

## Framework Story



## Presentation

**PURPOSE** To evaluate each contestant's ability to prepare and present clearly and effectively a series of thoughts relating to one particular Framework Element.

### **ELIGIBILITY**

Open to active SkillsUSA members.

### **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.

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.

### **OBSERVER RULE**

Observers will be allowed to hear the speeches in the presentation room provided space is available. No talking or gesturing will be permitted. No observers will be allowed in the assembly area. No member of the audience will be permitted to enter or leave the demonstration room while a contestant is speaking. No cameras, video recorders or audio recorders will be allowed by members of the audience.

### **EQUIPMENT AND MATERIALS**

1. Supplied by the technical committee:
  - a. Stopwatch
  - b. Time cards
2. Supplied by the contestant:
  - a. 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 will 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>.

## **ARRANGEMENT OF ROOMS**

Story presentation room: A room will be furnished with two tables, each with chairs for judges and a timekeeper/room monitor.

## **SCOPE OF THE CONTEST**

### **Knowledge Performance**

There is no written knowledge test required for this contest.

Contestants' knowledge will be demonstrated through performance demonstrations.

**Skill Performance** This contest assesses public speaking skills through delivery of a three to four-minute speech.

### **Contest Guidelines**

1. The topic for the Framework Story will consist of one of the Framework Element to be established by the contestant in the telling their story.
2. The story will be three to four minutes in length. **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.
3. Time limit: Time will be started when the speech begins. The timer will signal the speaker at five minutes and at seven minutes. The contestant will be permitted to use a watch or clock.

4. No visual aids, props, notes and/or notecards will be permitted.
5. Contestants may mention their name, school, city or state.
6. Contestants will submit one typewritten copy of their story to the technical committee at the orientation meeting. Include the name of the training program, institution name, contestant's name, address, phone number and the speech title. This speech may be used in part or in whole in SkillsUSA publications throughout the year. Credit will be given to the contestant, instructor and the school.
7. The following judging criteria will be used:
  - a. Opening — Has a strong, clear opening
  - b. Voice — Voice is well modulated and controlled, and carries the rhythm of the speech
  - c. Platform deportment — Speaker is poised and demonstrates good control of movement
  - d. Organization — Story is well organized, and the organization can be easily followed
  - e. Mechanics — Proper grammar is used and diction is clear
  - f. Closing — Closing provides a clear and solid conclusion and summary of the speech
  - g. Effectiveness — Assigned topic is covered, and the purpose of the story is clear and achieved
  - h. Timing — Speech falls within the three to five-minute contest requirement

- i. Clothing requirement — Clothing meets contest requirements
- j. The contestant's story will be judged and graded as a part of the total score in the areas of grammar, punctuation, spelling and sentence structure.

### Standards and Competencies

#### PS 1.0 — Design and write an effective presentation based upon the the element chosen in creating a Framework Story

- 1.1 Prepare a presentation on a given topic for a specific time
- 1.2 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and persuade

#### PS 2.0 — Deliver the presentation in a professional manner, employing the use of verbal and nonverbal delivery techniques

- 2.1 Demonstrate an effective and pleasing delivery style
- 2.2 Effectively use verbal illustrations and examples
- 2.3 Make a formal and effective introduction to the speech
- 2.4 Use a variety of verbal techniques including: modulation of voice, changing volume, varied inflection, modifying tempo and verbal enthusiasm
- 2.5 Demonstrate poise and self-control while presenting
- 2.6 Demonstrate good platform development and personal

- confidence 2.7 Communicate the primary points of the speech in a compact and complete manner
- 2.8 Tie organizational elements together with an effective ending
- 2.9 Complete the speech within the time limits set by contest requirements

#### PS 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

#### PS 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, 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.
- Organize and synthesize information for use in written and oral presentations.
- 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**

Dependent upon the contestant's story.

**Source:** NCTM Principles and Standards for School Mathematics. For more information, visit: [www.nctm.org](http://www.nctm.org).

#### **Science Standards**

Dependent upon the contestant's story.

**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 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).