CHAPTER DISPLAY

PURPOSE

The Chapter Display competition selects the outstanding promotional exhibit designed and constructed by NYS SkillsUSA student members and other students at their school. The display is built around and articulates a common theme with sub themes 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 3)

Open to active NYS SkillsUSA members. One display from each state association may be entered in the high-school competition.

CLOTHING REQUIREMENTS

SkillsUSA NYS Official Attire:
- Official red blazer, NYS Black Jacket, the older red national windbreaker or older red sweater and the Black or red Jacket from Nationals.
  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 of the outer layer coats
- Black dress slacks accompanied by black dress socks or black or skin tones seamless hose) or black dress skirt (knee- length, accompanied by black or skin- tone seamless hose).
- Black shoes, that are not backless or open toe.

Note: Contestants must wear their contest clothing to the contest orientation meeting
Also bring #2 pencil, resume, safety assurance form and Conference Program.

OBSERVER RULE

Observers will not be present during the actual judging. Displays may be viewed on Thursday after judging is done.

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 light, sound, motion and are interactive should be considered.

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

KNOWLEDGE PERFORMANCE

All competitors are required to take the SkillsUSA professional development test online.

There is no written knowledge test required in this competition. Competitors are required to take the SkillsUSA professional development test.

SKILL PERFORMANCE

This competition is a 3 person 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. These major competencies are a number of sub-competencies listed below.

DEVICES

Cell phones or other electronic devices not approved by the NYS Chairperson will be collected by the contest chair during the competition. Chairpersons will announce their acceptance by listing it on their standard or at the orientation meeting. In case of emergencies advisors should allow the competitors to take their phones to the contest areas.

If the competitor uses their device in a manner which compromises the integrity of the competition, the competitor's score may be penalized.

COMPETITION GUIDELINES

1. The display must be designed and constructed by students who were members of SkillsUSA during the school year immediately preceding the NYS 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 tabletop display will be 36" wide by 32" deep by 42" high measured from the floor or from a tabletop 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. Upon completing the setup of the display, the competitors MUST identify the front of the Chapter Display for the Contest 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. 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.

3. Competitors must each create a one-page resume to submit at orientation.

   Failure to submit a resume will result in a 10-point penalty. (If the display created uses power, your team will need to submit a cover letter with your resume that states your team will need access to power in space.)

4. The team must submit their 1" official SkillsUSA three-ring binder notebook at the orientation meeting. The notebook 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 notebook at the designated time will result in a 100-point penalty.

5. The displays must be set up by students following the times in the program. Wed. 3–7 p.m. in the time to set up Displays, Bulletin Boards, Computers at contest locations. 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.

6. Notebook
   a. 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 additional documents such as extra resumes placed in the notebook, in 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).
   b. 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. 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 (high school or college/postsecondary).
   c. The notebook should contain a detailed description of the Purpose of the display with special emphasis relating to the current theme and SkillsUSA Framework.
   d. It 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 notebook should include information about how the display was conceptualized and the process of constructing the display.
f. The notebook should clearly identify the number of SkillsUSA members involved and the number of hours needed to construct the Chapter Display.
g. It should contain concept sketches, line drawings with dimensions and construction photos with written descriptions for each photo.
h. Competitors will use the notebook to enhance their presentation.

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.
8. 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.

   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 contest 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.

9. 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.

10. 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.

11. No flammable liquids or compressed gasses 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.

12. 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.

13. 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.

Set Up

1. Display competition entries must be taken to the NYS Fairgrounds in Syracuse, NY. The display must be set up and moved out according to the schedule outlined in the NYS Leadership and Skills Conference program.
2. 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 from the curb to the show floor and removal 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 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 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 above, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/about/skillsusa-framework/.