How To Energize Students and Integrate SkillsUSA

- **High School Lesson Plans**
- **College/Postsecondary Lesson Plan**
- **Scholarship Opportunities**
- **SkillsUSA Programs**

You know that if your students want to be a creative chef, an outstanding auto mechanic, a talented cosmetologist, the best drafter or an amazing electrician, they can — and you can help them get there. You know that these skills, and many other technical skills, are invaluable to America's future.

But you also know that being skilled does not stop with career and technical abilities. You know that those alone will not guarantee your students' success. That is why you choose to make SkillsUSA such an integral piece of your curriculum: because SkillsUSA helps you add another dimension to what it means to be skilled.

You know that through SkillsUSA, you can help your students become leaders and professionals, molding them into the kind of employees sought after by business and industry. Through our high school and college/postsecondary chapter activities, students become skilled at speaking, listening, learning and being a team member. They develop skills that help them be good decision-makers and problem-solvers. They become engaged citizens, working to make their communities better.

But teaching those skills can be challenging. Convincing students they need those skills and to be a member of SkillsUSA is also a challenge. That is why we have created these lesson plans, which are designed to help you integrate employability skills into your current curriculum. The lesson plans are also designed to help you introduce SkillsUSA as a vital part of all CTE education, in high schools or college/postsecondary institutions everywhere.

We have included high school and college/postsecondary lesson plans to engage your students. Topics range from introducing SkillsUSA and the program of work to helping students learn the keys to success in the workplace, such as effective communication skills, teamwork skills and more.

The lesson plans are based on learning theories such as experiential and applied learning as well as brain-based instruction. Customize the lessons to fit your class and your program. Teach them as a single unit of instruction, integrate them into your core curriculum, or use them at chapter meetings. The most important thing is that your students realize the primary mission of SkillsUSA is to prepare them for the world of work, whether for the first time or even if they are re-entering the workplace. Your job is to facilitate the learning.

Employability skills, combined with their career and technical skills, are what will give your students an edge. Those are the skills employers are looking for, and they are vital to student success.

Additional lesson plans can be found at: www.skillsusa.org/join/

HIGH SCHOOL LESSON PLAN NO. 1

THERE'S NO BETTER TIME TO BE SKILLED: EXPLORING CAREER OPTIONS

Time
45-50 minutes

Materials Needed
☑ Career Planning Goal Setting form for each student (Pages 27, 28)
☑ Computer access for students to complete career assessments

Outcome
1. Students will complete a Career Planning Goal Setting Form to identify preferences that will guide career and education selection.
2. Students will complete a career assessment.

Key Points
- Students will identify their preferences that will guide their career and education choices.
- Students will complete a career assessment to guide their career and education choices.

Content
Objective 1: Students will complete a Career Planning Goal Setting Form.

How many of you have thought about what your life will be like when you are 50 years old? When I say "Imagine," close your eyes and imagine you are 50 years old. Imagine. Notice where you work, what you do to earn a living, what city and state you are living in, what your house, family or possessions look like. Have a clear picture? Open your eyes.

Who will share what your life looked like?

Have students share.

How many of you have plans in place to accomplish what you just imagined? It's not unusual for us to dream, but few of us have a definite plan of how we want to accomplish our dreams.

We are going to start the process of developing a plan to accomplish our dreams.

Each of you are receiving a Career Planning Goal Setting Form. While you complete this form, keep the images you just created in your mind. Answer the questions honestly.

Where there any questions that you hadn't thought about before?

Who will share some of the questions that you thought were easy to answer? How about questions that you thought were more difficult to answer?

We are going to build from these questions and start the process of developing a plan to prepare for the career that will provide the resources and satisfaction you want.

Objective 2: Students will complete a career assessment to identify strengths and explore career interests and skills.

Review the list of Career Interest Inventories and Career Exploration Resources included with this lesson plan. Select the interest inventory that best suits your students and capabilities. Have each student complete a career interest inventory and summarize the information on the Career Planning Worksheet.

5x5 Activity
Provide each student with a 5x5 grid sheet (Page 31).

> How many of you found some interesting information on the career interest inventory? Was there any information you questioned or aren't certain you agree with? Based on the information in the career interest inventory, identify five things you agree with and five things you may question.
>
> Keep all the worksheets we completed today. We will use them tomorrow as we develop the plan to prepare for your career.

Assessment
Awareness Affirmation

> Today, we began with a look to our future as we imagined what life could be like when we are 50 years old. We then started developing a plan to get to that preferred future.
>
> Based on the personal goal setting form, the career interest inventory and career planning worksheet, let's share at least one new idea that we discovered today. When your name is called, share this new idea.

When the student has stated their learning, have the entire class give them a power clap. Vary the power claps based on the student, what they are involved in or what they are interested in. Have a power clap for each response.

Have the students lead the power clap if possible. Have a student announce the type of power clap, demonstrate how to do it, then state, "1, 2, 3," and lead the clap.

CAREER PLANNING GOAL SETTING FORM

Living goals:

1. Where would you like to live?
    - ☐ State that I currently live in
    - ☐ Different state within the United States
    - ☐ Outside the United States
    - ☐ No preference

2. What size of community would you prefer to live in?
    - ☐ Less than 1,000 population
    - ☐ 1,000 to 5,000 population
    - ☐ 5,000 to 25,000 population
    - ☐ 25,000 to 100,000 population
    - ☐ 100,00 to 500,000 population
    - ☐ 500,000 to 1,000,000 population
    - ☐ Greater than 1,000,000 population

3. Different careers require different working schedules. Considering your preferences for daily routine and time available for family and leisure activities. What schedules would you be willing to work if it is a part of your career choice?
    - ☐ Days
    - ☐ Nights
    - ☐ Weekends
    - ☐ Holidays
    - ☐ Combination of schedules
    - ☐ No preference

4. Different careers require different working environments. What working environment do you prefer?
    - ☐ Indoors (controlled environment)
    - ☐ Outdoors (vulnerable environment)
    - ☐ Combination of indoors and outdoors
    - ☐ No preference

5. I am not interested in:
    - ☐ Being an employee (working for someone else)
    - ☐ Being an entrepreneur (owning my own business)
    - ☐ No preference

Earning goals:

6. What career cluster(s) are you considering as a future career possibility?
    - ☐ Agriculture, Food and Natural Resources
    - ☐ Architecture and Construction
    - ☐ Arts, AV Technology and Communication
    - ☐ Business, Management and Administration
    - ☐ Education and Training
    - ☐ Finance
    - ☐ Government and Public Administration
    - ☐ Health Science
    - ☐ Hospitality and Tourism
    - ☐ Human Services
    - ☐ Information Technology
    - ☐ Manufacturing
    - ☐ Marketing
    - ☐ Law, Public Safety and Security
    - ☐ Science, Technology, Engineering and Mathematics
    - ☐ Transportation, Distribution and Logistics

7. Do the knowledge and skills required for your career cluster goals seem to match with what you like to do on a daily basis?
    - ☐ Yes
    - ☐ No

8. How important is it to you to have a career that provides a high income earning potential?
    - ☐ Extremely important
    - ☐ Very important
    - ☐ Somewhat important
    - ☐ Not important

9. Check the activities that you have completed to help you match your earning goals with your learning goals.
    - ☐ Explored the income earning potential of career clusters/pathway of interest to me.
    - ☐ Explored the levels of education and training required for success in the career cluster/pathway of interest to me.
    - ☐ Studied the relationship between my future income earning potential and desired standard of living.
    - ☐ Researched financial resources to help pay for education or training needed.

10. Identify two people who you can talk to and who can support you in reaching your postsecondary/career goals.
    ☐ Name:
    ☐ Name:

Learning goals:

11. What subjects are your strengths?
    ☐ Career Education Courses
    ☐ English
    ☐ Health/Physical Education
    ☐ Math
    ☐ Reading
    ☐ Science
    ☐ Social Studies
    ☐ Visual and Performing Arts
    ☐ Writing
    ☐ World Languages
    ☐ Other:

12. What subjects would you like to improve?
    ☐ Career Education Courses
    ☐ English
    ☐ Health/Physical Education
    ☐ Math
    ☐ Reading
    ☐ Science
    ☐ Social Studies
    ☐ Visual and Performing Arts
    ☐ Writing
    ☐ World Languages
    ☐ Other:

13. What postsecondary options are you considering?
    ☐ Employment/On-the-Job Training
    ☐ License/Certificate
    ☐ Associate's Degree
    ☐ Bachelor's Degree
    ☐ Master's/Doctorate/Professional Degree
    ☐ Military
    ☐ Undecided
    ☐ Other:

14. Does your current academic transcript (credits, grades and test scores) meet entrance requirements for your postsecondary goal?
    ☐ Yes
    ☐ No

15. Do you know about opportunities for college credit during your high school career?
    ☐ Yes
    ☐ No

16. Do you participate in school-based activities?
    ☐ Yes
    ☐ No

17. If yes, do they support your career/education goal?
    ☐ Yes
    ☐ No

18. Do you participate in community activities?
    ☐ Yes
    ☐ No

19. If yes, do they support your career/education goal?
    ☐ Yes
    ☐ No

20. Identify any obstacles that may interfere with the successful completion of your identified education/career goals:
    ☐ Attendance
    ☐ Test Taking Ability
    ☐ Study Habits
    ☐ Learning Disabilities
    ☐ Personal Issues
    ☐ Physical Health
    ☐ Financial Concerns
    ☐ Number of Credits Earned
    ☐ Discipline Issues
    ☐ Grades
    ☐ Undecided About My Future
    ☐ Other:

Career Interest Inventories and Career Exploration Resources

SkillsUSA chapters may find the following websites useful. SkillsUSA does not recommend or endorse any materials. Website addresses frequently change, and searching titles may result in different addresses.

Name	Type of Resource
America's Career InfoNet: www.acinet.org/acinet/videos_by_cluster.asp?show=y	Career videos of broad industry areas (career clusters) as well as videos of specific careers within each broad industry area.
Architectural Careers: www.akropolis.net/	Career advice and information on architecture, interviews and resources.
Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections: www.bls.gov/oco/home.htm	A nationally recognized source of labor statistics and career information.
Career Clusters: www.careerclusters.org	Career exploration via occupations grouped by commonalities into 16 clusters. The site is endorsed by the National Association of State Directors of Vocational-Technical Education.
Career Discovery: www.careerxplorer.com	A career discovery search engine for students and counselors.
Career Exploration for Kids: www.surfnetkids.com/career.htm	Contains assessment and sites involved with career choices for kids.
Career Explorer.Net: www.careerexplorer.net/	A career choice and planning site with information on the types of careers available and how to choose them.
Career Games: www.careergames.com/index.html	This site features several workshops and games that facilitate the PIE career development method practiced by Daniel Porot, a leading European pioneer in career design and job hunting.
Career Liftoff: www.careerliftoff.com	An online career interest inventory and personal career exploration guide.
Career One-Stop: www.careeronestop.com/	Job-seeker and business resources.
Career Overview: www.careeroverview.com/	Career Overview.com is a noncommercial website dedicated to providing aspiring career professionals and students with relevant, reliable and up-to-date career and job information, whereby helping them to make better, more informed career choices.
CareerPerfect.com: www.careerperfect.com/CareerPerfect/cpWorkPrefInv.htm	Features a work preference inventory assessment.
College Board Major and Career Profiles: www.collegeboard.com/csearch/majors_careers/profiles/index.html	This site is designed to help high school students gain college and career awareness.
Construct My Future: www.constructmyfuture.com	Career exploration for construction occupations.
Could This Be Your Life?: www.ncrctv.com/index.asp	An interactive game to facilitate exploration of nontraditional careers for students. The game is linked to high demand occupations in New Jersey based on the "Ready for the Job" research.
Job Hunt: www.job-hunt.org	An online job search guide and career resource center.
Job-Star Job Search Guide: www.jobstar.org/	"How-to" information for job seekers anywhere.
Mapping Your Future: www.mappingyourfuture.org	A one-stop site for students and parents with information on financial strategies, career options and career planning.
Military Career Guide: www.todaysmilitary.com/careers	A U.S. Department of Defense resource on more than 4,100 military careers.
Mind Tools: www.mindtools.com	Mind Tools outlines important life and career skills in easy-to-understand language. These are supported by examples and exercises that expand and reinforce your understanding. Mind Tools outlines more than 100 of the most important thinking skills in nine essential areas.
My Future: www.myfuture.com/	Information on military careers, post high school planning, and a career toolbox with assessments. For students and parents.
National Society of Professional Engineers: www.nspe.org	A forum for young engineers and students looking for guidance from engineers in the field.
Next Steps: www.nextsteps.org/	A full-featured employment, career development and job finding resource for youth.
O*NET® Computerized Interest Profiler TM: www.onetcenter.org/CIP.html	The O*NET Computerized Interest Profiler (CIP) is a new vocational interest assessment instrument administered by computer. Users receive an accurate, reliable profile of their vocational interests that provides valuable self-knowledge about their vocational interests, fosters career awareness and provides a window to the entire world of work via the 900 plus occupations within O*NET Online.
Role Model Project For Girls: www.womenswork.org/girls/careers.html	A "sampler" of careers for women, from the arts to trades.

Career Planning Worksheet

Name: _____

Career clusters I am interested in pursuing: _____

Career pathways I am interested in pursuing: _____

_____

Specific occupations I am interested in pursuing: _____

Projected labor market demand for the occupation I want to pursue: _____

Certifications or licenses required for my chosen occupation: _____

Postsecondary education institutions I am considering attending: _____

Course of study I would like to pursue: _____

High school courses I need to take to be ready for postsecondary education: _____

_____

Activities I should participate in to prepare for my career:

    High School: _____

    _____

    Community: _____

    _____

    Other: _____

Opportunities and challenges I may encounter:
(Consider needed financial or other resources, labor market information, grades, etc.)

_____

5x5

Information I agree with …

1	
2	
3	
4	
5	

Information I'm not sure about …

1	
2	
3	
4	
5	

High School Lesson Plan No. 2

There's No Better Time to be Skilled:
Creating a plan for your career

Time
45-50 minutes

Materials Needed
☑ 5x5 Activity forms students developed during Career Exploration lesson
☑ Career road map handout (Page 34)

Outcome
1. Students will identify a career area of interest.
2. Students will identify education requirements and options as they develop a career roadmap to potential career choices.

Key Points
Students will develop a career pathway plan for the career area of choice.

Content
Objective 1: Students will review career assessments to determine a career area of interest.

> We spent time completing the Career Planning Goal Setting Form and the 5x5 Activity Form. Let's get those out and review them as we start today.
>
> Take another look at the results of the career assessments we completed. We found areas that were recommended for us to explore as we select career areas of interest.

If students need additional information, have them explore the 16 career clusters at the following address: *www.careertech.org/career-clusters/clusters-occupations.html*

You may also want to provide the 16 Career Clusters handout if they need more information.

> Each of you should have selected at least one career cluster to explore. Dig deeper into the cluster to explore some of the career pathways and specific occupations that you may want to pursue.

Objective 2: Students will identify education requirements and options as they develop a career road map to potential career choices.

> Based on the career options we identified, we are going to create a plan that prepares us for success in our chosen career. We don't start a journey without a plan of where we are going, how much time we are going to spend and what it's going to cost. This is essential information that helps make the trip successful and eliminates mistakes.

The same is true for the journey of career preparation. Once we know the career area we want to pursue, we need to backward map to determine the steps we should take to prepare.

Give each student a copy of the Career Road Map handout. Have the students begin to develop their personal roadmap. They should have access to a computer to secure the needed information. Students should identify the high school courses they need to complete and the high school activities that will help prepare them for the employability skills they need.

Student should do the same for their desired postsecondary education. Consider the courses they should take and the activities they should pursue that will enhance their education.

Have the students identify the licenses or certifications needed for them to become employed. They should also consider the education or experiences needed to earn these certifications or licenses.

Have the students identify the specific or special skills they will need. This should also include employability skills.

This road map should lead them to their career goal.

Have the students review their Career Planning Goal Setting Form and Career Planning Worksheet to make certain the information is the same as on their road map. They should also review any of the obstacles or barriers they may encounter to reach their career goal.

Discuss strategies for overcoming any obstacles or barriers the students identify. Help the students identify resources or individuals who can help them overcome those obstacles. Consider individuals both on campus and those in the community who can assist.

Assessment
What'd Ya Learn Today?
Have the students sit in a circle with you standing in the middle. At random, point to a student and ask the question "What'd ya learn today?" After an appropriate response, have the students indicate approval with an "Oh yeah!"

CAREER ROAD MAP

Career area/occupation preference

_____

_____

Special skills needed

_____

_____

Licenses or certifications required

_____

_____

College/Postsecondary education needed

_____

_____

_____

Activities to participate in during college

_____

_____

_____

High School courses needed

_____

_____

_____

Activities to participate in during high school

_____

_____

_____

THE 16 CAREER CLUSTERS

One of the keys to improving student achievement is providing students with relevant contexts for studying and learning. Career clusters do exactly this by linking school-based learning with the knowledge and skills required for success in the workplace. The national career clusters framework is comprised of 16 career clusters and related career pathways to help students of all ages explore different career options and better prepare for college and career.

Each career cluster represents a distinct grouping of occupations and industries based on the knowledge and skills they require. The 16 career clusters and related career pathways provide an important organizing tool for schools to develop more effective programs of study and curriculum.

1. **Agriculture, Food and Natural Resources**
   The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
   - Food Products and Processing Systems
   - Plant Systems
   - Animal Systems
   - Power, Structural and Technical Systems
   - Natural Resources Systems
   - Environmental Service Systems
   - Agribusiness Systems

2. **Architecture and Construction**
   Careers in designing, planning, managing, building and maintaining the built environment.
   - Design/Pre-Construction
   - Construction
   - Maintenance/Operations

3. **Arts, Audio/Video Technology and Communications**
   Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
   - Audio and Video Technology and Film
   - Printing Technology
   - Visual Arts
   - Performing Arts
   - Journalism and Broadcasting
   - Telecommunications

4. **Business Management and Administration**
   Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
   - General Management
   - Business Information Management
   - Human Resources Management
   - Operations Management
   - Administrative Support

5. **Education and Training**
   Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support and professional support services.
   - Administration and Administrative Support
   - Professional Support Services
   - Teaching/Training

6. **Finance**
   Planning and related services for financial and investment planning, banking, insurance, and business financial management.
   - Securities and Investments
   - Business Finance
   - Accounting
   - Insurance
   - Banking Services

7. **Government and Public Administration**
   Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
   - Governance
   - National Security
   - Foreign Service
   - Planning
   - Revenue and Taxation
   - Regulation
   - Public Mgmt. and Admin.

8. **Health Science**
   Planning, managing and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
   - Therapeutic Services
   - Diagnostic Services
   - Health Informatics
   - Support Services
   - Biotechnology Research and Development

9. **Hospitality and Tourism**

Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

- Restaurants and Food/Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusements and Attractions

10. **Human Services**

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

- Early Childhood Development and Services
- Counseling and Mental Health Services
- Family and Community Services
- Personal Care Services
- Consumer Services

11. **Information Technology**

Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

- Network Systems
- Information Support and Services
- Web and Digital Communications
- Programming and Software Development

12. **Law, Public Safety, Corrections and Security**

Planning, managing and providing legal, public safety, protective services and homeland security, including professional and technical support services.

- Correction Services
- Emergency and Fire Management Services
- Security and Protective Services
- Law Enforcement Services
- Legal Services

13. **Manufacturing**

Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

- Production
- Manufacturing Production Process Development
- Maintenance, Installation and Repair
- Quality Assurance
- Logistics and Inventory Control
- Health, Safety and Environmental Assurance

14. **Marketing**

Planning, managing and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

- Marketing Management
- Professional Sales
- Merchandising
- Marketing Communications
- Marketing Research

15. **Science, Technology, Engineering and Mathematics**

Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

- Engineering and Technology
- Science and Math

16. **Transportation, Distribution and Logistics**

The planning, management and movement of people, materials and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

- Transportation Operations
- Logistics Planning and Management Services
- Warehousing and Distribution Center Operations
- Facility and Mobile Equipment Maintenance
- Transportation Systems/Infrastructure
- Planning, Management and Regulation
- Health, Safety and Environmental Management
- Sales and Service

HIGH SCHOOL LESSON PLAN NO. 3

THERE'S NO BETTER TIME TO BE SKILLED: EMPLOYABILITY SKILL ASSESSMENT

Time
45-50 minutes

Materials Needed
- ☑ A to Z Employability Skills Listing Sheet for each student
- ☑ Employability Skills Worksheet for each student
- ☑ Employability Skills Checklist for each student
- ☑ Employability Skills Development Plan for each student
- ☑ Personal Advertisement Worksheet for each student
- ☑ Blank paper for each student

Outcome
1. Students will complete an assessment of their employability skills.
2. Students will identify the employability skills wanted by employers.
3. Students will create a plan to further develop their employability skills.
4. Students will create an advertisement featuring their qualities as an employee.

Key Points
Employability skills most wanted by employers (as provided by U.S. Department of Labor)
- Communications Skills (listening, verbal, written)
- Analytical/Research Skills
- Computer/Technical Literacy
- Flexibility/Adaptability/Managing Multiple Priorities
- Interpersonal Abilities
- Leadership/Management Skills
- Multicultural Sensitivity/Awareness Abilities
- Planning/Organizing/Skills
- Problem Solving/Reasoning/Creativity Skills
- Teamwork Skills

Content
Objective 1: Students will complete an employability skills assessment.

> We are going to participate in a challenge. We are each going to receive one sheet of paper. Please leave the paper face down on your desk when you receive it. You will need a pen or pencil to complete this activity.

Hand out the A to Z Employability Skills Listing Sheet and place it face down by each student.

> When I say, "Write," turn the paper over and begin listing one employability skill for each letter on the page. When you are done, stand and yell, "Hire me!" Write!

Award a prize to the first person that completes the sheet. When the majority have the sheet completed, have the students stop the activity. Have a student come forward to the white board and write the letters of the alphabet so they can add a word behind each letter.

> Let's create a list of all the words we wrote on the paper. When I call out the letter, share your responses so we can add them to the white board.

Call out each letter of the alphabet, and have the student at the white board record the employability skills from the students.

> As we can see, there are a number of employability skills that employers want to see in their employees. As we apply for positions, we need to consider the skill sets the employer wants to best fill the job. We need to think about the employability skills that we possess and those we need to develop to make ourselves marketable for the positions we want.

Objective 2: Students will identify the employability skills wanted by employers.

The following list of employability skills is based on research done by the U.S. Department of Labor. Have the students complete the Employability Skills Worksheet (Page 42) as they review the most sought-after-employability skills.

> As we name each of the top skills, let's explore what each of those skills look like in a business/industry setting. When I name a skill set, write down what specific skills or behaviors define that skill set.

After the students have a couple of minutes to write down what they believe defines the skill set, have the students share and add information from the following list that they don't mention.

> We've explored the most-sought after skill sets that employers are looking for in new employees. As you think about the information we discussed, how many of those skill sets do each of you possess? Let's find out.
>
> This is a time to be totally honest with yourself and think about the skills you have and those you need to work on developing. We are going to complete a personal assessment of our employability skills. You will have three choices for each skill — you can mark them as weak, medium or strong. *Weak* means you don't demonstrate that skill on a regular basis. *Medium* means you occasionally demonstrate the skill. *Strong* means it's a part of what you do on a regular basis.
>
> Again, *weak* means you don't have it, *medium* means sometimes and *strong* means you demonstrate that skill all the time.

Pass out the Employability Skills Checklist (Page 43) and have the students complete the assessment.

When the students finish, have a discussion about how they did on the assessment. It's important to establish the reality that we are always developing our employability skills. We learn from experiences and focusing on both continuing to work on our areas of strength and learning to manage those areas of weakness that we need to develop further. It is never an excuse to simply say we don't have the skill. We need to continue to develop our skills and increase our value as employees.

Objective 3: Students will create a plan to further develop their employability skills.

> We only get better when we practice, seek out new opportunities to develop skills and most of all, have a plan to improve our skills. We are each going to develop a plan for growing our skills. Let's narrow our focus down to three or four skills that we want to grow.

Hand out the Employability Skills Development Plan sheet. (Page 44)

Have the students identify the top four areas they want to work on. Make certain the skill area is not too broad and it is measurable. Have them complete the rest of the plan. Encourage them to be as specific as possible to have a plan that will help them develop the skill. Help them find SkillsUSA activities that can help them develop the skill.

When they have completed the sheet, have them identify two people who will help hold them accountable to the plan. Talk about how they can interact with their accountability partners on a regular basis to chart their progress. They need to select individuals who will be honest about their progress and help them seek out new experiences.

Assessment
Personal Advertisement
We are going to create a personal advertisement, similar to an ad you would find in a newspaper when a business is looking for a new employee:
- Hand out the worksheet to complete the personal advertisement
- Have the students complete the worksheet with their personal information
- Have the students share their advertisements and post them around the room
- Give each student a clean sheet of paper and have students design an advertisement that can be used to promote themselves as an employee

EMPLOYABILITY SKILLS LIST

Communications Skills (listening, verbal, written)

By far, the one skill mentioned most often by employers is the ability to listen, write and speak effectively. Successful communication is critical in business. Businesses are seeking employees who are exceptional listeners and who can communicate effectively verbally and in writing.

Analytical/Research Skills

These skills deal with your ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed. Businesses want to hire individuals who demonstrate highly analytical thinking along with a talent for identifying, scrutinizing, improving and streamlining complex work processes.

Computer/Technical Literacy

Almost all jobs now require some basic understanding of computer hardware and software, especially word processing, spreadsheets and email. Employees must be computer literate with extensive software proficiency covering a wide variety of applications.

**Flexibility/Adaptability/
Managing Multiple Priorities**

This skill sets deals with your ability to manage multiple assignments and tasks, set priorities and adapt to changing conditions and work assignments. Businesses want a flexible team player who thrives in environments requiring the ability to effectively prioritize and juggle multiple, concurrent projects.

Interpersonal Abilities

The ability to relate to your coworkers, inspire others to participate and mitigate conflict with coworkers is essential given the amount of time spent at work each day. The best employees are proven relationship builders with unsurpassed interpersonal skills.

Leadership/Management Skills

While there is some debate about whether leadership is something people are born with, these skills deal with your ability to take charge and manage your coworkers. Businesses want goal-driven leaders who maintain a productive climate and confidently motivate, mobilize and coach employees to meet high performance standards.

Multicultural Sensitivity/Awareness

There is possibly no bigger issue in the workplace than diversity, and jobseekers must demonstrate a sensitivity and awareness to other people and cultures. Businesses want a personable professional whose strengths include cultural sensitivity and an ability to build rapport with a diverse workforce in multicultural settings.

Planning/Organizing

This skill set deals with your ability to design, plan, organize and implement projects and tasks within an allotted timeframe; it also involves goal setting. Employees who are results-driven achievers with exemplary planning and organizational skills, along with a high degree of detail orientations, are in high demand.

Problem Solving/Reasoning/Creativity

This involves the ability to find solutions to problems using your creativity, reasoning and past experiences along with the available information and resources. Individuals who are innovative problem solvers and can generate workable solutions and resolve complaints are sought-after employees.

Teamwork

Because so many jobs involve working in one or more workgroups, you must have the ability to work with others in a professional manner while attempting to achieve a common goal. Being a resourceful team player who excels at building trusting relationships with customers and colleagues increases your value as an employee.

A to Z Employability Skills Listing

Write down one employability skill that starts with each of the following letters. When you have all letters complete, stand and yell, "Hire me!"

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Employability Skills Worksheet

C _____

A _____

C _____

F _____

I _____

L _____

M _____

P _____

P _____

T _____

EMPLOYABILITY SKILLS CHECKLIST

Review the list of skills and check all skills that you have demonstrated or that you confidently feel you possess.

Weak Medium Strong

☐ ☐ ☐ Adaptable — can adapt to new information, instructions, changes to projects
☐ ☐ ☐ Agreeable — demonstrates a positive attitude, likes to work with people
☐ ☐ ☐ Approachable — easy to talk to, makes positive first impressions
☐ ☐ ☐ Attentive — pays attention to instructions, details
☐ ☐ ☐ Basic computer skills — able to use basic computer programs found in business
☐ ☐ ☐ Basic math skills — able to do basic math consistently
☐ ☐ ☐ Bilingual — can speak multiple languages
☐ ☐ ☐ Confident — accepting of yourself, your abilities and limitations; not arrogant
☐ ☐ ☐ Consistent — lives your values, your behavior can be counted on
☐ ☐ ☐ Cooperative — works well with others, even diverse groups
☐ ☐ ☐ Curious — likes to ask questions; seeks answers, new ideas, concepts
☐ ☐ ☐ Decisive — can make a decision after consideration of the facts
☐ ☐ ☐ Dependable — can be counted out to carry through, will follow through
☐ ☐ ☐ Detail oriented — pays attention to details that others may miss
☐ ☐ ☐ Determined — overcomes obstacles, setbacks to get task completed
☐ ☐ ☐ Diplomatic — treats others with respect and dignity, works toward compromise
☐ ☐ ☐ Empathetic — seeks to understand and see through others' eyes
☐ ☐ ☐ Enthusiastic — approaches life with energy and enthusiasm
☐ ☐ ☐ Energetic — demonstrates energy in interactions, approach to work, etc.
☐ ☐ ☐ Flexible — able to adapt, change or go a different direction
☐ ☐ ☐ Friendly — smiles, demonstrates a warm, welcoming demeanor; welcoming
☐ ☐ ☐ Good communication skills — able to carry on conversations; good writing skills
☐ ☐ ☐ Good listener — listens for understanding and to build rapport and relationships
☐ ☐ ☐ Good reader — can read and comprehend both technical and social information
☐ ☐ ☐ Honest — tells the truth without hesitation in all situations
☐ ☐ ☐ Open-minded — open to new ideas; considerate of other opinions, thoughts
☐ ☐ ☐ Organized — has a system of keeping organized, knows where things are
☐ ☐ ☐ Positive attitude — upbeat and positive in all situations
☐ ☐ ☐ Problem solver — able to resolve situations and solve problems
☐ ☐ ☐ Punctual — meets expectations for being on time with no excuses
☐ ☐ ☐ Quick learner — picks things up quickly; understands and applies information
☐ ☐ ☐ Reliable — can be counted on to keep your word, meet expectations
☐ ☐ ☐ Respectful — demonstrates respect for others, their position and their property
☐ ☐ ☐ Resourceful — can use whatever is available to solve problems, fix things, etc.
☐ ☐ ☐ Responsible — can be counted on to do what you say you will do
☐ ☐ ☐ Self-disciplined — in control of yourself, your time, your resources
☐ ☐ ☐ Sense of humor — able to laugh at self and appropriate humor
☐ ☐ ☐ Tolerant — respectful of other people, cultures, races, beliefs
☐ ☐ ☐ Trustworthy — people trust you to keep sensitive information
☐ ☐ ☐ Work independently — complete a job with minimal supervision

EMPLOYABILITY SKILL DEVELOPMENT PLAN

Name: _____ Date of Plan: _____

Employability Skill	Specific things I will do to develop the skill	Places where I can demonstrate the skill	SkillsUSA activities that will help develop the skill

During this school year, I will work on the development of these employability skills by following this plan. I will be held accountable by the following individuals:

_____

PERSONAL ADVERTISEMENT WORKSHEET

Your personal advertisement must contain the following information:

Name _____

How to contact you _____

Type of work you are seeking _____

_____

_____

_____

Strengths you bring as an employee _____

_____

_____

_____

_____

Weaknesses you may have _____

_____

_____

_____

_____

Days/Hours you are willing to work _____

_____

_____

Pay you desire to receive _____

HIGH SCHOOL LESSON PLAN NO. 4

THERE'S NO BETTER TIME TO BE SKILLED:
DISCOVERING OPPORTUNITIES TO GET SKILLS

Time
45-50 minutes

Materials Needed
- ☑ Computer access for the teacher to go to the SkillsUSA Facebook page
- ☑ *What is SkillsUSA?* DVD or *http://youtu.be/7URH3Wu4c6w*
- ☑ Computer access for all students to use the SkillsUSA website at *www.skillsusa.org* or copies of the "SkillsUSA Contest" handout
- ☑ Copies of the "Get Involved in SkillsUSA" handout, one for each student. Handouts are available at *www.skillsusa.org/join/*

Outcome
1. Students will describe what SkillsUSA is and how to become involved.
2. Students will identify seven benefits of becoming a member of SkillsUSA.
3. Students will identify three activities they want to be involved with related to SkillsUSA.

Key Points
Encourage students to visit SkillsUSA on Facebook to learn more about the organization.

SkillsUSA is one way students can develop leadership and employability skills.

There are seven major benefits of becoming a member of the SkillsUSA organization:
- Leadership
- Scholarship
- Competition
- Service to Others
- Travel
- Teamwork
- Fun Experiences

Content
Objective 1: Students will describe what SkillsUSA is and how to become involved.

How many of you have Facebook accounts?

We have been learning about career and educational opportunities. If you were to fill out your "education" and "employment" sections of your Facebook page and predict where you would go and what you would do, what would it say? Take a minute to jot down what you think is in your future.

The means in which we communicate have been significantly altered by social media. Not to be left behind, groups and organizations have joined the bandwagon to be able to communicate with their customers, the student members of the organizations.

Let's take a look at the SkillsUSA Facebook page.

Pay special attention to the posts under the "recommendations" section. Take a look at what current members and alumni of SkillsUSA have to say about the organization. Some examples include:

"I love SkillsUSA! Everyone should definitely be a part of it given the opportunity."
"AWESOME! Proud to be Alumni."
"Recommend to all."
"Great organization!"
"Favorite high school and college organization."
"I recommend this organization to all students. A great place to test your newly acquired skills in a fun and friendly competition."

Obviously, students and alumni have a lot of great things to say about the SkillsUSA organization, but you might be wondering, "What exactly is SkillsUSA and what is in it for me?"

Let's take a look at this short video to learn more. As you watch this video, write down five facts on a piece of paper. Be ready to share them when we are done.

Play the *What is SkillsUSA* video; it lasts nearly approximately six minutes. Visit: *http://youtu.be/7URH3Wu4c6w*

How would you describe SkillsUSA after reviewing the Facebook page and watching this video?

Capture student ideas on a writing surface. If needed, help them connect the employability and leadership skills needed in the workplace to SkillsUSA, which can help them develop those skills.

How many of you think SkillsUSA is for you?

Pass out the "Get Involved in SkillsUSA" handout. Have students take notes in the area "How do I join SkillsUSA?" as you describe to the students how to become involved in the local organization and the specific events and activities your chapter participates in.

Objective 2: Students will identify seven benefits of being a member of SkillsUSA.

Let's look a little closer at what is in this organization for you! We are going to set up a quick round of charades. Who can remind us how charades work?

Each group or individual will act out clues using only actions, without talking or spelling out words.

Each group will be given one of the seven benefits to students for joining SkillsUSA, with three minutes to prepare the charades presentation.

Give the groups the following topics: Leadership, Scholarship, Competition, Service to Others, Travel, Teamwork and Fun Experiences. Time the students' work, and provide reminders at 30 seconds and 10 seconds.

> Time is up! Please sit with your group. Each group will get the opportunity to come up and present as the class guesses what they think their topic is. Each team can earn points by being the first group to guess the team's topic.
>
> Who would like to go first?

After each group presents, provide additional information about that area and how it has affected students. Any true stories or personal information you can add would be beneficial.

> Great job on charades. Turn your attention to the handout that further explains the seven benefits of membership in SkillsUSA. Take the next few minutes to review this document.

Objective 3: Students will identify three activities they want to be involved in related to SkillsUSA.

> What is something you enjoy shopping for? Vehicles, clothes, food?
>
> We are going to go "shopping" today from the SkillsUSA website. While we are there, you are going to shop for activities that interest you.

Provide students needed details about computer and technology use. Allow work time to complete this section of the handout. Pass out shopping list handout.

> Who will share at least one activity they chose?

Assessment
Awareness Affirmation

> What question is posed to you each time you begin to write a status update on Facebook?

Wait for students to answer the question, "What's on your mind?"

> What is on your mind as you reflect on the items we discussed today? If you were going to sum up the day in a Facebook status, what would it say? Take one minute to develop your status update.

Time the students during their work time.

> Time is up! Who will share their status update for us?

One additional high school lesson plan focusing on implementing the SkillsUSA program of work is available at: *www.skillsusa.org/join/*

Get Involved in SkillsUSA!

_____

_____

How do I join Skills USA?

_____

_____

SKILLSUSA SHOPPING LIST

Take a moment to go "shopping" at the SkillsUSA website (*www.skillsusa.org*). Under the "Events" and "Compete" links browse the activities available and choose at least three events that interest you. Complete the chart below.

Activity	Skills I will gain	How do I get involved?

COLLEGE/POSTSECONDARY LESSON PLAN No. 1

THERE'S NO BETTER TIME TO BE SKILLED: IDENTIFYING SKILLS FOR SUCCESS

Time
45-50 minutes

**ADDITIONAL LESSON PLANS CAN BE FOUND AT:
WWW.SKILLSUSA.ORG/JOIN/**

Materials Needed
☑ Computer access for students to complete career assessments or copies of the paper assessment

Outcome
1. Students will identify employability skills they possess.
2. Student will identify employability skills that are most desired in the workplace.
3. Students will identify skills area they need to improve.

Key Points
The top skills desired by employers:

- Loyalty — Employers need to trust the people working for them, knowing they will get the job done (even when no one is watching) and behave professionally
- Honesty — Employers want to know the truth, not knowing the truth can be detrimental to their company
- Problem-solving skills — Employers want individuals who are not afraid of taking challenges with minimal direction
- Communication skills — Employers want people who can communicate effectively: verbally and in writing
- Teamwork — Employers hire people who get along with diverse individuals and work successfully with other employees to accomplish a goal

Content
Objective 1: Students will identify the employability skills they possess.

> How do you eat your pizza? Take a few seconds and really think about how you choose to devour that savory slice.

Allow about 10 seconds of think time.

> Believe it or not, how you eat your pizza may predict your personality.
>
> How many of you choose to use utensils? This says you are a person who is in control and organized.
>
> Who separates the ingredients like a surgeon? This shows you take your time to get the best part.
>
> Who folds the slice and then dives in? If you fold your pizza you are a multitasker.

Being a traditional eater, holding the slice flat with your hands and eating away, says that you choose to go with the flow.

You may enjoy watching your friends the next time you order pizza and see if you agree with this survey.

(Pizza survey source: *Parade* magazine)

This pizza survey only takes into account one factor about people: how they eat their pizza. Therefore, it may not be very accurate. To make assumptions about someone, it is important to consider many factors.

Today each of us will take a survey that will assess employability skills. This will give you valuable insight into the skills you possess and the type of job in which you may be most successful. Keep in mind, the results that are produced are only as accurate as the data you provide. Make sure you answer the questions truthfully, responding with how you actually are, not what you would like to be.

Refer to the list of potential computer-based career assessments included with this lesson. Select the assessment that will work best for you and your students. If computer access is not available, a paper/pencil assessment has also been included.

Allow time to complete the survey during class, or provide it as homework to be completed prior to coming to class.

When you are done, review the results from your survey. Identify three traits from your results that you would be willing to share with others.

Objective 2: Students will identify employability skills that are most desired in the workplace.

We are going to set up a "Speed Sharing" situation. You will each share the three traits that were identified in your survey with at least three other individuals in this room.

Now that we have had an opportunity to learn more about those around us, think about traits that were a common theme, ones that you heard more than once. Who will share?

Provide time, about three minutes, for an open discussion about the common traits they discovered.

Let's compare our results to those of a national survey.

Provide the following information to the students in a handout, via projector or verbally.

- Loyalty — Employers need to trust the people working for them knowing they will get the job done (even when no one is watching) and behave professionally
- Honesty — Employers want to know the truth. Not knowing the truth can be detrimental to their company
- Problem-solving Skills — Employers want individuals who are not afraid of taking challenges with minimal direction
- Communication Skills — Employers want people who can communicate effectively: verbally and in writing
- Teamwork — Employers hire people who get along with diverse individuals and work successfully with other employees to accomplish a goal

Assessment
Awareness Affirmation

Reflect on what you learned in your personal survey and what you learned about the skills employers are looking for. In what areas are you prepared for the workplace? In what areas could you improve?

What could you do to improve in these areas? Write a goal for yourself on a trait you would like to strengthen in the next year, and describe how you will work toward that goal.

A second college/postsecondary lesson plan focusing on implementing the SkillsUSA program of work is available at: *www.skillsusa.org/join/*

CAREER INTEREST INVENTORIES AND CAREER EXPLORATION RESOURCES

SkillsUSA chapters may find the following websites useful. SkillsUSA does not recommend or endorse any materials. Website addresses frequently change, and searching titles may result in different addresses.

Name	Type of Resource
America's Career InfoNet: www.acinet.org/acinet/videos_by_cluster.asp?show=y	Career videos of broad industry areas (career clusters) as well as videos of specific careers within each broad industry area.
Architectural Careers: www.akropolis.net/	Career advice and information on architecture, interviews and resources.
Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections: www.bls.gov/oco/home.htm	A nationally recognized source of labor statistics and career information.
Career Clusters: www.careerclusters.org	Career exploration via occupations grouped by commonalities into 16 clusters. The site is endorsed by the National Association of State Directors of Vocational-Technical Education.
Career Discovery: www.careerxplorer.com	A career discovery search engine for students and counselors.
Career Exploration for Kids: www.surfnetkids.com/career.htm	Contains assessment and sites involved with career choices for kids.
Career Explorer.Net: www.careerexplorer.net/	A career choice and planning site with information on the types of careers available and how to choose them.
Career Games: www.careergames.com/index.html	This site features several workshops and games that facilitate the PIE career development method practiced by Daniel Porot, a leading European pioneer in career design and job hunting.
Career Liftoff: www.careerliftoff.com	An online career interest inventory and personal career exploration guide.
Career One-Stop: www.careeronestop.com/	Job-seeker and business resources.
Career Overview: www.careeroverview.com/	Career Overview.com is a noncommercial website dedicated to providing aspiring career professionals and students with relevant, reliable and up-to-date career and job information, whereby helping them to make better, more informed career choices.
CareerPerfect.com: www.careerperfect.com/CareerPerfect/cpWorkPrefInv.htm	Features a work preference inventory assessment.
College Board Major and Career Profiles: www.collegeboard.com/csearch/majors_careers/profiles/index.html	This site is designed to help high school students gain college and career awareness.
Construct My Future: www.constructmyfuture.com	Career exploration for construction occupations.
Could This Be Your Life?: www.ncrctv.com/index.asp	An interactive game to facilitate exploration of nontraditional careers for students. The game is linked to high demand occupations in New Jersey based on the "Ready for the Job" research.
Job Hunt: www.job-hunt.org	An online job search guide and career resource center.
Job-Star Job Search Guide: www.jobstar.org/	"How-to" information for job seekers anywhere.
Mapping Your Future: www.mappingyourfuture.org	A one-stop site for students and parents with information on financial strategies, career options and career planning.
Military Career Guide: www.todaysmilitary.com/careers	A U.S. Department of Defense resource on more than 4,100 military careers.
Mind Tools: www.mindtools.com	Mind Tools outlines important life and career skills in easy-to-understand language. These are supported by examples and exercises that expand and reinforce your understanding. Mind Tools outlines more than 100 of the most important thinking skills in nine essential areas.
My Future: www.myfuture.com/	Information on military careers, post high school planning, and a career toolbox with assessments. For students and parents.
National Society of Professional Engineers: www.nspe.org	A forum for young engineers and students looking for guidance from engineers in the field.
Next Steps: www.nextsteps.org/	A full-featured employment, career development and job finding resource for youth.
O*NET® Computerized Interest Profiler TM: www.onetcenter.org/CIP.html	The O*NET Computerized Interest Profiler (CIP) is a new vocational interest assessment instrument administered by computer. Users receive an accurate, reliable profile of their vocational interests that provides valuable self-knowledge about their vocational interests, fosters career awareness and provides a window to the entire world of work via the 900 plus occupations within O*NET Online.
Role Model Project For Girls: www.womenswork.org/girls/careers.html	A "sampler" of careers for women, from the arts to trades.

Scholarship Opportunities

SkillsUSA offers many scholarship opportunities. For complete details, go to: *www.skillsusa.org/students/scholarships.shtml*

International SkillsUSA Degree

Students who successfully complete the International Degree of the Professional Development Program (PDP) are eligible for a $1,000 travel scholarship to attend the national conference. For more information, call Marsha Daves at 703-737-0605 or email mdaves@skillsusa.org.

National Technical Honor Society Scholarship

The NTHS annually awards a $1,000 scholarship to two high-school SkillsUSA members and two college/postsecondary SkillsUSA members who are also involved in NTHS. For details, go to: *www.skillsusa.org/students/nths.shtml*

Robert Flint Student Leadership Development Scholarship

SkillsUSA members with financial needs may be eligible for this scholarship to attend SkillsUSA's Leverage, Activate and Engage conferences in June or the Washington Leadership Training Institute (WLTI) in September. Four scholarships of $1,300 each will be awarded to attend the Leverage, Activate and Engage conferences, and four scholarships of $800 each will be awarded to attend WLTI. Nominations can only be made by a state association director. For details, contact your state SkillsUSA office.
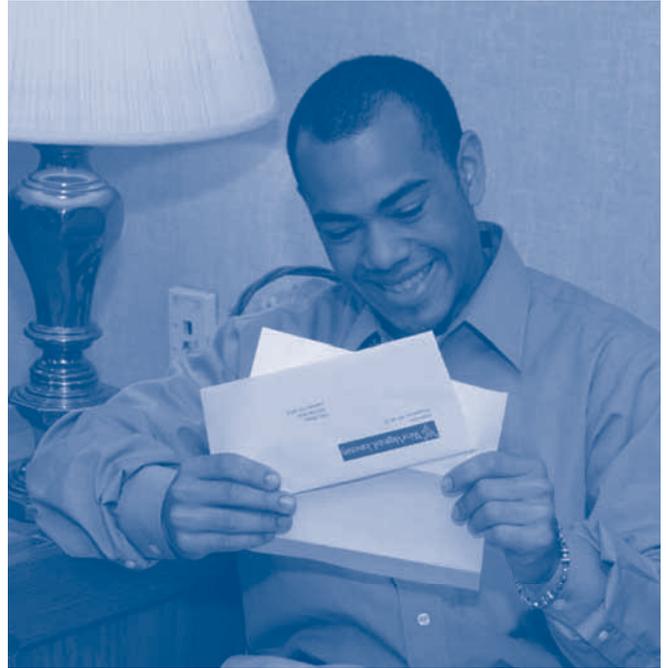
SkillsUSA Alumni Merit Scholarship

The SkillsUSA Alumni and Friends Association awards two $500 scholarships to outstanding SkillsUSA members who will be attending a postsecondary training program next school year. Visit: *www.skillsusa.org/supporters/alumnischolar.shtml*

Robert Flint Leadership Award

The elected national high-school and college/postsecondary SkillsUSA student presidents are awarded $1,000 leadership scholarships at the completion of their term.

Sharon Melton Myers Memorial Scholarship

Through a donation from the Sharon Melton Myers Memorial Scholarship fund, the Athens, Tenn., McMinn County Vocational Center and SkillsUSA alumni association offer a $500 to a graduating SkillsUSA member for continuing education in college or technical school. Visit: *www.skillsusa.org/students/scholarships.shtml*

SkillsUSA Championships

Scholarships are offered through the SkillsUSA national headquarters to winners of the SkillsUSA Championships. Most scholarships are awarded to first-, second- and third-place winners (gold, silver and bronze medalists). In most cases, these scholarships are applied directly to tuition and education expenses. Medalists also receive tools, software and other awards. For complete details, go to: *www.skillsusa.org/students/scholarships.shtml*

SkillsUSA Chapter Programs

Lowe's Community Service and Campus Improvement Grants

SkillsUSA is committed to equipping members with skills they can apply to be successful not only in their careers but also as leaders in their local communities. Service projects on campus or in a local community create a connection between classroom instruction and hands-on experiences that represent real-life situations. These projects also provide the opportunity for students to work as a team, make decisions through problem-solving activities, explore and demonstrate leadership skills and gain a "heart of service" by being a part of something bigger than themselves.

The purpose of **Lowe's Community Service and Campus Improvement Grant Program** is to stimulate students' awareness and interest in their environment and provide them with an understanding as well as skills and a voice to make a significant impact in their community.

Grant Rules:
- Applications must be submitted by Nov. 1
- Applications must be submitted online or electronically (no hard copy applications will be accepted)
- Applications may only have one attachment

Applications, scoring rubrics and previous successful grant applications are available at *www.skillsusa.org/ educators/lowes.shtml* beginning Sept. 1. Previous year's successful grant summaries are available online as well.

For questions, call Carol Lowery at 641-512-0504 or email clowery@ skillsusa.org. Please include your full name, school and daytime telephone number.

Applications available: Sept. 1, 2012

Application deadline: Nov. 1, 2012

EMPLOYABILITY CURRICULA

PROFESSIONAL DEVELOPMENT PROGRAM

The **Professional Development Program** (PDP) helps students develop the employability or soft skills needed for a smooth transition to the workforce or higher education. The PDP provides the tools to strengthen school-based learning.

Available in printed workbooks or as an online program, PDP has 76 employability skills activities that are covered in six levels. Skills include self-assessment, communications, ethics, conflict resolution, government awareness, time management, career research, job interviewing and more. Activities help meet state standards and competencies outlined by the U.S. Secretary of Labor's Commission on Achieving Necessary Skills (SCANS).

PDP benefits:
- Delivers skills employers want
- Builds a job portfolio for students preparing to graduate
- Teaches workplace values and employability skills
- Meets SCANS and state standards requirements
- Involves industry in the classroom
- Facilitates integration of academic and CTE content
- Is easily modified to meet your program needs

PDP Online is an Internet-based course that uses the latest Web technology to teach the same employability skills as in the latest print edition. Students can use PDP Online wherever they have Internet access. This powerful online resource integrates with your own curriculum and goals. Skills are introduced, developed and reinforced over six levels. Enrollment and class setup are easy. Most important, PDP Online is a real-world program that gives students the skills and attitudes they need to succeed at school or work. The system allows online grading and real-time forums. Users are able to check student progress and print certificates. Capabilities include student learning, grade and skills tracking; uploading, mapping, and tracking of skills standards and student skill acquisition; delivery and tracking; and communication between system users via wikis, chats and forums; and more.
Go to: *www.skillsusa.org/educators/pdp.shtml*

PDP Online benefits:
- Students learn new skills, awareness and attitude
- Students earn credentials to their job portfolios
- Teachers have a way to teach employability skills
- Teachers have data to demonstrate program value
- Ensures smoother transitions into the workforce
- Business and industry gain better employees
- Community gains motivated, involved citizens

CUSTOMER SERVICE TRAINING PROGRAM

Developed with input from SkillsUSA industry partners including Lowe's, Mosaic, Irwin and Toyota, this new online program trains students on the practical skills required by customer service professionals.

In 10 lesson levels, students learn what customer service is, why it is important and what constitutes excellent customer service. Through virtual, simulated scenarios, students test their knowledge and explore the qualities required for exceptional customer service skills in any field. Note: This customer service program aligns with the content of the Work Force Ready System Skill Connect Assessment.

For details, visit: *www.workforcereadysystem.org*

CAREER SKILLS EDUCATION PROGRAM

The **Career Skills Education Program** (CSEP) provides an easy way for college/postsecondary instructors to ensure their students learn the basic employment and life skills that lead to career success.

CSEP is grouped into five modules:
- Personal Growth
- Communication and Technology
- Career Focus
- Professional Growth
- Portfolio Development

Each of the 49 online lessons deals with topics of concern to the working individual. In addition to text and hands-on, interactive graphics, each lesson contains of activities to help develop and test comprehension. The program covers goal setting, communications, time management, résumé writing, job interviewing, financial management, teamwork, networking, portfolio development and more.

For details, visit: *www.skillsusa.org/educators/csep.shtml*

WORK FORCE READY SYSTEM SKILL CONNECT® ASSESSMENTS

SkillsUSA is known for providing real-life application of skills. In fact, SkillsUSA has been assessing technical skills for more than 45 years. Our current standards were developed in partnership with 1,800 corporations, labor unions, trade associations and businesses. With the **Work Force Ready System**, we can now provide an on-ramp to other professional certifications and pave the way ahead for our future American workforce.

The SkillsUSA Work Force Ready System provides assessments for career and technical education that are supported by industry, education and policy leaders. The Skill Connect® Assessment parallels SkillsUSA's successful hands-on, authentic assessment philosophy. The system helps instructors prove the benefit of their programs, and helps young people find rewarding careers.

SKILL CONNECT ASSESSMENTS

Available in 47 unique occupational areas, Skill Connect Assessments offer a reliable evaluation of technical knowledge and skill. They are supported by a comprehensive system that makes administration simple. These assessments are designed to be used for end of unit, end of course or end of program, depending on the design of your program curriculum.

Interactive

Recent advances in media technology have made it possible to deliver online assessments that are much more than electronic versions of a paper-pencil test. Items will be in the form of multiple choice, true or false, fill-in-the-blank, drag-and-drop and hotspot.

Each Skill Connect Assessment consists of approximately 50 questions and takes an estimated 60 minutes to complete. Questions are delivered in random order.

More than 75 percent of the questions include media such as images, video, diagrams and interactive displays. The use of media and interactivity, the variety of question types available in LearnMate®, and the use of principles of Universal Design for Learning (UDL) allow Skill Connect Assessments to assess a broader range of competencies and to assess them more fully than text-only multiple choice items.

WHAT IS THE WORK FORCE READY SYSTEM?

The Work Force Ready System is the way ahead for students pursuing rewarding careers, helping candidates prove their technical skills and knowledge to potential employers. Our industry-driven assessments for the next generation are part of a comprehensive package:

- Skill Connect Assessments — $10 for SkillsUSA members
  Helping students prove what they can do
- Skill Point Certificate — Earned only at the SkillsUSA Championships

Visit: *www.workforcereadysystem.org*

Industry-Driven

Our rigorous and educationally sound process captures critical competencies, standards as defined by industry. Assessments may be used as pre-program, end of program, or as preparation for industry certification. A certificate, earned upon successful completion, is available to print on demand.

Affordable

Designed to be affordable for everyone, Skills Connect Assessments are offered at a discount for SkillsUSA members.

Benefits to Your Classroom

The Work Force Ready System helps you meet Perkins IV requirements. Our assessments offer these benefits:

- *Interactive:* Animations allow assessment of a broader range of competencies than paper-based or text-only assessments
- *Industry-driven:* Developed by industry experts
- *Responsive:* Real-time assessment capability allows immediate grading and feedback for students, teachers and administrators, including printing of a certificate for successful scores
- *Diverse:* Assesses employability or technical skills
- *Affordable:* Designed with budgets in mind

HOW TO PURCHASE

View sample questions, purchase assessments and learn more about the system at: *www.workforcereadysystem.org*

For questions about the assessments and benefits to your school, call 703-737-0633 or email skillconnect@skillsusa.org.

STUDENT2STUDENT MENTORING

SkillsUSA offers **Student2Student Mentoring** as a national mentoring program that provides a way for our members to participate in America's Promise Alliance.

Mentoring is a voluntary relationship between two people: a high school or college student and a younger student (usually one in middle school). The aim is to encourage younger students to explore future careers and make decisions that will lead to marketable skills and productive futures.

Participating in Student2Student starts with identifying a younger group of students to mentor. Next, the SkillsUSA chapter meets with school administrators and asks permission to mentor. Then members start planning activities and set some dates on the calendar. On mentoring day, the fun begins with icebreakers and other activities. After participants have gotten to know each other, they engage in hands-on activities designed to encourage the younger students to think about career options. Activities may include holding a career day, conducting job skill demonstrations, making a joint visit to a science or technology museum or even holding a community service project together. The goal is to get the younger students thinking about their future careers as they work with their older mentors and see technical training programs firsthand.

BENEFITS TO YOUR CLASSROOM

Younger students benefit by having a chance to visit one or more technical programs, see the school they may attend and learn about various careers. Mentors develop self-confidence as they demonstrate what they are learning in their training programs. The school is showcased to the community, and specific training programs can even recruit future students.

Recognition for Chapters

SkillsUSA sponsors a national recognition program based on the Student2Student mentoring program. The purpose is to recognize excellence in student mentoring and to select the chapter that best exemplifies the purposes and goals of the Student2Student Mentoring Program.

Eligibility

This event is open to all SkillsUSA chapters at high schools or colleges that are participating in a mentoring project with local elementary or middle school students. All entries must be submitted online to the national headquarters by April 1. For details: *www.skillsusa.org/educators/mentrecog.shtml*

Awards

The Grand Prize chapter will be invited to attend the national conference and present its winning mentoring program as a part of SkillsUSA University. The Grand Prize chapter also receives a plaque, a $500 check for the chapter to use toward expanding next year's mentoring project, a $500 stipend for the chapter advisor and at least one student to attend the national conference.

To enter, document your mentoring project and then complete the project description questionnaire online at: *www.skillsusa.org/educators/mentoring.shtml*

Resources

For information on the Student2Student program, visit: *www.skillsusa.org/educators/mentoring.shtml*. On the website, you can print an Advisor's Guide, download a presentation and read about mentoring projects done by other SkillsUSA chapters.

For information, call Heidi Ambrose at 703-737-0615 or email hambrose@skillsusa.org.

For additional resources, visit the National Mentoring Partnership online: **www.mentoring.org**
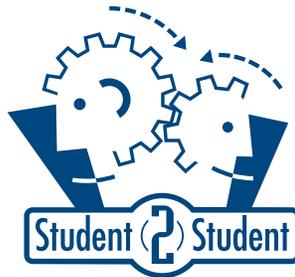
SKILLSUSA WEEK: FEB. 10-16, 2013

SkillsUSA members are proud to have their own annual week for celebrating our national professional organization. **SkillsUSA Week** will be celebrated Feb. 10-16, 2013. For resources and ideas on how your chapter can participate, go to: *www.skillsusa.org/educators/skillsusaweek.shtml*

The Association for Career and Technical Education (ACTE) is dedicated to the advancement of education that prepares youth and adults for careers. ACTE promotes its own Career and Technical Education (CTE) Month, which is celebrated in February. For CTE resources, go to: *www.acteonline.org*

National Conference Pin and T-shirt Design Contest

Lowe's is sponsoring a SkillsUSA national conference **pin and T-shirt design competition** open to all dues-paying student members. The winning designs will become the official pin or T-shirt for the 2013 SkillsUSA National Leadership and Skills Conference and will be produced in a limited quantity. One winner each for the pin and T-shirt will be selected.

Awards
The national pin and T-shirt winners each receive:
- Recognition at the national conference
- Commemorative plaque
- $5,000 chapter grant for software or equipment upgrades
- $1,000 travel stipend to the national conference

Contest Rules
Entries must comply with the contest rules available at: *www.skillsusa.org/compete/pindesign.shtml*

Submitting Your Design
Entries must be submitted and received at national headquarters by Feb. 1, 2013. Ship entries to: SkillsUSA Pin and T-Shirt Contest, 14001 SkillsUSA Way, Leesburg, VA 20176.

Questions?
For questions, call Heidi Ambrose at 703-737-0615 or email hambrose@skillsusa.org. Please include your full name, school and a daytime telephone number.

'SkillsUSA Champions' Photo Contest

SkillsUSA Champions, SkillsUSA's official magazine, features members' photography in its "Image" section. In addition to having their work published for a portfolio, members whose photos are selected receive $150 for their SkillsUSA chapter.

Photos should capture other SkillsUSA members in action or show individuals' concentration or perseverance. Horizontal prints are best, although digital photography is acceptable as long as the resolution is suitable for print publishing (300 dots per inch, or dpi).

For details and a submission form, email: thall@skillsusa.org or write to: SkillsUSA Champions, 14001 SkillsUSA Way, Leesburg, VA 20176-5494.

National Week of Community Service

SkillsUSA members are known for their community service efforts. As part of their annual program of work, SkillsUSA asks all chapters to conduct and promote a community service project during the National Week of Service, May 5-11, 2013. You may also conduct and promote your project at any time during the year, then promote it again during the week of service.

This helps commemorate the founding of SkillsUSA (May 8, 1965). Harnessing the power of our combined efforts will showcase the good work being done by our students and bring attention to career and technical education as well as SkillsUSA's value.

To assist you with planning and carrying out this event, SkillsUSA has created a Community Service Guide and customizable media releases, public service announcements and thank-you letters to help generate publicity for your service event. Free online resources include a Community Service Guide, sample media releases, sample PSAs, sample thank-you letters and more. To view or download these resources, go to: *www.skillsusa.org/events/service.shtml*

Also available for purchase is the turnkey community service organizational CD-ROM for your students. Go to *www.skillsusa.org/store* and look for the *Champions Serving Others* CD.

SkillsUSA will help promote your events if we know well in advance what you're doing. Advisors should email a brief description of their chapter's events to marketing director Kelly Horton at: khorton@skillsusa.org. In return, we'll send the chapter advisor or officer a SkillsUSA logo gift item valued at $15 to say thanks for keeping us informed.

PRESIDENT'S VOLUNTEER SERVICE AWARD

The President's Volunteer Service Award program is a way to thank and honor SkillsUSA members who demonstrate a commitment to volunteer service. The award recognizes individuals, families and groups who have achieved a certain standard — measured by the number of hours served over a 12-month period or cumulative hours earned over the course of a lifetime.

SkillsUSA is a certifying organization for these awards. Recipients can receive an official lapel pin, personalized certificate of achievement, and a congratulatory letter from the president.

To apply for the award, candidates must document their volunteer activities and the number of hours served. This record of service may be a diary, calendar or timesheet with proof of service documented and verified by an agency representative.

Candidates must submit a letter of nomination from one of the following: the direct supervisor/agency representative working with the candidate, a school administrator, school SkillsUSA advisor or SkillsUSA state director. Proof of SkillsUSA membership must also be submitted. For complete submission rules, visit our website: *www.skillsusa.org/students/volsvc.shtml*

Candidates must meet the number of hours designated by the President's Volunteer Service Award to reach the bronze, silver or gold levels of service. All entries must be received by April 1. No exceptions.

For a complete list of rules and requirements, go to: *www.skillsusa.org/students/volsvc.shtml*

If you have questions on the program, call Heidi Ambrose at 703-737-0615 or email hambrose@skillsusa.org.

More information about the President's Volunteer Service Award Program is available at: *www.presidential serviceawards.gov.*

CAREERSAFE

SkillsUSA and CareerSafe have joined forces to provide students with fast and affordable CareerSafe youth safety training that is authorized by the Occupational Safety and Health Administration (OSHA). CareerSafe is committed to enabling young people to have a safe and successful entry into the workforce by offering them a practical, Web-based course designed specifically for youth workers.

By making this course available, CareerSafe hopes to reduce the more than 200,000 injuries that occur every year among youth workers in this country. Upon successful completion of one of the OSHA 10-Hour courses (General Industry or Construction Industry), the student receives an OSHA 10-Hour wallet card. The program covers core topics relevant to basic safety in any workplace, and the card adds a valuable credential that the student can take into the job market.

The cost for a CareerSafe OSHA 10-Hour course is $25 per student ($18 training plus $7 OSHA processing fee). Further, for every student who completes the course, a $1.50 donation will be made to the SkillsUSA Youth Development Foundation to support the other SkillsUSA programs. Learn more about Career-Safe or buy program vouchers for the course at: *www.CareerSafeOnline.com.*

The CareerSafe Online Safety Awareness Training is also available in Spanish to provide a broader base of workers with the opportunity to learn about safety.

Lowe's Companies Inc. provides CareerSafe scholarships annually to chapters that pay for the program for participating students. Applications are easy to complete and can be found online beginning Sept. 1 for the 2013 Spring semester.

FACTS ABOUT YOUTH SAFETY

- One youth dies every five days in a work-related incident

- Two hundred thousand youth are injured each year on the job; 77,000 of them require hospitalization or emergency room treatment

- Youth workers age 16 to 24 are at the highest risk for injury