2024-26 EDITION

SkillsUSA® CHAMPIONSHIPS

# OCCUPATIONAL HEALTH AND SAFETY — SINGLE

SkillsUSA Championships Technical Standards

## PURPOSE

To evaluate the chapter's activities in the promotion of good health and safety habits in the shop, laboratory and on the job, as related to the occupational area.

### Occupational Health and Safety — Single

"Single" refers to a SkillsUSA chapter entry that represents one occupational area regardless of the number of members. Multiple-teacher departments with the same occupational classification will be recognized as a single chapter. (For example, a three- teacher cosmetology department would be entered as a single chapter; an Auto Service Technology I and Auto Service Technology II program would be a single chapter.) All work-based learning or cooperative programs in a school will be considered one chapter.

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

## ELIGIBILITY (TEAM OF THREE)

Open to a team of three (3) active SkillsUSA members from the same local chapter (school). Each state may send one high school and one college/postsecondary entry. A full team must be registered. See General Regulations for more information about substitution and penalty rules.

## CLOTHING REQUIREMENTS

### Class A: SkillsUSA Official Attire

- Official SkillsUSA red blazer or official SkillsUSA red jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie or SkillsUSA black tie), white shirt (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 or black dress skirt (knee-length at minimum)
- Black closed-toe dress shoes

***Note:*** The official SkillsUSA windbreaker, sweater and black Carhartt jacket are no longer available for purchase in the SkillsUSA Store. However, these clothing items are grandfathered in as previous official SkillsUSA clothing and can be worn in SkillsUSA competitions as directed in this document.

***Note:*** Wearing socks or hose is not required. If worn, socks must be black dress socks and hose must be either black or skin-tone and seamless/nonpattern.

These regulations refer to SkillsUSA Championships Clothing Classifications that are pictured and described at skillsusastore.org. If you have questions about competition uniforms, call the SkillsUSA Store at 888-501-2183.

***Note:*** Competitors must wear their official competition clothing to the competition orientation.

## EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
   a. A device with an HDMI port (such as a projector/screen, television, or other similar device)
   b. Table
2. Supplied by the competitor:
   a. Computer with HDMI cable and/or adapter necessary to connect to the HDMI port
   b. Safety project documentation submitted in an official SkillsUSA 3-ring binder or the official SkillsUSA scrapbook.
      i. All competitors must also submit a digital copy of their binder's contents saved as a PDF file. The purpose of the "Online Submission Requirements" is for pre-conference evaluation. Failure to submit a digital copy of the binder that can be opened and meets the required format may result in a loss of points. See "Online Submission Requirements" below for guidelines.
   c. If applicable, electronic presentation saved on a USB flash drive.
   d. All competitors must create and submit online a one-page single sided resume. See "Online Submission Requirements" below for guidelines.

***Note*:** All national competitors must also check for competition-specific updates and/or competitor preparation instructions on the SkillsUSA website at updates.skillsusa.org.

### PROHIBITED DEVICES

Cellphones, electronic watches and/or other electronic devices not approved by a competition's national technical committee are ***NOT*** allowed in the competition area. Please follow the guidelines in each technical standard for approved exceptions. Technical committee members may also approve exceptions onsite during the SkillsUSA Championships if deemed appropriate.

#### Penalties for Prohibited Devices

If a competitor's electronic device makes noise or if the competitor is seen using it at any time during the competition, an official report will be documented for review by the Director of the

SkillsUSA Championships. If confirmed that the competitor used the device in a manner which compromised the integrity of the competition, the competitor's scores may be removed.

## ONLINE SUBMISSION REQUIREMENTS

All SkillsUSA national competitors must submit their one-page single sided resume online. The deadline and link for online submissions will be published on updates.skillsusa.org.
Failure to submit any of the required online submission documents listed below by the established deadline will result in a 10-point penalty for each missing document. File(s) must open directly as a PDF file without additional software/application and/or permission status.

1. One-page single sided resume
2. A digital copy of their binder's contents saved as a combined single PDF file. The online submission of scanned pages must be in the same order as the physical binder presented at the competition orientation.

Your submissions must be saved as individual PDF file types using the file name format of "Your Last Name_Your First Name_DocumentType." For example, "Amanda Smith" would save the individual PDF submission files as:

- Smith_Amanda_Resume
- Smith_Amanda_Binder

## OBSERVER RULE

The technical committee reserves the right to allow or prohibit observers into competition area(s). If allowed, no observer may enter or exit the competition area while a competitor is presenting. Observers are not allowed to talk to or make gestures to competitors. No videotaping or photography is allowed during the competition. All phones and electronic devices must be silenced and put away. The competition staff reserves the right to request any observer to leave if they are perceived as a distraction.

## SCOPE OF THE COMPETITION

### KNOWLEDGE PERFORMANCE

There is no general knowledge test required in this competition. Competitors are required to take the SkillsUSA Professional Development Test.

### SKILL PERFORMANCE

Evaluate a chapter's ability to effectively plan, organize, implement, and record its annual safety activities.

### COMPETITION GUIDELINES

1. Competition orientation
    a. Competitors will be assigned appointment times. Appointments may be randomly pre-assigned by the technical committee or drawn during the competition orientation.

b. All safety entries, binder/scrapbook, must be submitted at competition orientation.

2. Project
   a. The competition will consist of four (4) health and/or safety activities conducted by a special Health and Safety Committee.
      1). The Health and Safety Committee must have a minimum of three (3) members.
         a) The committee cannot be referred to as the OSHA Committee. "OSHA" can only refer to the Occupational Health and Safety Administration.
         b) Once the Health and Safety Committee is appointed by the chapter president, the committee must document at least one regular meeting a month during the school year with minutes that show the progress of the committee and its projects.
      2). All activities must be from the "Project Categories" and reflect the efforts of the members and advisor(s) of the section(s).
      3). A single project may cover an entire school year, or it may be a short-term project.
         a) Points will only be awarded for committee activities that were accomplished during the year in which a chapter enters.
      4). Credit must not be taken for school functions or projects conducted outside of SkillsUSA sponsorship.
3. Binder specifications
   a. The documentation must be submitted onsite in an official SkillsUSA three-ring binder or an official SkillsUSA scrapbook.
      1). A penalty of 20 points will be deducted if the project is not submitted in either the official binder or scrapbook.
   b. The binder or scrapbook must contain no more than 150 pages.
      ***Note:*** A sheet of paper has two sides. Each side is considered one page. Therefore, a single sheet of unfolded paper is two pages.
      1). A penalty of five (5) points will be assessed for each page beyond the limit.
      2). If sheet protectors are used, two sheets of paper can be placed back-to back, creating a front and back page. This would be considered two pages.
      3). Unused sheet protectors will count as pages, as will any additional documents (such as extra resumes) placed in the binder.
      4). Any pages contained in a pocket, folded page, or similar features will be counted as additional pages and will be subject to penalty.
   c. If an official SkillsUSA scrapbook is used, all pages must be the size of the scrapbook. The front and back covers must be used without alteration.
      1). A penalty of 10 points will be deducted for alteration.
4. Binder organization
   a. All pages must be numbered, including blank pages.
   b. Title Page
      1). Name of school
      2). Name of state
      3). Names of the Health and Safety Committee members
      4). Names of all occupational programs involved in the Health and Safety Committee

5). High school or postsecondary chapter

c. Table of contents with page numbers.
   1). The "Project category" for each project must be clearly identified in the table of contents.

d. Calendar of events of all chapter activities including dates of Health and Safety Committee meetings.

e. Introduction
   1). A description of how and why the SkillsUSA chapter(s) decided that health and/or safety was to be included in the SkillsUSA chapter's yearly program of work.
   2). Documentation as to how the specific areas of health and/or safety were selected for emphasis.

f. Minutes of all official SkillsUSA chapter business meetings that set the stage and gave direction or supported the projects.
   1). These are the minutes of the SkillsUSA chapter that should include the committee reports of the Health and Safety Committee. They are not Health and Safety Committee minutes.

g. Four health and/or safety projects from the "Project Categories" listed.
   1). Each project must begin with a cover page that clearly identifies the project category.
   2). Each project should be documented in such a way that it would tell a complete story if removed from the binder/scrapbook. The documentation must cover the following project criteria
      a) Project Planning
         i.) Describe how interest was generated within the chapter for the specific safety project. Why was the project selected, or what was the need? Describe the steps the Health and Safety Committee followed to plan the project.
      b) Scope of Activities
         i.) Identify the committee members and all others who participated in the project. The amount of work and time that goes into a project will be considered when evaluating the project. All photographs, news articles, announcements, official letters, and other evidence that substantiates the project should be included and dated.
      c) Committee Minutes
         i.) All Health and Safety Committee minutes related to the project should be included in each project. Minutes must follow the style set forth in the "Finalized Form of the Minutes" section in Robert's Rules of Order. Only include committee minutes if they document discussion and planning of the specific project in which they are included. Duplicate minutes that discuss more than one project should appear in each project. One meeting each month is required once the Health and Safety Committee is appointed. Each project does not have to be discussed at each committee meeting. Minutes must be dated and signed.

d) Results Achieved
   i.) Describe and document the full impact that the project had on individuals, schools, businesses, industry, and the community in general as appropriate to the project. Report positive and negative (if any) outcomes of the project. Include any data collected.
e) Layout/Presentation
   i.) Neatness, clarity, organization and presentation of material will be evaluated. Errors in spelling, punctuation, and grammar will result in a reduction of points.

5. Presentation
   a. The Health and Safety Committee members' names that appear on the title page of the binder will make a presentation to a panel of judges to provide an overview of the projects. All three (3) team members must take an active part in the presentation.
   b. This presentation cannot exceed ten (10) minutes in length, followed by a question-and-answer session with the judges, not to exceed five (5) minutes.
      1). Teams must use an electronic presentation (PowerPoint, Prezi, Google Slides, or other electronic form) during the presentation.
      2). The presentation can contain no more than 50 slides.
         a) A penalty of 10 points will be deducted for each slide beyond the limit.
   c. The presentation should provide a clear sense about the project's planning timetable and process – how the project was initiated, organized, implemented, evaluated, and celebrated. Competitors will have an opportunity to explain how they approached various activities and how the activities benefited their chapter (school).
   d. Judges will ask four (4) to six (6) questions following the presentation.

## PROJECT CATEGORIES

There must be four (4) occupational health and/or safety projects selected from the five (5) categories below. Two (2) projects may be selected from one (1) category with at least three (3) distinct categories used. Failure to comply with the requirements will result in disqualification.

1. **Shop/Laboratory Health and Safety Checklist**
   A checklist from the OSHA Small Business Safety and Health Handbook may be used, or a customized checklist prepared to fit a chapter's specific needs may be used. If a customized checklist is used, it must be of industry quality. The checklist may be one used by a local industry.
   a. Describe all aspects of implementing the survey, including planning, conducting the survey, subsequent action, and final reporting.
   b. Describe any action taken because of identifying possible hazards as shown in the survey. Corrective action should be part of any survey.
   c. A separate survey and description must be completed for each occupational area covered.
2. **Machine and Equipment Safety**
   Describe in detail the safety instruction provided in a selected shop/laboratory regarding the operation of all power machines and equipment as well as general safety instruction.

Included in the description must be documentation of dates of all instructor classroom safety demonstrations, copies of classroom safety rules, listing of safety-related audiovisual materials shown in class and other pertinent information.

3. **Workplace Inspection**
   a. Visit a workplace to learn firsthand the degree of health and safety measures provided by an employer to the employees or customers.
   b. Compare the health and safety concepts taught in the classroom to those encountered in the workplace.
   c. Describe in detail the planning, site visit and general observations regarding health and safety practiced at the workplace.
4. **Specialized Health and Safety Project**
   Develop a health and/or safety project chosen from the following categories. Document all activities involved in the project.
   a. 10-hour OSHA Industry Credentialing (CareerSafe).
   b. Safety in lifting and moving heavy objects.
   c. Heat stress.
   d. Occupational respiratory protection.
   e. Indoor air pollution safety.
   f. Personal protective equipment/Industrial protective clothing.
   g. Occupational vehicle driving.
   h. Plant/school building safety
5. **Other industrial or occupational health and safety concerns** as identified by the chapter safety committee. The focus of any such project must be on industrial or occupational health and safety.

## STANDARDS AND COMPETENCIES

### OHSS 1.0 — Plan, develop, and create an effective project

1.1. Brainstorm project ideas following a problem-solving process.
1.2. Break down project and task with timelines.
1.3. Identify resources and standards for completing project.
1.4. Anticipate and plan for possible obstacles and setbacks.
1.5. Establish work priorities.
1.6. Employ technology to solve problems.
1.7. Maintain a safe, organized work area.
1.8. Use tools and equipment according to safety standards.
1.9. Overcome barriers and roadblocks.
1.10. Evaluate the finished project and make appropriate modifications.

### OHSS 2.0 — Document the project in a professional manner

2.1. Identify appropriate activities that meet required standards.
2.2. Design concise and effective written and visual components.
2.3. Describe impact of project.

### OHSS 3.0 — Create and deliver a professional presentation and respond to questions

3.1. Choose an appropriate mode of communication.
3.2. Write and speak effectively.
3.3. Use appropriate body language.
3.4. Check for understanding when articulating complex issues.
3.5. Practice active listening skills.
3.6. Manage presentation time limits.
3.7. Articulate knowledge and understanding of SkillsUSA Framework and how the Personal Skills, Workplace Skills, and Technical Skills Grounded in Academics are applicable to the project.

### OHSS 4.0 —Demonstrate teamwork skills

4.1. Work collaboratively with other team members.
4.2. Honor the contributions and strengths of others.
4.3. Honor personal commitments and responsibilities to the team
4.4. Foster positive and collaborative working relationships with others.

### OHSS 5.0 —Project a professional self-image through attire and grooming

5.1 Demonstrate a professional appearance in dress, good grooming, and personal presentation.
5.2 Display clothing that meets national standards requirement for competition.
5.3 Demonstrate good grooming in personal hygiene.
5.4 Wear clothing that fits well.
5.5 Present a wrinkle-free appearance.

### OHSS 6.0 — 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. For more information, visit: www.skillsusa.org/who-we-are/skillsusa-framework/.

## COMMITTEE IDENTIFIED ACADEMIC SKILLS

The technical committee has identified that the following academic skills are embedded in this competition.

### Language Arts Skills

- Provide information in conversations and in group discussions.
- Provide information for oral presentations.
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice.
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information.
- Demonstrate comprehension of a variety of informational texts.
- Use text structures to aid comprehension.

- Identify words and phrases that signal an author's organizational pattern to aid comprehension.
- Understand the source, viewpoint and purpose of texts.
- Organize and synthesize information for use in written and oral presentations.
- Demonstrate knowledge of appropriate reference materials.
- Use print, electronic databases and online resources to access information in books and articles.
- 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.

### Science Standards

- Understands relationships among organisms and their physical environment
- Understands the nature of scientific knowledge
- Understands the nature of scientific inquiry

### 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 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 and 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.*