

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 category: 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

- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F2 Demonstrate a positive work ethic in various settings, including the classroom and during structures learning experiences.
- 9.3.12.C.6 Develop job readiness skills by participating in structures learning experiences and employment seeking opportunities.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., Volunteer, seek employment, apply for training grants, higher education grants and loans.)
- 9.3.12.C.11 Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/ career.
- 9.4.12.E.11 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
- 9.4.12.J.10 Interpret verbal and nonverbal cues/behaviors to enhance communication.
- 9.4.12.J.11 Apply active listening skills to obtain and clarify information

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

ELIGIBILITY

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

PROCEDURES & REGULATIONS

1. Each entry will submit a file folder with required documents at the Competitive Events registration table at the State Leadership Conference.
2. The oral presentation **may be up** to 5 minutes in length.
3. Participant(s) will then be given a written case study related to their project. They will have 10 minutes to prepare a response to the case study.
4. Participant(s) will have up to 5 minutes to present the case study response to evaluators. Evaluators may ask questions after the response.
5. Evaluators will use the rating sheet to score and write comments for participant(s).
6. A table and blank note cards for the preparation of the case study response will be provided. Participant(s) must bring all other necessary supplies and/or equipment. Wall space will not be available. Participant(s) may bring an easel(s).
7. Only visuals that were used during the “ACT” step of the Planning Process for this project may be used during the oral presentation (e.g. handouts, charts, posters, etc.). Audio and/or video recordings are not allowed in this event.
8. Spectators may not observe any portion of this event.
9. One individual or team may be chosen from each event category to represent New Jersey at the National Leadership Meeting.

INTERPERSONAL COMMUNICATIONS SPECIFICATIONS

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 10 minutes to prepare a response. The response may not exceed 5 minutes. Work will take place in a separate room with no spectators. No prewritten material is allowed, but blank note cards will be provided.

Presentation	Case study responses indicate an understanding of the concepts and issues.
Knowledge of Communication Technique	Show evidence of awareness of methods for strengthening communication and communication techniques.
Appropriate Solutions	Present solutions that are feasible and suitable for the situation.
Responses to Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding project and case study response. Questions may be asked after the presentation and after the case study response.

File Folder

Participant(s) must submit one letter-size file folder containing three identical sets, with each set stapled separately, of the items listed below at Competitive Event Registration. The file folder must be labeled in the top left corner with name of event, category, participant’s name(s), and school.

Project Identification Page	One 8½” x 11” page on plain paper, with no graphics or decorations; must include participant’s name(s), school, city, state, FCCLA national region (North Atlantic Region), project title, and chosen category of emphasis (i.e., family, peer groups, school groups, community, or employment relationships).
FCCLA Planning Process 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.
Works Cited/Bibliography	Use an organized, consistent format to cite all references in alphabetical order. Resources should be reliable and current. MLA format required.

Oral Presentation

The oral presentation **may be up to** 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. Visuals may be used during the oral presentation only if visuals were actually **used in the “ACT”** step of the Planning Process. 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.
Used 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.
Evidence of Project Self-Evaluation	Determine and express the significance of the project and its outcome.
Impact on Interpersonal Communications; Accomplishments	Show how an area of interpersonal communications was strengthened through the project.
Relationship to FCCLA Purposes and FACS	Explain direct connection to the purposes of FCCLA and Family and Consumer Sciences and/or related occupations.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language/Clothing Choice	Use appropriate attire and body language including gestures, posture, mannerisms, eye contact, and appropriate handling visuals and notes or note cards if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Responses to Evaluators’ Questions	Provide clear and concise answers to evaluators’ questions regarding the project.

Interpersonal Communications Rating Sheet

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

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS: Write the appropriate rating in the “Score” columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

Evaluation Criteria	Very					Score	Comments	
	Poor	Fair	Good	Good	Excellent			
FILE FOLDER								
FCCLA Planning Process Summary	0-1	2	3	4	5			
Works Cited/Bibliography	0	1		2	3			
ORAL PRESENTATION								
Organization/Delivery	0-2	3-4	5-6	7-8	9-10			
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	0-1	2	3	4	5			
Use of Appropriate Techniques	0-1	2	3	4	5			
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	0-1	2	3	4	5			
Body Language/Clothing Choice	0-1	2	3	4	5			
Grammar and Pronunciation	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: 75-89

Bronze: 60-74