

CHAPTER DISPLAY NYS



PURPOSE

The Chapter Display contest selects the outstanding promotional exhibit that SkillsUSA student members design and construct. The display is built around and articulates a common theme that SkillsUSA establishes annually.

ELIGIBILITY (Team of 3)

Open to active SkillsUSA members.

CLOTHING REQUIREMENT

(INTERVIEW)

NYS Official attire for men: Official red blazer, NYS black/red windbreaker, the older national windbreaker or older red sweater; and the Black Carhartt Jacket from Nationals (personal identification concealed). Black dress slacks; white dress shirt; plain black tie with no pattern or a SkillsUSA black tie. Black socks and black shoes.

NYS Official attire for women: Official red blazer, NYS black/red windbreaker, the older national windbreaker or older red sweater; and the Black Carhartt Jacket from Nationals (personal identification concealed). 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, that are not backless or open toe.

Note: Contestants must wear their contest clothing to the contest orientation meeting.

SCOPE OF THE CONTEST

Knowledge Performance

There is no written knowledge test required in this contest. Students will be required to take the PDP test.

Skill Performance

This contest is a team event that begins with goal setting in relation to a theme and involves the major competencies: developing a design, teamwork, organizing work, communications, marketing a product, and demonstrating workplace skills of workmanship. These competencies are comprised of a number of sub-competencies, which are listed below.

Contest Guidelines

1. The display must be designed and constructed by students who were enrolled in during the school year 2017-2018 and are current members
2. Maximum size of the display will be 48" wide by 48" deep by 84" high (measured from the floor and a parallel line running from the drapery posts front of displays). All stationary and moving parts must remain inside these dimensions. The minimum size of a floor or table top the displays will be 32" wide by 42" deep by 42" high (measured from the floor or from table top parallel to the front of the display layout line).
Penalty: Five points will be deducted for each $\frac{1}{8}$ " over the prescribed size for any dimension or for each $\frac{1}{8}$ " 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 3 contestants in official NYS SkillsUSA attire shall participate in a presentation/interview component in which the contestants will describe the display and how it conforms to the theme. All contestants must submit a one-page, typewritten résumé to the NY chair/committee at the orientation meeting for the display contest.

The presenters/ interviewees should include information on:

- how the layout and design was determined
- how the central theme was carried out
- the educational value of the display
- the creativity and originality incorporated into the display
- the quality of workmanship

- how the display was constructed according to a plan
- what different occupational/academic program team members participated in the construction
- the timeline and number of hours
- what parts of the display (if any) were commercially made
- construction costs
- how the display was designed to allow easy transportation and setup/teardown.

The presentation/interview will be five to seven minutes in length. A timekeeper will announce when thirty 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 presenter/interviewee team must bring a one-inch official SkillsUSA three-ring binder containing pictures, design sketches and drawings, a brief description of the purpose in relation to the theme, and its education value, information about the development and construction of the display, what programs/students participated in constructing the display and what are the plans for using the display after competition.

Note: the notebook can be used as a visual aid in helping team members inform judges about the display.

A letter, signed by the local school administrator certifying that the display was designed and constructed by students, must be included as the first page of the notebook. The notebook must be limited to 12 pages (24 surfaces). Unused plastic document holders will count as pages and surfaces. A five-point penalty will be assessed for each surface over 24.

The notebook should be brought by the display team, used to support the presentation of the display to judges, and left at the display following the interview

for further review by the judges. The committee chairman will inform the presentation team as to whether or not the display can be deactivated. If so, team members may want to remove electronic hardware for security concerns.

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, the 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 assuring 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 one-page resume and submit a hard copy at the orientation meeting. 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 NYS SkillsUSA Web site: <http://www.nysskillsusa.org/>

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
 - 182 Balance
 - 1.8.3 Color
 - 184 Shape
 - 185 Placement of components, illustrations and lettering
 - 186 Use of type fonts and size
- 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
- 1.12 Program computer slide shows
- 1.13 Secure needed components from a business or industrial firm
- 1.14 Install audio equipment and controlled lighting
- 1.15 Develop 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, 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