

Chapter Excellence Program

Lesson Plan



chapter excellence
program

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.



SkillsUSA®

Pre-Work



How large is my audience?
What age range is my audience?
What does my audience really care about?
How will I relate to them?
What is the room set up and A/V requirements/availability?
What is the length of the workshop?

Session Title: Chapter Excellence Program

Session Length: 60 minutes

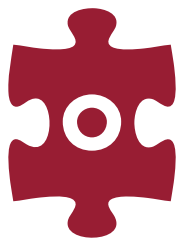
Participant Demography: advisors/teachers

Supplies: Advisor Guide to CEP, index cards, markers, CEP Questions

Flip Charts: Framework, Mission statement, What is Does, Why it Works, Learning Continuum

Optional: Wisdom #1 is optional to teach the Framework. If not needed, then go straight to Wisdom #2.

Outlook



What are the main points of this workshop?
How can I draw a mental map to let audience members know where we're headed?
How can I engage participants in the overarching topic of this workshop?

Participants will know or be able to:

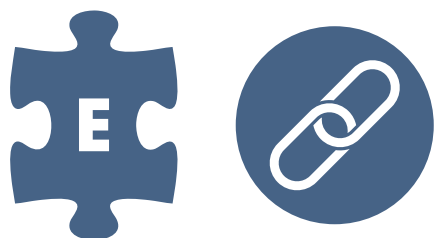
Objective 1: Understand the Chapter Excellence Program and explain how it is linked to the SkillsUSA Framework.

Objective 2: Explain Level 1 (Quality Chapter) standards and Level 2 (Chapter of Distinction) standards

Objective 3: Embed Framework skill development in chapter activities

Engagement - Link

Approximately 7 min



Using the index card and team members at your table, take two minutes to collectively write a list of 5 things that you know about the Chapter Excellence Program – be prepared to share. Go!

As groups share, have new groups only share items that have not already been covered. Ensure information shared is correct and that the SkillsUSA Framework has been acknowledged as part of the conversation.

Engagement - Preview



As a group, CEP may be a new concept for some while others have had a good bit of experience. Together we will work to make the best use of the experiences so that everyone is knowledgeable and ready to participate in CEP. In order to really gain maximum potential for CEP, you need to understand the Framework.

Transition

What will I say to help participants move from the Engagement into Wisdom 1 of the workshop?

What is the mission of SkillsUSA? (pause for answers) SkillsUSA's mission is to empower students to become skilled professionals, career-ready leaders and responsible community members. (write on a flip chart) The SkillsUSA Framework defines the mission of SkillsUSA. It is how we actualize it in the lives of students.

Wisdom - Evidence 1

Approximately 5 min



What will I do and say to prove the Main Point to be factual?

How will I illustrate the Main Point for the participants?

How will I engage the participants in learning the information associated with the Main Point?

Using flip chart graphic point to the three components of the SkillsUSA Framework.

What do we call these three things? They are the components of the SkillsUSA Framework.

Using your flip charts that you prepared prior to the workshop, review the What It Does and Why it Works for participants. As you review ask participants how these specific points are valuable components of student success.

What it does:

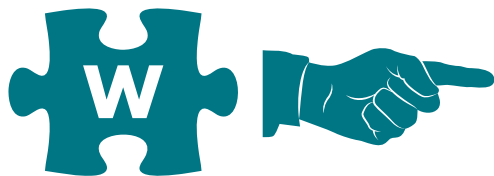
- Provides a **common language** for students to articulate what they gain from SkillsUSA participation to employers, school administrators, parents and other students
- **Assesses student skill development** along a learning continuum of awareness, demonstration and mastery
- Creates a **vision for SkillsUSA programs** at the local, state and national levels to ensure quality student-led experiences that build skills in all members

Why it works:

- Empowers every student to **achieve career success**
- Delivers a skill set **demand by business and industry** but lacking in many employees today
- Ensures that every student member receives a **consistent and specific** skill set

Wisdom - Main Point 1

Approximately 1 min

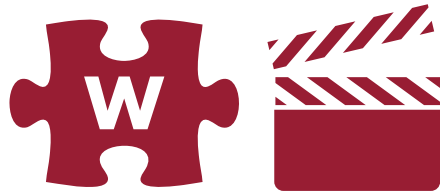


Imagine a student sitting across from a potential employer and instead of naming an array of activities that they participated in, they actually discussed the skills that they had gained from those activities. A community service activity becomes much more than good work but an opportunity to learn teamwork skills and possibly responsibility skills. Our students only gain this perspective though when we intentionally embed these skills in the activity and use every opportunity as a teachable moment.

The SkillsUSA Framework gives us the ability to help students differentiate between listing an event on a resume and describing what they learned and how they are using what they learned from a particular event.

Wisdom - Action 1

Approximately 8 min



How will I help students act on the Main Point explored during Wisdom 2?

Review with participants the flip chart of the Continuum of Learning of Awareness, Demonstration and Mastery. Consider using examples to illustrate your point – possibly learning how to ride a bike or drive a car.

The continuum of learning is the development process of the skills and knowledge that build on prior ones. Students move through three phases:

Awareness = Creating knowledge of the Essential Element

Demonstration = Development of the skills, knowledge, strategies, attitudes, and approaches that support the Essential Element

Mastery = Expert abilities and characteristics of the Essential Element that are embedded so that the individual doesn't have to think about the skill they just know to do it, they can transfer the skill to another scenario and they can teach it to another. Remind them that this will more than likely occur after the student has left their program

How do we embed framework skills intentionally? Think about working with a chapter officer, what's an example of a skill and how you have led the officer from awareness to demonstration to mastery of that skill. Turn to your neighbor and have a 2 minute conversation.

What'd we learn? Who'll share first?

Examples of such activities might include running a meeting, learning the parts and sequence of a business meeting (awareness), rehearsing the meeting with the officer team and then delivering the actual meeting to members (demonstrate), receive feedback, and then repeat the process.

Wisdom - Evidence 2

Approximately 2 min



What will I do and say to prove the Main Point to be factual?

How will I illustrate the Main Point for the participants?

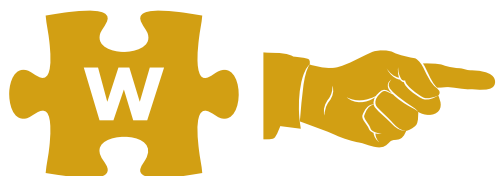
How will I engage the participants in learning the information associated with the Main Point?

A SkillsUSA chapter exists for no other reason than to develop skills in students. It is through the development of these skills that our members become career ready.

The SkillsUSA Program of Work is how chapters bring the SkillsUSA Framework to life. Throughout the year, chapters plan and facilitate activities that give members meaningful opportunities to develop and demonstrate the Essential Elements found in the Framework. A well-rounded Program of Work includes activities in six categories: Advocacy and Marketing, Community Engagement, Financial Management, Leadership Development, Partner and Alumni Engagement, and Workplace Experiences. By intentionally offering experiences across all six categories, chapters create a comprehensive learning environment where students build personal, workplace and technical skills.

Wisdom - Main Point 2

Approximately 1 min

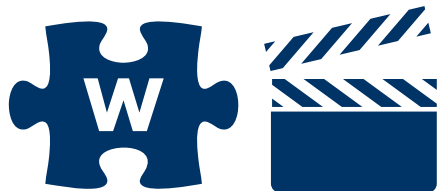


What is the main point?

The Chapter Excellence Program honors chapter achievement relative to SkillsUSA's framework of developing personal, workplace and technical skills and ensures a fully functioning chapter.

Wisdom - Action 2

Approximately 18 min



How will I help students act on the Main Point explored during Wisdom 1?

We've reflected on what we already know, so let's discover some new information.

Using the CEP Teacher's Guide and your knowledge, take 8 minutes to answer the questions on large post it paper and then be prepared to present. How can I clarify? Oh by the way you will be working in groups. Let's go!

Group 1:

- What purposes does Chapter Excellence Program serve?
- Name and describe the CEP levels
- How is the CEP application completed

Group 2:

What is **the greatest benefit** of participation to a/an:

- Chapter
- Student
- Advisor
- Administrator

Group 3:

- How does participating in CEP enrich Program of Work activities and ensure that framework skills are taught?
- Explain Level 1 of CEP

Group 4:

- How is the SkillsUSA Framework important to the Chapter Excellence Program?
- Explain Level 2 of CEP

Groups report answers. Encourage participants to ask questions and to share additional insights.

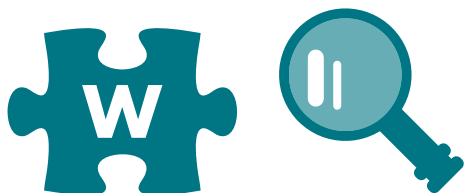
Transition

What will I say to help participants move from Wisdom 2 to Wisdom 3?

We will need to become very intentional about how we embed the essential elements in experiences that our students take part in.

Wisdom - Evidence 3

Approximately 2 min



What will I do and say to prove the Main Point to be factual?

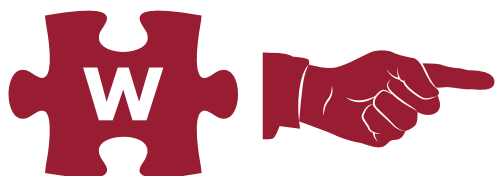
How will I illustrate the Main Point for the participants?

How will I engage the participants in learning the information associated with the Main Point?

How can we embed the essential elements in the program of work and classroom activities? And be very intentional about it? If the only reason a SkillsUSA chapter exists is to build skills in students, then we have some work to do in connecting the SkillsUSA Framework to our classroom and chapter activities.

Wisdom - Main Point 3

Approximately 1 min

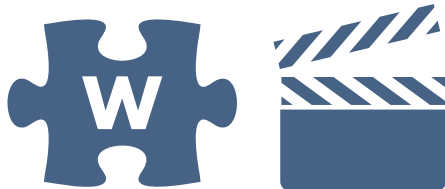


What is the main point?

To successfully implement the Chapter Excellence Program we need to embed framework skill development in our classroom and chapter activities.

Wisdom - Action 3

Approximately 15 min



How will I help students act on the Main Point explored during Wisdom 3?

What are the 6 areas of the Program of Work?
(list these on a flip chart as participants name them: Workplace Experiences, Leadership Development, Community Engagement, Advocacy & Marketing, Financial Management and Partner & Alumni Engagement.

Divide into groups and ensure that each group has a set of educational resources available for use during the activity. (resources might include: Ignite, Impact, Four Pillars, JumpStart)

Using flip chart paper, markers and an educational resource, groups have 10 minutes to brainstorm ideas for embedding the Essential Elements into POW/classroom activities. Questions? Let's go!

Teams report.

What do you think about students documenting the work?

Is the application difficult to complete?

What did you notice about the application?

Final Review

Approximately 2 min



How will I re-phrase my key Wisdom points at the end?

What closing thoughts will I offer the participants?

What is the final call to action for the participants?

What do I want the participants to remember?

Together we have uncovered the purpose of CEP and clarified how it is linked to the SkillsUSA Framework. We have examined the Level 1 and Level 2 standards as well as embedded Framework skill development in chapter activities.

Find a clean spot in your notebook and take one minute to record a key point that you discovered during this session and something that you learned that you will use in your chapter immediately.

Quick show of hands of those who think CEP would be a benefit to your chapter? (Hold your hand up so that participants will follow suit in communicating.) And with the same show of hands, how likely are you to use CEP this school year?

Thank you for making the choice to include CEP as a standard for your chapter.

Reflection



What worked? Why?

What didn't work? Why?

What feedback did you receive from your audience?

What level of influence do you believe the content and delivery had on the participants?

How will you deliver this workshop differently next time?