The 2018-2019 lessons introduce students to topics of chapter management. The lesson is designed to be fully customizable for your chapter. Six activities are provided, one for each Chapter Excellence Program Quality Chapter requirement. Facilitate one, two, three, four, five or all six of the activities spread out over a couple of class periods if needed. For example, if all students already pay dues, skip Activity 1. Use the activities in areas your chapter needs to improve to be a Quality Chapter. At the completion of the lesson, students will have ownership of the chapter and be prepared to complete the CEP Quality Chapter application. This lesson and activities will help fulfill the year’s theme of SkillsUSA: Champions at Work, Career-Ready Starts Here.

**Anticipatory Set:** Understand the value of SkillsUSA and being career-ready

**Activity 1:** Pay membership dues (students and advisors)

**Activity 2:** Elect chapter officers

**Activity 3:** Conduct well planned, regularly scheduled chapter meetings

**Activity 4:** Complete a project chapter budget

**Activity 5:** Complete a program of work

**Activity 6:** Conduct at least one activity within each of the three framework components

**Review:** Evaluate the chapter management structure

**Extended Learning Opportunities**

**Introduction (if applicable): 1 minute**

Let students know who you are and why you are there. Be sure to introduce all presenters. Fill in the blanks with your name and chapter. Adjust the introduction to fit the audience and situation.

“Hello. I am ________________ and I am a member of the ________________ SkillsUSA chapter. SkillsUSA helps students become world-class workers, leaders and responsible American citizens. Your chapter is a training ground for learning personal, workplace and technical skills. Career-ready starts here. The chapter exists to provide rich experiences that prepare students for career success. To make this a reality, students must be the ones organizing and leading with the help of an instructor or advisor. Today, we will explore the components of chapter management and complete steps for your own chapter to be recognized at the national level as a Quality Chapter.”

**Anticipatory Set: 6 minutes**

The first activity emphasizes the value of SkillsUSA, the SkillsUSA Framework and being career-ready. Give these instructions:

1. “To begin today, we will role-play and make decisions.”
2. “I will describe two choices and individuals you will make a decision.”
3. “Vote for your choice by raising your hand when asked to do so.”
4. “Here is the first one: You are the CEO of a business. Would you rather hire an applicant that has hands-on experience in the field or an applicant who has good grades?” (pause)
5. “Raise your hand if you would hire the applicant with hands-on experience.” (pause)
6. “Raise your hand if you would hire the applicant with good grades.” (pause)
7. “Here’s the next choice: You are the chairman of a scholarship committee. Would you reward a student serving as president of a student organization or a student who has studied abroad?” (pause)
8. “Raise your hand if you would select the president.” (pause)
9. “Raise your hand if you would select the student that had studied abroad.” (pause)
10. “Final choice: You are a school administrator. Would you fund a program that is receiving national awards or a program with high enrollment?” (pause)
11. “Raise your hand if you would fund the award-winning program.” (pause)
12. “Raise your hand if you would fund the high enrollment program.” (pause)

“These are tough decisions. There are pros and cons each way and not one right or wrong answer. These are the types of decisions being made by CEOs, administrators and others every day. As a student, we must gain skills needed to be career-ready. We must ensure our chapter provides the experiences we need to be successful today and in the future. Career-ready starts here. We want to be trained and ready so CEOs, scholarship committees and administrators choose us and our organization. The activities we do now will affect our future success and the longevity of our chapter and program for others.”

Display the Level 1 Quality Chapter Checklist from the SkillsUSA Chapter Excellence Program or distribute individual copies to each student.

“SkillsUSA has outlined basic chapter management standards. These are the requirements to be recognized as a Quality Chapter.

- Pay membership dues
- Have all section advisors pay professional dues to SkillsUSA
- Elect chapter officers
- Conduct well-planned, regularly-scheduled chapter meetings
- Complete a projected chapter budget
- Complete a program of work
- Conduct at least one activity within each of the three framework components

Which ones do our chapter complete each year? (or, which have we already completed?)”

Have students share thoughts and opinions about the checklist. Check off the items that are completed. The “unchecked” items are those that should be the focus of this lesson moving forward. Complete as many of the activities as needed. This may require extra class sessions to work through all parts.

**Activity 1 — Pay membership and advisor dues: 15 minutes**
The first requirement of a Quality Chapter is for members and advisors to pay dues. SkillsUSA is an essential part of career and technical education. All students will benefit from membership. Have students brainstorm ways to encourage all students to join the chapter.

Facilitate a group discussion about membership by asking questions including:

- “What are benefits of SkillsUSA membership?”
- “Why might a student choose not to join our chapter?”

Divide students into small groups of three. Give these instructions:

1. “All students will benefit from SkillsUSA membership because career-ready starts here. The question is: ‘What can our chapter do to encourage all students to join?’”
2. “Take three minutes to brainstorm ideas.”

Monitor group work. After three minutes, bring students back together. Give each group two pieces of paper. Continue with instructions:

3. “Select two ideas to share with the class.”
4. “Write each of these on a paper.”
5. “You have two minutes.”
After two minutes, have each group share with the class. Post papers around the room. Then provide each student one sticker and give these instructions:

6. “We have heard great ideas to encourage membership. Individually, choose your favorite suggestion and place your sticker on that paper.”

7. “You have 30 seconds to vote.”

Tally the votes. Keep all suggestions for the officer team to discuss and implement as desired. Facilitate a group discussion by asking questions including:

- “How does being career-ready start with SkillsUSA?”
- “How have you benefited from SkillsUSA membership?”
- “Should all students be members of SkillsUSA?”

For further information: www.skillsusa.org/membership-resources/membership-kit-2/high-school/5-register-students-members-skillsusa/

Activity 2 — Elect chapter officers: 15 minutes

Chapter officers are essential to the success of a local chapter. Officers conduct executive council meetings to plan for full chapter meetings. Officers serve and guide the membership and ensure all members are actively participating.

Help students understand the need and role of leaders within the chapter. Give these instructions:

1. “No one may speak during this activity, starting now.”

2. “Everyone will line up based on his or her phone number. If you have a cellphone, use that number. If you do not, use your home landline number.”

3. “You have three minutes to line up in order.”

Monitor student progress. Be sure no one speaks during the activity. Remind students of the time limit. You may need to adjust the time based on class size. After students are lined up, check the order and then facilitate a group discussion by asking questions including:

- “How did you overcome the challenge of being unable to speak?”
- “Did any leaders emerge during the activity?”
- “What would have been helpful to you before or during the activity?”
- “Are all leaders elected or assigned?”
- “What happens when a team or organization lack leadership?”
- “What are the qualities of an effective leader?”

To begin the step-by-step process to elect officers, the chapter must decide which offices should be part of the leadership team. While six are suggested, the chapter may consider the number that is adequate based on the size and scope of the chapter. This may be more or less than six chapter officers. The officer structure may also be outlined in the chapter constitution and bylaws.

“Our chapter may decide how many chapter officers should be elected to lead our organization. Six are suggested on the national level: president, vice president, secretary, treasurer, reporter and parliamentarian. Let’s determine our chapter’s needs.”

Determine local needs with a group discussion including these questions:

- “What is the role of chapter officers?”
- “How many members are in the chapter?”
- “Will each school program have an officer team, or will there be a team for the entire school?”
- “Will the team be representative of all programs?”
- “How should our chapter officers be elected?”
- “What will the campaigning process look like?”

Further discuss and brainstorm the officer election process. Consider forming an election committee to determine and oversee the process.

For more information: www.skillsusa.org/courses/13_OfficersandElections/player.html and www.skillsusa.org/membership-resources/membership-kit-2/college-ps/6-organize-chapter-management-structure/
Activity 3 — Conduct well-planned, regularly scheduled chapter meetings: 15 minutes

It is essential to hold meetings on a regular business. The meeting times and locations can take a variety of forms to meet the needs of the student body.

Have students identify components of successful meetings. Put students into pairs. Give these instructions:

1. “Think about the worst meeting you have attended. This meeting might have occurred in school, within an organization, among government leaders or elsewhere.”
2. “Consider this question: What made the meeting so terrible?”
3. “With your partner, take 90 seconds to discuss your bad experiences.”

After 90 seconds, have pairs share with the class. Create a list on the writing surface.

“Well-planned, regularly scheduled meetings help our chapter efficiently. We have identified negative aspects of meetings. Let’s consider what will make our chapter meetings successful.”

Put two pairs together to form groups of four. Provide each group several slips of paper. Give these instructions:

1. “Individually, think about what makes a meeting positive, effective and successful.”
2. “Consider this question: What can we implement before, during or even after meetings to make them “good?”
3. “Take 90 seconds to brainstorm while writing one idea per slip of paper.”
4. “Compile the stack of ideas in the middle of your group.”

After 90 seconds, bring the class back together. Give these instructions:

1. “As a group, read and discuss the suggestions.”
2. “Choose at least four to share with the class.”
3. “You have three minutes to read, discuss and decide.”

After three minutes, have groups share with the class. Then facilitate a group discussion to narrow down the suggestions into a “List of 10” from SkillsUSA Accelerate (Page 46). Use this list to help plan and conduct chapter meetings throughout the year. Facilitate a group discussion by asking questions including:

- “How often should chapter meetings be held?”
- “When is the best time for our members to meet?”
- “Should meetings be offered virtually or at multiple times?”
- “Where is the best location?”

Activity 4 — Complete a projected chapter budget: 35 minutes

Creating a following a budget ensures the success of a chapter, as well as building essential skills among the members including responsibility, decision making, planning, organizing and management. Developing an understanding of sound financial practices will carry over into a lifetime of success for students and ensures career readiness.

Use the common “bean game” to introduce budgeting to the students. Divide students into pairs. Give these instructions:

1. “You have a 20-bean monthly salary.”
2. “As a pair, decide how you will spend the money.”
3. “The worksheet has several categories of expenses.”
4. “For each category, make at least one selection.”
5. “Some options are free, while others may cost one, two, three or even four beans, depicted by the boxes.”
6. “All 20 beans must be spent.”
7. “You have three minutes to budget your beans.”

After three minutes, facilitate a group discussion by asking questions including:

- “What are your basic needs?”
- “How did you decide how to allocate the money?”
Facilitate a group discussion about chapter income sources and known chapter expenses by asking questions including:

- “What are the main income sources for our chapter?”
- “What expenses does our chapter incur throughout the year?”

Divide students into small groups of three or four. Give these instructions:

1. “As a group, discuss chapter activities and how chapter funds should be allocated.”
2. “Identify activities that are underfunded and also opportunities to increase income.”
3. “You have 10 minutes to discuss and draft a chapter budget.”

After 10 minutes, have groups share their projected budgets. Work as a class to create one estimated budget for the year. See www.skillsusa.org/programs/chapter-excellence-program/ for a sample CEP budget.

Throughout the year, after each activity, review the income and expenses to see how funds were spent and how this affects the yearly budget.

**Activity 5 — Complete a program of work: 20 minutes**

The heart of SkillsUSA is its program of work, which outlines what the chapter is going to do. It is the activities and projects, the plan of action that the chapter will carry out during the school year. Students will explore the categories of the program of work and draft a plan for the chapter.

Prior to the session, post seven large pieces of butcher paper around the classroom. Label each with one of the SkillsUSA program of work categories. Divide each by drawing a horizontal line across the middle or equator of the paper.

Use “Ace of Hearts” from SkillsUSA Ignite (Pg. 122) to illustrate the importance of planning and organization. Ask two volunteers to come to the front of the room. You may have students circle around the volunteers to better see what they are doing. Provide each volunteer a deck of cards. Give this instruction:

1. “Quickly as you can, find the ace of hearts.”

Wait until both students have found the card. Then continue:

2. “Congratulations! Let’s try again. This time, find the four of diamonds.”

Wait until both students have found the card, then congratulate the winner and thank both volunteers. Reveal the decks of cards to the class. Facilitate a discussion by asking questions including:

- “Why was one volunteer able to find the requested card quicker?”
- “Was this activity fair?”
- “What might have happened if both students had been given a chance to organize their cards before we started?”
- “When do you organize and plan at home? In school? In SkillsUSA?”
- “Why is organization and planning important?”

“Planning is also important for SkillsUSA. Each year, our chapter should create a program of work to guide our activities and projects. There are seven categories recommended on the national level: professional development, community service, employment, ways and means, SkillsUSA championships, public relations and social activities. We will divide into groups to examine these areas.”
Divide students into seven groups and assign each group one of the categories of the SkillsUSA program of work. Give these instructions:

1. “Consider how our chapter addresses the assigned topic.”
2. “We will only use the top half of each paper.”
3. “Discuss and list all activities and projects conducted within the area.”
4. “Your group has two minutes to brainstorm and list.”

Monitor student work, make suggestions and prompt as needed. After two minutes, have groups rotate to the next topic. Repeat the instructions. Continue until groups have worked on each category. After completing the last round, have groups return to their original paper. Give these instructions:

1. “As a group, read and discuss the activities and projects listed.”
2. “On the bottom half of the paper using complete sentences, write about how our chapter will fulfill this section of the program of work.”
3. “You have four minutes to read and write.”

After four minutes, bring students back together. Have each group present their paper and ideas. Collect these for use in putting together the official chapter program of work. Facilitate a group discussion, by asking questions including:

- How will the program of work help our chapter?
- Who should receive a copy of the chapter program of work?
- How can you as a member help carry out the program of work?


**Activity 6 — Conduct one activity within each of the three framework components: 16 minutes**

Several CEP mini lessons are available for free download from SkillsUSA at: [www.skillsusa.org/wp-content/uploads/2015/02/CEP-Mini-Lessons-2015.pdf](http://www.skillsusa.org/wp-content/uploads/2015/02/CEP-Mini-Lessons-2015.pdf) Use No. 2, “What Are We Doing Now?” from SkillsUSA CEP Mini Lessons. Help students discuss current chapter activities to identify components of the framework that are already being addressed. Students will also be guided to brainstorm new, innovative activities that will meet the needs of the chapters as well as the framework.

Review: 10 minutes

Use a rating activity to allow time to review topics covered during the lesson. Discuss each Quality Chapter standard as needed. Give these instructions:

1. “SkillsUSA provides opportunities for students to learn and grow. Career-ready starts here.”
2. “We have explored requirements for Quality Chapters.”
3. “Individually, you will rate our chapter in each area.”
4. “Use your hand, five fingers for excellent, one finger for needs much work, to rate each category I describe.”
5. “The first requirement is to pay membership dues. Use your hand to rate our chapter.” (pause)

If ratings vary much, ask a few students to share their thoughts and reasoning. Continue the rating and discussion process for each of the Quality Chapter requirements.

- Pay membership dues
- Have all section advisors pay professional dues to SkillsUSA
- Elect chapter officersConduct well planned, regularly scheduled chapter meetings
- Complete a projected chapter budget
- Complete a program of work
- Conduct at least one activity within each of the three framework components
Finally, wrap up the session with one final activity. Give these instructions:

1. “Consider this year's theme SkillsUSA: Champions at Work, Career-Ready Starts Here.”
2. “When I say, “pose,” stand and strike a photographic pose showing how our chapter fulfills the theme.”
3. “Pose!”

Allow students to view each other’s poses. If time allows, take a group photo with all of the poses illustrating the theme.

**Extended Learning Opportunities**

Teach and review the basics of parliamentary procedure so students are prepared for meetings of all types. Have students conduct a mock meeting.

Have students put together a personal monthly budget. Be sure to include educational expenses. Even if students receive money from their parents or guardians to pay for items, have students track these expenses.

Create a chapter calendar including activities from the program of work.
**BUDGETING WORKSHEET**

**NAMES:**

- Spend all of your beans
- Select at least one option from each category

<table>
<thead>
<tr>
<th>Housing</th>
<th>FREE</th>
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</thead>
<tbody>
<tr>
<td>A. Live with relatives</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>B. Share apartment/house with roommates</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>C. Rent place of your own</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>D. Buy your own home</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<thead>
<tr>
<th>Insurance</th>
<th>☐ ☐ ☐ ☐</th>
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<tbody>
<tr>
<td>A. Basic health coverage</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>B. Health and disability coverage</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>C. Auto insurance (must have if you have a car)</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<th>Transportation</th>
<th>☐ ☐ ☐ ☐ ☐</th>
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<tbody>
<tr>
<td>A. Walk or bike</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>B. Ride bus or join carpool</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>C. Buy fuel for family car</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>D. Buy used car and fuel</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>E. Buy new car and fuel</td>
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<thead>
<tr>
<th>Communications</th>
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<tbody>
<tr>
<td>A. Cell phone</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>B. High speed internet</td>
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<tr>
<th>Personal care</th>
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<tbody>
<tr>
<td>A. Basic products such as soap, shampoo, toothpaste</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>B. Occasional professional haircuts and basic care</td>
<td>☐ ☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>C. Regular professional hairstyling and name brand</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<table>
<thead>
<tr>
<th>Clothing</th>
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<tbody>
<tr>
<td>A. Wear current wardrobe</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>B. Buy at a discount store or thrift shop</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>C. Buy at a department store</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>D. Shop for designer clothes</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<th>Food</th>
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<tr>
<td>A. Cook at home and pack lunches; dinner out once a week</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>B. Frequent fast food lunches and weekly dinner out</td>
<td>☐ ☐ ☐ ☐ ☐</td>
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<tr>
<td>C. All meals away from home</td>
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### Recreation and extras

<table>
<thead>
<tr>
<th>Option</th>
<th>Free</th>
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</thead>
<tbody>
<tr>
<td>A. Hiking, walking, visiting friends or library</td>
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<tr>
<td>B. Television, snacks, driving around</td>
<td></td>
</tr>
<tr>
<td>C. Pet</td>
<td></td>
</tr>
<tr>
<td>D. Television, sports and movies</td>
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<tr>
<td>E. Fishing, hunting and hobbies</td>
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<tr>
<td>F. Music, books and DVDs</td>
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<td>G. Concerts, vacations and spectator sports</td>
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### Savings

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<tr>
<th>Option</th>
<th>Free</th>
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<tbody>
<tr>
<td>A. Spare change in piggy bank</td>
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<td>B. Five percent of income</td>
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<td>C. Ten percent of income</td>
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<td>D. Invest for retirement</td>
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<td>E. Donate to charities</td>
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### Furnishings/Furniture

<table>
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<tr>
<th>Option</th>
<th>Free</th>
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<tbody>
<tr>
<td>A. Borrow from relative</td>
<td></td>
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<tr>
<td>B. Rent furniture or live in furnished apartment</td>
<td></td>
</tr>
<tr>
<td>C. Buy at garage sale or thrift shop</td>
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<tr>
<td>D. Buy new furniture</td>
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### Laundry

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<tr>
<th>Option</th>
<th>Free</th>
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<tbody>
<tr>
<td>A. Do laundry at relatives house</td>
<td></td>
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<tr>
<td>B. Use laundromat</td>
<td></td>
</tr>
<tr>
<td>C. Rent or purchase washer and dryer</td>
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</table>