CHAPTER DISPLAY

PURPOSE
The Chapter Display contest selects the outstanding promotional exhibit that SkillsUSA student members and other students at their school or college design and construct. The display is built around and articulates a common theme with subthemes that SkillsUSA establishes annually as well as a focus on the SkillsUSA Framework. The final product should be an exhibit(display) that reveals how students enrolled in Career and Technical Education (CTE) who are involved with SkillsUSA are preparing for leadership in the world of work and will have many of the skills described in the SkillsUSA Framework.

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 REQUIREMENTS
Class A: SkillsUSA Official Attire
Contestants *must* wear appropriate attire for the occupational area of the demonstration.

SkillsUSA official attire will be acceptable only if the demonstration is considered a leadership skill.

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area or the blazer, sweater, windbreaker or jacket
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose)
- Black dress 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 1-888-501-2183.

***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 multi-member team event involving SkillsUSA members and students at the school or college from Career and Technical Education (CTE) Programs as well as from academic programs. The display contest enables students to conceptualize a promotional and educational exhibit, set goals for creating the exhibit, and develop and execute a plan for constructing the exhibit. In the process of constructing the exhibit (chapter display), students have a hands-on opportunity to get involved in developing a design, working cooperatively with others as a team to construct the display,, learning how to communicate effectively, marketing a product (display), and demonstrating workplace skills such as those included in the SkillsUSA Framework. These major competencies are comprised of a number of sub competencies 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. The maximum size of the display will be 48” wide by 48” deep, by 84” (measured from the floor and from a parallel line running from drapery posts in front of the display. 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. All moving and stationary parts, including such display components as flags, carpet, draperies and signs, must remain inside of these dimensions. If a display is positioned other than parallel to the front of the space provided, the width and depth dimensions still apply and may need to be constructed to stay within the specified dimensions.

   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, must participate in a presentation/interview component in which all three team members describe the display and how it conforms to the theme and the SkillsUSA framework. All contestants must submit a one-page, type-written re’sum’e to the national technical committee at the orientation meeting for the display contest. The display team must also submit their official SkillsUSA notebook at the orientation meeting for scoring by judges while setup is taking place. The notebook will be available for contestants to use as a visual aid to support their presentation when that come to the display area according to an assigned time.

   The presenters/interviewees should impart information to judges on the following:
   a. How the display was conceptualized and the layout and design was determined
   b. How the central theme was carried out and how the SkillsUSA framework was incorporated into the display
   c. The educational value of the display for the students that constructed it as well as for the audience who views the display
   d. The creativity and originality incorporated into the display
   e. How the display was constructed according to a plan
   f. The quality of the workmanship in the construction of the display
   g. What different occupational and academic program team members participated in the construction of the display
   h. The timelines and number of hours spent constructing the display
   i. What parts of the display (if any) where commercially made)
   j. The cost of constructing the display
   k. How the display was designed to facilitate easy transportation and setup/teardown
   l. How the display was used or will be used at the local school/college and community to promote occupational programs and SkillsUSA.

   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, sketches and drawings, a description of the purpose of the display in relation to the theme and SkillsUSA framework. It should include information about how the display was conceptualized and the process of constructing it. More specifically, it should include information about the presentation/interview topics listed above. The chapter display presentation team will be required to bring their notebook to the orientation meeting and give it to the technical committee for scoring. Notebooks will be returned to

the presentation teams when they come to the contest area on the day of competition so they will be available for use as a visual aid for the presentation.

Note: Chapter Display notebook will be scored by a separate team of judges on the afternoon of setup. Notebooks must be submitted the technical committee at the orientation meeting.

A letter/signed by the local school or college administrator on official letterhead, certifying that the display was designed and constructed by students, must be included as the first page of the notebook. This means that when the notebook containing a separate page either plain or within a plastic holder is opened, the letter must be the first visible page.

The notebook must be limited to 12 pages (24 surfaces). If plastic document holders are used, only two sheets or documents can be placed in them creating a front and back page. This means that if two sheets of paper are inserted into a document holder, the front and back of each sheet will count as a surface. Unused plastic document holders will count as pages as well as any other documents such as re'sum'es placed in notebook sleeves. Only documents verifying and describing the display should be placed in the notebook. A five-point penalty will be assessed for each page beyond twelve (12) and for any surfaces beyond 24.

When the display team is directed to their display on the day of competition, they need to quickly activate their display and tell the technical chairperson when they are ready to begin the presentation. Three or more judges will be seated in front of the display and the team can quickly introduce themselves of they wish. Time will begin when the judges are seated at the command of the technical chairperson. Team members will have from five (5) to seven (7) minutes to present information to judges and to answer judges' question. Time will be called at the end of 7 minutes and the technical chairperson will as judges if they have seen and heard everything about the display. At the conclusion of the presentation/interview, the technical chair will ask the team as to whether or not the display can be deactivated and if they want to remove any electronic hardware for security concerns which should be designed into the display for quick removal. As previously stated, The notebook will be available for the display team the day of competition to support the presentation to the judges and left at the display at the conclusion of the presentation/interview for further review by judges and technical committee members.

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.