

## Quality Chapter Standards and the Chapter Excellence Program

<p><b>Pre-Work</b></p> <ul style="list-style-type: none"> <li>• How large is my audience?</li> <li>• What age range is my audience?</li> <li>• What does my audience really care about?</li> <li>• How will I relate to them?</li> <li>• What is the room set up and A/V requirements/availability?</li> <li>• What is the length of the session?</li> </ul>	<p><b>Session Title: Quality Chapter Standards Part 1</b></p> <p><b>Session Length:</b> 60 minutes</p> <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• Display a Chapter Excellence Program Poster</li> </ul> <p><b>Supplies:</b></p> <ul style="list-style-type: none"> <li>• Writing surface and marker</li> <li>• Quality Chapter Standards handout (one per student)</li> <li>• Small slips of paper (about 30 for each four students)</li> <li>• Budgeting worksheet (one per pair of students)</li> <li>• Dry beans (20 per pair of students)</li> <li>• Jenga® blocks (60 full set, some labeled with different member and officer roles)</li> </ul>
<p><b>Outlook</b></p> <ul style="list-style-type: none"> <li>• What are the main points?</li> <li>• How can I draw a mental map to let audience members know where we're headed?</li> <li>• How can I engage participants in this session?</li> </ul>	<p>Participants will know and be able to:</p> <ul style="list-style-type: none"> <li>• Understand the value of SkillsUSA and being career ready</li> <li>• Pay membership dues</li> <li>• Elect chapter officers</li> <li>• Conduct well planned, regularly scheduled chapter meetings</li> <li>• Complete a chapter budget</li> </ul>
<p><b>Engagement–Link</b> 1 minute</p>	<p>Meet students at the door and welcome them to the session. Greet with first names if possible.</p>
<p><b>Engagement– Preview</b> 1 minute</p>	<p><i>Welcome! SkillsUSA helps students become world-class workers, leaders and responsible American citizens. Our chapter is a training ground for learning personal, workplace and technical skills. To make this a reality, students must be the ones organizing and leading with the help of an instructor or advisor. Today we will examine components of chapter management and the first half of the Quality Chapter standards.</i></p>
<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• What will I say to help participants move from the Engagement into Wisdom 1 of the session?</li> </ul>	<p><i>The first activity explores the value of SkillsUSA, the SkillsUSA Framework and being career ready and ultimately why every student should be a member of our organization.</i></p>

<p><b>Wisdom–Evidence 1</b> 2 minutes</p> <ul style="list-style-type: none"> <li>• What will I do and say to prove the Main Point to be factual?</li> <li>• How will I illustrate the Main Point for the participants?</li> <li>• How will I engage the participants in learning the information associated with the Main Point?</li> </ul>	<p><i>We will role play and make decisions. I will describe two choices and you will make a decision. Vote for your choice by raising your hand when asked to do so. 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) Raise your hand if you would hire the applicant with hands-on experience. (pause) Raise your hand if you would hire the applicant with good grades. (pause)</i></p> <p><i>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) Raise your hand if you would select the president. (pause) Raise your hand if you would select the student that had studied abroad. (pause)</i></p> <p><i>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. We must gain the skills needed to be career ready. We must ensure our chapter provides the experiences to help our members grow and develop. 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.</i></p>
<p><b>Wisdom–Main Pt 1 Action 1</b> 4 minutes</p> <ul style="list-style-type: none"> <li>• What is the Main Point?</li> </ul>	<p><i>SkillsUSA has outlined basic chapter management standards. These are the requirements to be recognized as a Quality Chapter.</i></p> <p>Display the requirements on the writing surface or PowerPoint so students may record onto the handout.</p> <ul style="list-style-type: none"> <li>• <i>Pay membership dues</i></li> <li>• <i>Have all section advisors pay professional dues to SkillsUSA</i></li> <li>• <i>Elect chapter officers</i></li> <li>• <i>Conduct well-planned, regularly scheduled chapter meetings</i></li> <li>• <i>Complete a projected chapter budget</i></li> <li>• <i>Complete a program of work</i></li> <li>• <i>Conduct at least one activity within each of the three framework components</i></li> </ul> <p>Facilitate a group discussion by asking this question:</p> <ul style="list-style-type: none"> <li>• <i>Which requirements does our chapter complete each year?</i></li> </ul>
<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• What will I say to help participants move from Wisdom 1 into Wisdom 2 of the session?</li> </ul>	<p><i>As a chapter, we complete some of the items, but definitely have room for improvement. 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.</i></p>

<p><b>Wisdom–Main Pt 2</b> <b>Evidence 1</b> 6 minutes</p> <ul style="list-style-type: none"> <li>• What will I do and say to prove the Main Point to be factual?</li> <li>• How will I illustrate the Main Point for the participants?</li> <li>• How will I engage the participants in learning the information associated with the Main Point?</li> </ul>	<p>Have students brainstorm ways to encourage all students to join the chapter. Facilitate a group discussion about membership by asking questions including:</p> <ul style="list-style-type: none"> <li>• <i>What are benefits of SkillsUSA membership?</i></li> <li>• <i>Why might a student choose not to join our chapter?</i></li> </ul> <p>Divide students into small groups of three. Give these instructions:</p> <p><i>All students will benefit from SkillsUSA membership. The question is: What can our chapter do to encourage all students to join? Take three minutes to brainstorm ideas.</i></p> <p>After three minutes, bring students back together. Have several students share with the class.</p>
<p><b>Wisdom–Main Pt 2</b> <b>Action 1</b> 2 minutes</p> <ul style="list-style-type: none"> <li>• What is the Main Point?</li> </ul>	<p><i>We have heard great ideas to encourage membership. Write your favorite recruitment idea on your handout.</i></p> <p>Write dues information on the writing surface for students to copy onto the handout.</p> <p><i>On your handout, record the SkillsUSA dues amounts.</i></p> <ul style="list-style-type: none"> <li>• <i>National student dues: \$8.00</i></li> <li>• <i>State dues: Insert the correct amount for your state.</i></li> <li>• <i>Chapter dues: Insert the correct amount for your chapter.</i></li> </ul>
<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• What will I say to help participants move from Wisdom 2 into Wisdom 3 of the session?</li> </ul>	<p><i>We must recruit members, but we must also select a leadership team to lead. Chapter officers are essential to the success of our 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. In the next activity, we will identify the role of leaders within our chapter.</i></p>
<p><b>Wisdom–Main Pt 3</b> <b>Evidence 1</b> 8 minutes</p> <ul style="list-style-type: none"> <li>• What will I do and say to prove the Main Point to be factual?</li> <li>• How will I illustrate the Main Point for the participants?</li> <li>• How will I engage the participants in learning the information associated with the Main Point?</li> </ul>	<p><i>No one may speak during this activity, starting now. Everyone will line up based on his or her phone number. If you have a cell phone, use that number. If you do not, use your home land line number. You have three minutes to line up in order.</i></p> <p>Be sure no one speaks during the activity. Remind students of the time limit. You may need to adjust the time based on group size. After students are lined up, check the order and then facilitate a group discussion by asking questions including:</p> <ul style="list-style-type: none"> <li>• <i>How did you overcome the challenge of being unable to speak?</i></li> <li>• <i>Did any leaders emerge during the activity?</i></li> <li>• <i>Are all leaders elected or assigned?</i></li> <li>• <i>What happens when a team or organization lacks leadership?</i></li> </ul>

<p><b>Wisdom—Main Pt 3</b>  <b>Action 1</b>  3 minutes</p> <ul style="list-style-type: none"> <li>• What is the Main Point?</li> </ul>	<p><i>While six officers are suggested, the chapter may consider the number that is adequate based on the size and scope of the chapter. The officer structure is outlined in the chapter constitution and bylaws.</i></p> <p>List the chapter’s constitutional offices on the writing surface or PowerPoint so students may copy onto the handout.</p> <p><i>Copy our chapter’s leadership positions onto your handout.</i></p> <p>Facilitate a group discussion by asking this question:</p> <ul style="list-style-type: none"> <li>• <i>How are our chapter officers elected?</i></li> </ul>
<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• What will I say to help participants move from Wisdom 3 into Wisdom 4 of the session?</li> </ul>	<p><i>With leadership in place, 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. Let’s look at what makes meetings effective.</i></p>
<p><b>Wisdom—Main Pt 4</b>  <b>Evidence 1</b>  7 minutes</p> <ul style="list-style-type: none"> <li>• What will I do and say to prove the Main Point to be factual?</li> <li>• How will I illustrate the Main Point for the participants?</li> <li>• How will I engage the participants in learning the information associated with the Main Point?</li> </ul>	<p>Put students into pairs.</p> <p><i>Think about the worst meeting you have attended. This meeting might have occurred in school, within an organization, amongst government leaders or elsewhere. Consider this question: What made the meeting so terrible? With your partner, take 90 seconds to discuss your bad experiences.</i></p> <p>After 90 seconds, have pairs share with the class. Create a list on the writing surface.</p> <p><i>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.</i></p> <p>Put two pairs together to form groups of four. Provide each group several slips of paper.</p> <p><i>Individually think about what makes a meeting positive, effective and successful. Consider this question: What can we implement before, during or even after meetings to make them “good?” Take 90 seconds to brainstorm while writing one idea per slip of paper. Compile the stack of ideas in the middle of your group.</i></p> <p>After 90 seconds, bring the class back together.</p> <p><i>As a group, read and discuss the suggestions. Choose at least four to share with the class. You have three minutes to read, discuss and decide.</i></p> <p>After three minutes, have groups share with the class. Keep all suggestions for the officer team to discuss and implement as desired.</p>

<p><b>Wisdom–Main Pt 4</b>  <b>Action 1</b>  5 minutes</p> <ul style="list-style-type: none"> <li>• What is the Main Point?</li> </ul>	<p>List the dates and times of upcoming meetings on the writing surface or PowerPoint for students to copy onto the handout.</p> <p><i>List our upcoming meeting dates and times on your handout.</i></p> <p>Facilitate a group discussion by asking questions including:</p> <ul style="list-style-type: none"> <li>• <i>How often should chapter meetings be held?</i></li> <li>• <i>When is the best time for our members to meet?</i></li> <li>• <i>Should meetings be offered virtually or at multiple times?</i></li> <li>• <i>Where is the best location?</i></li> </ul>
<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• What will I say to help participants move from Wisdom 4 into Wisdom 5 of the session?</li> </ul>	<p><i>Meetings are essential to get members involved and engaged in chapter activities. However, activities often need funding. Creating and following a budget ensures the success of the chapter, as well as building essential skills among the members including responsibility, decision making, planning, organizing and management. Our next activity introduces budgeting.</i></p>
<p><b>Wisdom–Main Pt 5</b>  <b>Evidence 1</b>  8 minutes</p> <ul style="list-style-type: none"> <li>• What will I do and say to prove the Main Point to be factual?</li> <li>• How will I illustrate the Main Point for the participants?</li> <li>• How will I engage the participants in learning the information associated with the Main Point?</li> </ul>	<p>Divide students into pairs.</p> <p><i>You have a 20-bean monthly salary. As a pair, decide how to spend the money. The worksheet has several categories of expenses. For each category, make at least one selection. Some options are free, while others may cost one, two, three or even four beans, depicted by the boxes. All 20 beans must be spent. You have three minutes to budget your beans. What questions are there? (pause)</i></p> <p>After three minutes, facilitate a group discussion by asking questions including:</p> <ul style="list-style-type: none"> <li>• <i>How did you decide how to allocate the money?</i></li> <li>• <i>What expenses were not included on the worksheet?</i></li> <li>• <i>What happens if you have an unexpected expense?</i></li> <li>• <i>Why is budgeting for our chapter important?</i></li> </ul>
<p><b>Wisdom–Main Pt 5</b>  <b>Action 1</b>  3 minutes</p> <ul style="list-style-type: none"> <li>• What is the Main Point?</li> </ul>	<p><i>Quality Chapters have a projected chapter budget including a list of planned income and expenses for the year.</i></p> <p>Facilitate a group discussion about chapter income sources and known chapter expenses. Have students record these onto the handout. Ask questions including:</p> <ul style="list-style-type: none"> <li>• <i>“What are the main income sources for our chapter?”</i></li> <li>• <i>“What expenses does our chapter incur throughout the year?”</i></li> </ul>
<p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• What will I say to help participants move from Wisdom 5 into the Review of the session?</li> </ul>	<p><i>The chapter must decide how to allocate chapter funds by selecting the activities that have the greatest benefit to members and the chapter. In the next session, we will explore those activities. Now it is time to review what we have covered so far today.</i></p>

<p><b>Final Review</b> 8 minutes</p> <ul style="list-style-type: none"> <li>• How will I re-phrase my key Wisdom points?</li> <li>• What closing thoughts will I offer the participants?</li> <li>• What is the final call to action for the participants?</li> <li>• What do I want the participants to remember?</li> </ul>	<p>Use the Jenga® activity described in “Lesson 2 Putting the Team Together” from <i>Leveraging Your Leadership The Teacher’s Guide</i> (pg.30). Pre-label some of the Jenga blocks with both roles that members and officers play in the chapter.</p> <p><i>Raise your hand if you have ever engaged in a friendly competition of Jenga®. (pause) Believe it or not, this game can tell us a great deal about our chapter, our leadership team and our meetings.</i></p> <p>Ask six students to come forward to help with the activity.</p> <p><i>When I say, “build,” use the blocks to build a Jenga® tower. You have one minute. “Build!”</i></p> <p>Have students check out the box if assistance is needed in building the tower. After one minute, bring students back together. Ask the volunteers to return to their seats and ask another six students to come forward to help with the activity.</p> <p><i>We will start with the tallest person first. He or she will remove the first block and replace it at the top of the tower. We will continue in a clockwise direction. Each person must use his or her turn. When a block is removed that contains a leadership role, the owner of the block must explain the role as the block is added to the top of the tower. Play will continue until the tower falls or time has expired.</i></p> <p>After the tower falls, facilitate a group discussion using questions including:</p> <ul style="list-style-type: none"> <li>• <i>What worked well during the game?</i></li> <li>• <i>What did not work well during the game?</i></li> <li>• <i>What happens if we leave out any of the blocks and leadership roles?</i></li> <li>• <i>How can we make our chapter stronger?</i></li> </ul> <p><i>Thank you for your participation today. Our next session will look closely at the activities we conduct and how those fit into the Quality Chapter standards.</i></p>
<p><b>Extended Learning Activities</b></p>	<p>Teach and review the basics of parliamentary procedure so students are prepared for meetings of all types. Have students conduct a mock meeting.</p> <p>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.</p> <p>Use the lessons from <i>Leveraging Your Leadership with Effective Chapter Meetings</i> to further explore topics of leadership roles, chapter meetings and committees.</p>

<b>Reflection</b>	Complete the following review to analyze the success of the lesson: <ul style="list-style-type: none"><li>• What worked well? Why?</li><li>• What didn't work? Why?</li><li>• What feedback did you receive from the students?</li><li>• What level of influence do you believe the content/delivery had?</li><li>• How will you deliver this session differently next time?</li></ul>
-------------------	--