2023-24 EDITION

SkillsUSA CHAMPIONSHIPS

CHAPTER DISPLAY

SkillsUSA Championships Technical Standards

PURPOSE

The Chapter Display competition selects the outstanding promotional exhibit designed and constructed by SkillsUSA student members and other students at their school or college. The display is built around and articulates a theme that SkillsUSA establishes annually, as well as a focus on the SkillsUSA Framework. The final product should be an exhibit (display) that reveals how SkillsUSA student members enrolled in Career and Technical Education (CTE) are preparing for leadership in the world of work and will enter the workforce with the skills described in the SkillsUSA Framework.

ELIGIBILITY (TEAM OF THREE)

Open to a team of three active SkillsUSA members. Each state may send one middle school, one high-school, and one college/postsecondary entry.

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 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 no longer 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 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*:** Competitors are **NOT** required to wear their official competition clothing to the competition orientation meeting. 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 x 5'10"-deep space. Each team will be provided the same size space.
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 responsibility of the team, not the event organizers, to deliver all display components to the show floor and remove them at the end of the competition.
   b. If applicable, one 20' electrical extension cord and a multi-outlet power strip. (Power outlets are limited and will only be available as needed to operate a display feature.)
   c. All competitors must create a one-page resume. See "Resume Requirement" below for guidelines. Middle school students are exempt from the resume requirement.
   d. Digital copy (pdf) of binder/notebook by deadline provided on state updates page.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA South Carolina competitors should submit their resume by the deadline published on the competition updates page of our website. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of "Last Name_First Name." For example, "Amanda Smith" would save her resume as Smith_Amanda. If you need assistance with saving your file as a PDF, visit the Adobe website for more information.

Note: Check the Competition Guidelines and/or the updates page on the state website.

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.

DISPLAY REQUIREMENTS

1. The display must fit within the assigned space, leaving room in the booth for the competitors to perform their demonstration.
2. Prohibited display components include, but are not limited to, hazardous or flammable materials, compressed gas, live animals, and biohazardous materials.
3. Displays that generate excessive noise are discouraged and may result in a penalty assessment.
4. Local schools/consortia are responsible for all equipment to be used, including delivery and installation in the booth area. Teams must bring their own extension cords, power strips, tablecloths, and all other needed supplies, if applicable.
5. Project Mobility: 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 makeup is recommended. It is the responsibility of the team, not the event organizers, to deliver all display components to the show floor and remove them at the end of the competition.
6. After the official competitor briefing by the technical committee, competitors will have approximately three hours to completely install their display. No access to the competition site is allowed before that time. Advisors are encouraged to supervise their teams but are not allowed to assist with the setup. On the day of judging, students will have up to 30 minutes prior to official competition start time for final display preparations.
7. All displays must remain set up, attended by at least one student-team member and open to the public all day Thursday. All displays will be closed to the public on Wednesday during judging of the competition. Teardown will be announced by the technical committee. Early teardown or leaving the booth unattended at any time prior to teardown may result in a penalty assessment.

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 COMPETITION

SkillsUSA THEME

The main purpose of the Chapter Display competition is to promote SkillsUSA using the theme that is established yearly as well as a focus on the SkillsUSA Framework.

Teams are encouraged to include creative new technologies in the design of the display. Components that attract attention such as lights, sound, motion and are interactive should be considered.

The theme may be found at: https://www.skillsusa.org/resources/member-resources/annual-theme/.

Teams should make sure they are following the SkillsUSA guidelines for use of the theme logo.

KNOWLEDGE PERFORMANCE

There is no written knowledge test required in this competition. Competitors are required to take the SkillsUSA Professional Development Test. Middle school competitors are exempt from testing requirements.

SKILL PERFORMANCE

This competition is a multi-member team event that encourages the involvement of multiple SkillsUSA members and students at the school or college from career and technical education (CTE) programs and may also use support from academic programs. The Chapter Display competition enables students to conceptualize a promotional and educational display, set goals for creating the display, and develop and execute a plan for constructing the display. In the process of constructing the Chapter Display, students will have a hands-on opportunity to get involved in developing an effective design while working cooperatively with others as a team to construct the Chapter Display. Additional skills will include developing effective communications and demonstrating workplace skills such as those included in the SkillsUSA Framework.

COMPETITION GUIDELINES

1. 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.

2. The maximum size of the display will be 48"-wide x 48"-deep x 84"-high measured from the floor. The minimum size of a floor or tabletop display will be 36"-wide x 32"-deep x 42"

high measured from the floor or from a tabletop if displayed on a table. All parts of the display must stay within the specified dimensions at all times. Any component that can move and any display components such as flags, carpet, draperies and signs, etc., must remain inside of these dimensions. Doors designed to allow access to the interior of the display for setup, maintenance and operation will not be included in the measurement of the display.

If a display is positioned other than parallel to the front of the space provided, the width and depth dimensions still apply. 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.

Penalty: Five points will be deducted for each ¼" over the prescribed size for any dimension or for each ¼" 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.

3. The team must submit their 1" official SkillsUSA three-ring binder following the orientation meeting. The binder will be available for competitors to use as a visual aid to support their presentation when they come to the display area at their assigned interview time. Failure to submit the binder at the designated time will result in a 100-point penalty.

4. The displays must be set up by students following the orientation meeting. Advisors are not to enter the setup area with the exception of moving in the display. Since the setup area has limited space, no more than three registered competitors will be allowed to participate in setting up the display at one time. 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.

5. Binder
    a. The binder must be limited to 12 pages (24 surfaces). If plastic document holders are used, two sheets or documents can be placed in one plastic document holder back-to-back, creating a front and back page. Unused plastic document holders will count as pages, as well as any additional documents such as extra resumes placed in the binder, in sleeves or binder pockets. Only documents verifying and describing the display should be placed in the binder. A five-point penalty will be assessed for each page beyond twelve (12).
    b. A letter certifying that the display was designed and constructed by students MUST be the first page of the binder. This letter will serve as a cover page for the binder. The letter must be signed by a local school or college administrator with full name and title on school official letterhead stationery. The letter must identify the students who will be interviewed and the local advisor. It must also identify the school, city, state, and division (middle school, high school, or college/postsecondary).

c. The binder should contain a detailed description of the purpose of the display with special emphasis relating to the current theme and SkillsUSA Framework.
d. The binder should also contain 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 what can viewers learn from the Chapter Display?
e. The binder should CLEARLY identify the number of SkillsUSA members involved and the number of hours needed to construct the Chapter Display.
f. The binder should include information about how the display was conceptualized and the process of constructing the display.
g. The binder should contain concept sketches, line drawings with dimensions and construction photos with written descriptions for each photo.
h. A photo of the completed display and the three contestants MUST be the last page of the binder.
i. Competitors will use the binder to enhance their presentation.
j. Teams should check for updates on the state competitions updates webpage.

6. When the team is directed to their display on the day of competition, they need to be able to quickly activate their display and tell the technical chairperson when they are ready to begin the presentation. Three or more judges will be in front of the display. The team can quickly introduce themselves if they wish. Time will begin when the judges are ready and at the command of the technical chairperson.

7. Team members will have up to seven (7) minutes to present information to judges. Time will be signaled at 7 minutes. The technical chairperson will ask the judges if they have seen and heard everything about the display when the team stops presenting. Any time used by the judges for questioning will not count as part of the 7-minute presentation time period.

   Time Penalty: 50 points for each fraction of 30 seconds over seven minutes will be assessed.

   Note: 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. Deactivation and quick removal of hardware should be designed into the display. The binder will be left at the display at the conclusion of the presentation/interview for further review by judges and technical committee members.

8. The presenters/interviewees should impart information to judges on the following:
   a. Identification of the current theme, how it was carried out, and how the SkillsUSA Framework was incorporated into the display layout, design, and construction.
   b. The educational value of the display for the audience who views the display as well as for the students involved in the construction
   c. How creativity and originality was incorporated into the display.
   d. How the display was constructed according to a plan.
   e. What different occupational and academic program team members participated in the construction of the display.
   f. The timelines and number of hours spent constructing the display.

g. What parts of the display (if any) were commercially made especially for the display.
h. Cost of constructing the display.
i. How the display was designed to facilitate easy transportation and setup/teardown.
j. How the display has been used and how and where it will continue to be used at the local school/college and community to promote Career and Technical Education (CTE) programs and SkillsUSA.

9. If displays use electronic equipment, surge protectors should be installed. Displays that have electrical/electronic components should be designed so that they can be activated and deactivated with one switch.

10. Prohibited display components include but are not limited to hazardous or flammable materials, compressed gas, live animals, and biohazardous materials. Any display that in the opinion of the technical committee or the judges appears to be unsafe or dangerous may be disqualified.

11. Following the interviews, the technical committee and judges will conduct a debriefing to inform participants about the overall quality of the displays and the interviews.

12. On the day the public visits the displays, team members should take turns presenting at the designated times to interested visitors while ensuring the security of their displays. It is required that team members be in SkillsUSA dress while presenting to the public.

PROCEDURE FOR SHIPMENT

1. Display competition entries may be shipped in advance to the national conference. Shipping instructions may be obtained from the 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 labeled in large letters as a Chapter 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 at a time designated by the SkillsUSA Championships. Failure to remove displays by this deadline could result in their damage or destruction by the cleanup crew. **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 responsibility of the team, not the event organizers, to deliver all display components to the show floor and remove at the end of the contest.

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)
        2.1.2.1. Members from different CTE programs
        2.1.2.2. Members from different cultures
        2.1.2.3. Members of different genders
            - Shared leadership (set team rules; establishes roles and responsibilities)
            - Straightforward handling of controversy (disciplined approach)
            - A safe, supportive climate
2.2. Identify style of leadership used in teamwork
2.3. Match team member skills and group activity
2.4. Schedule and organize teamwork
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 tasks
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 binder
5.3. Develop written pages of information with appropriate type size
5.4. Develop creative page backgrounds
5.5. Organize the binder content beginning with an official letter from an administrator
5.6. End the binder 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 task
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, as you may be scored on specific elements applied to your project. 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

Source: *McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/.*

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.*