Overview

There is high demand along with significant earning potential for STEM-related careers, but there is a shortage of people trained to work in this field, partly because many people are intimidated by STEM-related jobs. STEM (science, technology, engineering, mathematics) isn’t just a buzzword in education. The shortage of trained workers in the STEM field will only worsen unless actions are taken to get more people trained in these careers. SkillsUSA’s Student2Student Program utilizes SkillsUSA’s Jump into STEM! curriculum to address this need by encouraging younger students to explore future careers and make decisions that will lead to career-readiness skills and productive futures in STEM.

Through SkillsUSA’s Student2Student Program, chapters are able to connect with younger students in elementary or middle school over a period of time by facilitating the Jump into STEM! curriculum at their school. Through the facilitation of lessons from the curriculum, chapters can introduce younger students to the diversity of careers within the STEM field and help the students explore STEM careers that align with their own interests and talents. For SkillsUSA members working with elementary and middle school students, Jump into STEM! provides an open door to recruitment for high school career and technical education (CTE) programs. The goal of this program is to ultimately encourage more young people to pursue STEM education and careers.

Jump into STEM! is a member benefit for all paid professional members of SkillsUSA. Ask your advisor for access to Jump into STEM!, which is located on the SkillsUSA Absorb Learning Management System.
This chapter guide is designed to be a step-by-step guide for chapters interested in bringing the Student2Student Program to an elementary or middle school. By following the steps in this chapter guide, chapters can successfully implement the program and ultimately help a group of younger students discover and explore the possibilities of STEM careers. SkillsUSA members should lead and facilitate the program for younger students with the support of the chapter advisor.

Chapter Recognition

Each year, SkillsUSA recognizes the achievements of chapters that facilitate the Jump into STEM! curriculum to younger students through the Student2Student Program. SkillsUSA will recognize the highest-achieving chapter that:

- Identifies and demonstrates which Essential Element of the SkillsUSA Framework they achieved through participating in the program.
- Develops rich SMART goals based on Essential Element growth and activity implementation.
- Facilitates meaningful sessions from SkillsUSA’s Jump into STEM! curriculum with younger students; it is recommended that the chapter facilitate sessions at least twice per month for at least three months.
- Builds relationships with younger students that facilitates career exploration.
- Demonstrates how the program was impactful for both chapter members and the younger students they mentored.

To be eligible for recognition, SkillsUSA chapters in the middle school, high school or college/postsecondary division must facilitate Jump into STEM! with local elementary or middle school students during the current school year. Entries must be submitted online to the national headquarters by April 1, 2022.

For details, please see here.

The winning chapter for the Student2Student Program will be announced in April and recognized with a press release, a social media post and an article on SkillsUSA Champions digital hub. The winning chapter will be invited to receive their award during the National Leadership and Skills Conference recognition session and present their winning program as a SkillsUSA University educational session. The winning chapter receives a plaque, $250 of SkillsUSA’s educational resources and a $500 stipend for the chapter advisor and a student to attend the National Leadership and Skills Conference.
Information and Resources

For questions or additional information, contact Tyler Chaffin, Program Manager of Student Initiatives, at tchaffin@skillsusa.org.

For additional resources, visit the National Mentoring Partnership online: www.mentoring.org.

12 Steps to a Successful Chapter Student2Student Program

Step 1: What to Expect if your Chapter Facilitates the Student2Student Program.

Step 2: Establish Chapter Goals for Your Student2Student Program.

Step 3: Identify an Elementary or Middle School Partner.

Step 4: Determining Your Method of Facilitation: In-Person, Virtual, or Hybrid.

Step 5: Getting Trained to Facilitate.

Step 6: Build Your Chapter’s Plans for Sessions.

Step 7: Initiating Your Student2Student Program.

Step 8: Facilitate Your Student2Student Program.

Step 9: Celebrating Your Chapter’s Success.

Step 10: Program Evaluation and Reflection.

Step 11: Submit Your Student2Student Program Recognition Award Application.

Step 12: Do it again!
Step 1: What to Expect if your Chapter Facilitates the Student2Student Program

Each SkillsUSA chapter sets its own unique chapter goals, chooses and leads its own activities. If you are considering participating in this program, members should consider these five key components:

**Time:** Working with younger students is an effective way to create positive change and development in a young person’s life because facilitators take the time to build trusting relationships with their students. It is relationships, not just a program or activities, that empower young people. Be prepared to facilitate at least two sessions per month for a minimum of three months with students.

**Consistency:** It is important that all members of your chapter that are involved in Student2Student are consistently present for all program activities. Building trust and creating change in the lives of young people takes consistent action and communication over time. Showing up again and again for a group of young people is key to reaching the goals of your Student2Student Program. Be prepared to attend all sessions facilitated by your chapter. We recommend at least two sessions per month for at least three months.

**Youth Focus:** Be sure to practice curiosity, take an interest in your students, and build rapport with them. It is important to deliver the curriculum, but it is also important to get to know your students, ask them for feedback and develop relationships with them. Be prepared to invest the time, energy and patience required to build strong relationships with students.

**Structure:** Create a sound delivery plan so that members feel confident each time they facilitate Jump into STEM! curriculum. Having a backup activity if something goes wrong is always a good idea too. Be prepared to spend at least 20 minutes preparing for each session before your chapter facilitates.

**Reciprocal:** Be open to learning and practicing curiosity. You are helping students learn, but you will also learn about STEM careers and yourself as a leader and facilitator throughout the process. Remember that young people have experiences and ideas to share with you too, so approach your interactions knowing that you can learn from one another.

Step 2: Establish Chapter Goals for Your Student2Student Program

It is important for all leaders to write or create SMART goals in order for them to succeed in the projects they are managing. Two types of SMART goals should be written for Student2Student, one focused on one Essential Element of the SkillsUSA Framework outcome (one of this type is required) and the other on the success of the activity (three of this type are required). Here is an example of each type of goal:
**Essential Element Outcome Goal:**
All members who facilitate the Student2Student Program (100%) will demonstrate the Essential Element of communication as outlined in the plans and assessed by peer review by the end of the program on Feb. 15, 2022.

**Activity Outcome Goal:**
At least 25 elementary school students will participate in the Student2Student Program by the end of the program on Feb. 15, 2022.

How to write SMART goals:

**Specific:** What is the purpose and intention of the goal? Does your goal contain clear and precise wording? If yes, your goal is specific.

**Measurable:** How can a goal be measured for success? Does your goal provide clear standards to measure the results? If yes, your goal is measurable.

**Achievable:** How will the goal get accomplished. Does your goal state what steps you’ll take to accomplish the goal? If yes, the goal is achievable.

**Relevant:** Do a reality check—given the time and resources you have, is this goal truly something do-able and does it align with your chapter’s overall goals? If not, go back, discuss and revise. If yes, your goal is relevant.

**Time-bound:** Create a realistic timeline for your goal to avoid putting them on the back burner. Is the goal deadline clear, reasonable, and specific? If yes, your goal is time-bound.

As you write out your SMART goals, be sure to think about the logistics that are covered in the following 10 steps of this chapter guide. You may want to come back to your SMART goals after reading through the rest of this chapter guide and make adjustments as your chapter’s facilitation plans become clearer and concrete.

**Step 3: Identify an Elementary or Middle School Partner**

In order to facilitate sessions of Jump into STEM! with younger students, your chapter must solidify a partnership with an elementary or middle school. Consider asking your advisor to help your chapter make a connection to a school or use the resources on page 11 of the Jump into STEM! Teachers Guide (click the link for your advisor to access the curriculum) to reach out to the school. To ensure that your chapter and the partner school have clear expectations of the program and
the partnership you are entering, download this Memorandum of Understanding (MOU) to execute together.

Some things to consider when selecting a school to partner with:

- What age group does your chapter want to work with based on the Essential Element you selected? What age group will the SkillsUSA Framework skill be most relevant to? Is the Jump into STEMI curriculum appropriate for the age group you want to work with? Keep in mind that the school you partner with might assign a classroom of students to your chapter based on teacher availability. If that happens, your chapter will need to adjust your plans to fit that age group.

- What method of facilitation will be feasible for your chapter: in-person, virtual, or a hybrid option? Is the age group of students your chapter wants to work with compatible with the method of facilitation selected? Take a look at step 4 for more information on selecting a method for Student2Student facilitation.

- Are any schools in your area focused on CTE or STEM learning? Those might be ideal schools to reach out to. CTE or STEM-focused high schools might also be able to help your chapter connect to an elementary or middle school that they work closely with to recruit students.

- It is a good indication that when a school is excited and responsive to your chapter’s plans and goals, that a great match has been made! A school that is interested and invested in making the relationship work will have the greatest likelihood of positive outcomes for the program. If a school doesn’t seem interested or invested, it might be best to find another school.

**Step 4: Determining Your Method of Facilitation: In-Person, Virtual or Hybrid**

Working with your SkillsUSA advisor and elementary or middle school point of contact, it is important to know school policies. Some schools may or may not allow volunteers into the school building or may limit the times in which volunteers are able to enter the school. Based on your conversations with school administrators, the program can be facilitated using Jump into STEMI in-person or virtually delivered curriculum (or a mix of both, which would be a hybrid). When your advisor accesses the Jump into STEMI curriculum, be sure that they select the appropriate curriculum based on your facilitation needs.

If you are facilitating some or all of the Student2Student Program virtually, consider the following:
• Ensure all facilitators and younger students will have access to the internet.
• Find out if a teacher or staff member is available to help students log onto sessions.
• Make sure any needed materials for activities are available to the students for sessions.
• Provide a quick overview of the platform you’re using (i.e. Zoom, Google Meet, Microsoft Teams, etc.) to the students and teacher/administrator.
• Remember that virtual facilitation of sessions might create different challenges, such as making it more difficult to interact and engage with students or requiring different facilitation approaches and techniques.

Step 5: Getting Trained to Facilitate

Familiarizing yourself with the Jump into STEM! curriculum

The Jump into STEM! curriculum consists of 22 sessions that are provided to introduce elementary and middle school students to STEM careers, along with 11 career clusters and the SkillsUSA organization. Each session introduces a different occupation. During the sessions, chapter members introduce themselves, facilitate activities that engage student learning and share specific information about career clusters and occupations. Students then complete a hands-on learning activity to introduce the STEM career.

All sessions conclude with a series of review questions. The curriculum includes two activities for each career cluster. Since STEM is incorporated into the entire curriculum, sessions focus on 11 career clusters. Each session is designed to be 20 minutes long but can be adapted for extended learning.

Here are some things to consider as you familiarize yourself with the curriculum:

• Read through the lesson you will facilitate.
• Highlight what is important to remember in the lesson.
• Take notes on how you’ll facilitate the lesson.
• Write your directions for delivering the lesson activities.

Sharpening your facilitation skills

If your chapter is interested in receiving further facilitation training, fill out the request form on the Student2Student Program page and SkillsUSA will contact your advisor to schedule a training for your chapter.

There is an expectation that you are sharpening your facilitation skills as a chapter before beginning the Student2Student Program with younger students, whether it be through coaching.
from your advisor, by requesting a training from the national office, and/or researching and practicing strategies.

Step 6: Build Your Chapter’s Plans for Sessions

It is essential that you have a plan for each of your Jump into STEM! sessions. These plans must be planned in detail before delivering them to your students.

Please see pages 18-21 of the Jump into STEM! Teachers Guide for more information on preparing to facilitate your sessions. Utilize your advisors’ support to help you through this process.

Here’s some items to think about as you build your chapter’s plans:

- How many younger students are you facilitating?
- What career clusters does the teacher of your students think will be most valuable or connect the best to current classroom curriculum?
- How many times will you meet with the students?
- How much time do you have for each session?
- What is the timeline of the entire Student2Student program planned by your chapter?
- How many Jump into STEM! lessons are you able to facilitate?
- Will this be delivered virtually, in-person, or a hybrid model? What technological needs are there based on the delivery methods you will use?
- Who is providing the needed materials for the lessons? What is the timeline to get those?

As you are planning your program, note that the lessons from the Jump into STEM! curriculum are non-sequential and can be utilized in any order. This gives your chapter the opportunity to facilitate lessons from the curriculum that your chapter and the students you’re working with are especially interested in learning about.

Step 7: Initiating Your Student2Student Program

During your first interaction with a group of younger students through the Student2Student Program, it is important to accomplish the following:

- Get to know the younger students.
- Explain what you’ll do together throughout the Student2Student program.
- Explain why you want to work with them and how it benefits everyone.

Below is a kick-off session plan your chapter can use to initiate your relationship with a classroom’s students that hits all three of these objectives.
Please see SkillsUSA’s official kick-off session for in-person or virtual delivery here.

**Step 8: Facilitate Your Student2Student Program**

**Facilitate your session**

Now is the time to put your hard work and preparation into action! Facilitate your meaningful sessions using the *Jump into STEM!* curriculum and reflect on your progress with the younger students for the duration of the program.

**Reflect throughout your sessions**

Reflection is key to grow as an individual, team, committee and chapter. Take the time individually and as a committee to reflect on your program’s sessions as you facilitate.

If your program consists of multiple sessions, be sure to reflect after each one in order to better prepare for the next one. This will ensure you are continuing to learn and grow while impacting your students on a greater level. Consider reaching out to your host school contact to provide feedback on an ongoing basis.

Here are questions your chapter members can ask themselves in order to reflect in between each program activity:

- What went well and where can you improve?
- What did you and your team learn?
- How did you and your team grow more proficient in your targeted Essential Element?
- How could your team be more intentional in learning your targeted Essential Element?
- Did your facilitators connect to the younger students and are meaningful relationships being developed?
- Do the younger students seem excited when you come into the room or engage virtually?
- How did your students gain more awareness around STEM careers?
- How could you improve this program in the future?

**Step 9: Celebrating Your Chapter’s Success**

Celebrating the success of the students you work with is the perfect way to close your chapter’s relationships with a group of students and a school.
Celebrations are opportunities for younger students to reflect on their experience in the program, receive recognition for their achievements, and solidify their enthusiasm for continued STEM exploration in the future.

Here are celebration ideas:

- Submit announcements for both schools’ social media, newsletter or website.
- Hang posters in the classrooms with photographs and names of participants.
- Recognize participants at a school assembly, faculty meeting or school board meeting.
- Award Student2Student certificates to honor younger students’ participation.
- Recognize participants with STEM superlative paper plate awards (i.e. most likely to become an entrepreneur). Here’s an idea on how to make paper plate awards.
- Create a memory book together that your younger students can keep, allowing them to remember their time in the program. Your local craft store should have everything you need! Start with a blank book, you can add stickers, photos, quotes, school memorabilia, anything that represents your time together. Remember to take pictures at each session you facilitate! Or you can create a digital scrapbook to share with the students.
- Have a meaningful conversation about your relationship as you say goodbye. The most important message to provide students with is to encourage career exploration and for them to remember that they are special and that you wish them the best in their future.

Be sure to thank your host school and teacher(s) for allowing your chapter to facilitate the Student2Student Program with them. Consider writing a thank you note or putting together a school supplies gift basket to honor the relationship. Also, have the host school and teacher(s) evaluate your Student2Student Program as outlined in step 10.

**Step 10: Program Evaluation and Reflection**

During the final session of your program, ask the school in which you facilitated your Student2Student Program to complete your program evaluation, linked here. Before giving the program evaluation to the instructor, be sure to fill in the information at the top of the form (including the due date for when the evaluation must be returned to your chapter). Once it is returned to you, submit a copy of it with your recognition award application.

Use the feedback you got from the school as you reflect on the following questions:

- What was successful in our Student2Student Program?
- Did we achieve our targeted Essential Element SMART goal? If not, why didn’t we?
- Did we achieve our activity outcome SMART goals? If not, why didn’t we?
• What could we have done better and how might that have improved our results?
• What did we learn?
• How do we feel about the feedback given in the program evaluation?

**Step 11: Submit Your Student2Student Program Recognition Award Application**
Please submit your application to be recognized for your Student2Student Program.

The application will include:

• Lead student name and email
• Advisor name and email.
• Total number of facilitators from your chapter.
• Names and emails of members who served as facilitators in the program.
• Essential Element you sought to learn as a facilitation team.
• Your Essential Element SMART goal.
• Your 3 Activity SMART goals.
• Your Program Reflection Responses.
  o Based on the Essential Element that you set out to learn through your participating in Student2Student, how did you consistently learn the Essential Element through the whole program?
  o Describe your program. Did your program’s SMART goals come to fruition? If yes, explain how the plan was in action. If no, explain why they didn’t and how you would change your plan to accomplish them?
• Type of program (In-Person, Virtual or Hybrid).
• Number of total elementary/middle school students your chapter facilitated.
• Timeline (number of sessions over what months).
• List of lessons that you facilitated from *Jump into STEM!*
• Program evaluation from elementary or middle school teacher/staff and students.

Spell check on your program reflection responses before submitting. Ensure that you have filled out each section of the application to the best of your chapter’s abilities.

The national office will review applications following the April 1, 2022 deadline. Chapters will be notified upon being chosen as the most impactful program for both chapter members and younger students.

The official Student2Student Program Recognition Award application is [here](#). Consider using your Student2Student Program as a part of your Chapter Excellence Program application as well.
Step 12: Do It Again!
Now that you have officially wrapped up your Student2Student Program by submitting your recognition award application, discuss as a chapter your plans to participate in the Student2Student Program again. Make sure to incorporate it into your chapter’s Program of Work as you’re planning the year ahead.

Here are some questions to consider as you are planning your Student2Student Program within your chapter’s Program of Work:

- Does your campus or community expect your chapter members to conduct the Student2Student Program?
- Does the host school’s program evaluation reflect a desire to host this program again?
- Did the chapter members enjoy facilitating the Student2Student Program? If so, you may choose to continue offering this program.
- Was facilitating the Student2Student Program successful in developing the targeted Essential Element in the participants and was the targeted Essential Element for the program identified in this year’s SkillsUSA Framework assessment? Your chapter officer team may choose to continue this program or select a new activity from which the students can develop the targeted Essential Element.