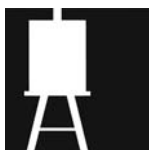


# JOB SKILLS DEMONSTRATION A



## PURPOSE

To evaluate each contestant's ability to demonstrate and explain an entry-level technical skill used in the occupational area for which he or she is training.

First, refer to General Regulations, Page 9.

## CLOTHING REQUIREMENT

Contestants may wear SkillsUSA official dress *or* official attire for the occupational area of the demonstration.

**Official dress for men:** Official red blazer, windbreaker-style jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.

**Official dress for women:** Official red blazer, windbreaker-style jacket or sweater; black dress slacks or skirt with businesslike 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 and black shoes.

These regulations refer to clothing items that are pictured and described at: [www.skillsusastore.org](http://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.

## ELIGIBILITY

Open to active SkillsUSA members enrolled in career and technical programs with career objectives that are included in the SkillsUSA Championships official contests. The "A" classification is based on the program enrollment of the contestant. It is not based on the specific skill to be demonstrated.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
  - a. Timekeeper
  - b. A performance space of 8'x12' that contains a 30"x96" table and one duplex (two plug ins) 110-volt (15 amp) electrical outlet.
2. Supplied by the contestant:
  - a. All materials and equipment needed for the demonstration to be completed two times, once for the preliminaries and again for the finals, if required.
  - b. All competitors must create a one-page résumé using a word processor and submit the résumé electronically at: [www.skillsusa.org/compete/updates.shtml](http://www.skillsusa.org/compete/updates.shtml). Check the Web site for further instructions.

## SCOPE OF THE CONTEST

### Knowledge Performance

There is no written exam for this contest.

### Skill Performance

The contest requires the demonstration of a performance of an occupational skill accompanied by a clear explanation of the topic through the use of experiments, displays or practical operations.

### Contest Guidelines

1. An actual technical skill must be performed as opposed to an illustrated talk.
2. Note cards and other reference materials are not permitted.
3. Any skill may be demonstrated, provided it is a skill related to the occupational program of the contestant.
4. The demonstration shall be at least five minutes in length but shall not exceed seven minutes. Penalty: Five points will be deducted for each 30 seconds or fraction thereof under five minutes or for each 30 seconds or fraction thereof over seven minutes.
5. Time limit: Time will be started when the demonstration begins. The timekeeper will signal the speaker at five minutes, six minutes, and six minutes 30 seconds.
6. Contestants will be allowed three minutes to set up the demonstration and three

minutes to clear the demonstration room. Penalty: Five points will be deducted for each 30 seconds or fraction thereof over the three minute allowance.

7. A performance space of 8'x12' will be provided that contains a 30"x96" table and one duplex (two plug ins) 110-volt (15 amp) electrical outlet.
8. Any visual or auditory aids (signs, charts, transparencies, slides, diagrams, tapes, CDs) are to be prepared by contestants. Professionally prepared visuals and audio materials may not be used. No open flames; no combustible or hazardous chemical compounds; no fluids containing pathogens or toxic chemicals; and, no pressurized containers will be allowed.
9. The contestant will not mention his or her name, school, city or state.
10. The demonstration is an individual performance; however, assistants may be used to set up and dismantle the demonstration. Models or assistants may be used in the demonstration but will not say or do anything that assists the demonstration other than serve as a model as needed for a facial, clothing design demonstration, etc.
11. Basic safety practices related to the skill performed must be followed. Safety violations will be subject to penalties of one to 10 points. Judges may interrupt the demonstration for serious violations.

## **Standards and Competencies**

### **JSDA 1.0 — Design and write an effective presentation that demonstrates a technical job skill related to the contestant's field of training**

- 1.1 Prepare a demonstration of a technical job skill that lasts five to seven minutes
- 1.2 Organize the demonstration in a logical and coherent manner

### **JSDA 2.0 — Deliver the presentation in a professional manner meeting the standards outlined by the technical committee**

- 2.1 Perform the actual technical skill in the presentation
- 2.2 Explain the topic through the use of experiments, displays or practical operations
- 2.3 Demonstrate an effective and pleasing delivery style

- 2.4 Effectively use verbal illustrations and examples
- 2.5 Make a formal and effective introduction to the presentation that clearly identifies the scope of the demonstration
- 2.6 Pronounce words in a clear and understandable manner
- 2.7 Use a variety of verbal techniques including: modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm
- 2.8 Demonstrate poise and self-control while presenting
- 2.9 Demonstrate good platform development and personal confidence
- 2.10 Communicate the primary points of the speech in a compact and complete manner
- 2.11 Tie organizational elements together with an effective ending
- 2.12 Complete the speech within the time limits set by contest requirements

### **JSDA 3.0 — Wear appropriate clothing for the SkillsUSA national contest**

- 3.1 Display clothing that meets national standards for competition
- 3.2 Demonstrate good grooming in dress and personal hygiene

### **JSDA 4.0 — Job Skill demonstration safety and hazardous materials**

- 4.1 Student cannot demonstrate with pressurized aerosol cans, compressed air, gases, flammable liquids or biohazardous materials
- 4.2 The demonstration may be interrupted or discontinued for severe safety violations

## **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 percents
- 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
- Apply Pythagorean Theorem
- Make predictions using knowledge of probability
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrixes
- Solve problems using proportions, formulas and functions
- Find slope of a line
- Solve practical problems involving complementary, supplementary and congruent angles
- Solve problems involving symmetry and transformation
- Demonstrate measuring skills
- Convert from metric to English measurements or from English to metric measurements

#### Science Skills

- Use knowledge of speed, velocity and acceleration
- 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, such as word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills, such as eye contact,

- posture and gestures using interviewing techniques to gain information
- 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 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

None Identified

*Source:* NCTM Principles and Standards for School Mathematics. To view high school standards, visit: [standards.nctm.org/document/chapter7/index.htm](http://standards.nctm.org/document/chapter7/index.htm). Select "Standards" from menu.

#### Science Standards

- Understands the nature of scientific inquiry

*Source:* McREL compendium of national science standards. To view and search the compendium, visit: [www.mcrel.org/standards-benchmarks/](http://www.mcrel.org/standards-benchmarks/).

#### Language Arts Standards

- 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 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 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.readwritethink.org/standards/index.html](http://www.readwritethink.org/standards/index.html).

# Job Skill Demonstration Open Scorecard

Items Evaluated	Possible Points	Contestant Number						
		1	2	3	4	5	6	7
Opening	150							
Voice	100							
Platform Department	100							
Organization	150							
Skills	150							
Effectiveness	200							
Closing	150							
Résumé Penalty	0 or -50 only							
Clothing Penalty	0 to -50							
Safety Penalty	Up to -50							
Time Penalty	Up to -50							
<b>Total Possible Points</b>	<b>1,000</b>							

