

**IGNITE**  
YOUR POTENTIAL

# SKILLSUSA WEEK

February 2 - 8, 2025

## PROGRAM GUIDE



SkillsUSA Week is the opportunity to promote career and technical education and SkillsUSA programs at the local, state and national levels.

**#SkillsUSAWeek**

  
**SkillsUSA**®

Learn more at  
<https://www.skillsusa.org/events/skillsusa-week/>



SkillsUSA Week Starts Here – One Click Away!

SHOP

Stay tuned for exciting surprises and a dedicated SkillsUSA Week category!

# THE SKILLSUSA STORE

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USA Flag Baseball Cap: \$22.00



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## SkillsUSA Tees & Hats for Members

- Polos for Presentations
- Tablecloths, Balloons & Event Supplies
- Awards, Plaques & Gifts for Supporters



Event Host Bundle: \$61.00

### Get Ready for SkillsUSA Week 2025!

This guide serves as a resource for advisors, chapter officers, state officers and state staff to assist in the planning, implementation, evaluation, and celebration of SkillsUSA Week activities. Below is an outline of the resources provided in this guide.

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# SKILLSUSA WEEK

February 2–8, 2025

*SkillsUSA Week is the opportunity to promote career and technical education and SkillsUSA programs at the local, state and national levels.*



## RECOGNITION DAY

Monday, Feb. 3

Recognize and honor members, advisors, administrators, business partners, community leaders and supporters who make a meaningful impact on your CTE program and SkillsUSA chapter.



## GIVE BACK DAY

Tuesday, Feb. 4

Rally around your school community by focusing on ways for your chapter to give back.



## PARTNER DAY

Wednesday, Feb. 5

Invite local business and industry leaders to connect with members, highlighting the importance of developing career-readiness skills found in the SkillsUSA Framework.



## ADVOCACY DAY

Thursday, Feb. 6

Amplify CTE in your community by conducting a local public relations activity such as presenting to school board members, administrators and community group leaders.



## SKILLSUSA DAY

Friday, Feb. 7

Celebrate SkillsUSA by wearing your favorite SkillsUSA T-shirt, planning a celebration activity or by posting your SkillsUSA Framework story on social media.

#SkillsUSAWeek

Learn more at  
<https://www.skillsusa.org/events/skillsusa-week/>



MONDAY — FRIDAY  
**SKILLSUSA WEEK**

## Celebration of SkillsUSA Week



**Framework Component/  
Essential Element Target:**

Personal Skills: Professionalism

**Recommended Months:**

January/February

**Program of Work Category:**

Advocacy and Marketing

**Length of Time:**

Six Weeks



*This activity was adapted from the SkillsUSA Program of Work Toolkit: Activity Guide 1.*

*This SkillsUSA Professional Membership Benefit can be accessed through SkillsUSA Absorb ([absorb.skillsusa.org](http://absorb.skillsusa.org)).*

This Program of Work activity targets the SkillsUSA Framework Essential Element of Professionalism. The development of advocacy and marketing skills with a focus on professionalism allows your students to develop skills to be a stronger advocate for themselves and the organizations they serve, both now and in the future. When a student understands the value of professionalism and how it impacts their decisions, they begin to make choices in a positive light.

Professionalism spans across all professions and trades. If students think about professionalism as they celebrate SkillsUSA Week, it allows for the blending and integration of a variety of the personal skills from the Framework. Every environment is different, but students who are professional have the capacity to meet the behavioral expectations of others. Individuals who have solid professional skills:

- *Are loyal to their peers, supervisor or advisors and themselves*
- *Are aware of the impact of their words and actions*
- *Have the capacity to resolve conflicts peacefully*
- *Use good judgment to make decisions*

SkillsUSA Week is celebrated in February each year. Each chapter's celebration of SkillsUSA Week will look and feel different based upon the chapter and their leadership. It is important for a chapter to plan a variety of events utilizing the daily schedule of activities provided on the SkillsUSA Week webpage. Throughout the week, chapter members can learn about the Essential Element of Professionalism in an environment that allows the chapter to capture the attention of all students and community members. A well-planned SkillsUSA Week celebration allows the chapter to put forth a professional image to both education and industry partners or supporters.

**Looking for a way to support your SkillsUSA chapter in hosting activities for SkillsUSA Week? Look no further than the Local Chapter Grant application! Submit your SkillsUSA Week event plans for consideration to receive funding for your SkillsUSA Week activities. Visit [skillsusa.org/events/skillsusa-week/](http://skillsusa.org/events/skillsusa-week/) for more information and to apply.**

MONDAY — FRIDAY  
**SKILLSUSA WEEK**

## Celebration of SkillsUSA Week

### Celebration of SkillsUSA Week Activity Guide

The ▲ icon is used in the task list to represent instruction or activities that support the development or demonstration of the Essential Element of Professionalism.

The term “Committee” refers to the Advocacy and Marketing Committee of the Program of Work.

STEP 1: <b>Planning</b>	TARGET DATE
<p><i>Second week in January</i></p> <p>Advocacy and Marketing Committee meets and conducts the Alphabet Grab activity for team building.</p> <p><b>Alphabet Grab</b> Materials: Scrabble letter tiles or cards with a single letter of the alphabet written on them.</p> <p>Directions: The letter tiles are placed in a bag. Committee members take turns reaching into the bag and selecting four tiles. The committee member must share items of interest about themselves that start with the alphabet letter on the tiles they grabbed. Place the tiles back in the bag after each person shares. Continue until all committee members have shared information.</p> <p>Committee reviews this SkillsUSA Week task list to become familiar with the activity and actions needed to complete it.</p> <p>Committee completes budget worksheet to identify financial needs of the activity.</p>	
<p>▲ Committee reviews SMART goals for this activity:</p> <p><b>Goal 1:</b> 90% of SkillsUSA members will participate in at least three days of the SkillsUSA Week activities during the national SkillsUSA Week celebration in February.</p> <p><b>Goal 2:</b> Advocacy and Marketing Committee will engage 50% of chapter members in subcommittees to develop professionalism skills by participating in the planning and conducting of activities for each day of SkillsUSA Week.</p> <p><b>Goal 3:</b> 100% of the members who participate in SkillsUSA Week will identify growth in the Essential Element of Professionalism during the reflection activity conducted on the Friday of SkillsUSA Week.</p>	
<p>Committee shares the SkillsUSA Week celebration idea at a chapter meeting.</p> <p>▲ Committee members provide instruction for chapter members on professionalism at a chapter meeting.</p> <p><b>Professionalism</b> Have members imagine it is their first day at a new job. As they think about the first day, ask them to discuss with a partner or in a trio what they would do to make a good impression on their co-workers and supervisors.</p> <p>Encourage each group to capture a list of the items that would make a good impression. Allow five minutes to generate the lists.</p> <p>Have each group now make a list of what an individual would do to present a less than professional first impression on their co-workers and supervisors. This could include dress, behavior, language or anything that might create a negative impression. Allow seven minutes to generate the lists.</p>	

MONDAY — FRIDAY  
**SKILLSUSA WEEK**

## Celebration of SkillsUSA Week

Have each group quickly share their lists without duplicating what has already been stated.

Discuss the activity as follows:

- Which list was easier to create? Why?
- How do we learn how to create a positive first impression?
- What does professionalism communicate about you as a potential friend, employee or organization member?
- Why might it be important to make a good impression on your first day on the job?
- How is the first day on the job like SkillsUSA Week for the SkillsUSA chapter?
- What opportunities are available to model a professional attitude and behavior while representing our chapter to the school and community?

Committee shows the motion graphic on the targeted Essential Element of Professionalism and discusses how participating in the celebration of SkillsUSA Week can help members develop their professionalism skills.

### STEP 2: Implementation

TARGET DATE

Committee meets to create the plan for activities to be conducted each day of SkillsUSA Week. Suggested activities are:

**Monday – Recognition Day:** Recognize and honor members, advisors, administrators, business partners, community leaders and supporters who make a meaningful impact on your CTE program and SkillsUSA chapter.

**Tuesday – Giveback Day:** Rally around your school community by focusing on ways for your chapter to give back.

**Wednesday – Partner Day:** Invite local business and industry leaders to connect with members, highlighting the importance of developing career-readiness skills found in the SkillsUSA Framework.

**Thursday – Advocacy Day:** Amplify CTE in your community by conducting a local public relations activity such as presenting to school board members, administrators and community group leaders.

**Friday – SkillsUSA Day:** Celebrate SkillsUSA by wearing your favorite SkillsUSA T-shirt, planning a celebration activity or by posting your SkillsUSA Framework story on social media.

Committee selects one member to chair the activities for each day and be responsible for both planning and conducting what takes place. Chairs should select three to five members to serve on the subcommittee for their assigned day and assist with the activities.

Each daily subcommittee uses the appropriate SkillsUSA Event and Activity Planning Guide to select one special activity for each day of the SkillsUSA Week celebration.

For more SkillsUSA Week information and ideas, go to: [www.skillsusa.org/events-training/skillsusa-week/](http://www.skillsusa.org/events-training/skillsusa-week/).

Each subcommittee reports back to the full committee to compare notes and avoid duplication, overlap or missed recognition opportunities for the week.

*Third and fourth weeks in January*

▲ Weekly committee meetings are conducted to prepare for the activities of SkillsUSA Week. Committee members provide professional development experiences to be shared at the last chapter meeting before SkillsUSA Week begins.

Sign up for a virtual visit with your SkillsUSA national officer team! The officers will virtually visit a select number of chapters during Giveback Day between 1 p.m. to 4 p.m. ET. Sign up early and secure your chapter's spot! Visit [skillsusa.org/events/skillsusa-week/](http://skillsusa.org/events/skillsusa-week/) for more information and to sign up.

MONDAY — FRIDAY  
**SKILLSUSA WEEK**

## Celebration of SkillsUSA Week

<i>First week in February</i>	
<p>▲ During the monthly chapter meeting, the Advocacy and Marketing Committee provides an overview of the SkillsUSA Week celebration.</p> <p>During this overview, the subcommittees will share the targeted Essential Element Professionalism skills that will be needed during SkillsUSA Week for members to be successful during their day's activity.</p>	
<i>February – SkillsUSA Week</i>	
Subcommittees facilitate the selected activities of their assigned day.	

STEP 3: <b>Evaluation</b>	TARGET DATE
<i>Last week in February</i>	
<p>Committee facilitates members capturing their growth in the Essential Element of Professionalism learned during SkillsUSA Week. This can be done during class periods or at a special meeting using chart paper. Each member should be listed with the areas of growth they identify.</p> <p>Examples of areas of growth are giving thanks, telling your SkillsUSA story, professional appearance, working with others to plan an activity, advocating for SkillsUSA, etc.</p> <p>Have the members post the completed papers around the classroom and summarize the skills developed to social media.</p>	
<p>▲ Committee meets to review the SMART goals of the activity and discuss accomplishments and shortfalls of the planning and implementation of the celebration of SkillsUSA Week coupled with the education and understanding of the member's professional approach.</p>	
<p>Committee members record recommendations for future years in conducting advocacy and marketing activities. Record the recommendations at: <a href="http://www.skillsusa.org/programs/chapter-excellence-program/">www.skillsusa.org/programs/chapter-excellence-program/</a>.</p>	

STEP 4: <b>Celebration</b>	TARGET DATE
<p>▲ On Friday of the week during SkillsUSA Day, committee hosts a bowling party celebration for accomplishing a positive week of experiences for the members and their supporters. Encourage chapter members to wear their favorite SkillsUSA T-shirt or a red shirt.</p>	

STEP 5: <b>CEP Application</b>	TARGET DATE
<p>Use this activity to apply for the Chapter Excellence Program by completing the CEP application. The Chapter Excellence Program (CEP) is the single best way to build a successful SkillsUSA chapter. To learn more, visit: <a href="https://www.skillsusa.org/programs/chapter-building/chapter-excellence-program-cep/">https://www.skillsusa.org/programs/chapter-building/chapter-excellence-program-cep/</a>.</p>	



**NEWS RELEASE from [Name of School]**

FOR IMMEDIATE RELEASE

Name:

Phone:

Email:

**[School/Program Name] Celebrates SkillsUSA Week**

City, State. — Students and faculty at [your school name] will join others across the nation to celebrate SkillsUSA Week, Feb. 2-8 2025. The annual celebration represents over 380,000 SkillsUSA members nationwide and promotes career and technical education (CTE). The week highlights the benefits of the SkillsUSA program in developing personal, workplace and technical skills grounded in academics. It also provides schools with an opportunity to demonstrate how CTE helps prepare local students for college and high-wage, high-demand career fields. SkillsUSA Week annually highlights SkillsUSA members and promotes career and technical education throughout the country. SkillsUSA is one of nine U.S. career and technical student organizations (CTSOs).

Among the special activities scheduled are [name/time/date/place of your local events that are open to the public].

“The activities planned over the next month will illustrate the rigor and relevance CTE courses offer our students,” said [name], director of the school. “By partnering with the business community, CTE programs are investing in students and providing them with the latest technology and skills that will prepare them to become successful employees and future leaders.”

SkillsUSA Week activities nationwide include presentations to administrators, business leaders and legislators; community service events to benefit local charities and organizations; interviews with the news media; student-led events and campus outreach; and industry partnership development. SkillsUSA Week is held the second full week of February each year in conjunction with Career and Technical Education Month.

“SkillsUSA Week is a time to lift up our students, chapters, teachers and recognize business partners who bolster support for local programs that define student excellence,” says SkillsUSA’s executive director, Chelle Travis. “SkillsUSA is a talent pipeline that graduates 100,000 SkillsUSA students each year who strive to be career-ready on the first day of their job. SkillsUSA Week is one of our most important weeks of the year and a highlight for students.”

For more information on local SkillsUSA Week events, contact: [local contact name, title, phone and email].

**About SkillsUSA**

SkillsUSA is the #1 workforce development organization for students, empowering them to become skilled professionals, career-ready leaders and responsible community members. SkillsUSA represents more than 413,000 career and technical education students and teachers in middle schools, high schools and college/postsecondary institutions nationwide. Those members represent 130 in-demand occupational areas, from 3-D animation to welding. A vital solution to the skills gap, SkillsUSA has served nearly 15 million members since its founding in 1965. Learn more at [skillsusa.org](https://skillsusa.org) and follow us on [Facebook](#), [Instagram](#), [X](#) and [LinkedIn](#).

###

### How to Request a SkillsUSA Week Proclamation

A proclamation is an official designation of an event. Proclamations are a great way to educate the public about SkillsUSA Week and bring attention to our mission. A proclamation is an effective public relations tool because it carries the support of a key government official in your state or community.

#### STEP 1: Contact the State or Local Government Office

Governors, county executives, mayors, state legislatures, municipalities, counties, cities or towns can issue proclamations. For city proclamations, a mayor, city manager or city marshal may be the person to sign. For counties, it will most likely be the county commissioners. Determine whether you would like to request a proclamation from your city, county or state and locate the website for this entity. In addition to seeking the guidelines for requesting a proclamation, be sure to inquire about the preferred format. This information will allow you to begin to draft your proclamation.

#### STEP 2: Draft your Proclamation

Traditional proclamations begin with a series of statements starting with the words “whereas,” meaning “because,” “inasmuch” or “since.” Each clause states the problem or issue being addressed and is followed by a concluding phrase beginning with “therefore,” which specifically requests the support or action needed. Modern proclamations are written in a letter format. A sample traditional proclamation is provided but you can adjust the wording as you prefer. Follow any guidelines you receive from your government office. Have an electronic version of your proclamation available. Most offices will print the proclamation on their own official letterhead or certificate paper, using your wording.

#### STEP 3: Follow the Guidelines for Submitting a Request

Each city, county and state will have their own guidelines and procedures for signing proclamations. The easiest way to research your city, county or state’s guidelines is to look on its website and search for the term “proclamation.” Some of the larger cities and counties will have proclamations listed. Smaller cities and counties may provide contact information to call or email for proclamation information. A cover letter requesting a proclamation should include:

- Draft text of the proclamation
- The purpose of the proclamation (e.g., SkillsUSA Week) and when it is needed
- A brief description of your SkillsUSA chapter and SkillsUSA as a whole

#### STEP 4: Allow Enough Time

The wheels of government turn slowly, so begin the proclamation request process well in advance of your event date. Timing is key if you want to be able to have the proclamation announced at a city council or county commissioner meeting. You may be required to send a copy of the proclamation to these representatives several ahead of the meeting.

#### STEP 5: Make an Event Out of It!

Follow the guidelines that you are given as to whom (and how many) you can bring to the proclamation meeting or signing event. Notify your local paper or media outlets about the proclamation. Distribute printed copies to local reporters. Have the proclamation photo-enlarged for display at the event or in a prominent public place. Send copies to local newspapers. As with any media piece, demonstrate its importance to the media’s audience by including local statistics.

**Sample Cover Letter to Local Officials in Request of a Proclamation**

Use this sample cover letter when you email the proposed proclamation wording. If you have already spoken to the proper official, then you should reference that conversation in this letter. Also, adjust the language of the letter to reflect the details of the event in your community. Be sure to enclose your proclamation draft with your letter.

[Date]

Honorable [Name]  
[Official Title]  
[Mailing Address]

Dear [Name],

Feb. 2-8, 2025 is SkillsUSA Week. This nationally-celebrated event provides an excellent opportunity to demonstrate support of SkillsUSA and career and technical education (CTE) students who are preparing to enter the workforce in meaningful careers.

Our local SkillsUSA chapter would be honored if you would sponsor an official proclamation to recognize Feb. 2-8, 2025 as SkillsUSA Week. Your proclamation would lend official recognition to the important work we are doing to prepare students with the personal skills, workplace skills and technical skills grounded in academics through the SkillsUSA Framework.

This week-long celebration is a wonderful opportunity to educate the public about SkillsUSA and CTE as well as our value to our public schools, community, state and the economy as a whole.

We have enclosed a sample proclamation which may help your office compose the appropriate proclamation. We hope you will attend an event at our school to present your proclamation, or we can visit your offices for a short ceremony and photos.

If you or your staff have any questions concerning this request, the sample proclamation or SkillsUSA Week, please contact me. We appreciate your support of SkillsUSA and thank you for your consideration of this request.

Sincerely,

[Name]  
[Title]  
[School name and address]  
[Phone number and email address]

Enclosure: Sample Proclamation

### SkillsUSA Week Feb. 2-8, 2025 PROCLAMATION

#### TO ALL WHOM THESE PRESENTS COME – GREETINGS:

**WHEREAS** Feb. 2-8, 2025, has been designated by the SkillsUSA national association as SkillsUSA Week; and

**WHEREAS** career and technical education provides students with a school-to-careers connection and is the backbone of a strong and educated workforce that fosters productivity in business and industry and contributes to leadership in the national and global economies; and

**WHEREAS** career and technical education and SkillsUSA give high school students empowering experiences in the meaningful application of skills such as reading, writing and mathematics as well as the development of SkillsUSA Framework skills including personal skills, workplace skills and technical skills grounded in academics, thus improving the quality of their education, providing increased motivation to learn and giving all students leadership opportunities in their career fields, schools and communities; and

**WHEREAS** career and technical education offers students opportunities to learn skills and have career experiences that may lead to further education or meaningful employment; and

**WHEREAS** the cooperative efforts of career and technical educators working with business and industry stimulate the vitality of our nation's economy by preparing graduates for careers forecast to experience the largest growth within the next decade; and

**WHEREAS** SkillsUSA is a national organization for students preparing more than 372,000 students annually enrolled in technical, skilled, and service occupations in middle schools, high schools and colleges/postsecondary programs to be high-performance workers;

**NOW, THEREFORE** we proclaim the week of Feb. 2-8, 2025 as SkillsUSA Week and urge all its citizens to acquaint themselves with the mission of SkillsUSA and to give support to the members who are working hard to achieve the goals that will make them outstanding skilled workers in our communities.

**IN TESTIMONY WHEREOF,** I have hereunto set my hand and affix this seal on this \_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_  
Name, and Title



**Make this announcement on Monday, Feb. 3, 2025**

*Be sure to personalize the announcement to match your SkillsUSA chapter's actual plans for the week (you don't have to conduct all activities or hold them on the specified day).*

This week — February 2 to 8 — our SkillsUSA chapter is celebrating SkillsUSA Week as part of Career and Technical Education Month.

As a national student organization, SkillsUSA helps career and technical students like me become career-ready through the development of personal, workplace and technical skills utilizing the SkillsUSA Framework.

Did you know SkillsUSA has more than 380,000 SkillsUSA members nationwide and is respected by higher education and employers when they view it on your résumé or in your job portfolio? SkillsUSA's helps every student excel. This week we will hold several events to recognize our chapter, teachers and business partners who support the program:

- Today is **Recognition Day**. We will recognize and honor students, teachers, administrators, business partners and community supporters who have helped our chapter.
- Tomorrow is **Give Back Day**. We will rally around our school and community by focusing on ways our chapter can give back to others.
- On Wednesday, Feb. 7 we will celebrate **Partner Day**. We have invited some local business and industry leaders to connect with our students to highlight the importance of career readiness skills.
- On Thursday, Feb. 8 we will hold **Advocacy Day**. We will amplify CTE in our community by conducting some public relations and presenting to a community group about SkillsUSA.
- On Friday, Feb. 9 we will celebrate **SkillsUSA Day** by wearing our favorite SkillsUSA shirt, having a chapter celebration and sharing SkillsUSA Framework stories on our school and personal social media accounts.

Watch our social media this week for more details. SkillsUSA is a great way to build your skills and your network while you are still in school and help you connect to a future career! If you want to be part of the fun and join SkillsUSA, please see [Name, Room Number] or contact any member.

**SKILLSUSA WEEK  
MEDIA AND PROMOTION****Sample Public Service Announcement**

Your chapter can create localized Public Service Announcements (PSAs) to run on area TV or Radio stations. First, contact your local media for PSA requirements. Then create video and audio PSAs working with your broadcast video and audio production program to write the scripts and record them. Finally, deliver them to the news media and request they run before or during SkillsUSA Week. Here is sample copy to help you get started.

**Skilled Workforce: 15**

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. To find out more, please visit SkillsUSA's website at [www.skillsusa.org](http://www.skillsusa.org). SkillsUSA: Champions at Work

**Skilled Workforce: 30**

America is facing a critical shortage of skilled workers. SkillsUSA has a solution.

SkillsUSA is America's proud champion of the skilled trades. We're a national student organization that is committed to building the future skilled workforce our nation depends on.

But being a skilled worker means more than building a house or designing a web page. SkillsUSA offers more — just ask students like [Name].

STUDENT COMMENTS [Insert 4 seconds of a short SkillsUSA Framework story]

These are the kind of skills employers want.

You can find out more on online at [www.skillsusa.org](http://www.skillsusa.org). SkillsUSA: Champions at Work

**Skilled Workforce: 60**

America is facing a critical shortage of skilled workers. This shortage has a profound impact on our nation's economy. SkillsUSA has a solution.

SkillsUSA is America's proud champion of the skilled trades. We're a national student organization that is committed to building the future skilled workforce our nation depends on.

But being a skilled worker means more than building a house or designing a web page. SkillsUSA offers something more — just ask students like [Name or Names].

STUDENT COMMENTS [Insert 26 seconds of a short SkillsUSA Framework story]

These are the kind of skills employers want.

You can find out more on online at [www.skillsusa.org](http://www.skillsusa.org). SkillsUSA: Champions at Work

SKILLSUSA WEEK  
MEDIA AND PROMOTION

## Spread Awareness

### Artwork Bundle

Find the SkillsUSA Week graphics, logos, PowerPoint templates and more at [this link](#).



### Share a Story

Let us know about your SkillsUSA Week chapter activities by submitting a story on SkillsUSA Champions. Be sure to indicate that the activity was completed during SkillsUSA Week. SkillsUSA Champions is a dynamic resource that creates a virtual community of students and teachers through relevant and inspiring content. Learn more about submitting stories on SkillsUSA Champions at [champions.skillsusa.org](http://champions.skillsusa.org).



**IGNITE**  
YOUR POTENTIAL  
2024-2025

# SKILLSUSA WEEK

## APPENDIX



  
SkillsUSA®



MONDAY  
RECOGNITION DAY

## Member of the Month



### Local Nomination and Selection Process

Any chapter member can nominate someone for the Member of the Month. The nominating member will submit a nomination form for review to chapter officers. All nominations should be submitted monthly by a deadline of the chapter's choosing to ensure enough time for proper review.

Using the [Chapter Member of the Month Evaluation Form](#), chapter officers will review nominations and designate finalists. The chapter president will select the Chapter Member of the Month on or before the announcement date.

### Announcement and Local Recognition

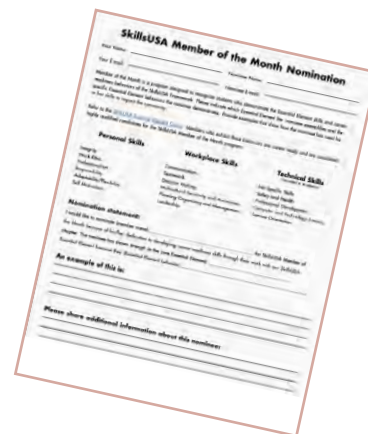
The announcement date is the first of the month. For example, chapters should announce the Member of the Month on October 1st to honor the work they did in the month of September.

Announcements should be made on your chapter's social media pages using the provided social media post templates. Be sure to include the hashtag #SkillsUSAMOTM so your post can be found by SkillsUSA members around the country! Chapters may also announce Member of the Month selections on school social media accounts, in school newspapers or broadcasts and in any other way that builds value into the program and honors participants.

The Member of the Month should be recognized with the social media announcement and a certificate honoring their achievement. The fillable certificate template is included in this packet, and should be signed by the chapter advisor and chapter president. Your chapter is encouraged to build on this standard of recognition with unique traditions and celebrations.

Member of the Month is a program designed to recognize students who exemplify an Essential Element of the SkillsUSA Framework. This process of recognition builds value into the exceptional work that students do every day and encourages all members to exemplify the personal, workplace and technical skills grounded in academics needed to be career ready. Honoring hard work in your chapter creates a sense of community and reminds members that their dedication to their training program and SkillsUSA does not go unnoticed.

The Member of the Month recognition program will reignite student engagement with the opportunity to be recognized for a commitment to career readiness.



**MONDAY  
RECOGNITION DAY****Member of the Month**

Recognize and honor members, advisors, administrators, business partners, community leaders and supporters who make a meaningful impact on your CTE program and SkillsUSA chapter using a Certificate of Appreciation. Download it now at [bit.ly/21recognition-cert](https://bit.ly/21recognition-cert).

**Award Name**

*This Certificate is Presented to:*

*Awardee Name Here*

---

*In Recognition of:*

Describe the purpose/reason of the award here.

<i>Date Here</i>	<i>Signature</i>	
_____	_____	
Date	Name of Signee	

**MONDAY  
RECOGNITION DAY****Member of the Month**

SkillsUSA's Volunteer Adult Recognition Program seeks to acknowledge and celebrate the incredible work of individuals and entities on the local and state level. Opportunities for recognition exist for individual volunteers, school administrators, organizations, agencies, businesses and other groups. Chapters are encouraged to present awards during SkillsUSA Week in celebration of the support and contributions made by volunteers.

**SkillsUSA Pillars of Success Award - Chapter Level Recognition Award**

The award recognizes the achievements of volunteers who have contributed time, talent, and financial support to the local SkillsUSA chapter. [Download the Pillars of Success Award toolkit.](#) Toolkit contents:

- Overview - Chapter Pillars of Success Award.
- Award Criteria and Nomination Application - Chapter Pillars of Success Award.
- Application Rubric - Chapter Pillars of Success Award.
- Sample Application - Chapter Pillars of Success Award.
- Letter to Award Recipients - Chapter Pillars of Success Award.
- Letter to Unsuccessful Candidates - Chapter Pillars of Success Award
- Press Release Template - Chapter Pillars of Success Award.

**SkillsUSA Cornerstone Award - Chapter-Level Recognition Award**

This award was established to recognize and celebrate the cooperative relationships that have been established over the years between local school administrators and SkillsUSA chapters. [Download the SkillsUSA Cornerstone Award toolkit.](#) Toolkit contents:

- Overview - Chapter Cornerstone Award
- Award Criteria and Nomination Application - Chapter Cornerstone Award
- Application Rubric - Chapter Cornerstone Award
- Sample Application - Chapter Cornerstone Award
- Letter to Award Recipient - Chapter Cornerstone Award
- Letter to Unsuccessful Candidate - Chapter Cornerstone Award
- Press Release Template - Chapter Cornerstone Award

**SkillsUSA Distinguished Service Award - Chapter-Level Recognition Award**

This award was established to recognize and celebrate the outstanding contributions made by organizations, agencies, businesses or other groups to SkillsUSA and career and technical education on the chapter level. [Download the Distinguished Service Award toolkit.](#) Toolkit contents:

- Overview - Chapter Distinguished Service Award
- Award Criteria and Nomination Application - Chapter Distinguished Service Award
- Application Rubric - Chapter Distinguished Service Award
- Sample Application - Chapter Distinguished Service Award
- Letter to Award Recipients - Chapter Distinguished Service Award
- Letter to Unsuccessful Candidates - Chapter Distinguished Service Award
- Press Release Template - Chapter Distinguished Service Award

**To order awards, visit The SkillsUSA Store.**

**MONDAY  
RECOGNITION DAY****Member of the Month****SkillsUSA CTE Champions Award - Chapter-Level Recognition Award**

The CTE Champions Award was created to recognize local education leaders, business and industry executives, policy makers, celebrities and thought leaders who support and champion CTE programs as a vital part of developing a prepared, adaptable and competitive workforce.

[Download the CTE Champions Award toolkit.](#) Toolkit contents:

- Overview - Chapter CTE Champions Award
- Award Criteria and Nomination Application - Chapter CTE Champions Award
- Application Rubric - Chapter CTE Champions Award
- Sample Application - Chapter CTE Champions Award
- Letter to Award Recipients - Chapter CTE Champions Award
- Letter to Unsuccessful Candidates - Chapter CTE Champions Award
- Press Release Template - Chapter CTE Champions Award

**To order awards, visit [The SkillsUSA Store](#).**

**TUESDAY  
GIVE BACK DAY**

## Give Back Project Ideas

### Possible Project Ideas

Have the students review the list of community service possibilities and select their top three choices. Keep these posted for students to consider as they progress through the planning process.

- Canned food drive or work at a local food bank
- Car care clinic (free oil change, tire pressure check, etc.)
- Coat, gloves and hat campaign
- Adopt-a-Highway program
- Park cleanup, community beautification and restoration
- A recycling initiative
- Energy audit — evaluate school energy and determine improved practices
- Volunteer services for the elderly
- Build a website for a community organization
- Free seminars to various audiences (Internet classes, social networking, food prep)
- Teacher appreciation day (make lunch, serve snacks)
- Organize a local farmer's market (work with local FFA chapters or 4-H clubs)
- Food safety presentation
- Document community history for the local library (interview local seniors)
- Landscaping projects
- First aid and CPR training
- Community readiness — prepare survival kits
- Activities to support military personnel overseas
- Partnering with Habitat for Humanity
- Production of a promotional video — work with local Chamber of Commerce

**Sign up for a virtual visit with your SkillsUSA national officer team! The officers will virtually visit a select number of chapters during Giveback Day between 1 p.m. to 4 p.m. ET. Sign up early and secure your chapter's spot! Visit [skillsusa.org/events/skillsusa-week/](https://skillsusa.org/events/skillsusa-week/) for more information and to sign up.**

## WEDNESDAY PARTNER DAY

## Welcoming Business Partners to the Classroom

### Why engage business and industry partners in the classroom?

Having students meet with business partners is a wonderful opportunity to make connections within the community while instilling the value of the SkillsUSA Framework in your classroom. Business partners bring the Framework to life by providing real world examples of how the Essential Elements are applied. And, business partner connections can provide an interactive lesson plan in person or if students are learning online. Here are some other reasons this is important:

- Students can connect with professionals in their community.
- Students can explore careers through relevant examples and testimony.
- Business partners can interact with potential employees.
- Students can meet their potential future employers.
- Perspectives can be broadened and questions can be answered.
- Business partners allow you to deepen instruction in areas where you may lack personal knowledge or experience.
- Business partners give you and students a break from the regular routine (a little variety goes a long way!)

Use the Business Partnership Outreach Guide found in the Framework Integration Toolkit to support this process. As a benefit of professional membership, this resource streamlines the process of welcoming business partners into your classroom. You will find guidance in business partner outreach, resources for business partner preparation, student activities and exercises and evaluation tools for measuring student growth. Evaluation of growth is especially important as it ties directly into the objectives of the Chapter Excellence Program (CEP).



Like everything you do with your SkillsUSA chapter and in the classroom, intentional learning and personal growth relative to Framework skills are an integral part of business partner engagement. The opportunities for student learning and active participation by your local business community will enrich your program now and in the future.



Access all Professional Membership Benefits in SkillsUSA Absorb ([absorb.skillsusa.org](https://www.skillsusa.org)).



### Focusing on the SkillsUSA Framework

The easiest way to link business partner involvement with your chapter and classroom goals is to use the SkillsUSA Framework as your foundation. The Framework provides a common language that resonates with students, school administrators, parents and business partners, and it gives purpose to every SkillsUSA activity. It is the critical measure of student development along a learning continuum of awareness, demonstration and mastery.

As you and your students identify business partners and plan for their visit, reference the Framework to develop questions and structure student participation. Here are recommendations of how to keep the Framework central to each step of business partner outreach.

- Display a copy of the Framework when brainstorming which business partners to invite to the classroom.
  - Which business partners would be best to cover specific skill areas and Essential Elements for my chapter/subject area?
- Once you have a list of potential business partners, consider their relevance to a specific skill area and highlight the Essential Elements you'd like them to address.
  - What skill area and Essential Elements do my students need to hear about the most from this business partner? Maybe they can touch upon several.
- After partners have accepted the invitation, share the Framework background with them and discuss how you would like them to use it.
  - How can the partner reference the Framework to provide clarity in their presentation and support student understanding?
- Have students reference the Framework to develop questions prior to the partner visit.
  - How do the questions relate to the Essential Elements being presented?
  - Will the questions lead to valuable discussion and insight?
  - Are the questions relevant to the partner's industry/business in supporting career exploration?

**WEDNESDAY  
PARTNER DAY**

**Welcoming Business Partners to the Classroom**

## **SAMPLE Email Invitation from Student**

To: mradefeld@northsidehospital.org  
 From: Susie Smith  
 Subject: Healthcare Career Visit to Northside High School

*Note: If sending email first, always call and confirm email address. Also, make sure the subject line is short and relevant.*

Dear Nurse Radefeld:

The Northside health science program is currently studying careers in our Introduction to Health Science class. As a sophomore at Northside High School, my classmates and I are excited to be learning about healthcare careers. We would like to invite you to visit our classroom to discuss your experience as a registered nurse, and the roles of a few others you work with at the hospital.

Our class is particularly interested in learning about the type of education and experience required for different positions as well as the academic, technical and employability skills needed. We are also interested to know how these details tie into our SkillsUSA Framework of personal, workplace and technical skills that help prepare us for career success. Within the Framework, our class is currently focusing on the Essential Elements (employability skills) of integrity, work ethic, and multicultural sensitivity and awareness. We are interested in how these three areas impact employment in the health care industry. I have attached a copy for your review.

We are flexible, but propose the following date and time:

Date	Wednesday, Feb. 5
Time	10 a.m. to 10:50 a.m.
Location	Northside Town High School Health Science Lab, Room 415

I will follow up by phone to determine your interest. In the meantime, please do not hesitate to contact me at Susie.smith@NorthsideHS.edu. Please note that if the proposed date and time doesn't work with your schedule, we can discuss alternative options.

We appreciate your consideration of our invitation. Thank you for all you do as a registered nurse.

In gratitude,

**Susie Smith**  
 SkillsUSA Partners and Alumni Committee Chair

**WEDNESDAY  
PARTNER DAY****Questions for Guest Speakers**

Name: \_\_\_\_\_ Guest Speaker: \_\_\_\_\_

Topic: \_\_\_\_\_

Directions: Develop three quality questions about the topic our guest speaker will address. Do not create questions that can be addressed with close-ended (Yes or No) answers. The questions should be open-ended to allow for explanation.

<b>Question</b>	<b>Answer</b>
1.	
2.	
3.	

*Remember to thank the business partner for their time!*



## Sample Talking Points for a Local School Board Presentation

Use these talking points to build a brief presentation about SkillsUSA and your local chapter. There is a PowerPoint template on the SkillsUSA Website ([www.skillsusa.org](http://www.skillsusa.org)) Resources page, along with a SkillsUSA Fact Sheet. Allow several students to speak, if possible, and personalize your remarks and data to your school, chapter and community. Be sure to adhere to the school board's time limit for your group. Remember the school board wants to understand the impact of the SkillsUSA program on current students and graduates of the school. They will be interested in specific skills gained and want to hear about activities, honors and individual student growth.

### What is SkillsUSA?

- SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. We help each student excel.
- A nonprofit national education association founded in 1965, SkillsUSA serves middle-school, high-school and college/postsecondary students preparing for careers who are enrolled in trade, technical and skilled service (including health) occupations training programs.
- Nationally, there are over 430,000 members. Locally, our SkillsUSA chapter at [SCHOOL NAME] has [XXX] members studying in [XX] occupational programs such as cosmetology, drafting, automotive technology, welding, several medical fields, pre-engineering, and manufacturing.
- SkillsUSA's mission is to empower its members to become world-class workers, leaders and responsible American citizens. We improve the quality of our nation's future skilled workforce.

### How Does SkillsUSA Help Students?

- SkillsUSA helps students develop SkillsUSA Framework skills that include personal, workplace and technical skills grounded in academics. Our vision is to produce the most highly skilled workforce in the world, providing every member the opportunity for career success.
- Students lead SkillsUSA. They plan an annual program of work that includes workplace experiences, financial management, community engagement and advocacy including meetings.

### Highlights of Your SkillsUSA Year

- Share highlights of your SkillsUSA year including fall leadership conferences, fundraising, community service, other presentations or future plans including local, state and national competitions and conferences.
- Have one or two students tell a SkillsUSA Framework story of an Essential Element they have developed through their SkillsUSA & CTE experience.

### Wrap Up and Thank You

- Wrap up by thanking school board members for their work and support of public education and present a small handmade or SkillsUSA logo item to each school board member (if allowed; ask in advance). These should be practical and small items like a pen, pencil holder, business card holder or a key chain.
- Take photos with school board members, shaking hands or making your presentation. Share these photos and a story with the local media if they did not attend the school board meeting.

## What is SkillsUSA?

SkillsUSA is America's proud champion of the skilled trades. It's a student-led partnership of education and industry that's building the skilled workforce our nation depends on with graduates who are career ready, day one. Representing nearly 380,000 career and technical education students and teachers, SkillsUSA chapters thrive in middle schools, high schools and college/postsecondary institutions nationwide. SkillsUSA's mission empowers students to become skilled professionals, career-ready leaders and responsible community members. That mission is accomplished through the SkillsUSA Framework of Personal Skills, Workplace Skills and Technical Skills Grounded in Academics, which is integrated into classroom curriculum. Through Framework instruction, students develop the character-shaping leadership skills — teamwork, communication, professionalism and more — that successful careers and lives demand. At the same time, students hone their high-level technical skills against current industry standards in more than 130 skilled trade areas, from 3-D Animation to Welding. The result? Focused, confident and highly skilled graduates who are ready to work, ready to lead and ready to make a difference in our schools, workplaces and communities. A vital solution to the skills gap, where more in-demand skilled trades positions are available than qualified professionals to fill them, SkillsUSA has served over 14 million difference-making members since 1965. For more, visit [www.skillsusa.org](http://www.skillsusa.org).

## SkillsUSA Membership

- Current annual membership: **475,749**
- All **50** states plus Puerto Rico, Virgin Islands and District of Columbia
- Total student and teacher membership: **413,293**
- Student members: **390,664**
- Teacher members (SkillsUSA Professionals): **21,263**
- SkillsUSA schools: **4,718**
- SkillsUSA classrooms: **19,712**
- Alumni members: **62,068**
- High school members: **361,784**
- College/postsecondary members: **46,984**
- Middle school members: **4,525**
- Total cumulative members served since 1965: **15.1 million**

## Partners

SkillsUSA receives in-kind and financial support from more than **850** national partners.

## THURSDAY ADVOCACY DAY

## SkillsUSA Framework



### Our Proven Model: The SkillsUSA Framework Essential Element Definitions and Behaviors

The SkillsUSA Framework outlines all skills needed to be job-ready Day One. Every aspect of our program is built around the Framework, which emphasizes personal skills, workplace skills and technical skills grounded in academics. The purpose of the Framework is to provide a common language to communicate what students learn in the classroom and laboratory.

### PERSONAL SKILLS

**INTEGRITY**—Doing the right thing in a reliable way.

- Be honest
- Do what I say I will do
- Hold myself and others accountable
- Make choices consistent with my values

**WORK ETHIC**—Being committed to punctuality, meeting deadlines and following established policies and procedures to get work done.

- Engage in meaningful work to contribute
- Be productive throughout the workday
- Reflect upon and evaluate my productivity
- Demonstrate consistency in work performance

**PROFESSIONALISM**—Behaving in alignment with workplace standards to display a positive image.

- Be loyal to my peers, supervisor and myself
- Adhere to dress codes and other policies
- Monitor my words and actions
- Model appropriate behavior and etiquette in all settings
- Create a respectful and safe culture

**RESPONSIBILITY**—Taking ownership of one's work performance, behavior and actions.

- Honor my commitments
- Complete my work and assignments on time
- Work efficiently and effectively without supervision
- Persevere in accomplishing my work
- Own my mistakes or incomplete work

**ADAPTABILITY/FLEXIBILITY**—

Embracing change and fostering creativity; being resilient.

- Overcome barriers and roadblocks
- Understand that multiple solutions will accomplish the same goal
- Maintain composure during adversity
- Be curious to explore and experiment

**SELF-MOTIVATION**—Exhibiting a passion for life and career.

- Purposefully connect what I do today with my future
- Positively express self and work with others
- Seek to learn and develop new knowledge and skills
- Be disciplined to achieve my purpose and goals

### WORKPLACE SKILLS

**COMMUNICATION**—Sending and receiving clear messages.

- Write and speak effectively
- Use appropriate body language
- Check for understanding when articulating complex issues
- Practice active listening skills
- Choose appropriate mode of communication

**DECISION MAKING**—Using information and processes to problem-solve and make choices.

- Analyze key facts, data and situations
- Follow a problem-solving process
- Weigh multiple outcomes
- Identify possible options and their impacts
- Make informed choices

**TEAMWORK**—Working with others to achieve a common goal.

- Work collaboratively with my peers, classmates and co-workers
- Honor the contributions and strengths of others
- Honor my commitments and responsibilities to the team
- Foster positive and collaborative working relationships with others

**MULTICULTURAL SENSITIVITY AND**

**AWARENESS**—Respecting all people and cultures by fostering appropriate and respectful workplace relationships and interacting.

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

**PLANNING, ORGANIZING AND**

**MANAGEMENT**—Embracing change and fostering creativity; being resilient.

- Break down projects and task with timelines
- Identify resources and standards for completing projects
- Anticipate and plan for possible obstacles and setbacks
- Establish work priorities

**LEADERSHIP**—Influencing the hearts, minds and actions of others.

- Build and model trust
- Foster hope
- Express compassion
- Establish stability

### TECHNICAL SKILLS

**COMPUTER AND TECHNOLOGY**

**LITERACY**—Using technology in effective, appropriate and innovative ways.

- Be willing to learn and integrate new technology
- Use work-based technology proficiently
- Effectively employ technology to solve problems
- Improve information flow through technology
- Use technology to improve and document accountability

**JOB-SPECIFIC SKILLS**—Identifying, developing and implementing unique knowledge and skills required by a specific job.

- Know my job roles and responsibilities
- Perform my job confidently
- Follow personnel manual policies
- Perform responsibilities without direct supervision
- Seek ways to improve my job performance skills
- Teach others job-specific tasks
- Receive coaching feedback

**SAFETY AND HEALTH**—Following workplace health, wellness, financial and safety guidelines.

- Follow safety procedures including wearing appropriate safety attire
- Maintain a clean work environment
- Identify potential hazards and notify appropriate parties
- Use tools and equipment according to safety standards
- Stay current with safety regulations and standards

**SERVICE ORIENTATION**—Meeting the needs of internal and external customers in respectful and effective ways.

- Acknowledge and be present with customers
- Stay focused and customer-oriented while at work
- Demonstrate respect and courtesy to customers at all times
- Know and implement my company's service policy
- Handle difficult situations with tact and self-restraint
- Know when to involve my supervisor in a customer service situation

**PROFESSIONAL DEVELOPMENT**—

Engaging intentionally in learning experiences that contribute positively to career path progression.

- Develop my career plan
- Assess my current skill sets and determine areas for my growth
- Use professional and personal mentors
- Seek professional and personal growth opportunities
- Apply new learning
- Stay current with workplace-related resources
- Seek new responsibilities to gain additional skill sets

**THURSDAY  
ADVOCACY DAY**

## SkillsUSA Framework Stories

*This outline is provided to assist members in developing and presenting their workshop. The presenter should modify or add to the content provided to make the workshop effective.*



### Opening

#### SkillsUSA Framework Pictionary

This activity is a spinoff of the popular game of Pictionary. Divide students into groups of five to six. Students take turns drawing images (no words) of a specified SkillsUSA Framework Essential Element and have their fellow teammates guess what it is. Use popsicle or craft sticks with the Essential Elements written on them to use for selecting which Essential Element to draw.

At the end of the game, share that all the images drawn are Essential Elements that are part of the SkillsUSA Framework. Consider showing the SkillsUSA Framework video [found here](#).

### Content

Share the following SkillsUSA Framework facts. The SkillsUSA Framework:

- Consists of three components — personal skills, workplace skills and technical skills grounded in academics
- Encompasses 17 Essential Elements — skills that industry says are important for any future career
- Provides a common language for students to describe how they have grown in their career-readiness skills
- Assesses student skill development to chart their growth

As SkillsUSA members it is important that we are able to communicate how our experiences have helped us become career ready. Ask participants the following questions:

- Who would be interested in hearing about the skills we have learned in SkillsUSA and our career and technical education (CTE) programs?
- When might we have opportunities to share what we have learned?

Let's plan what we will share about what we have learned through our CTE class or SkillsUSA experiences in something known as a Framework story. Allow an opportunity for one of the committee members to share their Framework story with the group.

Ask participants to identify the most impactful classroom or SkillsUSA experience they've had in which they either learned or used one of the Essential Elements found in the Framework. Instruct participants to write down both the experience and the Essential Element skill they learned.

Now, spend a few minutes identifying and jotting down the details of your experience.

- Describe details of the situation
- Explain the actions and the tasks you did
- Identify the Essential Element skill you grew in as a result of the experience

### Closing

Have participants find a partner and deliver their Framework story by explaining the situation and the Essential Element learned. Share that it is important to think about the audience you might be sharing the story with and what is important to them. If they are sharing the story with another student, they might care about being a part of community or receiving recognition for accomplishments, while a campus administrator might care more that it made you want to come to school every day or work harder at your grades because you knew it impacted your future. Have members record what they have learned on their Retreat Handout. Have members complete the evaluation form for the workshop and turn in to the presenter.








*This activity was adapted from the SkillsUSA Framework Integration Toolkit: Framework Story Lesson Plan and Videos. As a way for students to articulate their learning in CTE and SkillsUSA, have them create a Framework story using the provided lesson plan and these the sample videos to demonstrate how students are able to share a personal experience and tie it directly to how they have grown in one specific Essential Element.*

This SkillsUSA Professional Membership Benefit can be accessed in SkillsUSA Absorb ([absorb.skillsusa.org](https://absorb.skillsusa.org)). To become a Professional Member [visit here](#).


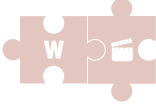


**THURSDAY  
ADVOCACY DAY**

## Framework Story Sample #1

<p><b>Pre-Work</b></p>  <ul style="list-style-type: none"> <li>• How large is my audience?</li> <li>• What age range is my audience?</li> <li>• What does my audience really care about?</li> <li>• How will I relate to them?</li> <li>• What is the room set up and A/V requirements/availability?</li> <li>• What is the length of the story?</li> </ul>	<p><b>Speech Title:</b> SkillsUSA Framework</p> <p><b>Length:</b> 4 minutes</p> <p><b>Number of Participants:</b> 15</p> <p><b>Audience Demography:</b> SkillsUSA Board of Directors</p>
<p><b>Outlook</b></p>  <ul style="list-style-type: none"> <li>• What are the main points?</li> <li>• How can I draw a mental map to let audience members know where we're headed?</li> <li>• How can I engage participants in the overarching topic of this story?</li> </ul>	<p><b>Objective 1:</b> Identify the value of CTE and SkillsUSA in evolving my skill of work ethic as a worker.</p>
<p><b>Engagement - Link</b></p> <p>Approx. 2 minutes</p> 	<p>Sirens blaring, the tension rises, your heart starts to race as you fight the clock! Imagine you're experiencing the immense pressure that one mistake will hinder the entire operation of your mission!</p> <p>As an emergency medical student, I have to understand this pressure and fight the clock almost daily. It started off the same as any day. "Is my personal protective equipment ready? Is my scene safe? Is this my only patient? What information do we have?" But as we were running through our daily scenarios our advisor showed us a video of what it took to be an EMS provider. The video focused on basic human presence and compassion—the most fundamental aspects in the medical profession. I remember the distinct silence after watching the video, and then out of the silence my CTE teacher addressed us with one question where we had to think silently: "Why do you want to help people?" This question brought even a deeper silence, so deep that you could hear a pencil drop. After a few minutes my teacher said to follow her. We exited through the door, making our way to the auditorium wondering why.</p>
<p><b>Engagement - Preview</b></p> 	<p>We would soon begin to understand how our CTE program and SkillsUSA experience were preparing us to use work ethic in real experiences.</p>
<p><b>Wisdom - Evidence 1</b></p> <p>Approx. 1/2 minute</p>  <ul style="list-style-type: none"> <li>• What will I do and say to prove the Main Point to be factual?</li> <li>• How will I illustrate the Main Point for the participants?</li> <li>• How will I engage the participants in learning the information associated with the Main Point?</li> </ul>	<p>The next thing I remember is being divided up into teams and being told to go to different rooms wearing our personal protective equipment. As I took a quick glance at the room, I saw what appeared to be casualties and police officials on the scene. Later, I discovered these were theater kids and criminal justice students setting up scenarios to practice their skills. Not long after, we dispersed to work on different mass casualty scenarios where we had to work on triage and helping as many patients as we could before Advanced Life support made it on scene. My partner and I worked as if it was an actual scenario because we knew we couldn't be goofing around in serious incidents like these. We worked, patient after patient, incident after incident, recording and evaluating the injuries of the wounded. We did basic life support and a few advanced techniques, such as applying roller gauze to stop heavy bleeding, adding SAMS splits or traction for broken bones and even performing CPR to save lives.</p>







**THURSDAY  
ADVOCACY DAY**

## Framework Story Sample #1

<p><b>Wisdom - Main Point 1</b></p> <p>Approx. ½ minute</p>  <ul style="list-style-type: none"> <li>• What is the Main Point?</li> </ul>	<p>Working through this scenario, I learned the importance of work ethic. We value every hour, every minute, every second because as medical professionals we understand that even a single second can save a life. We understand that our work is meaningful and that even our presence and care can comfort a patient in pain. We know how to get our stuff done!</p>
<p><b>Wisdom - Action 1</b></p> <p>Approx. ½ minute</p>  <ul style="list-style-type: none"> <li>• How will I help the audience act on the Wisdom 1 Main Point?</li> </ul>	<p>Learning the actions of life support was one of the greatest things I've ever experienced, but in the process of learning how to save lives, I gained so many skills that could change the entire trajectory of my life. I've learned I have a duty to act. With all these skills I acquired in my emergency medical services class, I can't sit on the sidelines in an emergency. I have to step up to serve. It's the ethical thing to do and I put my work ethic to action in my learning.</p>
<p><b>Final Review</b></p> <p>Approx. 1/2 minute</p>  <ul style="list-style-type: none"> <li>• How will I re-phrase my key Wisdom points at the end?</li> <li>• What closing thoughts will I offer the participants?</li> <li>• What is the final call to action for the participants?</li> <li>• What do I want the participants to remember?</li> </ul>	<p>My partner and I exhibited how we would save patients' lives in the real world by taking the assignment seriously. This experience and countless others taught me the value of work ethic and how I can transition these skills to my future career as a medical professional!</p>
<p><b>Reflection</b></p>  <ul style="list-style-type: none"> <li>• What worked? Why?</li> <li>• What didn't work? Why?</li> <li>• What feedback did you receive from your audience?</li> <li>• What level of influence do you believe the content/delivery had?</li> <li>• How will you deliver this story differently next time?</li> </ul>	

**THURSDAY  
ADVOCACY DAY**

## Framework Story Sample #2

<p><b>Pre-Work</b></p>  <ul style="list-style-type: none"> <li>• How large is my audience?</li> <li>• What age range is my audience?</li> <li>• What does my audience really care about?</li> <li>• How will I relate to them?</li> <li>• What is the room set up and A/V requirements/availability?</li> <li>• What is the length of the story?</li> </ul>	<p><b>Speech Title:</b> SkillsUSA Framework</p> <p><b>Length:</b> 4 minutes</p> <p><b>Number of Participants:</b> 15</p> <p><b>Audience Demography:</b> SkillsUSA Board of Directors</p>
<p><b>Outlook</b></p>  <ul style="list-style-type: none"> <li>• What are the main points?</li> <li>• How can I draw a mental map to let audience members know where we're headed?</li> <li>• How can I engage participants in the overarching topic of this story?</li> </ul>	<p><b>Objective 1:</b> Identify the value of CTE and SkillsUSA in developing my self-motivation skills as a worker.</p>
<p><b>Engagement - Link</b> Approx. 2 minutes</p> 	<p>Can you think of a time where you have been faced with a challenge or problem that you had the knowledge and skills to help solve?</p> <p>I faced a situation like this not long ago when I was frustrated with outdated technology that refused to cooperate.</p>
<p><b>Engagement - Preview</b></p> 	<p>Ancient technology, the difficulty associated with working with it and my CTE program played a vital role in the development of my self-motivation skills to solve the technology problem I faced.</p>
<p><b>Wisdom - Evidence 1</b> Approx. 1/2 minute</p>  <ul style="list-style-type: none"> <li>• What will I do and say to prove the Main Point to be factual?</li> <li>• How will I illustrate the Main Point for the participants?</li> <li>• How will I engage the participants in learning the information associated with the Main Point?</li> </ul>	<p>My web design experience began at a very interesting time. At the time, my school's website contained a faulty user interface that might have worked before I was born in 1995. The background was a mix of blue and yellow that clashed more than two medieval jousts. My partner and I decided to end this disgrace to programmers everywhere by taking it upon ourselves to redesign the page. While we were in a web design class at the time, our assignments did not entail such a gargantuan task. However, through our desire to push ourselves to reach the goal we had set to achieve, we spent a month and a half completely overhauling the site. At times, it required putting in effort to learn how to use a specific library or language. At other times, it meant recoding the foundation of the website to function in this century, which included learning how to add drop-down menus, updated graphics and a basic color palette. My CTE instructor often oversaw our work, applauding our discipline toward the task at hand. By the end, the Nebraska Educator's Association awarded us a medal for the use of technology in the classroom. We pushed ourselves to do our best and our school benefited.</p>
<p><b>Wisdom - Main Point 1</b> Approx. 1/2 minute</p>  <ul style="list-style-type: none"> <li>• What is the Main Point?</li> </ul>	<p>Through my SkillsUSA program, I developed the self-motivation necessary to accomplish the goals I set my mind to. CTE and SkillsUSA updated me into the skilled worker that America needs.</p>

**THURSDAY  
ADVOCACY DAY**

## Framework Story Sample #2

**Wisdom -  
Action 1**

Approx. ½ minute



- How will I help the audience act on the Wisdom 1 Main Point?

My story is not unique. Many students share experiences similar to mine, and technology decision-makers directly impact all stakeholders of that school, company or organization. We must all look for opportunities to take initiative in the ways we can solve problems.

**Final Review**

Approx. 1/2 minute



- How will I re-phrase my key Wisdom points at the end?
- What closing thoughts will I offer the participants?
- What is the final call to action for the participants?
- What do I want the participants to remember?

SkillsUSA and CTE have taught me the traits necessary to become a skilled worker and specifically how to take initiative and use self-motivation to contribute positively to solving problems. While the technology may not have been modernized, the self-motivation skills I learned and used helped to bring the website up to date.

**Reflection**



- What worked? Why?
- What didn't work? Why?
- What feedback did you receive from your audience?
- What level of influence do you believe the content/delivery had?
- How will you deliver this story differently next time?



**FRIDAY  
ADVOCACY DAY****Celebrate and Reflect**

Completing an important project provides the perfect occasion to celebrate and reflect on the experience. Celebrations are an essential part of the process! In fact, they are a necessity. Setting aside time to share and enjoy the moment makes the hard work and time involved even more rewarding (and fun). It gives students a strong sense of individual and team accomplishment, provides a venue to show off results and builds enthusiasm for future projects. Here are some ideas to help maximize celebrations.

**Celebration Ideas**

- Individually or via work groups, recognize students for what they specifically accomplished (such as teamwork demonstrated, leadership assumed or organizational skills implemented) in front of the entire SkillsUSA chapter.
- Host an appreciation circle. Individually each participant takes the chair at the “head” of the circle and all of the other participants recognize that person very specifically for his or her contributions to the project. Every member of the group takes a turn at the “head” of the circle.
- Host a fun activity at a local facility (bowling alley, miniature golf, swimming pool).
- Post photos and names of students on a bulletin board in the classroom or around campus.
- Put an announcement in the school bulletin, newsletter or Web page.
- Hang posters in the classroom with photographs and names of students involved.
- Recognize participants at a school assembly, faculty meeting or school board meeting.
- Have the current committee members create a challenge for next year’s members.
- Have a jar available in the classroom or office where students can write notes of appreciation to each other for peer recognition.
- Create and post a progress chart in the classroom to include “praise” notes to helpers.
- Write thank-you notes to everyone who helped.
- Use “Wordles” ([www.wordle.net](http://www.wordle.net)) to create affirmative descriptors of helpers.
- Conduct a raffle with a cool prize at the wrap-up meeting.



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