Chapter Display NYS

PURPOSE
The Chapter Display contest selects the outstanding promotional exhibit that SkillsUSA student members and other students at their school or college design and construct. 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 students enrolled in Career and Technical Education (CTE) who are involved with SkillsUSA are preparing for leadership in the world of work and will have many of the skills described in the SkillsUSA Framework.

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
NYS Official attire
- Red SkillsUSA blazer, windbreaker, or sweater, or black or red SkillsUSA jacket. Also, the NYS SkillsUSA red/black 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 of the blazer sweater windbreaker or any 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 - no open back or open toed shoes

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

OBSERVER RULE
Observers will not be present during the actual judging. Displays may be viewed after all judging has taken place.

SCOPE OF THE CONTEST
Knowledge Performance
There is no written knowledge test required in this contest. Students will be required to take the PDT test.

Skill Performance
This contest is a multi-member team event involving SkillsUSA members and students at the school from Career and Technical Education (CTE) Programs as well as from academic programs. The display contest enables students to conceptualize a promotional and educational exhibit, set goals for creating the exhibit, and develop and execute a plan for constructing the exhibit. In the process of constructing the exhibit (chapter display), students have a hands-on opportunity to get involved in developing a design, working cooperatively with others as a team to construct the display, learning how to communicate effectively, marketing a product (display), 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 enrolled during the school year 2019-2020 and are current members.
2. The maximum size of the display will be 48” wide by 48” deep, by 84” (measured from the floor and from a parallel line running from drapery posts in front of the display. The minimum size of a floor or table top display will be 32” wide by 42” deep by 42” high (measured from the floor). Other than parallel to the front of the space provided, the width and depth dimensions still apply and may need to be constructed to 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 portions are used in the display, they must be arranged to comply with the maximum size of the display.

3. A team of three (3) contestants in official NYS SkillsUSA attire, must participate in a presentation/interview component in which all three team members describe the display and how it conforms to the theme and the SkillsUSA framework. All contestants must submit a one-page, typed-written resume to the NY Contest Chair at the orientation meeting for the display contest.

The presenters/interviewees should impart information to judges on the following:

a. How the display was conceptualized and the layout and design was determined
b. How the central theme was carried out and how the SkillsUSA framework was incorporated into the display.

c. The educational value of the display for the students that constructed it as well as for the audience who views the display.
d. The creativity and originality incorporated into the display.
e. How the display was constructed according to a plan.
f. The quality of the workmanship in the construction of the display.
g. What different occupational and academic program team members participated in the construction of the display.
h. The timelines and number of hours spent constructing the display.
i. What parts of the display (if any) were commercially made.
j. The cost of constructing the display.
k. How the display was designed to facilitate easy transportation and setup/teardown.
l. How the display was used or will be used at the local school/college and community to promote occupational programs and SkillsUSA.

The presentation/interview will be five to seven minutes in length. A timekeeper will announce when 30 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 presentation/interview team must bring a 1” official SkillsUSA three-ring binder containing pictures, sketches and drawings, a description of the purpose of the display in relation to the theme and SkillsUSA framework. It should include information about how the display was conceptualized and the process of constructing it. More specifically, it should include information about the presentation/interview topics listed above.
Note: Chapter Display notebook can be used as a visual aid in helping team members inform judges about the display and will be returned when contestants return for teardown.

A letter/signed by the local school on official letterhead, certifying that the display was designed and constructed by students, must be included as the first page of the notebook. This means that when the notebook containing a separate page either plain or within a plastic holder is opened, the letter must be the first visible page.

The notebook must be limited to 12 pages (24 surfaces). If plastic document holders are used, only two sheets or documents can be placed in them creating a front and back page. This means that if two sheets of paper are inserted into a document holder, the front and back of each sheet will count as a surface. Unused plastic document holders will count as pages as well as any other documents such as resumes placed in notebook sleeves. 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) and for any surfaces beyond 24.

When the display team is directed to their display on the day of competition, they need to quickly activate their display and tell the chairperson when they are ready to begin the presentation. Judges will be situated in front of the display and the team can quickly introduce themselves if they wish. Time will begin when the judges are ready at the command of the NY chairperson. Team members will have from five (5) to seven (7) minutes to present information to judges and to answer judges’ question. Time will be called at the end of 7 minutes and the NY chairperson will ask judges if they have seen and heard everything about the display.

At the conclusion of the presentation/interview, the NY 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 which should be designed into the display for quick removal. As previously stated, the notebook will be available for the display team the day of competition to support the presentation to the judges and left at the display at the conclusion of the presentation/interview for further review by judges.

5. The display may use references to state, city or school without penalty.

6. If displays use electronic equipment, surge protectors should be installed. The NYS 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.

7. If time allows, immediately following the interviews, the judges will conduct a debriefing to inform participants about the quality of the displays and the interviews.

8. When the public visits the displays, display teams should take turns presenting their displays to interested visitors while ensuring the security of their displays.

9. 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.
10. All competitors must create a one-page résumé and submit a hard copy at orientation. 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 website: [www.nysskillsusa.org](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
   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 task
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 Develop a display presentation speech
4.2 Practice the presentation speech
4.3 Demonstrate appropriate handshakes
4.4 Greet people with a smile and introduce yourself by number
4.5 Speak with appropriate volume and use inflection and word emphasis
4.6 Listen to questions carefully
4.7 Respond to questions concisely
4.8 Manage presentation time
4.9 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/.