STICKER DESIGN

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

Clothing Requirement
For men: Official 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.
For women: Official blazer, jacket or sweater; black dress slacks or knee-length skirt 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.

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.

Eligibility
Open to active SkillsUSA members enrolled freshman exploratory programs.

Equipment and Materials
1. Supplied by the technical committee:
   a. Timekeeper and judges
   b. All necessary information for the judges and technical committee
   c. Projector and screen
   d. 8.5"x11" document/photo frame
2. Supplied by the contestant:
   a. Rendering of sticker design
   b. All competitors must create a one-page résumé and submit it at the contest site.
   c. Means of presentation: Computer, tablet, notebook, poster or other media of your choice if desired to make your presentation to the judges. Contestant must supply his or her own adaptor connection for the projector. Digital presentation is not required.

Scope of the Contest
The contest consists of two parts:
1. Evaluation of the sticker design
2. Oral presentation and questions and answers session. All contestants will be asked the same questions, which judges will determine before the start of the contest.

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

Skill Performance
The contest is designed to assess the ability of the competitor to design and produce a drawing of that design, as well as give a presentation regarding all aspects of his or her creation of the design.

Contest Guidelines
1. All entries must be rendered in color (full color or two color).
2. Entries can be created in a design software package such as Illustrator, Photoshop or other comparable software. Entries may also be hand-drawn, painted or rendered in colored pencils or markers.
3. All entries should be submitted with two versions of the art on a single 8.5"x11" page.

The sticker design will be restricted to **2" (2 1/2" for oval)** preformatted lables: Avery Lables - Product #80510 or similar, which gives contestants 3 options of sticker shape: Square, round, and oval. All sticker designs must be presented as one of the above 3 shapes and all stickers cannot exceed 2" maximum (2 1/2" at its largest dimention for oval)

Deductions will be taken for every ⅛" over or under 7" and every 1/16" over or under 2" (2 1/2" at its largest dimention for oval) on your artwork designs. Both designs should be identical. Wording on the sticker must reference the name of the school. Your contest number for the state conference must be placed on the back of your submitted artwork.

4. The SkillsUSA emblem or SkillsUSA logo should appear on the sticker.
5. All copyright laws must be followed in the creation of the design.
6. Contestants will deliver a three- to five-minute presentation regarding their design. Talking points should include:
   a. How he or she came up with the design of the sticker
   b. The process in which he or she designed the sticker
   c. Why he or she feels it represents their school
   d. What are its unique qualities
   e. Why other students/advisors would want to have it
7. After your presentation, the judges will ask questions related to Sticker Design, and SkillsUSA at your school.
8. A space will be provided for you to make a poster (not used for judging) to promote your sticker design/school to the public, for viewing at the state conference. Your board should be a single poster board.

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

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. To view high school standards, visit: standards.nctm.org/document/chapter7/index.htm. Select "Standards" from menu.

Science Standards

None Identified

Source: McREL compendium of national science standards. To view and search the compendium, visit: www.mcrel.org/standards-benchmarks.

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.