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| Pre-Work* How large is my audience?
* What age range is my audience?
* What does my audience really care about?
* How will I relate to them?
* What is the room set up and A/V requirements/availability?
* What is the length of the workshop?
 | **Session Title**: Introducing the SkillsUSA Framework **Session Length**: 60 minutes**Number of Participants**: Varies**Participant Demography**: SkillsUSA members**Supplies**:Several newspapers for opening activitySkillsUSA ThumballCopies of the Personal Skills cards handout (one set)Copies of the framework handout (one for each student)Copies of the Workplace Skills cards handout (one set for each group of six students)Copies of the Technical Skills cards handout (one set for each group of six students)Essential Element AssessmentWriting surface and marker |
| Outlook * What are the main points of this workshop?
* How can I draw a mental map to let audience members know where we’re headed?
* How can I engage participants in the overarching topic of this workshop?
 | Participants will know or be able to:Objective 1: **Describe the SkillsUSA Framework and Essential Elements.**Objective 2: Evaluate personal strengths and weakness of the Essential Elements.  |
| Engagement – Link Approximately 10 minutes | Welcome participants to the session and share that during our time together we will discover the skills needed to be career ready. Ask students to form a trio with two other students. and create small groups of three. Give each group several newspapers. *Each group will work to build the tallest freestanding tower possible using only the materials provided. The tower must sit on the floor and not be attached to anything.* *When I say ‘Build,’ your team will have three minutes to construct a tower. What questions do you have? (pause) Build!*After three minutes, bring students back together. Facilitate a group discussion by asking questions including: * *What was challenging?*
* *What impacted the final height of the tower?*
* *How did the framework you built impact the tower?*

This tower activity demonstrates the power of a strong framework. We personally need a strong framework.  |
| Engagement – Preview | *SkillsUSA developed the SkillsUSA Framework to define the skills required to be successful in all careers.* *The SkillsUSA Framework strengthens us as individuals and our entire chapter. Today we will discuss the skill sets needed, as well as evaluate our strengths and weakness so we may create a plan for personal growth and development.*  |
| Wisdom – Evidence 1Approximately 30 minutes* What will I do and say to prove the Main Point to be factual?
* How will I illustrate the Main Point for the participants?
* How will I engage the participants in learning the information associated with the Main Point?
 | Objective 1: **Describe the SkillsUSA Framework and Essential Elements.***The Framework has three components – Personal Skills, Workplace Skills and Technical Skills grounded in Academics. Each of these components is further divided into 17 Essential Elements, the skills required for success in school, life, SkillsUSA and your future career. Let’s take a few minutes to discover some of the Essential Elements and what you may already know about those skills.*Use the SkillsUSA Framework Thumball to introduce the Essential Elements.*In a moment, I will toss this thumball to one of you. When you catch the ball, look at where your thumb is and read aloud the word that your thumb touches. Then tell us what the word means to you and why this skill is important to your future career.*Toss the thumbnail around to several students.*Let’s take a closer look at the definitions and behaviors of the framework to learn more.***Personal Skills**Select twelve volunteers. Put them into pairs. Give each pair a Personal Skills Essential Element card. Be sure the class does not see the card. *We will play charades with the Personal Skills component. Each volunteer pair has a card that describes one Essential Element. They will review the information on the card and then act out the Essential Element, so the class can guess the skill. You may speak during the skit, but may not say the word on the card, tell us what the word begins with nor how many syllables are in the word. You should focus on doing a great job of showing us what the Essential Element looks like.* Have each pair perform and then allow the class to guess the Essential Element. After the Essential Element is correctly named, ask the pair to read the behaviors listed on the card aloud to the class.Give each student one copy of the SkillsUSA framework handout. *There are six Essential Elements in the Personal Skills component. We will list those on the handout near the Personal Skills section.* Write the first Essential Element, Integrity, onto the writing surface so students may copy onto the handout. Facilitate a group discussion by asking this question:* *When have you personally demonstrated Integrity at home, in school, in SkillsUSA or in the workplace?*

Continue with each Essential Element of Personal Skills (Work Ethic, Professionalism, Responsibility, Adaptability/Flexibility and Self-Motivation)*That was a quick look at the Personal Skills component. We demonstrate those Essential Elements every day.* **Workplace Skills***Next is Workplace Skills. Let’s see what skills are included in that component.*Put students into groups of six. Give each group one marker, three pieces of paper and one set of Workplace Skills cards that includes the Essential Element, definition and behaviors. If groups have less than six students, some students will need to take two cards for the activity.*Our next activity is Pictionary. Turn the cards over and each person should take one. Be careful not to let your group see the words on your card.* (pause)*The first person will use the marker and paper to draw pictures illustrating the Essential Element on the card while the other group members guess the Essential Element. After a correct answer, read aloud the definition and behaviors from the card. Continue until all group members have participated.* After groups are finished, bring students back together.*There are six Essential Elements in the Workplace Skills component. We will list those on the handout near the Workplace Skills section.* Write the first Essential Element, Communication, on the writing surface so students may copy onto the handout. Facilitate a group discussion by asking this question:* *Who is someone that you know excels at communication and specifically how does he or she demonstrate this skill?*

Continue with each Essential Element of Workplace Skills. (Decision Making, Teamwork, Multicultural Sensitivity and Awareness, Planning, Organizing and Management and Leadership)*We’ve now explored two of the framework components.* **Technical Skills Grounded in academics***Let’s look at the final component, Technical Skills.* Students will work in the same groups of six. Give each group one set of Technical Skills cards. *The card sets include the five Essential Elements of Technical Skills and the behaviors that describe those elements. As a group, match the behaviors with the correct Essential Element. You have two minutes to sort and then we will check your work.* After two minutes, bring students back together.Continue with each Essential Element of Technical Skills Grounded in Academics. *Job Specific Skills** *Know my job roles and responsibilities*
* *Perform my job confidently*
* *Seek ways to improve my job performance*
* *Follow personnel manual policies*
* *Perform responsibilities without direct supervision*
* *Teach others job specific tasks*
* *Open to coaching and feedback*

*Safety and Health** *Follow safety procedures including wearing appropriate safety attire*
* *Maintain a clean work environment*
* *Identify potential hazards and notifies appropriate parties*
* *Use tools and equipment according to safety best practices*
* *Stay current with safety regulations and standards*

*Service Orientation** *Acknowledge customers, and be present with the interaction*
* *Stay focused and customer-oriented while at work*
* *Demonstrate respect and courtesy to customers at all times*
* *Know and implement company’s service policy*
* *Handle difficult situations with tack and self-restraint*
* *Know when to involve supervisor in a customer service situation*

*Professional Development** *Develop a career plan*
* *Assess current skill sets and determine areas for growth*
* *Use professional and personal mentors*
* *Seek professional and personal growth opportunities*
* *Find application of new learning*
* *Stay current with workplace-related resources*
* *Seek new responsibilities to gain additional skill sets*
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| Wisdom – Main Point 1Approximately 2 minutes* What is the Main Point?
 | *Together all of these 17 Essential Elements comprise our SkillsUSA Framework. The Framework supports the mission of the organization “to empower world-class workers, leaders and responsible American citizens.”* *By focusing on growing these skills it will equip us to be prepared for our future careers.*  |
| Wisdom – Action 1Approximately 1 minute* How will I help students act on the Wisdom 1 Main Point?
 | Action 1 is weaved throughout Evidence 1.  |
| Transition* What will I say to help participants move from Wisdom 1 to Wisdom 2?
 | *Now that we’ve studied the Essential Elements of the SkillsUSA Framework, it’s time to do some self-reflection and evaluate our own skills.* |
| Wisdom – Evidence 2Approximately 14 minutes* What will I do and say to prove the Main Point to be factual?
* How will I illustrate the Main Point for the participants?
* How will I engage the participants in learning the information associated with the Main Point?
 | Objective 2: **Evaluate personal strengths and weakness of the Essential Elements***Each of us will complete an Essential Element self-assessment. You will rate yourself on each Essential Element using the scale of always, usually, sometimes and rarely. Be as honest as you can.*Give each student an assessment. (You could create the assessment in a smartphone polling software for the students to use.) Allow ten minutes for completion.[Online Essential Element Self-Assessment](https://www.skillsusagateway.org/essential-element-assessment) [Essential Element Self-Assessment](https://www.skillsusa.org/wp-content/uploads/2019/07/Essential-Element-Assessment.docx) *(download as MS word doc.)**On the handout, summarize the findings of your assessment by creating a score for each Essential Element.* *Always - 4**Usually - 3**Sometimes - 2* *Rarely - 1**You have two minutes.*After two minutes, facilitate a group discussion by asking questions including:* *What Essential Elements are your strengths?*
* *What Essential Elements do you need to further develop?*

*Thank you for your honest assessments.* |
| Wisdom – Main Point 2Approximately 1 minute* What is the Main Point?
 | *You should periodically evaluate your own skills to ensure you have obtained the skill set you desire. Even professionals in the workplace should evaluate their skills periodically and seek educational opportunities to further develop those skills.**You will have many opportunities this year to develop these Essential Element skills through Career and Technical Education and participation in SkillsUSA.*  |
| Wisdom – Action 2Approximately 1 minute* How will I help students act on the Wisdom 2 Main Point?
 | *Take advantage of all opportunities to learn, grow and challenge yourself.*  |
| Transition* What will I say to help participants move from Wisdom 2 to the Final Review?
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| Final ReviewApproximately 1 minute* How will I re-phrase my key Wisdom points at the end?
* What closing thoughts will I offer the participants?
* What is the final call to action for the participants?
* What do I want the participants to remember?
 | *The SkillsUSA Framework ensures student members develop a skill set demanded by business and industry. The three components of personal, workplace and technical skills include 17 Essential Elements that encompass all skills needed to be successful at home, in school, in SkillsUSA and in the workplace.* *Thank you for your participation today.* |
| Reflection* What worked? Why?
* What didn’t work? Why?
* What feedback did you receive from your audience?
* What level of influence do you believe the content/delivery had?
* How will you deliver this workshop differently next time?
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| Extended Learning Activities  | Discuss and identify one Essential Element from each component to target as a chapter throughout the year. Plan activities and experiences to help members develop those specific skills.Use the SkillsUSA Framework Fundamentals: Teaching Strategies for the Essential Elements cards from the Education Resources Catalog. Have students discuss the questions on the cards in pairs or small groups.Show the SkillsUSA Framework video found at [www.skillsusa.org/about/skillsusa-framework/](http://www.skillsusa.org/about/skillsusa-framework/)  |