

The Manners Matter 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 and knowledge of manners and encourages members to develop manners programs within the chapter.

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-bases, school-based, por other projects and determine the strategies that contribute to effective outcomes.

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

PROCEDURES & REGULATIONS

1. The need for etiquette is wide spread; there are many sub topics that are not limited to the following categories: Social Interactions and graciousness, Mass Transit Manners, Elevators Courtesy, Public Events Politeness, Visiting the Mall Manners, Behavior Around the House, Being a Guest in Someone's Home Courtesy, School Decorum, Friendship Etiquette, Restaurant Etiquette, Table Manners, Celebration Etiquette, Communication Etiquette (letters, telephone, face to face, email social media), Common Good Consideration (hygiene, saving the planet, personal health).

2. Participants should refer to a variety of sources regarding manners such as **How Rude! (The Teenagers Guide to Good Manners)** and **Modern Manners: Tools To Take You To the Top.**
3. Each participant/team must explain the project in a three (3) to five (5) minute oral presentation related to the specific topic selected.
4. 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.
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. Participants will create a "Peer Education" opportunity by meeting with peers to demonstrate, discuss, and practice the etiquette concept on which the project focuses. Participants and peers will gain the confidence to face new situations and act appropriately.
8. 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. Chapter Name
 - D. Event Name (Manners Matter)
 - E. Event Category
 - F. Manners Area selected
 - G. Project/Display Title
9. The participant 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 and is related to any area of etiquette. The display, oral presentation, and question/answer session collectively support the goal of the project.
10. 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.
11. 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 (Manners Matter)
 - Event Category
 - Manners Area selected
 - Project/Display Title

- B. Planning Process Sheet
 - C. Summary Statement
 - D. Project Research Page
 - E. 3 Peer Education photos
 - F. 5 digital pictures of the display. One full page picture of the entire display and 4 close-up pictures- one of each of the quadrants of the display that shows the content of the display.
12. The “hard copy” file folder will be submitted with the display at the designated set-up time at the beginning of the State Leadership Conference (see the conference program for the exact time and location). The file folder must include one copy of the following materials in one (1) letter-sized file folder:
- A. Project Identification Page
 - Participant(s) Name(s)
 - School Name
 - Chapter Name
 - Event Name (Manners Matter)
 - Event Category
 - Manners Area selected
 - Project/Display Title
 - B. Planning Process Sheet
 - C. Summary Statement
 - D. Project Research Page
 - E. 3 Peer Action to Educate photos
13. The file 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 (Manners Matter)
 - E. Event Category
 - F. Manners Area selected
 - G. Project/Display Title
14. The display must be removed at the time designated in the State Leadership Conference program.
15. See GENERAL INFORMATION AND RULES of the Competitive Event guidelines.

MANNERS MATTER SPECIFICATIONS**File Folder**

Each entry will submit one (1) letter size file folder containing one (1) stapled set of the materials listed below at the designated set-up time at the beginning of the State Leadership Conference. 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 (Manners Matter)
- Event Category
- Manners Area 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, manner area selected, and project/display title.
Planning Process Sheet	Explain how each step of the Planning Process was used to plan and implement the project.
Summary Statement	The project activity is creative, specific, and relevant to the manner area. Objectives, summary of accomplishments, and what was learned by members is clear, concise, and well written.
Project Research Page	List of references and how the research was conducted.
3 Peer Education photos	Photos of "Peer Education" meeting with peers to demonstrate, discuss, and practice the etiquette concept on which the project focuses.

Visuals

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

Effectively Illustrate Content	The visuals appropriately and effectively 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.
Use of Display During Presentation	Use display to describe all phases of the project.
Identification Card	3" x 5" card with required information in the top left corner of the display.

Oral Presentation

The oral presentation may be three (3) to five (5) minutes long and is delivered to evaluators. The presentation should concentrate on 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. Identify and explain the specific concern and how the project addresses the concern. Explain successes and identify possible improvements.
Peer Education	Participant(s) use creativity to share and practice the etiquette concepts that are included in this project with their peers. Peers walk away ready to face situations with confidence.
Presentation	Speak clearly with appropriate pitch, tempo, and volume. Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes if used. Use proper grammar and pronunciation.
Knowledge of Etiquette	Provide clear and concise answers to evaluators' questions regarding the project and use of etiquette.

Case Study

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 and is related to any of the seven (7) etiquette areas.

Response to Etiquette Question	Provide appropriate solutions and clear and concise answers to evaluators' questions regarding the specific etiquette question.
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MANNERS MATTER RATING SHEET

School: _____

Check One Event Category: _____ **Junior** _____ **Senior** _____ **Occupational**

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
FILE FOLDER							
Planning Process: Each step is fully explained.	0-2	3-4	5-6	7-8	9-10		
Summary Statement: Activity is creative, specific & relevant. Objectives, summary of accomplishments and what was learned is clear and well written.	0-2	3-4	5-6	7-8	9-10		
Project Research: List of references and how the research was conducted is clear and well written.	0-1	2	3	4	5		
VISUALS							
Effectively Illustrate Content: Appropriately and effectively supports, illustrates and compliments presentation.	0-3	4-6	7-9	10-12	13-15		
Appearance: Visible to the audience, neat, legible, professional, creative and use correct grammar and spelling.	0-2	3-4	5-6	7-8	9-10		
Use of Display During Presentation: Use display to describe all phases of the project.	0-1	2	3	4	5		
ORAL PRESENTATION							
Organization: In an organized sequence, present goals, relationship to etiquette, project successes and possible improvements.	0-2	3-4	5-6	7-8	9-10		
Peer Education that shares the etiquette concept with peers. Creative in approach	0-2	3-4	5-6	7-8	9-10		
Presentation: Speak clearly with appropriate pitch, tempo, volume, body language, grammar and pronunciation, and appropriate handling of notes or note cards.	0-1	2	3	4	5		
Knowledge of Etiquette: Clear and concise answers to evaluators' questions regarding the project	0-2	3-4	5-6	7-8	9-10		
CASE STUDY							
Appropriate response to etiquette questions	0-2	3-4	5-6	7-8	9-10		

Total Score _____

Circle Rating Achieved:

Gold: 90-100 Silver: 79-89 Bronze: 70-78

Verification of Total Score (please initial)

Evaluator _____
Room Consultant _____
Lead Consultant _____