



Interpersonal Communication

FCCLA STAR Events Information

(Students Taking Action with Recognition)

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.

Project Connections

Top 5 Skills Students Report Learning Through Participation

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| Communication/Observation/Writing Skills | Self-Confidence |
| Leadership | Teamwork |
| Public Speaking | |

Career Clusters



National Family and Consumer Sciences Standards

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| Reasoning for Action Comprehensive Standard | 8.0 Food Production and Services |
| 1.0 Career, Community and Family Connections | 10.0 Hospitality, Tourism, and Recreation |
| 2.0 Consumer and Family Resources | 12.0 Human Development |
| 4.0 Education and Early Childhood | 13.0 Interpersonal Communications |
| 6.0 Family | 14.0 Nutrition and Wellness |
| 7.0 Family and Human Services | 15.0 Parenting |

Common Career Technical Core/Career Ready Practices

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| 1.0 Act as a responsible and contributing citizen and employee. | 8.0 Utilize critical thinking to make sense of problems and persevere in solving them. |
| 2.0 Apply appropriate academic and technical skills. | 12.0 Work productively in teams while using cultural/global competence. |
| 4.0 Communicate clearly, effectively, and with reason. | |
| 5.0 Consider the environmental, social and economic impacts of decisions. | |

FCCLA Programs



Projects may qualify to compete at the annual National Leadership Conference.
 Turn this page over to see examples of projects from across the nation and participation data.
 For more information on state participation, contact your state adviser



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Examples of Interpersonal Communication Projects:

"My project helps to educate parents of infants and toddlers on American Sign Language skills used in some daycare centers. A tutorial video was made to help parents learn these skills. In doing this, the parents and their children can better communicate with one another thanks to this non-verbal method. We hope to see these children grow and develop more successfully as a result of the improved communication." – Texas FCCLA Member

"Our project focused on teaching young student athletes about the importance of verbal and non-verbal communication in sport." – Minnesota FCCLA Member

"This project helped peers get together to talk about grief. High school students who experienced the loss of a loved one got together for weekly meetings. Each meeting consisted of different forms of communication activities where students learned skills that they could take back to their family setting." – Missouri FCCLA Member

"My partner and I did a skit and provided an informational oral presentation to give people ways to strengthen their communication. We are focusing on communication in the family, such as a mother and daughter relationship. We will show what to do and what not to do to settle arguments and to express feelings towards one another."

Interpersonal Communications by the Numbers:

2018-2019

Participants Nationwide: 285 teams, 535 participants

Levels: Level 1 (through grade 8); Level 2 (grades 9-10); Level 3 (grades 11-12)

Type of Event: Foundational

Nationwide Impact: 159,810 people

94% of Interpersonal Communications participants indicated this event is extremely or very useful to their future.
38% of Interpersonal Communications participants indicated they would pursue higher education related to the career chosen in their project.

To learn more about FCCLA STAR Events, visit the national FCCLA website, www.fcclainc.org, or email starevents@fcclainc.org.