



SkillsUSA Pathful Implementation Guide

HIGH SCHOOL

Grades 9–12 • September through May



A month-by-month plan for bringing SkillsUSA Pathful into your chapter meetings.

A Note to Chapter Advisors

Thank you for the work you do supporting SkillsUSA members by developing students' personal, workplace and technical skills grounded in academics. This guide is designed to complement your existing chapter meetings and classroom instruction, not replace them. Use it in whatever way works best for your chapter: pull a single activity to round out a meeting, lean on it more heavily when you have a full semester to work with, or adapt the pacing to fit your chapter's own calendar.

At the high school level, students progress through the **Career Discovery Phases** as they build their occupational identity. The focus begins with career exposure and exploration in the early years and gradually shifts toward career engagement through authentic Work-Based Learning experiences as students advance through their educational journey. Along the way, members refine their career interests, build career readiness skills such as resume writing, interviewing and professional communication, and develop workplace competencies through real-world experiences. Everything in this guide is designed to support that progression.

What's inside this guide:

- Implementation Table — a month-by-month meeting cadence showing what to cover at each chapter meeting all year, September through May.
- Lesson Plans — teacher scripts, materials lists, and facilitation steps for every activity referenced in the table.
- Student Worksheets — print-ready, member-facing pages for every activity, organized by month so you can pull exactly what you need.

However you use it, this guide is here to support you, not add to your plate. Use what fits, skip what doesn't, and adapt the pacing to your chapter's calendar.

AUDIENCE	SkillsUSA Chapter Members — High School (Grades 9–12)
FACILITATOR	Chapter Advisor

High School Implementation Calendar

Grades 9–12, one shared chapter meeting cadence; every grade does the same task in each slot

MONTH	MEETING ACTIVITY 1	MEETING ACTIVITY 2	INDEPENDENT TASK 1	INDEPENDENT TASK 2	OPTIONAL LIVE SESSION ACTIVITY
September ASSESSMENTS	Complete the Essential Elements Self-Assessment	Essential Elements Reflection: record your top 3 strengths and top 3 growth areas, then look up a behavior to practice	Lifestyle Calculator Assessment (My Tracker) and Reality Check: compare results to 2 career starting salaries	Complete the Framework Essential Element Module - Computer and Technology Literacy	Request the Informational Interview live WBL session (October) now, at least 3 weeks ahead.
October	Complete the Career Cluster Interest Assessment (My Tracker)	LIVE WBL SESSION — Informational Interview, student-chosen career	Interest Check-In and Career Research: compare this year's results to prior assessments and research 3 careers in your top interest area using Career Search	Complete the Framework Essential Element Module - Job Specific Skills	<i>Already covered, this month's Meeting Activity 2 is the live WBL session.</i>
November CAREER CLUSTER OVERVIEW	Career Search, top 3 clusters + Interest-Career Match	Reflect on how your career pathway has evolved since earlier exploration; research 1 new career within your chosen pathway (adapted, since cluster overview at this grade band is mostly pathway confirmation)	Fall Goal Challenge (Goal Setting Tool): set 1 career exploration goal, 1 academic goal, and 1 personal goal	Complete the Framework Essential Element Module - Safety and Health	Request the First Job Advice Professional live WBL session (December) now, at least 3 weeks ahead.
December	Job Exploration and Career Awareness FlexLesson	LIVE WBL SESSION — First Job Advice Professional	Choosing a Career Pathway FlexLesson + Career Ladder Builder	Complete the Framework Essential Element Module - Service Orientation	<i>Already covered, this month's Meeting Activity 2 is the live WBL session.</i>
January	Using Credit Responsibly FlexLesson + Credit Decision Practice	Understanding Your Paycheck FlexLesson + Paycheck Math Check	Personal Financial Statements FlexLesson + Assets vs. Debts Comparison	Complete the Framework Essential Element Module - Professional Development	Optional: request a Real-World Connections session with a financial professional to show how credit, paychecks, and budgeting show up on the job. Submit at least 3 weeks ahead.
February RESUME BUILDER	2026 Job Seeking Skills: Writing a Resume FlexLesson + Resume Content Inventory	Understanding the Importance of Your Resume FlexLesson + Resume Impact Research	Building Your Cover Letter FlexLesson	Complete the Framework Essential Element Module - Communication	Request the Resume Q&A and Feedback live WBL session (March) now, at least 3 weeks ahead.

MONTH	MEETING ACTIVITY 1	MEETING ACTIVITY 2	INDEPENDENT TASK 1	INDEPENDENT TASK 2	OPTIONAL LIVE SESSION ACTIVITY
March	Networking FlexLesson + Networking Action Plan	LIVE WBL SESSION — Resume Q&A and Feedback	Apply WBL Feedback: revise your resume and cover letter	Complete the Framework Essential Element Module - Decision Making	<i>Already covered, this month's Meeting Activity 2 is the live WBL session.</i>
April CAREER PLAN	What to Expect in an Interview FlexLesson	Career Plan Update in SkillsUSA Pathful	Career growth investigation: research one career in depth using Career Search	Complete the Framework Essential Element Module - Teamwork	Optional: request a Career Guest Speaker to discuss what a strong Career Plan looked like at their stage, and how it changed over time. Submit at least 3 weeks ahead.
May EXPERIENCE TRACKER	Leadership Portfolio Creation in the Experience Tracker	Service Impact Documentation: document all community service in the Experience Tracker	Log your leadership and career-exploration experiences from this year in the Experience Tracker (adapted; generalized wrap-up across all four grades)	Complete the Framework Essential Element Module - Multicultural Sensitivity and Awareness	Optional: request a Career Guest Speaker to discuss how they've documented and used their own experience in job searches, tying into this month's Experience Tracker work. Submit at least 3 weeks ahead.

September

Meeting Activity 1: Complete the Essential Elements Self-Assessment

Length: ~25 min

FACILITATOR PRE-WORK

Supplies:

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Essential Elements Self-Assessment (SkillsUSA Pathful).

OBJECTIVE

By the end of this session, members will be able to:

- Complete the Essential Elements Self-Assessment in SkillsUSA Pathful.

PREVIEW

SAY: “Welcome to a new year of SkillsUSA! Before we dive into career content, let's take stock of where you're starting from as a SkillsUSA member using the Essential Elements Self-Assessment.”

DO:

- Ask: “Show of hands: who already has a guess which of the 17 Essential Elements is their strongest?”

WISDOM (~25 MIN)

Step 1 (~25 min):

SAY: “Let's log in and get started.”

DO:

- Direct members to open the Essential Elements Self-Assessment in SkillsUSA Pathful.
- Members rate themselves on all 17 elements across Personal, Workplace, and Technical Skills.

EVIDENCE

Ask members to self-check:

- ☐ I completed today's work in Essential Elements Self-Assessment (SkillsUSA Pathful)
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: “Great work today. Next month we turn to October.”

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: Essential Elements Reflection

Length: ~30 min

FACILITATOR PRE-WORK

Supplies:

- "Essential Elements Reflection" student worksheet — High School Student Worksheets

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Essential Elements Self-Assessment results plus Framework Definitions.
- Have the "Essential Elements Reflection" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Use their Essential Elements Self-Assessment results, plus the Framework Definitions, to identify strengths and growth areas.

PREVIEW

SAY: “Now that you've completed the assessment, let's see what your results actually mean for you as a SkillsUSA member.”

DO:

- Ask: “One-word share: which Essential Element do you think scored highest for you?”

WISDOM (~30 MIN)

Step 1 (~12 min):

SAY: “Let's pull up your results.”

DO:

- Direct members to their Essential Elements Self-Assessment results in SkillsUSA Pathful.
- Members record their top 3 highest-scoring elements and top 3 lowest-scoring elements on their worksheet.

Step 2 (~18 min):

SAY: “Now it's your turn — work through this on your own or with a partner.”

DO:

- Using the Essential Elements definitions, members look up their #1 growth-area element and identify 1–2 specific behaviors they could start practicing this year.

Distribute the "Essential Elements Reflection" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ I completed today's work in Essential Elements Self-Assessment results plus Framework Definitions
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: “Great work today. Next month we turn to October.”

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Lifestyle Calculator and Reality Check

Resource: Lifestyle Calculator Assessment (My Tracker)

Materials Needed:

- Device with internet access (SkillsUSA Pathful)
- "Lifestyle Calculator: Reality Check" student worksheet — High School Student Worksheets

Advisor Note:

"This is a two-part independent task: first the Lifestyle Calculator itself, then a real number check against 2 careers members are considering."

FACILITATION STEPS

- Members complete the Lifestyle Calculator Assessment independently in My Tracker, ranking 6 lifestyle factors (salary, balance, security, travel, helping, creativity) and explaining their #1 priority.
- Members choose 2 careers they're considering and look up each one's typical starting salary using Career Search.
- Members compare each salary to their Lifestyle Calculator monthly budget and decide which career is a better financial fit.

Distribute the "Lifestyle Calculator: Reality Check" student worksheet for members to complete this activity.

Independent Task: Essential Element Module: Computer and Technology Literacy

Resource: Essential Element Module: Computer and Technology Literacy

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

Advisor Note:

"As members start the year using SkillsUSA Pathful for everything from assessments to career research, this module builds the tech fluency that underlies all of it."

FACILITATION STEPS

- Assign the Computer and Technology Literacy Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one way they already rely on technology in their coursework or daily life.

■ **LIVE SESSION NOTE:** Request the Informational Interview live WBL session (October) now, at least 3 weeks ahead.

Essential Elements Reflection

High School — Meeting Activity 2

Name: _____ **Date:** _____

Use your Essential Elements Self-Assessment results to fill in the tables below.

My Top 3 Strengths

RANK	ESSENTIAL ELEMENT	SCORE

My Top 3 Growth Areas

RANK	ESSENTIAL ELEMENT	SCORE

Look up your #1 growth area in the Essential Elements definitions. What is one behavior from that element you could start practicing this year?

Lifestyle Calculator: Reality Check

High School — Independent Task

Name: _____ **Date:** _____

Choose 2 careers you're considering. Look up each one's typical starting salary using Career Search, then compare it to your Lifestyle Calculator monthly budget.

CAREER	TYPICAL STARTING SALARY	COVERS MY LIFESTYLE CALCULATOR BUDGET? (Y/N)

Which of these two careers is a better financial fit for the lifestyle you want? Why?

SkillsUSA Pathful Implementation Guide — High School — Independent Task

October

Meeting Activity 1: Complete the Career Cluster Interest Assessment

Length: ~25 min

FACILITATOR PRE-WORK

Supplies:

- None — this activity is completed directly in SkillsUSA Pathful; no dedicated student worksheet.

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Career Cluster Interest Assessment (My Tracker).

OBJECTIVE

By the end of this session, members will be able to:

- Use Career Cluster Interest Assessment (My Tracker) in SkillsUSA Pathful.
- Complete the (advanced) Career Cluster Interest Assessment in My Tracker.

PREVIEW

SAY: "Now that September's settled, let's turn to the Career Cluster Interest Assessment. Some of you have taken a version of this before; that's fine, we're going to use it to see what's changed."

DO:

- Ask: "Show of hands: who has taken a Interest Assessment like this before, in SkillsUSA Pathful or anywhere else?"

WISDOM (~25 MIN)

Step 1 (~25 min):

SAY: "Head to SkillsUSA Pathful now and follow along."

DO:

- Direct members to My Tracker to complete the (advanced) Career Cluster Interest Assessment.

EVIDENCE

Ask members to self-check:

- ☐ I completed today's work in Career Cluster Interest Assessment (My Tracker)
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to career cluster overview."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: LIVE WBL SESSION — Informational Interview (Student-Chosen Career)

Length: Full class period

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Live Session Notes: Informational Interview" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful) — either one classroom smart board/projector (Option 1) or one device per member (Option 2); see Facilitation Options below.

Prep Steps:

- At least 3 weeks before this meeting: navigate to the Work-Based Learning tab in SkillsUSA Pathful and submit a request for an Informational Interview live session, based on the chapter's chosen career.
- On the day of the meeting: log into SkillsUSA Pathful, click the Dashboard icon, then navigate to "My Sessions" to open the scheduled Informational Interview live session.
- Have the "Live Session Notes: Informational Interview" student worksheet ready to distribute.

FACILITATION OPTIONS

Choose the option that fits your chapter's setup for this live session:

Option 1 — Whole-Chapter Viewing: The advisor logs into SkillsUSA Pathful and presents the live session on the classroom smart board (or projector) so the full chapter watches and participates together.

Option 2 — Individual Device Login: Each member logs into SkillsUSA Pathful on their own device to join the live session individually.

OBJECTIVE

By the end of this session, members will be able to:

- Participate in Work-Based Learning: Informational Interview.
- Participate in the live Q&A session.

PREVIEW

SAY: "Today's meeting is the live WBL session — an informational interview on a career the chapter chose."

DO:

- Ask: "One-word share: what's one thing you're hoping to learn from today's guest?"

WISDOM (FULL CLASS PERIOD)

Step 1:

SAY: "Before we bring in today's guest, let's get your questions ready."

DO:

- Before the session, run the chapter vote on which career to explore, and have members write 3 questions covering daily work life, career path, and advice for students.

Step 2 (Full period):

SAY: "Let's welcome our guest and get started."

DO:

- Facilitate the live Q&A session. (Option 1: on the classroom smart board; or Option 2: members joined individually on their own devices — see Facilitation Options above.)

Distribute the "Live Session Notes: Informational Interview" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Live Session Notes: Informational Interview" worksheet is filled in completely
- ☐ I completed today's work in Work-Based Learning: Informational Interview
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to career cluster overview."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Interest Check-In and Career Research

Resource: Career Search

Materials Needed:

- Device with internet access (SkillsUSA Pathful)
- "Interest Check-In and Career Research" student worksheet — High School Student Worksheets

Advisor Note:

"Now let's compare this year's results to what members knew about themselves before, and then go find real careers connected to their top interest area."

FACILITATION STEPS

- Members compare their top interest area/cluster this year to any prior results, and note what's changed or what surprised them.
- Using Career Search, members find 3 careers within their top interest area, noting education required and rating interest 1–5 for each.

Distribute the "Interest Check-In and Career Research" student worksheet for members to complete this activity.

Independent Task: Essential Element Module: Job Specific Skills

Resource: Essential Element Module: Job Specific Skills

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

“As members start thinking about their Lifestyle Calculator results and future careers, this module connects the idea of general readiness to the specific skills a target job actually requires.”

FACILITATION STEPS

- Assign the Job Specific Skills Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one skill their target career would require that they haven't built yet.

■ **LIVE SESSION NOTE:** Already covered — this month's Meeting Activity 2 is the live WBL session.

Live Session Notes: Informational Interview

High School — Meeting Activity 2 (Live WBL Session)

Name: _____ **Date:** _____

Before the Session

Our chapter voted to explore this career:

Write 3 questions you want to ask, covering daily work life, career path, and advice for students like you.

#	MY QUESTION

During / After the Session

3 things I learned:

#	WHAT I LEARNED

One thing that surprised me:

Does this change how I feel about this career path? Why or why not?

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

Interest Check-In and Career Research

High School — Independent Task

Name: _____ **Date:** _____

Part 1: Compare Your Results

Think back to Career Cluster Interest Assessments you've taken in earlier grades (or take this one for the first time if this is new to you).

1. What is your top interest area or career cluster this year?

2. If you've taken this assessment before: what's changed since last time? If this is your first time, what surprised you about the results?

Part 2: Research 3 Careers

Using Career Search, find 3 careers within your top interest area. For each one, note the typical education required and rate how interested you are (1–5).

CAREER	EDUCATION TYPICALLY REQUIRED	INTEREST (1–5)

SkillsUSA Pathful Implementation Guide — High School — Independent Task

November

Meeting Activity 1: Top 3 Career Clusters

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Top 3 Career Clusters" student worksheet

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Career Search.
- Have the "Top 3 Career Clusters" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Use Career Search in SkillsUSA Pathful.
- For each cluster, members find one career and explain why it appeals to them.

PREVIEW

SAY: "By high school, most members have a general sense of their favorite career clusters — those are the broad groups that similar careers get sorted into, kind of like how your school groups classes into subjects. Today we get more specific about which careers inside them actually appeal."

DO:

- Ask: "Show of hands: who already knows their top 3 career clusters from last year?"

WISDOM (~35 MIN)

Step 1 (~35 min):

SAY: "Let's move into this next step."

DO:

- Using Career Search, members find their top 3 career clusters based on their Career Cluster Interest Assessment, then find one career from each cluster that excites them and explain why it appeals to them on their handout.

Distribute the "Top 3 Career Clusters" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Top 3 Career Clusters" worksheet is filled in completely
- ☐ I completed today's work in Career Search
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to Job Exploration"

DO:

- Confirm materials are logged in SkillsUSA Pathful before the next meeting, if applicable.

Meeting Activity 2: Career Pathway Check-In

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Career Pathway Check-In" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Reflection + Career Search.
- Have the "Career Pathway Check-In" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Use Reflection + Career Search in SkillsUSA Pathful.
- Reflect on how their career interest has changed since earlier grades, and what's stayed the same.

PREVIEW

SAY: "Rather than starting from scratch like younger members do, let's have this year's group reflect on how their thinking has evolved, and research one new career they haven't looked at yet."

DO:

- Ask: "One-word share: how has your top career interest changed since last year?"

WISDOM (~35 MIN)

Step 1 (~15 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members reflect on how their career interest has changed since earlier grades, and what's stayed the same.

Step 2 (~20 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members research one new career within their current pathway using Career Search: day-to-day work, education/training required, and how it compares to their current top choice.

Distribute the "Career Pathway Check-In" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Career Pathway Check-In" worksheet is filled in completely
- ☐ I completed today's work in Reflection + Career Search
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to December."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Fall Goal Challenge: SMART Goals

Resource: Goal Setting Tool

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

"Fall Goal Challenge: SMART Goals" student worksheet — High School Student Worksheets (November)

Independent Task — not facilitator-led; members complete this on their own time.

Advisor Note:

"Let's give members a concrete set of goals to carry through the rest of the year using the SMART format."

FACILITATION STEPS

- Members write 3 SMART goals: one career exploration goal, one academic goal, one personal goal. ~35 min
- Members log all 3 goals into SkillsUSA Pathful (My Path > Write 3 Goals, or My Tracker > Goal Setting).

Distribute the "Fall Goal Challenge: SMART Goals" student worksheet for members to complete this activity.

Independent Task: Essential Element Module: Safety and Health

Resource: Essential Element Module: Safety and Health

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

"As members explore career clusters more deeply, this module introduces the safety and health expectations that carry across nearly every industry."

FACILITATION STEPS

- Assign the Safety and Health Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one safety expectation they'd expect to encounter in their top career cluster.

■ **LIVE SESSION NOTE:** Request the First Job Advice Professional live WBL session (December) now, at least 3 weeks ahead.

Top 3 Career Clusters

High School — Meeting Activity 1

Name: _____ **Date:** _____

Using Career Search, identify your top 3 career clusters based on your Career Cluster Interest Assessment. For each, find one career and note why it appeals to you.

CLUSTER	ONE CAREER IN THIS CLUSTER	WHY DOES IT APPEAL TO YOU?

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 1

Career Pathway Check-In

High School — Meeting Activity 2

Name: _____ Date: _____

Reflect

How has your career interest changed since you started exploring in earlier grades?

What's stayed the same?

Research One New Career

Find one career within your current pathway that you haven't researched before.

QUESTION	ANSWER
Career name	
What's the day-to-day work like?	
Education/training required	
More or less interesting than your current top choice? Why?	

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

Fall Goal Challenge: SMART Goals

High School — Independent Task

Name: _____ Date: _____

Set 3 goals for this year, one in each category below.

Goal 1: Career Exploration

GOAL:	CAREER EXPLORATION GOAL
S — Specific	<i>What exactly do you want to accomplish?</i>
M — Measurable	<i>How will you know you've achieved it?</i>
A — Achievable	<i>Is this realistic given your time and resources?</i>
R — Relevant	<i>Why does this goal matter to you right now?</i>
T — Time-bound	<i>When will you complete this by?</i>

Goal 2: Academic

GOAL:	ACADEMIC GOAL
S — Specific	<i>What exactly do you want to accomplish?</i>
M — Measurable	<i>How will you know you've achieved it?</i>
A — Achievable	<i>Is this realistic given your time and resources?</i>
R — Relevant	<i>Why does this goal matter to you right now?</i>
T — Time-bound	<i>When will you complete this by?</i>

Goal 3: Personal

GOAL:	PERSONAL GOAL
S — Specific	<i>What exactly do you want to accomplish?</i>
M — Measurable	<i>How will you know you've achieved it?</i>
A — Achievable	<i>Is this realistic given your time and resources?</i>
R — Relevant	<i>Why does this goal matter to you right now?</i>
T — Time-bound	<i>When will you complete this by?</i>

Log Your Goals

Once all 3 SMART goals are written above, log them into SkillsUSA Pathful: go to your My Path tab and select Write 3 Goals, or go to My Tracker and select Goal Setting to add them directly.

☐ I've logged all 3 goals into SkillsUSA Pathful.

SkillsUSA Pathful Implementation Guide — High School — Independent Task

December

Meeting Activity 1: Job Exploration and Career Awareness

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Career Level Investigation" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Job Exploration and Career Awareness FlexLesson.
- Have the "Career Level Investigation" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Complete the Job Exploration and Career Awareness FlexLesson.
- Research 4 career levels in their top field (entry, mid, advanced, senior) and note what each requires.

PREVIEW

SAY: "This session moves members from exploring interests to understanding the actual levels within a career field."

DO:

- Ask: "One-word share: name one job title in your target field you've heard of but don't fully understand."

WISDOM (~35 MIN)

Step 1 (~25 min):

SAY: "Let's start with the Job Exploration and Career Awareness FlexLesson."

DO:

- Assign the Job Exploration and Career Awareness FlexLesson.

Step 2 (~10 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members research 4 career levels in their top field (entry, mid, advanced, senior) and note what each requires.

Distribute the "Career Level Investigation" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Career Level Investigation" worksheet is filled in completely
- ☐ I completed the Job Exploration and Career Awareness FlexLesson
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to January."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: LIVE WBL SESSION — First Job Advice Professional

Length: Full class period

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Live Session Notes: First Job Advice Professional" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful) — either one classroom smart board/projector (Option 1) or one device per member (Option 2); see Facilitation Options below.

Prep Steps:

- Log into SkillsUSA Pathful and open Work-Based Learning: Career Guest Speaker.
- Confirm the live session request was submitted at least 3 weeks ago.
- Have the "Live Session Notes: First Job Advice Professional" student worksheet ready to distribute.

FACILITATION OPTIONS

Choose the option that fits your chapter's setup for this live session:

Option 1 — Whole-Chapter Viewing: The advisor logs into SkillsUSA Pathful and presents the live session on the classroom smart board (or projector) so the full chapter watches and participates together.

Option 2 — Individual Device Login: Each member logs into SkillsUSA Pathful on their own device to join the live session individually.

OBJECTIVE

By the end of this session, members will be able to:

- Participate in Work-Based Learning: Career Guest Speaker.
- Participate in the live Q&A session.

PREVIEW

SAY: "Today's live WBL session brings in a professional early in their career (or a hiring manager) to talk about what actually matters in a first job."

DO:

- Ask: "One-word share: what's one thing you're nervous about for your first job?"

WISDOM (FULL CLASS PERIOD)

Step 1:

SAY: "Before we bring in today's guest, let's get your questions ready."

DO:

- Before the session, have members write 3 questions about what actually matters in a first year on the job.

Step 2 (Full period):

SAY: "Let's welcome our guest and get started."

DO:

- Facilitate the live Q&A session. (Option 1: on the classroom smart board; or Option 2: members joined individually on their own devices — see Facilitation Options above.)

Distribute the "Live Session Notes: First Job Advice Professional" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Live Session Notes: First Job Advice Professional" worksheet is filled in completely
- ☐ I completed today's work in Work-Based Learning: Career Guest Speaker
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to January."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Choosing a Career Pathway

Resource: Choosing a Career Pathway FlexLesson

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

"Career Ladder Builder" student worksheet — High School Student Worksheets (December)

Independent Task — not facilitator-led; members complete this on their own time.

Advisor Note:

"Let's build out a visual for how members could progress within their target field."

FACILITATION STEPS

- Assign the Choosing a Career Pathway FlexLesson. ~25 min
- Members build a 4-rung career ladder showing progression in their target field. ~10 min

Distribute the "Career Ladder Builder" student worksheet for members to complete this activity.

Independent Task: Essential Element Module: Service Orientation

Resource: Essential Element Module: Service Orientation

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

"First job advice often comes back to how well someone serves the people around them — this module builds that orientation before members enter the workforce."

FACILITATION STEPS

- Assign the Service Orientation Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one way service orientation could show up in their first job.

■ **LIVE SESSION NOTE:** Already covered — this month's Meeting Activity 2 is the live WBL session.

Career Level Investigation

High School — Meeting Activity 1

Name: _____ **Date:** _____

Research your top career field. For each level below, write what's typically required to get there, education, years of experience, certifications, etc.

LEVEL	WHAT'S REQUIRED TO GET HERE?
Entry-level	
Mid-level	
Advanced	
Senior	

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 1

Live Session Notes: First Job Advice Professional

High School — Meeting Activity 2 (Live WBL Session)

Name: _____ **Date:** _____

Before the Session

Write 3 questions about what actually matters in your first year on a job.

#	MY QUESTION

During / After the Session

3 things I learned:

#	WHAT I LEARNED

Advice I want to remember:

One thing I'll do differently because of this session:

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

Career Ladder Builder

High School — Independent Task

Name: _____ **Date:** _____

Build a 4-rung career ladder showing progression in your target field. Start at the bottom (Rung 1) and work up.

RUNG	JOB TITLE AND WHAT'S NEEDED TO GET THERE
Rung 4 (top)	
Rung 3	
Rung 2	
Rung 1 (start here)	

SkillsUSA Pathful Implementation Guide — High School — Independent Task

January

Meeting Activity 1: Using Credit Responsibly

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Credit Decision Practice" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Using Credit Responsibly FlexLesson.
- Have the "Credit Decision Practice" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Complete the Using Credit Responsibly FlexLesson.
- Analyze 3 scenarios (car, college, home) to decide when to use credit vs. save.

PREVIEW

SAY: "January's focus is financial literacy fundamentals, starting with credit."

DO:

- Ask: "Show of hands: who has ever used a credit card, or watched a family member use one?"

WISDOM (~35 MIN)

Step 1 (~30 min):

SAY: "Let's start with the Using Credit Responsibly FlexLesson."

DO:

- Assign the Using Credit Responsibly FlexLesson.

Step 2 (~5 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members analyze 3 scenarios (car, college, home) to decide when to use credit vs. save.

Distribute the "Credit Decision Practice" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Credit Decision Practice" worksheet is filled in completely
- ☐ I completed the Using Credit Responsibly FlexLesson
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to resume builder."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: Understanding Your Paycheck

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Paycheck Math Check" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Understanding Your Paycheck FlexLesson.
- Have the "Paycheck Math Check" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Complete the Understanding Your Paycheck FlexLesson.
- Define gross pay and calculate gross pay for 10 hours at \$15/hour.

PREVIEW

SAY: "Now let's get concrete about what actually shows up on a paycheck."

DO:

- Ask: "Show of hands: who has ever seen an actual paycheck or pay stub?"

WISDOM (~35 MIN)

Step 1 (~30 min):

SAY: "Let's start with the Understanding Your Paycheck FlexLesson."

DO:

- Assign the Understanding Your Paycheck FlexLesson.

Step 2 (~5 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members define gross pay and calculate gross pay for 10 hours at \$15/hour.

Distribute the "Paycheck Math Check" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Paycheck Math Check" worksheet is filled in completely
- ☐ I completed the Understanding Your Paycheck FlexLesson
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to resume builder."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Personal Financial Statements

Resource: Personal Financial Statements FlexLesson + Assets vs. Debts Comparison

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Independent Task — not facilitator-led; members complete this on their own time.

Advisor Note:

"This FlexLesson introduces personal financial statements before members compare what a typical 22-year-old's assets and debts might look like."

FACILITATION STEPS

- Assign the Personal Financial Statements FlexLesson.
- Members list assets and debts a typical 22-year-old might have.

Independent Task: Essential Element Module: Professional Development

Resource: Essential Element Module: Professional Development

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

"As members build financial literacy this month, this module reinforces the habit of continuing to grow professionally long after high school."

FACILITATION STEPS

- Assign the Professional Development Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one professional development goal they could set for next year.

■ LIVE SESSION NOTE: Optional: request a Real-World Connections session with a financial professional to show how credit, paychecks, and budgeting show up on the job. Submit at least 3 weeks ahead.

Credit Decision Practice

High School — Meeting Activity 1

Name: _____ **Date:** _____

After completing the Using Credit Responsibly FlexLesson, apply what you learned to the scenarios below. For each one, decide whether it makes more sense to use credit or to save up first, and explain why.

SCENARIO	USE CREDIT OR SAVE UP? WHY?
Buying a car	
Paying for college	
Buying a home	

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 1

Paycheck Math Check

High School — Meeting Activity 2

Name: _____ **Date:** _____

In your own words, what is “gross pay”?

Calculate: if you work 10 hours at \$15/hour, what is your gross pay? Show your work.

What's the difference between gross pay and net pay?

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

February

Meeting Activity 1: 2026 Job Seeking Skills: Writing a Resume

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- "Resume Content Inventory" student worksheet — High School Student Worksheets

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Writing a Resume FlexLesson.
- Have the "Resume Content Inventory" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Use Writing a Resume FlexLesson in SkillsUSA Pathful.

PREVIEW

SAY: “Now let's gather the raw material for your own resume — this is the foundation everything else in resume season builds on.”

DO:

- Ask: “One-word share: what's one resume category you're least confident about?”

WISDOM (~35 MIN)

Step 1 (~30 min):

SAY: “Let's start with the Writing a Resume FlexLesson.”

DO:

- Assign the 2026 Job Seeking Skills: Writing a Resume FlexLesson.

Step 2 (~5 min):

SAY: “Now it's your turn — work through this on your own or with a partner.”

DO:

- Members list achievements in 6 categories for resume inclusion.

Distribute the "Resume Content Inventory" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ I completed today's work in Writing a Resume FlexLesson
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: “Great work today. Next month we turn to March.”

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: Understanding the Importance of Your Resume

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Resume Impact Research" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Understanding the Importance of Your Resume FlexLesson.
- Have the "Resume Impact Research" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Complete the Understanding the Importance of Your Resume FlexLesson.
- Find 3 facts about how resumes are screened in hiring processes.

PREVIEW

SAY: "Before members write their resume, let's ground it in how resumes actually get read."

DO:

- Ask: "Show of hands: who already has a resume started, even a rough draft?"

WISDOM (~35 MIN)

Step 1 (~30 min):

SAY: "Let's start with the Understanding the Importance of Your Resume FlexLesson."

DO:

- Assign the Understanding the Importance of Your Resume FlexLesson.

Step 2 (~5 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members find 3 facts about how resumes are screened in hiring processes.

Distribute the "Resume Impact Research" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Resume Impact Research" worksheet is filled in completely
- ☐ I completed the Understanding the Importance of Your Resume FlexLesson
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to March."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Building Your Cover Letter

Resource: Building Your Cover Letter FlexLesson

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

“Resume season starts with the cover letter — members will draft one for a real target position in their field.”

FACILITATION STEPS

- Assign the Building Your Cover Letter FlexLesson.
- Members draft a cover letter for a target position in their career field.

Independent Task: Essential Element Module: Communication

Resource: Essential Element Module: Communication

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

“Resume season is built on clear communication — this module reinforces the skill directly while members are drafting their own materials.”

FACILITATION STEPS

- Assign the Communication Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one communication habit they want to strengthen before an interview.

■ **LIVE SESSION NOTE:** Request the Resume Q&A and Feedback live WBL session (March) now, at least 3 weeks ahead.

Resume Impact Research

High School — Meeting Activity 2

Name: _____ **Date:** _____

Research how resumes are actually screened in hiring processes today (applicant tracking systems, keyword matching, average review time, etc.). Find 3 facts.

FACT I FOUND	WHERE I FOUND IT	HOW THIS CHANGES HOW I'LL WRITE MY RESUME

Build Your Resume

Now apply what you found: build out your resume in SkillsUSA Pathful, keeping today's facts about how resumes get screened in mind.

☐ I've built out my resume in SkillsUSA Pathful.

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

Resume Content Inventory

High School — Independent Task

Name: _____ **Date:** _____

List your achievements in each category below. This becomes the raw material for your resume.

CATEGORY	MY ACHIEVEMENTS
Academic achievements	
Extracurricular activities	
Work experience	
Volunteer / community service	
Skills and certifications	
Awards and honors	

SkillsUSA Pathful Implementation Guide — High School — Independent Task

March

Meeting Activity 1: Networking

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Networking Action Plan" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Networking FlexLesson.
- Have the "Networking Action Plan" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Complete the Networking FlexLesson.
- Write 3 specific networking actions and discuss with a partner which networking style fits their personality.

PREVIEW

SAY: "Before members bring their resumes to next meeting's live feedback session, let's build their networking muscle."

DO:

- Ask: "One-word share: what's one word that describes how networking makes you feel?"

WISDOM (~35 MIN)

Step 1 (~20 min):

SAY: "Let's start with the Networking FlexLesson."

DO:

- Assign the Networking FlexLesson.

Step 2 (~15 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members write 3 specific networking actions and discuss with a partner which networking style fits their personality.

Distribute the "Networking Action Plan" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Networking Action Plan" worksheet is filled in completely
- ☐ I completed the Networking FlexLesson
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to career plan."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: LIVE WBL SESSION — Resume Q&A and Feedback

Length: Full class period

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Live Session Notes: Resume Q&A and Feedback" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful) — either one classroom smart board/projector (Option 1) or one device per member (Option 2); see Facilitation Options below.

Prep Steps:

- Log into SkillsUSA Pathful and open Work-Based Learning: HR Professional or Hiring Manager.
- Confirm the live session request was submitted at least 3 weeks ago.
- Have the "Live Session Notes: Resume Q&A and Feedback" student worksheet ready to distribute.

FACILITATION OPTIONS

Choose the option that fits your chapter's setup for this live session:

Option 1 — Whole-Chapter Viewing: The advisor logs into SkillsUSA Pathful and presents the live session on the classroom smart board (or projector) so the full chapter watches and participates together.

Option 2 — Individual Device Login: Each member logs into SkillsUSA Pathful on their own device to join the live session individually.

OBJECTIVE

By the end of this session, members will be able to:

- Participate in Work-Based Learning: HR Professional or Hiring Manager.
- Participate in the live feedback session; members document 4 changes to make.

PREVIEW

SAY: "Members should bring their resumes to today's live session."

DO:

- Ask: "Show of hands: who brought their resume today?"

WISDOM (FULL CLASS PERIOD)

Step 1:

SAY: "Before we bring in today's guest, let's get your questions ready."

DO:

- Before the session, members submit their resumes in advance and write 2 questions about it.

Step 2 (Full period):

SAY: "Let's welcome our guest and get started."

DO:

- Facilitate the live feedback session; members document 4 changes to make. (Option 1: on the classroom smart board; or Option 2: members joined individually on their own devices — see Facilitation Options above.)

Distribute the "Live Session Notes: Resume Q&A and Feedback" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Live Session Notes: Resume Q&A and Feedback" worksheet is filled in completely
- ☐ I completed today's work in Work-Based Learning: HR Professional or Hiring Manager
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to career plan."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Apply WBL Feedback

Resource: Resume and cover letter revision

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

"Apply WBL Feedback" student worksheet — High School Student Worksheets (March)

Independent Task — not facilitator-led; members complete this on their own time.

Advisor Note:

"Now that members have real feedback, it's time to act on it."

FACILITATION STEPS

- Members revise their resume and cover letter based on the feedback from the live session. ~35 min

Distribute the "Apply WBL Feedback" student worksheet for members to complete this activity.

Independent Task: Essential Element Module: Decision Making

Resource: Essential Element Module: Decision Making

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

“Networking and resume feedback both come down to making good decisions about how to act on what members learn — this module builds that skill directly.”

FACILITATION STEPS

- Assign the Decision Making Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one recent decision they made using facts and feedback rather than instinct.

■ **LIVE SESSION NOTE:** Already covered — this month's Meeting Activity 2 is the live WBL session.

Networking Action Plan

High School — Meeting Activity 1

Name: _____ **Date:** _____

Write 3 specific networking actions you could take this year (join a club, message an alum on LinkedIn, attend an industry event, etc.).

#	NETWORKING ACTION
1	
2	
3	

Discuss with a partner: what type of networking fits your personality best, big groups, one-on-one conversations, online, something else? Write your answer.

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 1

Live Session Notes: Resume Q&A and Feedback

High School — Meeting Activity 2 (Live WBL Session)

Name: _____ **Date:** _____

Before the Session

Bring your resume to this session. Write 2 questions you have about it.

#	MY QUESTION

During / After the Session

Feedback I received:

#	WHAT I LEARNED / FEEDBACK RECEIVED

My plan to fix each piece of feedback:

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

Apply WBL Feedback

High School — Independent Task

Name: _____ **Date:** _____

Using the feedback you got in the Resume Q&A session, revise your resume and cover letter.

FEEDBACK I RECEIVED	CHANGE I MADE

☐ I've updated my resume in SkillsUSA Pathful with this feedback.

☐ I've updated my cover letter with this feedback.

SkillsUSA Pathful Implementation Guide — High School — Independent Task

April — Career Plan

Meeting Activity 1: What to Expect in an Interview

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Plan Your Interview Responses" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open What to Expect in an Interview FlexLesson.
- Have the "Plan Your Interview Responses" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Complete the What to Expect in an Interview FlexLesson.
- Develop 3–4 responses to "Tell us about yourself and why you have applied to this position?"

PREVIEW

SAY: "As resumes wrap up, let's shift attention to the interview itself."

DO:

- Ask: "Show of hands: who has been on a job interview before?"

WISDOM (~35 MIN)

Step 1 (~30 min):

SAY: "Let's start with the What to Expect in an Interview FlexLesson."

DO:

- Assign the What to Expect in an Interview FlexLesson.

Step 2 (~5 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members develop 3–4 responses to "Tell us about yourself and why you have applied to this position?"

Distribute the "Plan Your Interview Responses" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Plan Your Interview Responses" worksheet is filled in completely
- ☐ I completed the What to Expect in an Interview FlexLesson
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to experience tracker."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: Career Plan Update

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Career Plan Update Prep" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Career Plan (SkillsUSA Pathful).
- Have the "Career Plan Update Prep" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Use Career Plan (SkillsUSA Pathful) in SkillsUSA Pathful.
- Update their SkillsUSA Pathful Career Plan with current career goals and document 3 institutions that support their pathway.

PREVIEW

SAY: "It's time to bring everyone's Career Plan up to date with everything learned this year."

DO:

- Ask: "Show of hands: who has updated their Career Plan since the start of the year?"

WISDOM (~35 MIN)

Step 1 (~35 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members update their SkillsUSA Pathful Career Plan with current career goals and document 3 institutions that support their pathway.

Distribute the "Career Plan Update Prep" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Career Plan Update Prep" worksheet is filled in completely
- ☐ I completed today's work in Career Plan (SkillsUSA Pathful)
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today. Next month we turn to experience tracker."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: Career Growth Investigation

Resource: Career Search

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

"Career Growth Investigation" student worksheet — High School Student Worksheets (April)

Independent Task — not facilitator-led; members complete this on their own time.

Advisor Note:

"Members go deep on one career, mapping its full growth path."

FACILITATION STEPS

- Members choose 1 career and research the full growth path from entry to senior level using Career Search.
~35 min

Distribute the "Career Growth Investigation" student worksheet for members to complete this activity.

Independent Task: Essential Element Module: Teamwork

Resource: Essential Element Module: Teamwork

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

"As members update their Career Plan, this module reinforces that most career paths depend on working well with others, not just individual planning."

FACILITATION STEPS

- Assign the Teamwork Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one team experience that shaped how they think about their career plan.

■ **LIVE SESSION NOTE:** Optional: request a Career Guest Speaker to discuss what a strong Career Plan looked like at their stage, and how it changed over time. Submit at least 3 weeks ahead.

Plan Your Interview Responses

High School — Meeting Activity 1

Name: _____ **Date:** _____

The interview question: “Tell us about yourself and why you applied to this position.” Draft 3–4 different versions of your answer below, try different lengths or angles for each one.

Draft 1

Draft 2

Draft 3

Draft 4

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 1

Career Plan Update Prep

High School — Meeting Activity 2

Name: _____ **Date:** _____

Before updating your Career Plan in SkillsUSA Pathful, note what's changed since you last updated it.

What's changed in my goals since last time?

New assessments or experiences to add:

New career favorites to add:

Update Your Career Plan

☐ I've updated my Career Plan in SkillsUSA Pathful.

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

Career Growth Investigation

High School — Independent Task

Name: _____ **Date:** _____

Choose 1 career. Using Career Search, research the full growth path from entry to senior level.

Career I'm researching:		
LEVEL	TYPICAL TITLE	WHAT'S REQUIRED TO REACH THIS LEVEL
Entry-level		
Mid-level		
Senior-level		
Executive / top level		

SkillsUSA Pathful Implementation Guide — High School — Independent Task

May

Meeting Activity 1: Leadership Portfolio Creation

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Leadership Portfolio Prep" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Experience Tracker.
- Have the "Leadership Portfolio Prep" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Use Experience Tracker in SkillsUSA Pathful.
- Document all leadership experiences in SkillsUSA Pathful's Experience Tracker and reflect on their growth.

PREVIEW

SAY: "Before the year ends, let's make sure every leadership experience members have had gets documented."

DO:

- Ask: "One-word share: name one leadership experience you've had this year."

WISDOM (~35 MIN)

Step 1 (~35 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members document all leadership experiences in SkillsUSA Pathful's Experience Tracker and reflect on their growth.

Distribute the "Leadership Portfolio Prep" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Leadership Portfolio Prep" worksheet is filled in completely
- ☐ I completed today's work in Experience Tracker
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today — and great work this year."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Meeting Activity 2: Service Impact Documentation

Length: ~35 min

FACILITATOR PRE-WORK

Supplies:

- Printed or digital copies of the "Service Impact Documentation Prep" student worksheet
- Pens or pencils

Tech Needs:

- Device with internet access (SkillsUSA Pathful)

Prep Steps:

- Log into SkillsUSA Pathful and open Experience Tracker.
- Have the "Service Impact Documentation Prep" student worksheet ready to distribute.

OBJECTIVE

By the end of this session, members will be able to:

- Use Experience Tracker in SkillsUSA Pathful.
- Document all community service in the Experience Tracker.

PREVIEW

SAY: "Community service matters to employers — let's make sure it's documented too."

DO:

- Ask: "One-word share: name one place you've volunteered or done community service."

WISDOM (~35 MIN)

Step 1 (~35 min):

SAY: "Now it's your turn — work through this on your own or with a partner."

DO:

- Members document all community service in the Experience Tracker.

Step 2:

SAY: "Let's talk through this as a group."

DO:

- Discuss as a group why service matters to employers.

Distribute the "Service Impact Documentation Prep" student worksheet for members to complete this activity.

EVIDENCE

Ask members to self-check:

- ☐ My "Service Impact Documentation Prep" worksheet is filled in completely
- ☐ I completed today's work in Experience Tracker
- ☐ I can explain what I did today and why it matters to my career plan

Invite 2–3 volunteers to share.

REVIEW

SAY: "Great work today — and great work this year."

DO:

- Confirm materials are logged in SkillsUSA Pathful before next meeting, if applicable.

Independent Task: My Year in Review

Resource: Experience Tracker

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

"My Year in Review" student worksheet — High School Student Worksheets (May)

Independent Task — not facilitator-led; members complete this on their own time.

Advisor Note:

"One last brainstorm before members log everything for the year."

FACILITATION STEPS

- Members brainstorm this year's leadership and career exploration experiences.
- Members log these activities and experiences in the Experience Tracker.

Distribute the "My Year in Review" student worksheet for members to complete this activity.

Independent Task: Essential Element Module: Multicultural Sensitivity and Awareness

Resource: Essential Element Module: Multicultural Sensitivity and Awareness

Materials Needed:

- Device with internet access (SkillsUSA Pathful)

No dedicated student worksheet for this activity — complete directly in SkillsUSA Pathful.

Advisor Note:

"As the year wraps up and members document their experiences, this module builds the cultural awareness that matters in almost every future workplace."

FACILITATION STEPS

- Assign the Multicultural Sensitivity and Awareness Essential Element Module in SkillsUSA Pathful (advisor-assign or have members self-assign).
- Have members reflect on one experience this year that broadened their awareness of another culture or perspective.

■ **LIVE SESSION NOTE:** Optional: request a Career Guest Speaker to discuss how they've documented and used their own experience in job searches, tying into this month's Experience Tracker work. Submit at least 3 weeks ahead.

Leadership Portfolio Prep

High School — Meeting Activity 1

Name: _____ **Date:** _____

Before logging this in the Experience Tracker, list your leadership experiences from this year (and prior years if you haven't logged them yet).

LEADERSHIP EXPERIENCE	YEAR	WHAT I LEARNED / HOW I GREW

Log Your Portfolio

☐ I've documented these leadership experiences in the Experience Tracker.

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 1

Service Impact Documentation Prep

High School — Meeting Activity 2

Name: _____ **Date:** _____

Before logging this in the Experience Tracker, list your community service activities from this year.

SERVICE ACTIVITY	ORGANIZATION	HOURS / IMPACT

Log Your Service

☐ I've documented this community service in the Experience Tracker.

SkillsUSA Pathful Implementation Guide — High School — Meeting Activity 2

My Year in Review

High School — Independent Task

Name: _____ **Date:** _____

Brainstorm this year's leadership and career exploration experiences before logging them in the Experience Tracker.

ACTIVITY OR EXPERIENCE	WHAT I LEARNED

Log Your Year

☐ I've logged these activities and experiences in the Experience Tracker.

SkillsUSA Pathful Implementation Guide — High School — Independent Task