

SkillsUSA Program of Work

VIRTUAL 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

TABLE OF CONTENTS

SkillsUSA Program of Work.....	2
SkillsUSA Infographic.....	3
Unpacking the SkillsUSA Infographic	4
The SkillsUSA Program of Work Categories	4
Chapter Program of Work Calendar	6
Program of Work Activities	
Citizenship Day — Letter Writing	7
SkillsUSA Social Media Calendar	13
Visual Presentation for Senior Citizens	20
Partner and Alumni Recognition	27
Developing Chapter Budget	35
Learning How to Budget	44
Community Appreciation Event	56
International Culture Learning	62
Volunteer Sign-Up	67
Elementary Wellness Program	76
Career Fair	85
Local Championships	94
Appendix	101

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 need in the workplace, students must do the leading, planning, implementing and evaluation of their 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 even to fail in a safe environment.

Committees ensure that effective communication, decision-making and planning takes 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

Classroom

Chapter

Workplace

Program of Work

The delivery mechanism of the
SkillsUSA Framework



Advocacy and
Marketing



Community
Engagement



Financial
Management



Leadership
Development



Partner and Alumni
Engagement



Workplace
Experiences

Member Success

Assessments to measure students' career readiness



Quality
CTE
Program



chapter excellence
program



SkillsUSA
CHAMPIONSHIPS



SkillsUSA
Career
Essentials
CREDENTIAL

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	Virtual Presentation for Senior Citizens	April/May	20
Community Engagement	Planning, Organizing and Management	Alumni Recognition	October/ November	27
Financial Management	Decision Making	Developing Chapter Budget	September (all year)	35
Financial Management	Self-Motivation	Learning How to Budget	November/ December	44
Leadership	Responsibility	“We’ve Got Skills” Community Appreciation Event	April/May	56
Leadership	Multicultural Sensitivity and Awareness	International Culture Learning	January/ February	62
Partner and Alumni	Leadership	Volunteer Sign-Up	September/ October	67
Partner and Alumni	Planning, Organizing and Management	Elementary Wellness Program	October/ November	76
Workplace Experiences	Job-Specific Skills	Career Fair	February/ March	85
Workplace Experiences	Safety	Local Championships	November/ January	94



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 so important in our communication and interactions with others.

Individuals who demonstrate integrity:

- **Do the right thing in the right way.**
- **Is honest.**
- **Does what he or she says he/she will do.**
- **Holds self and others accountable.**
- **Makes 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 virtually using a video conference platform and conducts the Truth or Lies activity as a committee mixer. Truth or Lies Materials: Mentimeter (www.mentimeter.com) Each committee member will be instructed to come to the virtual meeting with the “weirdest” thing they can find in their house and to keep it out of sight of their camera. An example of a “weird” item could be a cactus. Then, each member will take turns describing their object. They can decide privately whether they will lie or tell the truth about the object. For example, if they want to lie about the cactus, they could say that it is a soft, warm object that you can cover up with. The members who are listening to the description will either vote truth or lie using polling software such as Mentimeter (www.mentimeter.com). Once everyone has voted whether or not they think the committee member is telling the truth or lying, the committee member will show the group the object they had chosen. 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 this Citizenship Day Advocacy Letter Writing 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 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>addendum</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 get 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 Integrity and discusses how participating in this activity will help members develop these skills. Visit the Framework Integration Toolkit on the SkillsUSA Learning Management System (LMS) 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. ■ U.S. representatives and senators. ■ City or county government officials. ■ State leaders in CTE or workforce development. ■ Request assistance from English/Language Arts department to assist with training for letter writing and 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 English/Language Arts department staff to receive training on letter writing. Letters will include: ■ Explanation of member's involvement in SkillsUSA. ■ How SkillsUSA has helped the member understand and develop integrity in a variety of situations. ■ Depending upon the stakeholder or community leader, the letter can contain: ▪ Request for support for SkillsUSA at the state level. ▪ Request support for SkillsUSA at the local, state, or national level. ▪ Thanks for past support of SkillsUSA. Letters will be professionally written and follow appropriate layout and language for the recipient. English/Language Arts Department staff 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, 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 virtual letter writing party to create thank-you letters for the English/Language Arts department for their assistance. The facilitator may play music while members write the letters. Once members are finished writing the letters, they can play a minute-to-win-it-game! Assign partners to play Rock, Paper, Scissors Entourage. Members who win the round advance to the next round. Members will play one another until the two best players play against one another for the win!	

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 | ☐ 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
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



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?

In order to conduct the assessment, consider using an online assessment tool such as Google Forms, Survey Monkey or Wufoo.

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 other's ideas or work.
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	E. Wasting your time or other's 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 how you treat other's money.

Integrity Scenarios

Scenario #1

Rachel is a junior in high school. She studied for a major 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 have handled 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 compete at 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 some chapter funds and using them to pay some of her 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 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 in the delegate session. 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: **Throughout school year** (*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 proficiently.**
- **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 not only creates goodwill, it is essential to successful activities. Using social media to promote the SkillsUSA chapter by sharing consistent messaging will strengthen 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 virtually using a video conference platform and conducts the Technical Scavenger Hunt as a committee mixer activity. Technical Scavenger Hunt Activity Materials: Each person needs a smartphone 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.		

Information to be secured:

- What is the atomic number of silver?
- What is the internet country code for Iceland?
- From what poem do the lines “Turning and turning in the widening gyre, the falcon cannot hear the falconer” come and who was the poet?
- What is the name of the bacterium that causes Lyme disease and after whom is it named?
- What is the first line of The Cask of Amontillado?
- Which Canadian newspaper maintains a database of the mining industry, and in what year was this newspaper established?
- How do you ask, “Where is the bathroom” in Klingon?
- What is the botanical name of the plant known as Kinnikinnick?
- What is the URL of the Journal of Molecular Modeling?

Once time is up, members should share in the chat how many questions they answered. Congratulate the members who find the information in the time allotted. Have a discussion on the importance of computer and technology skills and having a comfort level of working with technology.

Committee reviews the Promotion of SkillsUSA with Social Media Calendar 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: Create a SkillsUSA Chapter Social Media Calendar for the year to share upcoming events, deadlines and recognition of student success by posting on social media platforms weekly.

(Refer to Discovery Sheet on SMART Goals.)

Second week in September

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 in breakout rooms to create a three-minute presentation on the assigned future trend and how it will impact the workplace and society. After the allotted time, close breakout rooms so all participants return to the main room and share their presentations. 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 Computer and Technology Literacy and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) 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 bank for the chapter, so all social media messaging has a similar look and feel. Consider accessing the chapter social media tool kit in SkillsUSA Connect for posts and templates.		
<i>Throughout the year</i>		
Committee will schedule posts for at least twice per week according to peak engagement days and times based on platform analytics. Consider posting on 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 and motivation for students to act and 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, Committee will keep a list of members handy to make sure that the same members are not always featured in photos. ■ Review options for creating posts including available templates, software like Canva or other free tools for building creative and consistent posts for the chapter. ■ Assign two Committee members to take pictures at local events.		

Committee needs to identify filler. Filler pieces might include other PoW committee posts, resources that might be helpful for members, student success 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 a time for the Committee to review the upcoming month's social media content. a. During meeting make sure that content is current and relevant to the chapter business. b. Evaluate how posts are performing or if they need to 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, officers and advisor(s) 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 (in showcasing the Essential Element), Chapter Influencer (best promotion of SkillsUSA), 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: <i>www.skillsusa.org/programs/chapter-excellence-program/</i> .	

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 question.	
Twitter	Thursday	Quote and Question	What technology are you focused 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 CTSO program or SkillsUSA chapter.	Fast Read Friday — Share current business article about integrity.
Week 3		Who has been a valuable mentor in your schooling /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 are afraid to try, but really want to. What is holding you back?	
Week 4	Provide a shoutout 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 is 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: **Virtual Presentation for Senior Citizens**

Program of Work Category: **Community Engagement**

Framework Component: **Workplace Skills**

Essential Element Target: **Teamwork**

Recommended Month: **April/May**

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 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 creating a presentation to share virtually with 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 virtual games with the elderly 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 virtually using a video conference platform and conducts the activity Jigsaw Puzzle as a committee mixer activity. Jigsaw Puzzle Materials: Jigsaw Puzzles (https://jigsawpuzzles.io)		

Directions: Divide students into teams of 3–5 players and explain this activity will be a competition among teams. Provide them the following instructions and then place teams into breakout rooms:

1. Access Jigsaw Puzzles (<https://jigsawpuzzles.io>) and sign up using Facebook, Google or Twitter.
2. Select “New Puzzle” at the top.
3. Each team will need to select a puzzle design.
4. Click “Private: play alone or invite friends” and 154 pieces.
5. Click “Invite” and copy the link.
6. Share the link in the chat for all teammates to play.
7. Complete the puzzle as quickly as possible.
8. Once finished with the puzzle return to the main room.

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 Virtual Presentation for Senior Citizens 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: All members participating in the virtual presentation for senior citizens 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 Virtual Presentation for Senior Citizens 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 called Ignite). The activity takes approximately 15 minutes.

Materials needed: Auto Draw (www.autodraw.com), Google Docs, Google Slides and Photo Collage (www.photocollage.com).

Directions:

- **Divide the group into teams of five or six individuals.**
- **Before placing them into breakout rooms, give each team the following instructions:**
 - You will be completing a team challenge.
 - Display and review the five activities using Google Slides and drop a link to the Google Slides in the chat for participants to open on their own device to reference during the challenge.
 - Provide each team a unique link in the chat to a collaborative Google Docs to capture their work.
 - You must complete all tasks within a five-minute time limit.
- **Using Google Slides display the activities for the students to view:**
 - Write a short story showcasing teamwork on your team Google Doc.
 - Draw a picture of teamwork using Auto Draw (www.autodraw.com) and upload to your team Google Doc.
 - Capture a definition and five examples of teamwork on the team Google Doc.
 - Write a poem about teamwork on your team Google Doc.
 - Create a teamwork collage using Photo Collage (www.photocollage.com) and upload to your team Google Doc.

■ 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 any team work together as a team 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 Teamwork and discusses how participating in this activity will help members develop these skills. Visit the Framework Integration Toolkit on the SkillsUSA Learning Management System (LMS) to download the videos. ▲ Committee shares 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>	
■ Committee works with the Advocacy and Marketing Program of Work Committee 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 virtual 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 virtual presentation. ■ Identify what type of presentation the elderly would like to hear most; consider offering suggestions such as the history of hair through the decades, latest hair trends for the senior citizen or basic selfcare.	
Committee meets to: ■ Outline the details of the activity identified at the meeting. ■ Review and adjust SMART goals. ■ Secure video conference platform for presenters. ■ Confirm video conference meeting viewing details with senior center.	

<i>Third week in April</i>	
Committee members meet to: ■ Prepare the presentation by creating a plan which includes multiple committee members. ■ Create visuals for the presentation, consider using Google Slides. ■ Contact the senior center to confirm virtual presentation details.	
▲ Committee provides additional instruction on Teamwork. A suggested activity is to have a senior center employee attend a virtual committee meeting to discuss more about the elderly who they will be presenting to. Have students create Google Slides on “tips for working with the elderly.” The slides could serve as reminders for all participants during the virtual presentation.	
<i>First week in May</i>	
The committee members meets early to: ■ Ensure everyone is able to connect to the video conference platform. ■ Review the presentation plan and transitions between presenters. ■ Review the tips for working with the elderly slides.	
<i>Second week in May</i>	
Committee members conducts the virtual presentation for 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 the 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 virtual dance party with the Senior Center as a celebration to recognize the participants and spend time with senior citizens. Using a video conference platform, share sound and play appropriate music from a music streaming service such as Spotify or Pandora. Consider adding the following songs to your playlist:

- “Happy” – Pharrell Williams
- “Shake it Off” – Taylor Swift
- “Can’t Stop the Feeling” – Justin Timberlake
- “Roar” – Katy Perry
- “Intentions” – Justin Bieber
- “Rare” – Selena Gomez
- “Happier” – Marshmello ft. Bastille
- “Thunder” – Imagine Dragons

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 Presentation at a Senior Center

Create an Informational Flyer for your chosen senior center.

BEAUTY & SELF CARE PRESENTATION!

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 virtually visiting
the Goodhue Senior
Center to present beauty
and selfcare tips
to look and feel
your best!

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

Visit skillsusaanytown.org
or see any SkillsUSA chapter member.



Instructions for Journal

SkillsUSA Presentation 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 I feel my teamwork skills are strong.
- Areas where I need to develop my teamwork skills.
- My plans for continuing to develop my 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 virtually using a video conference platform and conducts the Board Game Challenge activity as a committee mixer activity. Board Game Challenge Directions: Members will pretend to be a board game manufacturer, and they have a new task of creating a board game. Before members are placed into randomized breakout rooms (5-7 members in a room), they will need to be given the rules of the activity: Rules: ■ You will have 40 minutes to work together to complete this challenge. ■ You will need to come up with a name for your game. ■ You will need to come up with a purpose for the game. This purpose should be explicitly stated. ■ You will need to create typed directions that make it clear how to play the game. ■ Questions and rules of the game should not be too difficult, but should not be too easy. ■ You will not be creating a physical board, but you should be able to create an imageboard that should have designs and pictures of what the board game should look like. ■ Members should put their work into Google Slides which they will present to the group once the 40 minutes time limit is up.		

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

- **How important was the time to plan, organize and manage the challenge?**
- **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 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 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 Business Venture Activity.

Business Venture

Members will work in teams to create a mock business. They will need to create the components of a business and will need to adjust their plan when an unexpected obstacle appears. After members are given the instructions, they will be placed in a randomized breakout room in teams of four to five members.

Directions: You will have 45 minutes to create a business plan with your team. Your team must:

- **Determine what your business is.**
- **Create a logo.**
- **Design a business card.**
- **Create a mock social media account.**
- **Create a magazine article explaining what the business is in 500 words.**

Instructor: At the 15-minute mark you should announce that your business will also have the opportunity to create a commercial. Team members will need to create a vision and a script for the commercial. The commercial will be 50 seconds long, and there is a max of 350 words to fit the time constraint.

Once the 45 minutes are up, team members will come back together to share their business venture ideas and products.

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?**
- **How did your team adjust the management of the project when the additional task was announced?**

▲ Committee shows the motion graphic video on the targeted Essential Element of Planning, Organizing and Management and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) 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 Hall of Champions” to honor accomplishments of SkillsUSA members and alumni and recognize significant partners of the local chapter. ■ Identify location for Hall of Champions on campus or secures a page on the school website to display the award receipt information. ■ Review the national descriptions for the local SkillsUSA awards: ■ The local Pillars of Success award recognizes volunteers or supporters who make a significant difference in chapter operations. ■ The local Cornerstone Award recognizes an administrator who has shown strong support of the chapter. ■ The local Distinguished Service Award recognizes business partners who have made significant contributions to a SkillsUSA chapter. ■ The local CTE Champion award recognizes those who work in the community to advance CTE. ■ Identify a nomination process using the standardized nomination provided by SkillsUSA on SkillsUSA CONNECT. ■ Identify a time to hold a recognition event for recognition of first Hall of Champions honorees.	
Committee meets with campus administration to secure permission to proceed with Hall of Champions. ■ Committee meets with Partner and Alumni Committee to identify outstanding SkillsUSA alumni and partners. Committee confirms date, time and virtual video conference platform for the recognition event to honor the first recipients. Committee works with chapter members to identify the first recipients of the following awards: ■ Pillars of Success. ■ Cornerstone Award. ■ Distinguished Service Award. ■ CTE Champion. 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 event to unveil the Hall of Champions and honor the first recipients. Committee members meet and forward letters of congratulation to recipients of the Hall of Champions and an invitation to the recognition coffee. Letter of invitation to a local Pillars of Success recipient: Dear [_____], Congratulations on being a local SkillsUSA Pillars of Success recipient! As a supporter of our chapter, you have made a significant difference in chapter operations. Your support allows our chapter to continue to grow in our abilities and improve on our skills. Thank you for being a constant encourager and thank you for volunteering your time to assist our chapter in achieving our goals. We would like to celebrate you in	

our Hall of Champions recognition coffee. The event will take place in the cafeteria area of [high school] at 9 a.m. on Thursday, Nov. 19 where refreshments will also be served. We are thrilled to celebrate you and what you have done for our SkillsUSA chapter!

Sincerely,

Letter of invitation to a local Cornerstone Award recipient:

Dear [_____],

Congratulations on being a local SkillsUSA Cornerstone Award recipient! We are immensely appreciative of your endless support of our SkillsUSA chapter, and we would like to celebrate you in our first Hall of Champions recognition coffee. This event will take place in the cafeteria area of [high school] at 9 a.m. on Thursday, Nov. 19 where refreshments will also be served. We are thrilled to honor you and all that you have done for our SkillsUSA chapter!

Sincerely,

Letter of invitation to a local Distinguished Service Award recipient:

Dear [_____],

Congratulations on being a local SkillsUSA Distinguished Service Award recipient! As a SkillsUSA business partner your generous contributions have allowed our SkillsUSA chapter the ability to participate in events and grow as a chapter through team building retreats. We would like to celebrate you in our first Hall of Champions recognition coffee. This event will take place in the cafeteria area of [high school] at 9 a.m. on Thursday, Nov. 19 where refreshments will also be served. We are thrilled to honor you and all that you have done for our SkillsUSA chapter!

Sincerely,

Letter of invitation to a local CTE Champion recipient:

Dear [_____],

Congratulations on being a local SkillsUSA CTE Champion recipient! Thank you for advocating and advancing career and technical education (CTE) in our local community! Your encouragement of CTE allows other community members to see the value in our SkillsUSA chapter. We would like to celebrate you in our first Hall of Champions recognition coffee. This event will take place in the cafeteria area of [high school] at 9 a.m. on Thursday, Nov. 19 where refreshments will also be served. We are thrilled to honor you and your advocacy for CTE and for our SkillsUSA chapter!

Sincerely,

First week in November

Committee works with chapter members to develop the Hall of Champions with photos and descriptors that acknowledge the honors or the contribution of each recipient.

Committee installs the Hall of Champions in an agreed upon location on the campus or on a webpage on the school website.

<i>Second week in November</i>	
Committee confirms participation of the Hall of Champions honorees for the recognition event and dedication of the Hall of Champions. Committee notifies news media and prepares social media posts for the dedication of the Hall of Champions.	
<i>Third week in November</i>	
Committee conducts recognition event and dedication of the Hall of Champions: ■ SkillsUSA members welcome honorees when they log onto the virtual video conference platform. ■ Committee member introduces the honorees and describes their accomplishments and/or support for SkillsUSA. ■ Photos and descriptors are placed on the Hall of Champions or webpage and a copy is given to the recipients. ■ Committee member describes the current activities of the SkillsUSA chapter and asks for continued support. ■ Committee member adjourns.	

STEP 3: Evaluation	TARGET DATE
<i>Fourth week in November</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 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 addendum.)	
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
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?

Specifically, what 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 goals do you have 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 SkillsUSA 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 virtually using a video conference platform 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: Auto Draw (www.autodraw.com) Directions: Place members into breakout rooms by committee. Give the committee members enough time to plan and create an emblem for their teams using Auto Draw (www.autodraw.com). The emblem must represent something that identifies the team and its values. Members will get 10 minutes for inspiration (members are allowed to look up ideas online), and 10 minutes to draw the emblem. Members must save the image then send their drawings to the facilitator.	

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 you 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.

(Example) 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 a Survivor Island Activity.

Survivor Island

Directions: The facilitator should read this scenario: “You and a group of friends are sailing and get caught in a storm. The storm takes your boat miles and miles off track, and eventually brings you to a deserted island. There are no hotels, amenities, bathrooms, or restaurants on this island. However, the island has freshwater and the climate is mild. Your satellite phones were lost in the storm, and you do not know how long you will be stuck on this island.”

Instructions:

1. Individually you will have four minutes to make a list of 10 items you would want to have on this deserted island.
2. Next, you will be placed into breakout rooms in groups of 4 to 5 members. In your groups, you will compare lists and decide on eight items that you will have with you on the island. Each group will have 10 minutes and your list should rank the items in order of importance.
3. Then the groups will come back together in the main room and groups will share their highest and lowest ranked items.

Process the activity by asking the following questions:

- What was challenging about this activity?
- How were decisions made during the 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 Decision Making and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) to download the videos.

STEP 2: Implementation

TARGET DATE

First week in September

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 can use any virtual tools they would like to complete this project include Google Slides, Canva, Auto Draw, etc. Members must create the cover, come up with headlines, formulate quotes and stories to illustrate their demonstration of decision making. The magazine story should include: a) magazine cover, b) cover story headline, c) quotes from leaders, members, and others, and d) stories about their decision making ability. If time allows, have members share highlights of their magazine stories using the share screen feature in a video conference platform.	
 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
True Facts (Virtual Activity) Members will privately message the facilitator a secret fact about themselves. The facilitator will then share them one by one. Members then have to vote who they think it belongs to. This is a fun way for members to further their connection to one another by learning new things about each other!	
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: \$ _____

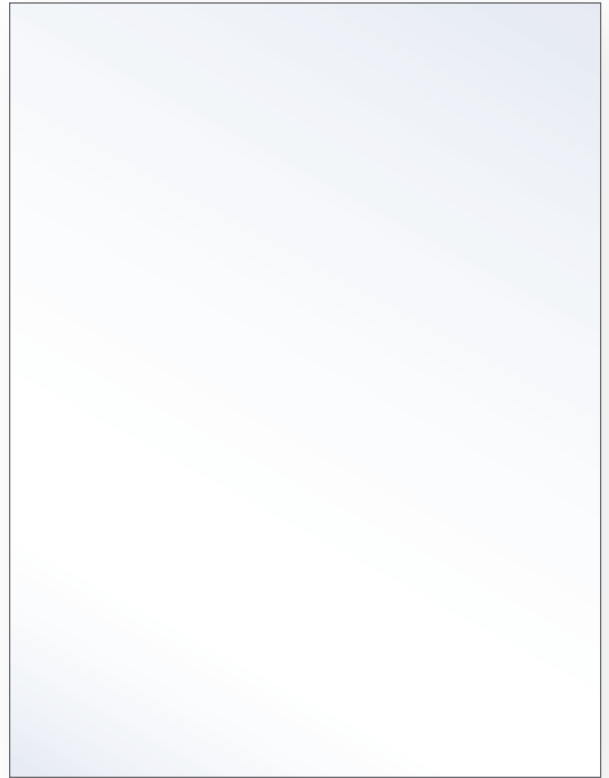
Total Expenses: \$ _____

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 they do with their future.**
- **Positively express self and work well with others.**
- **Seek to learn and develop new knowledge and skills.**
- **Are disciplined to achieve their purposes 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 are impacting their job performance somewhat, very much or to an extreme degree, according to a 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 virtually using a video conference platform and conducts the Grocery Store Challenge as the committee mixer activity. Grocery Store Challenge Activity Materials: Internet access to check out 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 or fish), starch (potato, pasta, etc.), vegetable, bread and dessert. Remember, if you need any special spices or condiments, they need to be paid for 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."		

Members will then research each item and can use the “Notes” app on their computer to document the cost of each item.

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: 90% 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 Alphabet Challenge.

Alphabet Challenge

The facilitator should instruct members to capture notes for this activity using Google Docs or a similar word processing software.

Round 1: Members will be challenged to come up with as many words that begin with one of the letters of the alphabet in a specific category. Members will do this challenge individually, and will be challenged to beat the other members! (Example: Category Technology: A – Apps, B – Beta, C – Clouds, D – Digital.) The first member to come up with all 26 should say “I’m done!” They should show their notes with their breakout room, and if they have come up with all 26 words then they win.

Round 2: Members will play again with a new category, but they will only have one minute to complete the challenge. Instruct members to jot down a personal goal for this round. The facilitator will say “One minute on the clock ... ready, set, go!” Call time after a minute and then members should compare how many words they were able to come up with.

Processing Questions:

- **How did you feel about the challenge? Were you nervous, or were you excited to play?**
- **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?**

▲ Committee shows the motion graphic video on the targeted Essential Element of Self-Motivation and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) to download the videos.

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

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 “Virtual Bean Game” at a chapter meeting. Virtual Bean Game Materials: Game board should be sent to members Directions: ■ Members will be put into breakout rooms of three to four members per room. ■ Members will use the Bean Game gameboard that lists cost categories and the cost of each item (in beans). The Bean Game will be put in separate Google documents (one for each group) so the group can collaborate on the board and visualize their spending. ■ Each student will start off with 20 beans. These beans represent 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. ■ Each time a bean is used the member should highlight it in green to signify that the bean has been used and that they should consider how many beans they have left. ■ Members should discuss their choices of what they want to purchase and how many beans they want to use. ■ Members should save their work and then all members should come together for a discussion. Process the activity with the following questions: ■ What was the process that went through in spending your beans? ■ Leads to good discussions about needs versus wants. ■ Opportunity to talk about the importance of “saving first” and then using what is left over to spend. ■ Draw a picture of teamwork using Auto Draw (www.autodraw.com) and upload to your team Google Doc. ■ What was easy or difficult about the process? ■ What trade-offs did members 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 spent most of your beans.**
 - Do these choices reflect your values?
- **Did you change your mind after consulting with another member or looking at their gameboard?**
- **Did any of these categories surprise you in terms of cost?**

Bean Game continued:

The facilitator will announce further instructions before students are placed back in their breakout rooms.

- **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.**
- **Members will be placed in their breakout rooms again and must figure out where to remove 7 beans.**

Bring members back together, and 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.
- **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 future 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 and 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 celebration event to play a Quick Draw Game! Members will be placed into randomized breakout rooms. Each member will use the random word generator (https://wordcounter.net/random-word-generator) to generate three nouns. The member drawing will share their screen and draw their picture using auto draw (www.autodraw.com). The group accumulates one point for each drawing that a member in the group guesses correctly. The group will get no points if they do not guess correctly. After three minutes, switch to a new drawer. After 15 minutes, everyone will come back together in the main room and compare scores. The team with the most points will be recognized.	

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
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



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 spent 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	When 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 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 and having money for personal expenses while 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 unforeseen expenses.
10. A primary reason for creating a budget is:
 - a.) Managing money to pay all bills and have some money for personal expenses while saving money for the future.



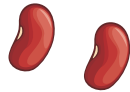
The Bean Game

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	
Share an apartment or house with roommates	
Rent your own place	

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

INSURANCE		
Auto	No coverage (ONLY select if you select no car, below)	No cost
	Liability insurance coverage only	
	Comprehensive insurance coverage	
Health and Disability	No insurance coverage	No cost
	Basic health coverage	
Property	No coverage	No cost
	Renter's insurance	

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



TRANSPORTATION

Walk or bike	No cost
Ride bus or join carpool	
Buy fuel for family car	
Buy a used car and gas	
Buy new car and gas	

RECREATION



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

COMMUNICATION



No phone	No cost
Phone with limited data	
Phone with unlimited data	
Wifi at your home	

FURNISHINGS



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

SAVINGS



Keep cash in a piggy bank at home	No cost
5% of income	
10% of income	
Invest for retirement	

GIFTS



Make your own	
Purchase cards or small gifts occasionally	
Purchase frequent gifts for family and friends	
Contributions to charities and/or religious groups	

PERSONAL CARE



Basic products: soap, shampoo, toothpaste, makeup, etc.	
Occasional professional haircuts, basic personal care products	
Regular hairstyling, nails, name brand personal care products	



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’ve Got Skills” Community Appreciation Event	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’ve Got Skills” Community Appreciation Event 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 virtually using a video conference platform and conducts Virtual Responsibility Jigsaw activity. Virtual Responsibility Jigsaw Directions: Place committee members into groups of 4 to 6 in breakout rooms after delivering the instructions. Instructions: Today, we will be exploring what responsibility looks like for different jobs. In your groups, you will research and write down the job responsibilities for the following people: ■ An elementary school teacher. ■ A nurse assistant. ■ A welder. ■ A photographer who owns their own business. Consider the following: ■ What is their day-to-day role? ■ What are their work hours? ■ What is a challenging part of their job? ■ What happens if they do not show up to work?	

Everyone in the group should work to answer the questions, and members in the breakout room should collaborate on a shared Google Doc. Members will have 25 minutes to complete this activity.

Processing Questions

- **How did you feel after writing down the job descriptions for the four jobs?**
- **Is responsibility important to the success of the job? Why?**
- **Take a moment to consider a personal definition of responsibility. Who would like to share?**
- **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 Google Slide describing the skills learned through their CTE classes and SkillsUSA membership, including an emphasis on responsibility.

Committee shares the “We’ve Got Skills” Community Appreciation Event activity at a chapter meeting.

 Committee members provide instruction for chapter members on Responsibility by facilitating the “The ‘What If’ Snack” activity from Ignite.

The ‘What If’ Snack

Materials: Use the following Google Slides for this activity: The ‘What If’ Snack Google Slides. Hyperlink:

https://docs.google.com/presentation/d/1rD_K5Q2uRHlrGtj9UTkSZW6YjIqu2T8i9AEskxEyyj6A/edit?usp=sharing

Directions: Display the The ‘What If’ Snack title slide. Ask participants the participants these questions:

- **What if the farmer who grew wheat for these crackers decided to go swimming instead of harvesting the grain?**

Remove the crackers from the screen.

- **What if the dairy farmer decided it was too early to get up to milk the cows in the morning?**

Remove the cheese and milk from the screen.

- **What if the farmer that raises cattle and swine did not want to drive all the way to the market to sell the animals?**

Remove the meat from the screen.

- **What if the workers that harvest fruits and vegetables were too busy watching television to go to work?**

Remove the fruit from the screen.

- **What if the store manager at the local grocery or superstore decide to close for a two-week vacation?**

Remove everything else, including the plates and cups from the screen. Facilitate a discussion by asking questions including:

- **What daily or weekly commitments do you have at home? In school? In SkillsUSA? In the workplace?**
- **What happens if you do not follow through with these commitments?**
- **What is affected by your lack of follow-through?**
- **How could the farmer go swimming *and* get the wheat harvested?**

Add the crackers back on the screen. ■ If the dairy farmer thought it was too early to milk the cows, what could be done? Add the cheese and milk back to the screen. ■ Who can the farmer ask to help drive the cattle and swine to the market? Add the meat back to the screen. ■ How could the workers watch television and harvest the fruit? Add the fruit back to the screen. ■ If the store manager wants to go on vacation, what could be done to keep the store open? Add the plates and cups back to the screen. ■ How can we follow through with commitments in school? In SkillsUSA? In the workplace? ■ What impact does personal responsibility have on our chapter's success?  Committee shows the motion graphic video on the targeted Essential Element of Responsibility and discusses how participating in this activity will help members develop these skills. Visit the Framework Integration Toolkit on the SkillsUSA Learning Management System (LMS) to download the videos.	
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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 event ■ Gain approval from administration and confirm that the event does not conflict with other school events and place on calendar. ■ Secure video conference platform for presenters.	
Committee challenges all members to prepare a Google Slide that describes how they developed and demonstrated Framework skills through their CTE classes and SkillsUSA activities. (<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 event: ■ Secure volunteer to serve as the producer for the event and operate the functions of the video conference platform. Consider creating a welcoming environment by adding music while people join, welcome them using the chat feature and have a slide displayed letting them know when the meeting will start. ■ Identify a SkillsUSA member to serve as master of ceremonies. ■ Select a 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 Google Slides to highlight the skills developed in CTE and SkillsUSA. ■ Select member to highlight SkillsUSA activities for the year. ■ Select member to thank the community members for their support of SkillsUSA. ■ Master of ceremonies adjourns the event. ■ Sample program is following this activity to use as a template.	

Committee members send email invitations to event to community partners. A sample initiation follows this activity to use as a template for your students. Committee secures SkillsUSA token of appreciation to send to community partners after the event with a handout about SkillsUSA and a note of appreciation.	
<i>Last week in April</i>	
▲ Committee confirms the two community partners who will speak and provides final details for the event. Secure short bio from each business partner to be used to introduce community partners. A sample bio and introduction are included as examples for students in appendix. Committee confirms arrangements for the event including video conference platform meeting details assignments for members, SkillsUSA Google Slides, appreciation gifts, etc.	
<i>First week in May</i>	
▲ Conduct the “We’ve Got Skills” Community Appreciation Event.	

STEP 3: Evaluation	TARGET DATE
▲ Committee meets to review the SMART goals of the activity, discuss accomplishments, and shortfalls of the planning and implementation of the project Community members can provide pros and cons using a survey link sent at the end of the event. They can also indicate interest in providing work-based learning activities for members. Committee members write thank-you letters to those that volunteered like the alumni members or parents plus the community members that spoke at the event.	

STEP 4: Celebration	TARGET DATE
Members will come together on a video conference platform and will write letters of appreciation to one another. These letters can be centered around a fellow member’s work ethic, appreciation of certain skills and talents, or letting them know that their positive energy and excitement is appreciated. Members can create a free Canva account to create these letters of appreciation. Members should make sure that they only use the free templates that are downloadable in Canva. Once they are done, members can download their letters and send them to the team member. Note: The facilitator should ask each team member privately who they are creating their letter of appreciation for to ensure that no member is left out of this activity.	

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. Each member will receive one-half of an eight-foot table or four feet of space. Displays should fit on the four-foot area. 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 picture size in mind? They think 6 or 8, 5" x 7"s might be the max with info.

A: Using 5" x 7" photos will more than likely provide for an 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 Culture Learning**

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:

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

International Culture Learning

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.

STEP 1: Planning		TARGET DATE
<i>First week in January</i>		
▲ Committee meets virtually using a video conference platform and conducts the Make Your Own Trail Mix Activity. Make Your Own Trail Mix Directions: The facilitator should ask the committee members if they have ever eaten trail mix? Instruct committee members to image a trail mix that is unique and that has all of their favorite ingredients. Members should come up with a brand name for their trail mix and list their ingredients. Facilitators should encourage members to get creative. Once members complete their list, have them share with the group! Process with the following questions: ■ How would you describe your trail mix? ■ 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 the 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 Culture Learning 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 Culture Learning 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”

Materials: Google Doc

Directions:

- Each member should create a Google Doc with 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).
 - Example: “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 when you have been targeted 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 people’s misconceptions about individuals who are different?
- How do we change the misconceptions others hold?
- What can we as SkillsUSA members do to encourage 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 Multicultural Sensitivity and Awareness and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) 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 Culture Learning Activity ■ Contact administrators of selected elementary school to schedule a meeting to discuss activity and secure a commitment to participate. ■ Determine the date and time for the activity. ■ Schedule a video conference platform to host the event. ■ Assign committee members to different countries and have them create a presentation that highlights the culture and would engage elementary school students. ■ Manage expenses for activity according to chapter budget. ■ Continue to encourage chapter members to record in their journals.	
<i>Third week in January</i>	
■ Committee members meet to identify details associated with the International Culture Learning activity: ■ Determine how participants will be placed in breakout rooms and how facilitators will rotate to different breakout rooms. ■ Make assignments for members: ■ Members to present culture presentations. ■ Monitors to monitor elementary school students' behavior. ■ Producers to put participants into breakout rooms, play music and display screens. ■ 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 virtual run-through of the activity with members reviewing their assignments. ■ Have members practice placing people into breakout rooms and facilitators practice their games.	

<i>Day of Activity: Mid-February</i>	
Committee members conduct the cultural presentations. After the elementary students have played the game in their breakout room, the SkillsUSA member should provide information about the county and discuss how it is different or the same as our country. In the last breakout room, 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, 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 members will create a recipe book of ethnic foods that they have tried or would like to try. Members should also include the history of the food and what culture it originated in. The facilitator should share a link to a google document where members can share the recipe and pictures of the food. Once everyone has shared, members are able to download the recipe book and are encouraged to make one of the recipes. The collection of efforts to create an ethnic recipe book demonstrates 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
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____



Program of Work Activity – Partner and Alumni Engagement

Activity Name: **Volunteer Sign-Up Day**

Framework Component: **Workplace Skills**

Recommended Month: **September**

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

Essential Element Target: **Leadership**

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 virtually using a video conference platform and conducts the Low-Tech Social Network as the committee mixer activity. Low-Tech Social Network Activity Materials: Bitmoji (www.bitmoji.com) and Google Slides Directions: Instruct each committee member to create their own personalize Bitmoji (www.bitmoji.com). Then add their image to a shared Google Slide and list three things on the slide 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 Bitmoji and Google Slide, ask each person to share about themselves. While each person is sharing, instruct participants to drop in the chat a comment when they have something in common with the person. Committee reviews this Volunteer Sign-Up Day 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: 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 members provide instruction for chapter members on Leadership by facilitating the team building activity called “Letter to Self” from Ignite.

Letter to Self

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

Directions:

1. Close your eyes and listen.
2. Imagine walking into a room 10 years from now and meeting yourself.
3. Consider these questions: Who are you? What is your life like? What is your career?
4. Vision statements keep us on track to do the things we want and to become the person we want to be. Take 15 minutes to write yourself a letter about who you will be 10 years from now.
5. I will collect these and email them on the last day of school.

Facilitate a discussion by asking questions including:

- **What were some big ideas included in your vision letter?**
- **What was challenging about writing your vision?**
- **What happens if at the end of the school year, you read the letter and see you have gone away from your vision?**
- **What leadership traits did we display when writing this letter to ourselves?**
- **When will we need to use these leadership traits in school? In SkillsUSA? In the workplace?**

 Committee shows the motion graphic video on the targeted Essential Element of Leadership and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) to download the videos.

STEP 2: Implementation	TARGET DATE
<i>Third week in September</i>	
Committee meets to: ■ Secure contact information of the campus CTE 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. ■ Confirm a video conference platform for this meeting. ■ Develop an invitation letter: ■ Include information about SkillsUSA, the Program of Work activities and reason for the activity. <i>(See sample.)</i> ■ Ask the advisors (and maybe the English/Language Arts teachers on campus) to edit the letter or email. ■ Secure electronic signatures from committee chair and advisors to sign letters. ■ Identify details associated with the activity. ■ Activity program: ■ Agenda for activity. <i>(See example.)</i> ■ Assign speakers during the activity. ■ Method of signing up stakeholders during meeting. ■ Assignments for members: ■ Members to talk to volunteers about SkillsUSA. ■ Members to individually thank volunteers for attending and signing up to assist. ■ Members to serve as producers for the virtual meeting.	

<i>Fourth week in September</i>	
 Committee members meet to: ■ Email the letters. ■ 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. (See example.)	
<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 run-through of the evening and practice speaking parts as well as transitions.	
<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 and discuss accomplishments and shortfalls of the planning and implementation of 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 game called Aliens Have Landed! Committee members will be put into randomized breakout rooms. Tell members that aliens have landed on Earth and are interested in SkillsUSA. Unfortunately, the aliens only understand symbols, so you will need to explain SkillsUSA to them with five symbols or pictures. The breakout group will talk among themselves to come up with the five symbols or pictures. One member should upload the five images that best describe SkillsUSA. The members should come together and look at the symbols that the members chose. Members should discuss similarities and differences in the symbols.	

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

6:40 p.m. Member log into video conference platform.

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)
Drop a link in the chat for volunteers to access the SkillsUSA Framework for handout.

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 link 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

Date: _____

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: _____
TIME: _____
ZOOM LINK: _____

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.

If you have additional questions about the evening or would like to assist our chapter, but cannot attend, please contact: 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 high), 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 high), I would rate my understanding of leadership after this activity:

☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10
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An example of how the member has demonstrated leadership is:

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 tasks 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 Planning, Organizing and Management 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 virtually using a video conference platform and conducts the Priority Points as the committee mixer activity. Priority Points Materials: Task list on a Google Doc or Slide Directions: Give these instructions: I will reveal a list of tasks your group may complete for points. You have four minutes to collect as many points as possible. Send participants a link in the chat to the list of tasks below and then divide students into breakout rooms of five or six members.	

List of Tasks:

- Find out something unique about each person on the team, 5 points.
- Sing a song as a group, 15 points.
- Make a paper airplane and throw it from one end of your room to the other, 10 points.
- Count the number of pets owned by your group, 20 points.
- Assign a nickname to each member of the team, 5 points.
- Make a tower using the materials in one group member's room, 10 points.
- Convince a member of another group to join your team, 20 points.
- Name your team and come up with a slogan, 5 points for the name and 5 points for the slogan.
- Make jungle animal noises as a group for 15 seconds, 10 points.

Closely monitor time. After four minutes, add up the points and declare a winner. Facilitate a discussion by asking questions including:

- How did your team decide which tasks to complete?
- How effective was the planning you did prior to starting 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 addendum.)*

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

Playing with Details

Supplies needed: Google Spreadsheet Art Image – (<https://i2.wp.com/alicekeeler.com/wp-content/uploads/2015/05/Screenshot-2015-05-21-at-9.22.06-PM.png?ssl=1>)

Directions:

- Divide the group into teams.
- Instruct each team to select a leader and create a collaborative Google Sheets document.
- Inform the teams that the goal of the challenge is to re-create the image just like the one secretly shared by the advisor in Google Sheets.
- The image will only be shown to the team leader.
- Team leaders may not collaborate on the shared Google Sheets document.
- Only verbal communication is allowed during this challenge.
- Each team will have four minutes to recreate the image.
- Send the leaders to a breakout room to view the image for one minute and then return to the main room.

- Then break teams into their breakout rooms.
- Instruct each leader to only give verbal instructions to their team in the breakout room.
- At the end of the four minutes, bring the teams back to the main room.
- Ask each team to share their Google Sheets image.

Process the activity by asking the following questions:

1. Which team recreated the image most like the teacher's structure?
2. What contributed to team success?
3. What could have helped teams replicate the image?
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 Planning, Organizing and Management and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) 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 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 the video conference platform for the Wellness Program. ■ Welcome community health care partners who are assisting with the Wellness Program and assist in understanding the tools available on the video conference platform. ■ Welcome students to the Wellness Program. ■ Guides to lead breakout rooms of students through the activities of the Wellness Program. ■ Facilitate virtual activities during Wellness Program. ■ Thank health care partners and teachers for assistance with the Wellness Program.	
<i>Day of project</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 shortfalls of the planning and implementation 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. <i>Sample thank-you letter in appendix.</i>	
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
Virtual Movie Night! Committee members will vote on a movie that focuses on team building that they would like to watch virtually together. The facilitator will stream the movie through Netflix Party (www.netflixparty.com). Members can message one another in chat to discuss themes in the movie that relate to the SkillsUSA Framework.	

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

- Have student balance on one leg and then the other. Also have them practice balancing by doing a plank.

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 or dental hygienist to provide a demonstration of dental care, such as teaching proper brushing or flossing techniques.

FIRE SAFETY STATION:

- Contact your local fire department and ask them 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 to share in the chat.

HAND WASHING STATION:

- Hand Hygiene: Provide a demo on proper hand washing by putting a small amount of glitter on facilitator's 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 demo warning students about how easy it is to mistake poisonous materials for other items, such as food.
- Show a picture of medicine and candy and see if students can tell the difference between them.

USING SUNSCREEN APPROPRIATELY:

- Skin Cancer Prevention: Set up an exhibit that teaches students 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 Pre-Assessment

SkillsUSA Member Name: _____

Indicate the appropriate rating for each of the following statements.

PERSONAL RATING					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 circled for your final score.

Final Pre-Assessment Score: _____

I believe Planning, Organizing and Management requires the following skills:

Planning, Organizing and Management Post-Assessment

SkillsUSA Member Name: _____

Indicate the appropriate rating for each of the following statements.

PERSONAL RATING					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 circled 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. Workplace experiences are delivered through the following continuum.

Most students do not know the specific skills required for success in each job. Hosting a career fair consisting of local and regional businesses provides SkillsUSA members the opportunity to explore the specific skills needed for jobs that may 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 Job-Specific Skills 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 virtually using a video conference platform and conducts the News Broadcast Challenge Committee mixer activity. News Broadcast Challenge The facilitator will give the following directions: You will be working as a team of six to successfully film a news broadcast. You will be given a description of the roles and you should read these carefully and then assign roles to your team. Then, you will need to perform your specific job roles in order to produce a newscast. This newscast should be recorded and not streamed, and you should use images to help visualize the stories that are being broadcasted. In total, the newscast should only last four minutes, but you will have 30 minutes to prepare.		

The facilitator should move members to breakout rooms in teams of six. The facilitator should provide the role descriptions to the team:

Assign Roles

- a. Two News Anchors
 - i. Will work closely with the reporter
 - ii. Will need to interview the guest presenter
 - iii. Will gather information about the news stories
 - iv. Will broadcast the newscast
- b. One Newscast Technical Director
 - i. Responsible for managing the planning, production and presentation of television news and supervising news staff to ensure the broadcast runs smoothly.
 - ii. Will need to work with the script writer, reporter, and anchors to ensure that the stories are appropriate, that everyone knows their part that visuals are included, and (for the purpose of this challenge) will need to produce the newscast.
- c. One Broadcasting Script Writer
 - i. Will build a three-story script that will fit in the four minute time frame.
 - ii. Will include descriptions around visual images that are gathered.
 - iii. Will work with the newscast technical director to find appropriate images that describe the stories.
- d. One Reporter
 - i. Is responsible for delivering updates and analysis on current happenings.
 - ii. Creates stories and will report on breaking news.
- e. Guest Presenter
 - i. Will be invited to discuss the breaking news story.
 - ii. Depending on the story, the news presenter will need to create and provide a bio to the newscasters describing their background and expertise.

The challenge:

1. The team must work to find a relevant news story to report on.
2. The team must write, produce and complete a newscast as if it were live.
3. The newscast will last for exactly four minutes.
4. The team can either record their newscast in Zoom, or using Open Broadcaster Software:
 - a. How To Record in Zoom: <https://youtu.be/lZHSAMd89JE>
 - b. How to Use OBS Studio Quickstart: https://youtu.be/DTk99mHDX_I

The team must save and download the recording and email it to their facilitator. This will signal to the facilitator that the team has completed the challenge. Once every team has sent in their videos the facilitator may begin asking processing questions.

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 it 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.)	
<i>Second week in February</i>	
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 “Name Challenge.” Name Challenge ▲ Divide members into groups of four. Provide each group with a link to a shared Google Doc. ■ Your team is to create the longest possible list of businesses in your community. However, before you add the business to your list someone has to drop it in the chat, say it out loud and Google it first. ■ You have 60 seconds to make your list. Go! After the first attempt, 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: ▪ Communicator who says the business name out loud. ▪ Googler who Googles the business name. ▪ Chatter who drops the business name in the chat. ▪ Google Doc Adder who adds the business name to the team list. ■ When I say go, each person will assume their respective tasks. You will have 60 seconds to make the list longer. 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 Job-Specific Skills and discusses how participating in this activity will help members develop these skills. Visit the Framework Integration Toolkit on the SkillsUSA Learning Management System (LMS) 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 a video conference platform that will allow for a unique link for each company that participates.	

■ Committee works with the Partners and Alumni Program of Work committee to identify local and regional business partners that 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. <i>(See appendix for sample.)</i>	
<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 online. <i>(See sample.)</i> Committee secures appreciation gifts for business partners participating in the Career Fair. Consider buying virtual gift cards for easy distribution such as \$5 Starbucks gift cards.	
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 the video conferencing platform, meeting information, time to login and final schedule.	
▲ Committee designs a capture form for career fair participants to encourage visiting each unique link for every participating company and recording information provided by the business. <i>(See 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 members email a fillable PDF form for participants to use to capture information about each business they visit with unique links for every company to use during the event.	
Committee members login to each unique link to greet business representatives and ask if they have any questions before the event starts. The career fair opens for students to login to the various links to learn about the business and ask questions to the representatives using the video conferencing and chat feature.	

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 will join a video conference platform and play Name, Place, Animal, Thing! as a celebration to recognize the participating members and the learning about some more Job-Specific Skills. To play, the facilitator will announce a letter. The first member to type in the chat a famous person's name, place, animal, or thing that starts with that letter gets a point. The facilitator will continue to announce letters until they have gone through the alphabet and then identified a winner for the round.	

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

Little Town SkillsUSA Chapter

Date: _____

Dear _____

The Little Town SkillsUSA Chapter is organizing a virtual 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: _____

TIME: _____

All Little Town High School students and their parents are invited to participate in this fair. Students will visit unique links for each participating business and research employment opportunities in our community. Each business partner will receive a unique link to host their own virtual meeting room to share materials about their business and chat with students.

Please reply by March 1 if you can participate in this virtual career fair. Please respond with an email to juan.ortega154@gmail.com to indicate your participation.

Thank you for your consideration. We hope you can be with us for our virtual 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 type of jobs are available at this company, now or in the future?

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 type of jobs are available at this company, now or in the future?

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 – Partner and Alumni Engagement

Activity Name:	Local Championships	Program of Work Category:	Partner and Alumni Engagement
Framework Component:	Workplace Skills	Essential Element Target:	Safety and Health
Recommended Month:	November – January	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.

Engaging community and industry partners and alumni in your local chapter 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. Hosting a local Championships is a fantastic way to achieve that goal. Industry and community members can serve many roles including as mentors for competitors, judges, and sponsors of a local contest.

Local Championships

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Health and Safety 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 November</i>		
▲ Partner and Alumni Engagement Committee meets virtually using a video conference platform and conducts the Take a Picture of... as the committee mixer activity. Take a Picture of ... Instruct participants to take a picture of something that reminds them of safety and health in their home and add the image to a Jamboard (jamboard.google.com). The facilitator must create a Jamboard in advance and allow anyone with the link to be an editor. Share the link in the chat with participants and allow participants five minutes to upload their photo.		

Processing Questions:

- **Why did you decide to take a picture of the item you did?**
- **Why is safety and health important at home? At school? In the workplace?**

Committee reviews this Local Championship 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.

Second week in November

Committee shares the Local Championship activity at a chapter meeting.

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

Safety Cinema

Directions: Divide chapter members into teams of four-six participants per teams and provide them the following instructions before sending them to breakout rooms to work on the activity.

In your teams create a short video demonstrating safety in the workplace. The video should be two to three minutes in length and should be recorded. Consider using the video recording feature on your phone or other recording software online. Then upload the video as unlisted to YouTube and send the link to the facilitator. Teams will have 25 minutes to brainstorm and record their video.

Send participants to breakout rooms and allow them time to work. Once time is up, the facilitator should bring everyone back into the main room and show each team's video. Then discuss the following processing questions.

Processing Questions:

- **What was challenging about deciding what to demonstrate in your video?**
- **What did you learn about safety during this activity?**
- **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 Health and Safety and discusses how participating in this activity will help members develop these skills. Visit the [Framework Integration Toolkit](#) on the SkillsUSA Learning Management System (LMS) to download the videos.

STEP 2: **Implementation**

TARGET DATE

Third week in November

Committee meets to:

- **Secure information from chapter advisors and CTE instructors to determine the contests that can be conducted at your school during the Local Championship Activity. A description of each championship can be found at: www.skillsusa.org/competitions/skillsusa-championships/contest-descriptions. Visit the [SkillsUSA Championships Toolkit](#) on the SkillsUSA Learning Management System (LMS) to download the Local Career Competition Guides.**
- **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 competition coordinators, judges and assistants. Provide each with a copy of the “SkillsUSA Championships Technical Standards” for their respective competitions: www.skillsusa.org/competitions/skillsusa-championships/technical-standards/. ■ Work with the Advocacy and Marketing Committee to create flyers to announce the Local Championships and encourage members to register and participate. ■ Establish registration deadline for members to sign up for Local Championships. ■ 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 Championships 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. ■ Confirming the needed individuals for coordinators, judges and assistants.	
<i>Second week in December</i>	
Close registration for participating in Local Championships. Review registration numbers for each of the Local Championship contests. Secure awards for winners of Local Championships. Secure sponsorships for awards where possible.	
<i>First week in January</i>	
Committee meets to: ■ Prepare all scoresheets and materials needed for Local Championships. ■ Work with chapter advisor to make certain they know how to operate the features of the video conference platform to ensure a successful event. ■ Confirm all chapter participants in the Local Championships and send out video conference platform meeting information.	
<i>Third week in January</i>	

▲ Chapter members again take the safety test they took at the start of the activity. ▲ Conduct the Local Championships. Judges complete a virtual evaluation form for each participant in their contest. ▲ 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 shortfalls of the planning and implementation of 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 a virtual awards recognition party for members participating in the Local Championships, their parents and the industry partners, alumni and volunteers who assisted in the Local Championships. A video conference platform link should be sent out by the committee as well as a virtual invitation to attend the event with the date and time that the recognition party will take place. As participants arrive into the virtual meeting, the host should have music playing. Once everyone is in attendance the host should thank everyone for attending and then begin recapping the event. Awards should then be presented to students winning the Local Championships.	

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 Championships Planning Form

Contest title and description: _____ Contest Coordinator: _____

Judges: _____ Assistants: _____

Materials Needed: _____

TASKS	TARGET DATE	EXPENSE	RESULTS AND NOTES

SkillsUSA Local Championship Technical Skill Contest 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 properly, watching out for 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 48.)

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 Event

“We’ve Got Skills” Community Appreciation Event Agenda, Virtual Example (From page 58.)

Date: _____

9 a.m.	<i>Welcome</i>
9:05 a.m.	Presentation of the SkillsUSA Framework
9:15 a.m.	The Importance of Responsibility in the Workplace ■ Advanced Dental Associates
9:25 a.m.	The Importance of Responsibility in the Workplace ■ Local Carhartt representative
9:35 a.m.	Google Slide Highlights
9:50 a.m.	SkillsUSA Activities Throughout the Year
9:58 a.m.	Closing Remarks
10 a.m.	Adjournment

Appendix — Community Appreciation Event

Sample invitation copy for the “We’ve Got Skills” Community Appreciation Event: (From page 59.)

Dear [*Business and Industry Partner*],

The [_____] SkillsUSA Chapter would like to invite you to the “We’ve Got Skills” Community Appreciation Event to show our appreciation for your support of SkillsUSA. This event will take place at on Zoom Thursday, May 6 at 9 a.m. There will be presentations led by chapter members and by community members and we will review the activities that were completed throughout the year. We look forward to you joining us for a morning of gathering and celebration!

Business Partner Bio: (From page 59.)

Roy Green is a professional architectural draftsman and project coordinator with over ten 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 and later studied drafting technology at Athens Technical College. Through his experience as an architectural draftsman, Roy is proficient in AutoCAD, Revit, Sketchup, Adobe Creative Suite, as well as the 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!

Appendix — Community Appreciation Event

Business Partner Introduction: (From page 59.)

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: (From page 59.)

Dear [*Business and Industry Partner*],

We are so grateful that you joined our SkillsUSA chapter “We’ve Got Skills” Community Appreciation Event! We so value the support we receive from our community partners.

Thank you again for joining our Community Appreciation Breakfast and for your support of our SkillsUSA chapter!

Best,

[*SkillsUSA Chapter*]

Appendix — Elementary School Wellness Program

Sample Thank-You Note: (From page 80.)

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 received 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!

With 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.