

Interpersonal Communications, an *individual* or *team event*, recognizes participants who use Family and Consumer Sciences and/or related occupation skills and apply communication techniques to develop a project designed to strengthen communication in a chosen area: *community, employment* relationships, *family, peer* groups, or school groups. Participant(s) must prepare a **file folder**, an **oral presentation** and a **response to a related case study**.

NEW JERSEY CORE CURRICULUM STANDARDS

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAREER READY PRACTICES

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using cultural global competencies.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 2.1 Classify different types of concerns (e.g. theoretic, technical, practical) and possible methods for addressing them.
4. 8 Evaluate potential short and long term consequences of possible actions on self, others and culture/society and global environment.
- 4.16 Evaluate practical reasoning process.
- 13.1.1 Analyze the processes for building and maintaining interpersonal relationships
- 13.3.1 Analyze communication styles and their effects on relationships
- 13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.
- 13.3.7 Analyze the roles and functions of communication in family, work, and community settings.

EVENT CATEGORIES

Junior: Participants in grades 6 – 9

Senior: Participants in a comprehensive program in grades 10 – 12

Occupational: Participants in an occupational program in grades 10 – 12

ELIGIBILITY

1. A chapter may register one (1) entry in each event category.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event category is determined by a member’s grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA chapter member.

PROCEDURES & REGULATIONS

1. The Interpersonal Communications project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Interpersonal Communications project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. Each entry must submit a file folder to the room location designated in the State Leadership Conference program during the specified registration time.
4. Each entry will have five (5) minutes to set up for the event. Other persons may not assist.
5. The oral presentation **may be up to five (5) minutes** in length.
6. Following the presentation, evaluators may interview the participant(s).
7. Participant(s) will then be given a written case study related to their project. A form will be provided for the preparation of the case study response. They will have ten (10) minutes to prepare a written response to the case study.
8. Participant(s) will have up to five (5) minutes to present the case study response to evaluators. Evaluators may ask questions about the response after the presentation.
9. Evaluators will use the rating sheet to score and write comments for participant(s).
10. Electricity will not be available.
11. A table and blank note cards for the preparation of the case study response will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
12. Spectators may not observe any portion of this event.
13. Audio and/or video recordings are **not** allowed in this event.
14. Two individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Meeting.

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team	File Folder, Oral Presentation	5 minutes, 10 minutes for case study	5 minutes for presentation, 5 minutes for case study	Table, Blank note cards	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
	■	■	■	■		■	■	■	■

INTERPERSONAL COMMUNICATIONS SPECIFICATIONS

File Folder

Participant(s) must submit one (1) letter-size *file folder* containing three (3) identical sets, with each set stapled separately, of the items listed below to the designated location in the conference program. The *file folder* must be labeled (typed or handwritten) in the top left corner with participant’s name, school name, chapter name, event name (Interpersonal Communications), and event category.

<i>Project Identification Page</i>		One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name, project title, and chosen area of emphasis (i.e. <i>family</i> , <i>peer</i> groups, school groups, <i>community</i> , or <i>employment</i> relationships).
FCCLA <i>Planning Process</i> Summary Page		One 8½” x 11” summary page of how each step of the <i>Planning Process</i> was used to plan and implement the project; may also be described in the oral presentation. Each step is fully explained.
Evidence of Online Project Summary Submission		Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include proof of submission in the file folder.
Works Cited/ <i>Bibliography</i>		Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> .

Oral Presentation

The oral presentation may be up to five (5) minutes in length and is delivered to evaluators. The presentation should describe project in detail and discuss how communication techniques and methods such as verbal, nonverbal, written, active listening, one-on-one, and/or conflict resolution were used. Audio and/or video recording are **not** permitted.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Identify Concerns	Identify the need to act and provide two or more reasonable options or “alternative actions.”
Set a Goal	State a detailed and measurable goal.
Form a Plan	Develop a thorough and feasible plan.
Act	Execute plan with a thorough understanding and application of communication techniques and solutions.
Follow Up	Evaluate project and express the significance of the project and its outcome.
Project Rationale Clearly Stated	Identify reason for implementing the project.
Use of Appropriate Techniques	Show evidence of communication techniques and methods used in the project, such as verbal, nonverbal, written, one-on-one, active listening and/or conflict resolution.
Impact on Interpersonal Communications; Accomplishments	Show how an area of interpersonal communications was strengthened through the project.
Relationship to FCCLA Purposes and FCS	Explain direct connection to the purposes of FCCLA and Family and Consumer Sciences.
Voice	Speak clearly with appropriate pitch, tempo and volume.

Body Language/Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of <i>visuals</i> and notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the project.

Case Study

Participant(s) will be given a written case study to evaluate their understanding of communication. The case study will relate to the area of the participant's project. Participant(s) will have ten (10) minutes to prepare a response. The response may not exceed five (5) minutes. Work will take place in a separate room with no spectators. No prewritten materials are allowed and blank note cards will be provided.

Presentation	Case study responses indicate an understanding of the concepts and issues.
Knowledge of Communication Techniques	Show evidence of awareness of methods for strengthening communication and communication techniques.
Appropriate Solutions	Present feasible and suitable solutions for the situation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding case study response.

Interpersonal Communications Rating Sheet

Name(s) of Participant(s) _____ School _____

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments	
	Poor	Fair	Good	Good	Excellent			
FILE FOLDER								
FCCLA Planning Process Summary	0-2	3-4	5-6	7-8	9-10			
Works Cited/Bibliography	0	1		2	3			
ORAL PRESENTATION								
Organization/Delivery	0-1	2	3	4	5			
Identify Concerns	0	1	2	3	4			
Set a Goal	0	1	2	3	4			
Form a Plan	0	1	2	3	4			
Act	0	1	2	3	4			
Evaluation/Follow-Up	0	1	2	3	4			
Project Rationale Clearly Stated and a communication issue.	0-1	2	3	4	5			
Knowledge and Use of Appropriate Techniques	0-2	3-4	5-6	7-8	9-10			
Impact on Interpersonal Communications	0-2	3-4	5-6	7-8	9-10			
Relationship to FCCLA Purposes and FACS	0-1	2	3	4	5			
Voice, Grammar and Pronunciation	0-1	2	3	4	5			
Body Language/Clothing Choice	0-1	2	3	4	5			
Responses to Evaluators' Questions	0-1	2	3	4	5			
CASE STUDY								
Presentation	0		1		2			
Knowledge of Communication Techniques	0-1	2	3	4	5			
Appropriate Solutions	0-1	2	3	4	5			
Responses to Evaluators' Questions	0-1	2	3	4	5			

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78