

SkillsUSA Program of Work



ACTIVITY GUIDE

2



Understanding the advisor's role in the SkillsUSA chapter
and facilitating students as they implement the Program of Work

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2



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FOR ADDITIONAL
INFORMATION
AND UPDATES

Visit the Advisor and
Student tabs on the
SkillsUSA website:

skillsusa.org

OR CLICK HERE.



The SkillsUSA Program of Work

This guide integrates the intentional collaboration of Program of Work committees to manage your SkillsUSA chapter. In business, work is conducted by teams. In SkillsUSA, the chapter is managed by committees. This guide takes the guesswork out of committee work and shares useful examples of SkillsUSA activities to conduct for each Program of Work category.

The SkillsUSA Program of Work (PoW) is an amazing and efficient chapter management tool. It is also an individual growth plan for SkillsUSA chapter members and the ultimate student engagement tool. Whether you are planning SkillsUSA Week activities, a community service project, raising funds or teaching SkillsUSA Framework skills, you will find that committees provide an orderly and effective structure for every chapter activity.

This guide was written for both advisors and their chapter members. For each area of the PoW, you are provided a kick-off experiential activity to demonstrate to students the importance of committee interaction and collaboration as well as to showcase how to conduct chapter work using this system.

A well-planned Program of Work provides intentional instruction of the SkillsUSA Framework and allows students to define, develop and demonstrate the 17 Essential Elements that make up the SkillsUSA Framework. It is how SkillsUSA delivers skill building opportunities to students through active participation.



Before we jump into the “how to” of the Program of Work, let’s remember why we do this critical work. Here are a few key philosophies that SkillsUSA embodies:

- **SkillsUSA believes that every student has value and purpose.** Our goal is to connect every student we serve to meaningful career opportunities that lead to economic security.
- **SkillsUSA exists to prepare career-ready students.** There are many secondary benefits from active participation in SkillsUSA that often define why students join. However, when graduates can provide for themselves, they have the freedom to live the life they choose.
- **SkillsUSA is a student-led and advisor-facilitated organization.** To develop the employability and technical skills needed in the workplace, students must do the leading, planning, implementing and evaluating work. This is important to know and really understand. The student should work the hardest in accomplishing both individual and chapter goals.
- **The advisor serves as a supervisor to guide and provide feedback when needed, to keep students safe and to reinforce the transferable skills for student success.** Learning by doing is the key. When the student does the work, he or she is able to celebrate successes, but also unpack any challenges or even failures for growth. There may be a few mistakes along the way, but it is more important that students learn from the projects and work they do than to do it perfectly the first time. It is the students’ responsibility to conduct the chapter activities, so they grow the Essential Element skills that are necessary for them to be career ready. This launch guide gives students the guardrails to learn new skills, succeed and fail in a safe environment.

Committees ensure that effective communication, decision-making and planning take place among teams of students. For that reason, these committees provide amazing opportunities for students to practice needed skills as they receive feedback from you, other trusted adults and their peers. Along with learning the technical skills needed for career success in your career and technical education program, students will also develop the personal and workplace skills necessary to succeed.

This SkillsUSA philosophy guides the resources provided to advisors. This is enormously important work and you are up for it. SkillsUSA is your partner in the pursuit of student and chapter success.

There is a SkillsUSA chapter advisor hotline to assist you at any time as you build a chapter, implement the Program of Work and support student growth through a myriad of activities. The toll-free phone number is 844-875-4557.



Mission

SkillsUSA is America's proud champion of the skilled trades.
We empower students to become skilled professionals,
career-ready leaders and responsible
community members.

SkillsUSA Framework

The SkillsUSA Framework defines the mission of the organization



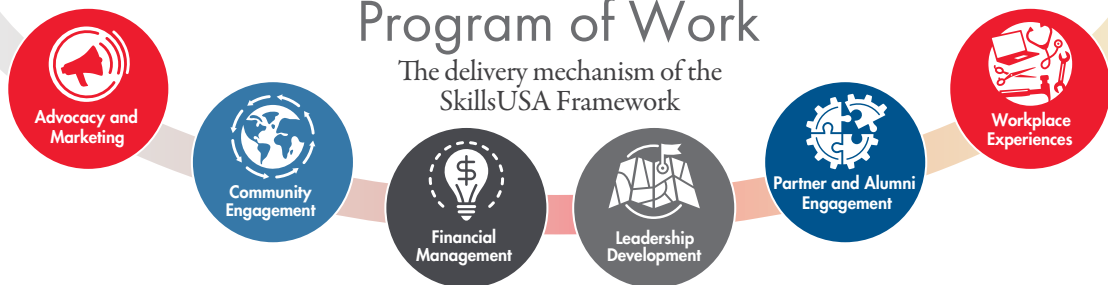
Integration Locations

SkillsUSA Framework instruction is integrated
into these three locations



Program of Work

The delivery mechanism of the
SkillsUSA Framework



Member Success

Assessments to measure students' career readiness



Unpacking the SkillsUSA Infographic

The SkillsUSA mission is what we are called to do in students' lives every day. Whether you are a local SkillsUSA advisor, a state SkillsUSA director or have another paid or volunteer role, this mission guides your work.

However, the mission does not stand alone. The SkillsUSA Framework actualizes what opportunities need to be created for students to live out the mission. The Framework defines the mission and enables the organization to develop programming and assessments that build skills in students that prepare them for life. It also provides a common language for students to be able to articulate how they are different because of their participation in SkillsUSA.

No matter how a student arrives to SkillsUSA in terms of knowledge and abilities, the 17 Essential Elements outlined in the Framework enable students to develop the skills that business and industry demand from employees. The Framework has three components that develop the whole person: personal skills, workplace skills and technical skills grounded in academics. The Framework Essential Elements are the skills needed to be career ready as determined by research from over 1,000 employers. It is critical that the Framework be the basis for your SkillsUSA chapter work. If you would like to learn more or view additional resources to integrate the Framework into your classroom and chapter, please visit the SkillsUSA website at www.skillsusa.org/about/skillsusa-framework/.

SkillsUSA is an integral part of career and technical education. Why is that important? It means that the chapter isn't separate from the classroom experience. Not only are you able to integrate SkillsUSA chapter work into your classroom, but it is essential that you do so. The work of building career-ready students isn't a "once and done" activity or event. Students need to work on building skills over time through multiple experiences and receive coaching along the way. For instance, building decision-making skills in the classroom might focus on diagnostic work, while in the chapter it might focus on committee decision making for a community service project. Students must see the relationship and how these skills transfer from one situation to another. What they experience in the classroom should be reinforced in their SkillsUSA chapter and vice versa so that it becomes common practice in conducting themselves and their work. Students connect what they are learning and practicing today to the world of work.

How does the Program of Work fit into this equation? Approximately 13.6 million members have participated in SkillsUSA since its inception in 1965. Over time, the organization has learned that not only do students need to participate in skill building around the SkillsUSA Framework Essential Elements, but the chapter should provide rich meaningful experiences in six categories that reflect the situations they will encounter in the workplace. A well-planned Program of Work provides intentional instruction of the Essentials Elements. It is how SkillsUSA delivers the skill-building opportunities to students through active participation. Think of the PoW as a chapter management tool, an individual growth plan and as a student engagement tool. It allows students to define, develop and demonstrate the Essential Elements.

SkillsUSA has developed multiple ways to measure student growth and career readiness. One is the SkillsUSA Chapter Excellence Program (CEP). This standards-based program recognizes chapter achievement in developing the Essential Element skills in its members. When your students complete each of the six PoW activities, they can apply for CEP recognition. It is the celebration of the students' achievement! For more information about CEP please go to: www.skillsusa.org/programs/chapter-excellence-program/.



The SkillsUSA Program of Work Categories

The SkillsUSA Program of Work is divided into six categories that define areas of focus for a well-run chapter in the same way a well-run business may be divided into different divisions. Each division has specific responsibilities, but all contribute to the overall success of the business.

Each Program of Work category should have a committee, and there are activities for the committee to facilitate for the entire chapter. Program of Work committees each contribute to the ultimate success of the chapter and the educational experiences provided to members.



ADVOCACY AND MARKETING

Promote SkillsUSA chapter programs and career and technical education programs, public relations initiatives and experiences to build social responsibility.

Participation in the Advocacy and Marketing category creates a career-ready student who is able to:

- o Identify characteristics of effective marketing.
- o Promote the organization.
- o Advocate for self and personal ideas.

Activities conducted in the category of Advocacy and Marketing might include:

- o Participate in SkillsUSA Week.
- o Make a school board presentation.
- o Hold a member recruitment activity.
- o Actively post on school or chapter social media channels.



COMMUNITY ENGAGEMENT

Assess community needs, identify services and employ skills to meet needs that develop long-lasting partnerships.

Participation in the Community Engagement category creates a career-ready student who is able to:

- o Assess and analyze needs.
- o Create a heart for service.
- o Apply technical skills for the benefit of others.

Activities in the category of Community Engagement might include:

- o Culinary student teacher appreciation breakfast.
- o Automotive student oil change for military families.
- o Construction students building an accessibility ramp at a local elementary school.
- o Cosmetology students providing services for residents at a senior center.



FINANCIAL MANAGEMENT

Develop personal financial literacy and entrepreneurship skills through relevant work experience, project management and chapter fundraising.

Participation in the Financial Management category creates a career-ready student who is able to:

- o Work efficiently and effectively within a budget.
- o Effectively manage personal finances.
- o Manage resources efficiently.

Activities in the category of Financial Management might include:

- o Host an entrepreneurial fair.
- o Financial Management guest speaker.
- o Chapter fundraiser.
- o Students create personal budgets.



LEADERSHIP DEVELOPMENT

Establish interpersonal relationships, individual and team development through chapter operations, leadership competitions and individualized growth plans.

Participation in the Leadership Development category creates a career-ready student who is able to:

- o Communicate vision.
- o Inspire others to action to reach a common goal.
- o Equip and empower team members.
- o Develop interpersonal skills.

Activities in the category of Leadership Development might include:

- o Conduct a Leadership Workshop for all members.
- o Attend a Fall Leadership Conference.
- o Hold a chapter officer retreat.



PARTNER AND ALUMNI ENGAGEMENT

Engage former members, parents, advisory committees, administrators, faculty and business and industry partners in SkillsUSA chapter and classroom activities.

Participation in the Alumni and Partner Engagement category creates a career-ready student who is able to:

- o Appreciate the contributions of others.
- o Build a personal and professional network.
- o Recognize and value the expertise of others.

Activities in the category of Partner and Alumni Engagement might include:

- o Conduct Program Advisory Committee meetings.
- o Partners serve as mentors.
- o Recognize contributions of partners and alumni.
- o Provide business acumen and expertise to the chapter's Program of Work.



WORKPLACE EXPERIENCES

Participation in career exploration, planning and work-based learning opportunities including the SkillsUSA Championships.

Participation in the Workplace Experiences category creates a career-ready student who is able to:

- o Gain relevant work experience.
- o Develop job-seeking skills.
- o Understand workplace expectations.

Activities in the category of Workplace Experiences might include:

- o Conduct local championships.
- o Conduct industry tour.
- o Resume and Mock Interview Day.
- o Virtual Employer Panel Discussions.



Program of Work Activities – Book 2

PROGRAM OF WORK CATEGORY	ESSENTIAL ELEMENT TARGET	ACTIVITY	SUGGESTED MONTH	PAGE
Advocacy and Marketing	Integrity	Citizenship Day — Letter writing	February/ March	7
Advocacy and Marketing	Computer and Technology Literacy	SkillsUSA Social Media Calendar	September (all year)	13
Community Engagement	Teamwork	Cosmetology Activity	April/May	19
Community Engagement	Planning, Organizing and Management	Alumni Recognition	October/ November	27
Financial Management	Decision Making	Developing Chapter Budget	September (all year)	33
Financial Management	Self-Motivation	Learning How to Budget	November/ December	42
Leadership	Responsibility	Community Breakfast	April/May	55
Leadership	Multi-Cultural Sensitivity and Awareness	Games Around the World	January/ February	61
Partner and Alumni	Leadership	Volunteer Sign-Up	September/ October	69
Partner and Alumni	Planning, Organizing and Management	Elementary Wellness Program	October/ November	78
Workplace Experiences	Job-Specific Skills	Career Fair	February/ March	86
Workplace Experiences	Safety	Local Championships	November/ January	95



Program of Work Activity – Advocacy and Marketing

Activity Name: **Citizenship Day Advocacy Letter Writing**

Framework Component: **Personal Skills**

Recommended Month: **March**

Program of Work Category: **Advocacy and Marketing**

Essential Element Target: **Integrity**

Length of Time: **Four Weeks**

This Program of Work activity targets the SkillsUSA Essential Element of **Integrity**. Workplaces depend on the integrity of employees in a variety of ways from being honest about work being done, to being accountable to safety rules and policies as well as working with other employees and management. Integrity is also important in our communication and interaction with others.

Individuals who demonstrate integrity:

- **Do the right thing in the right way.**
- **Are honest.**
- **Do what he or she says he or she will do.**
- **Hold themselves and others accountable.**
- **Make choices consistent with personal values.**

Citizenship Day Advocacy Letter Writing

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of Integrity.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Advocacy and Marketing Program of Work Committee.

STEP 1: Planning	TARGET DATE
<i>First week in January</i>	
▲ Committee meets and conducts the Pass the Button activity as a committee mixer. Pass the Button Activity Sit everyone in a large circle and select one person in the group as the button holder. Give her a button and then tell everyone else in the group to close their eyes. The person with the button then circles around the group before choosing someone by tapping him on the shoulder and then handing him the button. The person who originally had the button then turns her back on the entire group and counts to 20. While the original button holder counts, the person who received the button can then either circle the group and hand the button to someone else before sitting down again or hold onto it for himself. After the first button holder finishes counting, she then goes to the center of the circle and then asks, “who has the button,” pointing to someone in the group. The person she has pointed to then needs to deny having the button and then she will point to the person to his right, who will deny having it, until she has pointed to everyone in the circle. Once everyone has denied having the button, she needs to guess who actually has the button.	

After the person who has the button announces they possess it, they will become the button holder and need to pick someone in the circle to hold the button. Keep playing as many rounds as you want. When team members begin to properly guess who holds the button, this can be a good time to stop. After you finish the game, ask if everyone found themselves distrusting other people in the circle. Then reflect on how you do not feel unified with other people when you feel they are lying and that while distrust builds walls, honesty builds unity. Committee reviews the Citizenship Day Advocacy Letter Writing Activity task list to become familiar with the activity and actions needed to complete it. Committee completes budget worksheet to identify financial needs of the activity. ▲ Committee meets to develop SMART Goals for this activity: (Example) Goal 1: One hundred percent of chapter members will participate by writing at least one advocacy letter to a stakeholder that reflects how the member has developed and demonstrated integrity through SkillsUSA. (Refer to <i>Discovery Sheet on SMART Goals</i>.)	
Committee shares the Citizenship Day Advocacy Letter Writing activity at a chapter meeting. ▲ Committee members provide instruction for chapter members on Integrity. Committee has chapter members complete the Integrity Quiz. (See <i>appendix</i>.) Process the Integrity Self-Assessment with the following questions: ■ Who or what stops you from acting with integrity? ■ When you do not act with integrity, how do you talk to yourself? ■ Do you lie to yourself about acting with integrity? If so, why? ■ Does it matter to you if you are not acting with integrity? ■ Do you use the same definition to define integrity for yourself as for others? If not, why not? ■ What do you do when others act without integrity and their actions directly affect you? ■ What do you do when others act without integrity and their actions affect your team, your chapter or your campus? ■ Do you ever excuse or justify acting without integrity? If so, when and why? ■ What does living with integrity gain you? ■ Who are you and how are you when it comes to showing up at school or work with integrity? ▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.	

STEP 2: Implementation	TARGET DATE
<i>Second week in February</i>	
Committee meets to: ■ Identify a time to write letters to stakeholders and selected community and state leaders advocating for SkillsUSA. Suggested leaders are: ■ School board and campus administration. ■ State legislators. ■ State or federal elected officials (representatives and senators). ■ City or county government officials. ■ State leaders in career and technical education or workforce development.	

■ Request assistance from an English instructor to provide training on letter writing and/or proofreading letters upon completion. ■ Committee meets with Partner and Alumni Committee to identify stakeholder and community and state leaders to receive letters from SkillsUSA members.	
<i>First week in March</i>	
Committee members meet with chapter members and an English instructor to receive training on letter writing. Letters will include: ■ Explanation of member's involvement in SkillsUSA. ■ Member discusses the importance of integrity in their lives and how SkillsUSA has helped them understand and develop integrity in a variety of situations. ■ Depending upon the stakeholder, community or state leader, the letter should contain: ■ Request for support for local SkillsUSA chapter. ■ Request support for SkillsUSA at the local, state or national level. ■ Thank the individual for past support of SkillsUSA. Letters will be professionally written and follow appropriate layout and language for the recipient. An English instructor at your school should assist in creating and proofreading the letters.	
<i>Second week in March</i>	
Letters are completed, reviewed and mailed to recipients.	

STEP 3: Evaluation	TARGET DATE
<i>Third week in March</i>	
▲ Committee meets to review the SMART goals of the activity, and discuss accomplishments and shortfalls of the planning and implementation of the project.	
▲ Committee has chapter members review the integrity scenarios and facilitate a discussion of the scenarios. After the discussion, have the chapter members complete the Integrity Assessment again and compare their results.	
Committee record recommendations for future years in conducting activities. Recommendations are recorded at: www.skillsusa.org/programs/chapter-excellence-program/ .	

STEP 4: Celebration	TARGET DATE
Committee organizes a candy bar letter writing party to create thank-you letters for the English instructors for their assistance. The candy bar letters substitute the names of the candy bars for words in the thank-you letter. A picture is found in the appendix. Extra candy bars can be enjoyed by the chapter members who participate in the letter writing.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program (CEP) by completing the CEP application. The CEP is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- ☐ Advocacy and Marketing
- ☐ Community Engagement
- ☐ Financial Management
- ☐ Leadership Development
- ☐ Partner and Alumni Engagement
- ☐ Workplace Experiences

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Integrity Self-Assessment Form

On a scale of 1 (low) to 10 (high), how would you rate yourself when it comes to the following behaviors?

LOW <i>RATING</i> HIGH										
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	A. Gossiping about others.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	B. Bullying others.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	C. Stealing things from others.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	D. Copying others' ideas or work.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	E. Wasting your time or others' time.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	F. Telling the truth.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	G. Taking responsibility for your work on a group project.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	H. Taking responsibility for your mistakes.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	I. Making excuses.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	J. Being honest in your communications.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	K. Respecting others in all circumstances.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	L. Living your values.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	M. Being honest with your money and others' money.

Integrity Scenarios

Scenario #1

Rachel is a junior in high school. She studied for an important chemistry test that will account for 25% of her final grade. Rachel had been out of school with the flu and missed several days of instruction and review prior to the test. She struggled with the test, not knowing many of the answers. If she does not do well, she may not be able to attend the SkillsUSA State Leadership and Skills Conference and compete due to her grades. Rachel turned in her test paper, but as she walked back to her seat, she noticed that other students had different answers for several questions. Rachel waited for a while in her seat, then went up to the teacher and indicated she forgot to put her name on her test. While she pretended to write her name, she actually changed several answers based on what she saw on the other tests and returned her test to the pile.

When the tests were returned, Rachel was surprised when she received a failing grade for cheating on the test. The note indicated the teacher saw her change her answers.

Rachel insists she didn't cheat, and the grade should be changed. She has tried to explain her absence as an excuse for her poor performance on the test. She has also asked for special treatment due to needing to go to State Leadership and Skills Conference and compete to represent the school and her SkillsUSA Chapter.

Discussion Questions:

- What would you tell Rachel when she asks you for your opinion?
 - If you were the teacher, how would you handle the situation? What else could the teacher have done in this situation?
 - If you were the SkillsUSA advisor, how would you handle this situation?
 - Should Rachel be allowed to attend the State Leadership and Skills Conference?
-

Scenario #2

Jorge is a sophomore in high school and a two-year SkillsUSA member. He has been elected as the chapter secretary, but really wanted to be the chapter president. He does not get along with Emma who was elected as chapter president. Jorge started a rumor that accused Emma of misappropriating chapter funds and using them to pay personal expenses. Jorge persuaded two of his friends to substantiate the rumor. Emma was caught off guard by the allegation and did not know how to respond. There is no real proof either way, but there is some money missing from the chapter account. It has caused a divided chapter; some support Emma and others call for her resignation as chapter president. It has also created an issue around who should attend the State Leadership and Skills Conference representing the chapter as a voting delegate. Emma had planned on running for state office. Members are not sure they will support her at this point.

Discussion Questions:

- As a chapter member, what would you do about the situation?
- If you were the chapter advisor, what would you do to resolve this issue?
- How would you use this as a lesson about integrity?
- What should be done about representation at the State Leadership and Skills Conference?

Program of Work Activity – Advocacy and Marketing

Activity Name: **Promotion of SkillsUSA
with Social Media Calendar**

Framework Component: **Technical Skills
Grounded in Academics**

Recommended Month: **September**

Program of Work Category: **Advocacy and Marketing**

Essential Element Target: **Computer and Technology Literacy**

Length of Time: **Every Month** (*minor adjustments*)

This Program of Work activity targets the SkillsUSA Framework Essential Element of **Computer and Technology Literacy**. As the workplace continues to become more dependent upon technology, the skills associated with computer and technology literacy are becoming more important. Individuals with strong computer and technology literacy:

- Use technology in effective, appropriate and innovative ways.
- Are willing to learn and integrate new technology.
- Use work-based technology proficiency.
- Effectively employ technology to solve problems.
- Improve information flow through technology.
- Use technology to improve and document accountability.

Computer and Literacy skills are required for every chapter to communicate with members, campus administrators and instructors and stakeholders. Keeping these individuals apprised of chapter activities and opportunities creates goodwill and is essential to successful activities. Using social media to promote the SkillsUSA chapter by sharing consistent messaging strengthens the image of the chapter.

Promotion of SkillsUSA with Social Media Calendar

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Computer and Literacy Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Advocacy and Marketing Program of Work Committee.

STEP 1: Planning		TARGET DATE
<i>First week in September</i>		
▲ Committee meets and conducts the Technical Scavenger Hunt as a committee mixer activity. Technical Scavenger Hunt Activity Materials: Each person needs a smart phone or computer with internet access. Directions: This is a timed event for committee members to see who can find and record the most information from the scavenger hunt list in the time allotted. Each person must work alone to find the information.		

<i>Second week in September</i>	
Committee shares the Promotion of SkillsUSA Chapter Social Media Calendar activity at a chapter meeting. ▲ Committee members provide instruction for chapter members on Computer and Technology Literacy by facilitating the activity “Future Trends in Technology” Future Trends in Technology Materials needed: Each member or group of members must have a smart phone or computer with internet access. Directions: Divide the members into teams. Each team should be given one of the following future trends in technology: ■ 5G Network. ■ Autonomous Driving. ■ The Empowered Edge. ■ Democratization of Technology. ■ Human Augmentation. ■ Distributed Cloud. ■ DARQ Age is Here. ■ Personal Profiling. ■ AI Products. ■ Data Policing. ■ Momentary Markets. ■ Automation. ■ Reskilling Human Workforce. ■ Medical Upgrade. ■ Digital Debit. Each team will have 15 minutes to create a three-minute presentation on the assigned future trend and how it will impact the workplace and society. Have the members vote on the trend they feel will most impact their future in the workplace. ▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.	

STEP 2: Implementation	TARGET DATE
<i>Third week in September</i>	
Committee populates social media content log (see attached content log) with deadlines, school holidays and other standing information to inform chapter members, parents and stakeholders.	



Committee works with Advocacy and Marketing committee to create a “theme” template or graphics bank for the chapter, so all messaging has a similar look and feel.

Throughout the year

Committee will post content at least two days per week. (*See the Focus Content Calendar for ideas.*)

Committee will post items on Mondays and Fridays, as well as special days like “Thank a Skilled Employee Day,” “National Health Professionals Day,” “SkillsUSA Week” etc. Committee will choose what should be highlighted: internships, competitive events, community service projects or what is being learned in the classroom.

- Give your target audience (members, parents, stakeholders) a call to action (what they should be doing) at the end of every post.
- Do not forget to create a sense of urgency to your following to get involved.
- Use strong verbs — like, comment, share, registered — are all calls to action.
- Meet with chapter advisors and school administration to confirm chapter and school standing dates.

Select a variety of photos or graphics that showcase your chapter. Posts with images generate the most responses. When selecting photos, the Committee will keep a list of members handy to make sure that the same members are not always featured in photos.

- Review options to create images to post ... chapter photos, Canva, etc.
- Assign two Committee members to take pictures at chapter events.

Committee needs to identify filler. Filler pieces might include other PoW committee posts, resources that might be helpful for members, student stories and highlights or other posts that can be prepared in advance.

- Committee will crowdsource student stories and highlight content by asking members who should be covered next.



Each Committee member will use the Focus Content Calendar to write out the answer for at least two prompts each month. Prompts will rotate among members to diversify content and thought. Remember stories sell. Focus on how SkillsUSA is building computer and technology literacy in chapter members.

- Schedule the last Monday of the month as time for the Committee to review the upcoming month’s social media content.
 - a. During meetings, make sure that content is current, appropriate and relevant to the chapter.
 - b. Evaluate how posts are performing or if the content should be adjusted.
 - c. Identify three members to share their experiences regarding computer and technology literacy for the following month’s content.

Ensure all Committee members and officers have social media log-in information.

STEP 3: Evaluation	TARGET DATE
<i>First week in May</i>	
▲ Use social media platform analytics to review which posts received the most engagements and shares. • What was the common theme among the posts on the various platforms? • Was there a time of day when posts received more engagements? • What were the trends related to posts, content, age groups, etc. • What was the customer sentiment and response towards posts? • What were the high-value features of the posts that returned desired impact? ▲ ■ What strategies could have been used to engage and support the Partners and Alumni Committee? What was the limiting factor to the partners and alumni in sharing their experiences about computer and technology literacy? ▲ Chapter members create a post that describes the increase in their computer and technology literacy after participation in this activity. Committee reviews posts and determines total impact of this activity on the demonstration of computer and technology literacy.	
▲ Committee meets to review the SMART goals of the activity and discuss accomplishments and shortfalls of the planning and implementation of the project.	
Committee records recommendations for future community service engagement activities. Recommendations are recorded at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
The committee organizes a celebration at the end of school to recognize the following posts via the SkillsUSA chapter media: Social Buzz Rising Star (best member engagement); most creative way to showcase the Essential Element of Computer and Technology Literacy; Best Influencer (best promotion of SkillsUSA chapter); best use of the platforms (Facebook, Twitter, and Instagram); Best Essential Element Initiative, and others as chapter sees fit.	

STEP 5: CEP Application	TARGET DATE
Consider using this activity to apply for the Chapter Excellence Program (CEP) by completing the CEP application. The CEP is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Social Media Content Log

PLATFORM	DATE	TOPIC	COPY	LINK
<i>First Week of School</i>				
Instagram	Tuesday	Welcome back	Welcome back to school and remember to sign up for the SkillsUSA Welcome Back Celebration.	Canva Graphic
Facebook	Thursday	Question and quote	Use a technology quote followed by a Twitter question.	
Twitter	Thursday	Quote and question	What is the one technology you are focusing on learning this school year?	
<i>Second Week of School</i>				
Facebook	Monday	Welcome back	Reminder about event.	Canva Graphic
Instagram	Thursday	Welcome back	Thanks to 35 new members for spending time learning about the opportunities in SkillsUSA. #NewYear #WelcomeBack #Involvement	Up to 10 pictures from event
Twitter	Friday	Technology article share	Friday Fast Read	



Focus Content Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		Reminder about upcoming SkillsUSA events.		Share quote and pose question about integrity.	
Week 2	Reminder about upcoming events with different photo and layout.			Share something exciting that has happened in the SkillsUSA chapter.	Fast Read Friday — share current business article about Integrity.
Week 3		Who has been a valuable mentor in your schooling or SkillsUSA experience so far?	What is a song that you always get stuck in your head? Do you have a new song that gets you pumped to do good work?	Name something in SkillsUSA you really want to try. What is holding you back?	
Week 4	Provide a shout out to a SkillsUSA member who has demonstrated integrity this month.		What is something you have been procrastinating about but you know it needs to get done for SkillsUSA to be successful?		Chapter share: Favorite quote about integrity. Winner drawn from posts for a chapter T-shirt.
Week 5		Pose the question: What is one thing that you have accomplished in SkillsUSA that others should know about?		Highlight SkillsUSA chapter activities for the upcoming month.	

Program of Work Activity – Community Engagement

Activity Name: **Cosmetology Services at a Senior Center**

Framework Component: **Workplace Skills**

Recommended Month: **April/May**

Program of Work Category:

Community Engagement

Essential Element Target:

Teamwork

Length of Time:

Six Weeks

“We make a living by what we get, but we make a life by what we give.” — Winston Churchill

This Program of Work Activity targets the SkillsUSA Essential Element of **Teamwork**. While we may have played on a team while growing up, collaborating with co-workers can be a vastly different experience. Teamwork is essential to success in the workplace. Effective team players are individuals who work with others to achieve a common goal. Effective team players:

- **Work collaboratively with others.**
- **Honor the contributions of others.**
- **Are flexible and open.**
- **Honor their commitments and responsibilities to a team.**
- **Respect and support their team members.**

Giving of your time and talents to others is, without a doubt, a worthy and an honorable undertaking. Many feel that to be civically engaged in your local community is a duty of every citizen. This is a sample of how the students enrolled in a cosmetology program can plan, organize and manage a community engagement activity. Specifically, the project entails cosmetology students providing haircuts, pedicures, manicures and Mother’s Day cards to the elderly at a local senior center.

NOTE: While this activity focuses on providing cosmetology services at a senior center, the task list could be used as a template for any service provided to the community. Other examples may be playing cards or board games at a senior center, volunteering to mow lawns or rake leaves for senior citizens or other service activities.

Cosmetology Services at a Senior Center

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Teamwork Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity. Refer to the Integration Toolkit.

Throughout this task list, the term “Committee” refers to the Community Engagement Committee of the Program of Work.

STEP 1: Planning		TARGET DATE
<i>Last week in March</i>		
▲ Committee meets and conducts the activity “Wheelbarrow Race” as a committee mixer activity.		
Wheelbarrow Race		

If students are not comfortable or have a limitation that does not allow them to participate, they can serve as timers or observers of the boundary line to make certain the teams completely cross the line before changing position.

Materials: something to mark a boundary line

Directions:

- We are going to have a race — but not an ordinary race. This one involves two of you working together as a team.
- This is a wheelbarrow race. Teams of two will compete with one person holding onto the legs of another person, while that person moves by using their hands on the floor.
- Your team must completely cross the boundary line and then change position and traverse back to the starting line.
- When I say “Roll” you will start your race.
- What questions are there? Line up — “Roll.”

Process the activity by asking the following questions.

- How important was teamwork to winning this activity?
- Were there times when you did not perform as a team?
- How can teamwork impact the output of a business or industry?
- What could be some barriers to effective teamwork?

Committee reviews the cosmetology services at a senior center task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee meets to develop SMART Goals for this activity:

(Example) Goal 1: All members participating in the cosmetology services at a senior center will indicate growth and development of the Essential Element of Teamwork by keeping a personal journal highlighting their skill development and demonstration.

(Refer to addendum on SMART Goals.)

First week in April

Committee shares the cosmetology services at a senior center activity at a chapter meeting.

▲ Committee members provide instruction to chapter members on Teamwork by facilitating an activity called “Team Tasks” (from the SkillsUSA resource “Ignite”).

The activity takes approximately 15 minutes.

Needed materials include:

- Magazines or newspapers.
- Construction paper.
- Scissors, one pair for every five students.
- Glue, one bottle for every five students.

Directions:

- Divide the group into teams of five or six individuals.
- Give each team the following instructions:
 - You will be completing a team challenge.

■ Five activities will be posted on the writing surface or on PowerPoint slides. ■ You must complete all tasks within five minutes. ■ Provide each team with the materials listed above to create a collage. ■ Post the activities for the students to view: ■ Write a short story showcasing teamwork. ■ Draw a picture of teamwork. ■ Verbally provide a definition and five examples of teamwork to be shared with the group. ■ Write a poem about teamwork. ■ Create a teamwork collage. ■ Allow teams to work for five minutes, then have teams share their activities with the group. ■ Facilitate a discussion by asking questions including: ■ How many teams finished the challenge? ■ What strategies did your teams use to accomplish the challenge? ■ Did your team work together on all five activities? Why? ■ If not, how was the work divided? ■ Are you proud of your work? ■ What would you do to improve? ■ When must we use the individual strengths of our team in this community engagement activity? ■ What are your individual strengths? ■ Were those used in the team challenge? How? ■ How can we practice teamwork during our project? ▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos. ▲ Committee hands out the instructions for journal sheet and starts the members journaling about teamwork and their participation in the activity.	
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STEP 2: Implementation	TARGET DATE
<i>Second week in April</i>	
■ Advocacy and Marketing Program of Work Committee works to create an informational flyer to give to the senior center staff. (See sample in appendix.)	
Committee contacts a senior center in the community to set up a meeting to discuss the activity proposal.	
Committee meets with the senior center staff to: ■ Review the informational flyer. ■ Identify a date and time for the activity on or near Mother's Day weekend. ■ Develop an appointment schedule and provide to senior center. (See sample in appendix.) Committee meets to: ■ Outline the details of the activity identified at the meeting. ■ Review and adjust SMART goals. ■ Secure travel arrangements to the senior center.	

<i>Third week in April</i>	
Committee members meet to: ■ Prepare a list of all materials and equipment needed. ■ Contact the senior center to review the appointment schedule. ■ Assign students to each appointment. ■ Create Mother's Day cards.	
▲ Committee provides additional instruction on Teamwork with emphasis on customer interaction and diplomacy. A suggested activity is having a cosmetologist and senior center employee attend the committee meeting to discuss working effectively with customers — in this situation, seniors. Have students create posters on “tips for working with customers.” The posters could serve as reminders for all participants during the appointments. Another activity idea is for the committee to develop a code of conduct for the activity to include proper customer service behaviors. This is an opportunity for committee members to learn about and practice another Essential Element — Service Orientation.	
Committee members secure the funds and purchase needed materials.	
<i>First week in May</i>	
The committee members meet to: ■ Clean all equipment and compile all materials. ■ Review the schedule. ■ Review the code of conduct/posters.	
<i>Second week in May</i>	
Committee members conduct the activity to provide cosmetology services and Mother's Day cards to senior center residents.	
▲ Committee meets with participating members to complete their journals based on participation in the activity.	

STEP 3: Evaluation	TARGET DATE
<i>Third week in May</i>	
▲ Committee meets to review the SMART goals of the activity and discuss accomplishments and shortfalls of the planning and implementation of the project.	

 Committee meets with SkillsUSA chapter members to share observations from their journals and discuss teamwork. Committee also seeks input from chapter members on the goals and implementation of the activity.	
Committee records recommendations for future years in conducting fundraising activities. Recommendations can be stored here: www.skillsusa.org/programs/chapter-excellence-program/ .	

STEP 4: Celebration	TARGET DATE
Committee organizes a Banana Split making party with the senior center as a celebration to recognize the participants and spend time with senior citizens.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/ .	

Informational Flyer for the Cosmetology Day

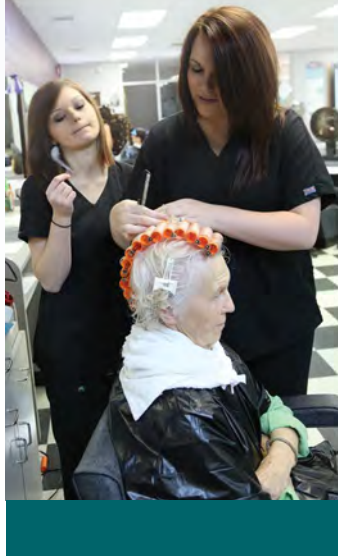
Create an Informational Flyer for the Cosmetology Day at the senior center.

BEAUTY *MAKEOVERS!*

Provided free by Cosmetology students at
Three Rivers Career Education Center

Date:
May 12

Time:
10 a.m.
until
3 p.m.



Cosmetology students
will be visiting the
Goodhue Senior Center
to provide free beauty
treatments for residents
just in time for
Mother's Day!

Sign up by **May 1** at the
Goodhue Welcome Center.

Visit skillsusaanytown.org
or see any SkillsUSA chapter member.



Three Rivers Cosmetology Program

Free beauty treatment for residents of Goodhue Senior Center Appointment Schedule.

Please sign up for a time slot on the schedule below:

MANICURE SCHEDULE

TIME	CHAIR #1	CHAIR #2	CHAIR #3
10 a.m.			
10:30 a.m.			
11 a.m.			
11:30 a.m.			
1 p.m.			
1:30 p.m.			
2 p.m.			
2:30 p.m.			

PEDICURE SCHEDULE

TIME	CHAIR #1	CHAIR #2	CHAIR #3
10 a.m.			
10:30 a.m.			
11 a.m.			
11:30 a.m.			
1 p.m.			
1:30 p.m.			
2 p.m.			
2:30 p.m.			

HAIR CARE SCHEDULE

TIME	CHAIR #1	CHAIR #2	CHAIR #3
10 a.m.			
10:30 a.m.			
11 a.m.			
11:30 a.m.			
1 p.m.			
1:30 p.m.			
2 p.m.			
2:30 p.m.			

Instructions for Journal

SkillsUSA Cosmetology Services at a Senior Center

Each participant in this activity will keep a journal of their experiences while participating in this activity. Use the following questions to guide your writing in your journal.

- What does teamwork mean to you?
- Record when you demonstrate teamwork or when you see teamwork in action during this activity.
- What specific behaviors did you exhibit that promoted teamwork?
- When did you demonstrate these behaviors?
- Areas where you feel your teamwork skills are strong.
- Areas where you need to develop your teamwork skills.
- Your plans for continuing to develop your teamwork skills.

Program of Work Activity – Planning, Organizing and Management

Activity Name: **Partner and Alumni Recognition**

Program of Work Category: **Community Engagement**

Framework Component: **Workplace Skills**

Essential Element Target: **Planning, Organizing and Management**

Recommended Month: **October/November**

Length of Time: **Six Weeks**

This Program of Work activity targets the SkillsUSA Essential Element of **Planning, Organizing and Management**. Employers are seeking individuals who can carry out assignments with minimal supervision. Employees with the skills of planning, organizing and management design and implement processes to complete projects and tasks at established standards of quality. Individuals who demonstrate Planning, Organizing and Management:

- **Build and model trust.**
- **Foster hope.**
- **Express compassion.**
- **Establish stability.**

Partner and Alumni Recognition

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of Planning, Organizing and Management.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Community Engagement Committee of the Program of Work.

STEP 1: Planning	TARGET DATE
<i>First week in October</i>	
▲ Committee meets and conducts the Funderbirds activity as a committee mixer activity. Funderbirds Activity Materials: A beach ball or other large ball Directions: Gather the group in a circle with committee members standing an arm’s length apart. Explain the rules of the activity: ■ The ball represents the Funderbird. ■ The Funderbird must be kept in the air at all times. ■ If the Funderbird hits the ground, the group must begin again. ■ The Funderbird may be hit with hands, arms, feet — any part of the body to keep the Funderbird in the air. ■ The group must meet and plan for how they will approach the challenge. At the end of planning, the group must set a goal of how many times the Funderbird will be hit before it falls to the ground. ■ If the group has accomplished their goal, the group should set a harder goal and try again. ■ Once the group has accomplished the goal, add some new challenges for the group: ■ You must spin around 360° before hitting the Funderball. ■ You must use your non-dominate hand to hit the Funderball.	

After the group has completed the challenge, process with the following questions:

- How important was the time to plan, organize and manage the challenge?
- Did you take the time to plan, organize and manage more seriously after the first time you failed?
- How important was it to have a definite strategy to accomplish the task?
- Did you need to adapt the strategy as you were participating in the task?
- How important are the skills involved in planning, organizing and managing in the workplace?
In your chapter?

Committee reviews this Partner and Alumni Recognition Activity task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee meets to develop SMART Goals for this activity:

(Example) Goal 1: One hundred percent of chapter members participating in the Partner and Alumni Recognition activity will increase their skills in the Essential Element of planning, organizing and managing.

(Refer to Discovery Sheet on SMART Goals.)

Second week in October

Committee shares the Partner and Alumni Recognition activity at a chapter meeting.

▲ Committee members provide instruction for chapter members on the Essential Element of Planning, Organizing and Managing. Committee has chapter members complete the **Computer Keyboard** activity.

Computer Keyboard

Place the paper plates in a random order inside the keyboard (roped-off area). After several tries, the group will figure out a pattern of entering and exiting the keyboard with the least possible effort.

Materials: Long ropes to mark off boundary for the keyboard, paper plates numbered from one to 23, stopwatch or timer.

Directions:

- This initiative will challenge your ability to work together: it is called computer keyboard.
- The object is for your team to touch each of the computer keys in order from one to 23 in the least time possible.
- When I say “type” one team member at a time may be on the keyboard and may only touch one key before exiting the keyboard. When that team member is off the keyboard, another team member may enter and touch the next key in order.
- The first team to touch each of the 23 keys in order will win.
- Your team will have six minutes to plan a strategy to accomplish the task.
- What questions are there? Your planning time starts now.
- Planning time is up. “Type.”

Questions for processing:

- What planning did your team do prior to starting the activity?
- How effective was the planning that was done?
- What communication strategy did you plan before beginning?
- What made this activity difficult?
- Did the opportunity to plan before each attempt make a difference in the outcome of the activity?

▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

STEP 2: Implementation	TARGET DATE
<i>Third week in October</i>	
Committee meets to: ■ Plan a presentation to campus administration to gain permission to create a “SkillsUSA Wall of Fame” to honor accomplishments of SkillsUSA members and alumni and recognize significant partners of the local chapter. ■ Identify what recognition items will be utilized for school officials, volunteers and community partners. ■ Identify location for Wall of Fame. ■ Establish qualifications to be considered for the Wall of Fame. Identify a time to hold a recognition coffee for recognition of first Wall of Fame honorees.	
Committee meets with campus administration to secure permission to proceed with Wall of Fame. ■ Committee meets with Partner and Alumni Committee to identify outstanding SkillsUSA alumni and partners. Committee confirms time and place for the recognition coffee to honor the first recipients. Committee works with chapter members to identify the first recipients of the Wall of Fame awards - based on the committee’s choice of established categories. Committee orders awards from a local or online provider. Committee reviews the Essential Element of Planning, Organizing and Management and has chapter members discuss the skills needed in planning, organizing and management to accomplish the activity.	
<i>Fourth week in October</i>	
Committee confirms the date and time of the recognition coffee on the campus to unveil the Wall of Fame and honor the first recipients. Committee members meet and create congratulations letters to be issued to all recipients of the Wall of Fame recognition. Students should forward letters of congratulations and regret to recipients of the Wall of Fame recognition and an invitation to the recognition coffee.	
<i>First week in November</i>	
Committee works with chapter members to develop the Wall of Fame with photos and descriptors that acknowledge the honors or the contribution of each recipient. Committee installs the Wall of Fame in an agreed upon location on the campus.	
<i>Second week in November</i>	
Committee conducts recognition coffee and dedication of the Wall of Fame: ■ SkillsUSA members host honorees. ■ Committee member introduces the honorees and describes their accomplishments and/or support for SkillsUSA. ■ Photos and descriptors are placed on the wall and copy given to the recipients. ■ Committee member describes the current activities of the SkillsUSA chapter; asks for continued support. ■ Committee member adjourns and invites everyone to the refreshments and networking time. ■ Committee members clean up from the refreshments.	

STEP 3: Evaluation	TARGET DATE
<i>Fourth week in November</i>	
▲ Committee meets to review the SMART goals of the activity, discuss accomplishments and challenges in the planning and implementation of the project.	
▲ Committee members conduct 360° evaluation for chapter members on the targeted Essential Element of Planning, Organizing and Management. Results are tabulated to document growth in the targeted Essential Element. (See appendix.)	
Committee members record recommendations for future years in conducting advocacy and marketing activities. Record the recommendations at: www.skillsusa.org/programs/chapter-excellence-program/ .	

STEP 4: Celebration	TARGET DATE
Scavenger Hunt (face-to-face) Directions: Find the below items and take pictures to document your findings. 1. A book with the word “Skills” in the title. 2. A map of the world. 3. A picture of a smell. 4. A picture of the school logo. 5. A picture with your SkillsUSA Advisor. 6. A shoe in your school’s color. 7. Any picture of a school club/organization’s banner. 8. Fist-bump a teacher or counselor. Bonus points if it is with your principle! 9. Page 35 of the previous year’s yearbook. 10. Picture of your team jumping in front of the school. 11. Someone else taking a photo. 12. Something made out of metal. 13. Sports trophies. 14. The highest room number in the school. 15. When was the school built?	
Committee plans and organizes a scavenger hunt party to celebrate the success of the Alumni Recognition activity. Scavenger hunt teams must plan and organize themselves to secure all the items in the time allowed. Committee should form a list of items to be secured that are not easily found and require the team to work together.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/ .	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



360° Assessment for Planning, Organizing and Management

Member Name: _____

Committee Member Name: _____

This assessment is to assist in identifying how the Partner and Alumni Recognition Activity assisted in the development and demonstration of the targeted Essential Element of Planning, Organizing and Management.

What role did you play in the planning, organizing or management of the Alumni Recognition activity?

What specific things did you do to experience and develop skills in planning, organizing and managing the activity?

How would you rate your skills in the targeted Essential Element before beginning the activity?

How would you rate your skills in the targeted Essential Element at the end of the activity?

What are your goals to continue to develop your skills in planning, organizing and management?

Program of Work Activity – Financial Management

Activity Name: **Developing and Managing the Chapter Budget**

Framework Component: **Workplace Skills**

Recommended Month: **September**

Program of Work Category: **Financial Management**

Essential Element Target: **Decision Making**

Length of Time: **Year-long**

This Program of Work activity targets the SkillsUSA Essential Element of **Decision Making**. Successful businesses know the value of effective budgeting to the financial success of their business. Creation of a realistic budget to guide their businesses requires the Essential Element of Decision Making. Individuals with the skill of Decision Making:

- **Analyze key facts, data and solutions.**
- **Follow a problem-solving process.**
- **Weigh multiple outcomes.**
- **Identify possible options and their impacts.**
- **Make informed choices.**

Every SkillsUSA chapter must have adequate funds to conduct an effective Program of Work for the year. The Financial Management Committee, working with the chapter officer team and advisor, is charged with the development and management of the budget for the SkillsUSA chapter. For the Financial Management Committee to complete their task, they must work with the other five Program of Work Committees to determine their projected income and expenses for the approved chapter activities.

Developing the Chapter Budget Activity

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Decision Making Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Program of Work Financial Management Committee.

STEP 1: Planning		TARGET DATE
<i>First week in September</i>		
Committee meets and conducts the Team Emblem activity as a committee mixer activity.		
Team Emblem		
Committee members must work together to create an emblem, flag or shield for their committee. Besides collaboration and creative thinking, this activity is also great for building a stronger sense of team identity and cohesiveness.		
Materials: Cardboard, chart paper, markers, crayons, tape or anything needed to draw and paint a team emblem or team shield.		
Directions: Give the committee members enough time to plan, draw and paint an emblem for their teams. The emblem must represent something the identifies the team and its values. Allow 10 minutes for inspiration (they can look up ideas online if desired) and 20 minutes to make the emblem. Once the time is up, ask the committee to display the emblem and explain it.		

One of the hardest aspects of team building is fostering a sense of identity. A simple team emblem — representing something the team collectively cares about — can help do that. Teams will have to first build consensus on their collective values, then divide tasks to succeed at this activity. Committee reviews this Developing Chapter Budget Activity task list to become familiar with the activity and actions needed to complete. Committee completes budget worksheet to identify financial needs of the activity.  Committee meets to develop SMART Goals for this activity. <i>(Example)</i> Goal 1: All members will participate in the Developing Chapter Budget Activity through their involvement with their Program of Work committee and will indicate growth and development of their decision making skill as demonstrated by the Magazine Story activity at the conclusion activity.	
 Committee provides instruction for chapter members on the Essential Element of Decision Making using Tarp Flip activity from the “Impact” educational resource. Tarp Flip Supplies needed: Small tarp or piece of tarp for each group (6 ft x 8 ft suggested for a group of 12 to 15 participants). Directions: ■ As a group, your challenge is to have all of you stand on the tarp and flip the tarp over without stepping off the tarp. ■ No team member may touch the floor or lean on anything in the room. ■ If this rule is violated, everyone must step off the tarp and start again. ■ When I say “flip,” all team member will step onto the tarp and we will begin. ■ What questions are there? “Flip.” Process the activity by asking the following questions: ■ Was there one leader, or were there multiple leaders for this activity? ■ What planning process was used before starting? ■ How were decisions made during this activity? ■ How important was the decision making process during this activity? ■ What role does communication play in decision making? ■ How does this activity simulate how your committee will make decisions?  Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.	

STEP 2: Implementation	TARGET DATE
<i>First week in September</i>	
Committee meets to review the budget request form to be used for Program of Work Committees to report projected income and expenses for their respective committees.	

▲ ■ Committee requests the Partner and Alumni Engagement committee identify a local business partner to attend a meeting and discuss the value of budgets, their role in the success of business, and the importance of decision making.	
■ Committee meets with the chairs of each Program of Work Committee to: ■ Review campus policies and procedures on fundraising and chapter activities. ■ Review how to complete the budget request form. ■ Provide the timeline for completion of the budget request form. <i>(See sample chapter budget request form in addendum.)</i>	
Committee sets the meeting date for the Financial Management Committee to review forms and develop the chapter budget.	
<i>Second week in September</i>	
▲ ■ Each Program of Work committee completes the budget request form and returns completed form to the Financial Management Committee chair by the due date. Each committee chair reports on the decision making process used in their committee.	
Committee summarizes the budget request forms from each of the Program of Work committees and creates a chapter budget.	
Committee meets with chapter officers and advisor to review the proposed chapter budget. Committee prepares the final budget for the chapter based on input from the chapter officers and chapter advisor.	
Committee presents the chapter budget for approval at a SkillsUSA chapter meeting.	
<i>Throughout Year</i>	
■ Committee meets with chairs of the Program of Work committees to determine budget status and need for adjustments throughout the year.	
▲ Committee meets as needed to review any needed changes in the budget and to review the SMART goals of the committee.	
■ Committee receives activity accounting form from each committee after completion of Program of Work activity. <i>(See attached form.)</i>	

STEP 3: Evaluation	TARGET DATE
<i>First week in May</i>	
Committee conducts Magazine Activity for all chapter members as an evaluation of members demonstration of the targeted Essential Element of Decision Making. Magazine Story Each member must create an imaginary magazine cover story about how they have developed and demonstrated decision making during this year as a member of SkillsUSA. Members must create the cover, write a headline, formulate quotes and write a story to illustrate their demonstration of decision making. The magazine story should include a) magazine cover, b) cover story headline, c) quotes from leaders, members or others and d) a story about their decision making ability. If time allows, have members share highlights of their magazine stories and post the stories around the room.	
 Committee meets to review the SMART goals, review forms, prepare the final financial report and make recommendations for next year's chapter budget. Recommendations are recorded at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
Cookie Face (in-person game) Committee organizes a chapter Minute to Win It competition activity as a celebration to recognize engagement in decision-making and celebrate with a fun team-building activity. Materials: Use packs of Oreos or Chips Ahoy! cookies. Members will get in groups of two and will play a game of Cookie Face! One member will tilt their faces up and place a cookie on their foreheads. Members will have one minute to get the cookie to their mouth without using their hands. Whichever member eats the cookie the fastest wins!	
Committee organizes a chapter Minute to Win It competition activity as a celebration to recognize engagement in decision making and celebrate with a fun team-building activity. www.signupgenius.com/groups/minute-to-win-it-games.cfm.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter! To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



SkillsUSA Chapter Budget Worksheet

Beginning Balance \$ _____

Income:

Membership Due: \$ _____

PoW Income: \$ _____
(from table below)

Other Income: \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

Expenses:

State/Nation Due: \$ _____

PoW Expense: \$ _____
(from table below)

Other Expenses: \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

PoW CATEGORY	ACTIVITY	PROJECTED INCOME	PROJECTED EXPENSE	PROJECTED PROFIT OR LOSS
Advocacy and Marketing				
Community Engagement				
Financial Management				
Leadership Development				
Partner and Alumni Engagement				
Workplace Experiences				

Closing Balance: \$ _____

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



SkillsUSA Chapter Budget Form



SkillsUSA Chapter _____

Income

Beginning Balance: \$ _____

Membership Dues: \$ _____

Other Income:

_____ \$ _____

_____ \$ _____

Program of Work Income

Advocacy and Marketing: \$ _____

Community Engagement: \$ _____

Financial Management: \$ _____

Leadership Development: \$ _____

Partner and Alumni Engagement: \$ _____

Workplace Experiences: \$ _____

Total Income: \$ _____

Expenses

State and National Dues: \$ _____

Other Expenses:

_____ \$ _____

_____ \$ _____

Program of Work Expenses

Advocacy and Marketing: \$ _____

Community Engagement: \$ _____

Financial Management: \$ _____

Leadership Development: \$ _____

Partner and Alumni Engagement: \$ _____

Workplace Experiences: \$ _____

Total Expenses: \$ _____

Balance \$ _____

SkillsUSA Magazine Story Activity

Magazine cover and story

Create an imaginary magazine cover story about how you have developed and demonstrated decision making during this year as a member of SkillsUSA. The magazine story should include a) magazine cover, b) cover story headline, c) quotes from leaders, members or others and d) a story about their decision making ability.

Program of Work Activity – Financial Management

Activity Name: **Learning How to Budget**

Framework Component: **Personal Skills**

Recommended Month: **November**

Program of Work Category: **Financial Management**

Essential Element Target: **Self-Motivation**

Length of Time: **Six Weeks**

This Program of Work activity targets the SkillsUSA Essential Element of **Self-Motivation**. Personal drive to accomplish goals and complete tasks is an essential trait for a great employee. Self-motivation can have a great impact on both an individual's personal and work life. Individuals with self-motivation exhibit a passion for life and career. Individuals with self-motivation:

- **Purposefully connect what I do today with my future.**
- **Positively express self and work with others.**
- **Seek to learn and develop new knowledge and skills.**
- **Are disciplined to achieve their purpose and goals.**

Personal financial management skills are essential for economic success. The ability to develop and utilize a budget is one of the best personal financial management skills that can lead to financial stability later in life. The Society for Resource Management reports that four out of five employers report that their employees' personal financial issues can impact job performance somewhat, very much or to an extreme degree, according to the IFEBP survey. This is resulting in:

- **An increase in stress among employees (reported by 76% of employers).**
- **Workers' inability to focus at work (60%).**
- **Absenteeism and tardiness (34%).**

This activity will help the chapter members develop and follow a personal budget that can start them toward economic security.

Learning How to Budget

The  icon is used in the task list to represent instruction or activities that support the development or demonstration of the Self-Motivation Essential Element.

The  icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term "Committee" refers to the Program of Work Financial Management Committee.

STEP 1: Planning		TARGET DATE
<i>Last week in October</i>		
 Committee meets and conducts the Grocery Store Challenge as the committee mixer activity.		
Grocery Store Challenge Activity Materials: Internet access to view prices of groceries. Directions: You have been given \$15 to buy enough groceries for a nice dinner for two. Your dinner must include a salad, protein (meat, fish or eggs), starch (potato, pasta, etc.), vegetable, bread and dessert. Any special spices or condiments must be paid with the \$15 as well. When I say "Shop," you will have 10 minutes to shop for your groceries. Remember to document how much each item costs. "Shop"		

Process the activity with the following questions:

- What was difficult about this activity?
- How difficult was it to stay within your budget?
- Did you have to alter your original plans for your meal to keep it under \$15?
- How many of you follow a budget in your daily lives?

Committee reviews this Learning How to Budget Activity task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee meets to develop SMART Goals for this activity:

(*Example*) Goal 1: Ninety percent of members participating in the Learning How to Budget activity will indicate growth development of self-motivation by creating and following a personal budget for a minimum of three months after the activity.

(*Refer to Discovery Sheet on SMART Goals.*)

First week in November

Committee shares the Learning How to Budget activity at a chapter meeting.

▲ Committee members provide instruction for chapter members on Self-Motivation by facilitating the activity called “A Bit Dicey.”

A Bit Dicey

Materials: Wooden craft or Popsicle sticks and 10 dice

Directions:

- The object is to hold the craft stick in your mouth and stack as many dice as possible on the stick without dropping any.
- Members should set a goal for five tries each. (*Use the goal sheet in the addendum.*)
- When everyone has completed their goal forms, let the members attempt the challenge.
- After the members have completed the challenge, have them complete the two questions on the goal setting form.

Processing Questions:

- What criteria did you use in setting your initial goals?
- Why was this challenge difficult?
- What role did your goals play in causing you to try harder?
- What role did your self-motivation play when you were not successful in meeting your goals?
- How is self-motivation important to helping you reach your goals?
- Why is self-motivation important in the workplace?

▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

Committee has members complete the self-motivation assessment and basic budget test as pretests for this activity. (*See tests in appendix.*)

Committee challenges all members to track all income and expenses for the month of November in preparation for the Learning How to Budget activity.

STEP 2: Implementation	TARGET DATE
<i>Second week in November</i>	
  Committee works with the Partner and Alumni Engagement Committee to identify a certified financial planner to address chapter members about personal financial management, budgeting, financial goal setting and the role of self-motivation in achieving financial goals.	
 Committee establishes a date and time during the first week in December for the Learning How to Budget activity. This should be at a chapter meeting or a special meeting focusing on the goals of the activity. Committee confirms presentations with details of the date and time during the first week in December for the presentations.	
<i>First week in December — Learning How to Budget activity</i>	
Committee members remind members to bring their record of income and expenses for November to the chapter meeting.	
 Committee members provide instruction for chapter members on Learning How to Budget by facilitating the team building activity called “Bean Game” at a chapter meeting. Bean Game Supplies needed: Game boards (<i>See appendix.</i>) and small dried beans (20 per person). Directions: ■ Members use the Bean Game gameboard that lists cost categories and the cost of each of them (in beans). (<i>See appendix.</i>) ■ Each student receives 20 beans which represents their income and which they can spend on the items listed on their game board. Any cost category that has a STAR next to it is a required item. ■ Be sure the beans are relatively small and fit into one square on the game board. ■ Members may work alone or in groups of two to five students. Having members work alone provides an experience of making choices that are their choices rather than a group decision, but either individual or small groups can work. ■ Give students 15 minutes to place their beans on the gameboard. Process the activity with the following questions: ■ What was the process you went through in placing your beans? ■ Leads to good discussions about needs vs. wants. ■ Opportunity to talk about the importance of “saving first” or making decisions about savings first and then use what is left over to spend. ■ What was easy or difficult about the process? ■ What tradeoffs did they have to make? ■ A fundamental concept of budgeting; ask students to provide specific examples of the more difficult choices they had to make. ■ Look at the three to four categories where you are spending most of your beans. Do these choices reflect your values? ■ Did anyone change your mind after consulting with another member or looking at their gameboard? ■ Did any of these categories surprise them in terms of cost? ■ Now for the surprise ... Notify the members that their income has been reduced at their workplace and their income drops to 13 beans ... ask them to take 7 beans off the board.	

Process the activity with the following questions:

- **What cost categories did they reduce to get down to 13 beans?**
 - This provides them with insights on their needs versus wants. At 13 beans, they probably have a pretty good idea of what their needs are.
 - Many will choose to drop insurance; be sure they understand the risks with such a strategy.
- **See if any students who have new cars or are renting apartments made decisions to downsize.**
 - Let them know that fixed expenses like auto loan payments and apartment rent payments are not easily reduced. The value of the car may be less than the amount you owe on the loan (good chance to talk about autos as depreciating asset). For an apartment, you usually sign a lease and make a commitment to stay for a year, so you will still owe the rent even if you decide to move out.
- **For those who had saved previously, ask if they found it easier since they could now use their savings to spend with the expectation that they would start saving again after their salary returned to normal levels.**

Have the members complete the questions at the bottom of the Bean Game board.

The committee should lead a discussion of the following concepts based on the Bean Game.

- **Needs versus wants.**
- **Managing money with resource constraints.**
- **Importance of saving.**
- **Fixed costs like car loan payments and apartment rentals.**
- **Spending decisions versus values.**
- **How much it costs to live.**
- **Concept of budgeting or having a plan on how to spend versus just spending.**
- **Peer group influence on spending decisions.**
- **Concept of insurance and paying a premium up front to cover any unexpected losses.**

Have the financial planner assist in the game and then address the chapter members on the role of budgeting in successful financial planning and how self-motivation helps members reach their financial goals.

Have members take both the self-motivation and budget assessments again and compare results. Members submit the results to the committee.

Have members review their financial records for November and develop a monthly budget.

Challenge the members to follow their budget starting in January as a New Year's resolution.

STEP 3: Evaluation	TARGET DATE
<i>Second week in December</i>	
▲ Committee meets to review the SMART goals of the activity, discuss accomplishments, and shortfalls of the planning and implementation of the project. ▲ Committee calculates member's growth from both the self-motivation and budget assessments. ■ Committee members should write the financial planner a thank-you note. View a sample thank-you note in the appendix.	
Committee members record recommendations for future years in conducting workplace experiences activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
Committee organizes a miniature golf party for chapter members. Encourage members to display self-motivation as they try to do their best. Provide refreshments after the miniature golf.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/ .	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



A Bit Dicey Goal Setting Form

Member Name: _____

	NUMBER OF DICE	
	GOAL	ACTUAL
First Try		
Second Try		
Third Try		
Fourth Try		
Fifth Try		

What considerations impacted the goals you set for each try?

How did self-motivation impact your goal setting and performance?

Self-Motivation Assessment

SkillsUSA Member Name: _____

Indicate the appropriate rating for each of the following statements. Please be honest in your answers.

PERSONAL RATING					SELF-MOTIVATION BEHAVIOR
RARELY		SOMETIMES		ALWAYS	
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I enjoy public recognition.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I motivate myself and do not need recognition from others to complete tasks and goals.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I set goals, but usually do not fully achieve them.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I meet deadlines and apply myself to do my best work.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I think positively about my potential and work to achieve it.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I use personal rewards and consequences to achieve my goals (e.g. reward myself with a movie, coffee, etc., when I achieve a goal).
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I spend time thinking and planning for my future.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I do the minimum required when completing an assignment.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	If I am really challenged or encounter an obstacle, I tend to walk away from my goals.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I want to be recognized by others for my achievements.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I need feedback from others to keep me motivated.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I believe if I set goals and work hard, I will be successful.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I do not set goals; I just take life as it comes.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I get energized by meeting goals and completing tasks.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I work for public rewards and recognition rather than personal satisfaction.

Add the numbers you indicated for your final score.

Final Self-Motivation Assessment Score: _____

Learning How to Budget Assessment

Indicate the correct answer for each statement.

1. Budgeting is defined as:

- ☐ a.) Having to pay bills on time.
- ☐ b.) A balance sheet of what you own and what you owe.
- ☐ c.) A spending plan made in advance based on your income and expenses.
- ☐ d.) Knowing how much you own and how much you owe.

2. Your credit score is:

- ☐ a.) Based on several factors that measure your risk, credit and bill payment history.
- ☐ b.) Based on the amount of money you have in your bank account.
- ☐ c.) Based how much you own.
- ☐ d.) Based only on your annual income.

3. Budgeting can help you:

- ☐ a.) Earn more money from your job.
- ☐ b.) Stop overspending.
- ☐ c.) Keep track of how much money you owe your friends.
- ☐ d.) Know when to ask for a raise.

4. An example of a fixed expense is:

- ☐ a.) Rent or mortgage payment.
- ☐ b.) Food.
- ☐ c.) Entertainment expenses.
- ☐ d.) Gas needed for your car.

5. An example of a variable expense is:

- ☐ a.) Insurance payment.
- ☐ b.) Rent or mortgage payment.
- ☐ c.) Car payment.
- ☐ d.) Food and beverage.

6. Money that is left over after paying fixed expenses is called:

- ☐ a.) Discretionary income.
- ☐ b.) Free money.
- ☐ c.) Excess income.
- ☐ d.) Play money.

7. A primary reason a budget fails:

- ☐ a.) Not using a computer software program.
- ☐ b.) Failing to set aside money for emergencies or unexpected expenses.
- ☐ c.) Buying too many pairs of shoes.
- ☐ d.) Not making enough money.

8. Zero based budgeting means:

- ☐ a.) Spending every dollar you earn every month.
- ☐ b.) Not spending money on fun things like eating out and movies.
- ☐ c.) Budgeting all income each month.
- ☐ d.) Having zero dollars left after paying bills.

9. A rainy-day fund is:

- ☐ a.) Money used for paying for unforeseen expenses.
- ☐ b.) Money used for college or other education expenses.
- ☐ c.) Money set aside for rewarding yourself with something special.
- ☐ d.) Money you set aside each time it rains.

10. A primary reason for creating a budget is:

- ☐ a.) Managing money to pay all bills, have some money for personal expenses and saving money for the future.
- ☐ b.) It makes your parents/guardians happy.
- ☐ c.) It guarantees you will be wealthy someday.
- ☐ d.) You will know your net worth after creating a budget.

Learning How to Budget Assessment

Answers for Budget Assessment.

1. Budgeting is defined as:
 - c.) A spending plan made in advance based on your income and expenses.
2. Your credit score is:
 - a.) Based on several factors that measure your risk, credit and bill payment history.
3. Budgeting can help you:
 - b.) Stop overspending.
4. An example of a fixed expense is:
 - a.) Rent or mortgage payment.
5. An example of a variable expense is:
 - d.) Food and beverage.
6. Money that is left over after paying fixed expenses is called:
 - a.) Discretionary income.
7. A primary reason a budget fails:
 - b.) Failing to set aside money for emergencies or unexpected expenses.
8. Zero based budgeting means:
 - c.) Budgeting all income each month.
9. A rainy-day fund is:
 - a.) Money used for paying for unforeseen expenses.
10. A primary reason for creating a budget is:
 - a.) Managing money to pay all bills, have some money for personal expenses and saving money for the future.



The Bean Game

This activity was adapted from “Next Gen Personal Finance Activity Bank, Budgeting.” Each day we make choices based on what we value as important by assessing whether our time, energy and money is worth it. This game, adapted from “20 Bean Salary” will help you discover what is most important to you to spend money on and how your personal experiences and values affect your money management decisions.

HOUSING	
Living with family, sharing cost of utilities	2 beans
Share an apartment or house with roommates	3 beans
Rent your own place	4 beans

FOOD	
Cook at home; dinner out once a week	2 beans
Frequent fast food lunches and weekly dinner out	3 beans
All meals away from home	4 beans

INSURANCE		
Auto	No coverage (ONLY select if you select no car, below)	No cost
	Liability insurance coverage only	2 beans
	Comprehensive insurance coverage	3 beans
Health and Disability	No insurance coverage	No cost
	Basic health insurance coverage	2 beans
Property	No property insurance coverage	No cost
	Renters insurance	1 bean

CLOTHING		
Clothing	Wear existing clothes	No cost
	Shop at discount or thrift stores	1 bean
	Shop for new clothes	2 beans
	Shop for designer clothes	3 beans
Laundry	Do laundry at parents' house	No cost
	Use laundromat; some dry cleaning	1 bean
	Rent or purchase washer and dryer	2 beans




TRANSPORTATION	
Walk or bike, ride school bus	No cost
Ride public bus or join carpool	1 bean
Buy fuel for family car	2 beans
Buy a used car and gas	3 beans
Buy new car and gas	4 beans



RECREATION	
Hiking, hanging out with friends, scrolling your phone	No cost
Streaming service for music, TV, movies	1 bean
Movie theaters, gym membership, clubs or hobby groups	2 beans
Concerts, sporting events	2 beans
Big vacations	3 beans



COMMUNICATION	
No phone	No cost
Phone with limited data	1 bean
Phone with unlimited data	2 beans
Wifi at your home	1 bean



FURNISHINGS	
Second-hand from relatives or friends	No cost
Buy at a garage sale, thrift shop or used online	1 bean
Rent furniture or live in furnished apartment	2 beans
Buy new furniture	2 beans



SAVINGS	
Keep cash in a piggy bank at home	No cost
5% of income	1 bean
10% of income	2 beans
Invest for retirement	2 beans



GIFTS	
Make your own	1 bean
Purchase cards or small gifts occasionally	2 beans
Purchase frequent gifts for family and friends	3 beans
Contributions to charities and/or religious groups	1 bean



PERSONAL CARE	
Basic products: soap, shampoo, toothpaste, make-up, etc.	1 bean
Occasional professional haircuts, basic personal care products	2 beans
Movie theaters, gym membership, clubs or hobby groups	3 beans

Part I: Round One Questions

1. Explain the reasoning behind how you spent your 20 bean income.
2. Take a moment to think about your values around money. Then, look at the top three to four categories where you are spending most of your beans. How do these choices reflect your values around money?
3. Compare what you spent your beans on with another student in your group. What similarities and differences did you notice?

Part II: Round Two Questions

4. Think about how you chose to remove the 7 beans. What trade-offs did you have to make? How did you decide which categories to cut down on?
5. What did you learn about yourself and your values around money through the process of cutting down your budget?
6. Compare your budget-cutting choices with another student in your group. What similarities and differences did you notice?

Part III: Reflection

7. Did the cost of any of the categories and options surprise you? Which ones and why?
8. What previous experiences in your life influenced how you would allocate your beans across your budget?
9. What three main takeaways did you learn from this activity to help you create strong, realistic budgets for yourself in the future?

Program of Work Activity – Leadership Development

Activity Name:	“We Got Skills” Community Appreciation Breakfast	Program of Work Category:	Leadership Development
Framework Component:	Workplace Skills	Essential Element Target:	Responsibility
Recommended Month:	May	Length of Time:	Six Weeks

This Program of Work activity targets the SkillsUSA Framework Essential Element of **Responsibility**. Individuals with strong responsibility skills take ownership of their work performance, behavior and actions. Individuals with strong responsibility skills:

- Honor commitments.
- Complete work and assignments on time.
- Work efficiently and effectively without supervision.
- Persevere in accomplishing work assignments.
- Own mistakes, incomplete or unsatisfactory work.

Every chapter needs to showcase the skills members are gaining through their involvement in SkillsUSA. This activity allows the chapter members to develop and demonstrate Responsibility while also demonstrating other Framework skills and technical skills developed in CTE and SkillsUSA.

“We Got Skills” Community Appreciation Breakfast Activity

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Responsibility Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Leadership Program of Work Committee.

STEP 1: Planning		TARGET DATE
<i>First week in April</i>		
▲ Committee meets and conducts All Screwed-Up activity. All Screwed Up Materials: Several pieces of round stock (pieces of round rod with threads like a bolt and enough nuts that fit on the threads of the round stock, so each person has at least one.) The number of round stock pieces depends on the number of members participating. One piece of round stock will allow up to 10 members to participate. Directions: ■ This challenge is going to test your manual dexterity and your ability to work as a team. ■ Your team will be provided a piece of threaded round stock, and each of you will receive at least one nut for you to place on the round stock. ■ When I say “Go,” each person must place one of the nuts on the round stock and thread it to the middle of the round stock and then remove each of the nuts. ■ Your objective is to complete the task in as short amount of time as possible. ■ Try it a couple of times to shorten the amount of time used to complete the task.		

Processing Questions

- How difficult was it to start threading the nut onto the round stock?
- Did you make plans prior to starting the first nut?
- What would you do differently if you attempted this activity again?
- How did each person's responsibility impact the success of the activity?
- Why is individual responsibility important in our SkillsUSA chapter?

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee meets to review SMART Goals for this activity:

(Example) Goal 1: 75% of chapter members will create a Framework skills poster to be displayed at the breakfast describing the skills learned through their CTE classes and SkillsUSA membership, including an emphasis on responsibility.

Committee shares the "We Got Skills" Community Appreciation Breakfast" activity at a chapter meeting.

▲ Committee members provide instruction for chapter members on Responsibility by facilitating the Willow in the Wind activity.

Willow in the Wind

Materials: None

Directions:

- This is a fun trust activity. Remember that it is a challenge by choice. We want everyone to participate, but only if you are comfortable.
- We are going to divide into groups of six to eight members per group. One member will stand in the center and the rest of the members will make a circle around him/her. The members in the circle are the spotters. The member in the center of the circle will be the willow. The willow must remain stiff from head to feet, with arms crossed and held tightly to the chest. The willow must resist the urge to spread his/her arms or feet during this activity.
- When we have completed the spotter's protocol, the willow will lean in any direction away from the center of the circle, keeping his or her feet anchored to the ground and body straight. The willow will look much like a willow tree being blown in the wind. The spotters will catch the willow and gently push him or her back toward the center of the circle.
- This is a test of each member's responsibility. Each of you have the responsibility to safely perform the directions given. If everyone demonstrates responsibility, there is no safety issue.

When the willow is ready, we will use the spotter's protocol:

- Facilitator: "Spotters ready?" —Spotters: "Spotters ready."
- Facilitator: "Ready to fall?" —Spotters: "Ready to receive."
- Facilitator: "Falling." —Spotters: "Fall away."
- We are going to practice the protocol a couple of times before we begin. (*Practice the protocol.*)
- When everyone is ready, conduct the activity with anyone who volunteers to be the willow.

Processing Questions:

- How did you feel prior to being the willow?
- How did you feel as the spotter?
- How much did you trust the members of the group to be responsible prior to being the willow?
- Why is personal responsibility important to your success?
- What impact does personal responsibility have on our chapter's success?

▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

STEP 2: Implementation	TARGET DATE
<i>Second week in April</i>	
Committee meets to: ■ Work with chapter advisor to identify available date and time for the breakfast. ■ Gain approval from administration and confirm that the breakfast does not conflict with other school events and place on calendar. ■ Secure location (classroom, shop, gym, restaurant, community center, etc.). ■ Ask culinary class to assist in preparation of meal. If a culinary class is not available, consider options such as: ▪ Chapter members prepare breakfast following safe food handling procedures. ▪ Committee secures volunteers from parents and alumni to prepare breakfast. ▪ Contact a local restaurant or caterer to prepare breakfast. ■ Decide on breakfast menu to be served.	
Committee challenges all members to prepare a poster that describes how they developed and demonstrated Framework Skills through their CTE classes and SkillsUSA activities. Posters will be displayed at the community breakfast. <i>(See sample instructions.)</i>	
■ Committee works with Partner and Alumni Committee to identify two community partners from different sectors to speak about the importance of responsibility in their business/industry.	
▲ Committee meets to create agenda for the breakfast: ■ Secure volunteer members to welcome guests as they arrive, encourage guests to visit the skill poster display boards prior to breakfast. ■ Identify SkillsUSA member to serve as master of ceremonies. ■ Select SkillsUSA member to explain the SkillsUSA Framework with an emphasis on responsibility. ■ Community members talk about the importance of responsibility in their business/industry and the value of SkillsUSA. ■ Select members share their poster displays to highlight the skills developed in CTE and SkillsUSA. ■ Select member to highlight SkillsUSA activities for the year. ■ Select member thanks the community members for their support of SkillsUSA. ■ Master of ceremonies adjourns breakfast. ■ See appendix for a sample agenda.	
Committee members deliver invitations to breakfast to community partners. A sample invitation is included in the appendix. Committee secures SkillsUSA token of appreciation to be presented to community partners at breakfast with a handout about SkillsUSA and a note of appreciation. Secure T-shirts for participating SkillsUSA members that say, “We cook up awesome skills!”	

<i>Last week in April</i>	
▲ Committee confirms the two community partners who will speak and provides final details for the breakfast. Secure short bio from each business partner to be used to introduce community partners. See the appendix for a sample bio and introduction. Committee confirms arrangements for breakfast including menu, assignments for members, decorations, SkillsUSA posters, etc.	
<i>First week in May</i>	
▲ Conduct the community breakfast.	

STEP 3: Evaluation	TARGET DATE
▲ Committee meets to review the SMART goals of the activity, discuss accomplishments and challenges in the planning and implementation of the project. Members' display boards will serve as a capstone project for their CTE classes. Community members can provide pros and cons on a feedback card at the table during breakfast as well as checking a box to indicate interest in providing work-based learning activities for members.	
Committee members write thank-you letters to those who volunteered, such as the alumni members or parents plus the community members who spoke at the event.	

STEP 4: Celebration	TARGET DATE
Following the clean-up of the breakfast, participating SkillsUSA members will receive a "breakfast club" T-shirt with a tagline of "We cook up awesome skills!"	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Skills Poster Display Requirements

Members are responsible for designing their own display areas. Displays should fit on the four-foot area. Each member will receive one-half of an eight-foot table or four feet of space. You may want to consult an office supply store for a cardboard project display board (e.g. Science Fair display).

All displays must include the following information clearly identifiable:

- **Your name.**
- **Examples of when you demonstrated Framework skills.**
- **Highlight the Framework skill of Responsibility.**
- **Use photos with captions when possible to support the demonstration of skills.**

All information on the display **MUST** be spelled correctly and grammatically correct.

All poster displays will be available for community partners to review during the community breakfast.

Display FAQs:

Q: Did you have a photo size in mind? Six to eight 5–inch x 7–inch photos might be the maximum number to include with info.

A: Using 5–inch x 7–inch photos will more than likely provide for the aesthetically pleasing layout.

Q: Are there restrictions to decorations, board painting and matting of pictures.

A: Except for keeping the display boards neutral in appearance, students can utilize all their creative talents to best display their job-specific skills. Students also have the area in front of their board on the tabletop that they can use to set up “buddy boards” and other small display items.

Program of Work Activity – Leadership Development

Activity Name: **International Games and Cultures**

Framework Component: **Workplace Skills**

Recommended Month: **February**

Program of Work Category: **Leadership Development**

Essential Element Target: **Multicultural Sensitivity and Awareness**

Length of Time: **Six Weeks**

This Program of Work activity targets the SkillsUSA Essential Element of **Multicultural Sensitivity and Awareness**. As our workforce continues to diversify, multicultural sensitivity and awareness is increasingly important in an effective and productive workplace. Employers are looking for individuals who respect all people and cultures by fostering appropriate and respectful workplace relationships and interactions. Individuals who demonstrate multicultural sensitivity and awareness:

- **Learn about other cultures.**
- **Value diversity.**
- **Demonstrate tact in words and actions.**
- **Empowers all to use their unique contributions.**
- **Treat everyone with respect.**

International Games and Cultures

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Multicultural Sensitivity and Awareness Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Leadership Program of Work Committee.

SkillsUSA Continues to Strive for Inclusion and Diversity

SkillsUSA is committed to taking positive action on inclusion and diversity across our organization. Multicultural Sensitivity and Awareness is one of the 17 Essential Elements in the SkillsUSA Framework. Within the *SkillsUSA Career Essentials* suite, some of the competencies covered include “Demonstrate awareness of issues important to different cultures,” “Demonstrate a willingness to learn about the perspectives of others,” and “Proactively address potential sources of cultural conflict.” SkillsUSA recently commissioned research to help us address gaps and additional steps in the area of Multicultural Sensitivity and Awareness. We are also taking action to develop and sustain SkillsUSA membership and its associated experiences in communities of color through new programs like SkillsUSA Works! and we are engaged with a national organization that focuses on equity in education. It is our intention for this work to lead to transformative, far-reaching action. The results will help shape the next generation of SkillsUSA programming and a holistic and comprehensive organizational plan designed to strengthen and best reflect our commitment to inclusion, diversity and equality. As always, we welcome comments, feedback and suggestions as we commit ourselves to creating an organization where every member feels equally valued, appreciated, respected and heard.

STEP 1: Planning		TARGET DATE
<i>First week in January</i>		
▲ Committee meets and conducts the Trail Mix activity.		
Trail Mix Activity		
Materials: A large bowl, several different snack items that can be put into a Trail Mix such as pretzels, nuts, M&M’s, raisins, cereal, popcorn, dried fruit, etc.		
Directions: Ask the committee members how many have ever eaten trail mix. It’s the combination of items that creates the flavor that we like. Have the group make a trail mix with the different ingredients and enjoy eating it.		
Process with the following questions:		
■ What makes trail mix taste better than just eating the individual ingredients? ■ How do the different flavors and textures make the final product better? ■ How is a trail mix like a diverse workplace? ■ What does diversity bring to a workplace? ■ How do multicultural sensitivity and awareness skills make you a more valuable employee?		
Committee reviews this International Games and Cultures Activity task list to become familiar with the activity and actions needed to complete.		
Committee completes budget worksheet to identify financial needs of the activity.		

▲ Committee meets to develop SMART Goals for this activity:

(*Example*) Goal 1: All members participating in the International Games Activity will document their demonstration of Multicultural Sensitivity and Awareness by completing a multicultural journal throughout the activity that documents experiences in appreciating different cultures.

(*Refer to Discovery Sheet on SMART Goals.*)

Committee shares the International Games activity at a chapter meeting.

▲ Committee members provide instruction for chapter members on Multicultural Sensitivity and Awareness by facilitating the activity called “I am, but I am not.”

“I am, but I am not”

Supplies needed: A beach ball for each team of 5 to 10 members.

Directions:

- Each member should fold a piece of paper in half to create two separate columns.
- In the first column, write “I Am.”
- In the second column, write “I Am Not.”
- In between these two columns, write the word “But.”
- The final phrase will read, “I am _____, but I am not _____.”
- Participants should fill in the first blank with some kind of common identifier, such as their race, religion, physical characteristic, etc. and the second with a common stereotype about that group which is not true of them (whether the stereotype is positive or negative).
- Ex: “I am Asian, but I am not good at math.” “I am tall, but I am not good at basketball.” “I have red hair, but I don’t have a quick temper.”
- Make sure there are no questions and have everyone write at least five statements.
- Allow participants to share their statements with others and have an open and respectful discourse on stereotypes.

Process the activity by asking the following questions:

- How does it feel when someone applies a stereotype to you that is not true?
- Share a story about when you have been bullied based on a stereotype.
- When have you made a statement about someone based on a stereotype and then found out it was not true? What did you do?
- What misconceptions about people are common today?
- What drives misconceptions about individuals who are different?
- How do we change the misconceptions others hold?
- What can we as SkillsUSA members do to foster greater multicultural sensitivity and awareness?

Committee introduces the concept of the personal multicultural sensitivity and awareness journal. Members should make an initial journal entry based on their experience with the “I Am, But I Am Not” activity. Chapter members should continue to record experiences in the journal and document the development and demonstration of multicultural sensitivity and awareness throughout this activity.

▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

STEP 2: Implementation	TARGET DATE
<i>Second week in January</i>	
Committee meets to: ■ Select an elementary school to participate in the International Games Activity. ■ Contact administrator of selected elementary school and schedule a call or meeting to discuss activity and secure a commitment to participate. ■ Determine the date and time for the activity. ■ Reserve a space for the meeting such as the elementary school gym. ■ Identify the games to be played and materials needed for the games. <i>(See attached listing of potential games.)</i> ■ Manage budget for activity according to chapter budget. ■ Continue to encourage chapter members to record in their journal.	
<i>Third week in January</i>	
 Committee members meet to identify details associated with the International Games activity: ■ Determine healthy refreshments that are appropriate to be served in the gym. ■ Contact Partners and Alumni Committee to identify potential sponsors for refreshments and materials for the games. ■ Secure budget for refreshments or identify who will donate refreshments. ■ Identify members to secure the refreshments. ■ Determine layout for the games in the gym to make certain there is enough room for elementary students to compete and flow from one station to another. ■ Make assignments for members: ■ Elementary student greeters. ■ Servers for refreshments. ■ Members to host games stations. ■ Monitors to assist elementary students and monitor behavior. ■ Members for setup and clean-up. ■ Have chapter members record their expectations for the activity in their personal journal.	
<i>First week of February</i>	
Committee meets to: ■ Confirm participation of the elementary school. ■ Review the SMART goals for the activity and makes revisions as needed. ■ Conduct a discussion about multicultural sensitivity and awareness and how the activities might help the elementary students understand more about their similarities with students from other countries. ■ Review the list of needed members for the activity. ■ Conduct a walk-through of the activity and review assignments. ■ Have members practice their role and the games so they can facilitate the game effectively.	

<i>Day of Activity: Mid-February</i>	
Committee members conduct the activity. After the students have played the game at each station, the SkillsUSA member should provide the information listed about the country and discuss how it is different or the same as our country. At the last station, the chapter member should have the students talk about what they have learned about other countries and cultures. Chapter members should capture comments made by elementary students and submit to the Committee. Chapter members participating write in their multicultural sensitivity and awareness journals before leaving the elementary school.	

STEP 3: Evaluation	TARGET DATE
<i>Last week of February</i>	
▲ Committee meets to review the SMART goals of the activity, and discuss accomplishments and shortfalls of the planning and implementation of the project.	
▲ Committee members divide the chapter members so each committee member can meet individually with chapter members to discuss their personal journals and reflect on their development and demonstration of multicultural sensitivity and awareness.	
Committee members record recommendations for future years in conducting workplace experiences activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
Committee organizes an ethnic food party for chapter members to celebrate the success of the International Games activity and the demonstration of multicultural sensitivity and awareness skills.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



International Games for the Elementary School Event

Republic of Korea: Kongki Noli

PLAYERS: Two or more; ages 5 and up

WHAT YOU'LL NEED: Five small balls of paper

HOW TO PLAY:

This traditional and popular kids' game is like the American "jacks." Player 1 scatters five small paper balls on the ground. He then picks one up and tosses it in the air and quickly tries to pick up another small paper ball in time to catch the one he just threw. Now he has two in his hand; he throws one of the paper balls up in the air and picks up a third. This goes on until he has all the paper balls in his hand. In the second round, the player picks up two paper balls every time he throws one up. In the third round, he picks up three; four in the fourth, and the fifth time he picks them all up. For the game's last step, the player tosses all the paper balls in the air and tries to catch them on the back of his hand. Then he tosses them up again and tries to catch them in his palm. The number he catches is that player's score. If he fails to catch them all, it is the next person's turn.

OFFICIAL LANGUAGE: Korean

FAVORITE FOODS: Tteobokki – Rice cakes with hot sauce

UNIQUE CUSTOM: Must remove shoes in homes

Indonesia: Semut, Orang, Gajah

The large Indonesian island is home to the Sumatran elephant, which has made its way into this popular kid's game, similar to the American "Rock, Paper, Scissors." Children play Semut, Orang, Gajah to determine the first player in a game or simply for fun.

PLAYERS: Two; ages 3 and up

HOW TO PLAY:

Players pump their fist up and down to the count of three. On four, they straighten their arm and give one of three signs: Pinky out is "ant" (semut), pointer finger out is "man" (orang) and thumb out is "elephant" (gajah). The elephant beats man because it is stronger; man defeats the ant because he can step on it and squash it. And the ant? It can crawl into the elephant's ear, bite him and drive him crazy, so the ant beats the elephant. If players make the same signs, they go again. Two out of three wins.

OFFICIAL LANGUAGE: Indonesian

FAVORITE FOODS: Tum – Spiced meat steamed in a banana leaf

UNIQUE CUSTOM: Hombo Batu – Young men jump over a stack of boulders to prove manhood

China: Catch the Dragon's Tail

NUMBER OF PLAYERS: A large group of children

HOW TO PLAY:

In this game, the players will form a straight line and create a human chain by placing their hands on another player's shoulders. The player who is at the front is deemed the dragon's head, while the one at the back is the tail. The aim of the game is for the head to tag the tail, but the chain must remain intact. The players in the middle therefore try to stop the head. When the head successfully tags the tail, the head will then become the tail; and the second player in line becomes the head of the dragon. This is a tough but fun game and one that requires a large group of children. You can make the game more exciting by having two dragons and have one dragon head try to catch the tail of the other dragon.

OFFICIAL LANGUAGE: Mandarin

FAVORITE FOODS: Dumplings – chopped meat and vegetables in a dough

UNIQUE CUSTOM: Hongbao – Giving new money bills in red envelope to bring blessings for the Chinese New Year

Israel: Shemot

Shemot means "names." This game is great for group bonding. It works nicely if people do not know each other or when friends haven't seen each other for a long time.

PLAYERS: 4 or more

AGES: 4-years and up

HOW TO PLAY:

Players begin in a circle. The ball is thrown up high and somebody's name is called out. This person must run and catch the ball. Now it is their turn to quickly throw the ball high into the air and call somebody else's name.

OFFICIAL LANGUAGE: Hebrew

FAVORITE FOODS: Falafel – deep-fried ball or patty made from ground chickpeas (Hummus is Arabic in origin and older than Israel)

UNIQUE CUSTOM: Shalom – a greeting that means hello or goodbye and peace

Columbia: Oba

Oba is a popular game played with friends. Take a ball and throw it up against the wall, before the ball returns, make different movements and sing a song about the game. It is important to demonstrate the ability to handle the ball in different ways — with one arm, with both arms, throwing the ball and trying to catch it turning around, with our arms behind us, standing on one leg or jumping.

OFFICIAL LANGUAGE: Spanish

FAVORITE FOODS: Bandeja paisa – a mixed plate of beans, rice, meat, eggs and avocado

UNIQUE CUSTOM: Drinking hot chocolate with cheese cubes

Thailand: **Takraw**

Takraw is like the U.S. game hackysack. A takraw is a hard ball about the size of a grapefruit made from woven rattan. Players stand in a circle and pass the ball around, using their heads, feet, legs and shoulders. They cannot use their hands. Takraw games often break out on the street among strangers waiting for a boat or a bus. This multicultural game might draw 40 or 50 people before the boat or bus arrives to take away some of the players.

OFFICIAL LANGUAGE: Thai

FAVORITE FOODS: Somtam – a green papaya salad

UNIQUE CUSTOM: Wai – put hands together and bow down until your nose touches your hand when meeting someone

Madagascar: **Catching Stars**

Divide the players into two groups: Stars and Catchers. Set up two boundaries about 20 feet apart.

- Catchers stand in the middle of the two boundaries and stars stand on one side of the boundaries.
- Catchers say, “Star light, star bright, how many stars are out tonight.” Stars say, “More than you can catch!”
- The stars run across to the other end and try not to get tagged. The winner is the last person to get caught.

OFFICIAL LANGUAGE: Malagasy and French

FAVORITE FOODS: Romazava – meat stew with leafy greens and vegetables

UNIQUE CUSTOM: Must wait until the oldest person begins eating before anyone else can eat

India: **Cheetahs and Cheetals**

PLAYERS: 5 or more

Step 1: Kids split into two groups and designate one player to lead the game. That player is the “prince” or “princess” of the “cheetahs” (spotted big cats) and “cheetals” (spotted deer).

Step 2: The teams each form a horizontal line and stand with their backs to the other team, about five feet apart.

Step 3: The prince or princess yells “Cheeeee—tals” (or “cheetahs”), at which point the team whose name was called rushes toward their base as the other team tries to catch them. The goal is for the team whose name was called to get more players to their base than the other team can tag out.

OFFICIAL LANGUAGE: English, Hindi

FAVORITE FOODS: Tikka Masala – marinated chicken in a spicy gravy with rice

UNIQUE CUSTOM: Place hands flat together and bow when meeting someone which means, “may our minds meet.”

South Africa: **Stretch**

PLAYERS: 2 or more

THE GOAL: Be the player who can jump the farthest.

Step 1: The players designate a starting point. Player One places a stick on the ground and jumps from the starting point over the stick.

Step 2: Player One moves the stick to where she landed after her jump. Player Two must then jump the stick in its new location, from the original starting point. If she succeeds, she moves the stick to where she landed. If not, she is out.

Step 3: Player Three (or Player One if only two are playing) takes her turn, now jumping past the stick where Player Two left it. If she falls short of the distance, she is out.

OFFICIAL LANGUAGE: Afrikaans, English (more than 11 languages spoken)

FAVORITE FOODS: Biltong (dried beef) and Droewars (dried sausage)

UNIQUE CUSTOM: Known as rainbow state due to many different cultures and languages

Ghana: **Pilolo**

PLAYERS: 6 or more

The goal: Be the first to find the hidden object and carry it over the finish line.

Step 1: Imagine a treasure hunt and race in one. Designate one child a leader and another the timekeeper; the rest are the searchers.

Step 2: The searchers turn their backs as the leader hides small objects in the playing field. These can be stones, coins or sticks but they should all be the same. The timekeeper stands by the finish line.

Step 3: When the leader says, “go,” the searchers hunt for an object. The first to find one and carry it over the finish line wins. The timekeeper judges who crosses first.

OFFICIAL LANGUAGE: English

FAVORITE FOODS: Spinach stew with beef

UNIQUE CUSTOM: Never hand anything to another person with your left hand

Brazil: **Luta de Galo**

Luta de Galo is Portuguese for “fight of the roosters.” It is played by two children, but more kids can play by taking turns. Each player will need a handkerchief or a piece of cloth tucked into a pocket or waistband with enough of it hanging out so that the other person can grab it. Both players must place their right arm across their chest and not use it. Then, hopping on one leg, each player must try to capture the handkerchief from their opponent using his left hand. If the child puts the other leg down or unfolds their right arm, he is disqualified.

OFFICIAL LANGUAGE: Portuguese

FAVORITE FOODS: Choripán A chorizo sausage sandwich

UNIQUE CUSTOM: To indicate a close friendship, rub two index fingers together

Ireland: **Shadows**

Players must stand on opponent's shadows to catch them, then they are the chaser. If you are being chased, you can run to a shaded place where you have no shadow and then you are safe.

OFFICIAL LANGUAGE: English

FAVORITE FOODS: Boxty – potato cakes

UNIQUE CUSTOM: Home of Halloween

Nigeria: **Clapping Game**

Also known as Ten Ten. Players stand facing each other, clapping their hands and moving their legs to a rhythm. They must ensure they do not raise a leg directly facing the other opponent – which means it is okay for a player to raise a left leg when the other raises a right leg. Once a girl or boy raises the wrong leg, the other girl scores a point. Other hand-clapping games are also popular in Nigerian playgrounds.

OFFICIAL LANGUAGE: English

FAVORITE FOODS: Suya – barbeque meat on a skewer

UNIQUE CUSTOM: Eat rice on Sundays

Peru: **Sapo**

This is a traditional favorite that is played in Peru and is more of an active game rather than a board game. The game is a modern variation of a traditional Peruvian game played by older generations. The rules involve trying to toss coins into holes that have been cut on the top of a box. The box also has a fake frog on top and the person that manages to get their coin into its mouth while tossing the coins becomes the winner of the game.

OFFICIAL LANGUAGE: Spanish

FAVORITE FOODS: Ceviche – Fresh raw fish mixed with lime juice, salt, onion and chiles

UNIQUE CUSTOM: Siesta – taking a nap in the afternoon

Norway: **Basse**

Norway's children's games also require physical strength and agility. Basse is a game with five or six players who compete to keep a bag ball, called a basse, out of their designated region. They do so by knocking it out with any part of their body, except their hands, while also trying to hit it into another player's area. Each time it lands in their area, they receive a negative point. Once a player reaches a certain number of points, they are

eliminated. When only two players remain, a sudden death round is played. The first person to hit the basse into their opponent's area is the winner.

OFFICIAL LANGUAGE: Norwegian

FAVORITE FOODS: Gravlax – thinly sliced cured salmon served with potatoes or bread

UNIQUE CUSTOM: Eat brunost or brown cheese on waffles

Afghanistan: **Tonanaal** (Pronounced: "to-nan-naal")

This game is played by a group of kids, the larger the better. The children form a circle, and one of them stands in the middle. One of the kids standing in the circle tries to hit the kid in the middle with a ball. If the ball hits the kid, the game continues. Each kid in the circle takes a turn. If however, he or she misses the kid in the middle, then that person will change places with the kid in the middle. If the kid in the middle catches the ball, he or she can throw it at any of the kids in the circle. If it hits anyone, the person who was hit must be the kid in middle.

OFFICIAL LANGUAGE: Pushto, Dani

FAVORITE FOODS: Kabuli Pulao – pilaf rice with meat, raisins and carrots

UNIQUE CUSTOM: Sit on low cushions on the floor with a low table while eating

Australia: **Stuck in the Mud**

Try not to get tagged, or you may remain stuck. Stuck in the Mud emulates the game of freeze tag. Frozen players must remain frozen until a free player crawls between their feet, which are planted as if stuck in mud. All players are eventually frozen until only one free player remains.

OFFICIAL LANGUAGE: English

FAVORITE FOODS: Freakshakes – milkshakes with candy, waffles, brownies, etc. on top

UNIQUE CUSTOM: Muck Up Day – Graduating seniors wear a crazy costume just prior to graduation

Italy: **Strega**

This game requires a minimum of three players, although groups of 11 are ideal. One player is chosen as the "strega" ("witch"), who calls out a color. The others must touch an object of that color, whether it be an article of clothing or something in the surrounding environment, before the witch can catch them. The first child tagged becomes the next witch. If the current witch is unsuccessful, she must call out another color.

OFFICIAL LANGUAGE: Italian

FAVORITE FOODS: Pasta – pasta or gelato

UNIQUE CUSTOM: Breezy air kisses on each cheek when meeting, first left and then right (not on the lips)

Program of Work Activity – Partner and Alumni Engagement

Activity Name:	Volunteer Sign-Up Day	Program of Work Category:	Partner and Alumni Engagement
Framework Component:	Workplace Skills	Essential Element Target:	Leadership
Recommended Month:	September	Length of Time:	Six Weeks

This Program of Work activity targets the SkillsUSA Essential Element of **Leadership**. Employers are looking for individuals who demonstrate leadership by positively influencing the hearts, minds and actions of others. Individuals who demonstrate leadership:

- **Build and model trust.**
- **Foster hope.**
- **Express compassion.**
- **Establish stability.**

Volunteer Sign-Up Day invites community stakeholders to an evening event to request their assistance with the PoW activities planned for the year. Engaging community members, industry partners and alumni is a great way to promote strong relations with individuals who have an interest in the development of your SkillsUSA members as career ready employees and engaged community members. There are ways to involve partners and alumni in virtually every activity included in your chapter Program of Work. This Sign-Up Day activity identifies partners and alumni to engage in these activities throughout the year.

Volunteer Sign-Up Day

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Multicultural Sensitivity and Awareness Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Partner and Alumni Engagement Committee.

STEP 1: Planning		TARGET DATE
<i>First week in September</i>		
▲ Committee meets and conducts the Low-Tech Social Network as the committee mixer activity. Low-Tech Social Network Activity Materials: White board or flip chart, markers Directions: Each committee members draws a picture of themselves on the white board (stick people are acceptable). Beside their drawing, they should list three things that they like, three things they are interested in and three experiences they treasure. These should be ordinary things, but not like “I breath air.” When everyone has created their portrait and created their list, each person should draw lines that connect their portraits to other portraits that share the same likes, interests or experiences. The group should review the connections and share their commonalities. For those who did not connect, they should share additional likes, interests and experiences to find commonalities with fellow committee members. Committee reviews this Volunteer Sign-Up Day Activity task list to become familiar with the activity and actions needed to complete. Committee completes budget worksheet to identify financial needs of the activity. ▲ Committee meets to develop SMART Goals for this activity: (Example) Goal 1: All members participating in the Volunteer Sign-Up Day activity will indicate growth development of leadership skills at the conclusion of the activity by participating in the interview process. (Refer to Discovery Sheet on SMART Goals.)		

Committee shares the Volunteer Sign-Up Day activity at a chapter meeting.

▲ Committee members provide instruction for chapter members on Leadership by facilitating the team building activity called “Moon Ball.”

Moon Ball

Supplies needed: A beach ball for each team of 5 to 10 members.

Directions:

- Divide the group into teams of 5 to 10 members.
- Instruct the teams to volley the ball in the air as many times as they can without the ball touching the ground.
- Allow the teams to try for five minutes.
- Now change the rules — everyone on the team must take turns volleying the ball before any team member can volley the ball again.
- Allow five times for the teams to attempt this challenge.

Process the activity by asking the following questions:

- What was your total number of volleys in round one?
- What strategy did you implement?
- What was your total number of volleys in round two?
- Which round was the most challenging? Why?
- What was your initial response to the round two challenge?
- Who will share a situation you were in where the rules changed in the middle of a project?
- What leadership traits were needed for your team to attempt the challenge in round two?
- Why is leadership essential in our upcoming Partners and Alumni Engagement project?
- Why is leadership needed in the workplace?

▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

STEP 2: Implementation

TARGET DATE

Third week in September

Committee meets to:

- Secure contact information of the campus CTE Industry Advisory committee members, CTE program and SkillsUSA alumni, and potential volunteers from the SkillsUSA advisors and CTE teachers.
- Determine the date and time for the activity.
- Reserve a space to hold the meeting such as the cafeteria.
- Develop an invitation letter:
 - Include information about SkillsUSA, the Program of Work activities and reason for the activity. (*See appendix for a sample.*)
 - Ask the advisors (and maybe the English/Language Arts teachers on campus) to edit the letter or email. Print out copies of the letter.
 - Committee chair and advisors sign the letters or secure electronic signatures.

■ Identify details associated with the activity: ■ Determine refreshments: ▪ Type of refreshments. ▪ Budget for refreshments or where to secure donated refreshments. ▪ Identify members to secure the refreshments. ■ Activity program: ▪ Agenda for activity (<i>See appendix for a sample.</i>) ▪ Assign speakers during the activity. ▪ Method of signing up stakeholders during meeting. ▪ How to ask for names of potential volunteers not able to attend the meeting. ■ Assignments for members: ▪ Greeters as volunteers arrive. ▪ Servers for refreshments. ▪ Members to talk to volunteers about SkillsUSA. ▪ Members to individually thank volunteers for attending and signing up to assist. ▪ Identify members sign up for setup and clean-up.	
<i>Fourth week in September</i>	
■ Committee members meet to: ■ Prepare the envelopes and send the letters (not needed if emailing). ■ Assign members to contact each PoW committee to secure: ▪ A list and description of their activities where volunteers are needed. ▪ The assistance the volunteers would provide during each activity. ▪ The projected date and time of each PoW activity. ■ Develop a handout with the list of activities and assistance needed at each activity to be shared at the Volunteer Sign-Up Day activity. (<i>See appendix for a sample.</i>)	
<i>First week of October</i>	
Committee meets to: ■ Review the SMART goals for the activity and makes revisions as needed. ■ Review the list of needed volunteers for chapter activities. ■ Conduct a walk-through of the evening and practice speaking parts.	
<i>Day of Activity</i>	
Committee members conduct the activity. (<i>See sample agenda.</i>)	
■ Committee provides names of volunteers for activities to the appropriate PoW committees.	

STEP 3: Evaluation	TARGET DATE
<i>Last week of October</i>	
▲ Committee meets to review the SMART goals of the activity, discuss accomplishments and challenges for planning and implementing the project.	
▲ Committee pairs members up for an interview on the development and demonstration of Leadership Essential Element. <i>(See sample.)</i>	
▲ Committee collects the interview forms and summarizes.	
Committee members record recommendations for future years in conducting workplace experiences activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/ .	

STEP 4: Celebration	TARGET DATE
Committee organizes a board game party for members who participated in the Volunteer Sign-Up Activity. Committee members invite members to bring their favorite board games for an evening of fun. Provide refreshments during the board game party.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/ .	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Agenda for Volunteer Sign-Up Day

6:30 p.m. SkillsUSA members greet volunteers as they arrive.
Refreshments are available for volunteers.

7 p.m. Committee chair introduces self and welcomes all volunteers.
Committee chair shares information about the mission of SkillsUSA and the SkillsUSA Framework. (Use the Framework video from the Integration Toolkit). Hand out a copy of the SkillsUSA Framework for participants.
Committee members share successful chapter activities and accomplishments and how they have developed Framework skills through SkillsUSA Program of Work activities.
Committee chair discusses the chapter's desire to partner with volunteers to help develop SkillsUSA members Framework skills and prepare them for employment.
Assigned committee member reviews the PoW activity handout and highlights the assistance needed at each activity.
Assigned committee member requests the volunteer's assistance at the activities and asks the attendees to complete the sign-up sheet to indicate their preferences and availability. Asks for names of other potential volunteers to assist that were not able to attend the activity.
Committee chair thanks volunteers for attending and concludes the meeting.

Sample Letter for Volunteer Sign-Up Day

____ SkillsUSA chapter

October 10

Dear _____

The _____ SkillsUSA chapter invites you to attend a Volunteer Sign-Up Day meeting to become more familiar with our SkillsUSA chapter and activities for the coming year. Our chapter continues to focus on the development of personal, workplace and technical skills grounded in academics to prepare us to be successful in our careers. Our chapter members would like to share information about the skills we are targeting this year and how you may assist us in developing and demonstrating those skills.

The details of our Volunteer Sign-Up Day are as follows:

DATE: September 8
TIME: 6:30 – 7:30 p.m.
LOCATION: _____ High School Cafeteria

Agenda for the evening:

- Welcome and introductions.
- Sharing information about our SkillsUSA chapter.
- Review of SkillsUSA chapter activities planned for the coming year.
- Opportunity for volunteers to sign up to assist with conducting activities.

Refreshments will be provided.

If you have additional questions about the event or would like to assist our chapter, but cannot attend, please contact me at: pat.gomez222@gmail.com.

Thank you for your investment in our membership. We are excited to have you join us.

Sincerely,

Pat Gomez

SkillsUSA Partner and Alumni Engagement
Program of Work Committee Chair

Program of Work Activities Volunteer Sign-Up

SkillsUSA chapter

Advocacy and Marketing Committee

ACTIVITY	TIMEFRAME	ASSISTANCE NEEDED	VOLUNTEERS

Community Engagement Committee

ACTIVITY	TIMEFRAME	ASSISTANCE NEEDED	VOLUNTEERS

Financial Management Committee

ACTIVITY	TIMEFRAME	ASSISTANCE NEEDED	VOLUNTEERS

Leadership Development Committee

ACTIVITY	TIMEFRAME	ASSISTANCE NEEDED	VOLUNTEERS

Partner and Alumni Engagement Committee

ACTIVITY	TIMEFRAME	ASSISTANCE NEEDED	VOLUNTEERS

Workplace Experiences Committee

ACTIVITY	TIMEFRAME	ASSISTANCE NEEDED	VOLUNTEERS

SkillsUSA Leadership Interview Form



Member being interviewed: _____

Member interviewing and recording: _____

On a scale of 1-10 (with 10 being the highest), I would rate my understanding of Leadership prior to this activity:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10
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On a scale of 1-10 (with 10 being the highest), I would rate my understanding of Leadership after this activity:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10
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Provide an example of how the member has demonstrated Leadership:

Based on the member's experience with the Volunteer Sign-Up Day activity, he/she has learned the following about Leadership:

Program of Work Activity – Partner and Alumni Engagement

Activity Name: **Elementary School Wellness Program**

Program of Work Category: **Partner and Alumni Engagement**

Framework Component: **Workplace Skills**

Essential Element Target: **Planning, Organizing and Management**

Recommended Month: **November**

Length of Time: **Nine Weeks**

This Program of Work activity targets the SkillsUSA Essential Element of **Planning, Organizing and Management**. Planning, Organizing and Management is required in the workplace. Employers are looking for individuals who can demonstrate efficiency and productivity on the job. Individuals who are adept at planning, organizing and managing:

- Break down projects into task with timelines.
- Know their role and responsibilities.
- Identify resources and standards for completing projects.
- Communicates progress with teammates.
- Anticipates and plans for possible obstacles and setbacks.
- Are curious to explore and experiment.

“It takes a village to raise a child” is an African proverb that applies to our efforts to engage members of our community in our SkillsUSA chapter Program of Work. The contributions and advice from stakeholders in our community will prove to add relevance and currency to the development of workplace ready students. Engaging community members fosters support for each SkillsUSA member and the PoW activities. This is a sample of an activity to engage partners and alumni in an activity that could have an incredibly significant impact on the lives of elementary school children in our community.

This activity is called “Elementary School Wellness Program.” The objective of this activity is to provide third graders at the local elementary schools with information about wellness.

Elementary School Wellness Program

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Multicultural Sensitivity and Awareness Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Partner and Alumni Engagement Committee.

STEP 1: Planning		TARGET DATE
<i>First week in October</i>		
▲ Partner and Alumni Engagement Committee meets and conducts the All Aboard Activity as the committee mixer activity. All Aboard Activity Materials: A piece of cardboard, a carpet or a tarp that is the appropriate size for the group. The piece should allow all the participants to be on the piece but not without challenging them to get everyone on the piece. They should have to struggle to get everyone on the piece. Directions: The objective of this initiative is to get everyone on the platform. ■ When I say “All aboard,” all members must figure out how to get everyone on the platform provided. ■ You will have 5 minutes to plan before beginning.		

- If any member touches the ground or anything else in the room with any part of his or her body, the team must exit the platform and start over.
- I will be monitoring for safety during this activity.
- What questions are there? “All aboard.”

Processing Questions:

- How effective was the planning you did prior to the start of this activity?
- What would you do differently if you started this activity again?
- How important was planning, organizing and management for success in this activity?
- How does this activity illustrate the importance of planning, organizing and management for chapter activities?

Committee reviews this Elementary School Wellness Program task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee meets to develop SMART goals for the Elementary School Wellness Program. One SMART goal must address the Planning, Organizing and Management Essential Element.

(Example) Goal 1: All members participating in the Elementary School Wellness Program will complete a journal throughout this activity and complete the journal with a reflection of how they developed and demonstrated the Framework Skill of Planning, Organizing and Management.

(Refer to Discovery Sheet on SMART Goals.)

Committee shares the Elementary School Wellness Program at a chapter meeting and has chapter members complete an assessment of planning, organizing and management Essential Element. *(See sample in appendix.)*

▲ Committee members provide instruction for chapter members on Planning, Organizing and Management by facilitating the activity “Playing with Details.”

Playing with Details

Supplies needed:

- Legos or building blocks in a variety of colors, enough for each team to have 30 pieces.
- Compile sets of pieces (blocks of the same color in each set, one set per team.)
- Place the sets of 30 pieces in separate Ziplock bags.
- Construct a structure using the same assorted pieces as the team sets.
- Keep this structure hidden from view.

Directions:

- Divide the group into teams, the same number of teams as sets of pieces.
- Distribute a set of pieces to the teams, one set per team.
- Instruct each team to select a leader.
- Inform the teams that the goal of the challenge is to re-create a structure just like the one secretly created by the advisor.
- The structure will only be shown to the team leader.
- Team leaders may not touch the structure.
- Team leaders may not take a photo of the structure.
- Team leaders may not draw the structure.
- Only verbal communication is allowed during this challenge.

- Each team will have two minutes to recreate the structure.
- Instruct the leaders to come to a place where the structure can be viewed for 30 seconds.
- Instruct each leader to return to their teams to give verbal instructions.
- At the end of the two minutes, have each team hold up their structure for the entire class to view.

Process the activity by asking the following questions:

1. Which team re-created the structure most like the teacher's structure?
2. What contributed to team success?
3. What could have helped teams replicate the structure?
4. What could team leaders have done to help their teams achieve the goal?
5. How does paying attention to detail impact the Planning, Organizing and Management of a project or activity?
6. What Planning, Organizing and Management practices must we implement to achieve the goals of the Elementary School Wellness Program?

 Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

STEP 2: Implementation	TARGET DATE
<i>Second week in October</i>	
Committee meets to: ■ Secure contact information of community health care professionals, campus CTE advisory committee members and other partners and alumni from the SkillsUSA advisors and CTE teachers who might be willing to assist with this project. ■ Identify the elementary schools in the community. ■ Select the school(s) to invite to participate. ■ Secure the contact information of the administrator at the targeted elementary schools. ■ Contact the elementary administrator to set up a call or meeting.  Meet with the Advocacy and Marketing Program of Work Committee to develop an informational flyer outlining the details of the project.	
<i>Third week in October</i>	
Committee meets with the elementary school administration to: ■ Discuss the proposal and informational flyer. ■ Gain approval to move forward with the Wellness Program from identified elementary school. ■ Identify the teachers/grade levels who might want to participate. ■ Determine the initial details of the program. ■ Date, time and length of program.	

<i>Fourth week of October</i>	
Committee meets to: ■ Contact potential health care partners to assist with the Wellness Program. ■ Schedule a meeting with health care partners willing to assist to develop final list of stations/activities for the Wellness Program.	
<i>First week of November</i>	
Committee meets to: ■ Review the SMART goals for the activity and makes revisions as needed. ■ Meet with health care partners to develop final list of wellness activities for the Wellness Program.	
Committee meets to determine the final list of activities for the Wellness Program. Committee meets with chapter member volunteers to prepare materials for the Wellness Program. Committee finalizes list of chapter members to assist with Wellness Program and makes assignments for members to complete at the Wellness Program including: ■ Assist with setting up Wellness Program at the school. ■ Welcome community health care partners who are assisting with the Wellness Program and assist in setting up stations. ■ Welcome students to the Wellness Program. ■ Guides to lead a group of students through the stations and activities of the Wellness Program. ■ Staff stations and conduct activities during Wellness Program. ■ Thank health care partners and teachers for assistance with the Wellness Program. ■ Clean-up of Wellness Program room.	
<i>First week of November</i>	
Committee members and chapter members conduct the activity.	

STEP 3: Evaluation	TARGET DATE
<i>Third week in November</i>	
Committee meets to review the SMART goals of the activity and discuss accomplishments and challenges for planning and implementing of the project.	
▲ Committee guides each member to complete Post-Assessment on the targeted Essential Element of Planning, Organizing and Management.	

▲ Committee reviews the pre- and post- assessment forms to determine members growth in Planning, Organization and Management. Committee writes thank-you letters to health care professionals and volunteers who assisted with the event. (See appendix for a sample thank-you letter.)	
Committee members record recommendations for future years in conducting workplace experiences activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
Committee hosts a dodge ball tournament with healthy snacks for participating chapter members as a celebration for the completion of the Wellness Program.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Consider the following activities for a Wellness Program

BALANCE STATION

- Have students balance a tennis ball on a tennis racket. See what they can do while balancing the ball (squat, sit down, stand up, jump, spin, etc.).
- Balance bean bags on your body and try to move around while balancing them.

FLEXIBILITY STATION

- Play twister with a SkillsUSA member working the spinner.
- Have students make letters of the alphabet with their bodies.

HEALTHY SNACK STATION

- Provide unusual healthy snacks for students like edamame, sugar snap peas, carrots and hummus, etc. Give them a sticker that states they ate their vegetables today.

TRAIL MIX SNACK STATION

- Have a variety of items to make a small sample of a healthy snack mix. Use various nuts, dried fruit, whole-grain cereal, raisins or popcorn — avoid candy.

ANTI-SMOKING STATION

- Give each student a straw and ask them to place it in their mouths. Then ask the student to pinch his or her nose and breathe only through the straw for one minute. After 30 seconds, ask students to look at one another (this will usually trigger laughter). After one minute is up, ask students to describe what it was like to breathe only through the straw. Then, ask them what it was like when they started to laugh. Most often, breathing through a straw is extremely difficult, especially when laughing. This activity demonstrates what life is like for emphysema sufferers, which can be a result of smoking.

TEAMWORK STATION

- Organize students into two teams to compete. Students must carry a “coconut” (softball) between their foreheads, without using their hands down a designated course. Use cones or other items to mark off the course.

BICYCLE STATION

- Have students sit on a bicycle and demonstrate proper wearing of a helmet, proper hand signals and discuss other safety precautions when riding a bike.

DENTAL CARE STATION

- Ask a local dentist to provide a demonstration of dental care, such as teaching proper brushing or flossing techniques. Ask if the dentist would be willing to provide toothbrushes, floss or toothpaste samples for students as a free giveaway for visiting the booth in exchange for the ability to advertise.

FIRE SAFETY STATION

- Contact your local fire department to provide safety programs on fire prevention and safety. Download free fire safety tip sheets on the National Fire Protection Association’s website, on topics like cooking, escape planning, household equipment and more.

HAND WASHING STATION

- Provide a demo on proper handwashing by putting a small amount of glitter on participants’ hands. Show them the difference between washing with and without soap to show how soap gets rid of glitter (i.e., germs) better than just water. Visit the American Cleaning Institute’s website to download free hand hygiene posters and brochures.

POISON PREVENTION

- Create a booth warning students about how easy it is to mistake poisonous materials for other items, such as food.
- Design a model displaying medicine and candy and see if students can tell the difference between them.
- Highlight the importance of reading labels, especially when you are in a rush or are not wearing your glasses or contacts. To do so, place masking tape over the labels of common household items — toothpaste, arthritis creams, hemorrhoid cream, eye drops, nasal spray or ear drops. Then, see if students can decipher what these items are if their vision was altered — helping to emphasize the importance of reading labels.

USING SUNSCREEN APPROPRIATELY

- Skin Cancer Prevention: Set up an exhibit that teaches employees about what to consider when purchasing sunscreen, how to correctly apply it and how frequently, and which clothing to wear outside to protect themselves from the sun.



Planning, Organizing and Management Post-Assessment

SkillsUSA Member Name: _____

Indicate the appropriate rating for each of the following statements.

<i>PERSONAL RATING</i>					PLANNING, ORGANIZING AND MANAGEMENT BEHAVIORS
NEEDS IMPROVEMENT		EXCEPTIONAL			
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I am good at identifying resources needed to complete projects.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I know roles assigned to me and follow through with responsibilities.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I communicate effectively with teammates.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I anticipate and plan for possible setbacks and obstacles.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I can break down projects into tasks with timelines.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	I complete assignments on time and to the best of my ability.

Add the numbers you indicated for your final score.

Final Post-Assessment Score: _____

After participating in the Wellness Program, I now know that Planning, Organizing and Management requires the following skills:

Program of Work Activity – Workplace Experiences

Activity Name:	Career Fair	Program of Work Category:	Workplace Experiences
Framework Component:	Technical Skills Grounded in Academics	Essential Element Target:	Job-Specific Skills
Recommended Month:	February/March	Length of Time:	Nine Weeks

This Program of Work activity targets the SkillsUSA Essential Element of **Job-Specific Skills**.

Every job comes with a specific set of knowledge and skills that are required for success in that position. Mastering these specific skills allow an individual to excel on the job and seek raises and promotions as they are available. Individuals with strong job-specific skills:

- **Know job roles and responsibilities.**
- **Perform the job confidently.**
- **Follow personnel manual policies.**
- **Perform responsibilities without direct supervision.**
- **Seek ways to improve job performance skills.**
- **Teach others job-specific tasks.**
- **Receive coaching feedback.**

All SkillsUSA members should have the opportunity to participate in workplace experiences during their years of membership. Workplace experiences are educational strategies that provide members a setting where they can enhance their learning, explore career options and demonstrate their personal, workplace and technical skills as defined in the SkillsUSA Framework.

Most students do not know the specific skills required for success in each job. Hosting a career fair consisting of local and regional businesses provide SkillsUSA members the opportunity to explore the specific skills needed for jobs that my interest them.

Career Fair

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Multicultural Sensitivity and Awareness Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Workplace Experiences Committee of the Program of Work.

STEP 1: Planning		TARGET DATE
<i>First week in February</i>		
▲ Committee meets and conducts the Lego Build committee mixer activity. Lego Build Activity This activity uses four colors of Lego blocks. The blocks may be of different sizes and shapes. Divide the blocks into two piles that have the same number and colors of blocks in each pile. Build a sculpture with one of the two piles. Place the structure underneath a box that has a medium size hole cut on three sides of the box. Label one of these holes A, one B and one C. Each of the these should be large enough to see the structure, but not too big to make it easy to see the structure. The object of the activity is for the team to create a duplicate structure with the other blocks while observing the assigned specific skills of each member. Materials: A variety of Lego blocks that are red, blue, yellow and green.		

Directions:

- **Each of you is going to receive a specific assignment to perform during this activity. This is your job-specific skill.**
 - One of you will be the sculpture master — your job is to protect the sculpture, so no one touches it.
 - One of you will oversee the blue Lego blocks — you are the only one that can build with the blue blocks.
 - One of you will oversee the red Lego blocks — you are the only one that can build with the red blocks.
 - One of you will oversee the yellow Lego blocks — you are the only one that can build with the yellow blocks.
 - One of you will oversee the green Lego blocks — you are the only one that can build with the green blocks.
 - One of you will be observer A — you may only look through the opening marked A and report back to the group.
 - One of you will be observer B — you may only look through the opening marked B and report back to the group.
 - One of you will be observer C — you may only look through the opening marked C and report back to the group.
(If there are not enough members for each role, a member may play more than one role.)
- **Your task is to recreate the sculpture that is hidden in the box.**
- **Only the members whose job is to look through their designated opening in the box may approach the box. This may only be done one at a time.**
- **The observer will look at the sculpture, return to the builders and direct how to construct a duplicate structure.**
- **The builders can only build with the color of block they are assigned.**
- **You have eight minutes to recreate the sculpture.**
- **What questions are there? Start building.**

Processing questions:

- **How difficult was it to have a specific job and be limited to that job?**
- **How important was communication during this activity?**
- **Did anyone attempt to do something that was not part of their job-specific skills? What happened because of it?**
- **Why is important to have job-specific skills in the workplace?**
- **Give me an example of when you have performed job-specific skills.**

Committee reviews this Career Fair Activity task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee meets to develop SMART Goals for this activity:

(Example) Goal 1: All members participating in the Career fair activity will indicate growth development of job-specific skills by the Career Fair capture sheet and identifying job-specific skills of career choices after the career fair.

(Refer to Discovery Sheet on SMART Goals.)

Second week in February

Committee shares the Career Fair activity at a chapter meeting.

Committee members provide instruction for chapter members on job-specific skills by facilitating the team building activity called “Paper Chain.”

▲ Divide members into groups of five. Provide each group with the following supplies: four sheets of 8 ½-inch x 11-inch paper, scissors and tape. Provide the following instructions:

- **Your team is to create the longest possible paper chain in the time allowed. The paper chain must be made from links that are no more than 4 inches in total length before folding.**
- **You have 60 seconds to make your chain. Go!**
- **After the first attempt, supply the groups with additional paper and tape if needed. Change the activity with the following instructions:**
- **Each member of your team must have one specific task and only one task. Team members cannot help other members. Specific tasks include:**
 - Paper Marker.
 - Cutter.
 - Taper.
 - Folder.
 - Chain Holder.
- **When I say go, each person will assume their respective tasks. You will have 60 seconds to make the longest chain possible.**

Discuss the activity as follows:

- **What was different between the two tries at the activity?**
- **Was the second try more or less confusing and efficient in creating the chain?**
- **Why is having a specific role important to success of the activity?**
- **How is this like having a specific skill to demonstrate on a job?**

▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

STEP 2: Implementation		TARGET DATE
<i>Third week in February</i>		
Committee should work with the chapter advisor to schedule a day in April to conduct the career fair. Schedule the day and secure the location large enough for the career fair to occur.		
■ Committee works with the Partners and Alumni Program of Work committee should identify local and regional business partners who may participate in the career fair. The Workplace Experiences committee forwards a letter of invitation to be sent to the business partners with the details for the career fair. (See sample.)		
<i>First week in March</i>		
Committee responds and confirms the participation of the business partners in the career fair.		
■ Committee works with the Advocacy and Marketing Committee to create a flyer to advertise the career fair. Flyers are posted around campus. (See appendix for sample.) Committee secures appreciation gifts for business partners participating in the Career Fair.		

Committee members review and adjust SMART goals for the career fair activity as needed.	
<i>Second week in March</i>	
Committee corresponds with businesses participating in the career fair with last minute details such as where to set up, time to arrive and staff their table, if they have any special requirements.	
 Committee designs a capture form for career fair participants to encourage visiting each table and recording information provided by the business. (See <i>appendix for sample</i> .)	
 Committee meets with chapter members to discuss expectations for their participation in the career fair with emphasis on discovering the job-specific skills required for success in the business represented in the career fair.	
<i>Second week in April</i>	
Committee sets up for the Career Fair and greets businesses as they arrive. Career Fair opens. Committee provides coffee and snacks for participating businesses.	
Committee members greet participants and hand out capture form for participants to use as they visit business tables.	
Committee members thank the business partners and provide them with an appreciation gift and thank-you note.	
Committee members organize clean-up of the Career Fair area.	

STEP 3: Evaluation	TARGET DATE
<i>Third week in April</i>	
 Committee members meet with participating chapter members to discuss their experience during the career fair. Committee reviews the completed capture sheets and summary sheets on job-specific skills.	
 Committee meets to review the SMART goals of the activity and discuss accomplishments and shortfalls of the planning and implementation of the project.	
Committee members record recommendations for future years in conducting workplace experiences activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/ .	

STEP 4: Celebration	TARGET DATE
 Committee members organize a s'mores party to recognize participating member and celebrate the opportunity to learn more job-specific skills.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/ .	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Sample Letter for Career Fair

SkillsUSA Chapter
Little Town High School
City, State ZIP

Dear _____

The Little Town SkillsUSA chapter is organizing a Career Fair. The purpose of the Career Fair is to acquaint students at Little Town High School with the career opportunities in our region. We also want students to discover the educational requirements to be prepared for these employment opportunities.

The details of the career fair are as follows:

DATE: April 12
TIME: 2 p.m. to 4 p.m.
LOCATION: Little Town High School Cafeteria

All Little Town High School students and their parents are invited to participate. Students will be released from their classes to visit with business partners and research employment opportunities in our community. Refreshments will be provided.

Each business partner will receive a table for a display or to share materials about their business. Electricity is available if needed. We encourage you to bring materials that would help educate the students and parents about your business.

Please respond to indicate your interest in participating in this Career Fair by March 1 with an email to juan.ortega154@gmail.com to indicate your participation.

Thank you for your consideration. We hope you can be with us on April 12 for our Career Fair.

Sincerely,

Juan Ortega

SkillsUSA Workplace Experiences
Program of Work Committee Chair

Name: _____

SkillsUSA Career Fair Capture Form

BUSINESS NAME: _____ Represented by: _____

Business Purpose:

What's interesting about the business:

Examples of job-specific skills required:

Education required for employment:

SkillsUSA Career Fair Capture Form

BUSINESS NAME: _____ Represented by: _____

Business Purpose:

What's interesting about the business:

Examples of job-specific skills required:

Education required for employment:

SkillsUSA Career Fair Job-Specific Skills Summary

SkillsUSA member: _____

Based on my career fair experience, I am interested in pursuing a career in:

For me to be successful, I need to develop the following job-specific skills:

I can develop these skills through the following goals for my educational and career opportunities:

SMART Goal:
Motivation or reason for goal:
Potential obstacles or roadblocks:
Strategy to accomplish goal:

Add more charts for additional goals.

Program of Work Activity – Workplace Experience

Activity Name: **Local Championships**

Framework Component: **Workplace Skills**

Recommended Month: **November – January**

Program of Work Category: **Workplace Experience**

Essential Element Target: **Safety and Health**

Length of Time: **Ten Weeks**

This Program of Work activity targets the SkillsUSA Essential Element of **Safety and Health**. Employers require strict adherence to safety and health policies and procedures to ensure a safe and production work environment. This not only allows for maximum productivity, but also eliminates potential loss due to injury or legal issues. The Essential Element Safety and Health is defined by following workplace health, wellness, financial and safety guidelines.

Individuals who demonstrate Safety and Health:

- Follow safety procedures including wearing appropriate safety attire.
- Maintain a clean work environment.
- Identify potential hazards and notify appropriate safety attire.
- Use tools and equipment according to safety standards.
- Stay current with safety regulations and standards.

All SkillsUSA members should have the opportunity to participate in workplace experiences during their years of membership. Workplace experiences are educational strategies that provide members a setting where they can enhance their learning, explore career options and demonstrate their personal, workplace and technical skills as defined in the SkillsUSA Framework.

Engaging community and industry partners and alumni in your local championships is a great way to promote strong relations with individuals who have an interest (stakeholders) in the development of your SkillsUSA members as workplace ready employees and engaged community members. Industry and community members can serve many roles including as mentors for competitors, judges and sponsors of a local contest.

Local Career Competition

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Multicultural Sensitivity and Awareness Essential Element.

The ■ icon is used when two or more committees of the Program of Work are required to collaborate for the success of the activity.

Throughout this task list, the term “Committee” refers to the Workplace Experiences Committee.

To access guides on how to host a local competition, visit the Championships Toolkit on the SkillsUSA Learning Management System (LMS) to download individual competition hosting guides.

STEP 1: Planning		TARGET DATE
<i>First week in November</i>		
▲ Workplace Experiences Committee meets and conducts the Inverted Circle as the committee mixer activity. Inverted Circle Activity Participants form a large shoulder-to-shoulder circle, facing inward in an open area. The participants are instructed to tie their ankles to their teammates on both their right and left with a rope or piece of cloth. The facilitator ensures the ankles are tied securely but not too tight as to cause harm. The ideal tightness prevents participants feet from slipping through the loop but leaves some room to maneuver the ankle. The goal is to safely invert the circle of bodies as a group so all members of the group who started in a circle with everyone facing inward are ultimately facing outward. Materials: Several small ropes or long pieces of cloth to tie ankles together. Blindfold for each participant.		

Directions:

- Your team is going to try to solve the problem of the inverted circle.
- When I say “circle,” everyone must stand in a circle, shoulder-to-shoulder. “Circle.”
- Here is a piece of rope for each of you. You must use it to tie your ankle to the ankle of the person next to you. When done, each of your ankles must be tied to the teammates next to you.
- Here is a blindfold for each of you. Place the blindfold on.
- When I say “solve,” you must work together to invert the entire circle so that instead of facing inward, the entire circle is facing outward. Be careful as you work to invert the circle. Safety is a major concern as you work to solve this problem.
- What questions are there? “Solve.”

Processing Questions:

- Was this more difficult because you were blindfolded?
- How did the blindfolds represent when you are not aware of all the required safety and health rules and protocols?
- How important was monitoring safety during this activity?
- What role does concern for safety play in the workplace?

Committee reviews the Local Career Competition Activity task list to become familiar with the activity and actions needed to complete.

Committee completes budget worksheet to identify financial needs of the activity.

▲ Committee meets to develop SMART Goals for this activity:

(Example) Goal 1: All members participating in the Local Championship activity will validate demonstration of Safety and Health Essential Element and technical skills at the conclusion of the activity through a safety test and technical skill demonstrations in contests.

(Refer to Discovery Sheet on SMART Goals.)

Second week in November

Committee shares the Local Career Competition activity at a chapter meeting.

▲ Committee members provide instruction for chapter members on Safety and Health by facilitating the team building activity called “Human Ladder.”

Human Ladder

Each chapter member takes a turn crawling across the human ladder, traversing the dowels of the ladder while supported by his or her teammates. The climber is not to touch the ground after climbing onto the ladder. The teammate pairs support their rungs as their teammate climbs across. As the climber moves off their rung, if time and interest allow, the teammates can move to the other end of the ladder to extend it. The teammates at the end of the ladder need to support the climber as he or she dismounts.

Materials: Ten to twelve pieces of closet doweling at least 1 inch thick or thick-walled PVC pipe about 2 ½ feet long. The material must be able to support the weight of a person.

Directions:

- This activity is called the human ladder. You will need to trust your teammates as you cross this ladder. I need one volunteer to experience the ladder first.
- Find a partner who is approximately your height. Form two lines, standing shoulder-to-shoulder with partners facing each other.

- I am going to give each set of partners a dowel. You must hold the dowel in your hands at a height ranging between your waist and shoulders. This is the ladder the teammates will cross. As the climber approaches the end of the ladder, we will slowly lower the dowels to let them exit to the ground.
- When I say “spotter,” all pairs will place one foot slightly ahead of the other, slightly bend your knees and position the dowel as instructed.
- What questions are there? “Spotter.”
- Our climber will now cross the ladder. Before he or she begins, let’s make sure we are ready.
 - Facilitator: Spotters ready? —Spotters: Spotters ready.
 - Facilitator: Ready to climb? —Spotters: Ready to receive.
 - Facilitator: Climbing. —Spotters: Climb away.
- As the climber approaches the end, make sure the spotters lower the dowels to let the climber exit to the ground.

Processing Questions:

- What made this activity difficult?
- What were you thinking as you crossed the ladder?
- What did you learn about safety during this activity?
- Why was safety a major concern of all participants?
- Why is following safety and health rules and procedures important in the workplace?

▲ Committee shows the motion graphic video on the targeted Essential Element of Communication and discusses how participating in the retreat will help members develop their communication skills. Visit the Framework Integration Toolkit at pathful.skillsusa.org to download the videos.

STEP 2: Implementation	TARGET DATE
<i>Third week in November</i>	
Committee meets to: ■ Secure information from chapter advisors and CTE instructors to determine the contests that can be conducted during the Local Championship Activity. A description of each championship can be found at: www.skillsusa.org/competitions/skillsusa-championships/categories-and-descriptions. ■ Determine date and time for the Local Championships. ■ Schedule time to meet with campus administration to gain approval for the Local Championships. ■ Identify potential industry partners, alumni and volunteers who can assist in preparing and conducting each contest for the Local Championships.	
<i>Fourth week in November</i>	
Committee meets to: ■ Identify date to meet with industry partners, alumni and volunteers to secure their support as contest coordinators, judges and assistants. Provide each with a copy of the SkillsUSA Technical Standards for their respective contest. www.skillsusa.org/competitions/skillsusa-championships/technical-standards/. ■ Work Advocacy and Marketing Committee to create flyers to announce the Local Career Competition and encouraging members to register and participate. ■ Establish registration deadline for members to sign up for Local Career Competition. ■ Prepare final information for chapter members participating in the Local Championships.	

<i>First week in December</i>	
▲ Committee works with chapter advisor to have all members take a safety test as a pre-test for the Local Championships. Committee meets with industry partners, alumni and volunteers to prepare for the Local Career Competition including: ■ Securing necessary materials for contests including evaluation forms to be completed by judges for each contest participant. ■ Confirming room and space requirements for each of the contests. ■ Confirm the needed individuals for coordinators, judges and assistants.	
<i>Second week in December</i>	
Close registration for participating in Local Career Competitions. Review registration numbers for each of the Local Career Competitions. Secure awards for winners of Local Career Competitions. Secure sponsorships for awards where possible.	
<i>First week in January</i>	
Committee meets to: ■ Prepare all score sheets and materials needed for Local Career Competitions. ■ Work with chapter advisor to make certain all needed materials are gathered for skill competitions. ■ Confirm all chapter participants in the Local Career Competitions.	
<i>Third week in January</i>	
▲ Conduct the Local Career Competitions. Judges complete an evaluation form for each participant in their contest. ▲ Chapter members again take the safety test they took at the start of the activity. ▲ Chapter members receive evaluation forms from their contests identifying the level of technical or leadership skill demonstrated in their contest.	
<i>Fourth week in January</i>	
Send thank-you cards to all industry partners, alumni and volunteers who assisted with the Local Championships.	

STEP 3: Evaluation	TARGET DATE
▲ Committee meets to review the SMART goals of the activity, discuss accomplishments and challenges for planning and implementing the project. ▲ Committee reviews safety test results and evaluations to determine growth in the targeted Essential Element of Safety and Health and technical skill demonstration.	
Committee members record recommendations for future years in conducting workplace experiences activities. Record recommendations at: www.skillsusa.org/programs/chapter-excellence-program/.	

STEP 4: Celebration	TARGET DATE
▲ Committee organizes an awards recognition celebration for members participating in the Local Career Competitions, their parents and the industry partners, alumni and volunteers who assisted in the contests. A potluck meal could be provided by chapter members and their parents. After the meal, awards are presented to students winning the Local Career Competitions in each category.	

STEP 5: CEP Application	TARGET DATE
Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: www.skillsusa.org/programs/chapter-excellence-program/.	

Program of Work Committee Budget Worksheet

Identify the PoW Committee

- | | |
|--|---|
| ☐ Advocacy and Marketing | ☐ Leadership Development |
| ☐ Community Engagement | ☐ Partner and Alumni Engagement |
| ☐ Financial Management | ☐ Workplace Experiences |

PoW Activity: _____

Estimated Income from Activity:

Source of Income	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____

Estimated Expenses from Activity:

Source of Expense	Amount
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



SkillsUSA Local Career Competition Planning Form

Contest title and description: _____ Contest Coordinator: _____

Judges: _____ Assistants: _____

Materials Needed: _____

TASKS	TARGET DATE	EXPENSE	RESULTS AND NOTES

SkillsUSA Local Career Competition Evaluation Form

Contestant Name: _____

Contest Title: _____

Safety and Health Evaluation

<i>RATING</i> NEEDS IMPROVEMENT EXCEPTIONAL					BEHAVIORS
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	Followed safety procedures including wearing appropriate attire.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	Maintained a clean workspace.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	Used tools and equipment according to safety hazards.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	Monitored safety procedures with fellow competitors.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	Demonstrated knowledge of safety and health regulations and procedures required for technical skill contest.

Add the numbers you indicated for the final score.

Final Score: _____

General Observations:

Demonstration of technical skill that went well:

Suggestions for improvement in demonstration of technical skill:

Appendix — Learning How to Budget

Financial Manager Thank-You Note

(From page 45.)

Dear [*financial manager name*],

I am so grateful for your guidance in financial management! Through your teachings, I have developed budgeting skills that will allow me to avoid financial issues later in life. Further, you have taught me how to identify financial goals, and how self-motivation will allow me to achieve these financial goals. I am excited to put these lessons into practice, and I am appreciative of you for introducing good financial habits that will set me up for success in my life!

Sincerely,

Appendix — Community Appreciation Breakfast

“We Got Skills” Community Appreciation Breakfast Agenda

(From page 57.)

9 a.m.	<i>Welcome and Display Board Viewing</i> ■ SkillsUSA Master of Ceremonies
9:05 a.m.	Breakfast with SkillsUSA Members
9:45 a.m.	Presentation of the SkillsUSA Framework
10 a.m.	The Importance of Responsibility in the Workplace ■ CPL: Architecture, Engineering and Planning ■ Advanced Dental Associates
10:30 a.m.	Poster Display Highlights
10:45 a.m.	SkillsUSA Activities Throughout the Year
10:50 a.m.	Closing Remarks
11 a.m.	Adjournment ■ SkillsUSA Master of Ceremonies

Appendix – Community Appreciation Breakfast

Sample invitation copy and flyer for the “We Got Skills” Community Appreciation Breakfast:

(From page 57.)

Dear *[Business and Industry Partner]*,

The *[High School]* SkillsUSA Chapter would like to invite you to the “We Got Skills” Community Appreciation Breakfast to show our appreciation for your support of SkillsUSA. This breakfast will take place at *[High School]* on Thursday, May 6 at 9:00 a.m. A delicious breakfast of French toast, bacon, eggs and parfaits will be prepared by the culinary class. There will be presentations led by chapter members and by community members, a look into the activities that were completed throughout the year, as well as a display prepared by chapter members. We look forward to you joining us for a morning of gathering and celebration!



Appendix – Community Appreciation Breakfast

Business Partner Bio: (From page 58.)

Roy Green is a professional architectural draftsman and project coordinator with 10+ years of experience in the design and architecture industry. Roy currently works at CPL: Architecture, Engineering and Planning company. Roy is a graduate of the Lamar Dodd School of Art, University of Georgia, with a BFA in Interior Design. Through his experience as an architectural draftsman, Roy is proficient in AutoCAD, Revit, Sketchup, Adobe Creative Suite, as well as Microsoft office suite.

Roy was a minor league baseball player before pursuing a career in architectural drafting. He now has three young boys who love to play in baseball leagues and who keep him busy!

Business Partner Introduction:

We would like to introduce our first community partner, who will speak today on the importance of learning and practicing responsibility in their industry. Roy Green is a professional architectural draftsman and project coordinator. Mr. Green has over ten years of experience in the design and architecture industry and is currently an architectural drafter at CPL: Architecture, Engineering and Planning company. A fun fact about Mr. Green is that he was a minor league baseball player, and now he enjoys watching his three sons play in their baseball leagues! Please help me welcome Mr. Green!

Sample Thank-you Note:

Dear *[Business and Industry Partner]*,

We are so grateful that you joined our SkillsUSA chapter “We Got Skills” Community Appreciation Breakfast! The conversations that you and I had over breakfast I found insightful and enjoyable, and I appreciated getting to know your background and how you became a successful web designer. Your anecdotes about being my age and trying to figure out what to do post-graduation I found amusing and relatable! Thank you again for joining our Community Appreciation Breakfast and thank you for your support of our SkillsUSA chapter!

Best,

[SkillsUSA Chapter]

Appendix — Elementary School Wellness Program

Sample Thank-You Note: (From page 82.)

Dear [*Wellness Program Volunteer*],

Thank you so much for your assistance with the Wellness Program! Your assistance with developing stations and activities for the Wellness Program is so appreciated, as you helped to make our event a success! We got excellent feedback from the students who participated in the event, and they expressed how much they learned and gained from the Wellness Program. Thank you for your help with this event, and for helping us spread important healthcare information to other students!

Much appreciation,

[*SkillsUSA Chapter*]

Notes

For more information on SkillsUSA membership and the SkillsUSA Program of Work,
call toll-free 844-875-4557 or email: customercare@skillsusa.org.



SkillsUSA Customer Care

CALL: 844-875-4557

EMAIL: customercare@skillsusa.org

www.skillsusa.org

In keeping with a tradition of respect for the individuality of our members and our role in workforce development, SkillsUSA strives to ensure inclusive participation in all of our programs, partnerships and employment opportunities.