PIN DESIGN

To evaluate a contestant's creative, technical and oral presentation skills and to recognize outstanding students for excellence and professionalism.

First, download and review the General Regulations at: updates.skillsusa.org.

ELIGIBILITY
Open to active SkillsUSA members enrolled in career and technical programs.

CLOTHING REQUIREMENTS
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

To order official clothing for competition, go to the SkillsUSA Supply Service.

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 800-401-1560 or 703-956-3723.

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

EQUIPMENT AND MATERIALS
1. Supplied by the technical committee:
   a. Timekeeper and judges
   b. All necessary information for the judges and technical committee
2. Supplied by the contestant:
   a. 8.5" x 11" rendering of pin design (must follow points in Contest Guidelines including attribution for fair use and proof of creative commons content, or permission to use copyrighted content).
   b. Tabletop display to promote your pin design to the public
   c. All competitors must create a one-page résumé and submit it at the orientation meeting.
   d. Means of presentation: computer, tablet, notebook, poster or other media of your choice if desired to make your presentation to the judges.

See https://skillsusapin.com/ for further instructions.

Contestants and advisors should check the contest Facebook page using the shortname @skillsusapin, SkillsUSA Pin Design Contest — State.

Note: Your contest will 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: updates.skillsusa.org.

SCOPE OF THE CONTEST
The contest consists of these parts:
1. Evaluation of the pin design
2. Oral presentation and question-and-answer session. All contestants will be asked the same questions, which judges will determine before the start of the contest.
3. Evaluation of the tabletop display.

Knowledge Performance
There will be no skill-related written test.

Skill Performance

The contest is designed to assess the contestant's ability to design and produce a trading pin concept for their State SkillsUSA association. In addition, contestants must create an informative, educational, and promotional tabletop display, and deliver a presentation regarding all aspects of their state pin design.

Contest Guidelines

1. All entries must be rendered in color (full color or two-color). Preferably, entries will be created in a design software package such as Illustrator, or Photoshop. However, contestants are permitted to use equivalent open-source software such as Inkscape, Gimp, or the like[SI1]. Licensed software such as the Corel suite, Affinity Designer, Affinity Photo, etcetera is also acceptable. Entries may also be hand-drawn, painted or rendered in colored pencils or markers.

2. All entries should be submitted on a single 8.5"x11" page with two sizes: 7" and $1^1/_2$". Both sizes must be identical. A copy for judging must be turned in at the orientation meeting with your résumé. The larger 7" version is for showing greater detail. The smaller $1^1/_2$" version is to show what the actual pin will look like at pin size. The larger version must be 7" wide or 7" tall on its largest dimension for judging.

   The smaller version should be $1^1/_2$" wide or $1^1/_2$" tall on its largest dimension to show how the actual pin will look at pin size. Deductions will be taken for each size version as follows: Every $^1/_4$" over or under on the 7" version and every $^1/_8$" over or under on the $1^1/_2$" version. Wording on the pin must reference the name of the State, the year, and SkillsUSA. Note that both sizes should be readable, but especially at the $1^1/_2$" actual pin size. Your contestant number for the national conference must be placed on the back of your submitted artwork. The SkillsUSA emblem or SkillsUSA logo (or elements of either) should not appear on the pin. The name SkillsUSA must be used and the proper spelling must be as shown (SkillsUSA is one word; accurate use of capitalization is required to represent the brand's standards.)

3. The design must be the original concept of the student. Use of the students' own original photos, drawings or digital art is highly recommended. Designs may be constructed of small amounts of Creative Commons licensed material, material in the public domain, or commercial stock images. These materials must be accompanied by proof of license and must provide attribution to credit the originator.

4. Designs that violate copyright laws are subject to elimination.

5. Contestants will deliver a five- to seven-minute presentation regarding their design. Contestants are encouraged to memorize their presentation and use their display or visual aid only for quick reference. Contestants should always aim for good eye contact and good rapport with the judges. Strong presentations have a commanding introduction, a series of strong supporting points, and a conclusion which summarizes the topic.

   Talking points should include:
   a. How the contestant came up with the concept
   b. The process in which the contestant designed the pin
   c. Why the contestant feels it represents their state
   d. What its unique qualities are
   e. Why the pin would be desirable to wear, collect, or trade at NLSC

6. Presenter substitutions are not permitted. However, a language translator may be allowed for students with this need. Requests for such must be made at the orientation meeting.

7. After your presentation, the judges will ask questions related to Pin Design, SkillsUSA, production process, professional development, workplace, technical, and leadership skills.

8. A space will be provided for you to make a tabletop display to promote your pin design/state to the public, for viewing at the national conference. You will have no more than 28" x 28" table space for this display. It should be no taller than 48" from the tabletop. Your entry submitted for judging will also be in this space. This display can be used in your presentation.

This display must be put up within two hours after the orientation meeting and remain up until the debriefing. You will not have electricity or security for your display, so be careful not to leave valuable items on your display. The display will be judged separate from your interview. Displays should be informative and educational. Displays must also be crafted independently by the contestant. Advisors are not permitted to set up displays. (exceptions or modifications allowed to comply with ADA for contestants with applicable disabilities). However, decorative items and craft making supplies such as stickers, lettering and such are permitted in the display.

9. Displays may not include hazardous or flammable materials or generate noise.
10. Displays will be judged on:
    • Neatness
    • Overall aesthetic appeal
    • Informative/educational value
    • Cohesiveness
    • Grammar/spelling
    • Size
    • Originality and creativity
    • Overall effort

Standards and Competencies

PD 1.0 — Understand general design industry terminology and concepts

1.1 Define, explain and describe various concepts related to typography, elements of design, digital images, artwork and the printing process

PD 2.0 — Demonstrate mechanical skills by creating a design on the computer within a specified amount of time

2.1 Recall understanding and skills necessary to prepare art electronically
  2.1.1 Implement correct size and orientation of design
2.2 Recall knowledge and appropriate use of industry standard hardware and software
  2.2.1 Implement correct size and placement of elements
  2.2.2 Implement correct use of typography
  2.2.3 Implement assignment of proper color to elements

PD 3.0 — Administer creative skills by solving a graphic design problem relevant to the skill set required for the design industry

3.1 Apply understanding and skills necessary to create a variety of thumbnails and ideas for a given design problem
  3.1.1 Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
  3.1.2 Implement media (markers, color pencils, etc.) in the creation of thumbnails
  3.1.3 Demonstrate professional presentation and technical execution of thumbnails
3.2 Apply understanding and skills necessary to create roughs developed from thumbnails for the given design problem
  3.2.1 Implement correct number, size, scaling and color requirements of thumbnails as defined by the technical committee
  3.2.2 Exhibit the development of ideas from the thumbnail stage
  3.2.3 Implement media (markers, color pencils, etc.) in the creation of roughs
  3.2.4 Demonstrate professional presentation and technical execution of roughs
3.3 Administer industry standard hardware and software in the creation of the project
  3.3.1 Implement correct size and format for the design of the comprehensive portion of the contest
  3.3.2 Exhibit the development of ideas from the rough stage
  3.3.3 Implement clip art, original art and designs in the creation of the comprehensive
  3.4.4 Demonstrate professional presentation and technical execution of the comprehensive

PD 4.0 — Complete an oral professional assessment in a simulated customer situation

4.1   Perform customer-service-related activities when relating to a customer
    4.1.1   Explain the function of the customer service representative
4.2   Communicate professionally with technical knowledge
    4.2.1   Describe the workings of a production environment
    4.2.2   Explain the nature of work performed and requirements of customers
4.3   Respond quickly, accurately and professionally in a customer situation

PD 5.0 — Demonstrate an understanding of the SkillsUSA Framework in the presentation.

5.1   Apply job specific skills to the project
    5.1.1   Explaining the research done for the state the pin is representing.
    5.1.2   Explain the design rationale; why this design was chosen based on research done.
5.2   Presenting personal skills
    5.2.1   Explain the integrity of the design
    5.2.2   Share some of the hardships that came with executing the pin, and how those were overcome.
5.3   Apply workplace skills.
    5.3.1   Explain the process of communicating, organizing, and managing the process in which this pin was created.
    5.3.2   Provide examples of the commitment to leadership to complete this project.

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
- Solve multiple 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
- Solve problems using proportions, formulas and functions
- Take measurements with a ruler

Science Skills

None Identified

Language Arts Skills

- Analyze mass media messages
- Demonstrate comprehension of a variety of informational texts
- Use print, electronic databases and online resources to access information in books and articles
- Demonstrate narrative writing
- Demonstrate expository writing
- Demonstrate persuasive writing
- 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

- Numbers and operations
- Algebra
- Geometry
- Measurement
- Data analysis and probability
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: www.nctm.org.

Science Standards

None Identified

Language Arts Standards

- Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works
- Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics)
- 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 apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks and video) to gather and synthesize information and to create and communicate knowledge
- Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities
- 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.