

Manners Matter is a NJ FCCLA State Event that promotes the understanding and knowledge of manners *and* encourages members to develop manners programs within the chapter.

**NEW JERSEY CORE CURRICULUM STANDARDS**

- 1.1.12C.1 Use contextual clues to differentiate between unique and common properties and cultural implications of dance, music, theater and visual arts.
- 1.2.12B(4).2 Produce an original body of work in one or more mediums that demonstrates visual mastery, methods, techniques and cultural understanding.
- 1.4.12C.1 Formulate criteria for arts evaluation using positive commentary based on observance of the elements of art and principles of design in dance, music, theater, visual and multimedia artwork from diverse cultural contexts and historical eras.
- 2.2.12.B.1 Predict the short and long term consequences of good and poor decision-making on oneself, friends, family and others.
- 2.2.12.C.1 Analyze the impact of competition on personal character development.
- 2.2.12.C.2 Judge how individual or group adherence or lack of adherence to core ethical values the local, state, national and worldwide community.
- 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.
- 4.2 Develop spatial sense and an ability to use geometric properties, relationships and measurement to model, describe and analyze phenomena.
- 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
- 9.1.12.D1 Interpret spoken and written communication within the appropriate cultural content
- 9.1.12.D2 Determine the immediate and long-term effect of cross-cultural misconceptions/ misunderstandings resulting from a past or current international issue(s) or event(s).
- 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.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 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.
- 9.3.12.C.21 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

**EVENT CATERGORIES:****Junior:** Grades 6-9**Senior:** Grades 10-12**ELIGIBILITY:**

1. A chapter may submit one (1) entry (individual or team) in each of the event categories.
2. Participation is open to any affiliated FCCLA.

**REGULATIONS:**

1. A project addressing the following etiquette areas may be entered:
  - A. Rules of etiquette at home
  - B. Etiquette on the corporate ladder
  - C. Presenting yourself positively
  - D. Communicating with care
  - E. Entertaining and being entertained
  - F. Dining with delight
  - G. Conducting yourself in special situations
2. Chapters should refer to Etiquette for DUMMIES® written by Sue Fox, 1999 Edition. This is the definitive resource for this event.
3. Each Manners Matter entry requires an oral presentation related to the specific issues or topic. A team of one (1) to three (3) team members from the Chapter must explain/present the project with a three (3) to five (5) minute oral presentation.
4. The display must not exceed 36" deep by 48" by 48" high. No electrical outlets will be available. Battery operated audio-visual equipment may be used.
5. The display may include visuals such as posters, photographs, models, charts, etc.
6. The display should be a clear and concise representation of a rule, principle or issue related to etiquette/manners. It should have an impact on the target audience chosen for your project.

7. A type written three (3)-by-five (5) inch card must be attached to the upper left side of the front of the display. The card must contain the following information:
  - A. Participant(s) Name(s)
  - B. School Name
  - C. Event Category
  - D. Manners Area selected
  - E. Project/Display Title
8. The individual or team will be required to answer a question related to etiquette/manners that is selected at random by the participant(s) at the time of the presentation on any of the seven (7) etiquette areas. The display, oral presentation, and question/answer session collectively support the goal of the project.
9. A Chapter must submit at registration three (3) stapled sets of the following information in one (1) letter-sized manila file folder:
  - A. A cover page containing:
    - Participant(s) Name(s)
    - School/Chapter Name
    - Event Name
    - Event Category
    - Manners Area Selected
    - Project/Display Title
  - B. A Planning Process sheet summarizing the rule of etiquette and the procedure for the project.
  - C. A summary statement which includes:
    - The objectives of the project and display.
    - A short summary of the accomplishments of this project.
    - What has been learned by the participating members of the project.
    - Explain how the research was conducted and provide a list of references used in the research.
10. The folder must be labeled in the left hand corner as follows:
  - A. Participant(s) Name(s)
  - B. School/Chapter Name
  - C. Event Name
  - D. Event Category
  - E. Project/Display Title
11. Chapter members must set up the display during the designated time period at the beginning of the State Leadership Conference.
12. The display must be removed at the time designated in the State Leadership Conference program.
13. See GENERAL INFORMATION AND RULES of these guide lines.

**MANNERS MATTER SPECIFICATIONS**

**Visuals**

Participant’s displays may include posters, photographs, models, charts, etc. The display must not exceed 36” deep by 48” wide by 48” tall.

Effectively Illustrate Content	Support, illustrate and/or compliment content of presentation.
Appearance	Presentation display must be visible to the audience, neat, legible, professional and creative and use correct grammar and spelling.
Identification Card	3” x 5” card with required information in the top left corner of the display.

**File Folder**

A Chapter will submit one letter size file folder containing three identical sets, with each set stapled separately, of the items listed below at registration. The file folder must be labeled in the left hand corner as follows:

- Participant(s) Name(s)
- School/Chapter Name
- Event Name
- Event Category
- Project/Display Title

Project Identification Page	One 8½” x 11” page on plain paper, participants must include name(s), school/chapter name, event name, event category, manner area selected, project/display title.
Planning Process Sheet	Each step of the Planning Process was used to plan and implement the project.
Summary Statement	Objectives, summary of accomplishments and what was learned by members.
Research	List of references and how the research was conducted.

**Oral Presentation**

The oral presentation may be up to three (3) to five (5) minutes in length and is delivered to evaluators. The presentation should concentrate on the concern and how the project addresses the concern.

Identify the Specific Etiquette/Manners Concerns	Explain the concern and how the project addresses the concern.
Organization	State what you want to accomplish and express how the goal relates to the issue of etiquette. Present plan in sequence. Explain successes and identify possible improvements.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Knowledge of Etiquette	Provide clear and concise answers to evaluators’ questions regarding the project and the National Program.
Response to Questions	Appropriate solutions to questions were provided.

**MANNERS MATTER RATING SHEET**

**School:** \_\_\_\_\_

**Check One Event Category:** \_\_\_\_\_ **Junior** \_\_\_\_\_ **Senior**

Write the appropriate rating under the SCORE column. Points given may range between 0 and the maximum number indicated. Where information is missing, assign a 0. Total points and enter under TOTAL SCORE.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>PROJECT/MANNERS AREA</b>							
Creative Project Activity Specific and Relevant	0-2	3-4	5-6	7-8	9-10		
Planning Process, objectives and summary are clear, concise and well written	0-2	3-4	5-6	7-8	9-10		
Organized and effective project on manners	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Well Organized Oral Presentation	0-2	3-4	5-6	7-8	9-10		
Good voice with clarity and enthusiasm	0-1	2	3	4	5		
Poised with appropriate body language	0-1	2	3	4	5		
Grammar and pronunciation	0-1	2	3	4	5		
Demonstrated knowledge of subject matter	0-2	3-4	5-6	7-8	9-10		
<b>MANNER QUESTION</b>							
Appropriate Response to etiquette questions	0-3	4-6	7-9	10-12	13-15		
<b>DISPLAY</b>							
Creative, stimulating and visually pleasing	0-2	3-4	5-6	7-8	9-10		
Appropriate and effectively communicates information regarding manners	0-2	3-4	5-6	7-8	9-10		
Information card complete and attached	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