

Chapter Excellence Program Quality Chapter Requirements

<p>Pre-Work</p> <ul style="list-style-type: none"> • How large is my audience? • What age range is my audience? • What does my audience really care about? • How will I relate to them? • What is the room set up and A/V requirements/availability? • What is the length of the session? 	<p>Session Title: Chapter Excellence Program</p> <p>Session Length: 60 minutes</p> <p>Environment:</p> <ul style="list-style-type: none"> • Display a Chapter Excellence Program poster and SkillsUSA Framework poster <p>Supplies:</p> <ul style="list-style-type: none"> • Deck of cards (two, one organized in order based on suit and number, the other randomly put together) • Tear sheets or large pieces of butcher paper (10 pieces total; three with labels: Personal Skills, Workplace Skills and Technical Skills and the other seven blank) • Markers (at least 7) • SkillsUSA Framework descriptions and examples handout (one per pair of students) • Small stickers (six per student) • Writing surface and marker
<p>Outlook</p> <ul style="list-style-type: none"> • What are the main points? • How can I draw a mental map to let audience members know where we're headed? • How can I engage participants in this session? 	<p>Participants will know and be able to:</p> <ul style="list-style-type: none"> • Complete a program of work • Conduct one activity within each of the three framework components
<p>Engagement–Link 1 minute</p>	<p>Meet students at the door and welcome them to the session. Greet with first names if possible.</p>
<p>Engagement– Preview 1 minute</p>	<p><i>Welcome! In the last session we looked at how our chapter recruits members, selects leaders and plans a budget. Today we will explore the activities our chapter conducts and see how those meet the Quality Chapter Standards.</i></p>
<p>Transition</p> <ul style="list-style-type: none"> • What will I say to help participants move from the Engagement into Wisdom 1 of the session? 	<p><i>The heart of SkillsUSA is the 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.</i></p>

Wisdom—Main Pt 1
Evidence 1

7 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?

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.

Quickly as you can, find the ace of hearts.

Wait until both students have found the card.

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?*
- *Why is organization and planning important?*

<p>Wisdom—Main Pt 1 Action 1 18 minutes • What is the Main Point?</p>	<p><i>Planning is important for our chapter. 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.</i></p> <p>List these categories on the writing surface so students may copy to the handout.</p> <ul style="list-style-type: none"> • <i>professional development</i> • <i>community service</i> • <i>employment</i> • <i>ways and means</i> • <i>SkillsUSA championships</i> • <i>public relations</i> • <i>social activities</i> <p><i>We will divide into groups to examine these areas.</i></p> <p>Divide students into seven groups. Provide each a large sheet of butcher paper and marker. Assign each group one of the categories of the SkillsUSA program of work. Students may want to view descriptions and samples of Programs of Work at www.skillsusa.org/wp-content/uploads/2016/05/Program-of-Work-Descriptions.pdf and www.skillsusa.org/programs/chapter-excellence-program/</p> <p><i>Consider how our chapter addresses the assigned topic. Discuss the current activities and projects conducted to fulfill the area. Using the paper and complete sentences, describe what our chapter will do throughout the year. Your group has six minutes to discuss and write.</i></p> <p>After six 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:</p> <ul style="list-style-type: none"> • <i>How will the program of work help our chapter?</i> • <i>Who should receive a copy of the chapter program of work?</i> • <i>How can you as a member help carry out the program of work?</i>
<p>Transition • What will I say to help participants move from Wisdom 1 into Wisdom 2 of the session?</p>	<p>Our chapter already conducts several activities. Let's see how these fit into the components of the SkillsUSA Framework.</p>

Wisdom–Main Pt 2

Evidence 1

16 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?

Use “What Are We Doing Now” from *CEP Mini Lesson Plans* at <https://www.skillsusa.org/wp-content/uploads/2015/02/CEP-Mini-Lessons-2015.pdf> Put students into pairs.

On the handout, list all of our chapter activities. Consider service, fundraising, social and professional development activities, anything the chapter facilitates. You have three minutes.

After three minutes, bring students back together.

Distribute copies of the three components of the SkillsUSA framework, descriptions, and suggested activities. As a large group, read aloud each description and allow students 1 minute to study the activities list for each.

Display three tear sheets or large pieces of butcher paper, each with one of the component headings: personal skills, workplace skills, and technical skills.

Sort and record your lists of current activities into the three framework components. Write those onto the large pieces of butcher paper. Some activities may fit into more than one component, so it may be necessary to record them twice. You have four minutes.

After four minutes, bring students back together. Put students into new pairs.

Our chapter is meeting the needs. However, we may want to create new, innovative activities for some areas. Time to brainstorm new activities that our chapter could implement. Discuss new activities with your partner. Add any ideas to the large papers. You have three minutes.

After three minutes, bring students back together. Ask students to describe their new additions.

<p>Wisdom–Main Pt 2 Action 1 10 minutes</p> <ul style="list-style-type: none"> • What is the Main Point? 	<p>Give each student six small stickers.</p> <p><i>We have built an incredible list of activities. Study the lists for each framework component and select two that you feel our chapter should conduct this year. Vote by placing a sticker by each of your favorites. Be sure to only pick two activities from each paper. You have three minutes.</i></p> <p>After three minutes, acknowledge the results of the voting. Then facilitate a group discussion about each component and the current activities identified to be in that area by asking questions including:</p> <ul style="list-style-type: none"> • <i>Which activities are the best in terms of making an impact?</i> • <i>Which activities are best preparing students for the workplace?</i> • <i>Which activities are the most innovative and unique?</i> • <i>In which component area are we the strongest?</i> • <i>In which component area are we the weakest?</i>
<p>Transition</p> <ul style="list-style-type: none"> • What will I say to help participants move from Wisdom 2 into the Review of the session? 	<p><i>The activities we conduct serve our members, students and our community. We have now explored all six requirements for Quality Chapters. Finally, we will give our chapter an overall rating in each area so we know where we need to focus the most energy to grow and improve.</i></p>
<p>Final Review 7 minutes</p> <ul style="list-style-type: none"> • How will I re-phrase my key Wisdom points? • What closing thoughts will I offer the participants? • What is the final call to action for the participants? • What do I want the participants to remember? 	<p>Use this rating activity to review topics covered during the lesson. Discuss each Quality Chapter standard as needed.</p> <p><i>Individually, you will rate our chapter in each area. Use your hand, five fingers for excellent, one finger for needs much work, to rate each category I describe. The first requirement is to pay membership dues. Use your hand to rate our chapter.</i></p> <p>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.</p> <ul style="list-style-type: none"> • <i>Pay membership dues</i> • <i>Have all section advisors pay professional dues to SkillsUSA</i> • <i>Elect chapter officers</i> • <i>Conduct well planned, regularly scheduled chapter meetings</i> • <i>Complete a projected chapter budget</i> • <i>Complete a program of work</i> • <i>Conduct at least one activity within each of the three framework components</i> <p><i>Thank you for your honest discussions about our chapter. Your input will improve our chapter programming and ultimately improve the skills of our members.</i></p>

Extended Learning Activities	<p>Use the Chapter Excellence Program mini lessons at https://www.skillsusa.org/wp-content/uploads/2015/02/CEP-Mini-Lessons-2015.pdf to help students complete the CEP application</p> <p>Create a chapter calendar including activities from the program of work</p> <p>Have students learn about activities conducted by CTE groups in other schools. Be sure to encourage students to include BPA, DECA, FBLA, FEA, FCCLA, FFA, HOSA and TSA chapters in their search. The national website for each organization is a great place to start the search</p>
Reflection	<p>Complete the following review to analyze the success of the lesson:</p> <ul style="list-style-type: none">• What worked well? Why?• What didn't work? Why?• What feedback did you receive from the students?• What level of influence do you believe the content/delivery had?• How will you deliver this session differently next time?