

The Peer-to-Peer Competitive Event is a State Event conducted at the NJ FCCLA State Leadership Conference. It is an **individual** or **team** event that promotes the understanding of the FCCLA national peer education programs and encourages members to develop peer education projects that make a difference in their school and community. Chapters are expected to apply for national recognition in February and must submit a copy of the completed application.

**NEW JERSEY CORE CURRICULUM STANDARDS**

- RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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.
- WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.2.8.CAP.9: Analyze how a variety of activities related to career impacts postsecondary options
- 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
- 9.2.8.CAP.16: Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
- 9.2.12.CAP.2 Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
- 9.2.12.CAP.6 Identify transferable skills in career choices and design alternative career plans based on those skills
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.

- 9.4.12.CT.4 Participate in online strategy and planning session for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
- 9.4.12.DC.1 Explain the beneficial and harmful effects the intellectual property laws can have on the creation and sharing of content.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.8.IML.12 Use relevant tools to produce, publish and deliver information supported with evidence for an authentic audience.
- 9.4.8.IML.13 Identify the impact of the creator on the content production, and delivery of information
- 9.4.12.IML.3 Ask insightful questions to organize different types of data and create meaningful visualizations.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.GCA.1 Model how to navigate cultural difference with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**CAREER READY PRACTICES**

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social, and economic impacts of decisions.
- ✓ 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.
- ✓ Plan education and career paths aligned to personal goals.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using global competence.

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION**

- 4.3 Select goals/valued ends to resolve a particular concern.
- 4.4 Establish standards for choosing responsible action to address a particular concern.
- 4.6 Generate reasonable actions for reaching goals/valued ends for a particular concern.
- 1.2.1 Analyze the potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 13.3.2 Demonstrate verbal and non-verbal behaviors and attitudes that contribute to effective communication.
- 13.3.6 Analyze the effects of communication technology in family, work, and community settings.
- 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.

**EVENT CATEGORIES**

**Junior:** Participants in grades 6-8

**Senior:** Participants in a comprehensive program in grades 9 – 12

**Occupational:** Participants in an occupational program in grades 9 – 12

**ELIGIBILITY**

1. A chapter may submit one (1) entry in each event category. A chapter may submit an entry in one (1) or more of the National Program areas.
2. An entry is defined as one (1) participant or one (1) team comprised of no more than three (3) participants.
3. An event category is determined by the participants' grade in school.
4. Participation is open to any affiliated FCCLA chapter/member.

**PROCEDURES & REGULATIONS**

1. Participants must select one (1) national peer education program on which to focus the Peer to Peer Project. A project from the following national peer education programs may be entered as a visual display:
  - A. Career Connection
  - B. Families Acting for Community Traffic Safety (F.A.C.T.S.)
  - C. Families First
  - D. Financial Fitness
  - E. Stand UP
  - F. Student Body
2. Participants should refer to National Program resource materials to assist in the development of their project(s). Resource material can be purchased through the FCCLA National Publications Catalog or on the website [www.fcclainc.org](http://www.fcclainc.org). Contact the state office if assistance is needed.
3. The display must not exceed **36" deep by 48" wide by 48" high**. No electrical outlets will be available. Battery-operated audio-visual equipment may be used.
4. The display may include visuals such as posters, photographs, models, charts, etc.
5. The display should be a clear and concise representation of your project and the National Program. It should have an impact on the target audience chosen for your project.
6. Although, this is an in-person event, each entry will have both a "hard copy" and a digital folder. An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.
7. Each entry must submit a digital file (in addition to the "hard copy" requirements) with the following information:
  - A. Project Identification Page
    - Participant(s) Name(s)
    - School Name
    - Chapter Name
    - Event Name (Peer to Peer)
    - Event Category
    - National Peer Education Program Selected
    - Project/Display Title
  - B. Planning Process Sheet
  - C. Project Action Page
  - D. Summary Statement
  - E. Works Cited/ Bibliography
  - F. Copy of the completed corresponding national recognition application.

8. Each entry must submit a file folder with their display at the designated set up time at the beginning of the State Leadership Conference. The file folder must include one stapled set of the following items in one (1) letter- sized file folder:
  - A. Project Identification Page
    - Participant(s) Name(s)
    - School Name
    - Chapter Name
    - Event Name (Peer to Peer)
    - Event Category
    - National Peer Education Program Selected
    - Project/Display Title
  - B. Planning Process Sheet
  - C. Project Action Page
  - D. Summary Statement
  - E. Works Cited/ Bibliography
  - F. Copy of the completed corresponding national recognition application.
9. The folder must be labeled on the front cover, upper left corner as follows:
  - A. Participant(s) Name(s)
  - B. School Name
  - C. Chapter Name
  - D. Event Name (Peer to Peer)
  - E. Event Category
  - F. National Peer Education Program Selected
  - G. Project/Display Title
10. A typewritten 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. Chapter Name
  - D. Event Name (Peer to Peer)
  - E. Event Category
  - F. National Peer Education Program Selected
  - G. Project/Display Title
11. Each entry requires an oral presentation related to the project research findings and support data. Each participant/team must explain/present the project with a three (3) to five (5) minute oral presentation. The display and the oral presentation collectively support the goals of the project.
12. Participant(s) must set up the display with their file folder during the designated time period at the beginning of the State Leadership Conference (see the conference program for the exact time and location).
13. The display must be removed at the time designated in the State Leadership Conference program.
14. See GENERAL INFORMATION AND RULES of the Competitive Event guidelines.

**PEER TO PEER SPECIFICATIONS**

**File Folder**

Each entry will submit at registration one (1) letter-sized file folder containing one stapled set of the materials listed below. The file folder must be labeled on the front cover, upper left corner as follows:

- Participant(s) Name(s)
- School Name
- Chapter Name
- Event Name (Peer to Peer)
- Event Category
- National Peer Education Program Selected
- Project/Display Title

Project Identification Page	One 8½" x 11" page on plain paper, participants must include participant(s) name(s), school name, chapter name, event name, event category, National Program selected, project/display title.
Planning Process Sheet	Each step of the Planning Process was used to plan and implement the project.
Project Action Page	Date(s), location, target audience, objectives. Presents a clear picture of all the steps and the events that made up the project. Items that could be included are a time log, work schedule and budget.
Summary Statement	Explain and summarize the accomplishments and what was learned by members. With whom did you collaborate and how did the partnership strengthen the project?
Works Cited/Bibliography	List of references and how the research was conducted.
Recognition Application	A copy of the recognition application corresponding to the National Program that was submitted to the national headquarters by the application deadline date. The application is complete and well written.

**Oral Presentation**

The oral presentation may be three (3) to five (5) minutes long and is delivered to evaluators. The presentation should focus on the national peer education program and how the participant(s) met the goals of the project.

Identify National Program & Specific Concerns	Explain the concern and how the National Program addresses those concerns.
Organization	State what you want to accomplish and express how the goal relates to the National Program. 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 if used.
Grammar and Pronunciation	Use proper grammar and pronunciation.
Knowledge of National Program	Provide clear and concise answers to evaluators' questions regarding the project and the National Program.

**Display**

Participant's displays may include posters, photographs, models, charts, etc. The display must not exceed **36" deep by 48" wide by 48" high.**

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

# PEER TO PEER RATING SHEET

School \_\_\_\_\_

National Peer Education Program \_\_\_\_\_

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

## INSTRUCTIONS:

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 score of 0. Total points and enter under "TOTAL SCORE."

If no information is missing, assign a score of 0. Total points and enter under TOTAL SCORE.

Evaluation Criteria	Very					Score	Comments	
	Poor	Fair	Good	Good	Excellent			
<b>ACTIVITY DOCUMENTATION / FILE FOLDER</b>								
Planning Process: Clear objectives and summary statement, concise and well written	0-2	3-4	5-6	7-8	9-10			
Creative Project/Action: Specific and relevant that clearly focuses on a National Program.	0-2	3-4	5-6	7-8	9-10			
Summary Page: Clearly summarizes the project, states the outcome of the project and what was learned	0-1	2	3	4	5			
Collaboration/Partnerships	0-1	2	3	4	5			
Works Cited/Bibliography	0-1	2	3	4	5			
National Recognition Application	0-1	2	3	4	5			
<b>DISPLAY</b>								
Topic is clear and powerful	0-2	3-4	5-6	7-8	9-10			
Creative, stimulating, and visually pleasing	0-2	3-4	5-6	7-8	9-10			
Appropriate and effective in meeting the goals of the project	0-2	3-4	5-6	7-8	9-10			
<b>ORAL PRESENTATION</b>								
Well organized oral presentation	0-2	3-4	5-6	7-8	9-10			
Presentation made with poise, clarity, and enthusiasm	0-1	2	3	4	5			
Participant demonstrates knowledge of the subject and National Program	0-2	3-4	5-6	7-8	9-10			
Response 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