is to, without showing you the objects, describe what is in the bag. They can only use descriptions that can actually be observed in the bag. Your task is to listen to the descriptions and guess what the objects are. Begin!

Pause and allow the participants to engage in the activity.

Way to go everyone! Take your seat if you correctly identified just one object; two objects…etc. Give another congratulations to the person who identified the most objects and ask them to bring their bags of objects to the front of the room.

For those of you who identified only a couple of the objects, what was difficult?

Describers, what was tough for you?

For those of you who identified several objects, why were you able to be so successful at the task?

Let’s think about this in regards to resumes. What is sometimes difficult about describing yourself on a resume? Elicit student responses. Why is it critical that we know how best to describe ourselves on a resume? Elicit student responses.
You’ve got it! This afternoon’s session is all about figuring out how we can effectively put our best foot forward on our resumes! Let’s get started!

**Objective 1:**
Identify the appropriate sections and layout of a resume and begin developing a personal resume

**Engagement Activity**
Students will participate in a modified version of “Learning Stations.” Learning Stations is a strategy taken from Accelerate, an educational resource available from SkillsUSA. The directions for Learning Stations are included below.

The facilitator will set up learning stations around the room, and each station will contain an information card. The students will be placed into five groups. If there are a large number of students, more groups can be created. Simply create two learning stations for each information card.

At each station, students will review the information on the card, and the group will develop a group resume using a blank tear sheet. The information in the group resume should reflect the personal experiences of the group members.

Let’s explore what we should include in our resumes. Around the room are five learning stations. At each station is an information card that contains information relating to the appropriate sections of a resume, more details regarding those sections, and examples of what it should look like. What questions do you have at this point?

In a moment, you’ll join a group. Your group will rotate to each learning station. Once you arrive at a station, review what is on the information card. Then, you’ll create a group resume that reflects the personal experiences and background of the group members. You will have five minutes at each station. Questions?

The facilitator will need to identify a way to divide the larger group into five smaller groups. Once the groups have been created, provide each group a blank tear sheet and makers and begin the activity. Remind the students that they will have five minutes at each learning station.

During the activity, provide appropriate time benchmarks. After all groups have visited each station, facilitate a large group discussion about what they experiences.

**Wisdom**
Great work! Let’s see your resumes! Pause. I’m curious, what did you learn about writing your resume? First, let’s hear what you learned about the “personal information” section? Follow the same procedure for each section of the resume. As students are sharing what they learned, also ask the groups to share their group resume.

There was some serious learning occurring! Now, you might be wondering about the order these sections should appear on your resume. The tear sheet at the front of the room provides an appropriate order for your resume.

1. Personal Information
2. Objective
3. Work Experience
4. Education
5. Other Information

**Review**
Now that we’ve had some experience crafting a group resume, let’s take the next 10 minutes to start our personal resume. Using the blank paper provided, you will begin to develop your resume. During this time if you need to return to a learning station for more information, feel free to do so. If you have questions or need assistance, please raise your hand. Questions?
During this time, the facilitator should be offering assistance as needed from the students. When time is up, remind students that this is just a start to their resume. Once they get home, they can type the document and finish (as needed).

Awesome work! Even though you may have not finished your resume, you have a great start! Once you get home, type up your resume, and you’ll be very close to having a finished product!

**Results**

We’ve done some great work! As we think about this session, think about the most important concepts from this session. Pause. As you think about the most important aspects, what are four words that we could use to describe what we’ve learned? Please write those down on a sticky note. Pause. When I say “MOVE,” locate two other people to form a group of three. This should be done in 30 seconds or less. MOVE! Pause while students get into groups of three.

As a group, identify what words you have in common. Pause while students identify common words. From this list, identify two words that you feel best captures what we’ve learned in this session. Circle the words on your sticky note. You will have one minute to complete this task. Pause while students identify the two words. When students have finished, elicit responses from three or four groups.

Let’s hear what you came up with! Elicit student responses. Great thoughts! Thanks for you effort and thanks for your great work!!
LEARNING STATION #1:
Personal Information

NAME
Address
Phone Number
Email (professional)

Your resume must "sell" you to the employer, so the personal information at the top should tell the prospective employers very clearly who you are and how you can be contacted.

Azalea Jones Scottsbluff, NE 69363 United States 308-123-4567 ajones@umail.com

This example doesn't work because the information all runs together, is hard to read, leaves out the street address, and unnecessarily adds the United States. The name doesn't catch your eye.

It may look like…

Azalea Jones
123 Anywhere Street
Lincoln, NE 68516
Phone:402-123-4567  Email: ajones@umail.com

This example is clear, neat, professional, and, most importantly, useful.

This information is taken from the Career Readiness Modules available at: http://nelearn.nebraska.gov/
Next, you need an **objective**: a strong, brief phrase that tells the employer specifically what your current career goal is. This is one place where you’ll tailor your resume to a specific position.

- Don’t be too general.
- Don’t over-state your goal.
- Don’t propose an objective in the wrong field if you happen to be applying for a lower-level position while climbing your career ladder.

**Objective: To find a job.**
If you’re applying for a job, it’s a given that’s what you’re looking for. Writing “to find a job” shows you don’t really care, so why should the employer?

**Objective: To become Director of Nursing.**
Although striving to become Director of Nursing might be an admirable goal, this too is a bad example because it’s too specific, and perhaps, too advanced for an entry-level position. It also sounds a bit arrogant, and may turn off an employer.

It may look like…

**Objective: To excel in a medical setting where I can apply my RN experience and education.**
In this great example, the applicant opens herself up to multiple possibilities within a career field, and yet is very specific about education and training.

*This information is taken from the Career Readiness Modules available at: http://nelearn.nebraska.gov/*
The most important section of your resume, your work experience, should be a thorough promotion of your past job responsibilities. Again, tailor your resume by editing your job skills to reflect what’s required for a particular position. Use key words from the employer’s job description. This shows that you’re capable of fulfilling the employer’s needs for this job.

- Include your last three jobs. If you have held a job for over ten years, it’s enough just to list the last two jobs.
- List your most recent employment first.
- Use strong verbs to describe your responsibilities: "managed, supervised, performed a certain duty” etc.

**Work Experience**

2010 — Present  Volunteer at Senior Center
2008 — Present  Volunteer Collector for the United Way

If there are gaps in your employment, include volunteer positions. Even the basic skills of volunteering (reliability, punctuality, communicating with a supervisor, etc.) can help prepare you for employment. Whether you’re currently working or a student, there are plenty of volunteer opportunities available for expanding your skills and experience.

If there are gaps in your employment, include volunteer positions. Even the basic skills of volunteering (reliability, punctuality, communicating with a supervisor, etc.) can help prepare you for employment. Whether you’re currently working or a student, there are plenty of volunteer opportunities available for expanding your skills and experience.

It might look like…

**Certified Nursing Assistant**

2009 — Present  Good Home Rehabilitation Center Scottsbluff, NE
Daily care for residents, including peri care and transfers

This example is very well organized — it’s easy to find the necessary information.

*This information is taken from the Career Readiness Modules available at:  [http://nelearn.nebraska.gov/](http://nelearn.nebraska.gov/)*
Completion Date  Issuing Institution  Qualification  Course of Study
Whether you have a GED, high school diploma, or PhD, always include your completed education on your resume. This includes special job training and any licenses or certificates.

- If you completed college, it's unnecessary to reference your high school. However, an application will ask for that information.
- If you didn't complete high school, do not include an education section, but if you didn't complete college, do put the years you attended. The “hole” under “Qualification” should show that you don’t have the degree yet.
- Don’t assume the prospective employer will know what acronyms stand for. Spell them out the first time they’re used.

It might look like...

<table>
<thead>
<tr>
<th>Completion Date</th>
<th>Issuing Institution</th>
<th>Qualification</th>
<th>Course of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>University of Nebraska-Lincoln</td>
<td>Bachelor of Science Degree</td>
<td>Nursing</td>
</tr>
<tr>
<td>2011</td>
<td>State of Nebraska</td>
<td>Registered Nurse License</td>
<td></td>
</tr>
</tbody>
</table>

This example has the year, school, degree, and area very clearly delineated. Again, don’t make the employer look for information.

This information is taken from the Career Readiness Modules available at: http://nelearn.nebraska.gov/
LEARNING STATION #5:
Other Information

There are two other sections you may add to your resume that will let the employer know a little bit more about you and may make the difference in whether or not your resume is picked out of the crowd.

1. Skills

- Hard skills are very specific skills that show you have training and experience: operating machinery, software development, word processing, computer programs
- Soft skills are personal qualities that will enhance your usefulness to an employer: strong communication skills, positive work ethic, flexible, work well under pressure

2. Associations and/or Activities

If you’re involved in activities or organizations that an employer may deem questionable or reveal your beliefs, religion, or sexuality, it’s best to leave them off the resume. Let your hard work shine first before the employer gets to know you personally.

- Best to Avoid: Church affiliations, political leanings, or groups that may appear controversial
- Good to List: Student organizations, student government, honorary organizations, Young Professionals, civic organizations, etc.

*This information is taken from the Career Readiness Modules available at: [http://nelearn.nebraska.gov/](http://nelearn.nebraska.gov/)*
INTERVIEW SKILLS

Pre-Work

Audience:
Students:
Workshop Length:
Room Set-up:

Materials Needed
- Blank Tear Sheet Pads
- Markers
- STAR Interviewing Response Technique handout – 1 per student

Flipcharts
1. With the following on it:
   - Clothing
   - Posture
   - Etiquette
   - Handshakes
   - Non-Verbal Behavior
2. With the following on it:
   - STAR Method:
     - S: Situation or Task
     - A: Action you took
     - R: Result you achieved
3. With the following on it:
   - Tell us about a situation where you demonstrated good communications skills.
   - Tell me about a time when you had too many things to do and you were required to prioritize your tasks.

Objectives
1. Explain proper appearance, posture, etiquette, and non-verbal behavior for interviewing.
2. Define and apply the STAR approach to interviews

Outlook

Raise your hand if you’ve been interviewed before. Pause. It looks like most of us have had some type of interview experience. Using your knowledge from that experience and the brainpower of TWO other people, you will have five minutes to create at “Top 10” list of things NOT to do in an interview. You heard me right! I say, the Top 10 Things NOT to Do in an Interview. For example, showing up late would be something you would NOT want to do for an interview. You’ll write your list on the blank tear sheet provided. Questions! BEGIN!

Monitor student progress and offer assistance as needed. When time is up (or groups have finished), have each group quickly share their Top 10 list.

Excellent work! Let’s hear what you came up with. Each group will share their list in 30 seconds or less. Who’ll go first?

After each group has shared, ask the following questions:
- What was common across most lists?
- Why would these be mistakes to make in an interview?
- Why is interviewing an important skills to master?

You’re exactly right! Interviewing skills are important to not only our involvement in SkillUSA, but they become even more important as we get older. In this session, we’ll explore a few tips for mastering an interview, and we will identify a method for answering interview questions. Let’s get busy!

Objective 1:
Explain proper appearance, posture, etiquette, and non-verbal behavior for interviewing.

Engagement Activity

We had a chance to identify things NOT to do at an interview. Let’s talk more about what we SHOULD do at an interview. Remember, you only get one chance to make a first impression. Looking good, having good etiquette and communicating appropriately are good ways to start off on the right foot.

Write the words clothing, posture, etiquette, handshakes, and non-verbal behavior on the blank tear sheet.
As you look at the categories on the tear sheet, what can you do to make sure you are professional in an interview for each category? Pause. In a moment, we will interview a partner about what we can do to make ourselves look professional during an interview. One of you will be a reporter and ask questions about what is professional as it relates to the five categories. For example, I might ask, “What should one remember about their handshake during an interview?” Then we will switch roles and have the other person be the reporter. We will take one minute for each of us to be reporter. If you are the reporter, raise your hand. Pause. Very good! You have one minute before we switch who is interviewing. Begin.

After one minute have the students switch roles. When all students have had an opportunity to be the reporter bring them back focused to the front and discuss the topic.

Wisdom
Facilitate a discussion regarding what is professional in an interview for each of the categories listed. Begin the discussion by asking for thoughts relating to each category. During the discussion, be prepared to offer thoughts and suggestions about what is being said. Some key points to listen for include:

Appearance: Your clothes should be professional and freshly pressed, and your shoes should be shined. Always be freshly showered, shampooed, and shaved for an interview. Make sure your fingernails are trimmed and clean. Brush your teeth, eat a mint, or chew some gum prior to the interview. Make sure you throw out the gum before you get there! Be sensitive to smells. Use deodorant, but take it easy on perfume, cologne, or aftershave. For women, makeup should be applied lightly.

Etiquette: Be polite. Follow normal etiquette rules.

Posture: Stand straight or sit up, don’t slouch. Look confident.

Handshake: Don’t try to prove your strength. Give a good firm handshake for both males and females.

Look the person whose hand you are shaking in the eyes.

Bad non-verbal language: Hands fiddling, crossing arms, crossing legs, touching the nose or lips, avoiding eye contact.

Good non-verbal language: Maintaining eye contact, sitting upright and confident, minimal gesturing with hands

Review
This was a great discussion! Turn to your neighbor and share with them two of the most important things we just discussed. Pause. In addition, share with them how this can relate to your life outside of SkillsUSA. Pause. Excellent! Now that we’ve spent some time talking about professionalism during an interview, let’s explore one of the most important parts… answering questions!

Objective 2:
Define and apply the STAR approach to interviews

Wisdom
During an interview, you may have been asked questions that ask you to “recall a time you...” This is an approach known as behavioral based interviewing. Say that with me. “Behavioral based interviewing.” The idea behind this approach is that past performance predicts future behavior. Who will share what they think that means? Elicit student responses. That’s right! In other words, how we have handled situations in the past are good predictions of how we will handle situations in the future. Employers find this important because it gives them an idea how a person will react in certain situations.

Get ready! Because we have a method that will help you ace those behavioral based interview questions. It’s called the STAR Method!
Reveal the tear sheet with the STAR acronym:

S: Situation or
T: Task
A: Action you took
R: Result you achieved

In just a moment, you’ll receive a handout that describes the STAR method. Once you’ve received the handout, read the information associated with each component and have a 30 second discussion with your table about why those components are important. Provide the STAR Interviewing Response Technique handout and allow each table to discuss the components. Following the table discussion, offer clarification and answer questions about the components as needed.

With the STAR technique, we can make sure are answering behavioral based interview questions thoroughly.

**Engagement Activity**

Also on the handout is one example of a behavioral based interview question. Who will read the question? Pause. There is also a STAR response. Who will read the response for us? Pause. Thank you! Let’s put our new knowledge to work. Our next task is to identify the STAR components in the STAR response.

When I say “STAR,” you will have two minutes to identify the situation or task being described, the action that was taken and the result provided in the STAR response. You may use your own brain plus the brain power of one other person Question? STAR!

Monitor student progress and offer assistance as needed. When time is up (or students have finished), discuss the experience.

Great work! Who will share their answers! Pause. Great work! It sounds like you have a good handle of the components in a STAR response.

**Review**

Please direct your attention to the tear sheet at the front of the room. On it are two behavioral based interview questions. Your task is to write a STAR response for those two questions. Feel free to work individually, with a partner, or in a group of three. If you have questions or need assistance, please raise your hand. You may write your response on the blank note card at your table. You will have five minutes to write your responses. Questions? Please begin.

Monitor student progress and offer assistance as needed. When time is up (or students have finished, have two or three share their responses.

Nicely done!

**Results**

Excellent work! Give the person sitting next to you a high-five! Pause while students give their neighbor a high five. Let’s put our knowledge to the test. In the next six minutes, you’ll share what you’ve learned at least three times. When I say move, please form a circle around the outside of the room. MOVE! Pause while students form a circle on the outside of the room. The facilitator should stand in the circle with the students.

Next, the students will count off as a “1” or a “2.” The person on the facilitator’s left will be a “1.”

Let’s count off as a “1” or a “2.” The person on my left will start us off, and they will be a “1.” Let’s count…1…2…1…2. Continue counting off until all students have a number. The students numbered off as a “2” will take a step forward and then will turn and stand face-to-face with a “1.” If there is an odd number, the facilitator will need to participate.
INTERVIEW SKILLS

If you counted off as a number “2,” please raise your hand. Pause. If your hand is raised, take one step forward. Pause. If you took a step forward, turn and stand face-to-face with a number “1.” Pause while concentric circles are formed.

When I say “SHARE,” the person on the inside of the circle will share their what they have learned in this session with the person they are facing. After they have shared, the person on the outside of the circle will share what they have learned. This will happen in a minute or less. After one minute, I’ll say “ROTATE,” and the inside circle will rotate one person to their right. Then, both partners will share a second time. Finally, we will rotate one more time and share a third time. What questions are there? SHARE!

During this process, it’s important that both partners share. At the end of three rotations, students do not need to return to their seats. They can be dismissed from the circle.

Awesome work! Give your partner a high-five! Pause while students give a high five to their partner. Thanks for your great work today! I hope you’ll be able to take what you’ve learned and ace that officer interview, a scholarship interview, or eventually the interview for your dream job! Good luck!
STAR INTERVIEWING RESPONSE TECHNIQUE

<table>
<thead>
<tr>
<th>Situation or Task</th>
<th>Describe the situation that you were in or the task that you needed to accomplish. You must describe a specific event or situation, not a generalized description of what you have done in the past. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action you took</td>
<td>Describe the action you took and be sure to keep the focus on you. Even if you are discussing a group project or effort, describe what you did -- not the efforts of the team. Don't tell what you might do, tell what you did.</td>
</tr>
<tr>
<td>Results you achieved</td>
<td>What happened? How did the event end? What did you accomplish? What did you learn?</td>
</tr>
</tbody>
</table>

Example Question:
Recall a time when you relied upon non-verbal communication methods to reach a conclusion.

**STAR Response:**
Recently, I noticed that one of my friends was very withdrawn and not as talkative at lunch. Her body language really indicated that something was wrong. Because of the non-verbals she was projecting, I asked her if something was wrong. She went on to tell me about an argument she had with her mom. Because of my observations, we were able to talk about the problem, and I believe it made her feel better.

Identify…  
The situation or task in the response?

The action taken?

The result?
ETIQUETTE

Pre-Work
Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed
☐ Worksheet/handout (provided at end of workshop)
☐ Flipchart/tearsheet or power point with “The Basics”, “Social Etiquette” and “Dining Etiquette”

Objectives
1. Students will understand basics of etiquette and professionalism
2. Students will understand social etiquette
3. Students will understand dining etiquette

Outlook
Students will participate in a version of “Match Face.” Match Face is an icebreaker taken from JumpStart, an educational resource available from SkillsUSA. The directions for the Match Face are included below.

Each of us will think of THREE facial expressions we might use in a social situation—it could be meeting new people, eating with sponsors adults, etc. We will use expressions for happy, curious and scared. Take 30 seconds and practice each of those faces!
When time is up, continue…

When I say “go,” each of us will find a partner and stand together back-to-back and think of one of the facial expressions you will show—happy, curious or scared. Spread throughout the room. GO!

When I say “Face it,” each pair will turn around, face each other and reveal their facial expressions. The object is to match the facial expression of our partners. What questions are there? FACE IT!

Continue rounds until most of the pairs have matched each other for all three expressions.

Great job! Everyone return to our seats.

As a SkillsUSA members, we will be placed in many situations that involve us putting our best foot forward. Sometimes we might be happy and confident, other times curious and sometimes it is downright scary! Today we will explore some basics of etiquette and prepare us to be confident in social and professional situations.

Objective 1:
Students will understand basics of etiquette and professionalism

Engagement Activity
Raise your hand to share what you think etiquette means.

Have students share responses. Then move into having a common definition.

These are all interesting definitions and it shows we all have a little different perspective—which is great. For today, let’s focus on a common definition—capture this on the top part of your handout.
**ETIQUETTE**

**Etiquette**—the rules, forms and practices established for behavior in polite society or in official/professional life.

Sounds pretty formal, doesn’t it? Well etiquette doesn’t have to be overwhelming or even scary… especially when we start with the basics.

**Wisdom:**

Share the “The Basics” either in a power point format, or on a flipchart/tearsheet. As you go through each one, get student input or feedback on what they think and/or experiences they have had.

As we review “The Basics” write down the key words and phrases on your handout. That will help us remember the important things!

- Open doors for others and allow them to enter first. If you are entering a door and someone is behind you, hold the door until the person behind can grab it. If someone holds the door for you, say “thank you”
- Always greet someone when they come to meetings, conferences, etc. if you are a guest somewhere, be pleasant and introduce yourself to people. Whether at home or elsewhere, always pick up after yourself
- Wait your turn and do not interrupt other people when they are speaking
- Be a good sport. Win graciously. LOSE MORE GRACIOUSLY!
- Take compliments well. Say “thank you,” and avoid putting yourself down or pointing out flaws
- When people do things differently from you, be respectful of those differences
- Dress professionally at all times. Have neatly pressed and clean clothes. Know the type of event and the expected dress/attire.

**Review**

Great list and input! When I say “share,” turn to a partner and take 30 seconds to share TWO ways you will use one of “The Basics”. SHARE! Great work. Let’s dive into the next area of etiquette as we become confident professionals.

**Objective 2:**

Students will understand social etiquette

**Engagement Activity**

Everyone stand up. In the next 45 seconds, we will walk around the room and introduce ourselves to at least 5 people. Go!

As students introduce themselves, observe things they do well/need improvement on when doing introductions.

Time is up! Remain standing where you are. What are some things that you noticed that people did really well as they introduced themselves? Areas to improve upon?

Social etiquette involves two areas we will explore: meeting new people and communications. Head back to your seats and grab your handout and pen.

**Wisdom**

Let’s dive into meeting new people first! One of the things that we saw happen during our introductions was handshakes.

Let’s write these “rules of thumb” for handshakes on our handout.

- Handshakes are as important as your smile and tone of voice
- Handshakes should be firm, with substance
- Not a bone crusher and not lifeless (like a fish!)
- Hold for two to three seconds.
ETIQUETTE

Introductions
- Always take initiative to introduce yourself
- Introduce people (even if they know each other)
- Youngest is introduced to oldest or lower rank introduced to higher rank
- **Examples:** Group--Norris SkillsUSA chapter, this is Brandon Jones. Individual: Brandon, I would like you to meet Emma Bean. Emma, this is Brandon Jones.

Everyone stand up! In the next 3 minutes, practice handshakes with 3 other people (remember the rules of thumb!) and then introduce two people to each other. Questions? GO!

Great job everyone! The other part of social etiquette is communication. Make sure and write down the most important concepts in the following areas:

As you go through each one, have students ask questions, share examples, etc.

**Cell phone:**
- If you are in a situation where you cannot move away from others (movies, meeting, dinner table) you should NOT be using your cell phone!
- Turn your cell phone off during public performances, competitions and sessions at SkillsUSA conferences.
- Do not use your cell phone while driving—talking or texting!
- Do not take your phone out of your pocket, purse or bag when in a meeting, at a meal or other public place just to hear it ring! Always put phone on vibrate or silent!

**Social Media (Facebook, Instagram, Snapchat, etc)**
- Be aware of message content and make sure it is appropriate. If you can’t send it to your grandma, it’s probably not appropriate!
- Send relevant messages and posts.
- Be polite!
- Be aware of all privacy settings—set at the highest level.

**Review**
In the next 90 seconds, review the concepts for social etiquette—both meeting people and communication. Put a star next to the THREE things we discussed that you WILL do starting today to increase your skills!

Great work! Thank you for committing to growing in social etiquette. And…we aren’t done yet. There is one more area to share.

**Objective 3:**
Students will understand dining etiquette

**Engagement Activity**
When I say “Tell it like it is,” find two other people and the three of you will brainstorm the WORST dining experience any of you have experienced and be ready to share. Take 3 minutes to complete. Be prepared to share. **TELL IT LIKE IT IS.**

After time is up, have a few of the groups share. Keep it short!

**Wisdom**
As a leader, you will be in situations where good table manners are important so that you leave a favorable impression.

Here are a few basic guidelines. Capture these on your handout.
- Eat with a fork unless the food is meant to be eaten with fingers
- Don’t stuff your mouth full of food
- Chew with your mouth closed. No talking with your mouth full!
- Don’t make rude comments about any food being served
- Always say thank you when served something
- If the meal is not buffet, wait for everyone is served before eating
- Eat slowly—don’t gobble up the food
- Don’t reach over someone’s plate to get something, ask for the item to be passed to you
ETIQUETTE

- Always use a napkin (which should be placed on your lap when not in use) to dab your mouth
- When eating at someone’s home or a guest in a restaurant, always thank the host and tell them how delicious it is!
- Place napkin in your lap—should remain there the entire meal.
- If you get up during the meal, place your napkin on your chair to signify you are returning.
- When done, place napkin neatly on table to right side of plate.
- Food dishes are passed from left to right
- If asked to pass a dish of food, it’s okay to help yourself to some but don’t take the last helping!

Review
Great job collecting these important points. Everyone hold out your right hand. When I say “rate it”, hold out 1, 2, 3, 4 or 5 fingers to indicate how comfortable you are with dining etiquette. 1 is “not confident at all” and 5 is “very confident.” RATE IT!

Looks like everyone has a fairly good handle on dining etiquette. Remember there are tons of resources available for you to dig in deeper or refresh your memory later.

Result
When I say “go,” find ourselves in groups of 3-4. Turn one person’s handout over to the blank side. One person write ETIQUETTE vertically on the paper. Then look to me for further instructions.

Thank you! When I say “zip to it,” each team will generate a short phrase or sentence that begins with each letter—the phrase should be related to any of the etiquette tips we uncovered today. This is a timed event—let’s see which group completes this first! Questions? ZIP TO IT!
What is Etiquette?

The Definition…

The “Basics”

Social Etiquette

Dining Etiquette
**PROBLEM-SOLVING SKILLS**

### Pre-Work

**Audience:**

- # Students:

**Workshop Length:**

**Room Set-up:**

### Materials Needed

- Worksheet/handout (provided at end of workshop)
- Index cards (1 per every two people)

### Objectives

1. Students will explain the six step problem solving process
2. Students will demonstrate the use of problem solving process

### Outlook

This first activity is one that has few directions. The purpose is for the students to figure out how to approach the solution! If the group is larger than 20-25 students, you may want to divide them into two groups and have each group complete the task.

Everyone stand up! The challenge for the group is to line up according to the Number. Go!

You may want to repeat the directions, but don't provide additional information! After the group(s) have accomplished the task, continue with questions.

What was challenging?
What were some strategies that were used?
How might this experience be similar to some in our own lives?

The group was given a challenge—a problem to solve. There was little information given and a solution had to be figured out.

Raise your hand if you have ever been in a situation individually or as a team, where there was a problem to be solved!

Problems come our way all the time. Have you ever wanted to find an easy way to look at the problems you face and how to solve them? Today we will discover a tool/resource that can help make the problem solving experience both personally and in a team setting, easier!

### Objective 1:

Students will explain the six step problem solving process

### Engaging Activity

When I say, “Share,” find yourself in a triad. Spend the next 60 seconds coming up with possible every-day problems that high school students face. Be ready to share with the group. Questions? SHARE!

When time is up, have the students share and start a list on a flipchart, whiteboard, etc.

This is a solid list of real-life problems we face. Let's dive into learning about a tool/process that we can use to help solve these potential problems!
There are six steps to problem solving—this will be a way to approach solving problems both as an individual and as a team. On our handouts, jot down the six steps as we uncover them. This will be a great resource for you to refer to later on.

**Step 1: Identify and Select the Problem**
It sounds simple to identify the problem, right? Oftentimes problems are tied to emotional issues. That sometimes makes us miss figuring out the problem. Use the STAR method to help identify what is really causing the difficulty.

S-stop and pause
T-think about what the plan is
A-act—implement the plan
R-review what has happened and what the result is

The STAR method should help us dig in and identify the problem.

**Step 2: Analyze the Problem**
Once the problem is defined, analyze it to see what the bottom-line root cause. Sometimes we get so caught up in the symptoms or effects that we never get to the real cause.

Focus everyone’s efforts on analyzing the problem for the real cause. Analyzing means gathering information. Figure out how to get what you need so you can look at all parts of the situation.

**Step 3: Generate Possible Solutions**
This is a creative and practical step where every possible solution is identified.

Use the brainstorming process to generate as many solutions as possible. No wrong answers here—and no judgments!

If working as a group, make sure everyone has the chance to clarify the solutions so everyone is on the same page. If this is an individual situation, simply make sure all the options are out on the table.

**Step 4: Select and Plan the Solution**
Now there are options so it is time to select the best solution to fix the problem. Remember that there might be things to consider—money, time, people, rules, etc.

Prioritize the options by process of elimination. When it is down to 1-2 options, if a group is working on it, then you might vote. If you are working through this individually, then you will have to decide based on the previous steps.

**Step 5: Implement the Solution**
This is the DO part! It’s about putting the plan into action. Make sure and keep track of how the solution is going—you’ll need that information for the last step!

**Step 6: Evaluate the Solution**
This final step is asking and answering some questions: Did the solution work? Why or Why not? What went right and what went wrong? What adjustments should be made if the situation happens again?

This is a critical step because it really helps us figure out how we approached this problem and we can learn from the experience to make it better next time a problem pops up!

Let’s number off 1 through 6. When I say “team up,” all of the 1’s gather here, 2’s here, 3’s here, 4’s here, 5’s here and 6’s here and look to me for further instructions. TEAM UP!

**Wisdom**

On our handouts, jot down the six steps as we uncover them. This will be a great resource for you to refer to later on.

**Wisdom**

There are six steps to problem solving—this will be a way to approach solving problems both as an individual and as a team.

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Let’s number off 1 through 6. When I say “team up,” all of the 1’s gather here, 2’s here, 3’s here, 4’s here, 5’s here and 6’s here and look to me for further instructions. TEAM UP!
Each group number corresponds with one of the six steps in the problem solving process. We will take the next 3 minutes and have each group come up with an action and phrase that will help all of us remember the key components of each step. What questions are there? Go!

After time is up, have teams present 1 through 6. Awesome work! Now that we know the steps, let’s start putting this into use.

**Objective 2:**
Students will demonstrate the use of problem solving process

**Engagement Activity**
When I say “go,” find a person you have not worked with yet. Sit next to each other and look to me for further instructions. Let’s make this happen in 20 seconds. GO!

As partners, look at the list of potential problems we generated earlier. Together decide on one problem that is either on the list or that you come up with right now, that you have both experienced or faced. We’ll take 60 seconds to discuss. Raise your hands when you are done. Go!

**Wisdom**
In a moment, each pair will receive an index card. We will have 3 minutes to write out a scenario about the problem you decided upon. Be specific in the scenario and make it real-life. Questions? Go!

Everyone hand cards into me. Thanks. I am shuffling them and will hand out a different card to each pair. When you receive the card, turn it over to the blank side. Take 7 minutes and write out how you would use each of the steps in the six-step process to solve the problem on the other side. Be specific and detailed in how it would work. Be ready to share the scenarios and solutions with the entire group. What questions are there? Go!

If time, have every pair share their problem/solutions. If not enough time, have at least 2 or 3 share.

Great job on applying the steps to situations!

**Review**
Let’s take this to an individual level. On the bottom section of your handout, find the phrase “My Problem Solving Plan.” During the next two minutes, jot down a current problem facing you. Then going through the same process we just did, start developing a plan to solve it using the six steps. You won’t get it all done today, but it will be a great start. Go!

**Result**
We have made our way through a lot of information today! Our final challenge today will be to draw a picture or icon on our handout that represents what the six step process means to us. Take 90 seconds to complete that. When you are done, wave your hand out in the air!

When everyone is done, continue.

Everyone stand up. In the next 30 seconds, share and explain our picture with at least three other people in the room and return to our seats. GO! Wow! We have learned a lot today! Thanks for being willing participants and good luck as you continue to be effective problem solvers!
PROBLEM-SOLVING SKILLS

Six Steps to Problem-Solving

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Step 6:

My Problem Solving Plan
TIME MANAGEMENT

Pre-Work

Audience: SkillsUSA members or potential members
# Students: varies
Workshop Length: 50 minutes
Room Set-up: classroom or theater

Materials Needed

- Clear, Glass Jar
- Rocks
- Pebbles
- Sand
- Paper and pen for each participant
- Handouts for each participant

Flipcharts

- 365  7  60  52
- 24  1,440
  (each number covered individually with paper)

- Time Management Definition: Time Management includes tools or techniques for planning and scheduling time, in order to increase efficiency of time.
- Picture of KFC Bucket of Chicken
- Steps to Planning and Focusing
  1. Identify
  2. Schedule
  3. Focus
- To Do List example
- Weekly Calendar example

Objectives

1. Students will define time management.
2. Students will learn how to use time management.

Outlook

Welcome to this session! How many of you have all the time you need to accomplish everything you want to do? In reality, probably not very many of us have all the time we need. Life happens and our best laid plans can get derailed.

On the flipchart are numbers. We will reveal each one individually. When we think we know what correlates with it, just shout it out. Reveal flipchart.

Flipchart:

365  7  60  52  24  1,440

Who can tell me what these numbers represent? (answers: 365 days in a year, 7 days in a week, 60 minutes in an hour, 52 weeks in a year, 24 hours in a day, 1440 minutes in a day…)

Awesome! Let’s take a minute and think back on this experience. What did the numbers on the flipchart represent? Time

Why could our minds think of what goes with it so quickly? It’s something we deal with every day

How do we apply time in our lives?

Time is a constant in everyone’s life. It is important and we deal with it every day! In this session we will take a look at what time management is, how we use it and why it is important in our own lives.

Objective 1:

Students will define time management.

Engagement Activity

Prior to beginning, have supplies laid out on table: clear jar, big rocks, pebbles and sand.

Who will volunteer to help us out with this next activity? Great! Thank you. Come up front.
In front of our volunteer are a few different objects. As the volunteer, it is your duty to place the most objects in the jar as possible. As the audience, we must help him out by giving him directions, non-verbal directions. We can use our hands and other motions to signal directions, but no speaking – no noise at all. We will have 2 minutes to make this happen. What questions do we have? Great, begin!

Times up!

Wisdom:

Defining Time Management
Let’s talk about what just happened.

What was our goal during this activity?
Did we fit all of the items into the jar?
What strategies did we use or could have we used?
What would have been the most effective way for fitting it all in the jar?

Picture the jar as our lives. What might the big rocks represent? The pebbles? The sand?

So thinking back at the possible strategies, we mentioned that we should put the big rocks in first. How does that relate to our own lives?

Exactly! When we take our life and add the big rocks or the important things first, we have more room or more time to fit everything else in our lives. Knowing that, what are some specific things the big rocks could represent?

Elicit answers. Family, friends, faith, etc.

We have a lot of things to balance or fit into our lives. Using time management is a useful key that can help us do so. What is time management? Elicit answers.

Great! All of those answers are excellent. To summarize what has just been said, here is the definition of time management. Write down this definition.

Unveil the Flipchart:
Time Management includes tools or techniques for planning and scheduling time, in order to increase efficiency of time.

Review
Have drawn on a flipchart: KFC chicken bucket
We all have different things that occupy our time. Now we have the opportunity to create our own model similar to the Big Rocks theory. Using the space provided on that page, draw a new image that is similar. Be creative! We can use any type of item or object to illustrate the Big Rock theory. For instance, I drew a KFC chicken bucket. The big pieces of chicken are the big important things in my life. The legs and thighs are the smaller, but still significant things. I would add gizzards and mashed potatoes on top of that to symbolize the small things in my life.

We will each sketch our own images. Be prepared to share these icons with others. What questions do we have? Take the next 3 minutes to create these pictures.

Awesome job! I have noticed several excellent images. When I say “Share”, form groups of 5 and share what we have created. Questions? Share! Great job everyone!
Objective 2:
Students will learn how to use time management.

Engagement Activity
How many different time management tools can we think of – let’s list them on the flip chart.

All of these tools exist, but unless we know how to use them, they are of little value.

Wisdom:
Using Time Management
Who has heard the phrase, “Take time to make time?” Turn to a partner and discuss what this phrase might mean. We have 55 seconds to do so. Be ready to share with everyone. Who will be the first to share what it could mean? Thank you!

When we take time to make time, we are using time management skills. For instance, if we take time to plan ahead, we make time for certain activities that we enjoy. There won’t be valuable time wasted. Or, if we take time to focus on a task, we can accomplish it faster. This is HOW we can use time management, by planning ahead and focusing.

On the paper where you defined time management, let’s record “Steps to Planning and Focusing”.

Reveal flipchart.
There are three steps to planning and focusing. The first one being Identify. What would we be identifying?

Elicit answers.

Yes! We must first identify any tasks or events that we need to get done. For example, math homework, volleyball or football practice, wash dishes, etc. The second step is to Schedule. What would that look like?

Elicit answers.

Yep! After we have those tasks figured out, we should schedule them into our day or week. With those first two steps completed it is time for the third step, Focus. What might this mean?

Elicit answers.

Yes, it is important to focus on the task or event in front of us. Being sidetracked or interrupted makes it take longer. For example, when we are doing our homework, but are constantly interrupted by the phone or TV, it takes longer to get it finished. Focusing or concentrating will allow us to wrap it up and move on to something more enjoyable.

So once again, what are the three steps to planning and focusing? Elicit answers.

Let’s dive deeper with that and apply it directly to our lives.

On the paper provided, think of everything you need to do in the next week. We will have 2.5 minutes to do this. How can I clarify? Go to work.

Good job! Off to the side are small boxes. In those boxes, prioritize your list of things to do. Use a lettering system. For example, put an ‘A’ beside the tasks that have to be done first. Put the letter ‘B’ by the next most important tasks…and so on. What questions do we have about prioritizing? Take 40 seconds to do this. This is an example of using a To Do list to organize our activities.

Flipchart: Example of To Do list.

Awesome work! Now that we have these tasks organized, let’s put them onto our weekly calendar. Turn to the next handout in your packet. It is set up Sunday through Saturday, with morning, afternoon and evening sections. Take the next 2 minutes to fill in the slots with your list of things to do. Put the tasks on the graph in the appropriate section.
Earlier we demonstrated time management with the Big Rocks theory. We saw how it is key to put the big rocks or big important things into our lives and schedules first. Now that our tasks are prioritized, put the letter A’s on our calendar first. Then B and so on. How can I clarify?

**Flipchart:** Example of Weekly Calendar.

Excellent work! We have just seen how we can apply time management practices. Making a To Do list and putting it on a schedule will help us organize our lives. If we focus on those tasks, we can make time for other things we want to enjoy.

**Review**

Who uses either of these tools? Tell us how they help you manage your time and get more things done?

What are the biggest obstacles to using either of these tools? Let’s solve those obstacles.

Have a conversation about how to overcome each of the obstacles that was provided.

**Result**

Everyone stand up! Form a circle. We have now taken the shape of a clock. This person will be designated as the 12; this person is about 1:00 and so on. Everyone else is in the middle of the clock face. Great! Thank you!

The people in the middle are now the clock hands. When I shout out a time it is their job to form that time by using their arms to point. For instance, what would 6:00 look like? Awesome!

Now whoever they are pointing at will be responsible for telling us one thing they learned during this session today. What questions do we have?

4:00. 1:45. 3:30. 4:55. 7:05. 9:15. Good job! We have covered a lot of information.

Excellent job learning about time management! Let’s use what we have learned and apply it in our lives. Take time to make time!
### DEFINITION OF TIME MANAGEMENT

**Steps to Planning and Focusing**

1.

2.

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<table>
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<tr>
<th>Sunday</th>
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THINGS I NEED TO DO

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Program of Work Workshops

Creating a Program of Work
Recruiting Members
Exploring the Program of Work
Evaluating the Progress of the Program of Work
CREATING A PROGRAM OF WORK

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed

☐ Tear Sheets
☐ Markers
☐ “A Balanced SkillsUSA Program of Work” Handout – 1 per student
☐ Blank paper
☐ Note cards
☐ Sticky Notes

Objectives

1. Students will identify 2-3 activities for each area of the SkillUSA Program of Work

Outlook

One of the greatest achievements of humankind is our ability to build. Quietly consider some of the most well known buildings and structures around the world. Pause. When I say “STRUCTURE,” pair up with a neighbor and brainstorm these well-known structures. STRUCTURE!

Give about a minute to complete their brainstorming. Following the brainstorming, tell the students they will be competing in a game of Pictionary. The category will be famous buildings or structures.

Split the group into two large groups and select one student from each group to compete against each other. Give both students the same structure and have each group guess the structure. The first group to correctly guess what it is wins one point. Repeat three to four times, taking no more than eight minutes. The facilitator will need to come up with the structures or buildings to draw. Some examples include: the Eiffel Tower, White House, Washington Monument, Great Pyramids, Statue of Liberty, etc. Following the activity, utilize the following processing questions:

- Which structures were easy to guess right away?
- Which were more difficult?
- What characteristics make structures easy to identify?

Like buildings, organizations also have structures. The structure of organizations should allow people in those organizations to make decisions and communicate successfully throughout the different levels.

Use the context of a school sports team as an example for introducing the concept of organizational structure.

Think about all of the different sports teams in your school. Let’s use the volleyball team for our example. What are the different roles on a volleyball team?
Possible responses might include “coaches and players.” These are the two most obvious answers. Challenge students with follow-up questions to dig deeper. Ask questions like:

- Are there specific roles on a team? What are they?
- Do you have team captains? What is their role?
- Who supports the volleyball team during games?
- Would you consider fans to be a part of the team? What is their role?

Begin to diagram an organizational chart for the sports team on a tear sheet, beginning with the coach on top, then assistant coaches, captains, players, and fans.

Well-organized organizations, like buildings, have a plan for carrying out this structure. For sports teams, it can be found in the team guidelines or rules; for Congress, it can be found in the Constitution. In SkillsUSA, one structure we have is the Program of Work. Today, we will discuss the creation of our chapter’s Program of Work.

**Objective 1:**
Students will identify 2-3 activities for each area of the SkillsUSA Program of Work

**Engagement Activity**
Raise your hand if you’ve ever seen a circus tent. Pause. One of the most difficult jobs in setting up a circus tent is raising the center poles that support the entire tent. Without these center poles, the tent would not be able to provide the means for the greatest show on earth. Just as a center pole provides the foundation for a circus tent, the Program of Work provides the foundation for operation of your SkillsUSA chapter. It is essential to the smooth operation of the chapter.

How many of your SkillsUSA chapters have a Program of Work? Pause. How many of you just have no clue whether or not your chapter has a Program of Work? Pause.

We are going to change that today! In just a minute, you will have the opportunity to begin work on your SkillsUSA Program of Work. As you are working, it is vital that you are detailed and specific as possible.

**Wisdom**
Allow each chapter to group together and begin working on their Program of Work. Provide each student a copy of the handout “A Balanced SkillsUSA Program of Work”.

For the next 25 minutes, you’ll work with the members from your SkillsUSA chapter. During this time, you will begin brainstorm potential activities for your chapter’s Program of Work. Using the “Balanced SkillsUSA Program of Work” handout as a guide, your task is to identify two or three potential activities for each area in the SkillsUSA Program of Work. Let’s take quick look at the seven areas.

Quickly review the seven areas and offer any clarification or answer questions that may arise.

It sounds like we have a good grasp on the seven areas. Let’s get to work. Again, your task is to identify two or three potential activities to include in your SkillsUSA Program of Work. You might be wondering where is the best place to start. You’ll notice that the handout offers a few ideas to get the ball rolling. I have blank paper, note cards, or sticky notes if you prefer to use those materials. If you have questions or need assistance, please raise your hand, and I can help.

Be sure to provide time benchmarks to the group and offer assistance as needed.

**Review**
Great effort! The work you put forth this morning is building a strong foundation for your SkillsUSA chapter. Congratulations! Even though you might not have finished with your Program of Work, it is something that will need to be finished.
Results

Have each group share what they have accomplished with another chapter. After they have shared with one chapter, celebrate with high fives and move to another group. Celebrate with high fives again.

When I say “share”, take your Program of Work ideas to another group. Share with them your progress. After each group has shared, give each other high fives and find another group to share with. Questions? Share!
A balanced SkillsUSA program means that every member participates in a variety of activities during the school year. There are seven areas in the SkillsUSA Program of Work, and a chapter should try to do at least one activity for each area per year.

If a chapter devotes all its time to community service and not enough to ways and means, money will be scarce. Or, if a chapter spends all its time on social activities, the chapter members will not enjoy the benefits of helping others.

Some activities can be used for dual purposes. A chapter may hold a reception (social), but this is also a good time for public relations (invite potential SkillsUSA members and let them see how fun SkillsUSA is).

Below are some ideas to help your chapter have a balanced program of work. Each chapter is different. You may have some great ideas of your own already in the making.

**Professional Development**
Becoming a professional involves more than skill. Be aware of the importance of labor and management in the work force. Plan a chapter project in addition to section workshops.

- Hold a school assembly on SkillsUSA and CTE programs
- Establish an occupational library
- Attend a local government meeting
- Invite guest speakers from industry

**Community Service**
Let your community know about your school. Show them what students can do. Promote goodwill by planning activities:

- Help at a hospital or nursing home
- Adopt a grandparent or become a big sister/big brother
- Work to get out the vote at election time
- Hold a beautification/renovation project
- Adopt a needy family at the holidays

**Ways and Means**
Fund-raising activities allow you the financial means to carry out other projects.

- Have a plant sale or giant rummage sale
- Hold a car wash or a bake sale
- Sell products from an approved fund raiser

**SkillsUSA Championships**
SkillsUSA competitions give students an opportunity to develop stronger technical skills, gain recognition and meet potential employers.

- Invite the public to your local skill contests (industry reps can plan events, judge or donate prizes)
- Develop a chapter scrapbook for the Outstanding Chapter contest
- Get local members to participate in skill or leadership competitions
- Publish contest dates and procedures

**Employment**
Increase your chapter's awareness of quality job practices and attitudes. Provide opportunities for student and employer contact.

- Host a job fair
- Involve people from local business and industry in your skill competitions as judges or committee members
- Invite members of the business community to a SkillsUSA open house and tell them about the program and how they can become involved as supporters

**Public Relations**
Informing the community about chapter activities and achievements means credit to you and your school. Almost every SkillsUSA activity has public relations value.

- Send news releases to local media
- Submit articles and photographs to local media
- Make a SkillsUSA float for a parade
- Circulate your chapter newsletter to a wider audience
- Ask for an opportunity to speak at a Chamber of Commerce, school board or other community event
- Publicize SkillsUSA on your school's bulletin board or in a hallway display case
- Conduct a membership drive

**Social Activities**
Get to know each other better by holding activities outside of the classroom:

- Sponsor a picnic or pizza party
- Stage a school talent show
- Sponsor a school dance
- Host a teacher appreciation reception
- Host a field day for student organizations

For more information about the SkillsUSA Program of Work, see the SkillsUSA Leadership Handbook or ASK: Advisor's Success Kit. Both items are available through the SkillsUSA Educational Materials Catalog at www.skillsusa.org/store/
RECRUITING MEMBERS

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed

- Worksheet/handout (provided at end of workshop)
- Deck of cards
- A list of poker hands in ranking order (provided at end of workshop)
- Four pieces of paper to put around room (flipchart paper works best!)
- Optional: Can print SkillsUSA fact sheet: www.skillsusa.org/about/factsheet.shtml
- Post-it notes—1 per student

Objectives

1. Students will understand what recruitment is for SkillsUSA chapter
2. Students will understand the steps for recruitment of members
3. Students will identify recruitment strategies

Outlook

Students will participate in a version of “Poker.” Poker is a mixer taken from JumpStart, an educational resource available from SkillsUSA. The directions for Poker are included below.

In a moment, each person will receive a playing card. The goal will be to find other participants to create the best poker hand in as short a time as possible. As soon as you and others have created the best hand possible, stand together and hold your cards up. Questions? Go!

You should either hand out a copy of the ranking poker hands or post it somewhere in the room for students to reference.

Awesome! Who had the best hand? Congratulations!

- What had to happen to get the best hand possible?
- What was important to the success of each team?

Every person who had a card was important to this experience. We had to get people involved in finding the right combination. In fact, sometimes we had to do a little persuading or recruiting to get people to join us.

In SkillsUSA, we also need to continue to recruit people into our chapters. How do we do that? Well let’s explore what recruitment is all about. As you return to your seats, please place your playing cards here.

Objective 1:

Students will understand what recruitment is for SkillsUSA chapter

Wisdom:

What do we think of when we hear the word “recruitment”? Have students share responses. Then move into having a common definition.

These are all interesting definitions and it shows we all have a little different perspective—which is great. For today, let’s focus on a common definition—capture this on the top part of your handout.

Our SkillsUSA definition of recruitment is: the process of adding new individuals to our chapter.
Raise your hand if your chapter has actively held recruitment activities to increase membership.

**Engagement Activity:**

Around the room are four blank pieces of paper. When I say “brainstorm” everyone find themselves equally divided between the four stations. Then take 60 seconds to write down as many recruitment activities/ideas as your group can. Questions? BRAINSTORM.

When sixty seconds is up, get their attention before continuing to next step.

Great work! Now let’s challenge ourselves even more. When I say “move”, everyone will rotate clockwise to the next station. When you arrive, take 90 seconds to read the ideas and then to ADD to them. Maybe one of the items is “have a back to school picnic.” And your group adds to it: “invite incoming freshmen.” Questions? MOVE!

How many of us added something to the second list? That’s great! We just demonstrated part of our definition of recruitment—we experienced the “process of adding” something new! As we recruit members into our SkillsUSA chapters, we have to keep in mind the power of getting more people involved in the organization! Make your way back to your seats and grab your handout.

**Review**

Review the lists on the wall. On your handout, write down three activities that you think would work in your school. Next to those, write down the names of five people you know who would enjoy those activities AND being a part of SkillsUSA. Great work. Let’s dive into finding out how we can specifically recruit new members.

**Objective 2:**

Students will understand the steps for recruitment of members

**Wisdom**

There are two steps we will explore to help us recruit. Jot these down on your handout.

**Know and Understand our Organization**

- We should be “experts” on everything our local SkillsUSA chapter does and what our organization is all about.
- Need help? Check out the information at National SkillsUSA: http://www.skillsusa.org/about/factsheet.shtml
- Identify people who would benefit from joining SkillsUSA!

**Set recruitment goals**

- Goals should be Specific, Measureable, Approvable, Realistic and Time-oriented.
- Goals can be both long-term and short-term. Maybe a long-term goal is to increase chapter members to 50 in the next two years. A short-term goal might be to have 5 new people attend the back to school ice cream social.

**Engagement Activity**

Everyone hop up and find ourselves at one of the two posters we did NOT visit earlier.

Get their attention and continue with directions.

In the next three minutes, our groups will identify two activities listed. Next to each one, write down some SkillsUSA facts (local or national) that could potentially be shared at the activity. Next, set a goal for a chapter that might use a similar activity. Be ready to share with the whole group. Go! Let’s hear some of the good work! Thanks for sharing!
RECRUITING MEMBERS

Review

Turn to a neighbor in your group and have a conversation about how the steps to recruitment could be used in each of your chapters.

Great work! Thank you for sharing. And…we aren’t done yet. There is one more area to tackle!

Objective 3:

Students will identify recruitment strategies

Engagement Activity

Students will participate in a modified version of “People to People.” People to People is a mixer taken from JumpStart, an educational resource available from SkillsUSA. The directions for People to People are included below.

Everyone stand up. I will call out two body pairs such as “hand-to-shoulder” or “foot-to-knee.” You will “connect” to a partner using the body parts I called out. Here we go!

Call out two body pairs.

Hold that position! This time, I will call out another body pair and each set of two people must connect to another pair of people while still connected at the first pairing. Here we go!

Call out body pairs.

When I say “people-to-people” everyone will disconnect and stand where you are! PEOPLE-TO-PEOPLE!

Do one more round of this if time!

Great job everyone!

• What was challenging?
• How does this relate to recruitment?

Recruitment means connecting to people and finding ways to add them to our group. Let’s dig into what we can do to recruit in our chapters.

Wisdom

Let’s write these important ideas down so we can share them with our advisors and other members!

Get Everyone Involved

Just like in “people-to-people” we had to get others involved. In our chapters we need to have all members recruiting—not just the officers or advisors! It’s up to all of us!

Have Fun Meetings and Activities

Who doesn’t want to be involved in an organization where we can learn something AND have fun? Focus on adding “fun” to your chapter events and meetings. Check out the “Leveraging Your Leadership with Effective Meetings” resource from National SkillsUSA. There are GREAT ideas for chapter meetings that are fun and efficient.

Have some TIPS

Think in terms of “what’s in it for them?” Why do new members want to join? Involve individuals right away! Plan time for purposeful recruitment activities! Seek out specific individuals!

Review

Each of us are “recruiters!” In the next four minutes, review all of the information we have learned, look at the ideas on the four posters and then create an Action Plan on your handout. This Action Plan should be for your local chapter’s recruitment AND include your role/what you will do. What questions are there? GO!

If time, have some individuals share!
RECRUITING MEMBERS

**Result**

In a moment everyone will receive a post-it note. When you receive it, we will write a 3, a 2 and a 1 down the left side.

After everyone has a post-it, continue.

Next to the 3, write down three things you learned about recruitment. Next to the 2, write 2 things you will dive into more for your local chapter’s recruitment. Next to the 1, write one thing you really want your chapter to do. Take two minutes to complete.

The challenge to you is to give this post-it-note to either another member in your chapter or your advisor and explain the importance of recruitment. Together we will make SkillsUSA chapters stronger and more active!
RECRUITMENT

The Definition…

Three Activities That Will Work—People to Connect

Two Steps to Recruitment

What We Can Do To Recruit
POKER HAND RANKINGS

1. Royal Flush
   A, K, Q, J, 10 all of the same suit

2. Straight Flush
   Any five card sequence in the same suit

3. Four of a Kind
   All four cards of the same rank

4. Full House
   Three of a kind combined with a pair

5. Flush
   Any five cards of the same suit, but not in sequence

6. Straight
   Five cards in sequence, but not in the same suit

7. Three of a Kind
   Three cards of the same rank

8. Two Pair
   Two separate pairs

9. Pair
   Two cards of the same rank

10. High Card
    Otherwise unrelated cards ranked by the highest single card
EXPLORING THE PROGRAM OF WORK

Pre-Work

Audience: # Students:
Workshop Length: Room Set-up:

Materials Needed

- Tear Sheets
- Markers
- “Taking it Home” handout – 1 per student

Flipcharts

1. With the following on it: Professional Development
2. With the following on it: Community Service
3. With the following on it: Ways and Means
4. With the following on it: SkillsUSA Championship
5. With the following on it: Employment
6. With the following on it: Public Relations
7. With the following on it: Social Activities

Objectives

1. Students will identify four potential new activities for each area of the Program of Work that can be implemented at the local level.

Outlook

Students will participate in a “Commonalities.” Commonalities is a mixer taken from JumpStart, an educational resource available from SkillsUSA. The directions for the Commonalities are included below.

When I say “THREE,” you will find two other partners to form triads. While in your triad, find three things that all members of the triad have in common. The things in common cannot be obvious. Once you’ve found three things in common, raise your hand. Questions? THREE! This can be completed three or four times switching partners each time.

It seemed like it was pretty easy to find things in common with your partners. Raise your hand if some of the things in common related to SkillsUSA. Pause. That’s the great thing about SkillsUSA! We have so much in common with other members! In fact, our chapters also have common features. One of the most common structures we have in SkillsUSA is our Program of Work. In this session, we will dig deeper into the Program of Work and conduct additional brainstorming around each area of the Program of Work.

Objective 1:

Students will identify four potential new activities for each area of the Program of Work that can be implemented at the local level.

Engagement Activity

We’ve established the importance of the SkillsUSA Program of Work, and we’ve begun developing our SkillsUSA chapter’s Program of Work. It’s time to take it to the next level! Over the next 30 minutes, we’ll harness the brainpower in the room in order to create an extraordinary Program of Work!

Around the room are seven tear sheets that list the seven areas of the SkillsUSA Program of Work. Let's quickly review the seven areas. Quickly review the seven areas of the SkillsUSA Program of Work. In just a minute, you will be standing in front of one of the tear sheets around the room. Your task is to brainstorm a list of possible activities for that particular area of the Program of Work. For example, if I were standing in front of the “Ways and Means” tear sheet, I would brainstorm potential fund raising activities for my SkillsUSA chapter. As you are brainstorming, you’ll write your list on the tear sheet. What questions do you have? Pause.
EXPLORING THE PROGRAM OF WORK

You will have three minutes at your tear sheet, and then we will rotate. This procedure will be followed until you have shared your knowledge around each area of the Program of Work. To get us started, we will count off from 1-7. The tear sheets have numbers at the bottom. Let’s number off! Number students off from 1-7 and have them find their tear sheets. Once the groups have been formed, offer a quick reminder of the task at hand.

Keep in mind you will have three minutes to brainstorm a list of possible activities that would fall into that Program of Work Area. Oh, and there is a rule of no repeats! If an idea is listed on the tear sheet, simply put a star beside it! Questions? Let’s begin!

The facilitator will need to monitor the time for each rotation. As the tear sheets fill up, provide additional paper as needed. Once all students have rotated to all tear sheets, offer a quick summary of the work.

Wow! That was amazing. Take a look around the room. There are so many AWESOME ideas for our SkillsUSA Program of Work. I bet there are some ideas that you’ll want to make your own.

Wisdom

Using the “Taking it Home” handout, visit each of the seven tear sheets and write down at least four new ideas that you might consider including in your chapter’s Program of Work. You will have seven minutes to capture your new ideas on your handout. Questions? Please begin!

During this time, monitor student progress and offer assistance as needed. The facilitator should provide time benchmarks throughout the seven minutes.

Review

When time is up (or students have finished), have students locate a partner. The pairs will complete a four-minute walk.

Thank you for your focused work! Let’s share our new ideas with a partner. Identify a partner that you have not worked with today. Pause while students identify a partner on their team. If there is an odd number on their team, groups of three are permissible.

When I say SHARE, you and your partner will share with each other at least four new ideas you could implement into your Program of Work. But here’s the catch…as you’re sharing, you’ll be walking! You won’t want to walk too far because you’ll only have four minutes for this walk and talk. Questions? SHARE! The facilitator will need to monitor the time carefully in order to make sure students are back in four minutes. It will be important to provide benchmarks throughout the four minutes.

Results

When I say “MOVE,” please locate a partner that you have not previously met and remain standing face-to-face. This should be done in 35 seconds or less. Questions? MOVE! Students should move quickly to locate a partner. If there is an odd number, groups of three are allowed or a facilitator could pair up with a student.

When I say, “INTERVIEW,” the person who is the oldest will be the reporter. Reporters, you will be asking your partner the following question: “What is the most important thing you have learned in this session?” Once that is completed, switch roles… the person who was interviewed will then become the reporter. Questions? It might be helpful if the facilitators demonstrate what the students will be doing. Don’t forget your microphone! If there are no questions, INTERVIEW!
During the interviews, the facilitators should monitor the progress of the students and listen to their comments. As groups are finishing up, the roles will be switched. The second partner is the news reporter, and groups will complete the process in the same manner. After both students have been interviewed, please have students return to their seats.

Wow! There was a lot of learning going on in this session! Great work! Now is the time to make it happen! You have at least 28 ideas on your handout of activities for your SkillUSA chapter. I’m positive your new ideas will definitely make a difference for your members and your chapter!
TAKING IT HOME!

Professional Development
1.  
2.  
3.  
4.  

Community Service
1.  
2.  
3.  
4.  

Ways and Means
1.  
2.  
3.  
4.  

SkillsUSA Championships
1.  
2.  
3.  
4.
TAKING IT HOME!

Employment
1.
2.
3.
4.

Public Relations
1.
2.
3.
4.

Social Activities
1.
2.
3.
4.
EVALUATING THE PROGRESS OF THE PROGRAM OF WORK

Pre-Work

Audience:

# Students:

Workshop Length:

Room Set-up:

Materials Needed

- Worksheet/handout (provided at end of workshop)

Objectives

1. Students will define why there is a need for evaluation of program of work
2. Students will demonstrate the evaluation progress of a program of work

Outlook

The opening “quiz” is information taken from the SkillsUSA Handbook. You can change the content of any or all questions!

Welcome! We are going to begin by completing an individual challenge. Everyone will receive a handout and at the top there is blank space under the word “Challenge.” Number 1-5 in that space. I will be asking 5 questions and each person will write down what they believe the answer is. No worries—there aren’t grades assigned at the end!

Ready? Here we go:

1. What is the SkillsUSA Motto? (Preparing for Leadership in the World of Work)
2. What is one part of the SkillsUSA ceremonial emblem? (shield, gear, torch, orbital circles, hands)
3. What are two of the official colors of SkillsUSA? (red, white, blue, gold)
4. What is one of the goals of the National Program of Work? (professional development, community service, employment, ways and means, SkillsUSA Championships, public relations, social activities)
5. What is one type of SkillsUSA membership? (active, professional, direct, alumni, honorary life)

Okay, let’s go through each of our answers. You can check your own answers and tally up how many you get correct. Share the possible answers.

How did we do overall? How many got all five correct? 4? 3? 2? 1?

How did we know what we got right and/or wrong? We evaluated our answers.

In this “quiz” we were evaluating specific answers we shared. Evaluations happen in many different formats and are used for a variety of purposes. Let’s hear a loud “we do!” on the count of three if our chapter has a program of work. 1-2-3...WE DO!

A chapter program of work is an important part of our chapter operations and activities. During this session we are going to discover why evaluating our chapter’s program of work is important to our chapter’s success.
Objective 1:
Students will define why there is a need for evaluation of program of work

Engagement Activity:
Raise your hand if you have ever evaluated something or you have been evaluated?

What are some of those situations??
(school, sports, SkillsUSA, job, etc)
What form did the evaluations happen?
(written, verbal, etc)

Evaluations can look differently in different situations. The concept to remember is that Evaluations are important and should be done!!

Wisdom:
The big questions are WHAT are evaluations WHY do we need to do them?

Go to the section in your handouts entitled WHAT and WHY?

What is the purpose of an evaluation? Let’s capture this down:

WHAT—Evaluation involves looking at what happened and deciding if the chapter was successful in completing its goals.

WHY—Evaluation is an ongoing process. A well-planned and well-conducted program of work can satisfy the needs of the members, chapter and community. You can save both time and effort if evaluation of the program of work occurs on a regular basis.

The bottom line is this:
Evaluation = Improvement

Turn to your neighbor and have a 30 second conversation on why that is a true statement for the program of work. Be ready to share.

Have at least 3-4 groups share.

Great ideas. If we don’t analyze what happened, we won’t know where we need to go, which indicates improvement.

When we think about SkillsUSA program of work, there can be multiple evaluations because they should happen for activities in each of the seven areas.

What are the seven areas? Shout them out one by one.

Professional development, community service, employment, ways and means, SkillsUSA Championships, public relations, social activities.

How many of us can honestly evaluate our chapters and know that we do activities in these areas? Like anything, there are lots of levels of quality and evaluation.

Review

When I say “go,” stand up, find two people with the same color eyes as you and form a triad. Your mission is to identify three different chapter activities that your chapters completed that fit within a category of the program of work. Identify WHAT the evaluation was for each and why you thought it was important. Take four minutes to complete this. GO!

Who will share their group’s discussion?

Thanks! Knowing the what and why of evaluations is important. Now we will explore what an evaluation of program of work might include.
Objective 2:
Students will demonstrate the evaluation progress of a program of work.

Wisdom
The chapter's program of work really set the pace for the chapter. The goal is for the chapter to conduct at least one activity in each of the seven areas and that helps provide a variety of experiences for members.

The Program of Work includes three things:
- Select activities
- Establish a calendar for the chapter
- Evaluating progress

The fact “evaluating progress” is one of the three components means it really is important!

Where do we start? The easiest place is by simply asking and answering questions. Who should be involved in this process? Anyone who had any part in any portion of the activity or event. Lots of times it might be committee members, officers and hopefully also members and school/community people who participated.

Let’s jot down a few questions we should answer to get started:
- Should the activity continue in the future?
- Did all members take part in the activity?
- Were all the goals achieved?
- Were the estimated costs correct?
- Was the activity in one of the seven goals of program of work?
- What changes would improve this activity?
- What percent of the members participated?
- Was it an integral part of the chapter’s goals?
- How could we encourage involvement?

Engagement Activity
Find a partner from across the room and as a pair, brainstorm what methods we could use to get these questions to the right people for feedback. Take 60 seconds to get that done. GO!

What are some ways to ask the questions for evaluation? (written survey, survey monkey, texting, verbally etc.)

The method of evaluation really depends on size of the activity and the number of people involved. And of course your chapter can add or delete questions from this list—just a way to get started!

Once we have gathered all of the information and data, what happens next?

We need to provide the evaluation and findings to others. Might be a committee, might be the entire chapter. We have to share the information so that our chapter can make decisions about what future activities could look like.

As you go through the next six items, have a brief discussion on each one as you have students write them on their handouts.

What should evaluation for the program of work include? Let’s capture these ideas on our handout:
1. written reports
2. recommendation of committees
3. ratings of activities
4. names of supporting individuals/businesses
5. budgets
6. suggestions for improvement
Review

Let’s put our new knowledge to work. When I say “group up,” find ourselves in groups of four to five people throughout the room. Look to me for further instructions. GROUP UP.

On our handouts there is a section that says Evaluation. Each group will select an activity for a chapter—could be one that a chapter has actually done or one that your group thinks up. Write out details of what that event or activity would include. Then devise a plan of how you would evaluate it. Consider the number of people involved, the questions to ask and how it will be presented to the chapter. Take five minutes to complete this. What questions are there? Go!

When groups are done, have as many groups share as time allows.

Great work everyone!

Result

We have covered a lot of information on evaluating progress of our program of work.

In a few moments we will share answers to the following questions:

Put these on a flipchart or on a whiteboard or even on a power point!

From what I learned about evaluating our chapter’s program of work…
• one thing I will encourage my chapter to start doing differently is…
• one thing my chapter should continue to do is…
• one thing my chapter should stop doing is…

Take 15 seconds to think about our responses to these statements.
What and Why?

Questions to ask:

What’s included in the program of work evaluation?

Evaluation
Officer Development Workshops

Officer Responsibilities
Conflict Resolution
Stage Presence-Podium and Awards
Supporter Visits
Be Your Best Self
OFFICER RESPONSIBILITIES

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed

- Teamwork challenges
- Photos - People holding hands; To-Do List; Trophy; People working together
- Bucket with brim – 4
- Tennis balls
- 8 Bungee cords, Rope, Tape, Straws

Objectives

1. Students will
2. Students will describe the characteristics of an effective team.

Outlook

Students will be given a sheet of paper and will draw a large representation of their palms, recreating the lines they see on their hands. For each line, they will identify one responsibility they have as a SkillsUSA officer. Encourage them to be as specific as possible.

Palm readers can tell so much just from looking at the lines on our hands. Let’s get our minds around our role as chapter officers by reading our own palms. Draw a larger than life representation of your palm on the paper provided. Recreate the lines that you see on the palm of your hands.

Now, read those palms! For each line you drew on your hand, list one responsibility you have as a chapter officer. Be as specific as possible. You will have three minutes. Begin.

When time is up, have students share their responses. If the responsibilities are vague (be a leader, be a role model) encourage them to think of specific responsibilities (attend weekly officer meetings, be at all chapter activities, take minutes at each meeting). List on a tear sheet and discuss the importance of those items.

It looks like we have a good idea of some of the things expected from us as chapter officers! In this session, we will explore the duties associated with each SkillsUSA officer. Let’s get started!

Objective 1:

Students will

Engagement Activity

Post tear sheets around the room. There should be eight tear sheet posted around the room. They will read:

1. “In our chapter, the ______ does this (6 total tear sheets -- One tear sheet for each of the six constitutional officers: president, vice president, secretary, treasurer, reporter, parliamentarian).”
2. “We also elect other officers. Here they are and this is what they do: (1 tear sheet).”
3. “Chapter officers are not the only leaders in our chapter. Some of our best members do this: (1 tear sheet)

Each student will visit all the tear sheets and write down a
response to stem on each tear sheet. Each person must write at least one item on each poster. They may write more if time allows. Play fast upbeat music as they move from poster to poster.

As a SkillsUSA officer, it’s important we have a solid understanding of the specific duties of our office. One of the great things about this conference is the opportunity to learn from other SkillsUSA members. In just a minute you are going to get that opportunity.

Provide the following directions for the activity:

When I say “MOVE”, you will move to a tear sheet on the wall. The tear sheets have headings at the top. Respond to the heading in the space below using the markers provided. You will have only six minutes to move and you must make it to each poster. You may write more than one response on a tear sheet if time allows? Who will explain back to me what we are getting ready to do? MOVE!

Wisdom

During the six minutes, keep the students moving to from poster to poster. Make sure they are writing down specifics that relate to the poster heading. When time is up (or students have finished) process the experience using the following questions:

- What did you notice on each poster?
- What were some duties officers in other chapters have and is not one of your duties?
- What can we use as a guideline to make sure that each officer knows exactly what is expected of them?

Excellent thoughts! Let’s dig deeper as we explore the specific duties associated with our individual offices.
OFFICER RESPONSIBILITIES

Results

To review, students will draw three icons that represent their duties as a SkillsUSA officer.

When I say DRAW, you will have four minutes to draw three icons that three of your specific duties as a SkillsUSA officer. Questions? Draw! When time is up (or students have finished), give them 30 seconds to share their icons with a neighbor. Turn to your neighbor and show them the icons you drew. Provide time for students to share their icons with a neighbor.

Thanks for your attention, effort, and energy during this session!
### MY ROLES WORKSHEET KEY

*(taken from Leveraging Your Leadership: Chapter Meetings)*

<table>
<thead>
<tr>
<th>Officer</th>
<th>Roles and Notes</th>
</tr>
</thead>
</table>
| President  | 1. Guiding the chapter and officer team in setting goals.  
2. Preside over meetings.  
3. Maintain order.  
4. Signing chapter certificates and important documents.  |
| Notes:     | Presidents must be fair and impartial and protect the rights of all members. Use good judgment. Be a curious learner. Listen actively to all member thoughts. Remain calm even in situations of conflict. Lead with humility. Lead with command of each situation. |
| Vice President | 1. Preside over meetings with the president cannot.  
2. Assume the duties of the presidency if the position suddenly becomes vacant before the end of the term.  
3. Appoint all committees.  
4. Plan the Program of Work planning meeting.  |
| Notes:     | Vice Presidents must check in frequently with committee chairs and the other officers to be prepared at all times. |
| Secretary  | 1. Take minutes at each officer team and chapter meeting and read them at each following meeting.  
2. Provide meeting notices to members.  
3. Maintain official documents such as the chapter by-laws and constitution.  
4. Keep accurate records of all chapter specifics including the roster, reports and minutes.  |
| Notes:     | Secretaries are looked to as the keepers of important information. Organization is critical and accuracy is invaluable. |
| Treasurer  | 1. Provide receipts for dues and other payments collected from members.  
2. Provide a financial report at meetings.  
3. Follow the chapter procedures for paying bills.  
4. Manage the collection of chapter dues.  |
| Notes:     | Treasurers must be trustworthy and accurate in keeping records. Transparency with the chapter is also key to communicating the chapter financial standings. |
## MY ROLES WORKSHEET KEY
*(taken from Leveraging Your Leadership: Chapter Meetings)*

<table>
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| **Reporter** | 1. Attend as many chapter activities as possible.  
2. Take pictures at chapter activities or identify someone to when unavailable.  
3. Write a news article for each chapter activity.  
4. Submit the article to local publications in a timely fashion.  

Notes: Reporters build the bridge between the local community and a local chapter. Communication must be timely and clear. Use as many media resources as possible to spread the word about the chapter. |

| **Parliamentarian** | 1. Be knowledgeable about parliamentary procedure.  
2. Be familiar with and available to refer to Robert's Rules of Order during meetings.  
3. Offer guidance to members during meetings for effective and efficient meetings.  
4. Work with the president to ensure parliamentary procedure is followed.  

Notes: Parliamentarians are not expected to be perfect in using parliamentary procedure, but rather to be committed to helping others learn how to use it. They ensure that meetings are run efficiently, members are protected and business is conducted effectively. |

| **Additional Officer** | **Sentinel** | 1. Welcome members to each meeting.  
2. Set up the meeting space.  
3. Plan recruitment activities.  
4. Plan for refreshments and social activities at each meeting.  

Notes: Sentinels ensure that meetings are comfortable and engaging for all members. This ensures that members willingly attend and actively participate in meetings. |

| **Additional Officer** | **Historian** | 1. Collect pictures from chapter activities.  
2. Collect news articles from chapter activities.  
3. Create and/or update the chapter scrapbook.  
4. Create a display of chapter history for special chapter events or banquets.  

Notes: Historians are looked to for maintenance of chapter progress and their work serves as a building block for future officers to reference. Accuracy and dedication are expected. |

| **Additional Officer** | 1.  
2.  
3.  
4. |
CONFLICT RESOLUTION

Pre-Work
Audience: SkillsUSA members or potential members
# Students: varies
Workshop Length: 50 minutes
Room Set-up: classroom or theater

Materials Needed
- “Circle of Fate” Hula Hoop marked with three colors, green, blue and yellow
- Conflict Questionnaire for each participant
- Cards with potential sources of conflict – one set for each pair of participants
- Paper and pens for each participant
- Markers
- Blank Flip Chart pages

Flipcharts
- Session Objectives
- Conflict Animals for around the room
- OWLS – (Collaborating) - When relationship and goals are of high importance
  - You maintain your interests, goals, or needs and try to find a way to reconcile them with the needs of the other person
  - This is risky because you might need to reveal your underlying interests and in turn expect others to do the same

- TEDDY BEARS – (Harmonizing) – When the relationship is important but the goal is not.
  - In this situation, you can give up your goals to maintain the relationship at the highest level possible
  - When it is evident that the other person feels strongly about the issue – their interest is important, then smooth the conflict. Do so with good humor.

- SHARKS – (Competing) – When with relationship is not important but the goal is.
  - This strategy involves the use of force or persuasion to get the other person to yield. Tactics include:
    - Threats
    - Imposing penalties
    - Taking actions to resolve conflict without the consent of the other person
    - Presenting persuasive arguments
    - Imposing a deadline
    - Committing oneself to holding your ground
    - Making demands that exceed what you actually are seeking

- FOX – (Compromising) – When both the relationship and the interest is moderately important
  - Often you both realize that neither of you can get exactly what you want
  - You might need to give up part of your goals or part of the relationship

- TURTLE – (Avoiding) – When the relationship or the goal is not important.
  - You would avoid the issue and the other person
  - You may choose to withdraw temporarily until you cool off.

Objectives
1. Students will identify the truths about conflict
2. Students will implement strategies for effectively managing conflict in relationships
3. Students will utilize the bridge to conflict resolution
Welcome to this session! Let’s start this session off with the “Circle of Fate.” This is how it is played:

- I will serve as the facilitator and I will begin by throwing the Circle of Fate up in the air.
- When I catch the circle, my hand will grasp the ring in one of three color areas, red, blue, and green.
- Each color area will direct you to do one of three things:
  - Green – “Non-stop talking contest, find a partner and carry on a non-stop talking contest. Each of you must talk about anything you want for as long as you can at the same time. The one who talks the longest wins.
  - Blue – “Sword Fight” If I grasp onto the blue area of the ring, find a new partner (one that you have not met), and sword fight with them. It looks something like this (ask for a volunteer and demonstrate how it works). You “hand shake” with your partner with your pointer finger extended forward. You try to stab your opponent with your extended pointer finger, your sword. Keep track of how many each of you “win.”
- I will call you back to attention after about 1 minute of play for each color by a signal such as turning off the lights, blowing a whistle.
- I will continue to toss the ring up for about 5 minutes.
- What questions are there? Toss up the Circle of Fate to initiate the activity.

Activity processing
Who was victorious in the Non-Stop Talking contest? Celebrate!

How about the Sword Fights? Rock, Paper, Scissors? Let’s talk a little more about the Sword Fight.

Thumbs up if “Sword Fighting” would be a form of conflict? Why? Exactly! We are constantly going back and forth and it is petty! How many of us like conflict? Why not? If conflict is handled with the wrong approach it can be pretty nasty! As we head back to our seats let’s contemplate the question: How can conflict be good?

Objective 1:
Students will identify the truth about conflict.

Engagement Activity
What are the feelings of the group about our question: How can conflict be good?

Great, thank you all for those answers! Conflict is sometimes pretty scary, but if handled correctly it can be the best thing!

In reality, conflict is a part of any healthy relationship and is inevitable as we venture along this path of life. We are all individuals with our own needs, interests, wants, goals, and desires. And we are all in pursuit of meeting our own needs or interests. Conflict is naturally going to occur when we get in each other’s way as we pursue our needs. It is not a matter of someone being “good” or “bad.”

Here is a simple but real life example: let’s say that there is only one piece of cake left at home. You and your brother want it. Conflict.

You want to go see a movie. Your friend wants to get something to eat. Conflict.

It’s not good, not bad just trying to meet everyone’s wants and needs.
Share some other examples of what could be considered conflict.

The notion of “why can’t we all just get along” and avoid conflict at all costs is naive and really unrealistic. So it behooves us to learn how to manage conflicts in a healthy way.

Good news, the objective of this session is to provide ourselves with the skills necessary to deal with conflict productively, in a way that builds relationships with others instead of tearing them down. If we can master these skills, we will live a much happier life filled with meaningful, healthy relationships with others.

**Wisdom:**

**Dealing with Conflict**

We all have natural ways of dealing with conflict based on previous experiences, models that we’ve had in our lives and our personality. The first step in learning how to deal with conflict productively is to identify what is our natural tendency in acting in conflict. This questionnaire will help us do just that.

(Administer the questionnaire).

When you receive the questionnaire, read the directions and respond to each of the 35 questions. When you are finished, wait quietly for the others to finish. I will be roaming around helping everyone! Once all of us finish, we will score the questionnaire to unveil our natural tendencies for how we act in a conflict.

(Facilitate the scoring of the questionnaire)

Eyes up here! Great, everyone lift our right hands to our ears. Flip our listening ears on because we are now learning how to score our sheets. Follow the instructions on the sheet.

Read the description of the type of conflict manager that best describes you.

**Review**

Who is willing to share the type of conflict manager that the questionnaire defined for you? Do you agree? Give me some examples of when you have acted this way in a conflict situation.

**Objective 2:**

Students will implement strategies for effectively managing conflicts in relationships.

**Engagement Activity**

Have you ever thought about how nature deals with conflict? Make a list of animals and what they typically do when threatened with a potential conflict situation.

Who is willing to share?

Should have examples of animals that fight, run away, fly away, ignore it, etc. ostrich – stick head in sand; lion – attack; dog-cat run away; contrast when animals run and when they chase.

**Wisdom:**

**Conflict Management Strategies**

So what does this mean? What does that tell us about how we act in conflict?

To help us with this we can see Teddy Bear, Shark, Fox, Turtle, and Owl posters around the room. On the count of 2.5 we will go to the poster corresponding with our conflict results. Once there wait for further instructions. Give me your questions? 1, 2, 2.5!

In the next 3 minutes we will all become experts on our areas of conflict! Please review the explanation, develop an action that illustrates how your animal responds to conflict, and be prepared to share!! Questions? Go!
Time’s up, let’s share. Go around the room and have each group talk about their animal and demonstrate their action.

So, here is how each of the animal groups tends to act in conflicts:

- **Teddy Bears** (Harmonizers) are smoothers. They give up their goals to maintain their relationship with the other person at the highest level. Turtles say “I care so much about our relationship that I am willing to let you have your way.” Teddy Bears are like the stop — talkers — they are all about relationships.

- **Turtles** (Avoiders) withdraw from conflict. Turtles tend to walk away from the situation altogether.

- **Owls** (Collaborating) are problem solvers. They negotiate like a wise owl. Owls try to find solutions where both parties meet their goals.

- **Sharks** (Competing) are aggressive in conflict and try to force their way in the situation. It’s like how you might act when you go to buy your first car at a car dealership. You may have a set price established for the car that you want. The salesman, of course is going to try to get to know you and build a relationship with you and get the most amount of money that he/she can so they try to talk you into paying more. You do not bend. You really do not care about your long term relationship with the salesman. You force the issue.

- **Foxes** (Compromising). They may not have a lot of time to problem solve so they might agree to flip a coin or give in this time but expect the other party to give in the next time. They are the Rock, Paper, Scissors types.

**Review**

We have discovered your natural tendency in acting in conflicts. To be an expert in conflict resolution however, we have to be able to utilize each of these strategies in the appropriate setting. We first must assess the importance of the relationship and issue. Based on that information you implement the best strategy. Then we implement the best strategy for the circumstances.

**Objective #3:**

Students will utilize the Bridge to conflict resolution.

**Engagement Activity**

What’s the biggest or longest bridge that you have ever crossed? Pretty cool – bridges connect two pieces of land that have some type of gulf in between them. Imagine how difficult it would be to travel without bridges.

**Wisdom Bridge to Conflict Resolution**

If you are going to try to resolve a conflict where the issue and relationship are important, the bridge to conflict resolution can be a valuable tool.

When you approach the other person with whom you have conflict, follow the four steps on the bridge — a series of four questions to help articulate your position and then give the other person the opportunity to communicate their position.

**Steps:**
- I see…
- I want…
- I feel …or My understanding of what you …
- The reason…
CONFLICT RESOLUTION

Model the way:
Say, that your friend gets mad at you because you feel that you have to stay home to catch up on your school work. She wants to hang out together. You might initiate the conversation that sounds something like this:

I see that you are angry with me.
I want to share why.
I don’t want you to be mad at me – it makes me sad
The reason I need to catch up is that my grades are slipping and this is the only time I have to work on a couple of big assignments.

Activity: Place the Conflict Cards in a container such as a hat. Have two volunteers practice the bridge for a situation that is drawn from a hat. Place the flip chart sheets that have each of the four steps of the bridge on the floor. One set arranged facing each other with the first step farthest away for the center (see diagram).

Directions:
O.K. Now it’s your turn to give the bridge a try. Who will volunteer to go out on the bridge? (Wait for two volunteers). Place each volunteer on the “I see..” sheets facing each other. One of the volunteers begins the process and completes each of the four questions. Then the other volunteer responds to the four questions.

Process:
That is how it works. The objective of the bridge is to find a solution to the conflict in which both parties are O.K. and your relationship is maintained, maybe even strengthened. Because you have been genuinely open with one another and have learned about the real person – their needs, wants and goals. These are the things that deep and meaningful relationships are based – knowing and accepting each other unconditionally and caring enough about them to work through conflicts when they occur.

Review
How did this work? Share your thoughts. Let’s repeat the steps together so we remember them:

I see I want I feel The reason

Result
Wow, what a great session! Conflict can be sketchy, but when we approach it and handle it correctly it can be very constructive! Thank you all for coming to session ready to learn. It really paid off!
CONFLICT MANAGEMENT STYLES QUIZ

We each have our own way of dealing with conflict. The techniques we use are based on many variables such as our basic underlying temperament, our personality, our environment and where we are in our professional career. However, by and large there are five major styles of conflict management techniques in our tool box. In order to address conflict we draw from a collaborating, competing, avoiding, harmonizing or compromising style of management. None of these strategies is superior in and of itself. How effective they are depends on the context in which they are used.

Each statement below provides a strategy for dealing with a conflict. Rate each statement on a scale of 1 to 4 indicating how likely you are to use this strategy.

1 = Rarely  2 = Sometimes  3 = Often  4 = Always

Be sure to answer the questions indicating how you would behave rather than how you think you should behave.

___ 1. I explore issues with others so as to find solutions that meet everyone’s needs.
___ 2. I try to negotiate and adopt a give-and-take approach to problem situations.
___ 3. I try to meet the expectations of others.
___ 4. I would argue my case and insist on the merits of my point of view.
___ 5. When there is a disagreement, I gather as much information as I can and keep the lines of communication open.
___ 6. When I find myself in an argument, I usually say very little and try to leave as soon as possible.
___ 7. I try to see conflicts from both sides. What do I need? What does the other person need? What are the issues involved?
___ 8. I prefer to compromise when solving problems and just move on.
___ 9. I find conflicts challenging and exhilarating; I enjoy the battle of wits that usually follows.
___10. Being at odds with other people makes me feel uncomfortable and anxious.
___11. I try to accommodate the wishes of my friends and family.
___12. I can figure out what needs to be done and I am usually right.
___13. To break deadlocks, I would meet people halfway.
___14. I may not get what I want but it’s a small price to pay for keeping the peace.
___15. I avoid hard feelings by keeping my disagreements with others to myself.
SCORING THE CONFLICT MANAGEMENT QUIZ

How to score the Conflict Management Quiz:

As stated, the 15 statements correspond to the five conflict resolution styles. To find your most preferred style, total the points in the respective categories. The one with the highest score indicates your most commonly used strategy. The one with the lowest score indicates your least preferred strategy. However, if you are a leader who must deal with conflict on a regular basis, you may find your style to be a blend of styles.

<table>
<thead>
<tr>
<th>Style</th>
<th>Corresponding Statements:</th>
<th>Total:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborating</td>
<td>1, 5, 7</td>
<td></td>
</tr>
<tr>
<td>Competing</td>
<td>4, 9, 12</td>
<td></td>
</tr>
<tr>
<td>Avoiding</td>
<td>6, 10, 15</td>
<td></td>
</tr>
<tr>
<td>Harmonizing</td>
<td>3, 11, 14</td>
<td></td>
</tr>
<tr>
<td>Compromising</td>
<td>2, 8, 13</td>
<td></td>
</tr>
</tbody>
</table>

Brief Descriptions of the Five Conflict Management Styles

**Collaborating Style:** Problems are solved in ways in which an optimum result is provided for all involved. Both sides get what they want and negative feelings are minimized.

  **Pros:** Creates mutual trust; maintains positive relationships; builds commitments.
  **Cons:** Time consuming; energy consuming.

**Competing Style:** Authoritarian approach.

  **Pros:** Goal oriented; quick.
  **Cons:** May breed hostility.

**Avoiding Style:** The non-confrontational approach.

  **Pros:** Does not escalate conflict; postpones difficulty.
  **Cons:** Unaddressed problems; unresolved problems.

**Harmonizing Style:** Giving in to maintain relationships.

  **Pros:** Minimizes injury when we are out matched; relationships are maintained.
  **Cons:** Breeds resentment; exploits the weak.

**Compromising Style:** The middle ground approach.

  **Pros:** Useful in complex issues without simple solutions; all parties are equal in power.
  **Cons:** No one is ever really satisfied; less than optimal solutions get implemented.
PRE-WORK

Audience: 
# Students: 
Workshop Length: 
Room Set-up: 

MATERIALS NEEDED

- Worksheet/handout (provided at end of workshop)
- Tennis ball/rubber ball/koosh ball

OBJECTIVES

1. Students will demonstrate how to effectively use a podium
2. Students will identify ways to use the stage and present awards

OUTLOOK

Everyone stand up. We will be challenging our ability to balance and juggle multiple things. I will say a “task” and we will individually do it. I will then continue to add things to do and we must do each one in addition to the ones before. Ready? Here we go!

Stand on your left foot.
Move your right arm in a circle at your side
Move your left shoulder up and down
Turn your head back and forth—left to right, right to left
Scrunch your nose
Stick your tongue out and in
Say the alphabet

Okay, everyone stop!
What was challenging?
How difficult was it to be responsible for doing many things at the same time?

There are many times we as SkillsUSA members will have to be responsible for multiple things in situations! That happens even more when we are in a leadership role or involved in chapter meetings, functions, dinners, award recognitions, etc. Raise your hand if you have ever had to be at the front of a meeting or room and use a podium, hand out awards, etc? That involves knowing and being ready for many different situations.

Some of us have, and many of us haven’t. Which is exciting because we are going to help you be prepared to be an effective presenter at the podium and you will be ready when your chapter needs you!!

OBJECTIVE 1:
Students will demonstrate how to effectively use a podium

WISDOM

Some people think the podium can be a little scary…when actually it is simply a tool to conduct meetings more effectively and efficiently! Let’s explore what our roles are when we have to be “behind the podium.” Let’s capture these on our handout!
STAGE PRESENCE—PODIUM & AWARDS

My Role At The Podium

• Serve as host/facilitator/emcee
  o Introduce yourself! “I am...”
  o You are not the “show”—other members, chapters, speakers, audience is!
  o Be confident and show energy

• Keep program moving
  o Keep it short
  o If appropriate, remind speakers of time limits

• Introductions
  o Awards/recognition—describe award, announce recipients
  o Speakers—deliver short background information

There are some specific “Do’s” that we should remember when we are at the podium. Write these on our handouts.

Additional information for you to share is included, but students don’t necessarily need to write that down etc. Also—DEMONSTRATE EACH AS YOU GO THROUGH THEM! Continue that throughout entire workshop content!

“Do’s” at the Podium

• Adjust the microphone once—place it in line with your mouth Nothing is more irritating to an audience than an emcee who adjusts the mic by continuing to move it up and down, keep their hand on the microphone, etc. Walk up to podium, move mic with confidence and then don’t touch it again.

• Speak into microphone directly & speak clearly—Critical for audience to hear well. Can still ‘address’ all of audience by shifting shoulders and looking at different sides of room—always keeping mouth directly in front of microphone. Speak words crisply so we avoid “mush mouth”!

• Keep hands OFF the podium!—Do not grasp the side of the podium—it limits our body movement and we tend to look frozen and unnatural. Ideally—hands at our sides. If we feel the need to touch the podium, rest four fingers gently on top of podium, near a script book if we have one.

• Clap AWAY from microphone!—Why is that important? Elicit responses! Shift our shoulders and upper body off to the side to lead applause. Make it natural.

• NEVER leave the podium empty!—Why is that important? Get responses. Wait for speaker to arrive—greet them and then exit. Also—anticipate when a speaker is about to wrap up and be ready to be at the podium to thank them before they leave.

Engagement Activity

Okay, let’s practice all of these tips together. Everyone stand up. Turn our chairs around so the back of the chair is like the podium.

Go back through each bullet point and have the students practice each one with you. Have them partner with a neighbor to practice, demonstrate “never leave the podium empty.”

Great job! Let’s turn our chairs back around and have a seat. These are all simple concepts, but they are ones we have to practice so they all become natural and comfortable.

We also may need to introduce speakers. For instance, we might have a local business person come and speak at our monthly chapter meeting. It might be up to us to introduce him.
STAGE PRESENCE—PODIUM & AWARDS

Let's record some “Do's” for Introductions on our handout.

“Do's for Intros!”

- Awards—include description, any sponsor information and recipient(s)
- Speakers
  - Keep intros SHORT—Intro shouldn’t out-do speaker's remarks
  - Highlight speaker’s credibility, experience and preview topic (if appropriate)—avoid building them up to be “the best speaker ever”!
  - Reference as “our speaker” or him/her or he/she—NAME SHOULD ALWAYS BE LAST
    This “builds up” anticipation.
  - Say name clearly and with power—Name should be delivered with emphasis and “punch”—deliver name firm and confident
  - Lead in applause and remain at podium until speaker begins—If they are speaking at podium, shake hand before exiting. If they are speaking on a big stage, remain at podium until they take the stage and begin.
  - PRONUNCIATION!—Always make sure we pronounce a person’s name correctly—ask ahead of time, practice, do whatever it takes to deliver that name correctly!

Objective 2:

Students will identify ways to use the stage and present awards

Engagement Activity

Everyone stand up and gather over here. Our goal is to stand as close together as possible and take up the least space in the room as we can. Let’s go!

How comfortable is everyone? How do we probably look?

On the count of three, we will disband and stand as far apart from each other as we can in the room—we should spread out as much as possible. 1-2-3!

How does this feel? How does it look?

When we were all bunched together, it looked and felt awkward and we had a bunch of unused space. It was much better when we spread out. Same principles apply to the front of a room or a stage when we have a podium and some presentations!

Let's dive into some helpful hints!

Wisdom

In our handouts, let’s jot down the following things down!

Use the stage…

- Use the ENTIRE stage—Utilize the entire stage during different parts of the program. Some things might be stage left, stage right, center stage
- Keep “action” at front of stage—This keeps awards, recipients, etc closer to the audience which means they feel more a “part” of what’s happening on the stage
- Walk and move with purpose—Whatever our role is on the stage, we always move and walk with purpose. This shows confidence and poise to our audience.

Review

Let’s think about how these “do’s” will be helpful to us in our chapters. When I say “go,” get into a group of three or four people. Take three minutes and discuss how and where you could use these “do’s” on a chapter level. GO!

After everyone is done, have some groups share their ideas.

There is one more category of being at the podium and on a “stage” area—how to USE the stage!
STAGE PRESENCE—PODIUM & AWARDS

Handing out awards...
- One person presents award and shakes hands
- Plaque always presented towards audience
- Line of award recipients—person “feeds” plaques to presenter
  - Work stage right to left—presenter should always walk forward to present awards, never back up.
  - Presenter reaches behind with left hand. “Feeder” places plaque between thumb and index finger of presenter—plaque facing audience. Edge of plaque in hand should be so that when left hand swings up, text on plaque is straight up for audience.
  - Presenter hands plaque with left hand and shakes right hand of recipient
  - Firm hand shake
  - “Grip and grin”—pause for a count of 3 for photo and then move onto next recipient

Result

Students will participate in a modified “Group Juggle.” Group Juggle is a mixer found in JumpStart, a resource from National SkillsUSA. The instructions for Group Juggle are found below. If it is a big group (more than 25 or 30 people), do two or more groups.

Everyone gather into a circle. In a moment I will toss a ball underhand to a person in the circle. When you receive the ball, share one new thing you learned during this session. Then toss the ball to another person. The ball must be tossed across the circle and cannot go to the person on either side of you. Questions? Here we go!

Continue until the majority of people in the circle have received the ball.

Wow! We have learned a lot today! Thanks for being willing participants and good luck as you continue to be involved in your chapters!

Review

Let’s practice handing out “plaques”. Grab our handouts. When I say “award” find a partner, take turns being the “feeder” and “presenter” using our plaques as awards. Make sure the front of the handout is facing forward and upward as we present. Take 60 seconds to practice. What questions are there? AWARD!

Great job everyone! These tips will be important to share with other people in our chapter.
STAGE PRESENCE—PODIUM & AWARDS

My Role At The Podium

“Do’s” at the Podium:

“Do’s” for Introductions

Use the Stage

Handing Out Awards
SUPPORTER VISITS

Pre-Work
Audience: Skills USA Members
# Students: Varies
Workshop Length: 45 minutes
Room Set-up: Classroom

Materials Needed
- Jenga games (# dependent upon # of students)
- Slips of paper with types of sponsors (objective 1)
- Balloons (enough for one for each person)
- Slips of paper to stick in balloons before blowing them up (objective 2)
- Pens
- Learning Journals

Flipcharts
- Ways to Handle Different Types of Supporters
  - The Questioning Supporter
    ▪ Use personal stories and positive stories of chapters we are familiar with
  - The Busy Supporter
    ▪ Be brief and efficient in our message
    ▪ Thank him/her for taking time to meet
    ▪ Strive to get him/her talking about themselves or their company
  - The Chatty Supporter
    ▪ Attempt to keep bringing them back to topic
    ▪ Stick to agenda
    ▪ Provide stories of how SkillsUSA has grown/changed
  - The Quiet Supporter
    ▪ Ask open-ended questions
  - The Friendly Supporter
    ▪ Very often not aware of new changes in the SkillsUSA
  - The Uninformed Supporter
    ▪ Be ready to educate supporter with facts about SkillsUSA

Objectives
1. Students will discover the different types of sponsors/representatives and how to handle them
2. Students will master how to open a meeting effectively
3. Students will gather tools for a successful visit
Outlook
Welcome to this session! When I was younger, I loved playing Jenga. Something about the risk involved in grabbing pieces out was pretty exhilarating! To be honest, I still enjoy playing! To get this session kicked off, let’s all play a quick round of Jenga! Who can explain the rules?

(If no one can explain)

Direction set:
Each group will have a tower of Jenga blocks. Each player takes a turn in pulling out one block, being careful to not let the whole tower fall. The first person to knock the tower over will be the least victorious. Questions?

Let’s find ourselves in groups of five. Once we’ve done that, send one person up to get our Jenga game. We’ll have three minutes to play. Questions? Go!

Process:
What did we think of Jenga?
For those of us who were still in towards the end, what was our strategy?
For those of us who got out early, what do we think went wrong?
Why was it important to be selective of which blocks to pull? (looking for the answer to deal with needing support)
How could we relate the necessity of support back to our Skills USA chapters?
Who are some of our supporters? (look for answers like business and industry leaders, representatives in government, etc. those we would go to visit)

Exactly! Without the support of business and industry leaders and our representatives in government, we wouldn’t be as successful as we are. A good way to keep this support is to visit these individuals to thank them for their support and update them on what’s going on in our chapters. By the end of this session, we’ll all be masters when it comes to visiting these important supporters!

Objective 1:
Students will discover the different types of supporters and how to deal with them.

Engagement Activity
Students will act out the different types of supporters.

Without talking, line up in order of # of siblings, from the greatest to the least. Go! (Number students off so there’s six groups)

Direction set:
When I say “action”, one person from each of our groups will come up to get a slip of paper. On the paper will be a description of one type of supporter. It’s up to our group to act out a scenario, with one person being the supporter and the rest of us pretending to be on a visit. We will have 2 minutes to come up with our skits. Throw your questions my way! Action!

Processing after each group:
Flip to page ___ in our learning journals. There is a list of the different types of supporters. Which supporter do we think that group was acting out? Group A (or however you want to address them) what were the characteristics of your type of supporter?

Now that we have a broad idea of the different types, let’s dig deeper into how to best handle each type of supporter.
Wisdom:
Reveal flipcharts with ways to handle each type of supporter. Have students read the ways to best handle each type and discuss as necessary (most are pretty straightforward). Have students copy down information in learning journals.

Review
When I say go, think of a time in life when each of us have ran into people who fall under these categories. How did we handle conversations with them? Turn to a partner and share your story. Partners, help in either praising the other person by how they handled the situation, or offer advice on how they could have better handled the situation by using one of the ways we learned earlier. Take three minutes to do so. What questions are floating around?

Objective 2:
Students will master how to open and close a meeting effectively.

Engagement Activity
Students will have a relay race to pop balloons revealing phrases to an effective opening.

Direction set:
Each of us will be given a balloon. Inside the balloon is one part to a successful opening to a meeting with a supporter. One person at a time from each group will have to get our balloon to the chairs on the other end of the room without using our hands. Once we’ve reached the chair, use our hands to put the balloon on the chair and sit on it to pop it. Take the slip of paper from the popped balloon, tag the next person in line, and repeat until all three teammates are finished. Questions? Go!

Processing:
When I say go, read over the phrases on the slips of paper. Arrange them in the order of how we think an effective opening would go. Questions? Go!

Wisdom:
Alright, so who thinks they’ve got the order down pat? Who will share? Awesome! Let’s take a closer look at each of these parts.

Uncover “purpose, benefit, and check” flipchart
To start off, which phrase do we think is the purpose? The benefit? The check? Exactly!

- The purpose statement sets the limits for the discussion and focuses the sponsor on the agenda.
- The benefit statement gives the sponsor a reason for meeting with you
- The check statement ensures the sponsor understands, agrees to, and is committed to your objectives.

They go in this order. So, the finished opening should sound something like this: (we can find this on page _____ of our learning journals)

- “Thank you for meeting with us this afternoon. We would like to learn more about X name of supporter/representative/business and share some highlights of Skills USA over the next X length of meeting. (purpose) We value your support and would like to update you on X what the supporter is sponsoring/supporting/interested in with Skills. (benefit) If that sounds good, may we begin with introduction of everyone?” (check)

Once the opening is finished, go into an introduction of you and your team. This could be as simple as everyone’s name and school or as elaborate as your name, school, job, favorite thing about Skills, etc.
The closing of a meeting is equally as important as the opening. The closing should occur once all conversation has died down, or our time is up. In the closing:

- Thank the supporter for taking time to meet with us
- Restate the purpose of the visit (as in the opening) and something we learned
- Remind them the importance that SkillsUSA plays in the lives of students
- Exchange business cards if we have them

A closing could sound like this:

- Once again, X name of supporter, we really appreciate you taking the time to meet with us today. It was great to update you on the highlights of our chapter, as well as hear about how you’re working to continue your support of SkillsUSA. This organization plays a huge part in readying students for their future careers, and we truly appreciate your support. We have our business cards here if we could exchange them with you in case either of us have questions in the future?

**Objective #3:**

Students will gather tools for a successful visit.

**Engagement Activity**

Everyone’s probably thinking “that’s great that we know how to open and close a meeting, but what happens in between?” Well, we’re in luck! Turn to page ___ in our learning journals. There we will find five tools for successful visit! One problem— they’re a little scrambled. Take two minutes to unscramble the five tools. Once we’re done, stick our pencils behind our ears. Questions? Go!

**Wisdom**

Reveal tools flipchart.

Who will share the five tools? Awesome! Let’s hop into figuring out exactly what these tools are talking about!

1. **Take control of the meeting**—This can be seen at the beginning and ending of each meeting. It is up to us to take control and begin our openings, otherwise our supporter may take charge and lead us down a path that we weren’t planning on taking. Remember, each supporter has a different personality, so sometimes we may need to be very assertive in taking control!

2. **Ask questions**—The middle of the meeting is filled with this…questions and answers. Know the difference between open and closed questions. Open questions sound like “What are you doing to help the future of career and technical education?”. These questions leave it open for a longer answer from our supporters. Closed questions sound like “Do you believe career and technical education is important?”. These foster only a yes or no answer.

**Review**

Now, it’s time to put what we’ve just learned to use! In the next four minutes, we’ll each put together an opening and an introduction of ourselves. The opening/closing should be geared towards either a supporter of our chapter from the business and industry side of things, or a representative in government that we know supports SkillsUSA. If we’re having a trouble coming up with someone, raise your hand and I’ll come over to help brainstorm. Let me know what questions are hanging around! We’ll take four minutes. Have students share openings, introductions and closings if there’s time.
3. **Bridging**-This can be one of the hardest parts of a meeting with supporters. Bridging is when we take an answer from our supporters and relate or “bridge” to a fact or statement we want to make about Skills. For example, if a supporter just talked about the growth that their company is experiencing, we could say “Just as your company is expanding, so is SkillsUSA!” then follow up with a fact. Which leads us to…

4. **Know our stats**-Know some solid statistics and facts about SkillsUSA that we can fit into our meeting. Showing that we know about our organization will make us more credible and the supporter will take us more seriously when they can see how passionate we are about our organization.

5. **Be prepared with personal stories!**-Step away from the facts and tell about how SkillsUSA has impacted each of us. What have we learned? How will we use SkillsUSA as a launch pad for our future?

**Review**

Whew! This session has been jam packed full of content! Around the room we will see flipcharts with different headings. At the bottom of each flipchart are sticky notes. When I say go, we will take the next five minutes to travel around the room to each flipchart and write down something we took away from each topic and stick it to the flipchart. Try to make it to each flipchart. Questions? Go!

**Result**

Thanks for everyone’s hard work during this session! I’m sure our brains are full of information. I challenge each of us to go home and set up a visit with a supporter of our chapters and use the information we learned today to make it successful!
# TYPES OF SUPPORTERS

<table>
<thead>
<tr>
<th>The Questioning Supporter:</th>
<th>Does their involvement really make a difference?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Busy Supporter:</td>
<td>Limited on time to meet, acts impatient. May even appear uninterested.</td>
</tr>
<tr>
<td>The Chatty Supporter:</td>
<td>They monopolize time with “It’s all about me syndrome”.</td>
</tr>
<tr>
<td>The Quiet Supporter:</td>
<td>They do not open up and carry conversation as fluidly as most.</td>
</tr>
<tr>
<td>The Friendly Supporter:</td>
<td>Fun and positive</td>
</tr>
<tr>
<td>The Uninformed Supporter:</td>
<td>Unfamiliar with SkillsUSA.</td>
</tr>
</tbody>
</table>
## OPENING AND CLOSING

"Thank you for meeting with us this afternoon. We would like to learn more about **X name of supporter/representative/business** and share some highlights of SkillsUSA over the next **X length of meeting**. (purpose)

We value your support and would like to update you on **X what the supporter is sponsoring/supporting/interested in with Skills**. (benefit)

If that sounds good, may we begin with introduction of everyone?” (check)
LEARNING JOURNAL: TYPES OF SUPPORTERS

- Questioning Supporter

- Busy Supporter

- Chatty Supporter

- Quiet Supporter

- Friendly Supporter

- Uninformed Supporter
“Thank you for meeting with us this afternoon. We would like to learn more about **X name of supporter/representative/business** and share some highlights of SkillsUSA over the next **X length of meeting**. (purpose) We value your support and would like to update you on **X what the supporter is sponsoring/supporting/interested in with Skills**. (benefit) If that sounds good, may we begin with introduction of everyone?” (check)
LEARNING JOURNAL: CLOSING

• Thank:

• Restate:

• Remind:

• Exchange:

“Once again, X name of supporter, we really appreciate you taking the time to meet with us today (thank). It was great to update you on the highlights of our chapter, as well as hear about how you’re working to continue your support of SkillsUSA (restate). This organization plays a huge part in readying students for their future careers, and we truly appreciate your support (remind). We have our business cards here if we could exchange them with you in case either of us have questions in the future?(exchange)”
MY OWN...

Opening

Introduction

Closing
FIVE TOOLS FOR A SUCCESSFUL MEETING

• Take control of the meeting

• Ask questions

• Bridging

• Know our stats

• Be prepared with personal stories!
BE YOUR BEST SELF

Pre-Work

Audience: SkillsUSA members and potential members
# Students: varies
Workshop Length: 50 minutes
Room Set-up: classroom and theater

Materials Needed

- Handouts for each participant
- Cards with characters and instruction
- Tape
- Group limitations cut into slips, each on a different color of paper
- Pens and blank paper
- Markers

Flipcharts

- Definition of Moral/Value
- Why Important to Be Yourself

Objectives

1. Students will discover why being yourself is important.
2. Students will identify how to be themselves.
3. Students will understand what keeps us from being ourselves.

Outlook

How many of you would consider yourselves to be busy people? Either you’re involved with a lot of activities in school, you work, your homework takes a lot of time or you’re just plain busy? Does this sound like any of you? What makes your lives so busy? Today, we are going to put life on pause and take some time to figure out just who we really are.

On a blank paper, use the markers in the middle of the room to create a sign, symbol, or slogan that represents who you are. For example, this is one that I made.

(Show and explain an example of one that you would make.)

You have two minutes to do this. (When they are finished.) Now take the next one minute and thirty seconds to show your sign to as many people in the room as you can.

Objective 1:
Students will discover why being yourself is important

Engagement Activity

Who here has seen the movie “Liar Liar”? Who can give the group a quick summary of what this movie is about? Right. Jim Carrey stars as a dad who continually tells lies and it ends up getting him into a lot of trouble. So why does he tell these lies? He’s so caught up living in fast forward with his job and getting a partnership at his law firm, that he forgets the father he really is and instead cares only about winning and being a successful lawyer.

Well, just like good old Jim Carrey, sometimes we get stuck in fast forward and forget to think about who we really are.

In a moment, I will be handing out a small card to each of you. On this card is the name of a famous character and a set of instructions. When you get your card, read the instructions very carefully and be ready to follow them to a TEE! And it is important that NOBODY ELSE sees the directions you have. When you have finished reading your instructions sit quietly and wait for further instructions. If you have a question about the instructions raise your hand and I will be there shortly to answer. What questions are there? (Hand out cards).
On these cards is the name of a famous character. The instructions will differ. Some of them will say to act exactly like the person on their card, some will say to act like a completely different person...for example, their character is George Washington but they are supposed to act like Paris Hilton.

Continue reading and this will begin to make more sense.

How can I clarify? Okay, when I say “Hop to It” get into groups of four. In these groups take turns asking each other questions about their character. Questions could include “Where are you from” “What do you like to do” “Are you a male or female” Any question at all that would give you hints as to who their character is. Remember that when you get asked a question, you must answer according to your character and your directions. For example, if my character was Homer Simpson and I got asked where I was from I would reply what…(they should reply Springfield) How can I clarify these directions?

Now tell everybody who your character was.

(Hopefully there will be some outrages like “What? Then why did you say this? Etc.)

Whose directions said to act exactly like their character?
Whose directions said to act like somebody else?
How did you feel when you realized that somebody had been lying to you about who their character was?
How was trust affected when you realized they were lying?
How do you feel when you know that somebody isn’t being themselves to you? Like they are lying or being fake or two-faced?
And what level of trust do you have for that person?

Now, think back to the game, those of you who had to act like somebody different then who your character was, how did that make you feel when you had to lie to the group?

Who here has ever lied to a friend or not been yourself to somebody?
How did that make you feel?—hopefully it made them feel not good
What did that person think about you when they found out?
Why is it important to always be yourself? Jot down their answers on a flip chart.

Wisdom:

Importance of Being Yourself
All right. When I say “PLAY” grab the sign you made at the beginning of the workshop and on the back of that paper jot down three reasons why you think it is important to be yourself.

Who is willing to share some of those reasons.

Now, those are all awesome reasons why it is important for us to be ourselves and there are tons of them. But just to make sure we are all on the same page, let’s take a look at some reasons as identified by experts. Capture these reasons down in your workbooks. Post these on the flip chart.

1. Earn other’s trust

If you are always yourself and not lying or acting differently towards everybody, you will gain trust from those around you. Trust is the foundation of any great relationship.

You won’t have to worry about remembering how you acted to any one person because you are consistent and authentic with everyone you encounter.
2. **Maximize our unique talents**
   If you are comfortable with who you are and what you are able to do; you stop trying to become something that you are not and maximize the talents and abilities that make you a unique individual.

3. **Be more happy and satisfied**
   If you’re not worried about pleasing everybody and you are just who you are, you will find that you will be a lot happier. If you’re not trying to please everyone, you will find you are more satisfied and comfortable with who you are.

**Review**

One more time, let’s talk about the three most important reasons for being ourselves.

1. Earn other’s trust
2. Maximize our unique talents
3. Be more happy and satisfied

**Objective 2:**

Students will identify how to be themselves.

**Engagement Activity**

So we know why we should be ourselves, but we don’t really know how to do it. Has anybody ever heard the saying, “You’ve got to stand for something or you’ll fall for anything”? Well, let’s dive right in and figure out just what we stand for in our lives.

**Wisdom:**

How to be ourselves

We talked about the movie “Liar Liar” earlier. Well, what is it that finally makes Jim Carrey realize that he wants to quit lying and be the person who he truly is. His son. He cares so much about Max, his son, that he quits his job and becomes the father he used to be. So like Max, what is something that you care about?

List some answers on flip charts.

These are all great answers and they can be categorized into one of two categories: morals and values.

Raise your hand if you’ve ever heard of morals and values? When you hear these words what do you think about?

Secure answers from group.

Exactly. Although these words usually go hand in hand, they have slightly different meanings. So let’s jump right in and figure out just what morals and values are.

What is a moral? Secure answers from group.

Great! Capture this definition of a moral down on your handout. Moral: Principles or habits with respect to right or wrong conduct.

Who can give some examples of a moral? Examples include stealing, following the law, etc.

Good! Now, let’s switch keys a little bit.

Who knows what a value is?

Secure answers from group.

Capture this definition of value down in your workbooks. Value: ideals, customs, or institutions that merit worth or importance. What are some examples of values? Example: Religion or family

Now that we have the definitions of morals and values down, how are they different? How are they similar?

In the middle of the handout there is a table with a list of different morals and values down the left side. Put a check mark in the corresponding box whether it is a moral or a value. Take one minute to do this. What about the first one? Moral or value? Why?
Have them complete the handout.

Great! I think you all have an awesome idea of morals and values and the differences between them.

So we’ve been talking a lot about morals and values and we know what they are, but why are these even important? What do morals and values help us to do? Raise your hand if you know a person who lives their life without morals and values?

What is that person like? Do you like them? Why not? Now, raise your hand if you know somebody who lives their life with strong morals and values? What do you like about that person?

Secure answers from group.

Exactly. People who live their lives with strong morals and values are the ones that we usually admire and if we stick to our own morals and values, then we can be those people who are looked up to for role models as well.

**Review**

At the bottom of the handouts, you will see a table. Fill out the table with your top three morals and values. Take some time and really think about what your top three morals and values are. When you have them, write them down in the table.

So it is important to stay true to these morals and values because this is how we know we are becoming ourselves. Remember, if you don’t stand for something, you’ll fall for anything. Our morals and values are what we stand for and if we stay true to those, we will be ourselves. So at the very bottom of the page you see a blank line. If you commit to live by the values and morals that you wrote down, sign your name on that line.

Now pick up those signs that we are creating, and around the outside, make a border by writing down your top three morals and values. Leave about an inch margin all the way around the paper though, so you have room to write on the outside.

**Objective #3:**

Students will understand what keeps us from being ourselves.

**Engagement Activity**

So we’ve defined our morals and values and we know that those are the key to being ourselves. But we all know it isn’t that simple.

In “Liar Liar” Fletcher knew what his morals and values were all along, but he was so caught up in his work that he just didn’t follow them. Sometimes, we do the exact same thing. We’re so caught up living in fast forward that we temporarily forget what we are supposed to be standing for in our lives.

In a moment everybody will be getting a different colored slip of paper. When I say “Rewind” find everybody with the same color of paper as you and sit down as a group on the floor and wait silently for further instructions but do not read the directions.

Hand out papers…”REWIND!”

Ladies and gentlemen, we’re going to have a little contest. You and your group will be competing as a team against all of the other teams to try and throw/fly/launch a piece of paper the furthest. However, each group will have specific instructions as to how they can do this. So as a group, read what our instructions are on those little colored slips of paper. Groups will differ. Some can only use hands, some only feet, some no limitations, some thumbs only, etc…
Okay. Take one minute to strategize how your group will try to win this contest. All right! Well, everybody ready, the ‘thrower’ step up to the line. On my mark…Ready, set, throw! Okay, let’s see which group won. Now who thinks they can do better? Okay do it all again, etc…

Great, now everybody throw their papers away and have a seat on the floor.

What strategy did each group use?
Read the instructions from each group.
How difficult was it when you had these limitations?
How did you overcome them?
If you could change your instructions, how would you change them?
Do you think you would have been more successful if you could have used all of your strengths?
What prevented you from using all of the tools you had? Directions.

So just like these directions prevented you from being successful, what kinds of things prevent you from being successful at being yourself?

Wisdom

We have all of the tools we need to be ourselves all the time, but sometimes we have limitations that prevent us from doing that. Maybe it is peer pressure or maybe it is getting caught up in work but there are always things that are getting in the way. So we have to use all of our strengths and talents and stay strong to our morals and values to overcome these things.

What are some of the strengths and talents we have that help us be ourselves?

Take out those signs again for the last time! Now, outside our border of morals and values, write down five things that keep you from being yourself. Share some with group.

It is hard trying to be yourself at all times when there are so many things like media and peer pressure and popularity that are pulling us away from our values and morals at all times. Even sometimes the people who love us try to keep us from being who we are. So what can we do to make sure we are always being ourselves?

Flipchart Capture these action steps down in your workbooks about how we can always make sure we are being ourselves.

1. Stick to your values and morals. Why is that important? If we stray from our morals and values what will happen?
2. Get help from others. It is a tough job trying to be ourselves all the time, when we get frustrated and we’re living too much in fast forward, sometimes we need the help of others to press pause for us and help us get on the right track.
3. Set goals. When we set goals, we know exactly what we are aiming for. These will help us keep our end sight in mind so we will continue on the path that we want. If we follow these three simple steps, we will be more than on the right track to being ourselves.

Review

Let’s review the three steps. When I say 1 – take your thumb, touch it to your chest and make a sizzle sound while we say “stick to your values and morals”. Let’s practice – 1

When I say 2 – reach out and shake another person’s had while you say “get help from others” Let’s practice – 2

When I say 3 – place your hand over your eyebrows like you are shielding from the sun and say “set goals”. Let’s practice – 3

One more time – 1 2 3

Great Job.
Result
You might be wondering why we kept adding to the signs that we first made. Take a look at the beautiful creation you have. We started with who we were. Our sign represented our ultimate goal—ourselves.

Now flip it over. Here we wrote down reasons why we should reach that goal of being ourselves. It is the underlying foundation of why it is so important to just be me. Next we wrote our border of morals and values. Our morals and values border our entire lives to guide us and keep us staying true to ourselves.

And finally, around the outside of the border we wrote down those things that keep us from being ourselves. Note, they are outside of the border because our morals and values are what keep us from letting those limitations interfere with our ultimate goal of just being who we are.

So as you can see, it isn’t always easy just to be yourself. There are always interferences that get in the way of being ourselves and it makes it a hard task. I still slip up sometimes and forget who I am and who I want to be. However, if we all stay true to our morals and values and use our strengths to overcome those outside influences, then I promise you that you will never get stuck living in fast forward.
WHY BE OURSELVES?

Moral:

Value:

<table>
<thead>
<tr>
<th>Moral</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Stealing</td>
<td></td>
</tr>
<tr>
<td>Good Work Ethic</td>
<td></td>
</tr>
<tr>
<td>Family</td>
<td></td>
</tr>
<tr>
<td>Not Cheating</td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td></td>
</tr>
<tr>
<td>Golden Rule</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Moral</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>
TOP SIX CHALLENGES OF BEING YOURSELF

1.

2.

3.

4.

5.

6.
ACTION PLAN

Step one:

Step two:

Step three:
### BE YOUR BEST SELF

<table>
<thead>
<tr>
<th>Abraham Lincoln</th>
<th>Miley Cyrus</th>
<th>Justin Timberlake acting like R2D2</th>
<th>President Obama acting like Betty White</th>
<th>Peyton Manning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Teresa acting like a Smurf</td>
<td>Michael Jordan</td>
<td>Albert Einstein</td>
<td>Queen Elizabeth</td>
<td>Tim Tiebow acting like Michael Jackson</td>
</tr>
<tr>
<td>Benjamin Franklin acting like</td>
<td>David Beckham</td>
<td>Santa Claus</td>
<td>Michael Phelps</td>
<td>Bill Clinton acting like Randy Jackson</td>
</tr>
<tr>
<td>Jennifer Lopez</td>
<td>Drew Bledsoe</td>
<td>Ryan Thicke</td>
<td>Angelina Jolie acting like Brad Pitt</td>
<td>Lil Wayne</td>
</tr>
<tr>
<td>Carrie Underwood</td>
<td>Adam Levine</td>
<td>Blake Shelton</td>
<td>Bugs Bunny</td>
<td>Mickey Mouse</td>
</tr>
<tr>
<td>Batman</td>
<td>Homer Simpson</td>
<td>Oprah Winfrey</td>
<td>Lady Gaga</td>
<td>Hillary Clinton</td>
</tr>
</tbody>
</table>
# BE YOUR BEST SELF

<table>
<thead>
<tr>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your group can only use your left hands</td>
</tr>
<tr>
<td>Your group can only use your feet</td>
</tr>
<tr>
<td>Your group has no limitations</td>
</tr>
<tr>
<td>Your group cannot speak</td>
</tr>
<tr>
<td>Your group can only use your thumbs</td>
</tr>
<tr>
<td>Your group must keep your eyes closed</td>
</tr>
<tr>
<td>Your group can only use your elbows and knees</td>
</tr>
<tr>
<td>Your group can only make sounds and cannot use words</td>
</tr>
</tbody>
</table>
Chapter Development Workshops

Effective Committees
Celebrating Success
Effective Chapter Meetings
Marketing Your SkillsUSA Chapter
Involving Your SkillsUSA Members
EFFECTIVE COMMITTEES

Pre-Work

Audience: # Students: Workshop Length: Room Set-up:

Materials Needed

☐ Worksheet/handout (provided at end of workshop)
☐ blank white paper or construction paper for opening brainstorm activity

Objectives

1. Students will define committee and identify types of committees
2. Students will describe how effective committees operate

Outlook

This activity will require two different everyday objects—you can pick anything that is available. Could be a marker, ruler, pencil, box, belt, etc.

Welcome! In a moment, everyone will receive a piece of paper. When I reveal a secret object, each person will have 45 seconds to write down as many uses for the object as possible.

Reveal the everyday object.

How many people had 10 ideas? 20? 30? Great work!!

When I say “go,” take our papers and pens, find ourselves in groups of six and spread out across the room. GO!

Thanks! Our goal this time is as a group, come up with as many uses for a new secret object as possible. We’ll have 45 seconds. Have one person in the group be the recorder. What questions are there?

Reveal the second everyday object

Count up how many your group had. Who had more than 20? 30? 40? 50?

Raise your hand if you had more items as a group than as an individual.

Why?
What happens when we work together?

Sometimes we have to tackle projects individually. But most often we get the most done when we work together to accomplish a task. One method of being efficient is by working on an effective committee. And today we will explore what committees are and how they can be an effective means of getting something done.
Objective 1:
Students will define committee and identify types of committees.

Engagement Activity:
Everyone will receive a handout. At the top of it are three questions. Take the next 60 seconds to answer those. Be ready to share. Go!

Thank you! What are some things we know about committees? What do we think we know? What don’t we understand?

This gives us some great direction as we dive into how to be a part of effective committees, especially in our SkillsUSA chapters.

Wisdom:
The first question we need to answer is...what is a committee? Who has an idea or a definition to share?

Great ideas! Let’s narrow down a definition to one that we will use today. Capture this on your handout.

Committee: a subgroup with a specific function or purpose to achieve for the total group

What are some committees that you have been on or have heard about?

Great examples. Committees are found everywhere—from school organizations to churches to community groups to schools.

What is the difference between a committee and a team?

The biggest difference is that a team is usually together for a big purpose. Committees have a specific purpose/function.

There are three types of committees that are commonly used. Let’s capture information about each of them on our handouts.

Executive committee
• Usually composed of the officers and standing committee chairs of the organization
• Meetings are called and conducted by the presiding officer of the group

Standing committee
• Permanent committee established by the organization’s bylaws or constitution to perform a function that is needed annually and continually
• Executive committee appoints the standing committees’ members
• Meetings are usually called and conducted by the committee chair
• Example: Finance committee, assigned to conduct annual fund raisers

Special or ad hoc committee
• Temporary committee appointed to fulfill a specific purpose not filled by a standing committee
• Presiding officer (i.e. President) appoints the members
• Committee is dissolved after the appointed task has been completed
• Example: A committee appointed to plan activities for a one-time visit by the mayor to the chapter

Review
Turn to a neighbor and have a 30 second conversation about where each of you have personally been a member of one of these committees and/or where you have seen or experienced executive committee, standing committee and special/ad hoc. Go!
Who will share what the experience was like being on a committee?

Thanks! Knowing the structure and purpose of committees is important and now we also will explore how effective committees operate.

**Objective 2:**
Students will describe how effective committees operate.

**Engagement Activity**
Everyone stand up, find a partner, spread throughout the room and look to me for next directions. Go!

When I say “shake it up,” each set of partners will create a sequenced greeting handshake of some sort. You need 2-3 different “moves.” It might be a high five, followed by index finger link shake followed by fist-to-fist bump. Take 30 seconds to make it happen. SHAKE IT UP!

On the count of three, everyone do their handshakes at the same time. 1-2-3! When I say “switch,” everyone will find a new partner. The new partner pair will teach each other their last greetings and then add 2-3 new moves. Ready…SWITCH

On the count of three, let’s have everyone do their greetings at the same time. 1-2-3!

Excellent work!

How is what we just completed related to an effective committee?

Committees are the way we can add ideas together for a specific purpose—just like we did with adding the greetings together. This helps to make something work better and in some cases it’s probably even a bigger event!

**Wisdom**
Let’s uncover some key points about how effective committees operate. Find the next section on your handout jot these down!

**Effective Committees**
- Have a manageable number of members—not too many but not too few. Size will depend upon the task to accomplish
- Utilize more members of the organization and as a result get more ideas and input
- Make decisions as directed by the president or chair
- Use all members and delegate tasks to everyone
- Have a system of communication (email, social media, texting, etc) to keep everyone up-to-date
- Provide reports to the membership at meetings

How many of us can say we have been a part of a truly effective committee?! Good! When a committee works efficiently, so much work can get accomplished for the chapter.

One way to help efficiency and stay organized is to have committees follow the 5C’s of a committee. More details are found in the National SkillsUSA publication “Leveraging Your Leadership with Effective Chapter Meetings.”
On the next section of your handout, record the 5C’s:

- **Committee Name** (this is more critical in a special or ad hoc committee)
- **Committee Chair** (one person should serve as the chair of the committee to help keep everyone focused on task at hand)
- **Committee Members** (have a complete list of all current committee members)
- **Committee Goals/Responsibilities** (have committee set goals for the project and list out specific responsibilities. It is a good idea to have committee members specifically assigned to responsibilities.)
- **Committee Updates** (if applicable) (sometimes there will be updates to report, other times there won’t be. It’s critical to have the membership aware of what each committee is working on as a priority.)

**Review**

Let’s put our new knowledge to work. On your handout is a description of a situation that your SkillsUSA chapter is faced with. Your job is to use the 5C’s to set up a committee for the task. You will work in groups of 6-7 people. You will function as the committee that has just been assembled to work on the project. You will have 6 minutes to complete. Use the section on your handout to record your work. What questions are there? Go!

Have groups share their committee plans.

Great work everyone!

**Result**

We have covered a lot of information on using effective committees! Take a few seconds and review the three questions you answered on your handout at the beginning of the session. On the bottom of your handout, draw three boxes next to each other.

In the left hand box, write down one thing you knew about committees that was reinforced today.

In the middle box, write down one thing you **THOUGHT** you knew at the beginning and what was confirmed or changed.

In the right hand box, write down one new thing you learned about committees.

Take 3 minutes to complete this and be ready to share.

Get a few volunteers to share their responses.

Thanks for working efficiently and gathering information effectively today—you modeled what should happen in committees!! At some point in our lives, most of us will have the chance to be on a committee. Take what you learned today to make it a more valuable and efficient experience!
EFFECTIVE COMMITTEES

What do I know about committees?

What do I THINK I know about committees?

What don’t I understand about committees?

Definition of committee:

Three Types of Committees

Effective Committees:
EFFECTIVE COMMITTEES

5 C’s of a Committee:

C
C
C
C
C

The Situation:

The governor of your state is doing a tour of local schools to experience what is happening in the state’s high schools. He is coming your school and wants to have an interactive meeting with your SkillsUSA chapter for one hour to learn more about Career and Technical Student Organizations and SkillsUSA.

The president of your SkillsUSA chapter has assigned your committee to manage the event.

5C’s:
CELEBRATING SUCCESS

Pre-Work

Audience:
# Students:
Workshop Length:
Room Set-up:

Materials Needed

☐ Worksheet/handout (provided at end of workshop)
☐ 3 pieces of wadded up paper
☐ trash can/box or other container
☐ masking tape or something to make lines for goal activity
☐ charades topics/list of celebration activities

Objectives

1. Students will identify how we reach a place to celebrate
2. Students will identify ways to celebrate success

Outlook

As the students enter the room, select three volunteers. Each volunteer is going to attempt throwing a wadded piece of paper into a trash can or box. The three volunteers can select the distance they want to throw from. However, there will be only three distances from which they can throw: one approximately 15 feet away, another approximately 5 feet away, and the final one only 1 foot away. The distances should be marked on the floor with masking tape. As they prepare to make the shot, encourage the rest of the class to cheer loudly for the three participants.

Thanks for being here today! As you were entering the room, three volunteers were selected. Volunteer one, please come forward! Encourage loud cheering from group as the first volunteer comes forward. In front of the basket, there are three lines marked with masking tape. Your goal is to throw this wadded piece of paper into the basket. Knowing that, you will be able to select which line you would like to shoot from. You’ll have only one shot, so choose carefully.

The first volunteer will shoot, and the spectators should respond accordingly. If the basket is made, there will be loud cheering, and for a miss, loud “ahs.” Proceed the same way for the final two volunteers. Remember to keep the entire group involved by cheering. Hopefully, at least one person will try to make it from 15 feet away and one will go for the shortest shot. Some will miss and some will make it. Logically, the furthest away will miss and the closer ones will make it.

After the competition, thank the participants with a round of applause as they return to their seats. Elicit responses from the participants by asking the following questions:

Let’s hear from our volunteers…you chose to shoot from the furthest distance. What made you decide to shoot from the furthest distance?

Elicit response(s) from the individuals that shot from the furthest distance.

Our next volunteer shot from the closest distance. What made you decide to shoot from the closest distance?

Elicit response(s) from the individuals that shot from the closest distance. How pleased are you with your decision? Elicit responses from all three volunteers.
CELEBRATING SUCCESS

What happened when after a shot was made? (cheering and praise)

How did that make you feel?

Our three volunteers just shared why those chose to shoot from the line they chose. They all wanted to make their goal of shooting the paper into the basket, but in order to do so, they each went about a specific process. The result of that process included cheering and recognition—which can spur us on to want to do accomplish even more! During this session we will look at how we can celebrate success, as individuals and as SkillsUSA chapters!

Objective 1:
Students will identify how we reach a place to celebrate.

Engagement Activity:
When we think of all the things SkillsUSA members and chapters accomplish, it is pretty impressive! In fact, lots of times we recognize those accomplishments. What are some ways we have seen that honor people or chapters who have done good things?

Elicit responses—might be a medal, trophy, plaque, picture in the paper, etc. Might point out that in the activity, it was clapping and cheering.

Those are all excellent examples. I am throwing out a challenge to us today—let's think about ways we can really “celebrate success” of our members and chapters that go beyond the awards and recognition. Those are all very important, but there are even more ways!

Let's think of some specific times of celebration. When I say “group up,” get in groups of four and in 60 seconds, come up with an example of something one of our chapters did that was worth celebrating. Be ready to share. GROUP UP!

After time is up, have groups share their examples.

Good list of items! Many of these were pretty big projects. Let me ask you this: when does the celebrating occur AND how did the projects get completed?

Get student answers.

We don't just celebrate because we have a great idea. The celebration happens AFTER the work is completed and the goal is met.

Wisdom:
There are three things to consider when we want to celebrate…and all three are really important to the overall success and celebration. Let's jot these down on our handouts so we can remember and share with others in our chapter.

The first one is: Set Goals

What do we know about goal setting? Get student responses.

As a chapter, we should set goals that go along with our Program of Work and we should set goals as individuals.

One method for setting goals is called the SMART way. Who has heard of it? Well let's dig a little deeper!

The “S” helps remember that our goals must be specific. Why is it important to set goals that are specific? Get student responses. If goals are set but are not specific, it is impossible to judge whether we reach them or not.

Let's move forward. The “M” in S.M.A.R.T. is for measurable. Why is it important to set goals that are measurable? Get student responses. Measurable goals will help you evaluate your progress and measure your success.
Now, let’s talk about the “A” in S.M.A.R.T. goals. The “A” means you should approve your goals. If you set your own goals, your chance of success will increase.

The “R”…the “R” reminds us that our goals must be realistic. Sometimes we set goals so high, that they are impossible to achieve. Goals must be realistic. Setting goals that you have the potential to achieve will help you to follow through.

Finally, the “T” in S.M.A.R.T. stands for time-oriented. Goals must have a time line with them. We are much more likely to achieve a goal when we know how soon we want it accomplished.

What is a typical goal a chapter might set? Get student responses. That’s great! How can we make sure S-M-A-R-T are each covered? What does that sound like?

Well once we set goals we are ready for the next step.

Number two is: Work and give effort

Turn to your neighbor and have a conversation about how work and effort relates to goals and celebration.

After about 30 or 45 seconds, get students attention.

What were some thoughts? Great! We know that we can set goals, but without work and effort, nothing would come of them. And if we didn’t work towards something, our celebration wouldn’t be very sincere. So we have to put in the work to reach our goal!

And the final one is: Publicize it!

In order to celebrate, people need to know!! Stand up. When I say “move”, make eye contact with someone from across the room, pair up and come up with as many ways as you can to publicize a chapter meeting a goal, etc. Take 90 seconds to make this happen. MOVE.

After time is up, have pairs share then return to their seats.

Those are all great suggestions on how to publicize the great things happening in our chapters.

Review

Now it is time to put our knowledge to the test. The next section of your handout has a section titled “Chapter Plan.” Under that, we will set a chapter goal (make it SMART!), what has to happen to get it done (identify the work) and how we will publicize everything. We will have four minutes and can work in pairs or triads. Be ready to share. Go!

After time is up, have them share.

Great work! We are all mastering the steps, now it is time to really think about the celebration!

Objective 2:

Students will identify ways to celebrate success.

Engagement Activity

Students will be doing a version of charades. Have a list of celebration activities cut into pieces that students can draw and do charades. Divide into two groups.

Let’s discover ways to celebrate. We’ll be playing charades and guessing celebration ideas. Each group select the first person to go!
Have representatives come up and have the first one draw and perform the activity. If they get it right they get a point. If they don’t guess correctly the other team has a chance to guess. Continue for at least three or four rounds.

Awesome job everyone!

**Wisdom**

These are just a few. Take the next 90 seconds and working in groups of three, add as many other ideas to these as possible. GO!

You can look at the list provided and help groups out if needed! Have students share.

That is a great list!

There are a few things we should also consider as we choose how to celebrate success:

- **Be aware of the situation and what is appropriate.** Have the level of celebration in line with the level of accomplishment!
- **Factor in cost/budget.** We’d all love to fly our whole chapter to Disney World, but that might not be financially possible.
- **Know our resources.** We may want to have a pool party to celebrate, but it’s December and there’s no indoor pool. No resources available to make that happen.
- **Be inclusive.** Include all members during a chapter celebration. Honor everyone—and that gets people really excited about the next goal/activity.

**Review**

Let’s put our new knowledge to work. In the next three minutes, we will plan a celebration for the chapter activity we created earlier—setting the goal, working and publicizing. We’ll add the actual celebration now! Consider the things we just talked about and be ready to share what the celebration will be!

Have students share.

Awesome! You have put some great thought into this!

**Result**

Everyone gather together around me—form a circle with more than one layer! We are going to create a popcorn popper as we close out our time together. Think of one nugget of information you want to remember from this session. I will start…I will jump up and say it out loud. As soon as I am done, another person jumps and says their item. We will continue this and it should go really fast just like popcorn popping. Ready, set, POP!

Continue this until the majority of people have said one thing they learned.

Congratulations for modeling each step—you knew what you needed to do (plan), worked to get it done, publicized it by sharing and now we are going to celebrate. On the count of three, we will all jump in the air and yell CELEBRATE SUCCESS! Ready…1-2-3! Have fun as you celebrate in your own chapters!
CELEBRATE SUCCESS

To celebrate we must...

Chapter Plan

Tips on Celebrating Success:

Plan the Chapter Celebration!
CELEBRATING SUCCESS IDEAS...

Bake or buy a cake for the chapter
Have a pizza party
Go bowling
Take chapter pictures—have members sign it
Plant a tree or flowers, etc—to signify continuing to grow
Design chapter t-shirts or caps for everyone to wear
Bring recycled things to a meeting—have members build their own “awards” to give to each other!
Host a basketball tourney (or volleyball, etc)
Have a movie and popcorn night
Host a lock-in
Hold SkillsUSA Olympics—create challenges and activities
Have a pancake feed/spaghetti feed and invite the community to celebrate with the chapter!
Create a video honoring the work and the members.
Have a swim party
Host a dance
Hold an Electric Pickle Ceremony—The Official Lighting of the Pickle! Strip the coating off the non-plug end of a two strand electrical cord and stick one of the bare ends into one end of a large pickle. And the other bare wire end into the other end of the pickle. When the cord is plugged in, the pickle will light up!
EFFECTIVE CHAPTER MEETINGS

Pre-Work

<table>
<thead>
<tr>
<th>Audience:</th>
<th># Students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop Length:</td>
<td>Room Set-up:</td>
</tr>
</tbody>
</table>

Materials Needed

- Scenario Card – 1 per group of 4-6 students
- Role Card – 1 role per student
- Brain Boost Handout – 1 per student
- Blank Tear Sheets – Five total
- Markers
- Blank Paper – 1 per student
- Sticky Notes – 1 per student

Flipcharts

FUNCTIONAL Meetings:
- Have an agenda
- Have a purpose
- Use Parliamentary Procedure
- Focus on the members

FUN Meetings:
- Conduct learning activities
- Partner younger members with older members
- Fun, educational presentations
- Conduct a service activity

Objectives

1. Students will list ways to make chapter meetings both FUNCTIONAL and FUN

Outlook

Let’s form a circle at the front of the room. Pause. In a minute, I will call out two body parts. For example, I may call out “wrist to elbow.” When you hear the body parts, locate a partner and connect to each other using the body parts called out. While you are connected, I will share a question that you and your partner will discuss. When I say “people to people,” break apart and we’ll start again. Questions?

Foot to foot! Question: What is the purpose of a SkillsUSA chapter meeting?

People to people!

Ankle to wrist! Question: What is something fun that you do at your chapter meetings?

People to people!

Knee to foot! Question: How do you get members to attend chapter meetings?

People to people!

Elbow to elbow! Question: What is something fun you do at chapter meetings?

People to people!

Hand to hand! Question: What is something you want to learn about holding chapters meetings?

Often times when we hear the word “meeting” we don’t think of something enjoyable. While the main purpose of meetings is to get work done, it’s really important that we actually have members attend our meetings in order to get the work done. That means that we must constantly be aware of how we can make sure our meetings are both enjoyable and purposeful.
Objective 1:
Students will list ways to make chapter meetings both FUNCTIONAL and FUN.

Engagement Activity
Think of the last SkillsUSA meeting you attended. Think of two things members did to contribute to making the meeting effective. Now, change your mind-set a little. Was there someone who didn’t do everything they could to help the meeting be successful? Have you ever been that person?

Keep those thoughts in your mind as you change to an acting role. You will be given a scenario and a role to play. At that time, you will assume that role and will have a goal to achieve. Questions? When you receive your script, read through it and begin acting in your teams when you hear “action.”

Divide the students into groups of four to six. Handout scenario card (one per group) and a role card (one per person). Give the students some time to read their roles and then have them begin.

Action!

Give the students eight minutes to work through the scenario. About halfway through, tell the students that when they are done, they will be given 30 seconds to share how their meeting went with the rest of the group. When the groups are ready, give them 30 seconds to present their information.

After groups have shared the progress of their meeting, have each member of the group share their role card with the other members of their group. After that, ask the following questions:

Have you ever been in a meeting that was like that?
What was accomplished during that meeting?
What prevented the meeting from being effective?

Let’s continue to dig deeper into how we can keep our meetings from being run like the ones in this scenario.

Wisdom
The following activity is taken from the SkillsUSA Educational Resource, “Leveraging Your Leadership: Effective Chapter Meetings Materials.” Specifically, this activity is taken from Lesson 6: FUNctional Chapter Meetings.

In a moment, I will set a piece of paper on the table with several questions. Our task is to do a Brain Boost! We’ll use the ideas of one another to come up with even more ideas that will address each of the questions to create “FUNctional” meetings for our members. That means we have meetings or activities that are both fun and functional. Ready? You will have seven minutes to complete this task. Let’s get to work!

When time is up (or students have finished), facilitate a discussion about the ideas generated during the Brain Boost. To facilitate the discussion, simply ask for responses to each question and offer additional insight or provide clarification if needed. It is important to emphasize that meetings should be both FUN and FUNCTIONAL!

Let’s explore the concept of FUNCTIONAL meetings first. Here are some tips to having FUNCTIONAL chapter meetings.

Post the following on a flip chart:

**FUNCTIONAL Meetings:**
- Have an agenda
- Have a purpose
- Use Parliamentary Procedure
- Focus on the members

Again, facilitate a discussion surrounding the tips to having a FUNCTIONAL chapter meeting. Offer additional insight and provide clarification as needed.
Now that we’ve talked about having a functional chapter meeting, let’s talk more about having FUN chapter meetings. Around the room are five blank tear sheets. When I say “GATHER,” move to one of the blank flip charts. There should be no more than six people at the same one. Questions? GATHER!

Next, when I say “BRAINSTORM,” work as a team to develop a list of possible ways to make our chapter meetings fun for our members. You’ll have three minutes to complete your list. BRAINSTORM!

When time is up, have each group quickly share their ideas. Each group should listen closely to the other groups and put an “x” next to ideas that are shared.

Facilitate a discussion surrounding the tips to having a FUN chapter meeting. Offer additional insight and provide clarification as needed.

Post the following on a flip chart:

**FUN Meetings:**
- Conduct learning activities
- Partner younger members with older members
- Fun, educational presentations
- Conduct a service activity

**Results**

Each of you has a sticky note in front of you. Take 45 seconds and write down one way you could apply this information to your SkillsUSA chapter. Pause. Who will share what they are thinking? Elicit student responses. Great effort today! I’m positive that you’ll be able to create better chapter meetings because of your hard work! Thank you!
**SCENARIO CARD**

**Scenario:** You are attending the monthly meeting for your SkillsUSA chapter. There are two major items of business that need to be discussed.

1. Having a fund raiser possibly selling fruit
2. Voting on whether or not to take a trip for the most active SkillsUSA members

After the meeting begins, the chapter members will take care of the two action items. Your group's goal is to have an organized meeting and to make sure that all members have an opportunity to share their opinion.
# ROLE CARDS

Directions: Cut the roles into strips and provide one per student

<table>
<thead>
<tr>
<th>Role Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Role in the meeting is to be a spoiler. The role is one of a Blocker:</td>
</tr>
<tr>
<td>stubborn or uncooperative; interferes with the meeting’s progress.</td>
</tr>
<tr>
<td>Your Role in the meeting is to be a spoiler. The role is one of a Distracter:</td>
</tr>
<tr>
<td>takes away focus of the meeting and acts childish or is often involved in horse</td>
</tr>
<tr>
<td>play.</td>
</tr>
<tr>
<td>Your Role in the meeting is to be a spoiler. The role is one of an Avoider:</td>
</tr>
<tr>
<td>doesn’t share ideas and has limited participation.</td>
</tr>
<tr>
<td>Your Role in the Team is to be a spoiler. The role is one of a Dominator:</td>
</tr>
<tr>
<td>tries to assert authority or superiority to manipulate the meeting.</td>
</tr>
<tr>
<td>Your Role in the Team is to be a team player. The role is one of a person that</td>
</tr>
<tr>
<td>helps out in anyway possible and works for the good of the team.</td>
</tr>
<tr>
<td>Your Role in the Team is to be a team player. The role is one of a person that</td>
</tr>
<tr>
<td>helps out in anyway possible and works for the good of the team.</td>
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</tr>
<tr>
<td>helps out in anyway possible and works for the good of the team.</td>
</tr>
</tbody>
</table>
BRAIN BOOST – FUNCTIONAL CHAPTER MEETINGS

How can we communicate effectively?

How can we create anticipation about our meetings?

What will make our meetings special?

What can we do for team building within our committees?

What can we do for chapter fun? Committee fun?

How can we make our meetings visible?

What can we do to follow up with members after our meetings?
MARKETING YOUR SKILLSUSA CHAPTER

Pre-Work

Audience: 
# Students: 
Workshop Length: 
Room Set-up:

Materials Needed

- Blank note cards – 1 per student
- Putting Supplies (putter, golf ball, cup, blindfold)
- Markers
- Sticky Notes – 1 pad per student
- “Taking it Home” handout – 1 per student

Flipcharts

(1) With the following on it:
What is SkillsUSA?
Why do you believe in SkillsUSA?
Why do students participate in SkillsUSA?
(2) With the following on it:
Partner: Individuals (or groups of individuals) who are engaged in supporting an interest, cause, or organization
(3) With the following on it:
Advertising
(4) With the following on it:
Collateral Materials
(5) With the following on it:
Public Relations
(6) With the following on it:
Free giveaways or services
(7) With the following on it:
Social Media

Objectives

1. Students will identify partners that can help with marketing SkillsUSA
2. Students will identify new marketing strategies for their SkillsUSA chapter

Outlook

Think about the following question for 30 seconds...what is SkillsUSA? Pause for 30 seconds. Raise your hand if you have been asked this question before. Pause. How do you respond to this question? Pause. When I say “SKILLS,” you will have four minutes to write a response to the three questions on the flip chart at the front of the room. The questions are:

1. What is SkillsUSA?
2. Why do you believe in SkillsUSA?
3. Why do students participate in SkillsUSA?

Please write your responses on note cards at your table. What questions do you have? SKILLS! As students are working, monitor their progress and offer assistance as needed. When time is up (or all students have finished), ask for at least three volunteers to share their responses.

What did you come up with? Who will share their responses to the three questions? Elicit student responses. Thanks for sharing? Let’s think more closely about the first question...What is SkillsUSA? What did you notice about the responses that were shared aloud? Elicit student responses. That’s right! We had three responses and each response was different.

Now, those of us in this room have a pretty good idea of what SkillsUSA is all about. What does the general public knows about our organization? Elicit student responses. I kept hearing “not much.” Let’s find out! When I say “MOVE IT,” you will have 30 seconds to locate a partner! MOVE IT! Pause while students locate a partner. If there is an odd number, groups of three are allowed.

Next, when I say “SKILLS,” you and your partner (or partners) will locate two people NOT in this room and ask them the question “What is SkillsUSA?” The people you locate MUST be inside this building, and as you approach them, please remember appropriate etiquette and manners. Be sure to record their responses on your note card. Once you have asked two people the question, please return to our room. You will have six minutes to complete this task. What questions are there? SKILLS!
During this activity, the facilitator will want to place themselves outside the room and make sure that all students are participating appropriately. Additionally, the facilitator will need to provide benchmarks for the amount of time remaining. When time is up, facilitate a conversation about what those outside the room knew about SkillsUSA.

Thanks for your great effort! Let’s hear what people knew about SkillsUSA! Elicit student responses. Most likely, many will not know more about the organization or perhaps they may have never heard of it before. Wow! It sounds like many didn’t have any idea what SkillsUSA was about. What’s your reaction to that? Elicit student responses. With that in mind, what is the importance of marketing our organization to others? Elicit student responses.

This session is all about exploring strategies we can use to market our local SkillsUSA chapter. You’ll leave with an understanding of how we can better market our SkillsUSA chapter in our community and also with a better idea of the resources that are available.

Objective 1:
Students will identify partners that can help with marketing SkillsUSA.

Engagement Activity
Where are our golfers in the room? Pause. I need one volunteer willing to showcase their golfing skills! Pause. Let’s give our volunteer a round of applause! Pause. Your objective is to putt the golf ball into the hole in as few strokes as possible. I will line you up in the direction of the hole and then you can putt. Oh, by the way, you’ll be blindfolded.

Do not provide the student with any verbal information but assist him or her in the direction the next shot should be by physically positioning him or her. After five shots, ask the student to stop. Then ask for two more volunteers to serve as partners that will assist by giving directions to the student.

Let’s have two more volunteers. Pause while volunteers are identified. Volunteers, you will assist our golfer by providing directions. You can position our golfer and the putter and provide as much support as you like. Your goal is to get the golfer to use the least amount of strokes to get the ball in the hole. Questions? After five shots, hopefully the golfer will have made one putt or at least gotten closer. Process the experience using the following questions:

- Golfer, what was the experience like at first?
- How did you feel when you had assistance?
- What was the value of the support provided by our volunteers?
- How does this relate to marketing our SkillsUSA chapters?

Wisdom
One way we can market our SkillsUSA chapters is to develop strong partnerships in our community. What do you think that word, “partnership,” means? Elicit student responses. How does creating partnerships help us market our SkillsUSA chapter? Elicit student responses. Great thoughts! You’re exactly right!

Show the tear sheet with the definition of partner:

**Partner:** Individuals (or groups of individuals) who are engaged in supporting an interest, cause, or organization

By developing partners, we create a network of people interested in supporting our organization. In addition, we identify those individuals that may be interested in collaborating in future work.
MARKETING YOUR SKILLSUSA CHAPTER

Review

Consider this: Who are some potential partners in your local community? Pause. When I say, “PAIR UP,” locate a partner and share at least three potential partners that exist in your local community. PAIR UP! Once the partners have shared, elicit a few responses from the entire group. If needed, the facilitator should offer additional ideas of potential partners. Great thoughts! Now that we have identified some potential partners, let’s think about how we can engage them in helping us market our chapter.

Objective 2:

Students will identify new marketing strategies for their SkillsUSA chapter.

Engagement Activity

To help us identify how we can engage our partners in marketing our SkillsUSA chapter, let’s have a round of “What works?” Around the room, you notice are five tear sheets. The heading for each tear sheet contains a type of marketing strategy.

The flips charts around the room will say:

1. Advertising
2. Collateral Materials
3. Public Relations
4. Free giveaways or services
5. Social Media

In must a moment, we’ll share what works in our local SkillsUSA chapters in regards to each type of marketing strategy. For example, one of the tear sheets says advertising. How do you advertise your local chapter or events? What works? Questions at this point?

When I say “WORK IT,” grab a pad of sticky notes from your table and capture an idea per sticky note for the marketing strategies around the room. Place your ideas for each strategy on the appropriately labeled flip chart. You have four minutes.

Questions? WORK IT!

When time is up (or students have finished), showcase a few of the ideas on each tear sheet.

Wisdom

Using the “Taking it Home” handout, visit each of the five tear sheets and write down at least three marketing ideas that you might consider using in your local chapter. You will have seven minutes to capture your new ideas on your handout. Questions? Please begin!

During this time, monitor student progress and offer assistance as needed. The facilitator should provide time benchmarks throughout the seven minutes.

Review

When time is up (or students have finished), have students locate a partner. The pairs will share their ideas with each other.

Thank you for your focused work! Let’s share our new ideas with a partner. Identify a partner that you have not worked with today. Pause while students identify a partner on their team. If there is an odd number on their team, groups of three are permissible. In the next four minutes, share your new ideas with your partner!

Results

We’ve done some awesome work! As we think about what we’ve learned, what would it look like pictorially? Pause. When I say, “DRAW” take three minutes and draw three icons that represent the three most critical pieces of information from this session. Your icons can be drawn on your note card from the beginning of this session. Questions? DRAW!

Monitor student progress and when time is up have a few students share their icons!

Great work! Now that you’ve identified some key partners, and we’ve explored some new marketing ideas, hopefully we can help inform others about our organization!
TAKING IT HOME!

Advertising
1.
2.
3.

Collateral Materials
1.
2.
3.

Public Relations
1.
2.
3.

Free giveaways or services
1.
2.
3.

Social Media
1.
2.
3.
IN INVOLVING YOUR SKILLSUSA MEMBERS

Pre-Work

Audience: SkillsUSA members or potential members
# Students: varies
Workshop Length: 50 minutes
Room Set-up: classroom or theater

Materials Needed

☐ Role Play Cards (1 set per group of seven participants)
☐ 8½ x 11 sheet of paper and marker for each participant
☐ Blue painters tape
☐ Paper for capture of ideas
☐ Handouts for each participant
☐ Extra flip chart papers and markers for activities
☐ 5 blindfolds
☐ Music to play for musical chairs

Flipcharts

☐ Benefits of Getting Involved
☐ Barriers to Getting Involved
☐ Involvement Race Sheets

Objectives

1. Students will recognize the value of getting involved.
2. Students will analyze barriers to getting involved and strategies to overcome them.
3. Students will discover opportunities to get involved.

Outlook

The goal of this session to explore the power that can come from being involved in the great opportunities around you! High school and college are times when there are a ton of opportunities available to you, so take advantage!

When I say “Move,” we are going to gather at one of the flip charts posted around the room. There can be no more than six individuals at any one flip chart. When you are positioned at one of the flip charts, please focus your attention to the front of the room.

Questions? “Move”

Make certain everyone is positioned at a flip chart paper in groups of six. Do not have any fewer than four at any one flip chart. Make certain there are markers at each flip chart.

We are going to play a version of Scrabble. One of you should write the word INVOLVEMENT down the middle of the paper like this. Have a sample created on your flip chart. Make certain there is room to add words in a Scrabble like fashion to the original word.

When I say “Begin,” your team will create as many words as possible that use the letters in the word INVOLVEMENT. Remember to play this like Scrabble where you build off of letters in each word. Your task is to create as many words as possible from the word INVOLVEMENT that are related to belonging to SkillsUSA.

“Time”. Let’s count how many words each of our teams created.

Who created the most words?

Congratulations!

By the time we leave this session we will have discovered the value of getting involved, highlighted opportunities to get involved and brainstormed strategies to overcome barriers that keep us from getting involved at a higher level!
IN INVOLVING YOUR SKILLSUSA MEMBERS

Objective 1:
Students will recognize the value of getting involved.

Engagement Activity
Look back over the words in our Scrabble sheets on the wall – let’s put them into some broad categories that will allow us to make a list of reasons we get involved in organizations and activities. I will capture your ideas on the flip chart – who would like to suggest some categories?

Capture on flip chart and work with the discussion until you get them down to 4-5 reasons for getting involved. Suggestions are:

- Accomplishment/Achievement
- Service
- Relationships
- Discovery and develop my skills
- Fun/Interest
- Opportunity to travel

Wisdom:
Value of Getting Involved
Let’s dive into these ideas. Please get into small groups of five or less. Select one person to be a recorder.

In your groups, have a conversation about the value of getting involved. Get personal and think about what each of us gain from involvement in SkillsUSA. Especially think about how that reason for involvement will benefit you in the future. In a few minutes, I will ask each group to share your best thoughts.

Capture the responses on a flip chart as each group shares. Lead the discussion to talk about the benefits of membership into terms of skill development and impact on future career.

Review
On your handout, please list the three most important reasons that you became involved in SkillsUSA.

Objective 2:
Students will analyze barriers to getting involved and strategies to overcome them.

Engagement Activity
How many of you played musical chairs when you were younger? We are going to play it again today. I need five volunteers who want to play musical chairs.

Select a mix of males and females. Set five chairs in the front of the room. Have the volunteers sit on the chairs. Explain the rules of the game.

This game of musical chairs will be just a little different than what you may remember playing. First, each of our participants will be blindfolded and they cannot use their hands – they must keep their arms folded in front of them throughout the game. When the music starts, you must begin moving around. When the music stops, find a chair, or you will be out of the game.

The rest of us will try to help you by shouting out instructions of how to move to get to a chair.

Handout the blindfolds and have the volunteers put them on. Start the music, remove one chair and move the chairs around so they are difficult to find. Stop the music and continue to encourage the group to shout out instructions. Thank the volunteer that does not find a chair and continue the game until there is only one person left.

Congratulations to all our participants and especially to our winner.

Let’s talk about what the barriers were that made this game difficult for our participants.
Exactly! Without any barriers, the participants would have been better able to play the game. The same is true when we think about why individuals join and become involved in SkillsUSA. We need to identify and identify strategies to overcome these barriers.

**Wisdom:**
Barriers to getting involved and strategies to overcome them

**Involvement Barrier Role Play**
So with all the great reasons to get involved, why do some still choose not to? What prevents people like you and I from taking advantage of some very cool opportunities that could significantly change your life?

We are going to give you an opportunity to show off your best acting skills. Each of you at your table will have a role to play. You are all part of a SkillsUSA chapter trying to plan an community service project. Be creative and have fun with it, but make sure to play the role assigned to you. Do not show your role to anyone at your table until the role-play is over.

When I say “GO” grab the envelope in the center of your table, remove a card, read it and begin the role play. One person will be the group facilitator and will lead the discussion. Questions? GO!

**Barrier cards are:**
- I’ll get around to it later
- I’m afraid to get involved
- I’m too cool to be bothered
- I’m too busy with all my other activities
- I don’t want to be here, a member because my parents made me join
- I need to be in charge and don’t want to listen

Take 15 seconds to finish up. Great, let’s focus back and hear how the role playing went. So who will share what happened in your groups role play?

In the role play there was one person who was trying to get the rest of the group involved in the community service project and they weren’t cooperating, is that correct? What were some of the reasons why people didn’t want to get involved? These roles come from actual reasons shared with us by actual students your age.

Now we are going to be problem solvers. We need your help identifying some strategies to overcome these barriers. When you hear the music begin, pair up with another group, discuss what each barrier was, and together capture ways to break through this barrier on a flip chart. There are six barriers we should be discussing. Questions?

(Play Music)

Take 10 seconds to finish up that last strategy. We will start with this group. Please share the strategies your group came up. As they share please capture down the strategies they identify on your handout.

Nice work! To thank our volunteers, Power Clap on three…1-2-3!

**Review**
How could this knowledge of common barriers to getting involved be helpful to us in the future?

(Lead short discussion on this topic)

Great, thank you for sharing! Let’s take a short look back at all that we have accomplished thus far. We have heard from some of our peers about why they chose to get involved. We have analyzed why some chose not to get involved through experiencing some of the common barriers to involvement. So where do we go from here? The next step is to discover some opportunities in our schools and communities to get involved and have awesome experiences.
Objective #3:
Students will discover opportunities to get involved.

Engagement Activity
We’re going to play a simple little game called “That’s Me.” When I call out something that applies to you, stand up, through your hand up in the air and shout “That’s ME.” Let’s practice. I am a SkillsUSA member. “That’s ME!”

Great job. Now let’s play for real:
- I like to have fun
- I like meeting new people
- I like to travel to new places
- I like speaking in front of people
- I enjoy working on community service projects
- I like selling things
- I like buying things
- I like competing in contests
- I like building things
- I like looking great
- I am a SkillsUSA member!

Great job!

Wisdom
As we begin to think about all the unique opportunities to get involved, many of us have insight that can help shed light on this discovery process. Link up with the two people that where in your original group.

We have just been entered into another Olympic event! For this event we must remain connected the entire time! This is a race, and our goal is to capture down three specific SkillsUSA opportunities on each of the flipcharts around the room.

These opportunities are each a way to get involved in SkillsUSA. When the music starts, we will race to a poster, while remain linked the entire time, reach down to grab a maker, and add our ideas. We must make it to every tear sheet, and high five me in the center to complete the race. What questions are there?

Play Music
Looks everyone has finished up, so find your way to one of the posters! Let’s discuss where or how we can get involved.

Who will share their poster with us?
Who will share something they found interesting?
Awesome, thanks for sharing!

Review
We heard about a ton of different activities that participants here are involved in. Capture down three new ideas for getting involved on your handout.

Result
Wow, we have accomplished a ton in a short amount of time! We are about out of time, but before we head out, it's time to set some goals for the session!
On your handout, identify three goals you have to become more involved in your school or community.
IN VOL VING YOUR SKILLSUSA MEMBERS

Three reasons I joined and became involved in SkillsUSA

1.

2.

3.
STRATEGIES TO OVERCOME BARRIERS

[Blank spaces for text]
IN VOLVING YOUR SKILLSUSA MEMBERS

Three places I will get involved!

1.
2.
3.

Goals I have for getting involved!

1.
2.
3.
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.