



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. *Event is offered to members in the following categories: Junior (through grade 9), Senior (grades 10-12), Occupational (grades 10-12)*

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:

"The school counselor and I have put together a group of high school students and elementary students and paired them up to start a program for students who need a little extra encouragement or a helping hand. This program has helped out a lot of students in our school. I plan on talking to other local schools about this program and I hope some schools feel this is a good program for their school and that their students can get the help they need." North Dakota FCCLA Chapter

"We created a survey for our administrators and counselors to fill out about which labs they feel could benefit the most from some communication training. After we looked at the data from the surveys we planned a training based around that lab. We presented the training to the labs and followed up with the lab instructor weeks later." Ohio FCCLA Member

"We went over to the elementary school and gave half the class a story to read by themselves and then gave the other half the same story in which we read it to them. We were able to do this to two classrooms. We then averaged out the scores and noticed how some kids learn differently whether it is reading or listening and teachers/parents have to really understand that." Wisconsin FCCLA Member

"A Walk in Their Footsteps is an interpersonal communication project promoting respect for authority. Because only 25% of what is said is remembered, the aid of brochures, pamphlets, flyers, and a display, allowed for the information over the need for respect to be reinforced. Appreciation for authority was shown through the crafts and gifts made by students for the staff and campus officer. With this project, I was also able to reach out to more students through an article I wrote which was posted on the school website. Awareness for respect is evidently needed when directed towards authority, which is why this project was created." Texas FCCLA Member

Interpersonal Communications by the Numbers: 2017-2018

Participants Nationwide: 284 teams, 530 participants

Categories: Junior, Senior, Occupational

Type of Event: Foundational

Nationwide Impact: 1,329,306 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.