

# CHAPTER DISPLAY



## PURPOSE

The Chapter Display contest 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 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 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.

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](http://www.skillsusastore.org). If you have questions about clothing or other logo items, call 1-888-501-2183.

**Note:** Contestants are **NOT** required to wear their official contest clothing to the contest orientation meeting. The contestants will set up their Chapter Display immediately following the orientation.

## 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

### SkillsUSA Theme

The main purpose of the Chapter Display contest is to promote SkillsUSA using the theme that is established yearly as well as a focus on the SkillsUSA Framework. The theme may be found at: [www.skillsusa.org/about/theme](http://www.skillsusa.org/about/theme).

### Knowledge Performance

There is no written knowledge test required in this contest.

### Skill Performance

This contest 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 contest 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. 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 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 by 48" deep, by 84" measured from the floor and parallel to a line running from drapery posts in front of the display. The minimum size of a floor or table top display will be 36" wide by 32" deep by 42" high measured from the floor or from a table top if displayed on a table and parallel to the front of the display area. All moving or 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. All parts of the display must 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, 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. A team of three (3) contestants must each submit a one-page, type-written résumé to the national technical committee at the orientation meeting for the display contest. Failure to do so will result in a 10-point penalty.
4. The team must submit their 1" official SkillsUSA three-ring binder notebook at the orientation meeting. The notebook will be available for contestants to use as a visual aid to support their presentation when they come to the display area at their assigned interview time.

5. 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 contestants 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.
6. The notebook 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 other documents such as résumés placed in the notebook sleeves or notebook pockets. 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).

A letter certifying that the display was designed and constructed by students MUST be the first page of the notebook. This letter will serve as a cover page for the notebook. This means that when the notebook is opened, the letter must be the first visible page. The letter must be signed by a local school or college administrator on school official letterhead stationary. The letter must identify the students who will be interviewed. It must also identify the school, city and state.

The notebook should contain a detailed description of the purpose and educational value of the display with special emphasis relating to the current theme and SkillsUSA Framework. It should include information about how the display was conceptualized and the process of constructing the display. It should contain sketches, drawings and construction pictures with written descriptions. Teams should review the notebook items on the score sheet, which

may be found at:  
[www.skillsusa.org/competitions/skillsusa-championships/contest-descriptions/](http://www.skillsusa.org/competitions/skillsusa-championships/contest-descriptions/).

7. When the display 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 seated in front of the display. The team can quickly introduce themselves if they wish. Time will begin when the judges are seated and at the command of the technical chairperson.

Team members will have up to seven (7) minutes to present information to judges, including answering any judges' questions. Time will be called at the end of 7 minutes and the technical chairperson will ask the 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. Deactivation and quick removal of hardware should be designed into the display. The notebook will be left at the display at the conclusion of the presentation/interview for further review by judges and technical committee members.

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 and design.
- 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.
8. 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.
  9. No flammable liquids or compressed gases may be used in a display. Any display that in the opinion of the technical committee or the judges appears to be unsafe or dangerous may be disqualified.
  10. 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.
  11. 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 recommended that team members be in SkillsUSA dress while presenting to the public.

## 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 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.

## 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 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 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/](http://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](http://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/browse.asp](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](http://www.ncte.org/standards).