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 LEARNING STANDARDS

NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
NJSLSA.L6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
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.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.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
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.
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.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 specific 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.
4.MD.A.1	Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g; lb, oz.; l, ml; hr, min, sec.
7.G.A.2	Draw (with technology, with ruler and protractor as well as freehand) geometric shapes with given conditions.
9.3.12.AR-VIS.2	Analyze how the application of visual arts elements and principles of design communicate and express ideas.
9.3.12.AR-VIS.3	Analyze and create two and three-dimensional visual art forms using various media.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short-and long-term effects to determine the most plausible option.
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.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.

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
1.2.3	Apply communication skills in school, community and workplace settings.
1.2.6	Demonstrate leadership skills and abilities in school, workplace and community settings.
2.1.1	Apply time management, organizational, and process skills to prioritizing tasks and achieving goals.
13.1.1	Analyze the processes for building and maintaining interpersonal relationships.
13.1.4	Analyze factors that contribute to healthy and unhealthy relationships.
13.1.4	Analyze processes for handling and unhealthy relationships.
13.2,1	Analyze the effects of personal characteristics on the relationships.
13.2.2	Analyze the effect of personal need on relationships.
13.2.3	Analyze the effect of self-esteem and self-image on relationships.
13.2.5	Explain the effect of personal standards and behaviors on interpersonal relationships.
13.3.1	Analyze communication styles and their effects on relationships.
13.3.3	Demonstrate effective listening and feedback techniques.
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.
13.4.1	Analyze the origin and development of attitudes and behaviors regarding conflict.
13.4.2	Explain how similarities and differences among people affect conflict prevention and management.
13.4.3	Apply the roles of decision making and problem solving in reducing and managing conflict.
13.5.7	Demonstrate processes for cooperating, compromising, and collaborating.
13.6.2	Apply critical thinking and ethical criteria to evaluate interpersonal relationships.

EVENT LEVELS
Level 1: Participants through grade 8
Level 2: Participants in grades 9 – 10
Level 3: Participants in grades 11 – 12
Level 4: Post-Secondary

ELIGIBILITY
1. A chapter may register two (2) entry in each event level.
2. An entry is defined as one (1) participant, or one (1) team comprised of a maximum of three (3) members.
3. An event level 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. Chapters with multiple entries in this event must submit different projects for each entry.

4. Electricity will not be available.

5. A table and Case Study Form for 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.

6. Spectators may not observe any portion of this event.

7. Audio and/or video recordings are **not** allowed in this event.

8. Two individuals/teams may be chosen from each event level to represent New Jersey at the National Leadership Meeting.

Each entry <u>must</u> submit a digital file folder via Google Drive by March 15, 2022. The hard copy file folder must be submitted at the State Leadership Conference to the room location designated in the State Leadership Conference program during the specified registration time.	
10 minutes	At the designated time and room location in the State Leadership Conference program. 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. Each entry will have ten (10) minutes to prepare a written response to the case study.
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation **may be up to five (5) minutes** in length.
Following the presentation, evaluators will have the opportunity to ask questions of the participant about the oral presentation and the case study.	
Evaluators will use the rating sheet to score and write comments for each entry.	

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 (1-3 participants)	File Folder, Oral Presentation	5 minutes, 10 minutes for case study	5 minutes	Table	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

Although, this is an in-person event, each entry will require a digital folder and hard copy 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.

Each entry must submit a digital file with the following information:
- A. Project Identification Page
  - Name(s) of Participant(s)
  - School Name
  - Chapter Name
  - City & State
  - Event Name (Interpersonal Communications)
  - Event Level
  - Project Title
  - Chosen Area of Emphasis
- B. FCCLA Planning Process Summary Page
- C. Evidence of Online Project Summary Submission
- D. Works Cited

Participant(s) will submit one (1) letter-size hard copy *file folder* containing one set, stapled separately, of the items listed below to the designated location in the conference program. The hard copy *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 level.

Project Identification Page	One 8½" x 11" page on *plain paper*, with no *graphics* or decorations; must include participant's name(s), school, chapter name, city, state, event name, event level, project title, and chosen area 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 *Planning Process* 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 signed proof of submission in the file folder.
Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. *Resources* should be *reliable* and *current*.

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 *visuals* and notes or note cards if used. Wear appropriate professional 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 and case study.

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. Work will take place in a separate room with no spectators. No pre-written material is allowed. Participant(s) will be provided blank Case Study Forms that should be used to respond and relay the developed solution(s).

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.

Interpersonal Communications Rating Sheet

Name of Participant(s) _____

School _____   **Event Level** _____

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	Poor	Fair	Good	Very Good	Excellent	Score	Comments
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	6-7		
Identify Concerns	0-1	2	3	4	5		
Set a Goal	0-1	2	3	4	5		
Form a Plan	0-1	2	3	4	5		
Act	0-1	2	3	4	5		
Evaluation/Follow-Up	0-1	2	3	4	5		
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							
Knowledge of Communication Techniques	0-1	2	3	4	5		
Appropriate Solutions	0-1	2	3	4	5		

Total Score   _____

Verification of Total Score (please initial)
Evaluator   _____
Room Consultant   _____

Circle Rating Achieved: Lead Consultant   _____

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

Interpersonal Communications
Case Study Form

Name of Participant(s) _____

School _____ **Event Level** _____

Participants will be given ten (10) minutes to complete the case study to evaluate their understanding of communication techniques. Participants will turn in this completed form to evaluators prior to the oral presentation.

Project Focus (choose one):
☐ Community   ☐ Employment Relationships   ☐ Family   ☐ Peer Groups   ☐ School Groups

Using the case study provided for the project focus selected above, what steps would you take in response?