



PURPOSE

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

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY

Open to active SkillsUSA members enrolled in career and technical education programs with career objectives that are included in the SkillsUSA Championships official competitions. The "A" classification is based on the program enrollment of the competitor. It is not based on the specific skill to be demonstrated. Each state may send one middle-school, one high school, and one college/postsecondary competitor.

CLOTHING REQUIREMENTS

Competitors may wear SkillsUSA official Class A attire *or other official competition dress* appropriate for the occupational area of the demonstration, which includes SkillsUSA Class B through I official attire.

Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks or black dress skirt (knee-length at minimum)
- Black closed-toe dress shoes

Note: The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

Note: Wearing socks or hose is no longer required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to clothing items that are pictured and described at www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Competitors must wear their official competition clothing to the competition orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Timekeeper
 - b. A performance space of 8'x12' that contains one table and access to power
2. Supplied by the competitor:
 - a. All materials and equipment needed for the demonstration to be completed two times, once for the preliminaries* and again for the finals.
 - b. All competitors must create a one-page resume. See “Resume Requirement” below for guidelines. Middle school students are exempt from the resume requirement.

***Note:** A preliminary round will be conducted only when registrations exceed the capacity of the competition area(s). If conducted, the preliminary round will serve as an eliminator and a finals competition will be conducted.

RESUME REQUIREMENT

Competitors must create a one-page resume to submit online. SkillsUSA national competitors should submit their resume by the deadline published on the competition updates page of our website. The deadline and link for resume submission will be published on <http://updates.skillsusa.org>. Failure to submit a resume will result in a 10-point penalty.

Your resume must be saved as a PDF file type using file name format of “Last Name_First Name.” For example, “Amanda Smith” would save her resume as **Smith_Amanda**. If you need assistance with saving your file as a PDF, visit [the Adobe website](#) for more information.

Note: Check the Competition Guidelines and/or the updates page on the SkillsUSA website at <http://updates.skillsusa.org>.

PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition’s national technical committee are **NOT** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

OBSERVER RULE

1. If approved by the technical committee, observers may be permitted in the competition area.
2. Observers are not allowed to talk or gesture to competitors.
3. Judges may penalize competitors who receive assistance from observers.
4. No videos, pictures, or note-taking during the competition. All electronics must be turned off.
5. Observers may not enter or exit while a competitor is presenting.
6. Any judge, timekeeper, or doorkeeper has the right to ask an observer to leave if they are perceived to be a distraction.

SCOPE OF THE COMPETITION

KNOWLEDGE PERFORMANCE

There is no written exam for this competition. Competitors are required to take the SkillsUSA Professional Development Test. Middle school competitors are exempt from testing requirements.

SKILL PERFORMANCE

The competition requires the demonstration of a performance of an occupational skill within the competitor's chosen career pathway, accompanied by a clear explanation of the topic through the use of experiments, displays, and/or practical operations.

COMPETITION GUIDELINES

1. An actual technical skill must be performed, as opposed to an illustrated talk.
2. Notecards and other reference materials are not permitted.
 - a. If notecards/reference materials are present, judges will inform the competitor that these items are not permitted and must be put away before the presentation time starts. If notecards/reference materials are pulled out during the presentation, the judges will stop the competitor and direct the competitor to put these items away. Any time lost will not be added back to the competitor's total allowed presentation time.
3. Any skill may be demonstrated, provided it is a skill related to the occupational program of the competitor.
4. The demonstration shall be at least five (5) minutes in length but shall not exceed seven (7) 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 (5) minutes, six (6) minutes, and six minutes 30 seconds.

6. Competitors will be allowed three minutes to set up the demonstration and three minutes to clear the demonstration area. **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 one table and one electrical outlet.
8. Any visual or auditory aids (signs, charts, transparencies, slides, diagrams, tapes, CDs, etc.) are to be prepared by competitors. 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, no live animals, no biohazardous materials, and no pressurized containers will be allowed.
9. The competitor will not mention his or her name, school, city, or state. Penalty: Ten points will be deducted if the competitor mentions either their name, school, city, or state.
10. The demonstration is an individual performance. An assistant may be used to set up and dismantle the demonstration if it is heavy or large. Otherwise, the competitor is responsible for setting up the demonstration. Models 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. Example: 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 (1) to 10 points. Judges may interrupt the demonstration for serious violations.
12. The competitor may show the judges an item but may not physically hand a judge any item, including food sampling.

STANDARDS AND COMPETENCIES

JSDA 1.0 — Design and write an effective presentation that demonstrates a technical job skill related to the competitor'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 using 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 competition requirements.

JSDA 3.0 – Wear appropriate clothing for the national competition.

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

JSDA 4.0 –Safety and hazardous materials

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

JSDA 5.0 – 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, as you may be scored on specific elements applied to your project. For more, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.



COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

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
- Apply Pythagorean Theorem
- Make predictions using knowledge of probability
- Make comparisons, predictions and inferences using graphs and charts
- Organize and describe data using matrices
- 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 presentation
- 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. For more information, visit: www.nctm.org.

Science Standards

- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: www2.mcrel.org/compendium/.

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.ncte.org/standards.