

## ACTION SKILLS

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### PURPOSE

To evaluate each contestant's ability to demonstrate and explain an entry-level 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 entry-level job skills as the occupational objective. A letter from the appropriate school official on school letterhead stating that the contestant is classified under the provisions of Public Law 105-17, Individuals with Disabilities Education Act, 1997, is required for participation. State associations having restrictions on the release of this information may submit a letter on school letterhead of eligibility, which simply states: "I certify that (student name) meets the eligibility requirements for the SkillsUSA Championships Action Skills contest. Signed, (school official)." The eligibility letter is to be presented to the contest chair at the contestant orientation meeting.

### CLOTHING REQUIREMENT

Contestants *must* wear appropriate attire for the occupational area of the demonstration.

SkillsUSA official attire will be acceptable only if the demonstration is considered a leadership skill.

- 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 of 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](http://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. All necessary information and furnishings for judges and technical committee.
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 Action Skill 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 knowledge test required in this contest.

### Skill Performance

The demonstration is a presentation of an occupational skill accompanied by a clear explanation of the topic through the use of examples, 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 if it is related to the occupational program of the contestant.
4. The contestant will present a 3"x5" card with the following three items:
  - a. The contestant's number.
  - b. The topic or purpose of the demonstration.
  - c. The contestant's training program.

This 3"x5" card will be presented to the chair upon entering the contest room and prior to the contestant's demonstration.

5. The demonstration shall be at least five minutes in length but shall not exceed seven minutes.

**Penalty:** 50 points will be deducted for each 30 seconds (or fraction thereof) under the five minutes or for each 30 seconds (or fraction thereof) over the seven minutes.

6. Contestants will be allowed three minutes to set up the demonstration and three minutes to clear the demonstration area (8'x12') box.

**Penalty:** 50 points will be deducted for each 30 seconds (or fraction thereof) over the three-minute allowance.

**Note:** The demonstration area/box will be marked by an 8'x12' taped area on the floor.

- 7.. Demonstration time (limit) will start when the demonstration begins. The timekeeper will signal the speaker at five minutes, six minutes and seven minutes.
8. One 110-volt (15 amp) electrical outlet with an extension cord, one 30"x 72" table, one chair and one easel will be provided.

**Note:** The presenter and his or her demonstration material must remain within the 8'x12' demonstration area/box. Points will be deducted for any violation of demonstration materials, easel, presenter, model and/or model's chair that are outside the 8'x12' demonstration area/box.

9. Any visual aids (signs, charts, transparencies, slides or diagrams) are to be prepared by contestants. No sound devices of any kind may be used to transmit audible words, sound or music. No compressed air or gas will be permitted. No material or apparatus that in any way poses a threat of fire or explosion may be used. No pressurized aerosol cans of any kind are permitted.
10. Basic safety practices related to the skill performed must be followed. Safety violations will be subject to penalties. Judges may interrupt the demonstration for serious violations.
11. The contestant will not mention or display his or her name, school, city or state.
12. The demonstration is an individual performance; however, an assistant may be used to set up and dismantle the demonstration, or may be used as a prop or

model, but in no way can assist with the presentation. Any presentation assistance, coaching or signaling will disqualify the contestant. An advisor may not serve as an assistant. The presentation assistant/model/helper must be a SkillsUSA student member, and in official dress.

13. The contestant's advisor/instructor must attend the mandatory orientation meeting with the contestant.
14. Contestants will not take the skills-related written or Professional Development Test as outlined in the general regulations.
15. The presentation assistant/model/helper must attend the contestant orientation meeting.
16. The contestant will not have any interaction with the judges or timekeeper.
17. Tiebreaker — Highest score based on the following criteria:
  - a. Explanation is complete.
  - b. Demonstration is interesting.
  - c. Demonstration is organized.

## STANDARDS AND COMPETENCIES

### AS 1.0 — Design an effective presentation that demonstrates a job skill related to the field of training.

- 1.1 Prepare a demonstration of a job skill that lasts five to seven minutes.
- 1.2 Organize demonstration in a logical and coherent manner.

### AS 2.0 — Deliver the presentation in a professional manner that meets the standards outlined by the technical committee.

- 2.1 Practice elements of informal conversation.
- 2.2 Perform the actual skill in the presentation.
- 2.3 Explain the topic through the use of experiments, displays or practical operations.
- 2.4 Demonstrate an effective and pleasing delivery style.
- 2.5 Use verbal illustrations and examples effectively.

- 2.6 Make a formal and effective introduction to the presentation that clearly identifies the scope of the demonstration.
- 2.7 Pronounce words in a clear and understandable manner if feasible.
- 2.8 Use a variety of verbal techniques including: modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm.
- 2.9 Demonstrate poise and self-control while presenting.
- 2.10 Use props and models to illustrate points.
- 2.11 Demonstrate good platform development and personal confidence.
- 2.12 Communicate the primary points of the speech in a compact and complete manner.
- 2.13 Tie organizational elements together with an effective ending.
- 2.14 Complete the demonstration within the time limits set by contest requirements.
- 2.15 Deliver an interesting and informative demonstration.

### AS 3.0 — Wear appropriate national contest clothing for the occupational area of the demonstration.

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

### AS 4.0 — 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/](http://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**

None Identified

#### **Science Skills**

None Identified

#### **Language Arts Skills**

- Provide information in oral presentations.
- Demonstrate use of verbal communication skills: choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information.
- Identify words and phrases that signal an author's organizational pattern to aid comprehension.
- Organize and synthesize information for use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Demonstrate understanding of skill.

### **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](http://www.nctm.org).

#### **Science Standards**

None Identified

*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 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](http://www.ncte.org/standards).