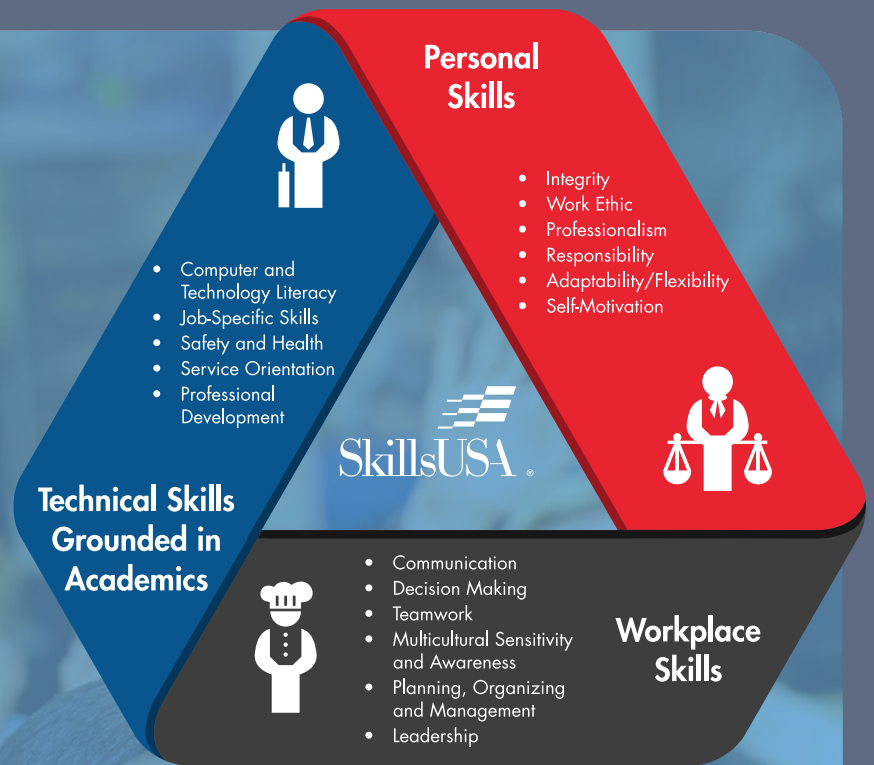


# Framework Integration Strategies

# WAYS *to* INTEGRATE *the* SKILLSUSA FRAMEWORK



## SUMMARY FOR THE INSTRUCTOR

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

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## Framework Integration Strategies

# Framework Integration Strategies

Career and technical education prepares youth and adults for careers. The framework outlines all skills needed to be job-ready day one. To teach all Essential Elements and behaviors, instruction must be purposeful and strategic. Many skills will be practiced during hands-on experiences, while others will require a specific lesson in the classroom. When students reflect on their education, they will not only appreciate the technical skills gained, but also the valuable lifelong skills gained along the way.

The card set covers several opportunities to integrate the framework throughout the school year:

- Assessments
- Chapter Meetings
- Classroom-Laboratory
- Field Trips
- First Day of School
- Guest Speakers
- Preparing for Competitions
- Substitute Teachers

Each card includes two specific activities for integrating the framework into the classroom or laboratory. Three suggestions for additional learning opportunities are also provided on each card.

## TIPS FOR SUCCESSFUL INTEGRATION

### CREATE A CHECKLIST

Within the three framework components, there are 17 Essential Elements and numerous behaviors. Some skills will be practiced naturally within class projects, while other topics may not occur without a planned integration activity. Organization is key to ensuring students obtain all framework skills.

**ACTION:** At the beginning of the school year, create a SkillsUSA Framework checklist including all Essential Elements and also the specific behaviors if desired. As you cover a skill, document when and how the skill was taught or practiced. At the end of the year, the checklist will be completed and students fully equipped for the future.

### PRACTICE THE LANGUAGE

The purpose of the framework is to provide a common language to communicate what students learn in the classroom and laboratory. Become comfortable with the terminology so you can use the framework components and Essential Elements seamlessly in conversation and instruction.

**ACTION:** Post the framework graphic in the classroom and laboratory. Use Essential Element posters and bulletin boards so the terminology will be visible every day. Incorporate the framework words into your daily vocabulary as much as possible, both inside and outside of school. Your language will influence the verbiage of those around you.

### RESOURCES FOR SKILLSUSA FRAMEWORK INTEGRATION

- *SkillsUSA Ignite*, collection of activities that engage students in the exploration of Essential Elements and framework behaviors.
- *SkillsUSA Framework Fundamentals: Teaching Strategies for the Essential Elements* cards, set of cards that include definitions, outcomes, and reflection questions for each Essential Element.
- *SkillsUSA Champions* magazine, quarterly publication of stories about members and lessons tied to the framework
- *SkillsUSA Career Essentials: Foundations*, framework curriculum
- *Quotes to Results: SkillsUSA Framework Poster Series*, poster set that includes 34 quotes that are related to the Essential Elements
- *Results to Honor: SkillsUSA Framework Cards*, set of reward cards to recognize student skills
- *SkillsUSA Framework Thumball and Teacher's Guide*, tool used to engage students physically to discuss the framework

# WAYS *to* INTEGRATE *the* SKILLSUSA FRAMEWORK



## First Day of School

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

The first day of school sets the tone for the entire year. Day One is an opportunity to create a positive learning atmosphere full of personal growth and exploration. To spark interest, display a large framework graphic in the classroom and laboratory. Print smaller framework graphics on the course syllabus, handouts, worksheets and other curricular materials. Seek meaningful ways to use the framework throughout the first day and the entire year.

# First Day of School

## LIST PRIOR KNOWLEDGE AND ASK QUESTIONS

Students are already familiar with some skills of the framework, while other skills will be new. Take time at the beginning of the year to find out what students know and, more importantly, what students want to know about the framework. Build upon prior knowledge and encourage students to think about why the framework is important to each of them and to future employers.

**INTEGRATION ACTION:** Prior to the session, place large pieces of butcher paper or flip-chart pages around the room. Label each with one of the Essential Elements. Students each need a writing utensil.

1. Around the room are each of the Essential Elements of the framework.
2. You will have 12 minutes to move around and list what you know about each skill.
3. Ask students to move around the room and on each paper list what they know about the skill.

After 12 minutes, bring students back together. Select one student per Essential Element to read aloud the responses. Then give each student three slips of paper or Post-it notes. Provide these instructions:

4. Write three questions you have about the framework or a specific Essential Element.
5. Put one question on each paper.
6. You have two minutes.

After two minutes, collect the papers. Use the questions to guide future lessons or answer and discuss one question each day.

## BREAK THE ICE WITH OTHERS

Start the semester off right by giving students the chance to get to know each other. Quick icebreaker activities can be used anytime throughout the year to get students moving, thinking and engaging with each other.

**INTEGRATION ACTION:** Show the framework graphic with Essential Elements to the class. Divide students into two groups: Group A and Group B. Give these instructions:

1. Group A will form a circle facing outward.
2. Group B will form a circle around Group A, facing inward.
3. Each of you should then be facing a partner.

Help students position themselves into the two circles. Then provide further instructions:

4. You will have one minute to have a conversation with your partner.
5. Each of you must introduce yourself using at least three Essential Elements.

Give students an example by introducing yourself. For example, “I’m Mrs. George. I am the oldest of four siblings, so I have always shown a lot of responsibility for myself and looked out for my brothers and sister. I really enjoy learning about leadership. I need to hone my planning and organization skills this year, because I am teaching six different classes with a total of over 150 students.” For the first round, actually allow 90 seconds, because students may need time to organize their thoughts. Then give these instructions:

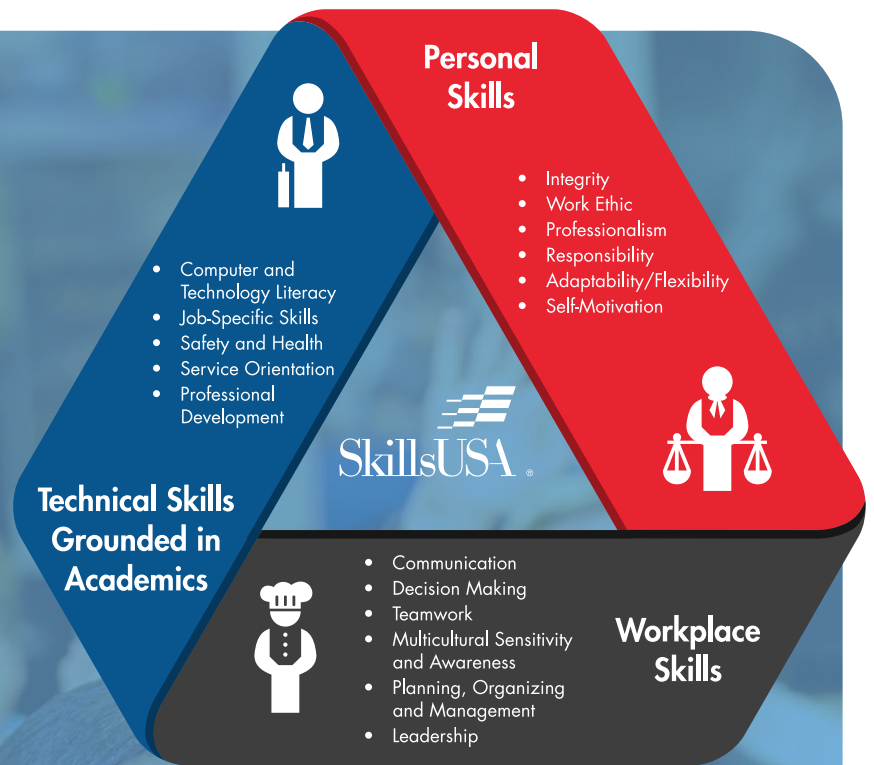
6. Group B, the outside circle, will rotate one person to the right.
7. Then introduce yourself to your new partner.

Allow one minute for the conversation, then have students rotate again. Continue until students have interacted with at least five other students.

## EXTENDED INTEGRATION OPPORTUNITIES

- Show students the framework introduction video from the SkillsUSA website at: <https://www.skillsusa.org/about/skillsusa-framework/> ([https://www.youtube.com/watch?time\\_continue=3&v=AWgDfgDAtp4](https://www.youtube.com/watch?time_continue=3&v=AWgDfgDAtp4)). Discuss how the framework will be incorporated into daily lessons and the value of these skills in school, in SkillsUSA and in the workplace.
- Ask students questions to discover an educational purpose. Questions should include: Why are you here? What should you be able to do by the end of the year? What must you be able to do by graduation to have a successful future? What are the expectations of employers in the workplace? Discuss responses.
- Have students assess their own framework skills. Then create goals for the Essentials Elements and how the students will develop those skills in the areas that need the most work.

# WAYS *to* INTEGRATE *the* SKILLSUSA FRAMEWORK



## Classroom/ Laboratory

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

Time spent with students in classrooms and laboratories must be more than just the development of academic and technical knowledge. Career and technical education classrooms and laboratories are the ideal setting to build skills needed for success in future careers and in life. The framework provides the content for impactful instruction.

# Classroom/ Laboratory

## CONNECT RULES TO THE FRAMEWORK

Students follow rules at home, at school and even in the workplace. In the classroom and laboratory, link rules to Essential Elements so students can understand the value of both the rules and the associated framework skill. Be sure to discuss the framework and how each skill relates to success in the workplace.

**INTEGRATION ACTION:** Pair students. Each pair needs a writing utensil and one piece of paper. Give these instructions:

1. You have three minutes as a pair to brainstorm rules for both the classroom and laboratory, including safety rules.

After three minutes, bring students back together. Provide further instructions:

2. Pairs will share one rule at a time.
3. If a rule on your list is shared, simply make a mark on your paper so you know it is finished.
4. We will take turns until all rules have been shared.

Record rules on a large piece of butcher paper. Then give each student five stickers, such as stars. Give these instructions:

5. Individually review the rules, and select the five you think should be our classroom and laboratory rules.
6. Place one sticker by each of your selections.
7. You have 90 seconds to vote.

After all students have placed the stickers, review the results. Facilitate a group discussion by asking questions including:

- What rules must be included for safety purposes?
- What rules must be included to create a positive learning environment?

As a class, decide upon fewer than 10 rules to implement in the classroom or laboratory. Record these on the writing surface. Then read aloud the first rule. Ask this question: Which Essential Element might be associated with this rule?

An example is: “Being in seat when bell rings demonstrates work ethic.” Continue until all selected rules have been read and an Essential Element assigned to each.

## USE AN ESSENTIAL ELEMENT BELL RINGER

Each day or even just once a week, dedicate class time to study an Essential Element. Bell ringers are a great way to create a routine and quickly incorporate framework instruction. Several resources are available to help with teaching strategies including: *SkillsUSA Framework Fundamentals Teachers Guide*, *SkillsUSA Framework Fundamentals Cards* and *SkillsUSA Ignite*.

**INTEGRATION ACTION:** Use “Brain Surge” from *SkillsUSA Accelerate* (Page 21). Post a prompt for students such as: “What is Integrity?” Give these instructions:

1. You have 90 seconds to freely write about “integrity.”
2. Do not worry about punctuation, spelling or grammar; simply write.

After 90 seconds, pair students. Provide further instructions:

3. Share your personal definition and description of “integrity.”
4. You have one minute to discuss.

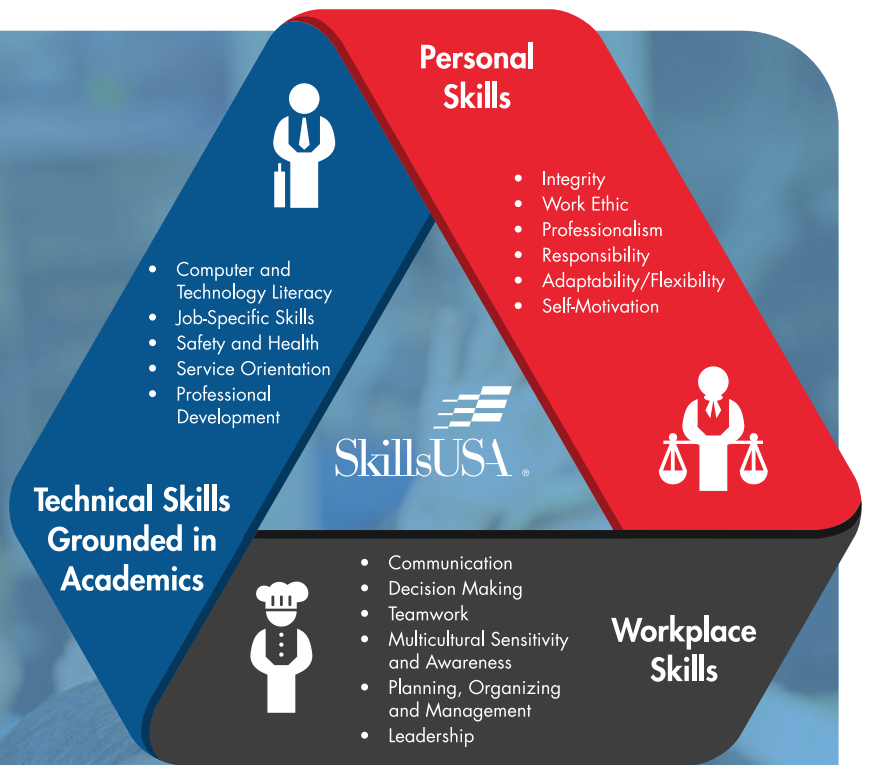
After one minute, bring students back together and facilitate a group discussion by asking questions including:

- When have you demonstrated “integrity?”
- What is the value of “integrity” at home? In school? In SkillsUSA? In the workplace?

## EXTENDED INTEGRATION OPPORTUNITIES

- As a class, develop a schedule and clear expectations of classroom and laboratory responsibilities. Create a list and description of responsibilities including returning papers, collecting papers, roll call, laboratory inspection, supply inventory, cleanup and laboratory foreman. Then correlate each task to an Essential Element. Create a rotating schedule to allow students to demonstrate each of the framework skills.
- Use a rubric to evaluate daily demonstration of Essential Elements and behaviors. Put the elements into a printed rubric that you as the instructor or the students themselves can complete at the end of each day. Use the rubrics for daily grades and to guide one-on-one conversations with students about their classroom and laboratory performance.
- Use the Essential Elements in giving both praise and constructive feedback to students. Repeated use of the framework terminology will help students be better prepared for the future. Reward students who exemplify an Essential Element by presenting a *Results to Honor: SkillsUSA Framework* card.

# WAYS *to* INTEGRATE *the* SKILLSUSA FRAMEWORK



## Chapter Meetings

SkillsUSA chapter activities should be student-driven and meaningful. Chapter meetings are a great opportunity to introduce and reinforce the SkillsUSA Framework. Purposeful activities may be incorporated to add framework discussion, but also take the time to point out Essential Elements as the skills are discussed and demonstrated in the meeting. For example, while planning an upcoming service project, identify which framework behaviors will be exhibited. Strive to help students understand how personal, workplace and technical skills are seamlessly integrated into school, SkillsUSA and the workplace.

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.



# Chapter Meetings

## SELECT ESSENTIAL ELEMENTS FOR FOCUS

SkillsUSA chapter activities are a great venue for the exploration and development of Essential Elements. Annually or bi-annually during a chapter meeting, have members select certain essential elements the chapter will focus on for the year or semester.

**INTEGRATION ACTION:** Put students into small groups of three or four. Provide each student a list of Essential Elements and behaviors. Give these instructions:

- Individually study the list of framework elements and behaviors.
- You have two minutes to circle all skills you feel the chapter should target this year.

After two minutes, bring students back together and provide further instructions:

- Your group must select five skills.
- You have four minutes to discuss and select.

After four minutes, bring students back together. Have each group share. Facilitate a group discussion by asking questions including:

- How did your group decide upon the skills?
- How many skills should the chapter choose to focus on this year?
- What are the most important behaviors for you to develop this year?
- How do you practice and develop skills of the SkillsUSA Framework?

The chapter should select three to six skills to focus on for the academic year.

## USE INTERACTIVE ACTIVITIES TO ENGAGE STUDENTS

Great meetings occur when members are engaged and openly share opinions to help create the best activities and actions for the chapter and members. To create a positive meeting environment, plan at least one interactive activity per meeting. These activities not only encourage participation, but also help members get to know one another.

**INTEGRATION ACTION:** Use the SkillsUSA Framework Thumball as an icebreaker at the start of the meeting or in the middle to the meeting as a break. The Thumball has 32 sections featuring framework components. Give these instructions:

- When you catch the Thumball, state your name and read aloud the part of the Thumball that your right thumb has landed upon.
- Then describe a time you demonstrated that skill.
- Finally, you will toss the Thumball to another student.

Toss the Thumball to the first student. Continue until all students have participated.

## EXTENDED INTEGRATION OPPORTUNITIES

- Create a special framework recognition program. Members may nominate other members who have displayed an Essential Element with excellence. During the chapter meeting, read all nominations and congratulate students for achieving framework success. Draw one name to receive a special prize.
- In small groups, identify chapter activities where framework skills may be practiced. Then brainstorm new educational experiences that will help students develop Essential Elements.
- Create a chart of responsibilities including: make meeting posters, set up the room, welcome members to the meeting, facilitate icebreaker activity, provide and serve refreshments, plan social activities after the meeting, clean up after the meeting, and communicate with members who are absent. Identify the Essential Element associated with each of the tasks. Have students sign up for tasks in areas where they need extra experience. Rotate duties each meeting to better share the responsibilities.

# WAYS to INTEGRATE the SKILLSUSA FRAMEWORK



## Guest Speakers

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

Guest speakers expand students' connections to the real world of work. Bringing experts into the classroom provides a different perspective and may inspire students to pursue a career choice. However, remember guests have a limited amount of time with the class and are donating his or her time. Planning and preparation are necessary to maximize the learning experience for students and create a positive interaction with the guest speaker.

# Guest Speakers

## PREPARE STUDENTS TO LEARN

It is important to prepare students to learn. Doing some quick research will help students understand the speaker's background and potential topics including the framework. Students will be better equipped to interact with the speaker and find more value in the presentation.

**INTEGRATION ACTION:** Give students the guest speaker's name, title and information about his or her business, including a website if available. Each student needs one piece of paper and a writing utensil. Give these instructions:

1. You will create a KWL (Know, Want to Know, Learned) chart by dividing your paper into three columns.
2. Label the left column with a "K," the middle column with a "W" and the right column with an "L."

After students have created three columns, provide further instructions:

3. You will record 10 facts you know or learn today in the K column.
4. You have 12 minutes to research.

After 12 minutes, bring students back together. Give these instructions:

5. In the W column, list at least eight questions you want to ask the guest speaker.
6. You have four minutes to write your questions.

After four minutes, bring students back together. Facilitate a group discussion by asking questions including:

- What did you learn today about our guest speaker?
- What are you most excited to learn?
- What Essential Elements do you predict the guest speaker will address?

Use the KWL chart as an Observation Tool during the presentation. Students should listen for answers to the questions and write responses in the L column. Questions that are not answered during the presentation may be asked afterwards if time allows.

## REFLECT ABOUT THE EXPERIENCE

Processing the topics addressed by the guest speaker help to make the learning genuine and the content more relevant. Students will share feelings, observations and ideas while reflecting.

**INTEGRATION ACTION:** Use "Beach Ball Bounce" from *SkillsUSA Accelerate* (Page 19).

Put questions on the ball including:

- What Essential Elements were most impactful in the speaker's business?
- How did the speaker address the personal skills component of the framework?
- How did the speaker address the workplace skills component of the framework?
- How did the speaker address the technical skills component of the framework?
- What surprised you during the presentation?
- How did the guest speaker inspire you?

Have students form a large circle. Give these instructions:

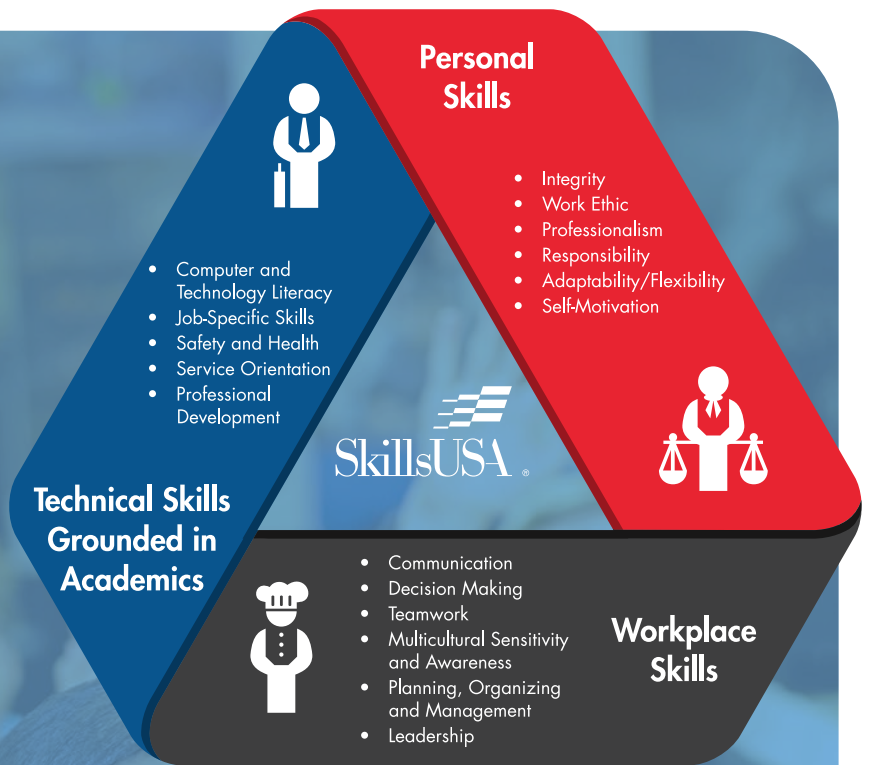
1. I will toss the beach ball into the air.
2. Whoever catches the ball will look to see which section his or her left thumb touches.
3. Read the question aloud and respond.
4. Then toss the ball to another student.

Continue play for about 10 minutes as time allows.

## EXTENDED INTEGRATION OPPORTUNITIES

- Give the guest speaker a copy of the framework along with a link to an introduction video from: <https://www.skillsusa.org/about/skillsusa-framework/> Encourage the speaker to include the three components of the framework in the presentation. He or she can emphasize the role of the Essential Elements and highlight those skills that are most critical for the success of his or her business.
- Assign students specific roles including: create name tags for students, greet the guest speaker, provide a tour of the school or classroom, give a chapter overview, introduce the speaker to the class, take photos of the presentation, ask the first question, thank the speaker, feature the presentation on social media, send a thank-you note and more. As a class, discuss each role and the Essential Elements that are used in each of the assigned tasks. Be sure to outline expectations for each role so students may complete the task with confidence and accuracy.
- Invite the guest speaker to breakfast, lunch or dinner. Reward a small group of students that demonstrate the framework skills with excellence with the opportunity to participate in the special meal.

# WAYS *to* INTEGRATE *the* SKILLSUSA FRAMEWORK



## Field Trips

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

Field trips enhance the educational experience for students by helping connect learning to the real world. It is important to prepare students and provide the necessary tools to maximize the learning before, during and after the field trip. These experiences provide an excellent opportunity to integrate the SkillsUSA Framework in the learning process.

# Field Trips

## PREPARE STUDENTS FOR THE FIELD TRIP

Preparation for the field trip begins days before the actual trip. Students need a basic understanding of the business and mission of the company. Prior knowledge helps students absorb and process more information during the experience.

**INTEGRATION ACTION:** Give students the name of the field trip destination and information including a website if available. Put students into groups of three or four. Give each group a large piece of butcher paper or tear sheet and each student several Post-it notes, all the same color. Give these instructions:

1. You have 10 minutes to search the internet to learn about the place we will be visiting soon.
2. As a group, record facts you know or learn, one fact per Post-it note.
3. Be sure to watch for behaviors of the framework in your search.

After 10 minutes, bring students back together. Provide further instructions:

4. Review your notes and organize them into categories on the paper.
5. Your group has three minutes.

After three minutes, bring students back together. Facilitate a group discussion by asking questions including:

- What did you learn?
- What are you most excited to see or learn about?
- What Essential Elements do you expect to see in action?
- What questions do you now have about the business or destination?

Collect the large papers with the Post-it notes. Keep these for use following the field trip.

## REFLECT ABOUT THE EXPERIENCE

Process the field trip to maximize student learning. Students will share ideas, observations and evaluations. It is possible that individuals noticed different Essential Elements, situations and aspects of the tour. If traveling a distance, use the trip home to reflect while the experience is fresh in students' minds.

**INTEGRATION ACTION:** Put students back into the small groups from the preparation activity. Provide each group their original butcher paper, and give each student several Post-it notes, all of the same color but a different color than used before. Give these instructions:

1. Individually, think about everything that you observed during the field trip.
2. Record one fact per Post-it note.
3. You have four minutes.

After four minutes, bring students back together. Provide further instructions:

4. As a group, review and arrange the new Post-it notes onto your large paper.
5. Be sure to check for accuracy of all facts, including those recorded during the preparation activity.
6. Anything that is not true should be grouped together in a "misconception" category.
7. You have 10 minutes to review and rearrange.

After 10 minutes, bring students back together. Have groups share their finished graphic organizers with the class. Facilitate a discussion by asking questions including:

- What misconceptions did you have before the field trip?
- What did you learn during the field trip?
- What Essential Elements did you witness during the field trip?
- What Essential Elements did you demonstrate during the field trip?

## EXTENDED INTEGRATION OPPORTUNITIES

- Create a bingo-type card that includes several or all Essential Elements. Students will individually use the card to record when and where they see parts of the framework in action.
- Assign students specific roles including: create name tags for students, greet hosts, give a chapter overview, take photos of the field trip, ask the first question, thank the hosts, feature the field trip on social media, send a thank-you note and more. As a class, discuss each role and the Essential Elements that are used in each of the assigned tasks. Be sure to outline expectations for each role so students may complete the task with confidence and accuracy.
- Prior to the field trip, have each student list 10 questions that he or she has about the business and industry.

# WAYS to INTEGRATE the SKILLSUSA FRAMEWORK



## Assessments

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

Assessments are a necessary tool to measure students' knowledge and skill as well as chart their progress. Integrating the SkillsUSA Framework into assessments helps students see the real-world connections between the curriculum and the expectations of the workplace. These assessments go beyond basic memory recall. Use assessments to help students deepen understanding of the Essential Elements and the framework's role in success.

# Assessments

## WRITE A JOURNAL ENTRY

Student journals are an excellent tool to help students collect their thoughts, reflect on experiences and monitor their progress. The process of reflection is a powerful tool in the education process. Taking the time to think and capture thoughts helps students connect learning to the real world using their own words.

**INTEGRATION ACTION:** Each student needs one piece of paper and a writing utensil. Post a writing prompt for students to answer. Prompts may include:

- What Essential Elements did I demonstrate today?
- What Essential Elements do I need to work on based on my experiences today?
- How did others demonstrate Essential Elements today?
- How will I further develop the behaviors identified in the Essential Elements?

Give these instructions:

1. Answer the question on your paper using at least one paragraph.
2. Include specific examples in your response.

After students are finished, have a few share with the class.

## ROLE-PLAY A SCENARIO

Role-playing scenarios are a fun way to engage students around the framework and Essential Elements. Prepare detailed descriptions of the roles students will play, and provide some coaching to help students accurately display the behaviors needed.

**INTEGRATION ACTION:** Use “Role-Play” from *SkillsUSA Accelerate* (pages 60-61). Put students into pairs. Provide each pair a scenario. Scenarios may include:

- A manager and worker discuss the lack of demonstration of an Essential Element such as responsibility or multicultural sensitivity and awareness.

- Two workers resolve work ethic stemming from one worker needing to cover for another.
- A manager and worker resolve an issue around safety and health.
- New employee orientation includes a discussion of the corporate expectations with Essential Elements.
- A group of workers solve a work-related problem or situation.

Give these instructions:

1. You and your partner will role-play the scenario described on the paper.
2. You have five minutes to prepare.
3. You will have one minute to present to the class.

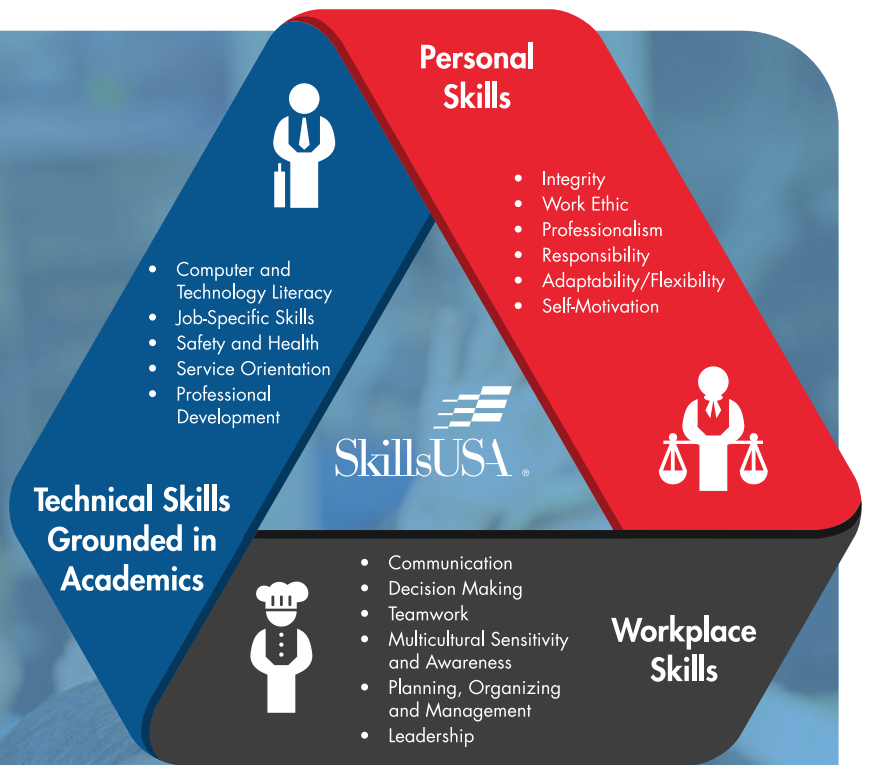
After all groups have shared, facilitate a discussion by asking questions including:

- How do Essential Elements affect the workplace?
- What Essential Elements would you seek in future employees?
- How do you demonstrate behaviors of the SkillsUSA Framework at home? In school? In SkillsUSA? In the workplace?

## EXTENDED INTEGRATION OPPORTUNITIES

- In small groups, have students develop a rubric using Essential Elements to evaluate behavior in the classroom or laboratory or during a hands-on experience.
- Give students a real-world problem to solve that might be found in business or industry connected to your instruction. As groups discuss the situation and identify solutions, ask students to record the Essential Elements that may affect the solution to the problem.
- Have students complete a mind-map or spiderweb that indicates how the Essential Elements are connected in a workplace or in the classroom and laboratory. Start with success in the middle, and add the most important Essential Elements in the next ring. Keep making connections to illustrate how parts of the framework affect each other.

# WAYS *to* INTEGRATE *the* SKILLSUSA FRAMEWORK



## Preparing for Competitions

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

SkillsUSA is famous for the SkillsUSA Championships that allow members to demonstrate knowledge and skill, including the framework Essential Elements. Preparing for competitions is a meaningful way to reinforce the skills of the framework. Students must understand the framework is not just about the competitions but is a list of skills and behaviors necessary for success in life.



# Preparing for Competitions

## IDENTIFY THE ESSENTIAL ELEMENTS CONNECTION

The emphasis for competition preparation is usually placed on mastering the technical skills. Students must also make the connection to the Essential Elements that will be demonstrated through the competition so he or she can fully develop all necessary skills.

**INTEGRATION ACTION:** Facilitate a group discussion by asking this question: What Essential Elements are required during the competition?

List the student responses on the writing surface. Each student needs one piece of paper and a writing utensil. Give these instructions:

1. You will complete a self-reflection assessment of how well you demonstrate these skills.
2. Use a rating scale of 3 for outstanding, 2 for strong, 1 for acceptable and 0 for weak.
3. Include a one- or two-sentence justification for each score.
4. You have 10 minutes to complete your evaluation on your paper.

After 10 minutes, bring students back together. Facilitate a group discussion by asking questions including:

- What are your strengths?
- Which Essential Elements must you improve?
- How does the framework affect your individual performance?
- How does the framework affect your team's performance?

The chapter should select three to six skills to focus on for the academic year.

## OBSERVE SELF IN ACTION

The famous saying “Seeing is believing” certainly applies to students and the framework. One of the best ways for students to improve personal and team performances is through self-observation and evaluation. Students will identify behaviors and the specific actions that enhance or detract from the overall performance.

**INTEGRATION ACTION:** Video record students while practicing for the competition. Allow each individual to watch the recording and observe his or her personal behaviors and skills. Facilitate a one-to-one conversation, and do not discuss the behaviors and skills of other students. Ask questions including:

- What did you do well?
- (if applicable) How do your strengths enhance the team performance?
- What could you do better?
- (if applicable) How does your weakness impact the team performance?
- How will you further develop skills of the framework?

## EXTENDED INTEGRATION OPPORTUNITIES

- Have students complete a job shadow. Students will observe all components of the framework including personal, workplace and technical skills. Have students share with the class about the observations, and discuss how preparing for and competing in the championships will prepare them for a future career.
- Invite representatives from local business and industry to observe and critique the students, just as he or she would in the workplace. Have the professional explain how the framework skills are important in his or her company.
- Have students teach others (peers, younger members, other teachers, former members or business representatives) about the competition. Be sure to include instruction about the Essential Elements.

# WAYS *to* INTEGRATE *the* SKILLSUSA FRAMEWORK



## Substitute Teachers

### Why is the SkillsUSA Framework important?

For students who actively participate in SkillsUSA, the framework provides a common language to articulate what they gain to employers, school administrators, parents and other students. The framework provides a structure to assess student development along a learning continuum of awareness, demonstration and mastery.

Learning may and should continue even in your absence. Preparing quality materials for a substitute teacher will keep the class progressing. Framework skills may be integrated through well-planned activities. Be sure lesson plans provide enough information for the content to be delivered accurately. Select activities that will keep students engaged the entire class period. Your preparation will ensure a successful day for both the students and the substitute teacher.

# Substitute Teachers

## REVIEW AN ESSENTIAL ELEMENT

Learning about Essential Elements and behaviors of the framework is valuable. When you are gone, have students review skills previously studied. Students already know the content, so now they will be applying the knowledge. Substitute teachers will enjoy seeing students work together and perform valuable skills.

**INTEGRATION ACTION:** Before writing the substitute plans:

- Decide if all students will focus on the same Essential Element or if the class will be divided to review a few different elements.
- Determine how much time is needed for all groups to present based on each commercial being one minute long. Provide strict time guidelines for the activity.
- Decide what will be used to record the commercials such as an iPad, video camera or other technology tool.
- Put students into groups of three.

Leave these instructions for the substitute teacher:

Ask students this question: What makes a television commercial great?

Capture the responses on the writing surface. Then put students into the assigned small groups. Give these instructions:

1. Your group will create a commercial promoting one Essential Element.
2. Today you will script and perform the commercial for the class.
3. I will record the commercials for your teacher to view.
4. The commercials should be between 30 seconds to one minute in length.
5. You must stay in the classroom.
6. You may use props.
7. All group members must star in the commercial in some way.
8. Your group has until \_\_\_\_\_ (insert the time when groups must present in order to be finished by the end of the class period).

Monitor group work and offer suggestions as needed. Give a 10-minute and two-minute time reminder. Then have each group present the commercial. Be sure to record. After each group, lead a round of applause. After all groups have performed, facilitate a group discussion by asking questions including:

- Which Essential Elements did you use when scripting and performing the commercials?
- If you could buy an Essential Element skill, which would you purchase and why?
- In which Essential Element do you feel a majority of the general public needs to improve?
- Which framework skill would you most value as an employer?

## DRAW AN ESSENTIAL ELEMENT

Most people enjoy playing games. Hold students accountable for class participation while you are gone by using competition teams. Using common games make the lesson plans easier for substitute teachers to implement, as they are probably familiar with the general rules.

**INTEGRATION ACTION:** Prepare for the substitute teacher:

- Slips of paper, one with each Essential Element
- Large writing surface that can be used by two groups or two large easel-style flip chart pads

Leave these instructions for the substitute teacher:

Divide the class into two groups. Have each group sit together. Give these instructions:

1. We will play “Essential Elements Pictionary.”
2. Each group will select one person to go first.
3. I will show both volunteers a piece of paper with an Essential Element.
4. Both volunteers will draw images trying to get their team to guess the element.
5. The first team to correctly name the Essential Element gets a point.
6. Then teams designate the next volunteer, and we continue until all Essential Elements have been named.

Monitor students during the game. After all Essential Elements have been named, facilitate a group discussion by asking questions including:

- Which Essential Elements did you demonstrate while playing this game?
- Which Essential Elements do you demonstrate on a daily basis?
- Which Essential Elements were the most challenging to draw in the game?
- Which Essential Elements are the most challenging for you to demonstrate on a daily basis?

## EXTENDED INTEGRATION OPPORTUNITIES

■ Use *SkillsUSA Ignite* for bell-ringer and activity plans for the substitute teacher. This book is a collection of activities that engage students in the exploration of Essential Elements and framework behaviors.

■ Leave one set of the *SkillsUSA Framework Fundamentals: Teaching Strategies for the Essential Elements* cards. Put students into pairs or small groups, then have students take turns answering the questions on the cards.

■ Have students find an Essential Element in the news. Assign one specific Essential Element or allow students to select their own element of focus. Students need internet access to find an appropriate article. Students will read the article, then write a one-paragraph summary of the story and one paragraph about their personal reaction to the news story.



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