



STAR Events

Volunteer Handbook

Interpersonal Communications





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 area: *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 page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Education & Training
- Government & Public Administration
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Marketing
- Transportation, Distribution & Logistics

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.
2. Room consultants 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. 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 have up to 5 minutes to use the rubric to score and write comments for participant(s). File folders will be returned to participants at the end of scoring.

(continued next page)

| GENERAL INFORMATION | | | | | | | | |
|--------------------------|--------------------------------|-------------------------|-------------------|---|---|---|---------------------------|------------------|
| Individual or Team Event | Prepare Ahead of Time | Equipment Provided | Electrical Access | Participant Set Up / Prep Time | Room Consultant & Evaluator Review Time | Maximum Oral Presentation Time | Evaluation Interview Time | Total Event Time |
| Individual or Team | File Folder, Oral Presentation | Table, blank note cards | Not provided | 5 minutes set up/ 10 minutes case study | 5 minutes prior to presentation | 1-minute warning at 4 minutes; stopped at 5 minutes (same for case study) | 5 minutes | 35 minutes |

| PRESENTATION ELEMENTS ALLOWED | | | | | | | | | |
|-------------------------------|----------|----------|-------------|---------------|-----------|-----------------|-------|------------------------|---------|
| Audio | Costumes | Easel(s) | File Folder | Flip Chart(s) | Portfolio | Props/ Pointers | Skits | Presentation Equipment | Visuals |
| | ■ | ■ | ■ | ■ | | ■ | ■ | ■ | ■ |

ELIGIBILITY & GENERAL INFORMATION


1. Review “Eligibility and General Rules for All Levels of Competition” on page 87 prior to event planning and preparation.
2. 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.
3. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation, if desired.



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 room consultant at the designated participation time. The *file folder* must be labeled (typed or handwritten) in the top left corner with name of event, category, participant's name(s), and state.

| | |
|---|---|
| Project Identification Page | One 8½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, event name, project title, and chosen area of emphasis (i.e. <i>family, peer groups, school groups, community, or employment relationships</i>). |
| FCCLA Planning Process Summary Page | One 8½" 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. |
| Evidence of Online Project Summary Submission  | Complete the online project summary form located on the "Surveys" tab of the FCCLA Portal, and include proof of submission in the <i>file folder</i> . |
| Works Cited/Bibliography | Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> . |

Oral Presentation

The oral presentation **may be up to** 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 recordings 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 Family and Consumer Sciences | 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 notes or notecards if used. Wear appropriate 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. |

Interpersonal Communications Specifications (continued)

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 feasible and suitable solutions 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 COMMUNICATIONS

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

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 station numbers.
- 2. Before student presentation, the room consultants 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 staple all items related to the presentation together.
- 4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
- 5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points |
|--|--|--|--|
| Registration Packet 0 or 3 points | Picked up by adviser or designated adult during scheduled time No 0 Yes 3 | | |
| Event Online Orientation Documentation 0 or 2 points | Official documentation not provided at presentation time or signed by adviser 0 | Official documentation provided at presentation time and signed by adviser 2 | |
| File Folder 0-4 points | 0 No File Folder presented | 1 2 3 File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content | 4 File Folder is presented with correct labeling and evaluators material <ul style="list-style-type: none">• Project ID page• Planning Process Summary• Project Summary Submission Proof• Works Cited |
| 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**
Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)

ROOM CONSULTANT 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)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____



INTERPERSONAL COMMUNICATIONS

Rubric

Name of Participant _____

Chapter _____ State _____ Team # _____ Station # _____ Category _____

| FILE FOLDER | | | | | | | Points |
|--|--|--|--|---|--|---|--------|
| FCCLA Planning Process Summary Page 0-5 points | 0 Planning Process summary not provided | 1 Inadequate steps in the Planning Process are presented | 2 All Planning Process steps are presented but not summarized | 3 All Planning Process steps are summarized | 4 Evidence that the Planning Process was utilized to plan project | 5 The Planning Process is used to plan the project. Each step is fully explained | |
| Works Cited/Bibliography 0-3 points | 0 No resources listed | 1 Resources are incomplete, not current, or not reliable for project | 2 Reliable resources but incorrect style (<i>see style sheet</i>) | 3 Complete list of current and reliable resources, in MLA or APA style (<i>see style sheet</i>) | | | |
| ORAL PRESENTATION | | | | | | | Points |
| Organization/Delivery 0-10 points | 0 Presentation is not done or presented briefly and does not cover components of the project | 1 2 Presentation covers some topic elements | 3 4 Presentation covers all topic elements but with minimal information | 5 6 Presentation gives complete information but does not explain the project well | 7 8 Presentation covers information completely but does not flow well | 9 10 Presentation covers all relevant information with a seamless and logical delivery | |
| Identify Concerns 0-4 points | 0 No evidence of identifying concerns | 1 Identifying concerns and needs are limited in scope | 2 Participants use one or two methods to identify concerns | 3 Participants use surveys, data collection, interviews or other methods to identify concerns | 4 Participants identify the need to act; realize circumstances are uncertain and changing; and two or more reasonable options or alternative actions | | |
| Set a Goal 0-4 points | 0 Not evident | 1 Goal is evident | 2 Goal is clearly stated | 3 Goal is thoroughly stated | 4 Goal is stated in detail with measurable outcomes | | |
| Form a Plan 0-4 points | 0 Not evident | 1 Plan is stated with some detail | 2 Plan is detailed | 3 Plan includes details, timelines, and alternatives | 4 Plan is thorough, feasible and complete | | |
| Act 0-4 points | 0 Not evident | 1 Action steps are evident | 2 Plan is detailed in steps, tasks, and timelines | 3 Plan included analysis of effects of communication technology in family, work, and community settings | 4 Plan includes a thorough understanding and application of communication techniques and solutions | | |
| Evaluation Follow-Up 0-4 points | 0 No evidence | 1 Some evaluation and follow-up is planned | 2 Evaluation plans include multiple strategies | 3 Evaluation and follow-up is detailed and varied in strategies | 4 Evaluation and follow-up is extensive and includes evidence of Project Self-Evaluation | | |
| Project Rationale Clearly Stated 0-5 points | 0 No evidence | 1 Project rationale is limited | 2 Rationale for the project is clearly stated | 3 Rationale for the project is stated in a convincing manner, citing reasons and data | 4 Rationale for the project is thorough and compelling | 5 Rationale for the project is thorough, a compelling and urgent need and well documented | |
| Use of Appropriate Techniques 0-5 points | 0 No evidence | 1 Participants understanding limited methods of communication techniques | 2 Participants show some understanding of various communication techniques | 3 Participants show understanding of two or three communication techniques | 4 Participants show understanding and can apply various communication techniques | 5 Participants effectively apply techniques that are effective and appropriate | |

Interpersonal Communications Rubric (continued)

| | | | | | | | | | | | Points | |
|--|---|--|---|--|---|---|----------|----------|----------|----------|--|--|
| Impact on Interpersonal Communications 0-10 points | 0 Not evident | 1 Participants show a limited knowledge of the impact of interpersonal communications with their project | 2 Participants show areas of interpersonal communication that were strengthened by the project | 3 Participants explain one or more of the following: --how similarities and differences among people affect conflict prevention and management in their project --how to create an environment that encourages and respects ideas and perspectives --apply the roles of decision making and problem solving in reducing and managing conflict | 4 | 5 | 6 | 7 | 8 | 9 | 10 Participants show extensive knowledge and application of interpersonal communication that was strengthened by the project. Some of which might include those mentioned earlier and: --demonstrate processes for cooperating, compromising, and collaborating --demonstrate ethical behavior in family, workplace and community settings --demonstrate strategies to motivate, encourage, and build trust in group members --compare the relative merits of opposing points of view regarding current ethical issues | |
| Relationship to FCCLA Purposes and FCS 0-5 points | 0 Not evident | 1 Minimal evidence of FCCLA and FCS relationship | 2 Some knowledge of relationship of FCCLA and FCS | 3 Knowledge of FCCLA and FCS relationship but not shared | 4 Knowledge of FCCLA and FCS relationship is evident and shared | 5 Knowledge of FCCLA and FCS relationship is evident and well explained | | | | | | |
| Voice – pitch, tempo, volume 0-3 points | 0 Voice qualities not used effectively | 1 Voice quality is adequate | 2 Voice quality is good, but could improve | 3 Voice quality is outstanding and pleasing | | | | | | | | |
| Body Language/ Clothing Choice 0-3 points | 0 Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | 1 Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate | 2 Gestures, posture, mannerisms, eye contact, and clothing are appropriate | 3 Gestures, posture, mannerisms, eye contact, and clothing enhance presentation | | | | | | | | |
| Grammar/Word Usage/ Pronunciation 0-3 points | 0 Extensive (more than 5) grammatical and pronunciation errors | 1 Some (3-5) grammatical and pronunciation errors | 2 Few (1-2) grammatical and pronunciation errors | 3 Presentation has no grammatical or pronunciation errors | | | | | | | | |
| Responses to Evaluators' Questions 0-5 points | 0 Did not answer evaluators' questions | 1 Unable to answer some questions | 2 Responded to all questions but without ease or accuracy | 3 Responded adequately to all questions | 4 Gave appropriate responses to evaluators' questions | 5 Responses to questions were appropriate and given without hesitation | | | | | | |
| CASE STUDY | | | | | | | | | | | | |
| Presentation 0-2 points | 0 No case study presentation is made | 1 Case study response is limited in scope | 2 Case study responses indicate an understanding of the concepts and issues | | | | | | | | | |
| Knowledge of Communication Techniques 0-4 points | 0 Not evident in explanations | 1 Knowledge of communication techniques is limited | 2 Knowledge of communication techniques is evident in the case study response. Participants demonstrate effective listening and feedback techniques | 3 Knowledge of communication techniques is thorough. Explain how similarities and differences among people affect conflict prevention and management | 4 Knowledge of communication techniques is explained in detail. Apply ethical principles of communication | | | | | | | |
| Appropriate Solutions 0-4 points | 0 Not evident | 1 Participants share a limited response to one or two solutions | 2 Participants share feasible and suitable solutions | 3 Participants share many feasible and suitable solutions | 4 Participants share extensive suitable solutions and insights | | | | | | | |
| Responses to Evaluators' Questions 0-3 points | 0 Not evident | 1 Did not answer questions | 2 Answers show a limited understanding | 3 Answers are in depth and thorough | | | | | | | | |

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator # _____
Evaluation Initial _____
Room Consultant Initial _____

Prior to the event

- Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- Bring a calculator to the National Leadership Conference for totaling points. A phone with a calculator feature/app is acceptable, but please be prepared to place your phone in “airplane mode” during the competition times.

At the National Leadership Conference

- Attend room consultants meeting to review specific responsibilities.
- Prior to the event, check your room setup and materials. Review room consultant information and organize evaluator materials.
- Serve as doorkeeper for the event and enforce the no spectator policy. (Exception: Media and Business & Industry partners may be escorted into events with prior approval and arrangements made through national headquarters and Competitive Events Advisory Team.)
- When calling participants into the room to compete, use the name of event, category, chapter name, and state.
- Check off participant names on time schedule when they present.
- Collect and review participants’ file folder while they are setting up. Record points on the corresponding point summary form, and confer with the event lead consultant if there are any questions. Once complete, distribute the file folder contents appropriately to the evaluators to review.
- Following the participants’ presentations, encourage evaluators to make constructive and thorough comments on the rubrics or provided comment sheets.
- Keep evaluators on schedule and check for blank areas on rubrics.
- Total points on rubrics and point summary form, and indicate final rating. Show evaluators final ratings for each participant and have evaluator initial their rubric next to the Total Points box and in the space provided on the point summary form. If ratings are not consistent, remind evaluators that we ask evaluation teams to be within a 10-point range.
- Collect and return rubrics and point summary forms to the Assistant Lead Consultant in team number order.
- At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- Collect and return supplies to the Assistant Lead Consultant.
- Assist with Recognition Sessions as needed.
- Do not discuss ratings with anyone prior to Recognition Sessions.

Prior to the event

- ❑ Read all information provided through the mail and online from FCCLA national headquarters for room consultants in your event thoroughly.
- ❑ Bring a stopwatch to National Leadership Conference for timing events. A wristwatch is not acceptable. A phone with a stopwatch feature/app is acceptable, but please be prepared to place your phone in “airplane mode” during the competition times.

At the National Leadership Conference

- ❑ Attend room consultants meeting to review specific responsibilities.
- ❑ Assist adult room consultants as needed.
- ❑ Introduce each participant or team to the evaluators.
- ❑ Serve as timekeeper for the event.
 - allow 5 minutes for setup. Other persons may not assist.
 - begin timing as participant(s) begin their up to 5 minute oral presentation
 - hold up warning card at 4 minutes (one minute warning)
 - stop participants at 5 minutes
 - allow 5 minutes for evaluators to interview participant(s)
 - after the oral presentation and evaluator interview, escort participants to the case study room and provide with note cards and pencil for preparing presentation. Stay with the participants.
 - allow 10 minutes for participants to prepare a response to the presentation of case study (begin timing when participants are seated in case study room). After 10 minutes, escort participants back to evaluation room. **DO NOT ALLOW VISITORS IN CASE STUDY ROOM.** If more than one team is working in the room at the same time, ask all participants to work quietly.
 - allow up to 5 minutes for case study response. Evaluators may question participants about their response at this time.
- ❑ Direct participants outside of the event room after the evaluators’ questions have concluded so the evaluators may complete their rubrics.
- ❑ Thank the participants for their work and presentation.
- ❑ Allow evaluators a few minutes to write comments and discuss the entry among themselves before bringing in the next participant.
- ❑ At the end of the day complete the volunteer evaluation form and collect completed evaluations from the evaluators and adult room consultant. Return evaluations to the Assistant Lead Consultant with the other competition materials.
- ❑ Thank evaluators at the end of the event.
- ❑ Assist with Recognition Sessions as needed.
- ❑ Do not discuss ratings with anyone prior to Recognition Sessions.

General Information:

- Become familiar with the rules, point summary forms, and the rubric criteria. Question any criteria not understood. Remember that individual state event rules often differ from national event rules, and that national rules must be followed for the national competition.
- Do not request that participants hand you items – instead, please stand up for a closer look.
- When completing the rubric, circle the chosen score. Write the appropriate rating in the points column and write comments on the bottom or back of the rubric. All scores should be whole numbers (i.e. do not give individual rating categories 2.5 out of 5 points.) Specific and constructive written comments serve as a valuable source of feedback for the individuals and teams. Record Total Points. Verify point total and initial by the total point box.
- Remember that students are to follow the rubric and guidelines – please evaluate them according to this criteria and not to what you think they “should” have done (if not required/addressed in the event guidelines).
- Compare ratings with other evaluators and discuss the scores given to each student. The adult room consultant will then total scores and determine the average rating. Together, the evaluators will review the score and come to a consensus on the rating. **Although evaluator scores will vary, we recommend that all three evaluator ratings be within a 10-point range.** If the scores are outside a 10-point range, discuss the criteria and make sure there is a consensus between evaluators to standardize the participants score. Total scores should NOT be rounded.
- Rubrics and point summary forms are to be turned in to the room consultant at the end of the presentation, NOT held by evaluators until the end of the day to be adjusted.
- The decisions of the evaluators are final.
- Please discuss any suggestions for improvement on your event with the event lead consultant. Your comments are welcomed and appreciated.

Specific Event Information:

- 5 minutes prior to each presentation, evaluators and consultants will receive a copy of the participant file folder information for preview.
- Participants may then give up to a 5 minute oral presentation of their project.
- Following the oral presentation, evaluators will have 5 minutes to question participants about the project.
- While participants are completing the case study, evaluators should complete sections one and two of the rubric, and become familiar with the next entry’s file folder information (if available).
- Participants will return to the room and present up to a 5 minute response to the case study to the evaluators. The participants will return the case study to the evaluators. Evaluators may question participants and determine their knowledge of the subject or ask for clarification.
- Score the entry and discuss in private with the other evaluators on your team.
- Spend a few minutes reviewing strengths and areas for improvement of the presentation.
- Complete the rubric and initial your rubric next to the “Total Score” box at the bottom of the second page.
- Submit your final rubric and any additional comment sheets to the adult room consultant for review.

- ❑ Once the adult room consultant has finished reviewing and totaling the participant's score, double check for accuracy and initial the Point Summary Form where directed.
- ❑ At the end of the day complete the volunteer evaluation form and submit to the youth room consultant.
- ❑ Thank the room consultants for their assistance and work throughout the day.

DO NOT INFORM PARTICIPANTS OF THEIR SCORE OR RATING!

CAREER EXPLORATION THROUGH FCCLA

FCCLA made a concentrated effort to illustrate the connection of FCCLA and Family and Consumer Sciences (FACS) to career pathways and hosted a focus group to assist us in this process. A survey of business and industry stakeholders found that FCCLA most directly supports career pathways in the hospitality and tourism, visual arts and design, education and training, and human services careers.

FCCLA National Programs and Competitive Events support CTE students' development of knowledge and skills, enhancing the classroom experience and career pathway initiatives. FCCLA is integrated into FACS and is intracurricular, exposing students to work-based learning, business and industry networks, and industry-recognized certifications. FCCLA members explore career opportunities and build their real world skills by developing projects, engaging and participating in events, and competing regionally and nationally for scholarships and awards.



HOSPITALITY AND TOURISM

The management, marketing, and operations of restaurants and other food services, lodging, attractions, recreation events, and travel-related services.

Possible careers include:

- Restaurant, food service, lounge, casino, coffee shop, or catering owner, operator, or manager
- Hotel, motel, resort, or bed and breakfast owner, operator, or manager
- Tour company owner, operator, or manager
- Meeting and convention planner
- Interpreter or translator
- Tourism and travel services marketing manager

VISUAL ARTS AND DESIGN

Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Possible careers include:

- Stage designer
- Fashion/apparel designer or illustrator
- Interior designer
- Home furnishing coordinator
- Textile designer or chemist
- Costume designer

EDUCATION AND TRAINING

Planning, managing, and providing education and training services and related learning support services.

Possible careers include:

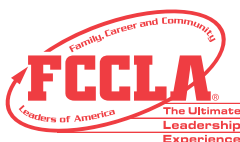
- Superintendent, principal, or administrator
- Teacher or instructor
- Preschool or kindergarten teacher
- Clinical, developmental, or social psychologist
- Social worker
- Counselor
- Teacher assistant
- Parent educator
- Child care worker
- Coach
- Recreation worker
- Sign language interpreter

HUMAN SERVICES

Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Possible careers include:

- Child care worker
- Child, family, or school social worker
- Director of childcare facility
- Preschool teacher
- Parent educator
- School counselor
- Sociologist
- Social services worker
- Personal or home care aide
- Leisure activities counselor
- Recreation worker
- Consumer credit counselor
- Personal financial advisor
- Consumer goods or services retailing representative or buyer
- Cosmetologist, hairdresser, or hairstylist



The FCCLA Planning Process for Individual and Team Action

The *Planning Process* is a decision-making tool that supports the organization’s overall philosophy about youth-centered leadership and personal growth. It can be used to determine group action in a chapter or class or to plan individual projects.



Go to <http://fcclainc.org/programs/resources.php> to download a blank FCCLA Planning Process template. This template may be modified, but all headings must be used, in the correct order. The FCCLA logo, STAR Events logo, and Planning Process graphics are encouraged but not required.



IDENTIFY CONCERNS

The circle represents a continuous flow of ideas and has no beginning or end. As a target, it symbolizes zeroing in on the one idea around which you would like to build a project.

- Brainstorm to generate ideas, or state the activity or problem you want to address if already determined.
- Evaluate your list and narrow it down to a workable idea or project that interests and concerns the majority or all of your members.



SET A GOAL

The arrow stands for deciding which direction you will take. It points toward the goal or end result.

- Get a clear mental picture of what you want to accomplish, and write your ideas down as your goal.
- Make sure your goal is one that can be achieved and evaluated.
- Consider resources available to you.



FORM A PLAN

The square represents the coming together of ideas—the who, what, where, when, and how of your plan.

- Decide what needs to be done to reach your goal.
- Figure out the who, what, where, when, and how.
- List the abilities, skills, and knowledge required on your part.
- List other available resources, such as people, places, publications, and funds.
- Make a workable timetable to keep track of your progress.
- List possible barriers you might face, and develop plans if necessary.
- Decide ways to recognize your accomplishments along the way.



ACT

The different squares in this symbol represent the activities to be carried out to meet your goal. It represents acting on the plan.

- Carry out your group or individual plan.
- Use *family* and *community* members, advisers, committees, task forces, and advisory groups when needed.



FOLLOW UP

The broken squares suggest examining the project piece by piece. This symbol also represents a “window” through which to review and evaluate the plan.

- Determine if your goal was met.
- List ways you would improve your project or plan for future reference.
- Share and publicize your efforts with others, including the media if appropriate.
- Recognize members and thank people involved with your project.



Competitive Events Glossary

The Competitive Events glossary was developed to help clarify questions about terms. Be sure you understand the rules for your event. Make certain you are following the national rules if they are different from your state rules.

Audience—A group of listeners, or readers of a work, program, or performance.

Audio equipment—Equipment used for the broadcasting of sound.

Audiovisual equipment—Equipment that uses both sight and sound to present information.

Best Practices Educator—An educator who models *professional* qualities, continued *professional* development and the use of current instructional approaches and strategies for teaching and learning. A best practices educator is committed to incorporating various teaching methods and seeks to utilize relevant *content* to create a classroom that is student focused. The educator should be recognized by *peers* for excellence and be fully certified in his/her field.

Bibliography—An alphabetical list of sources of information in an organized, consistent format (i.e. APA, MLA) on a given subject, period, etc.; a list of books, articles, software, etc., used or referred to by an author.

Campaign—Activities to achieve a specific objective.

Career-Related Education—Knowledge obtained through school curriculum and *community* service projects/activities that enhances a student’s ability to work in a specific occupation.

Classroom Situation—a situation in which there are multiple ages, learning styles, education levels, and/or special needs represented in students who are gathered in one space for an individual lesson.

Community—A group of people living in the same locality and under the same governance; the region in which one lives (i.e., *family*, school, *peers*, town, city, *employment*, etc.).

Comprehensive Student—Students enrolled in general courses in a Family and Consumer Sciences program.

Content—The subject or ideas contained in something written, said, or represented.

Content divider pages—Pages of a *portfolio* that separate content sections and do not contain *content* but may include *graphic* elements, titles, logos, theme

decorations, page numbers, and/or a table of contents for a content section.

Content pages—Pages of a *portfolio*, business plan, or *portfolio* that contain information about the project; one side of page only.

Costume—Clothing worn by someone who is trying to look like or portray a different person or thing, often related to a specific presentation or project theme.

Creative thinking—The ability to generate new ideas.

Critical thinking—The ability to use communication and problem-solving skills effectively to direct, monitor, and evaluate.

Current—Current information may vary by *content* field. Current research should be up-to-date based on research and study in the field.

Digital Story—A mixture of computer-based images, text, recorded audio narration, video clips, and/or music that focuses on a specific topic, and contains a personal or particular point of view.

Dimensions—The stated or required size of a *display*, *portfolio*, or container (i.e., measurements, number of pages, etc.). The measured *dimensions* include all items that are a part of the *display*, *portfolio*, or container (tablecloths, audiovisuals, *props*, equipment, moving parts, etc.). Examples include but are not limited to: tablecloths placed under a *display*, a *display* with one or more panels when the panel(s) are extended, and storage of items under or around the *display* table.

Display—An arrangement of material that includes but is not limited to: photos, project samples, etc., and is contained within a specified area that includes all materials, *visuals*, and *audiovisual equipment* to be used for the presentation.

Easel—A stand or frame that may range in size used to hold materials upright, usually during a presentation or *display*.

Competitive Events Glossary (continued)

Educational Enhancement Opportunity—Knowledge obtained through job shadowing, informational interviews, or career research projects that enhances a specific *occupational area*.

Electronic Portfolio—An *electronic portfolio*, also known as an **e-portfolio** or **digital portfolio**, is a collection of electronic evidence assembled and managed by a user, usually on the Web (also called Web folio). Such electronic evidence may include inputted text, electronic files such as Microsoft Word and Adobe® PDF files, images, multimedia, blog entries, and hyperlinks. E-portfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some e-portfolio applications permit varying degrees of *audience* access, so the same *portfolio* might be used for multiple purposes.

Employment—The work in which one is engaged; an activity to which one devotes time; may or may not include wages.

Fabric Care—Method(s) of cleaning and making suitable for wear.

Fabric Characteristics—Information about a fabric including, ease of use, special requirements of constructing garments with this fabric, limitations/advantages of using the fabric, and typical uses.

Family—Two or more persons, sometimes living under one roof, who nurture and support one another physically and emotionally, share *resources*, share responsibility for decisions, share values and goals, and have commitment to one another; environment created by caring people—regardless of blood, legal ties, adoption, or marriage—where individuals learn to be productive members of society; a context for discovery where one can comfortably accept challenges, make mistakes, have successes, be self-expressive, and grow as an individual.

Fiber Content—The types and amounts of different fibers in a fabric or garment.

File folder—A letter-size folder 8 ½" x 11" with one fold on lower horizontal edge and open on the other 3 sides; may have a tab at the top or may be straight cut. Within the *file folder*, each set of materials should be stapled separately. *File folder* may be any color. Required labeling for STAR Events competition does not have to be printed on an adhesive label.

Flip chart—A chart consisting of sheets hinged on one side that can be flipped over to present information sequentially.

Focus Group—A small group of individuals, not participating in the event, who test and/or evaluate an idea, event, or product with the intent of suggesting revisions for improvement.

Graphic—A picture, border, map, graphic font, or graph used for illustration or demonstration.

Hardcopy—Readable printed copy of the output of a machine, such as a computer.

In-depth service project—A detailed project that addresses one specific interest, concern, or need.

Individual event—An event completed by one person.

Lesson plan—A set of plans for teaching a concept that includes objective(s), plan of action, time schedule, *resources*, supplies, equipment, and evaluation process.

Mannequin—A full or partial human form that is or is close to actual body size which is used to display a garment or ensemble.

Model—A 3-D object which represents, in detail, the intent of a final version of a product.

National programs—Frameworks for FCCLA action that encourage members to enhance their personal growth and build leadership skills.

Occupational student—An *occupational student* is one who has completed or is currently taking a concentrated program that prepares individuals for paid *employment*.

Peer—A person who is equal to another in a particular category such as ability, age, rank, and/or qualifications.

Peer education—To provide with information, teach, or instruct a person or group equal in ability, age, rank, and/or qualifications (e.g., teens teaching teens).

Photo Album—A collection of photographs, either presented in a digital or printed format.

Plain paper—8 ½" x 11" paper with no *graphics* or design. Paper may be any solid color. Watermark is not allowed.

Planning Process—A five-step method (identify concerns, set a goal, form a plan, act, and follow up) to help FCCLA chapter members and advisers plan individual, group, or chapter activities.

Pointer—See *prop*. Laser *pointers* are not allowed.

Competitive Events Glossary (continued)

Portfolio—A record/collection of a person’s work organized in a format that best suits the project and meets the requirements of the event. *Portfolios* may be either *hardcopy* or *electronic*. See event specifications for allowable format.

Postconsumer Item—Any item which has been discarded by an end consumer. Examples include, but are not limited to, textiles, housewares, paper goods, sporting goods, etc.

Presentation equipment – Equipment using sight and/or sound to present information. See also audiovisual equipment.

Problem solving—The ability to recognize problems and devise and implement plans of action to solve the problems.

Professional—Worthy of the high standards of a profession.

Project identification page—A page at the front of a document or *display* containing headings specifically called for by event rules.

Prop—An object used to enhance a theme or presentation (e.g., book, puppet, *pointer*, etc.) that does not include *visuals*, audiovisuals, or *costumes/uniforms*. No live animals or people may be used as props or visuals. Props do not include *content*.

Prototype Formula—The ingredients, their quantities, and the process directions used to produce a food item.

Public Policy – The governing policy within a *community* as embodied in its legislative and judicial enactments which serve as a basis for determining what acts are to be regarded as contrary to the public good.

Reliable—Sources should be respected in the field and information found in the source should be able to be backed up by other sources or legitimate research.

Resources—Any source of information or assistance in carrying out a project. May be any medium (e.g. book, internet, chapter member, speaker, etc.) but must be cited appropriately when used.

School relationships—Relationships within an educational institution (e.g., student to student, student to educator, student to organization, etc.).

Seating and Traffic Standards—Standards for the amount of space needed for and around seating areas with various levels of traffic produced by the National Kitchen and Bath Association (Kitchen Planning Guidelines 8 & 9). NKBA Planning Guidelines can be found online at: <http://www.nkba.com/guidelines/kitchen.aspx>.

Skit—A short, rehearsed, theatrical sketch that could include interaction with others (also called role play).

Sound business practices—Practices that are *comprehensive*, ethical, realistic, and profitable.

Team—A *team* may be composed of one, two, or three participants from the same chapter and/or school with the following exception: the Parliamentary Procedure *team* may have four to eight participants from the same chapter and/or school.

Team event—An event that can be completed by an entire chapter but may be presented by a *team* of one, two, or three members.

Technology—A method, system, or process for handling a specific, technical problem.

Presentation equipment—Equipment used for visual projection without sound (e.g., projector, laptop, electronic tablet).

Visuals—Posters, charts, slides, presentation software, etc., which include *content*.