



chapter excellence
program

mini LESSON PLANS

OVERVIEW OF SEVEN MINI LESSON PLANS

1. **The First Conversation — “The Spark” —**
Designed for the chapter leadership team (officers and committee chairs)
 - a. Describing recognition in SkillsUSA
 - b. Motivating our group
 - c. Introducing CEP

2. **Selecting Activities — “What Are We Doing Now?” —**
Designed for the chapter leadership team or committees
 - a. Aligning current activities with CEP framework and standards
 - b. Identifying the chapter’s most innovative activities
 - c. Selecting new activities

3. **Making a Plan — “What Success Looks Like” —**
Designed for the chapter leadership team or committees
 - a. Setting SMART goals for each activity
 - b. Selecting CEP editors
 - c. Creating a plan for each activity

4. **Getting Members Involved — “No Member Left Behind” —**
Designed for the entire chapter
 - a. Recognizing the importance of CEP
 - b. Introducing CEP
 - c. Selecting chapter rewards for CEP recognition levels

5. **Tips for Conducting Successful Activities —**
“Activity Advice From an Advisor for the Advisor”
 - a. Motivating members
 - b. Preparing for the activity
 - c. Being the advisor

6. **Reflecting on Activities and Evaluation — “How Did We Do?” —**
Designed for the chapter leadership team, committees or the entire chapter
 - a. Evaluating activities
 - b. Describing the results
 - c. Recognizing student leaders

7. **Writing the Application — “Finishing the Job” —**
Designed for the chapter leadership team
 - a. Selecting the best activity
 - b. Writing captions
 - c. Editing the application

1. "THE SPARK"

Designed for the chapter leadership team

MATERIALS NEEDED:

- "Winning SkillsUSA Team" image
- Chapter Excellence Program poster

BACKGROUND:

As instructors, we recognize the value of the Chapter Excellence Program. For students, CEP fosters ingenuity and employability skill development, promotes friendly competition, creates opportunities to apply framework skills, improves chapter operations, gives chapter officers a valuable leadership role, and recognizes student achievement. For teachers and chapter advisors, CEP increases member engagement and empowers student leadership, reduces workload when students manage and lead chapter activities, garners support from school administration with "bragging rights" of chapter accomplishments, illustrates relevance in accomplishing the school district or campus goals, strengthens presence and support of SkillsUSA in the community, serves as a potential recruitment tool into the CTE program, and contributes to increased graduation and completion rates from the CTE program. The question is: **How do we get our students actively engaged and excited about the Chapter Excellence Program?** This guide is designed to provide essential questions and activities to "create the spark" for the CEP process.

ACTIVITY 1A: Show students the image of the "Winning SkillsUSA Team." Allow 15 seconds to study the picture. Facilitate a discussion by asking questions including:

- What do you see in the picture?
 - Answers will vary.
- How are students in the picture feeling?
 - Answers will vary, but should include: accomplished, brilliant, excited, happy, proud, unstoppable
- How does their advisor feel?
 - Answers will vary, but should include: accomplished, happy, inspired, intelligent, proud
- How about their parents?
 - Answers will vary, but should include: proud
- How does the school principal and administration feel?
 - Answers will vary, but should include: proud
- How does their community feel?
 - Answers will vary, but should include: proud
- What might have contributed to "success" and caused people to have these feelings?
 - Answers will vary, but should include: coaching by the advisor, financial support from the community, goal setting, individual motivation, individual responsibility, practice, preparation, support from the school and administration, teamwork, work ethic, and technical skills
- How does this achievement prepare students for success in the workplace?
 - Answers will vary, but might include: demonstrated good work ethic and dedication, practiced goal setting, and demonstrated technical skills

ACTIVITY 1B: Use a modified *That's Me* from **SkillsUSA Accelerate** (Page 68). Raise your hand if you:

- Like being part of a winning team?
- Like doing activities that help our community?
- Like being recognized for your hard work?
- Like doing activities that help our school?
- Like competing with others?
- Like doing activities that help our members?
- Want to develop your employability skills?
- Like doing activities that help you personally?

- Like planning, organizing and managing activities?
- Do you think our chapter members like those same things?

Point out if students raised their hand for any of the questions, then the Chapter Excellence Program is something the chapter must consider. The awards program recognizes chapters and their activities for chapter members, their school and community. CEP recognizes the entire chapter for their work.

ACTIVITY 1C: Introduce students to CEP by having them view the CEP poster. Facilitate a discussion by asking questions including:

- Which reward do you find most exciting?
- Where could we display a CEP banner?
- Are there other benefits that are not listed on the poster?
 - Answers will vary, but might include: excited and proud staff and administration, development of leadership skills, excited and proud members, recruitment of new members, proud members, proud community, "bragging rights," and teamwork
- What questions do you have about CEP?

Use this discussion to find out what motivates this group of leaders. Some will be motivated by the recognition and others will be motivated by seeing change in their community, school and chapter. Both are good because both types of motivation will engage students in leadership and grow the chapter.

EXTENDED LEARNING OPPORTUNITIES:

- Take the chapter leadership team to the State Leadership and Skills Conference so these students can personally witness members' being recognized on the stage. Following the session, facilitate a group discussion about the awards and the impact for members and chapters of those recognitions.
- Arrange for the chapter leadership team to Skype or FaceTime with members of a chapter that received recognition in the past year on the state or national level. Have students discuss that experience. Another option is to invite state officers to your chapter to discuss attending a state and national conference and what that is like with your students.

NOTES FROM A CTE ADVISOR: *"Our high school is small, less than 50 students. Our chapter was doing good things at the local level, but was not very involved at the state or national level. For me, the conversation started during state conference. My students asked, "How do we get to go up on the stage?" They wanted the recognition. So we sat down with the application, looked at which standards we needed activities for, and created a Program of Work we would facilitate in the coming year. The desire for recognition started our process, but the "spark" continued to grow into involved members and activities that truly changed lives in our chapter, school and community. Eventually, it was hard to tell if the recognition or the pride in making a difference was driving our group, but it was clear our chapter was moving in the right direction."*



Winning SkillsUSA Team

Image taken from: 2013 National Leadership and Skills Conference, SkillsUSA Facebook

2. "WHAT ARE WE DOING NOW?"

Designed for chapter leadership team or committees

MATERIALS NEEDED:

- Writing surface or tear sheet
- CEP Framework handout — 1 per student
- Tear sheet or large piece of butcher paper — three total
- Markers

BACKGROUND:

Your chapter probably already conducts some activities (if not, there is not better time to start than today). Chances are, many of those fit into the CEP framework. With a few revisions, maybe even a few new activities, your chapter will be well on its way to experiencing success through CEP. Part Two of the guide will help the chapter leadership team or committees to assess current activities, identify areas where new activities are needed, and create those new activities. First, we must ask ourselves, **"What are we already doing well?"**

ACTIVITY 2A: Ask students to create a list of all chapter activities on the writing surface or on a tear sheet. Remind them to consider service, fundraising, social and professional development activities — anything the chapter facilitates. Allow three minutes for brainstorming.

Distribute copies of the three components of the CEP framework, descriptions, and suggested activities. As a group, read each description and allow students 1 minute to study the activities list for each. Display three tear sheets, each with one of the component headings: personal skills, workplace skills, and technical skills. Have students sort and record their lists of current activities into the three component areas. Some activities may fit into more than one component, so it may be necessary to record them twice.

Help students realize the chapter is meeting the needs of at least one CEP component. However, students may feel they want to create new, innovative activities that better serve the members. Either way, identifying what the chapter does well is the first step.

ACTIVITY 2B: Facilitate a group discussion about each component and the current activities identified to be in that area by asking questions including:

- Which activities are the best in terms of making an impact?
- Which activities are best preparing students for the workplace?
- Which activities are the most innovative and unique?
- In which component area are we the strongest?
- In which component area are we the weakest?

As students are discussing the activities, circle the chapter's best activities on the tear sheets. Having an honest conversation about the value of activities is an important part of the CEP process.

ACTIVITY 2C: Next, challenge students to select two or three activities for each component to be their focus of CEP. The application only asks for details about one activity, but facilitating two or three will provide the students with options on the application based on the outcomes and success of the activity.

Some of these activities may already be listed on the writing surface, but it will probably be necessary and beneficial to create at least one new activity. Identify which component needs something new. Then read the description and suggested activities for that component. Divide students into pairs to brainstorm activities. Allow two minutes for brainstorming. Ask groups to share. Then facilitate a discussion about activities that might fit that component. Encourage students to consider the needs of our members, chapter, school and community when selecting activities. In the end, two or three activities for each framework component should be identified.

EXTENDED LEARNING OPPORTUNITIES:

- Have students learn about activities conducted by CTE groups in other schools. Be sure to encourage students to include BPA, DECA, FBLA, FEA, FCCLA, FFA, HOSA and TSA chapters in their search. The national website for each organization is a great place to start the search.
- Consider bringing back a previously discontinued activity. Have students visit with alumni, older teachers and community members to learn about former chapter activities. Chapter scrapbooks or historical documents should also be used to gain ideas.

NOTES FROM A CTE ADVISOR: *Something to keep in mind during activity evaluation is the importance of tradition. If an activity has been conducted for 20 years, then completely eliminating it from the Program of Work might disappoint alumni and community members. Redesigning the activity might be a better solution. Also be careful not to add too many new activities without eliminating some of the former activities. As advisors, we only have so much time; the same is true for your students! They will be excited to create new activities and less eager to cut old ones out. It is our job to help guide them through the process of weighing the options and making sound decisions. This is just another way the CEP process builds personal skills.*

CEP FRAMEWORK



Component 1 — Personal Skills

The purpose of this component is to encourage students to develop essential values, personality traits and personal characteristics that contribute to success in life.

Examples:

- Leadership conferences
- Public speaking experiences
- Team and individual leadership competitions
- Volunteerism — Presidential Volunteer Service Award
- State and national skills conferences
- Personal wellness and image campaign
- Student-to-student middle school mentor program
- Personality and strengths assessments (True Colors, Gallup StrengthsFinder)
- Social activities
- Resolute: Ethics at Work workshop for students on campus
- Teacher and administration appreciation breakfast
- New member welcome and orientation event
- Open house at beginning of the year
- Local delegate training for state conference
- Officers lead Quotes to Results workshop at chapter meeting and use Results to Honor Cards for building self-esteem in chapter members



Component 2 — Workplace Skills

The purpose of this component is to encourage students to develop essential attitudes and abilities for success in the workplace.

Examples:

- Development of chapter budgets
- Guest speakers
- Career day
- Chapter officer leadership retreats
- Member entrepreneurship programs
- Cultural awareness and diversity programs
- Business appreciation and recognition
- Mock interviews and résumé writing workshop
- Host a team-building activities day for other campus organizations
- Middle-school orientation
- Board of education presentation
- Dress-for-success workshop or fashion show
- Fundraising
- Officer induction
- End-of-the-year banquet
- Committee structure to plan and organize chapter activities



Component 3 — Technical Skills

The purpose of this component is to encourage students to develop essential knowledge and competencies for specific job success.

Examples:

- Exploration of career pathways
- Career tours
- Use of technical skills in championships
- In-class skills demonstrations
- Service projects (Cosmetology Tuesday at a homeless shelter or Auto Service Saturday)
- Manage a concession stand or school store
- Job shadow
- Industry professional guest speaker to discuss planning and managing your career path
- Facilitate workshop about the technical skills learned in class for elementary- or middle-school students
- Provide a service based upon a technical trade area to single parents or military service personnel
- Software update workshop
- Industry professional to demonstrate new technology or workplace trends
- Chapter member serving on CTE advisory board and reporting back to chapter
- Work with a local continuing care community to teach patrons how to use the Internet and social media
- Customer service training
- Safety demonstration for school during National Safety Week

3. “WHAT SUCCESS LOOKS LIKE”

Designed for chapter leadership team or committees

MATERIALS NEEDED:

- List of selected activities for the CEP framework components
- SMART goal handout — one per student

BACKGROUND:

The activities have been selected, so now is the time to **determine what is going to be done and how it is going to be accomplished**. Having a clear goal provides a target to work toward, as well as helps students to evaluate the success of the activity. Part Three of the guide will help students create goals and specific plans for each activity. This process can be completed within the chapter leadership team or specific committees.

ACTIVITY 3A: Divide students into pairs and provide each a list of the previously selected activities for the CEP framework and the SMART goal handout. (If students are inexperienced, work through one activity as a group before having students work on their own.) Assign each pair at least one activity (each activity needs to be delegated to a pair, so it might be necessary for a pair to focus on two). The pair will be responsible for writing a description and creating goals. They should create three or four SMART goals. Allow 12 minutes for their work. Be sure to monitor pairs and assist with the SMART format if needed.

Students will share their goals for each activity with the group. Facilitate a discussion about the goals and make changes as needed. Be sure that the goals are realistic, yet challenging.

ACTIVITY 3B: Have the group select one or two students to be the CEP editors. The chosen students will have this role for the remainder of the school year. They will create a tidy application that is uniform in presentation style. It is best if these students are experienced chapter leaders and have excellent written communication skills. Remember, for maximum benefits, the CEP must be student-driven. Provide the editors with a copy of the CEP application and guidelines from the teacher’s guide.

Their first duty is to type all goals into a Word document to be saved, printed and shared with the group. (Information can be put into the actual application later.)

ACTIVITY 3C: After sharing their goals, each pair will create a plan for how the goals will be met. An example is located on the bottom of the SMART goal handout. Students should be specific to include each task to be completed, a deadline date and who is responsible for the action. Remind students to consider all aspects of the activity and everything that must be done for the activity to be completed successfully. Allow 10 minutes for their work.

Pairs will share their plans of action with the group. Following each report, facilitate a group discussion, being sure to add any missing details to the plan. At this point in the process, do not be concerned about the word limit on the CEP application. These plans can be edited to meet the space restrictions later. All plans of action should be given to the CEP editors.

If the chapter leadership team writes goals and plans of action, be sure these are shared with specific committees. The committee should discuss the goals and plans and make changes as needed. All changes must be submitted to the CEP editors.

EXTENDED LEARNING OPPORTUNITY:

- Create a Program of Work (or CEP) calendar including the plan of action details. Post this calendar in a place viewed by all members. As tasks are completed, allow students to cross them off the calendar.
- Share your goals with others. As the day of the activity approaches, post the goals on the chapter's social media page, in the chapter newsletter, or on posters in the school hallway. If the activity covers several days, have a chart illustrating progress towards the goal. If others see what the chapter is working towards, they may be more inclined to join in the efforts.

NOTES FROM A CTE ADVISOR: *There is never enough time in the day to accomplish everything. So when is the right time to set goals for the activities in the Program of Work? Our leadership team participated in a two-day retreat each summer. During this time, we selected activities, created goals and made timelines for each event. Then when school started, we were prepared and knew what needed to be done.*

SMART GOALS

S (Specific) — Answers the question, what has to be done? Use the five Ws of who, what, when, where and why.

M (Measurable) — Answers the question, what will be the end result? Don't hesitate to include a number as part of the criteria. How much? How often? How many?

A (Attainable) — This is the reality check to see if a goal is possible. Consider the chapter/section resources available to accomplish this goal. Is the chapter/section motivated to achieve the goal?

R (Realistic) — Is the goal within a practical range of achievement? What does the chapter ultimately want to achieve?

T (Time Bound) — This answers the question, what are the specific target dates and deadlines required to accomplish this activity? When do we want to have it completed?

Goals Example:

The purpose of this activity was to collect food items for donation to families in need through the community food bank. On the Thursday before Thanksgiving, chapter members were divided into teams to collect food from different parts of town as well as at a collection point at a basketball game. Members were given two hours to collect as much canned food and nonperishable food items as they could. The team collecting the most items received a prize.

Goal 1: At least 30 percent of chapter members will participate in the activity.

Goal 2: Collect at least 1,000 canned and nonperishable food items for donation the Monday before Thanksgiving.

Goal 3: Collect canned and nonperishable food items from 50 percent of nearly 1,500 households in our community as well as from 25 percent of attendees at the game.

Plan of Action Example:

The chapter officer team and personal skills committee will develop all activities associated with this plan of action. They will work in cooperation with the public relations committee and all other parties necessary for its successful completion. Members will have an opportunity to demonstrate self-motivation, responsibility and work ethic.

1. 8/30/14 Plan and discuss details at our chapter leadership retreat. (All goals)
2. 9/20/14 Present plan of action for this activity at our first chapter meeting of the school year. (All goals)
3. 10/25/14 Create and distribute fliers throughout our school to promote Turkey Trot So Others Can Eat. (Goal No. 1)
4. 10/30/14 Develop a sign-up list to determine interest level of this activity. (Goal No. 1)
5. 11/3/14 Promote activity to members and community by posting it on our chapter's social media sites (All goals)
6. 11/10/14 Distribute fliers informing citizens of our upcoming activity. (Goal No. 3)

4. “NO MEMBER LEFT BEHIND”

Designed for the entire chapter

MATERIALS NEEDED:

- CEP poster
- Tear sheets — four total
- Markers

BACKGROUND:

Not all students are excited about competition teams, yet SkillsUSA can still benefit these students. CEP helps put the focus on student development. Students will gain skills and knowledge by participating in chapter activities. The question is, “**How do we get all members involved?**” Part Four of the guide addresses how to motivate and engage chapter members through CEP. This topic should be addressed during chapter leadership team meetings, but the following activities are designed for use with the entire chapter.

ACTIVITY 4A: Point out horse racing has the Kentucky Derby as the ultimate achievement in the sport. Ask students what event corresponds with football. The answer is the Super Bowl, of course. Ask students to name the key event for each of following:

- College basketball — NCAA tournament
- Figure skating — Olympics
- Golf — The Masters
- Movies — Oscars
- Broadway Musicals — Tonys
- Soccer — World Cup

Ask students to name the ultimate achievement for a SkillsUSA chapter. Allow think time before revealing the answer, the Chapter Excellence Program.

ACTIVITY 4B: Have the chapter leadership team introduce the CEP poster to the chapter and describe each level of recognition. The presenters should emphasize the importance of member involvement in each activity in order to reach the higher levels of recognition. Provide clarification as needed.

Facilitate a chapter discussion about the importance of member involvement. Ask questions including:

- What motivates you to participate in chapter activities?
- What types of activities do you benefit from the most?
- What if members do not participate in activities? What impact does this have on members and the chapter?
 - Answers will vary, but should include: School administration may view the chapter negatively, chapter officers and advisor will be discouraged, fewer activities might be offered in the future, and members will not maximize their learning opportunities.

ACTIVITY 4C: Point out CEP is a chapter effort requiring all members to be involved in various roles. Since it is a group effort, we need a group reward. Divide students into small groups of three or four. Each group will brainstorm rewards that could be enjoyed by all chapter members. Groups will record their answers on notebook paper. Allow two minutes for brainstorming. If students have trouble getting started, share a few examples with them: ice cream sundae party, game of dodgeball, get a free juice box, one free homework pass (will have to get teachers to approve this), go-to-the-front-of-the-lunch-line pass, pancake breakfast, bowling party, etc. Have groups share with the class.

Then divide students into four groups. Provide each group with a tear sheet, each one labeled with one of the CEP recognition levels: Models of Excellence, Chapter of Distinction Gold, Chapter of Distinction Silver or Bronze, or Quality Chapter. Each group will record reward ideas for their assigned level. They may use the ideas already discussed, as well as add their own. Remind them Models of Excellence should have a significantly more exciting reward compared to Quality Chapter. Allow two minutes for brainstorming. Have groups share with the class.

Display the tear sheets in the classroom for students to view throughout the week. Students should be invited to add suggestions to the tear sheets. The advisor can eliminate suggestions that are not feasible or appropriate. The advisor may move suggestions to different recognition levels.

During the next meeting, ask students to return to their level of recognition groups. Each group should review the reward suggestions and, as a group, select three. Then have the chapter vote on a reward for each level. Display the CEP poster with the corresponding chapter rewards in a visible location to remind students of their involvement.

EXTENDED LEARNING OPPORTUNITIES:

- Create a "member spotlight" on the chapter bulletin board, newsletter or social media page. Recognize one member each week or month for outstanding involvement and leadership.
- Look for ways throughout the year to build unity by recognizing all chapter members. Welcome members to the chapter by putting a SkillsUSA logo on their locker (if permitted by school administration). If you chapter has T-shirts, select a day for all members to wear their shirts to school. Put all names of members that participate in a drawing for a small prize at the end of the day.

NOTES FROM A CTE ADVISOR: *Our principal jumped on board and offered to provide a steak lunch for all chapter members if the chapter placed at state conference. Members ate a delicious meal at school to celebrate the chapter's success. Members enjoyed the food and special recognition. An added bonus was the recruitment of new members for the next year. Students wanted to join the chapter so they would no longer miss out on the fun. If we work hard, we play hard.*

5. "ADVICE FROM AN ADVISOR FOR THE ADVISOR" Tips for Successful Activities

Motivating Members

- **POINT SYSTEM:** With the chapter leadership team, establish a participation point system to track member involvement. Award points for attendance at all activities including chapter meetings, mentoring sessions, social events and more. Reward members meeting a minimum point requirement with an invitation to participate in a team challenge course (ropes course) on a school day, or reward the top eight or 10 members with an invitation to attend the National Leadership and Skills Conference. To increase student buy-in, have the chapter members select and vote on the reward.

Preparing for the Activity

- **SUPPLY BOXES:** Make sure all supplies are collected and ready for the event. Have a paper box, Rubbermaid tub or even a large cooler for each event. Organization year-round will make everything go smoother the day of the activity.
- **PRACTICE MAKES PERFECT:** If students will be speaking at the activity, hold a practice the day before. Students will be much more comfortable in front of the audience if they have practiced. This also ensures the scripts are written ahead of time.
- **REMIND MEMBERS:** Remind students about the activity through announcements, text messages and social media posts.

Being the Advisor

Your job is to advise the members. This is difficult to do if you are not available to the students at the event. Empower members by putting them in charge of all aspects of the activity.

- **CAPTURE THE PERFECT PICTURE:** How many times have we finished a great event and realized we had no pictures to document the activity? Before each event, designate a member to be the photographer. This is a great way to get younger members involved.
- **LET THE STUDENTS DO THE TALKING:** As much as possible, allow members to be the voice of the organization.
- **ROLL CALL:** Provide the chapter secretary or another student with a list of chapter members. He or she will record which members are in attendance. This information is valuable for activity evaluation, the CEP application, and in case the advisor decides to award extra credit for attendance.

Organizing CEP

- **CEP BINDER:** Start a notebook that is for all CEP activities and kept in the classroom. Include activity fliers, notes and roll calls. The CEP editors will also put all drafts of goals, plans of action and results in the notebook. Be sure the binder is clearly labeled. Then, when students want to work on the application, all information is in one convenient location.

6. "HOW DID WE DO?"

Designed for the chapter leadership team, committees or the entire chapter

MATERIALS NEEDED:

- Writing surface
- List of SMART goals for the activity
- Tear sheets with evaluation labels (see Activity 1) — four total
- Markers
- Results example — one per committee chair or officer
- "Kudos" bar — one for each student leader to be recognized (see Activity 3)

BACKGROUND:

At the end of an activity, everyone is exhausted. It is very tempting to throw the materials and leftover supplies into a box and forget about them until the next year when the activity rolls around again. The problem is members graduate and leave, and everyone, including the advisor, sleeps 365 nights before next year's event, meaning no one remembers everything that happened. For this reason, it is important to **gather during the week following an activity to reflect and evaluate**. Part Six of the guide will help record your own and the members' thoughts about the activity. This evaluation can be done within the chapter leadership team, committees or even during a chapter meeting. The information might help the chapter to save money, avoid mistakes and even repeat success.

ACTIVITY 6A: Following the activity, display four tear sheets each with a label: What went well, What needs to be changed/improved, Academic benefits and Workplace skills. Divide students into four groups, one per tear sheet. Ask members to consider the activity and respond to their assigned topic. Groups will record answers on their tear sheet for two minutes. Then groups will rotate to a different topic, first reading the responses and then adding their own answers. Continue until groups have worked at all four tear sheets. Allow two minutes per topic.

Facilitate a group discussion by starting at the "what went well" tear sheet. Read aloud the responses. Seek clarification if needed, and record additional responses if generated. Continue the same process with the other three topics. Then facilitate further discussion by asking questions including:

- How does this activity make an impact?
- What is unique and innovative about this activity?

Have the committee chair or an officer type the evaluation responses from the tear sheets into a Word document so the reflection may be saved by the committee and advisor for the CEP application and the next year.

ACTIVITY 6B: Read aloud the first SMART goal for the activity. Ask students to decide if the goal was met, exceeded or unmet. Take a quick show-of-hands poll. If the goal was unmet, facilitate a class discussion by asking questions including:

- What factors contributed to not reaching the goal?
- What is currently being done to meet the goal?

The committee chair or an officer should construct a description of the results for each goal and submit the draft of the CEP results to the CEP editors. Provide the writer with a copy of example results.

ACTIVITY 6C: The final step of evaluation and reflection is to give thanks to outstanding student leaders that contributed to the success of the event. The chapter leadership team, committees, chapter members or the advisor may nominate these students. The advisor should collect the names of those to be recognized prior to the chapter meeting. Students may be recognized for many reasons, not limited to: going above and beyond in preparation, being a great representative at the event to the public, helping clean up, etc. The number of students recognized following each activity will vary.

Award the “chapter kudos” to the student leaders during a chapter meeting. Be sure to explain why the member or members are being recognized. Present each with an individual “kudos” bar (available at grocery stores in a variety of flavors). Thank the students for their service and outstanding leadership.

EXTENDED LEARNING OPPORTUNITIES:

- Construct and distribute a survey for nonmember activity participants. These unbiased evaluations will help members accurately reflect on the effectiveness of the event.
- Create a box to collect “chapter kudos” recommendations. The “kudos” forms should provide a place for the name of the nominated member, reason for the nomination, and the name of the nominator. These forms can be posted in the classroom or on the chapter bulletin board for all students to view. A drawing can be held each month to decide who wins the award described in Activity 6c.

NOTES FROM A CTE ADVISOR: *Reinforcing positive behaviors and actions is one of the most powerful strategies teachers can use. Praising students for their outstanding leadership in front of the entire chapter not only rewards the individual student, but also can help motivate other members to demonstrate positive actions. During the chapter banquet or end-of-the-year celebration, find as many ways as possible to recognize members. Our mentoring program was an activity that involved about 80 percent of our chapter. All members in the program received a picture of them with their elementary student, in a frame decorated by the younger students. I always made sure to hand write a note on the parents’ invitation to the banquet to let them know their student would be receiving special recognition at the event.*

RESULTS EXAMPLE:

Goal No. 1 Results: (EXCEEDED) 38 members of the chapter participated in this activity for at least a portion of the night. A few members had to leave before the activity concluded. All totaled, nearly 40 percent of our members participated.

Goal No. 2 Results: (MET) The Turkey Trot So Others Can Eat activity was a success. We met our goal of collecting 1,000 canned and non-perishable food items.

Goal No. 3 Results: (NOT MET) Our chapter members knocked on approximately 600 doors, but we missed some of the more populated areas in our community, which could have netted a higher return of food items. Only 15 percent of our basketball game attendees contributed a food item.

Evaluation: This activity helped feed many in our community. It was also an excellent activity to help members bond. We will continue to promote this activity in the community and encourage more members to become involved. We will re-evaluate the date of the activity and consider moving it to Halloween to add a costume contest. We will also consider collecting food items at a football game prior to Halloween to kick off the event.

Goal No. 1 Results: (MET) 25 members participated in the Workplace Skills Employability Success Night. We filled nearly all eight events with the maximum number of members who can participate at state.

Goal No. 2 Results: (EXCEEDED) Committee members and advisors were able to find 25 community members and alumni who were willing to judge. Provided feedback in communication, listening, and responding to questions.

Goal No. 3 Results: (NOT MET) 25 members represents only 28 percent of our membership due to increased enrollment and membership.

Evaluation: This activity helped many students grow in their workplace skills including stage presence, verbal and nonverbal communication, interviewing techniques and stress management. Since we had success, we plan to continue promoting this event in the future. We also plan to have more workshops on the above skills for members just getting started. With this development, we should definitely achieve the third goal.

7. "FINISHING THE JOB"

Designed for the chapter leadership team

MATERIALS NEEDED:

- CEP application
- Dot or star stickers
- Tear sheet or large piece of butcher paper — three total
- Photo and caption example — one per student
- Colored pencils
- Digital images of chapter activities

BACKGROUND:

The final step for CEP is putting everything on paper. By this point, the members have constructed all of the necessary elements, minus a few details. These activities are not designed to be completed in the same day. Part Seven of the guide will help the chapter leadership team to **select the right activities for the application and complete the necessary editing for a quality product.**

ACTIVITY 7A: At this point, the CEP editors have the goals, plan and results for each activity. The chapter leadership team will select which three activities to include in the actual CEP application. Remember, one is needed for each component: personal skills, workplace skills and technical skills. Begin with the personal skills component.

Write the names of the two or three activities conducted in that area on a tear sheet. Facilitate a group discussion by asking questions including:

- Which activity fulfills a need not being met any other way in the chapter, school or community?
- Which activity is most unique?
- Which activity involves the most chapter members?
- Which activity are the members most proud of?

After discussing each of the activities, provide each student with a sticker. Allow 15 seconds for them to individually select the activity they feel should be included on the application. Each student will place his or her sticker by the name of the activity they choose.

Majority rules, but if the votes are close between two activities, the instructor may open discussion back up or have the leadership team work through both activities and judge the application later.

Repeat for the other two components.

ACTIVITY 7B: The final part of the application is the pictures. Do not overlook the importance of a great photo. One picture is needed for each of the three activities. The pictures should be high quality and help tell the story of the activity. Each member of the chapter leadership team should be assigned to one of the activities to select the picture and write the caption. The caption should describe what is happening in the picture, but also contribute to the application by providing extra information that does not appear in the goals, plan or results. This is a great place to include skills gained by the members. Provide each student with a copy of the photo and caption example. Allow 15 minutes for selecting the picture and writing the caption.

Have students share with the group before giving pictures and captions to the CEP editors.

ACTIVITY 7C: Prior to completing this section, the CEP editors should have edited and entered all information into the CEP application. The next step is to involve the entire chapter leadership team and other selected members in the editing process. Select a time when most students are available. Provide each student a different colored pencil so editing marks can be tracked back to the maker. Sit around a large table, each student starting with a different page of the application. Students will silently read and edit for spelling, grammar, punctuation, completeness and accuracy. If something does not make sense or is missing, the student should make a note. When finished with the page, the student will sign their name pass the page on to the next student.

Provide snacks for the participants or invite each student to bring their own favorite treat for a pot-luck snack.

The CEP editors will enter changes into the application.

Provide each member of the chapter leadership team with a copy of the completed application. Allow each student one week to review and again mark any changes or corrections. These edits should be submitted to the CEP editors.

EXTENDED LEARNING OPPORTUNITIES:

- Provide copies of the application to other teachers or community members, along with the evaluation rubric. Many times an outside person who is not familiar with the activity can provide an honest evaluation of the activity and help identify confusing parts of the application.
- View other examples of the CEP application to gather ideas for formatting the application. Examples are located in the teacher’s guide.

NOTES FROM A CTE ADVISOR: *The earlier the CEP process is started, the better. For activities conducted in the fall, require all elements to be submitted to the CEP editors before Christmas break. For spring activities, set a deadline of spring break. Be sure to provide adequate time for thorough editing and revisions. Remind yourself and members the first time completing the application is the most challenging. The second year, everyone will feel like experts and be familiar with the format and required elements. Embrace the process and watch the changes that CEP will bring to your chapter.*

Photo and Caption Example:

Name of Activity: **Turkey Trot So Others Can Eat**



On Nov. 22, our chapter conducted a Turkey Trot So Others Can Eat activity to collect canned and nonperishable food items to be donated to our local food bank for distribution to families in need. Thirty-eight members participated in this activity. We collected 1,000 items that were presented to the Food Bank on Nov. 22. The “Gobblers” team won by collecting the most food items, with 153 canned and nonperishable items.



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