

JOB SKILL DEMONSTRATION A



PURPOSE

To evaluate each contestant'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 programs with career objectives that are included in the SkillsUSA Championships official contests. The "A" classification is based on the program enrollment of the contestant. It is not based on the specific skill to be demonstrated.

CLOTHING REQUIREMENTS

Contestants may wear SkillsUSA official attire *or* attire appropriate for the occupational area of the demonstration.

Class A: SkillsUSA Attire:

- 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. If you have questions about clothing or other logo items, call 1-888-501-2183.

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

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. Timekeeper
 - b. A performance space of 8'x12' that contains a 30"x96" table and one duplex (two plug-ins) 110-volt (15 amp) electrical outlet
2. Supplied by the contestant:
 - a. All materials and equipment needed for the demonstration to be completed two times, once for the preliminaries and again for the finals, if required
 - b. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair 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 SkillsUSA website at <http://updates.skillsusa.org>.

OBSERVER RULE

1. No observers will be allowed to talk or gesture to contestants.
2. Judges may disqualify contestants who receive assistance from observer.
3. No videos, pictures or note-taking in the room. All electronics must be turned off, or contestant will be disqualified.
4. No observer may enter or exit while contestant is presenting.
5. No observing is allowed by any Job Skill Demonstration contestant in either the preliminary or final round.
6. Any judge, timekeeper or doorkeeper has the right to ask an observer to leave if they are being a distraction for any contestant.

SCOPE OF THE CONTEST

Knowledge Performance

There is no written exam for this contest.

Skill Performance

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

Contest Guidelines

1. An actual technical skill must be performed as opposed to an illustrated talk.
2. Notecards and other reference materials are not permitted.
3. *Any skill may be demonstrated, provided it is a skill related to the occupational program of the contestant.*
4. The demonstration shall be at least five minutes in length but shall not exceed seven 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 minutes, six minutes, and six minutes 30 seconds.
6. Contestants will be allowed three minutes to set up the demonstration and three minutes to clear the demonstration room.
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 a 30"x96" table and one duplex (two plug-ins) 110-volt (15 amp) electrical outlet.
8. Any visual or auditory aids (signs, charts, transparencies, slides, diagrams, tapes, CDs) are to be prepared by contestants. 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 and no pressurized containers will be allowed.
9. The contestant will not mention his or her name, school, city or state.
10. The demonstration is an individual performance; however, assistants may be used to set up and dismantle the demonstration. Models or assistants 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 for a 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 to 10 points. Judges may interrupt the demonstration for serious violations.

Standards and Competencies

JSDA 1.0 — Design and write an effective presentation that demonstrates a technical job skill related to the contestant'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 through the use of 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 contest requirements

JSDA 3.0 – Wear appropriate clothing for the national contest

- 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 Student cannot demonstrate with pressurized aerosol cans, compressed air, gases, 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 above, as you may be scored on specific elements applied to your project. For more, visit: 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
- 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 presentations

- 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: <http://www2.mcrel.org/compendium/browse.asp>.

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.