

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: *family, peer* groups, school groups, *community* or *employment* relationships. Participants must prepare a *file folder*, an oral presentation and a response to a related case study.

ELIGIBILITY & GENERAL INFORMATION

1. Review the **STAR Events Front Pages** event requirements, policies, and event procedure before beginning the project.
2. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during the school year leading up to the National Leadership Conference (NLC), within the time frame July 1 through June 30, and must be the work of the participant(s) only.
3. **Online Orientation** - NLC participants are **encouraged** to view the STAR Events Online Orientation video to ensure they are fully prepared for the NLC. The video will be available in the FCCLA Student Portal under Resources. **Contact your state adviser for orientation procedures for competitions held prior to the NLC.**
4. **STAR Events Schedule Confirmation** – It is **strongly suggested** that chapter advisers confirm participants' STAR Events schedules in the FCCLA Adviser Portal. Advisers can review students' schedules in the FCCLA Adviser Portal by visiting the Meetings & Events tab, selecting the NLC tab, and choosing "Confirm STAR Competition." review students' schedules in the FCCLA Adviser Portal by visiting the Meetings & Events tab, selecting NLC, and choosing "Confirm STAR Competition." **Confirming schedules in advance helps ensure that participants are qualified, registered for the conference, and competing in the correct STAR Event. Schedule changes after the published deadline are subject to a \$25 change fee.** Please refer to the FCCLA Website (Competitive Events Dates & Deadlines).
5. Participants who do not follow event guidelines, align with the event definition, or address the current event topic will not have their project evaluated. However, they may still participate in the competition by delivering an oral presentation and will be evaluated based on the presentation.

[CLICK HERE TO VIEW NATIONAL DEADLINES](#)

CAREER CLUSTERS ALIGNMENT

Arts & Design	Education & Training	Financial Services
■	■	■
Hospitality & Tourism	Human Services	Public Service
■	■	■

EVENT LEVELS

Level 1: Through Grade 8	Level 2: Grades 9–10	Level 3: Grades 11–12	Level 4: Postsecondary
■	■	■	■

Review the "Event Description and Levels" section of the policies in the front of the guidelines for more information on event levels.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1–3	<i>File Folder</i> and Oral Presentation	Table–Yes Electrical Access–No Wall Space–No Supplies–No Wi-Fi – No	FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED

Audio	Easel(s)	File Folder	Flip Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
	■	■	■		■	■	■	■

TOP 5 SKILLS STUDENTS REPORT LEARNING THROUGH PARTICIPATION

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

INTERPERSONAL COMMUNICATIONS BY THE NUMBERS: 2025 - 2026

Participants Nationwide	Type of Event	Nationwide Impact
563	Foundational	253,748

89% of Interpersonal Communications participants indicated this event is extremely or very useful to their future.
42% of Interpersonal Communications participants indicated they would pursue higher education related to the career chosen in their project.

PARTICIPANT TESTIMONIALS

"This project positively impacted my school community by improving how students listened and communicated with one another. Through the Listening Triad activity, peers were given a structured opportunity to share personal thoughts and practice empathy, respect, and active listening. Many students expressed that they felt more heard and understood, which helped strengthen relationships and reduce misunderstandings. The project also raised awareness about communication barriers such as apathy and technology, encouraging students to be more intentional listeners in future classroom, social, and community interactions."

– Nebraska FCCLA Member

"This project made an impact in the elementary schools we intern in and our community by addressing the student conflicts that teachers often face in classrooms. By teaching students respectful communication strategies, students were better prepared to handle disagreements calmly, helping create a more positive classroom environment where students and teachers can thrive. "

– Georgia FCCLA Member

SCHOLARSHIPS

Each year FCCLA's collegiate partners award over 13 million in scholarships to the Top 3 placing Level 3 teams/individuals annually at the National Leadership Conference. Scholarship details can be found on the FCCLA Website.

INTERPERSONAL COMMUNICATIONS GUIDELINES AND RUBRICS

The STAR Events Guidelines and rubrics are updated annually, and they are an exclusive benefit for FCCLA members. Advisers can access and download the guidelines from the FCCLA Portal.

[ADVISER PORTAL](#)