

Chapter Excellence Program Lesson Plan





Chapter Excellence Program

Lesson Plan

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Chapter Excellence Program

Lesson Plan

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SkillsUSA Chapter Excellence Program

Activity 1: Be a Quality Chapter

Goal of the Activity: Identify the requirements to be a Level 1 Quality Chapter or Level 2 Chapter of Distinction within the Chapter Excellence Program and discover how every student can help meet the requirements.

Activity Overview: Students participate in a teamwork activity. Then they will discuss the structure of SkillsUSA and their own roles in the chapter. Students will be introduced to the Chapter Excellence Program and award requirements. They will identify their own roles in completing the CEP requirements. Finally, students will respond to one prompt about excitement, success, or challenges in the Chapter Excellence Program.

Middle School Momentum: Chapter Excellence Program

Time Required: 50 minutes

Suggested participants: All middle school students

Materials Needed: Lesson PowerPoint Slide deck (optional), permanent markers (one per student or at least one per pair), tarp or bed sheet (calculate about 1.75 square feet per student), Chapter Excellence Program Checklist either Quality or Chapter of Distinction (one copy to post), Copies of the Chapter Excellence Program checklist either Quality or Chapter of Distinction with requirements cut apart (one per group of three or four), Writing surface



Learning Objectives

Students will:

Identify requirements of the Level 1 Quality Chapter award or the Level 2 Chapter of Distinction award.

Describe each member's role in SkillsUSA and the Chapter Excellence Program.

Part 1: Spark interest and set the stage (20 minutes)

Activity: “Turn Over a New Leaf” from SkillsUSA Ignite (pg. 98-99)

1. Have students think of a time they failed to work cooperatively with others and select one word to describe or summarize that experience.
2. Have students use a marker to write the word on the tarp or sheet.
3. Have all students stand on the tarp or sheet.
4. Give the challenge: as a group, without stepping off the tarp, turn over the tarp completely to cover up our past negative teamwork experiences.
5. Instruct students that everyone must always maintain contact with the tarp.

Do: Closely monitor students as they work. They may need encouragement to continue. Or, increase the difficulty by only allowing students to touch the tarp with their feet.

Do: Celebrate success!

Say: *“How did you succeed in turning over the tarp and covering up the negative past experiences?”* (allow for a few responses)

Say: *“What roles did individuals play?”* (allow for a few responses)

Say: *“When was cooperation strongest within the team?”* (allow for a few responses)

Say: *“When must you work cooperatively with others in school? At home?”* (allow for a few responses)

Part 2: Discuss how SkillsUSA is organized (10 minutes)

Say: *“Working cooperatively is essential in SkillsUSA. Teamwork is one of the Essential Elements of the SkillsUSA Framework that we learned about last month.”*

Say: *“SkillsUSA is organized in a three-tiered system where the national organization, state association, and local chapter work to deliver opportunities, resources, and business and industry connections to student members. Within our chapter, we have an officer team that plans and implements the Program of Work.”*

Do: Share the names of the chapter officers.

Say: *“The chapter also has committees that oversee specific activities. Members lead and serve on the committees.”*

Do: Share about the committees and the work they each do. Encourage students to get involved with a committee if they are not already.

Say: *“What is your personal role in SkillsUSA?”*
(allow for 2-3 responses)

Say: *“Think silently about how you may contribute to the SkillsUSA chapter?”*

Do: Have students share with a partner. Then allow for several responses.



Part 3: Identify the requirements for the Chapter Excellence Program (15 minutes)

Do: Ahead of time, decide if the chapter will pursue the Level 1 Quality Chapter award or the Level 2 Chapter of Distinction. Then use copies of the correct checklist for the activity. Post one copy of the Chapter Excellence Program Checklist in front of the classroom or place on a clipboard that could be held up to display.

Say: *“The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. The CEP recognizes achievement as it relates to the integration of the SkillsUSA Framework in chapter Program of Work (PoW) activities. There are three award levels to recognize program involvement. Today we will look at the requirements for the award we are striving for.”*

Activity: My role in the Chapter Excellence Program

1. Divide students into groups of three or four.
2. Give each group one set of the Chapter Excellence Program requirements.
3. Groups will review the requirements and sort them into two piles: “Requirements I play a role in” and “Requirements I’m not part of”
4. After 5 minutes or when groups have finished, bring students back together.
5. Start with “Requirements I play a role in” and ask for a group to share one and explain their reasoning. Help explain their role as needed.
6. If most groups agree, highlight the requirement on the checklist.
7. Continue until groups have shared all requirements they had in that category.
8. Then ask for a group to share one from the “Requirements I’m not part of” pile and explain their reasoning.
9. If most groups agree, leave the requirement unhighlighted on the checklist.
10. Continue until all requirements have been discussed.

Say: “Our chapter must complete these requirements to receive recognition in the Chapter Excellence Program. We each play an important role in this award. Every member matters. This checklist will hold us accountable to do the work.”



Part 4: Closing (5 minutes)

Activity: Choose Your Own Ending

1. Display the PowerPoint slide with the prompts or post them on the writing surface:
2. What excites you about CEP?
3. What does CEP success sound like?
4. What does CEP success feel like?
5. What will be most challenging about CEP?
6. Instruct each student to choose one prompt and prepare to respond verbally.
7. Have students share one by one until everyone has had a chance to speak.

Say: *“The Chapter Excellence Program helps ensure that our chapter provides the activities and support you need as you develop Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics. These are the skills that will propel you to career success. When our chapter reaches our CEP goals, we will celebrate together.”*

Tips For Success

-  Post the Chapter Excellence Program checklist in the classroom. Be sure to point out to all classes when a requirement is completed.
-  Find out your state’s CEP application deadline and write this date on the checklist.
-  Be prepared to ask questions and challenge students to think about their own roles in CEP.

Conclusion

The Chapter Excellence Program encourages chapters to deliver beneficial programming for all members. The award requirements include members in planning, implementation, and evaluation phases of activities. All members can be proud of the work of their chapter.

Expand your Skills

The [SkillsUSA website](#) and [CEP Advisor’s Guide](#), will help expand your own knowledge. For additional help, schedule a [1-1 coaching session with Kelli Engelbrecht](#) to discuss CEP.

Supporting Resources

Quality Chapter Management Lessons [A](#) and [B](#) located at pathful.skillsusa.org





CHAPTER EXCELLENCE PROGRAM

Level 1 Quality Chapter

Requirements	Status
Submit chapter membership & pay membership dues	
Have all section/program advisors join and pay professional dues to SkillsUSA	
Elect chapter officers	
Conduct well-planned, regularly scheduled chapter meetings	
Complete a projected chapter budget	
Complete a Program of Work	
The chapter identified one local Work-Based Learning activity for students.	
Conduct at least one activity within the SkillsUSA Framework component: Personal Skills	
Conduct at least one activity within the SkillsUSA Framework component: Workplace Skills.	
Conduct at least one activity within the SkillsUSA Framework component: Technical Skills	
Complete Level 1 Quality Chapter Application	



CHAPTER EXCELLENCE PROGRAM

Level 2 Chapter of Distinction - Page 1 of 3

Requirements	Status
Conduct Chapter Officer Training	
Conduct a chapter recruitment activity	
Engage members in committees to conduct chapter activities	
Prepare to participate in the State Leadership and Skills Conference	
Complete and record three chapter activities	
Complete at least seven of the Chapter of Distinction indicators (listed on next page)	

Additional Notes:



CHAPTER EXCELLENCE PROGRAM

Level 2 Chapter of Distinction - Page 2 of 3

Chapter of Distinction Indicators (complete at least 7)	Status
Demonstrate at least 75% of eligible students are SkillsUSA members	
Hold executive committee meetings with the chapter officers	
Conduct an activity to engage business and industry partners	
Attend Fall Leadership Conference and one other activity above the chapter level	
Present a report of chapter activities and accomplishments to the school board	
Hold local SkillsUSA technical competitions	
Hold local SkillsUSA leadership/occupational competitions	
Celebrate SkillsUSA Week through chapter activities	
Publish one or more articles in local media	



CHAPTER EXCELLENCE PROGRAM

Level 2 Chapter of Distinction - Page 3 of 3

Chapter of Distinction Indicators (complete at least 7)	Status
Provide a social media or web presence for your local chapter	
Has a candidate for state office	
Conduct chapter awards program or banquet on the local level, in which all members may attend	
Participate in the Career Essentials: Experiences program	
Participate in SkillsUSA National Signing Day	
Participate in an advocacy event (local regional, state or national)	
Plan, organize, and manage a Work-Based Learning experience for at least 25% of members.	



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