



# OPENING & CLOSING CEREMONIES

**2021 State Championships COVID-19 Disclaimer: SkillsUSA Ohio recommends following all safety and health precautions dictated by the CDC Guidelines, the State of Ohio, and the individual school district. All guidelines should be followed in their entirety while competing or participating in any event.**

## **Contest Date:**

**Interviews: April 9, 2021**

**(orientation 9AM- Contestant Schedule will be announced during orientation)**

## **Contest Type: VIRTUAL**

**(All contest types are listed on the website. YOU NEED TO BE FAMILIAR WITH BOTH THIS DOCUMENT AND THAT DOCUMENT.)**

## **Zoom Contest Link:**

**<https://ohioskillsusa-org.zoom.us/j/95504558757?pwd=WTRIZHFlaHA4dIRQbnI3Z0l2YWNSZz09>**

**Meeting ID: 955 0455 8757  
Passcode: 025093**

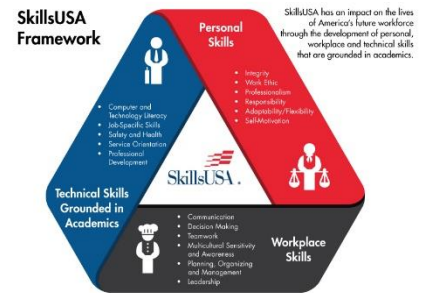
# OPENING & CLOSING CEREMONIES

## PURPOSE

To evaluate the contestants' understanding of the symbolic representation of the colors and assembled parts of the SkillsUSA emblem and to evaluate teamwork and professional presentation skills.

## ELIGIBILITY (TEAM of 7)

Open to all SkillsUSA members. Quantity of teams permitted per school are described in the SkillsUSA Ohio Program Guidelines. Due to COVID-19, this contest is a Straight to State Contest and the number of teams per school will be in accordance with the SkillsUSA Ohio Program Guidelines.



## ORIENTATION/SCHEDULE

- Orientation is at 9:00am March 9,2021 for contestants only and will be closed to advisors.

**A copy of the script is available in the SkillsUSA National Technical Standards and in the Leadership Handbook.**

- Contestants will receive their individual contest times during Orientation and this order will be assigned randomly, contestants should arrive at Orientation ready to compete.
- Once Orientation has concluded the contestants must log off.
- Teams should log back into the ZOOM meeting 10 minutes prior to their assigned competition time (they will remain in the “waiting room” until the judges are ready to admit them).

## CLOTHING REQUIREMENTS

Official SkillsUSA attire

Men	Official red blazer, jacket or sweater; black dress slacks; white dress shirt; plain black tie with no pattern or SkillsUSA black tie; black socks and black shoes.
Women	Official red blazer, jacket or sweater; black dress skirt (knee length) or slacks with businesslike white, collarless blouse or white blouse with small, plain collar that may not extend onto the lapels of the blazer; black sheer or skin-tone seamless hose and black dress shoes.

## OBSERVER RULE

This contest is closed to observers

## 2021 VIRTUAL CONTEST RULES

1. Due to COVID-19 Safety restrictions the following safety precautions and exceptions to the contest should be taken and the contestants will not be penalized:
  - i. Space requirements for contest will not be graded and team members should remain 6ft apart throughout the contest.
  - ii. Masks/Facial Coverings should be worn at all times while competing
  - iii. Contestants may compete outdoors or in a large lab to allow for proper social distancing measures.
  - iv. Judges must be able to see “behind the camera” to make sure there is no coaching taking place (this can be done with a mirror placed behind the contestant).
  - v. When judging begins contestants will be asked to spin the camera 360 degrees around the room to ensure that the contestants are the ONLY people in the room.
    - a. This can also be requested by the judges at any time.
  - vi. Due to having to film the movements of the team there may need to be a “cameraman”, this MUST BE A STUDENT (this person will not be eligible to place or medal in the contest), or you may use a tripod as long as the entire team and their motions can be seen clearly.
  - vii. As dictation is scored in this contest please ensure that all team members can be clearly understood while speaking (a microphone may be needed).

# OPENING & CLOSING CEREMONIES

- viii. This contest will be a LIVE ZOOM feed; this is not a pre-recorded submission contest.

## TOOLS PROVIDED BY CONTESTANTS

1. Gavel and sound block
2. Official SkillsUSA emblem
3. Easel for emblem
4. U.S. flag
5. Speaker's stand (lectern)
6. Two draped tables 8 feet long and 30 inches wide
7. Six chairs

## ARRANGEMENT OF DEMONSTRATION ROOM

The room will should be set up per the diagram in the Leadership Handbook, as closely as possible and based upon the confines of the facility. The tables will be placed 6 feet to 8 feet from the wall, depending on what the facility permits. The chairs may be placed anywhere behind the tables. The emblem will be placed 4-8 feet from the front corner of the table depending on what the facility permits. The flag will be placed 4-8 feet from the front corner of the table depending on what the facility permits. Both the emblem and the flag will be placed at the same distance. The room will contain a center aisle. If facilities permit, the room could have at least one side aisle added.

## SCOPE OF THE CONTEST

This is a teamwork and oral presentation contest that evaluates teams' understanding of the symbolic representation of the colors and assembled parts of the SkillsUSA emblem. Each team includes seven registered members in the roles of president, vice president, parliamentarian, reporter, treasurer, secretary and historian.

## Knowledge of Performance

There is no written knowledge test (other than the SkillsUSA knowledge test, which will be used as a tie breaker) required for this contest. Knowledge of ceremonies will be assessed during the performance demonstration.

## Skill Performance

The contest is a demonstration of the SkillsUSA Opening and Closing Ceremonies conducted according to the script and description as printed in the SkillsUSA Championships Technical Standards.

## Contest Guidelines

1. The official script and description for the contest shall be the one printed in the SkillsUSA Championships Technical Standards. No other method of performing the ceremony will be allowed for the purpose of the contest demonstration.
2. Teams will draw numbers during the pre-contest orientation meeting to determine the order of performance and demonstration times. Only the president, team captain or other representative of the team will attend the pre-contest meeting.
3. Each team must consist of seven registered members in the roles of president, vice president, parliamentarian, reporter, treasurer, secretary and historian.  
**Note:** The team may perform with six members (with a 14-point deduction) in the event that a member fails to show up or is forced to withdraw within five days of the competition. Another officer, not the president, will be assigned the missing part.
4. One member of the team, not the president, will deliver the thought for the day. It must be long enough to be scored for voice, stage presence and mechanics.
5. There is no time limit for the demonstration.

# OPENING & CLOSING CEREMONIES

6. The team will be allowed three minutes to properly assemble the contest paraphernalia before the demonstration begins. Any number of team members may enter the room to set up. Members will be asked to leave the room when three minutes are up. No additional points are given for the manner in which the team comes into or leaves the room.
7. Only the official SkillsUSA emblem will be used.
8. If notification is given to the contest chairperson at the contestant orientation meeting that one or more team members will not say the Pledge of Allegiance for religious reasons, no points will be deducted. However, if no one on a team says the pledge, 42 points will be deducted.

### Judging Criteria

See the Rubric for Opening and Closing for detailed description of each category.

## STANDARDS AND COMPETENCIES

### Ohio Technical Competencies

1.1.5	Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development).
1.2.2	Deliver formal and informal presentations.
1.2.3	Identify and use verbal, nonverbal and active listening skills to communicate effectively.
1.2.4	Use negotiation and conflict-resolution skills to reach solutions.
1.2.5	Communicate information (e.g., directions, ideas, vision, workplace expectations) for an intended audience and purpose.
1.2.6	Use proper grammar and expression in all aspects of communication.
1.2.8	Identify the strengths, weaknesses and characteristics of leadership styles that influence internal and external workplace relationships.
1.2.10	Use interpersonal skills to provide group leadership, promote collaboration and work in a team.
1.2.13	Identify stakeholders and solicit their opinions.
1.2.14	Use motivational strategies to accomplish goals.
1.4.2	Select and use software applications to locate, record, analyze and present information (e.g., word processing, e-mail, spreadsheet, databases, presentation, Internet search engines).

### Ohio Academic Standards

#### English Language Arts

#### Writing

Ohio Technical Standard	ELA Standard	ELA Standard Description
1.1.5 1.2.5	W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.4.2	W.7.6	Use technology, including the Internet, to produce and publish writing and link to and cite sources, as well as to interact and collaborate with others, including linking to and citing sources.
1.1.5 1.2.5	W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
1.4.2	W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

#### Speaking and Listening

# OPENING & CLOSING CEREMONIES

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.3 1.2.5 1.2.10	SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.               <ul style="list-style-type: none"> <li>a. Acknowledge new information expressed by others and, when warranted, modify their own views.</li> </ul> </li> </ul>
1.2.2	SL.7.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
1.2.2 1.4.2	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
1.2.5 1.2.6	SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
1.2.3 1.2.5 1.2.10	SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.               <ul style="list-style-type: none"> <li>a. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</li> </ul> </li> </ul>
1.2.2	SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
1.2.2 1.4.2	SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
1.2.2 1.2.5 1.2.6	SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)

## Language

Ohio Technical Competencies	ELA Standard	ELA Standard Description
1.2.6	L.7.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# OPENING & CLOSING CEREMONIES

		<ul style="list-style-type: none"> <li>a. Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>a. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul>
1.2.6	L.7.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>a. Spell correctly.</li> </ul>
1.2.6	L.7.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose language that expresses ideas precisely and concisely.</li> <li>a. Recognize and eliminate wordiness and redundancy.</li> </ul>
1.2.6	L.8.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>b. Form and use verbs in the active and passive voice.</li> <li>c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>a. Recognize and correct inappropriate shifts in verb voice and mood.</li> </ul>
1.2.6	L.8.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</li> <li>b. Use an ellipsis to indicate an omission.</li> <li>a. Spell correctly.</li> </ul>
1.2.6	L.8.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).</li> <li>a. Use verbs in the conditional and subjunctive moods to achieve particular effects (e.g., expressing uncertainty or describing a state contrary to fact).</li> </ul>

**Mathematics**

None identified.

**Science**

None identified.