CHAPTER DISPLAY

SkillsUSA Championships Technical Standards

PURPOSE

To evaluate a promotional display designed and constructed by SkillsUSA student members using the SkillsUSA annual theme. The display should articulate knowledge and understanding of SkillsUSA Framework and how the Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics are applicable to successful employment and career advancement.

First, download and review the General Regulations at updates.skillsusa.org.

ELIGIBILITY (TEAM OF THREE)

Open to a team of three (3) active SkillsUSA members from the same local chapter (school). Each state may send one middle school, one high school, and one college/postsecondary entry. A full team must be registered. See General Regulations for more information about substitution and penalty rules.

CLOTHING REQUIREMENTS

Competitors may wear SkillsUSA official Class A attire or other official competition dress appropriate for the occupational area of the demonstration, which includes SkillsUSA Class B through Class I official attire.

Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks or black dress skirt (knee-length at minimum)
- Black closed-toe dress shoes

Note: The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered

in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

Note: Wearing socks or hose is not required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to SkillsUSA Championships Clothing Classifications that are pictured and described at skillsusastore.org. If you have questions about competition uniforms, call the SkillsUSA Store at 888-501-2183.

***Note*:** Competitors are **NOT** required to wear their official competition clothing to the competition orientation. The competitors will set up their Chapter Display immediately following the orientation.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
   a. One approximate 7'10"-wide by 5'10"-deep space. Each team will be provided the same size space.
   b. Printed timekeeper card for signaling seven (7) minutes.
2. Supplied by the competitors:
   a. Project for display
      Note: All display components must fit through doors and up steps, as forklifts and carts are not available. Due to facility rules heavy lift equipment could be restricted to prevent damage to floors. It is the team's responsibility, not the event organizers, to deliver all display components to the show floor and remove them at the competition's end.
   b. Official SkillsUSA three-ring binder documenting the project.
      1). All competitors must also submit a digital copy of their binder's contents saved as a PDF file. The purpose of the "Online Submission Requirements" is for pre-conference evaluation. Failure to submit a digital copy of the binder that can be opened and meets the required format may result in a loss of points. See "Online Submission Requirements" below for guidelines.
   c. If applicable, one 10' electrical extension cord and a multi-outlet power strip.
   d. Note: Power outlets are limited and will only be available as needed to operate a display feature.
   e. Tablecloths and all other needed supplies, if applicable.
   f. All competitors must create and submit online a one-page single sided resume. See "Online Submission Requirements" below for guidelines.

***Note*:** All national competitors must also check for competition-specific updates and/or competitor preparation instructions on the SkillsUSA website at updates.skillsusa.org.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition's national technical committee are ***NOT*** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

ONLINE SUBMISSION REQUIREMENTS

All SkillsUSA national competitors must submit their one-page single sided resume online. The deadline and link for online submissions will be published on updates.skillsusa.org.

Failure to submit any of the required online submission documents listed below by the established deadline will result in a 10-point penalty for each missing document. File(s) must open directly as a PDF file without additional software/application and/or permission status.

1. One-page single sided resume
2. A digital copy of their binder's contents saved as a combined single PDF file. The online submission of scanned pages must be in the same order as the physical binder presented at the competition orientation.

Your submissions must be saved as individual PDF file types using the file name format of "Your Last Name_Your First Name_DocumentType." For example, "Amanda Smith" would save the individual PDF submission files as:

- Smith_Amanda_Resume
- Smith_Amanda_Binder

OBSERVER RULE

Observers will not be allowed during the actual judging. Displays may be viewed as specified in the conference schedule.

SCOPE OF THE COMPETITION

SkillsUSA THEME

Teams should make sure they are following the SkillsUSA brand guidelines for use of the theme logo. Use of the theme logo is encouraged but not required. The theme may be found at skillsusa.org/resources/member-resources/annual-theme/. Learn more about SkillsUSA's brand guide at skillsusa.org/resources/brand-resources/.

KNOWLEDGE PERFORMANCE

There is no general knowledge test required in this competition. Competitors are required to take the SkillsUSA Professional Development Test.

SKILL PERFORMANCE

This competition encourages the involvement of multiple SkillsUSA members. This competition enables students to conceptualize a promotional and educational three-dimensional display, set goals for creating the display, and develop and execute a plan for constructing the display. In constructing a display, students will have a hands-on opportunity to get involved in developing an effective design while working cooperatively with others. Teams are encouraged to include creative new technologies in the design of the display. Components that attract attention such as light, sound, motion and are interactive should be considered.

COMPETITION GUIDELINES

1. Competition orientation
    a. Competitors will be assigned appointment times. Appointments may be randomly pre-assigned by the technical committee or drawn during the competition orientation.
    b. The official SkillsUSA 3-ring binder must be turned in at the competition orientation meeting. The binder will be available for competitors to use as a visual aid to support their presentation.
        1). A ***penalty*** of 100 points will be deducted for failure to submit the binder at the competition orientation.
    c. Following the competition orientation meeting, competitors will have approximately three hours to complete the installation of their display.
        1). No access to the competition site is allowed before that time.
        2). Advisors are encouraged to supervise their teams but not to assist with the setup, except moving in the display.
            a.) Failure to comply with this rule will result in the disqualification of the display. Students should have technical knowledge on how to repair malfunctioning or damaged displays. Failure to repair a display may result in the disqualification of the display or a reduction in points.
2. Display
    a. The maximum size of the display will be 48"-wide by 48"-deep by 84"-high measured from the floor. The minimum size of a floor or tabletop display will be 36"-wide by 32"-deep by 42" high measured from the floor or from a tabletop if displayed on a table. The display must fit within the assigned space, leaving room in the booth for the competitors to perform their demonstration.
        1). If a display is positioned other than parallel to the front of the space provided, the width and depth dimensions still apply.
        2). All parts of the display must stay within the specified dimensions. Any component that can move and any display components such as flags, carpet, draperies and signs, etc., must remain inside of these dimensions. ***Note:*** Doors designed to allow

access to the display's interior for setup, maintenance and operation will not be included in the display's measurement.

3). Upon completing the setup of the display, the competitors MUST identify the front of the Chapter Display for the Tech Chair for measurement purposes. If a display is to be viewed from all sides including the back, competitors may rotate the actual display during the competitor presentation.

4). A ***penalty*** of five (5) points will be deducted for each ¼" over or under the prescribed size for any dimension. If foldout, pivoting, rotating, or moving portions are used in the display, they must be designed to comply with the minimum and maximum size of the display.

b. The display must be designed and constructed by students who were members of SkillsUSA during the school year immediately preceding the National Leadership and Skills Conference.

c. All display components must fit through doors and up steps, as forklifts and carts are not available. There will be no on-site technical support, internet hookup, or backup equipment. For large projects, modular components are recommended. It is the team's responsibility, not the event organizers, to deliver all display components to the show floor and remove them at the competition's end.

d. Displays that have electrical/electronic components should be designed so that they can be activated and deactivated with one switch. If electronic equipment is used in the display, surge protectors should be installed.

e. Displays that generate excessive noise are discouraged and may result in a penalty assessment.

f. Prohibited display components include but are not limited to hazardous or flammable materials, compressed gas, live animals, and biohazardous materials.

1). The technical committee reserves the right to disqualify any display that appears to be unsafe and/or dangerous.

g. On the day of judging, students will have up to 30 minutes prior to official competition start time for final display preparations.

h. All displays will be closed to the public during judging.

i. All displays must remain set up, attended by at least one team member when open to the public as specified in the conference schedule.

1). Team members must be in SkillsUSA attire while presenting to the public.

j. Display removal will be specified in the conference schedule. Early removal and/or leaving the booth unattended during the public viewing may result in a penalty assessment.

3. Binder

a. The documentation must be submitted onsite in an official SkillsUSA three-ring binder. The binder must contain no more than 24 pages.
Note: A sheet of paper has two sides. Each side is considered one page. Therefore, a single sheet of unfolded paper is two pages.

1). A ***penalty*** of five (5) points will be assessed for each page beyond the limit.

a.) If sheet protectors are used, two sheets of paper can be placed back-to back, creating a front and back page. This would be considered two pages.
b.) Unused sheet protectors will count as pages, as will any additional documents (such as extra resumes) placed in the binder.
c.) Any pages contained in a pocket, folded page, or similar features will be counted as additional pages and will be subject to penalty.

b. The SkillsUSA binder documentation must be organized and contain the following information:
1). The cover page of the binder must be a letter certifying that the display was designed and constructed by students.
a.) The letter must be signed by a local school or college administrator with full name and title on school official letterhead stationery.
b.) The letter must identify the competitors who will be interviewed and the local advisor.
c.) It must also identify the school, city, state, and division (middle school, high school, or college/postsecondary).
2). A detailed description of the current theme, how it was carried out, and how the SkillsUSA Framework was incorporated.
3). A detailed description of the educational value of the display, such as how it will be used, what did the students learn while working on the display, and the impact on viewers.
4). Information about how the display was conceptualized and constructed.
5). Concept sketches, line drawings with dimensions and construction photos with written descriptions for each photo.
6). Clear identification of the number of SkillsUSA members involved and the number of hours needed to construct the display.
7). The last page of the binder must be a photo of the completed display and the three (3) presenting chapter members.

c. Competitors will use the binder to enhance their presentation.

4. Presentation
a. The judges will indicate when presentation time begins.
1). Team members will have up to two (2) minutes to activate the display, if applicable.
2). Team members will have up to seven (7) minutes to present information.
3). Time will be signaled at seven (7) minutes.
a.) A ***penalty*** of 50 points penalty will be assessed for each fraction of 30 seconds over seven (7) minutes.

b. The presentation should include the following:
1). Identification of the current theme, how it was carried out, and how the SkillsUSA Framework was incorporated into the display layout, design, and construction.
2). The educational value of the display and the impact on the audience and the students involved in the construction.

3). How the display has and will continue to be used at the local chapter (school) and community to promote Career and Technical Education (CTE) programs and SkillsUSA.
4). Which programs are represented by members participating in the construction.
5). A description of the planning and construction of the display.
6). How creativity and originality were incorporated.
7). The timelines and number of hours spent constructing the display.
8). Any commercially made parts of the display, if applicable.
9). Cost of constructing the display.
10). How the display was designed to facilitate easy transportation and setup/removal.

c. Upon completion of the presentation:
1). Judges may ask the team questions. This time is not counted as part of the seven (7) minute presentation time.
2). The binder will be left with the display.
3). The team must deactivate the display and may remove any electronic hardware for security concerns.

PROCEDURE FOR SHIPMENT

1. Display competition entries cannot be shipped to the national association headquarters or to the convention center. Such shipments will be refused. All costs incurred will be the responsibility of the local chapter.
2. Shipping is not an automatic process. You are responsible for securing arrangements with your shipping carrier.
3. The display must be moved in and out according to the conference schedule.
4. SkillsUSA will not be responsible for displays not removed from the exhibit area by the designated time. Any freight and/or display left in the exhibit area will be considered scrap and disposed.

***Note*:** National competition shipping procedures will be published on the SkillsUSA website at updates.skillsusa.org.

STANDARDS AND COMPETENCIES

DIS 1.0 — Plan, develop, and create an effective display.

1.1. Brainstorm design ideas (theme directed and educational value focused), following a problem-solving process.
1.2. Break down project and task with timelines
1.3. Identify resources and standards for completing project
1.4. Anticipate and plan for possible obstacles and setbacks
1.5. Establish work priorities
1.6. Employ technology to solve problems
1.7. Maintain a safe, organized work area
1.8. Use tools and equipment according to safety standards

1.9. Overcome barriers and roadblocks
1.10. Evaluate the finished display and make appropriate modifications

DIS 2.0 — Document the project in a professional manner.

2.1. Identify appropriate activities that meet required standards
2.2. Design concise and effective written and visual components
2.3. Describe impact of project

DIS 3.0 — Create and deliver a technical presentation and respond to questions.

3.1 Choose appropriate mode of communication
3.2 Write and speak effectively
3.3 Use appropriate body language
3.4 Check for understanding when articulating complex issues
3.5 Practice active listening skills
3.6 Manage presentation time limits
3.7 Articulate knowledge and understanding of SkillsUSA Framework and how the Personal Skills, Workplace Skills, and Technical are applicable to the project.

DIS 4.0 — Demonstrate teamwork skills.

4.1. Work collaboratively with other team members
4.2. Honor the contributions and strengths of others
4.3. Honor personal commitments and responsibilities to the team
4.4. Foster positive and collaborative working relationships with others

DIS 5.0 — Project a professional self-image through attire and grooming.

5.1. Demonstrate a professional appearance in dress, good grooming, and personal presentation
5.2. Display clothing that meets national standards requirement for competition
5.3. Demonstrate good grooming in personal hygiene
5.4. Wear clothing that fits well
5.5. Present a wrinkle-free appearance

DIS 6.0 — SkillsUSA Framework

The SkillsUSA Framework is used to pinpoint the Essential Elements found in Personal Skills, Workplace Skills and Technical Skills Grounded in Academics. Students will be expected to display or explain how they used some of these Essential Elements. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.

COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

Math Skills

- Use fractions to solve practical problem

- Use proportions and ratios to solve practical problems
- Simplify numerical expressions
- Solve practical problems involving percentages
- Solve single variable algebraic expressions
- Measure angles
- Find surface area and perimeter of two-dimensional objects
- Find volume and surface area of three-dimensional objects
- Apply transformations (rotate or turn, reflect or flip, translate or slide and dilate or scale) to geometric figures
- Construct three-dimensional models
- Make predictions using knowledge of probability
- Make comparisons, predictions and inferences using graphs and charts
- Solve problems using proportions, formulas and functions
- Find the slope of a line
- Solve practical problems involving complementary, supplementary and congruent angles
- Solve problems involving symmetry and transformation
- Use measures of interior and exterior angles of polygons to solve problems

Science Skills

- Plan and conduct a scientific investigation
- Describe factors that influence how populations change over time
- Use knowledge of the particle theory of matter
- Describe and recognize solids, liquids and gasses
- Describe characteristics of types of matter based on physical and chemical properties
- Use knowledge of physical properties (shape, density, solubility, odor, melting point, boiling point and color)
- Use knowledge of chemical properties (acidity, basicity, combustibility and reactivity)
- Use knowledge of classification of elements as metals, metalloids and nonmetals
- Describe and demonstrate simple compounds (formulas and the nature of bonding)
- Understand the Law of Conservation of Matter and Energy
- Describe phases of matter
- Describe and identify physical changes to matter
- Predict chemical changes to matter (types of reactions, reactants and products, and balanced equations)
- Use knowledge of potential and kinetic energy
- Use knowledge of mechanical, chemical and electrical energy
- Use knowledge of heat, light and sound energy
- Use knowledge of temperature scales, heat and heat transfer
- Use knowledge of sound and technological applications of sound waves
- Use knowledge of the nature and technological applications of light
- Use knowledge of speed, velocity and acceleration

- Use knowledge of Newton's laws of motion
- Use knowledge of work, force, mechanical advantage, efficiency and power
- Use knowledge of simple machines, compound machines, powered vehicles, rockets and restraining devices
- Use knowledge of principles of electricity and magnetism
- Use knowledge of static electricity, current electricity and circuits
- Use knowledge of magnetic fields and electromagnets
- Use knowledge of motors and generators

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice.
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information
- Analyze mass media messages
- Demonstrate comprehension of a variety of informational texts
- Use text structures to aid comprehension
- Identify words and phrases that signal an author's organizational pattern to aid comprehension
- Understand source, viewpoint and purpose of texts
- Organize and synthesize information for use in written and oral presentations
- Demonstrate knowledge of appropriate reference materials
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate expository writing
- Demonstrate persuasive writing
- Demonstrate informational writing
- Edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure and paragraphing

CONNECTIONS TO NATIONAL STANDARDS

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication

- Connections
- Representation

Source: *NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.*

Science Standards

- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context and graphics).
- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.
- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions and social roles.
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

Source: *IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards*