



SKILLSUSA WEEK

ACTIVITIES FOR LOCAL CHAPTERS

Activity Set 1 | Activity Set 2



#SkillsUSAWEEK



Learn more at
<https://www.skillsusa.org/events/skillsusa-week/>



SKILLSUSA WEEK

SkillsUSA Week Activity Sets for Local Chapters

Local chapter leaders and advisors can use these SkillsUSA Week Activities to engage members during our week of celebration, Feb. 5-9, 2024. You can mix and match the activity sets that you implement to select activities that will work best for your chapter members.



Chapter Activity Set 1

Each activity in Set 1 is intentionally designed to require few supplies and little to no planning. See the following pages for activities for each day of SkillsUSA Week

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Chapter Activity Set 2

Activities in Set 2 will require more supplies and a little more planning. See the following pages for activities for each day of SkillsUSA Week

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Chapter Activity Set 1

Monday: Recognition Day

Take a meaningful twist on Recognition Day by engaging your students in recognizing and thanking someone who has played an instrumental role in their development of technical knowledge and skills.

In this activity, you'll equip your students to write a meaningful thank you note to someone (other than you) who has played a key role in their career development. They'll polish or gain the skill of pausing for gratitude, and the people who have helped and supported them will be part of the SkillsUSA Week celebration.

Activity: Attitude of Gratitude

Steps to Implement

1. Instruct each student in your classes and/or SkillsUSA chapter to think of someone who has played a key role in their technical skill development. Here are a few questions to guide their thinking toward someone who has invested in them. You know your students, so feel welcome to ask other helpful questions based on their experiences. Consider having a list of key industry partners, alumni members, administrators, board members, or others who have offered special contributions to your program. You can provide students with these names if needed.
 - a. Who encouraged you to take a CTE course?
 - b. Who helped you prepare for your competitive event?
 - c. Who has helped you develop leadership skills?
 - d. Who has financially supported a SkillsUSA opportunity you've been part of?
 - e. Who is someone in the community who supports what we do in our classroom?
 - f. What other school employees have encouraged or cheered on your SkillsUSA and CTE efforts?
 - g. Who asked you to be part of SkillsUSA?
2. Provide students with the following STAR structure for crafting a high-quality thank you note. Use the example as a model.
 - a. Include a greeting and the name of the person.
 - b. **Situation:** Describe the situation you experienced with the person.
 - c. **Task:** Articulate specifically what the person said or did that helped you.
 - d. **Affect:** Share how what the person said or did has positively affected you.
 - e. **Results:** Explain how the situation contributes to your career development.
 - f. Close the note with a sign-off and sign your name neatly.



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Sample Thank You Note:

Greetings, Ms. Reyna:

(Situation) Last fall, you were a judge at the SkillsUSA district championships event, and I competed in Medical Assisting. (Task) After the event, you gave me specific feedback on how I could improve the bedside manner I displayed. (Affect) I've thought of that conversation each time I've used bedside manners in my CTE class and job. (Results) My boss at work recently complimented me on how much I had grown, and I know this is a skill I will use for the rest of my career. I'm so grateful you invested in me with that conversation. As we celebrate SkillsUSA Week, I'm thankful you are part of my SkillsUSA experience in this way.

Gratefully,

(Student Name)

3. Provide students instructions on locating an address and addressing the envelopes if possible and necessary.



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Tuesday: Give Back Day

Technical skills empower your local SkillsUSA chapter members to serve the people around them in meaningful ways. On SkillsUSA Week Give Back Day, engage your students in telling their stories about how their technical skills equip them as career-ready students who can also be contributing community members through a short video series that can be shared on your chapter's social media page(s).

Activity: Serving with Technical Skills Video Series

Steps to Implement

1. Explain that members will be featured in short (30 seconds to one minute) videos shared on the chapter and school social media pages.
2. Identify a student or small committee of students who can capture videos and edit them as necessary.
3. Provide students interested in sharing their potential video with the following video requirements:
 - a. Identify a technical skill you developed.
 - b. Tell briefly how you learned the skill.
 - c. Explain how the skill helps you serve others now and how it will be part of your future career.
4. Partner with your students to select the number of videos that can reasonably be recorded and shared on Give Back Day.
5. Prepare the videos and establish a release schedule for them throughout Tuesday of SkillsUSA Week.
6. Consider making this a regular part of your school year to keep sharing how members develop and use technical skills to serve others.

Here's a sample video script you can use to get students started:

I'm (NAME) and a member of the (NAME) SkillsUSA chapter. In my (NAME) class with (TEACHER NAME), I learned how to (TECHNICAL SKILL). I've used this skill outside of class to (WORK, USE AT HOME, USE IN ANOTHER CLASS/PROJECT). My career goal is to (INSERT HERE), and this skill makes me better prepared for my training program for that career.



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Wednesday: Partner Day

Industry partners use the technical skills your students are learning about daily in your classroom in their work. Let them tell your students about those skills as a guest speaker during the SkillsUSA Week celebrations by having your students invite an industry partner into your classroom or chapter meeting.

Classroom Invitation: Ask a student in your classroom to invite an identified partner using the suggested phone script provided below. If time allows, engage your class students in selecting a shortlist of partners to invite. Consider inviting a different partner to join each of your classes on Partner Day during SkillsUSA Week.

Chapter Invitation for a Meeting: Ask students on your Partner and Alumni committee to ideate and prioritize a list of industry partners and contact them using the suggested phone script below.

Activity: Partner Visit

Steps to Implement

1. Determine what the schedule allows for in terms of the following:
 - a. Will you have an industry partner come to your classroom, chapter meeting, or both?
 - b. If visiting your classroom, how many classes will your program invite a guest for?
 - c. Will you provide a list of industry partners to your students or engage your students in coming up with a list?
2. Determine how you will identify which student(s) to ask to contact the industry partner(s) and provide them the phone script below with the details filled in.
3. After students make the phone call(s) and have confirmation for the guest speaker, follow up with the industry partner to confirm the details.
4. Celebrate your students' success after the event by giving them feedback and showing them pictures. Ensure one of your students writes some social posts and an article to share the experience in your community.
5. Have the students write thank you notes to the industry partner(s).

Phone Script for Student Use

Hi, this is (student name), from (school and SkillsUSA chapter name). May I speak with (name of industry partner)?

(After the industry partner joins the call or if calling the industry partner directly ...)

Hi, (name of industry partner), this is (student name), calling from (school and SkillsUSA chapter name). I am in (name of class) class with (teacher's name), and we are wondering if you would be able and willing to be a guest speaker in our class (or chapter meeting) to help us celebrate SkillsUSA Week on Wednesday, February (date) from (start time of class) to (end time of class). We hope you can talk about your career journey, current work, the latest technical skills you learned, and the importance of employability skills. Would you be willing to look at your calendar and see if the date and time we're looking for would work for you?



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(Engage in conversation as appropriate. Write down any questions the industry partner asks that you need to follow up on and/or any details confirmed during the conversation.)

Thank you, (name of industry partner), for your time today. (Also, thank the industry partner for reviewing their calendar, considering the opportunity, or making the commitment as appropriate.)

(Close the conversation as appropriate, including that your teacher/advisor will follow-up if they have committed to being a guest speaker.)

Follow-Up E-mail Text/Phone Script for Teacher/Advisor

Hi, (name of industry partner), this is (teacher name), calling from (school and SkillsUSA chapter name). Thank you for taking the call from my student, (student name) – and for agreeing to serve as a guest speaker to help us celebrate SkillsUSA Week! I'm (calling/writing) to confirm the requested details. I have you scheduled to speak during our (name of class OR SkillsUSA chapter meeting) on (date) from (start time) to (finish time). We anticipate (number) students, and they'll be excited to hear about your career experience as well as to hear you talk about employability skills they can focus on developing now. What other information can I share about this opportunity to connect with my students?

(Dialogue as appropriate.)

(Provide any instructions for checking in to the school office and getting to your classroom/meeting room.)

(Close out the conversation as appropriate.)



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Thursday: Advocacy Day

Engage your students in educating and communicating with state representatives for Advocacy Day of SkillsUSA Week. Guide them in identifying who their representative is and writing a letter to them to share how they've developed their technical skills and to encourage support of career and technical education.

Activity: State Representative Letters

Steps to Implement

1. Locate the online resource within your state where individuals can identify their state representative based on their address.
2. Provide students with instructions on locating their state representative's name and contact information.
3. Instruct students to write a letter to their representative that advocates for SkillsUSA and career and technical education. Display or use the template below to the degree that it's helpful.
4. Help students send their letters via e-mail or the United States Postal Service.
5. Discuss with the students why it's important to advocate for career and technical education and SkillsUSA and how their voices can make a difference in doing that work both now as students and later as adults.

Sample Representative Letter

Greetings, Senator/Representative (name):

I am (your name), a (grade level) at (school name). I'm also a member of the (chapter name) SkillsUSA chapter. I'm writing this letter during the annual national SkillsUSA Week. We have many chapter events to celebrate SkillsUSA Week, and it is an ideal time to share some information about CTE and SkillsUSA.

At my school, I've taken CTE courses such as (list your past and current CTE courses). Through these courses, I've learned skills such as (list your technical, workplace, and personal skills). These skills are preparing me to enter the workforce.

As a SkillsUSA member, I've participated in events such as (list any chapter, state, or national events). Through these events, I've become better at (list any skills you know you've grown in). As an intra-curricular student organization, my CTE classroom and SkillsUSA chapter work together to prepare me for my future career. I plan to (explain your career plans as you know them today).

As a state representative, you play a key role in making sure future students can grow in their career skills like I have. I hope that you'll support efforts to advance what is possible through career and technical education.

Thank you for your service and support of students like me!

Respectfully,

(student name)



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Friday: SkillsUSA Day

Keep technical skills at the forefront on Friday of SkillsUSA Week by inviting all SkillsUSA members to dress up to represent their favorite (or any) SkillsUSA Championship event. Members who have competed before will probably have a good idea of how they can dress up, and this can be an exploratory opportunity for newer members or those who haven't competed before.

For extra challenge and fun, see how many events your students can represent by encouraging everyone to select events without duplication. Ask each student to submit a trivia question about the event they are representing and have a friendly competition during an upcoming SkillsUSA chapter meeting using the trivia questions to test knowledge and inform students about their options.

Activity: Championships Fun

Steps to Implement

1. Engage your chapter's Workplace Experiences committee (or another relevant student group) in creating a flyer and social posts to invite chapter members to review the list of SkillsUSA Championships events and choose one event to represent by dressing up as a competitor on Friday of SkillsUSA Week. Be sure to include any necessary rules or guidelines.
 - a. School dress code adherence
 - b. List of Championships events
2. Ask members to bring a trivia question and its correct answer about the event they chose. Instruct the committee to design a trivia game for an upcoming chapter meeting.
3. Celebrate your students' success and consider creating an online quiz to share with community members and/or other students in the school using the trivia questions and providing a prize to a winner.



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Chapter Activity Set 2

Monday: Recognition Day

Acknowledge your local SkillsUSA chapter members' career development through technical skill and knowledge growth during Recognition Day of SkillsUSA Week.

Activity: Technical Skill Showcase

Steps to Implement

1. Work with your administration and other teachers to identify a group of students that can visit your classroom during each period of the Monday of SkillsUSA Week. Here is some language that might be helpful.

We are getting ready to celebrate SkillsUSA Week. Monday of that week is Recognition Day, and I'm hoping you can help me recognize students' hard work and let other students see what happens in my classes. On Monday of SkillsUSA Week, my classes will be demonstrating technical skills they've learned in the class so far. For example, (insert example here). We would like student groups to visit our classroom during each class to see these skill showcases. Can you help us identify some student groups to spend time in our classroom during each period?

2. Communicate to teachers about the opportunity. Use the template below if it's helpful.

Thank you for permitting your students to attend our (insert) class on Monday, February (date). This is Recognition Day during SkillsUSA Week, and we're excited to showcase our technical skills to them! Please plan to bring your students to my classroom at (time) on (date). My students will have stations to demonstrate their skills; in some cases, your students may be able to try out their own skills. Some stations may require safety gear. If your students are asked to use gloves, eye protection, etc., please help us ensure they are used. We look forward to seeing you in our classroom soon!

3. Prepare your students for their big day! Use the tip sheet below to help your students choose a skill they can demonstrate to the students who will visit.
4. Celebrate your students' success after the event by giving them feedback and showing them pictures. Ensure one of your students writes social posts and an article to share the experience in your community.
5. Have the students write thank you notes to the teachers who brought classes to your classroom.



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Preparing for Your Technical Skill Showcase

On Monday of SkillsUSA Week, special visitors will be in our classroom. The student visitors will be your audience as you showcase your technical skills. To prepare, you and a partner will work together to choose a skill you've learned in this class that you can showcase to our guests. Follow the steps below to choose which skill you'll demonstrate.

Step 1: Identify your skilled partner.

Step 2: List five skills you've learned in this class so far in the table below.

Step 3: Answer "yes" or "no" in the box for each of the Factors to Consider in the table for each listed skill.

Skills and Factors to Consider

Skill	Is it a skill you can confidently and efficiently show to someone who doesn't know much about it?	Can you demonstrate it with supplies we already have in the classroom or that you could get without money?	Can it be demonstrated within a few minutes?	Would your audience need to use any safety equipment to watch you demonstrate it?	Could audience members "try" the skill after watching you?



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Step 4: Narrow your skill choice by highlighting any that you answered “yes” for the following three factors to consider:

1. Is it a skill you can confidently and efficiently show to someone who doesn’t know much about it?
2. Can you demonstrate it with supplies we already have in the classroom or that you could get without money?
3. Can it be demonstrated within a few minutes?

Step 5: Of the skills you highlighted, choose which one you and your partner are most excited about showcasing to other students who will visit the classroom.

Step 6: List any necessary materials or supplies. Include safety equipment for you and your audience as necessary.

Step 7: Practice your demonstration with your partner and list questions below that your audience might ask you.



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Tuesday: Give Back Day

Technical skills developed in CTE classrooms can result in tangible giving to the people around us. These skills can help us shape and define how students can serve others – in your school, community, and the world – right now as young leaders. Engage your students in Give Back Day by helping them listen to the needs around them and then using those needs to plan a service experience.

If you have time, conduct the Give Back Day surveys before SkillsUSA Week and do the service activity on Give Back Tuesday. If not, use the day to inform your local SkillsUSA stakeholders about how members can serve by collecting input on Give Back Tuesday. Keep the connection going during the Give Back projects before the end of the school year.

Activity: Serving with Technical Skills

Steps to Implement

1. Establish a physical and electronic method of collecting service needs from school and community stakeholders. Here are a couple of ideas:
 - a. Have students create a suggestions box and informational flyer and put it outside your classroom. (Use the sample text below if helpful.)
 - b. Create an electronic survey and share the link and QR code in school publications (newsletter, social media, posters in the school and community, etc.). (Use the sample survey questions below if helpful.)
2. Gather your Community Engagement or other relevant committee to review all the submissions and categorize them into similar needs, ideas, or topics.
3. Share the ideas at a chapter meeting through a method like one of the following:
 - a. Type or write the categorized ideas on sheets of paper and hang them around the meeting room.
 - b. Place ideas into an electronic voting tool (e.g.: Poll Everywhere, Mentimeter, Zoom poll, etc.) and prepare to display them during the meeting.
4. Engage the chapter membership in voting for ideas as best-suits your chapter. Methods could include:
 - a. Vote for the top three ideas aligned with skills developed in your classroom.
 - b. Vote for one idea in categories that reflect the technical skills of your chapter's membership and narrow the list to a manageable number of activities.
5. Once a project (or set of projects) has/have been selected, engage students in joining project committees to plan for, conduct, and evaluate the projects. Include the project in the Program of Work and Chapter Excellence Program application by identifying the Framework skill and project details. All these projects should be exemplary examples of Job-Specific Skills! Skills! Check out the Program of Work launch guides if you and your students need support in planning and conducting activities like this.
6. If conducting the projects after SkillsUSA Week, include in any promotional, day-of, or reporting flyers and articles that the project is a part of Give Back Tuesday of SkillsUSA Week.



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Wednesday: Partner Day

A SkillsUSA chapter's relationships with industry partners can continually evolve and improve. They become as strong as the investment chapters make in them. Use Partner Day of SkillsUSA Week to let your local industry partners know they are appreciated and to invite them to connect with students by hosting an Industry and Alumni Partner Breakfast. Engage your Partner and Alumni committee members (or another appropriate group of members) to plan an early morning breakfast and invite all members to help flip pancakes, scramble eggs, cook sausage and bacon, and pour juice in preparation for the arrival of the guests. Ask your local family and consumer science or culinary arts teacher if you can use their kitchen space to prepare the food.

Activity: Partner and Alumni Breakfast

Steps to Implement

1. Determine what foods will be prepared and served, at what time, and where.
2. Determine what roles must be filled by members before, during, and after the event.
3. Prepare the invitation and send it to local partners and alumni members. Be sure to include the school faculty, staff, industry partners, and alumni members.
4. Estimate a realistic anticipated attendance to inform purchase and/or donation quantities.
5. Consider asking member families to sign up to contribute items for breakfast and purchase what cannot be donated with chapter funds.
6. Prepare students to welcome and converse with industry partners and establish work shifts so that students can take turns preparing and serving food and sitting down to visit with the guests.
7. On the morning of the event, ensure that at least one member captures photos of the breakfast fun and that the appropriate student(s) write social posts and an article to share the event.



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Thursday: Advocacy Day

Educate your local school board members and administrators about students' technical skill development and provide time for a conversation during breakfast or lunch. You can plan this activity as a breakfast or lunch with all or some chapter members, and plan for a few students – or student small groups – to do a demonstration of the equipment or machinery in your lab space and/or some of the technical skills they are learning and using. Invite these key decision-makers into your classroom space and let students lead the way in showcasing what is happening now and what is possible with continued support. Plan this activity at a time that will allow most school board members to join your students and keep the meal simple. Try to keep the time commitment to one hour or less for refreshments and the classroom/lab demonstrations and/or tour.

Activity: Advocating in the Classroom and Laboratory

Steps to Implement

1. Communicate with your local administrators to let them know the plan to invite the school board members to participate in the SkillsUSA Advocacy Day event in your classroom and extend the invitation to the administrators. If appropriate, ask them to share the invitation with the board members on your behalf.
2. Prepare the written invitation for the school board members and administrators. Use the template below to the degree that it's helpful.
3. Prepare your students by having them identify which lab spaces and/or equipment they want to show to the board members as well as technical skills they can demonstrate.
4. Practice what students will do and/or say during the tour and demonstrations.
5. Celebrate your students' success after the event by giving them feedback and showing them pictures. Ensure one of your students writes some social posts and an article to share the experience in your community.
6. Have the students write thank you notes to the board members.



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Friday: SkillsUSA Day

Keep your students engaged in telling the SkillsUSA story – and their own – by partnering with a local radio or television station, or a podcast show that provides an excellent audience for talking about and celebrating SkillsUSA. Prepare your students by asking them questions from the list below and helping them prepare answers before their big debut.

Activity: Sharing the SkillsUSA Story

Steps to Implement

1. Identify options to have students' SkillsUSA experiences broadcast beyond your local community through a radio, television, or podcast show.
2. Contact representatives of the shows to ask about your students being guests on Friday of SkillsUSA Week.
3. Determine which student(s) have skills that will help them be successful in this task.
4. Practice a few questions with students. Use the list below to the degree they are helpful and support them in researching and building their answers.
5. Promote the date and time of the show so stakeholders of your chapter can be sure to listen in.
6. Consider sharing the questions your students are prepared to answer with the show hosts beforehand.

Sample Questions to Prepare

- What is SkillsUSA?
- What other events occurring during SkillsUSA week?
- How many members are part of your chapter?
- What career and technical education classes are you enrolled in, and what do you learn in them?
- How is SkillsUSA preparing you for your future career?

What is the best skill you've learned as a SkillsUSA member?