



# SkillsUSA Program of Work

## LESSON PLAN





## **Program of Work**

### Lesson Plan

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# Program of Work

## Lesson Plan

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Developing a Chapter Program  
of Work

# Program of Work in Chapters

## Pre-Work

### Session Title: Program of Work

*Session Length:* 2 hours + guided work time

*Number of Participants:* 35-50

*Participant Demography:* Students

#### *Supplies and Visuals:*

- Index card – one per student, placed in the middle of tables
- SkillsUSA Framework image projected on a screen or printed in a learning journal or on paper in the center of the tables
- (flipchart) Program of Work definition (objective 1)
- (flipchart) Two Truths & A Tall Tale x3 (objective 1)
- (flipchart) Advocacy and Marketing definition (objective 2)
- (flipchart) Community Engagement definition (objective 2)
- (flipchart) Financial Management definition (objective 2)
- (flipchart) Leadership Development definition (objective 2)
- (flipchart) Partner and Alumni Engagement definition (objective 2)
- (flipchart) Workplace Experiences definition (objective 2)
- Heads Up Cards (6 cards with one of each of the six PoW categories on each one) – one set per table) (objective 2 & 3)
- Example Activity Slips of Paper (one activity per slip of paper – include all activities from the example list provided in Wisdom 3 below – one set per table) (objective 3)
- Manilla envelopes to hold the slips of paper

## Outlook

Participants will know or be able to:

#### *Objective 1:*

Explain what the Program of Work is.

#### *Objective 2:*

List and describe the six categories of the Program of Work.

#### *Objective 3:*

Classify example association activities within the six categories of the Program of Work.

#### *Objective 4:*

Develop a plan to engage local chapters in developing their Program of Work.

### ***SkillsUSA Framework Competencies***

LEAD.FUN.6 Brings teammates together in a work plan to achieve a common goal.

PLAN.FUN.10 Seeks new ideas and knowledge that can improve the planning, organizing and/or management of a project.

PLAN.FUN.15 Reflects upon goals and evaluates processes and people involved to improve in the future.

PLAN.FUN.17 Define systems thinking as a way of viewing systems from a broad perspective that includes seeing overall structures, patterns and cycles in systems, rather than seeing only specific events in the system.

PLAN.ADV.12 Utilize a systems thinking approach to improve a process, taking into account broader/related systems and processes that will be impacted by a decision.

PLAN.ADV.9 Seeks and implements new ideas and knowledge that can improve the planning, organizing and/or management of a project.

PLAN.ADV.5 Establishes priorities and effectively follows a prioritized work schedule.

### ***Content Summary for Facilitator***

Preview- rapid fire activities (5 min)

***Objective 1-*** Program of Work: definition and two truths/tall tale (15 min)

The new Program of Work is introduced. The Program of Work is the delivery mechanism for the SkillsUSA Framework. It includes six areas in which our chapter can organize all activities.

***Objective 2-*** Six Categories: stations and heads up (20 min)

(flipchart) Advocacy and Marketing

Promote SkillsUSA Chapter and Career and Technical Education programs, public relations initiatives, and experiences to build social responsibility.

(flipchart) Community Engagement

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

(flipchart) Financial Management

Develop personal literacy and entrepreneurship skills through chapter fundraising and budgeting.

(flipchart) Leadership Development

Establish interpersonal relationships, individual and team development and project management.

(flipchart) Partner and Alumni Engagement

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

(flipchart) Workplace Experiences

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

***Objective 3-*** Categorize Activities: card sorting and partner discussions (20 min)

***Objective 4-*** Plan for Chapter: table discussions and chapter planning (20 min)

Review- jingles (10 min)

## Engagement – Link

**Approximately 5 minutes**

Welcome the students to the session and express your enthusiasm for them to learn from one another as they think about growing their own associations.

*When you hear the music begin, grab an index card from the center of your table and jot down your favorite project or activity from your state association of SkillsUSA. Hold it in the air when you're done.*

Play music until approximately 70% of participants have their card in the air. Pause the music and provide the next directions.

*When the music begins again, find a new partner and share with them what the project or activity is, and what Essential Element members learn or practice during it. If you need to, refer to the image of the SkillsUSA Framework (on the screen or on a printed handout or in a learning journal).*

After a minute or two, pause the music again and ask participants to return to their seats. Solicit a few examples of the projects and activities the students thought of and described.

Commend responses and thank students for their input.

## Engagement – Preview

**Approximately 2 minutes**

*SkillsUSA chapters function best when they decide on activities they will do based on what Essential Elements need to be strengthened in chapter members, and then organize all activities in the SkillsUSA Program of Work.*

*Each of the events we just mentioned fits within the overall purpose and structure of SkillsUSA and during this session, we'll uncover that a bit more.*

*In this session, we'll learn about the SkillsUSA Program of Work, its categories, and how we can create a chapter-level plan to ensure we are conducting activities in all categories of the Program of Work, and that all of them are associated with the development of Essential Elements.*

## Transition

**Approximately 1 minutes**

*Lets start by understanding more about what the Program of Work is.*



## Wisdom – Evidence 1

Approximately 7 minutes

### Objective 1:

Explain what the Program of Work is.

Flipchart Definition

*What do you already know about the Program of Work?*

Solicit descriptions from a participant who raises their hand and validate responses.

*Within the SkillsUSA organization, we have a structure that helps us organize the purpose behind the activities we do and that's called our Program of Work. This is a model that defines how we learn and practice the Essential Elements. It's so important that you understand the Program of Work deeply.*

*Who will read out loud this definition?*

(flipchart) The Program of Work includes all SkillsUSA programs, projects, and activities, classified into six categories. Through these programs, projects, and activities, members learn and practice the Essential Elements found within the SkillsUSA Framework.

*Let's record that definition in our notebooks.*

## Wisdom—Main Point 1

Approximately 9 minutes

**The Program of Work is the delivery mechanism of the SkillsUSA Framework.**

Facilitate a discussion about what they already know about the Program of Work. Example questions may include those from the chart below.

If facilitating a processing discussion, use questions in the following table as a discussion guide:

What Happened?	So what does this mean?	Now what will we do?
What is the Program of Work?  What programs, projects, and activities are happening in your chapter that fit within the Program of Work?	How would you explain to members in your chapter the way in which Framework skills are connected to the Program of Work?  How might our chapters operate differently if they all recognize how SkillsUSA activities fit within the Program of Work?	What is your role as a SkillsUSA member with regards to the Program of Work?  What is your advisor's role with regards to the Program of Work?  Why is structuring our chapter activities within the Program of Work essential for the growth of members within SkillsUSA?

## Wisdom – Action 1

Approximately 6 minutes

Two Truths & a Tall Tale

*Let's play a massive round of Two Truths and a Tall Tale. In a moment, you'll hear three statements about the Program of Work. When you hear or read the options, hold up one, two, or three fingers to indicate which statement is a tall tale. See how many you can guess correctly.*

(flipchart)

1. The Program of Work defines a larger purpose for each SkillsUSA activity we do.
2. The Program of Work is mainly for new SkillsUSA members. (TALL TALE)
3. The SkillsUSA Framework is delivered through the Program of Work.

(flipchart)

1. Each activity our association does should fit within a PoW category.
2. SkillsUSA chapters and associations function best when they define the Essential Elements that members learn or practice in each activity.
3. The Program of Work is a document for local SkillsUSA advisors only. (TALL TALE)

(flipchart)

1. The PoW includes six categories.
2. The PoW helps chapters and associations organize their work.
3. An association should not have activities in all six categories. (TALL TALE)

## Transition

Approximately 2 minutes

*Great job identifying more about the Program of Work! When I say, "go," hold your fingers in the air for the response that fits you. Before the start of this session, how well did you know what the Program of Work is on a scale of 1 to 5? (1 means you knew little and 5 means you were an expert.) Go.*

*Pause and scan the ratings.*

*Now what number would you give yourself when it comes to knowing what the Program of Work is?*

*Acknowledge the learning thus far and encourage further discovery.*





## Wisdom – Evidence 2

Approximately 5 minutes

### *Objective 2:*

**List and describe the six categories of the Program of Work.**

#### **Stations**

*Around the room you'll find six flip charts that display each category of the Program of Work. When I say, "move it," travel to each one, record the name of the category and its definition in your notebook, then return to your seat. Spread out and move it!*

#### **(flipchart) Advocacy and Marketing**

Promote SkillsUSA Chapter and Career and Technical Education programs, public relations initiatives, and experiences to build social responsibility.

#### **(flipchart) Community Engagement**

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

#### **(flipchart) Financial Management**

Develop personal literacy and entrepreneurship skills through chapter fundraising and budgeting.

#### **(flipchart) Leadership Development**

Establish interpersonal relationships, individual and team development and project management.

#### **(flipchart) Partner and Alumni Engagement**

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

#### **(flipchart) Workplace Experiences**

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

## Wisdom – Main Point 2

Approximately 10 minutes

There are 6 categories of the Program of Work.

*Now that we have these recorded, let's dig into each one. Who will read the definition of Advocacy & Marketing? What do we do in our chapters that align with this category?*

Repeat this with each of the remaining five categories. Consider switching things up by having the officers discuss the category with a partner, or at their tables.

Community Engagement  
Financial Management  
Leadership Development  
Partner & Alumni Engagement  
Workplace Experiences

Ask the following two questions to round out the discussion:

- In your chapter, what categories are the heaviest with programming or activities?
- How can we improve the work our chapter does in each Program of Work category?
- If your chapter hasn't organized its programming within the Program of Work, based on what you know now, what benefits could there be to doing so?

## Wisdom – Action 2

Approximately 6 minutes

Heads Up

*Who has played the game, Heads Up?*

*Here's how it works: one person will hold up a card on their forehead so everyone else at the table can read it, but the person holding it won't know what it says. The phrase on the card will be one of the six categories from the Program of Work. As a table, give clues to that person without saying the words on the card by listing association programs or activities AND an Essential Element that could be learned through it. The person holding the card may start guessing after three programs or activities and their Essential Elements have been given as clues. Additional clues can be given if they aren't able to guess it after the three activities and Essential Elements are listed. After they've correctly guessed it or 45 seconds have passed, switch so it is someone else's turn to guess. We'll have about 4 minutes to play. Begin!*

## Transition

Approximately 1 minute

*Great job! Now that we've answered the six categories of the Program of Work, let's explore what would fall within each.*

## Wisdom – Evidence 3

Approximately 10 minutes

### Objective 3:

**Classify example association activities within the six categories of the Program of Work.**

#### Card Sorting

*Spread out the cards you just used for Heads Up in a line across the table. In the center of your table is an envelope with slips of paper. When I say, “go,” take turns drawing a slip of paper out of the envelope one at a time. Each slip of paper has an activity on it that fits within one of the Program of Work categories. Discuss as a table which category each activity belongs to and then place it underneath the category’s card. Be prepared to explain your choices. You have about seven minutes.*

Monitor the room and as time and/or the students’ work concludes, facilitate a discussion to share the correct category for each activity.

#### Advocacy and Marketing

- creating a cafeteria display area to displaying projects for others in our school to see
- developing a monthly social media plan to post on social media about our chapter
- sharing a year-end summary of the chapter’s activities at a local Chamber of Commerce meeting

#### Community Engagement

- developing a needs analysis survey for community members to complete to understand ways in which we can serve them
- helping with a town celebration
- donating time to those in need in local area

#### Financial Management

- open a chapter business with finances and recordkeeping completed by a finance committee
- develop a chapter budget to determine anticipated expenses and create a fundraising plan
- hold a community gala and silent auction fundraiser

#### Leadership Development

- engage all members in reading The 4 Pillars
- engage all members in developing a personal leadership development plan to identify which activities they will complete to develop further
- hold a chapter officer training retreat in the summer when school releases

#### Partner and Alumni Engagement

- conduct a “Principal Preview” by inviting the school principal to view projects before they are displayed for others
- invite past members and current chapter supporters to a breakfast hosted by the chapter during SkillsUSA Week
- establish a mentor program for chapter members to partner with individuals in the local alumni affiliate

#### Workplace Experiences

- participate in SkillsUSA Championships
- engage all members in completing the Career Essentials curriculum and assessments
- develop a chapter business that members can have a job in

## Wisdom – Main Point 3

Approximately 6 minutes

There are six categories in which activities fit within the Program of Work

Facilitate a processing discussion, use questions in the following table as a discussion guide:

What Happened?	So what does this mean?	Now what will we do?
How did you determine which category to put each activity within?  Could some activities potentially fit in multiple categories? Why or why not?	How do we make sure that the activities we choose are needed?  What Essential Elements could be taught or learned during some of these example activities?	As student leaders, how can we help ensure that our chapter has a high-quality Program of Work?  What categories of the Program of Work could you expand within your own chapter?

Now let's think about the Program of Work a little bit more.

## Wisdom – Action 3

Approximately 8 minutes

Notebook & Partner Discussions

*Within your notebook, capture the six Program of Work categories.*

*Now, as a table, take the next several minutes to discuss what programs, projects, and/or activities are part of your chapter's programming and jot them down in your notebook under the category or categories they could fit within.*

Pause to allow work time, and then ask the students to give a few examples from their table.

## Transition

Approximately 1 minutes

You and your fellow classmates will get to create a plan for a chapter-level Program of Work, and the brainstorming you just completed will come in handy.



## Wisdom – Evidence 4

Approximately 8 minutes

### Objective 4:

**Develop a plan to engage members in developing their Program of Work.**

Table Discussion (Students may work at tables in groups at the beginning of this Wisdom rather than waiting until the Action.)

*Together with those at your table, discuss ways you can bring the Program of Work to life in your chapter. Consider this:*

- *How will you increase the number of students in your chapter that take part in the high-quality Program of Work?*
- *How will you make it fun for them?*
- *How will you make it meaningful for them?*

*Take 5 minutes to brainstorm ideas of ways to relay this information to members. Each table should be prepared to share at least one idea with the whole group.*

Pause to allow work time and then solicit ideas from the officers.

## Wisdom – Main Point 4

Approximately 9 minutes

We can inform local chapters about the Program of Work.

Facilitate a processing discussion, use questions in the following table as a discussion guide:

What Happened?	So what does this mean?	Now what will we do?
What great ideas popped up in your table discussions?	When and how could we inform members about the Program of Work?  How can we illustrate the Program of Work for our chapter?  How would individual members benefit if your chapter was committed to using the Program of Work?  How could your chapter benefit if 100% of members were using the Program of Work?	What would it take to make some of your ideas become reality within your chapter to increase use of the Program of Work?

## Wisdom – Action 4

**Approximately 9 minutes**

### Brainstorming

*When I say “split,” we’ll split into groups of 5. In your groups we’ll take 7 minutes to narrow down a plan for implementing one or two ideas into your chapter’s Program of Work. Record your main ideas in your notebook and be prepared to share your game plan.*

Solicit ideas from each state after time elapses.

### Transition

**Approximately 1 minute**

*It was great to hear those ideas and plans and I look forward to hearing how you add these ideas to your own chapter’s Program of Work.*

### Final Review

**Approximately 14 minutes**

#### Reels

*To recap what we’ve discovered so far, let’s create a TikTok or Reel to share what we learned. We don’t have to actually record these, but it might be a video you can create later! Together in groups create a 20-second video to teach members in your chapter about the Program of Work. Be ready to demonstrate your TikTok or Reel with the other teams in a few minutes!*

After time elapses or groups appear finished, ask the teams to share their reels.

Thank the students for their work and provide instructions for them to transition into the next session. A work guide is included below for the work time the students will complete together.

### Reflection



# Developing a Chapter Program of Work

You now know a lot about the Program of Work and have spent time considering it from the local chapter level. Now it's time to do the work of creating your Program of Work. You'll follow the steps below.

Chapters have access to three guides to help them develop their Program of Work. They can be found here: <https://www.skillsusa.org/advisors/meet/>

## **Step 1: Determine what Essential Elements are most needed in your chapter's students.**

Questions to Consider

- How can your chapter assess the needs of your members in terms of the skills members most need?
- How will you ensure that each activity or program at the chapter level emphasizes and communicates the Essential Elements that are taught or used during it?

## **Step 2: Select activities/programs/projects for each Program of Work category and specify which Essential Element(s) will be associated with each of them.**

Questions to Consider

- What previous projects/programs/activities has our chapter done before that we need to keep? Why?
- Which do we need to stop? Why?
- What have we not done before that we need to start doing? Why?

## **Step 3: Develop SMART goals for each activity/project/program.**

Questions to Consider

- What specific Essential Element will be taught and/or used?
- What are the other specifics of the activity/project/program?
- How will your chapter measure success in the goal?
- What actions need to be taken to achieve the goal?
- How is the goal relevant to the chapter's efforts?
- What is the timeframe on the goal?

## **Step 4: Create a plan to communicate about and promote the project/activity/program.**

Questions to Consider

- Who is the audience?
- How will your chapter communicate the opportunity to the audience in an engaging way?
- How will your chapter communicate with the audience and other stakeholders after the conclusion?

During your work time, try to list existing activities/projects/programs of your chapter within each respective Program of Work category, and work to develop at least three new ideas in each category. You may not get all of the steps above completed during the work time. Rather, the goal is to have a plan for each step and to complete what you can. Remember to think of all of the big and small things your chapter does or could do!





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