

CHAPTER DISPLAY



PURPOSE

The Chapter Display contest selects the outstanding promotional exhibit that SkillsUSA student members design and construct. The display is built around and articulates a common theme that SkillsUSA establishes annually.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY (TEAM OF 3)

Open to active SkillsUSA members. Two displays from each state association may be entered in the contest: one in high-school and one in college/postsecondary competition.

CLOTHING REQUIREMENT

Class A: SkillsUSA Official Attire

For men: Official SkillsUSA blazer or jacket, black dress slacks, white dress shirt, plain black tie with no pattern (or SkillsUSA black tie), black socks, black shoes.

For women: Official SkillsUSA blazer or jacket; black dress skirt (knee-length) or black slacks; plain business-like white, collarless blouse (or white blouse with small, plain collar that may not extend onto the lapels of the blazer); black sheer or skin-tone hose; black shoes.

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 800-401-1560 or 703-956-3723.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

OBSERVER RULE

Observers will not be present during the actual judging. Displays may be viewed on Thursday during the week of the conference.

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge test required in this contest.

Skill Performance

This contest is a team event that begins with goal setting in relation to a theme and involves the major competencies: developing a design, teamwork, organizing work, communications, marketing a product, and demonstrating workplace skills of workmanship. These competencies are comprised of a number of subcompetencies, which are listed below.

Contest Guidelines

1. The display must be designed and constructed by students who were enrolled during the school year immediately preceding the National Leadership and Skills Conference.
2. Maximum size of the display will be 48" wide by 48" deep by 84" high (measured from the floor and a parallel line running from the drapery posts in front of displays). All moving parts must remain inside these dimensions. All stationary and moving parts must remain inside these dimensions. The minimum size of a floor or table top display will be 32" wide by 42" deep by 42" high (measured from the floor or from a table top parallel to the front of the display layout line).
Penalty: Five points will be deducted for each 1/8" over the prescribed size for any dimension or for each 1/8" under the prescribed size for any dimension. If foldout portions are used in the display, they must be arranged to comply with the maximum size of the display.
3. A team of three (3) contestants in official SkillsUSA attire shall participate in a presentation/interview component in which contestants will describe the display and how it conforms to the theme. All contestants must submit a one-page, type-written résumé to the national technical committee at the orientation meeting for the display contest.
The presenters/ interviewees should include information on:

- a. how the layout and design was determined
- b. how the central theme was carried out
- c. the educational value of the display
- d. the creativity and originality incorporated into the display
- e. the quality of workmanship
- f. how the display was constructed according to a plan
- g. what different occupational/academic program team members participated in the construction
- h. the time lines and number of hours spent constructing the display
- i. what parts of the display (if any) were commercially made
- j. construction costs
- k. how the display was designed to allow easy transportation and setup/teardown

The presentation/interview will be five to seven minutes in length. A timekeeper will announce when 30 seconds remain in the interview time allotment so contestants and judges can complete final comments. The presentation/interview will end at the seven-minute set time. No penalties will be involved for the presentation/interview.

The presentation/interview team must bring a 1" official SkillsUSA three-ring binder containing pictures, design sketches and drawings, a brief description of the purpose of the display in relation to the theme and its educational value, information about the development and construction of the display, what programs/students participated in construction the display, and what are the plans for using the display after competition.

Note: The notebook can be used as a visual aid in helping team members inform judges about the display.

A letter/signed by the local school administrator, certifying that the display was designed and constructed by students, must be included as the first page of the notebook. The notebook must be limited to 12 pages (24 surfaces). Unused plastic

document holders will count as pages and surfaces. A five-point penalty will be assessed for each surface over 24.

The notebook should be brought by the display team, used to support the presentation of the display to judges, and left at the display at the conclusion of the presentation/interview for further review by judges and technical committee members. The technical committee chairman will inform the presentation team as to whether or not the display can be deactivated. If so, team members may want to remove electronic hardware for security concerns.

4. The display may use references to state, city or school without penalty.
5. If displays use electronic equipment, surge protectors should be installed. The SkillsUSA headquarters cannot be responsible for current surges. Consider using a power strip with a circuit breaker for 110-volt power. Displays that have electrical/electronic components should be designed so that they can be activated and deactivated with one switch. The activation time will be reduced by the interview participant, and the switch will be left at the display following the interview for further review by the judges.
6. Immediately following the interviews, technical committee and judges will conduct a debriefing to inform participants about the quality of the displays and the interviews.
7. When the public visits the displays, display teams should take turns presenting their displays to interested visitors while ensuring the security of their displays.
8. The displays must be set up by students. Advisors are not to enter the setup area with the exception of moving in the display. Since the setup area has limited space, only three contestants will be allowed to participate in setting up the display.
9. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website: updates.skillsusa.org

Procedure for Shipment

1. Display contest entries may be shipped in advance to the national conference. Shipping instructions may be obtained from your state association director. Do not ship entries 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 or the state SkillsUSA association. All sides of the display shipment container should be clearly marked as a display and contain the name of the school and state from which it was sent. Displays should also be clearly marked with the shippers' information so it can be traced if lost at the conference. The students and their advisors should obtain specific information from the shipper and bring copies of this information with them to the setup area to be used to locate lost shipments.
2. The display must be set up and moved out according to the schedule outlined in the National Leadership and Skills Conference program.
3. SkillsUSA will not be responsible for displays that have not been removed from the exhibit area by noon on the day following the SkillsUSA Championships contests. Failure to remove displays by this deadline could result in their damage or destruction by the cleanup crew.
4. Only students will be allowed to set up the displays, and only three students will be issued passes into the contest setup area. One student should have technical knowledge on how to repair malfunctioning or damaged displays. Students must stay in the designated area. Failure to do so will result in the disqualification of the display.

Standards and Competencies

DIS 1.0 — Develop a design for the display

- 1.1 Define the purpose of chapter displays
- 1.2 Brainstorm design ideas (theme directed and educational value focused)
- 1.3 Rank ideas most likely to be accepted
- 1.4 Establish consensus decision making
- 1.5 Read and comprehend the rules and regulations for displays
- 1.6 Identify criteria for the design (originality, creativity, innovation and motivation)
- 1.7 Develop a sketch or rough drawing for the design
- 1.8 Apply design principles of
 - 1.8.1 Function
 - 1.8.2 Balance
 - 1.8.3 Color
 - 1.8.4 Shape
 - 1.8.5 Placement of components, illustrations and lettering
 - 1.8.6 Use of type fonts and sizes
- 1.9 Select appropriate materials for the display
- 1.10 Construct the display in modular form for ease of setup and tear-down
- 1.11 Install motors and motor controls to facilitate display movement — C&T Literacy
- 1.12 Program computer slide shows — C&T Literacy
- 1.13 Secure needed components from a business or industrial firm
- 1.14 Install audio equipment and controlled lighting — C&T Literacy
- 1.15 Plan, organize and manage steps of procedure for constructing the display
- 1.16 Evaluate the design using established criteria
- 1.17 Modify the design using evaluation data

DIS 2.0 — Work together as a team

- 2.1 Demonstrate five characteristics of effective teams
 - 2.1.1 Clear direction (understands theme and mission)
 - 2.1.2 Diversity of team members (assembles diverse team members)
 - a. Members from different CTE programs

- b. Members from different cultures
- c. Members of different gender
 - 1. Shared leadership (set team rules; establishes roles and responsibilities)
 - 2. Straightforward handling of controversy (disciplined approach)
 - 3. A safe, supportive climate
- 2.2 Identify style of leadership used in team work
- 2.3 Match team member skills and group activity
- 2.4 Schedule and organize team work
- 2.5 Work as a team to complete team task
- 2.6 Evaluate group process and progress toward completed display
- 2.7 Recognize and value team member contributions

DIS 3.0 — Organize work

- 3.1 Identify individuals with special skills
- 3.2 Review work rules
- 3.3 Set priorities to meet deadlines
- 3.4 Assign individuals to display construction tasks
- 3.5 Develop a time log to record worker time on task
- 3.6 Manage the work process
- 3.7 Clean up the work area and store tools, equipment and display components
- 3.8 Create a team to set up and dismantle the display efficiently

DIS 4.0 — Communicate with others (display construction and interview)

- 4.1 Formulate clear messages
- 4.2 Communicate verbally with others
- 4.3 Demonstrate nonverbal communication skills
- 4.4 Demonstrate the three-step method of communication (intro, body and summary)
- 4.5 Influence others by emphasizing key topics of information
- 4.6 Exhibit knowledge of the display with confidence
- 4.7 Develop a display presentation speech
- 4.8 Practice the presentation speech
- 4.9 Demonstrate appropriate handshakes

- 4.10 Greet people with a smile and introduce yourself by number
- 4.11 Speak with appropriate volume and use inflection and word emphasis
- 4.12 Listen to questions carefully
- 4.13 Respond to questions concisely
- 4.14 Manage presentation time
- 4.15 Thank the judges for their time

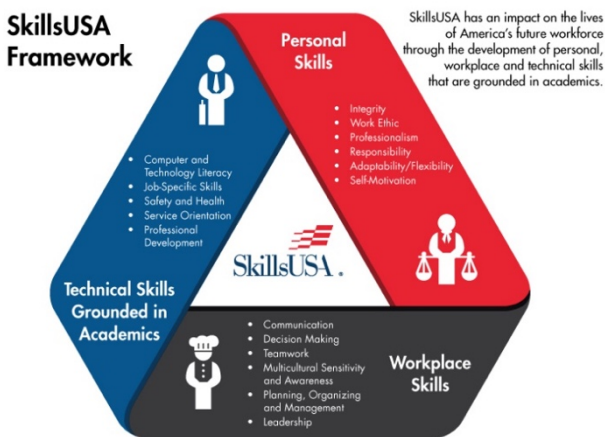
DIS 5.0 — Market the display

- 5.1 Take pictures of the construction of the display
- 5.2 Organize pictures with captions in the notebook
- 5.3 Develop written pages of information with appropriate type size
- 5.4 Develop creative page backgrounds
- 5.5 Organize the notebook content beginning with an official letter from an administrator
- 5.6 End the notebook with a concluding page

DIS 6.0 — Demonstrate workplace skills

- 6.1 Demonstrate the safe operation of tools and equipment
- 6.2 Follow established rules, regulations and policies
- 6.3 Read and interpret sketches and drawings
- 6.4 Follow written and oral directions
- 6.5 Accept constructive criticism
- 6.6 Develop a work plan
- 6.7 Ask questions about tasks when necessary
- 6.8 Evaluate the quality of work
- 6.9 Maintain a safe, organized work area
- 6.10 Display initiative
- 6.11 Practice time management
- 6.12 Demonstrate a willingness to learn
- 6.13 Display enthusiasm
- 6.14 Assume responsibility for decisions and actions
- 6.15 Complete team tasks
- 6.16 Develop a packaging system to transport the display without damage
- 6.17 Demonstrate high quality workmanship including fit, lettering and finish
- 6.18 Evaluate the finished display and make appropriate modifications

DIS 7.0 — 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. Please reference the graphic above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.

Committee Identified Academic Skills

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

Math Skills

- Use fractions to solve practical problems
- 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 gases
- 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

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

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.