

Interpersonal Communications

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*. Participants must prepare a **file folder**, an **oral presentation**, and a response to a **related case study**.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

See the section on event categories for more information.

ELIGIBILITY

1. Chapters may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter member.
3. 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 Meeting.
4. 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.

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the Event Chairperson at orientation.
2. Event Chairpersons and evaluators will have 5 minutes to preview the *file folder* before the presentation begins.
3. Participant(s) will have 5 minutes to set up for the event. Other persons may not assist.
4. The oral presentation **may be up to** 5 minutes in length but must be at least 3 minutes. A one-

minute warning will be given at 4 minutes. Participant(s) will be stopped at 5 minutes.

5. Following the presentation, evaluators will have 5 minutes to interview participant(s).
6. 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.
7. Participant(s) will have up to 5 minutes to present the case study response to evaluators. Evaluators may ask questions after the response.
8. Evaluators will use the rating sheet to score and write comments for participant(s). Then, evaluators will meet with each other to discuss participants' strengths and suggestions for improvement.
9. The total time required for this event is approximately 40 minutes.

GENERAL INFORMATION

1. 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.
2. Participant(s) may bring an easel(s).
3. Extension cords and power strips are not provided.
4. Only visuals that were used during the "ACT" step of the *planning process* for this project may be used during the oral presentation. Audio and/or video recordings are **not** allowed in this event.
5. Words in *italics* are defined in the glossary.
6. **Allowable Presentation Elements:** *Costumes /Uniforms, Easel(s), File Folder, Props /Pointers, Skits, Visual Equipment, Visuals.*
Not Allowed: *Audio.*

Interpersonal Communications Specifications

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 **to the Event Chairperson at orientation**. The *file folder* must be labeled in the top left corner with name of event, category, participant's name(s), state, and FCCLA national region.

| | |
|--|---|
| <i>Project Identification Page</i> | One 8 1/2" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), school, city, state, FCCLA national region, project title, and chosen category of emphasis (i.e. <i>family</i> , peer groups, school groups, community, or employment relationships). |
| FCCLA <i>Planning Process</i> Summary Page | One 8 1/2" 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. |
| Works Cited/ <i>Bibliography</i> | 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 but must be at least 3 minutes 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 the *visuals* were actually used in the "ACT" step of the *planning process*. Audio and/or video recordings are not permitted.

| | |
|---|--|
| Organization/Delivery | Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project. |
| Identify Concern | 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 <i>visuals</i> and note cards if used. |
| Grammar/Word Usage/Pronunciation | Use proper grammar and pronunciation. |
| Responses to Evaluators' | Provide clear and concise answers to evaluators' questions regarding the project. |

Case Study

Participants 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 Techniques | Show evidence of awareness of methods for strengthening communication and of 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 case study response. |

STAR Events Point Summary Form Interpersonal Communication

Category (circle one): Junior Senior Occupational

Participant's Name(s): _____

Participant(s) Number: _____

Directions:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **not** change team or group numbers.
2. Before student presentation, Event Chairperson must check participants' *file folder* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **not** staple.

| ROOM CONSULTANT CHECK | | | | POINTS |
|--|---|---|---|--------|
| Registration 0-5 points | 0 Did not attend/incomplete team attendance | 5 The individual or ALL participating members of the team attended | | |
| File Folder 0-2 points | 0 No File Folder presented | 1 File Folder presented with Incorrect labeling /Insufficient materials for evaluators (less than 3 copies of contents) | 2 File Folder is presented with correct labeling and sufficient evaluators material • Project ID Page • Planning Process Summary • Works Cited | |
| Project Identification Page 0-2 points | 0 Project ID page is missing | 1 Project ID page is present but includes incorrect information | 2 Project ID page is present and completed correctly | |
| Punctuality 0-1 point | 0 Participant was late for presentation | | 1 Participant was on time for presentation | |

Evaluators' Scores

Evaluator 1 _____ Initials _____

Evaluator 2 _____ Initials _____

Evaluator 3 _____ Initials _____

Total Score _____ divided by number of evaluators

= **AVERAGE EVALUATOR SCORE**

Event Chairperson Total _____

(10 points possible)

Average Evaluator Score _____

(90 points possible)

Final Score _____

(Average Evaluator Score plus Room Consultant Total)

Rating achieved (circle one) Gold: 90-100 Silver: 70-89.99 Bronze: 1-69.99

Verification of final score and rating (please initial) Eval. 1 _____ Eval. 2 _____ Eval. 3 _____ Chair _____

