

Nutrition and Wellness, an *individual* event, recognizes participants who track food intake and physical activity for themselves, their *family*, or a *community* group and determine goals and strategies for improving their overall health. Participants must prepare a *portfolio*, *visuals*, and an **oral presentation**.

### NEW JERSEY CORE CURRICULUM STANDARDS

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- 5.3.12.A.3 Predict a cell's response in a given set of environmental conditions.
- 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans
- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.3.HT-RFB.8 Implement standard operating procedures related to food and beverage production and guest service.
- 9.3.HT-RFB.10 Apply listening, reading, writing and speaking skills to enhance operations and customer service in food and beverage service facilities.

**CAREER READY PRACTICES**

- ✓ Act as a responsible and contributing citizen and employee.
- ✓ Apply appropriate academic and technical skills
- ✓ Communicate clearly and effectively with reason
- ✓ Consider the environmental, social and economic impacts of a decision.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Use technology to enhance productivity.

**NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES**

- 9.3.1 Analyze nutrient requirements across the life span.
- 9.3.2 Analyze nutritional data.
- 9.3.3 Apply principles of food production to maximize nutrient retention in prepared foods.
- 9.4.4 Construct a modified diet based on nutritional needs and health conditions.
- 9.4.5 Design instruction for health maintenance and disease prevention.

**EVENT CATEGORIES**

**Junior:** Participants in grades 6 – 9

**Senior:** Participants in a comprehensive program in grades 10 – 12

**Occupational:** Participants in an occupational program in grades 10 – 12

**ELIGIBILITY**

1. A chapter may register one (1) entry in each event category.
2. An entry is defined as one (1) participant.
3. An event category is determined by the participant's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

**PROCEDURES & REGULATIONS**

1. The Nutrition and Wellness 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 Conference.
2. The Nutrition and Wellness project must be planned and prepared by the participant only. Supporting resources are acceptable as long as the participant is 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.
3. Each participant must submit a *portfolio* to the room location designated in the State Leadership Conference program during the specified registration time.
4. Each entry will have five (5) minutes to set up for the event. Other persons may not assist.
5. The oral presentation **may be up to ten (10) minutes** in length.
6. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.
7. Following the presentation, evaluators will have the opportunity to ask questions of the participant.
8. Evaluators will use the rating sheet to score and write comments for each entry.
9. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless internet connection will not be available.
10. Spectators may not observe any portion of this event.
11. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.


General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual	Portfolio, Visuals, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

### NUTRITION AND WELLNESS SPECIFICATIONS

#### Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider* pages and tabs, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. The *portfolio* must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	One 8½” x 11” page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name, chapter name, school, city, state, event name, and project title.
1- 8½” x 11” page	Table of Contents	One 8½” x 11” page. List the parts of the <i>portfolio</i> in the order in which the parts appear.
1- 8½” x 11” page	FCCLA <i>Planning Process</i> 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; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
1 	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>portfolio</i> .
0-9	Divider Pages or Sections	Use up to nine (9) <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 35 8½” x 11” pages	Subject Profile	The participant will detail the subject of their project including past and <i>current</i> nutrition and wellness information. Participants in each category should develop projects under the following subjects: <b>Junior:</b> <ul style="list-style-type: none"> <li>Self: The project should concern the individual participant’s own nutrition and wellness</li> </ul> <b>Senior and Occupational</b> (Choose one of the following two options): <ul style="list-style-type: none"> <li>Family: The project should concern the individual participant’s family’s nutrition and wellness (for the purpose of this project, the participant should include all members of their immediate family or specifically those living in one residence together)</li> <li><i>Community</i>: The project should be based on an institution or <i>campaign</i> in the participant’s <i>community</i> (e.g. school, nursing home, early childhood center, specific restaurant, etc.)</li> </ul>
	Nutrition and Wellness Research Goals	The participant will research recommendations for nutrition and wellness using, but not limited to, the <i>resources</i> listed in the event specifications. Participants should determine at least three key nutrition issues and three key wellness issues which relate to their project area, then elaborate on <i>current</i> information about each item. Research should be summarized in no more than two (2) 8½” x 11” pages.

Up to 35 8½” x 11” pages (cont'd)	Nutrition and Wellness Tracking	The participant will track <i>current</i> nutritional intake and wellness activity for the project’s subject(s) for one week (seven consecutive days). Tracking may be done using a website or app of the participant’s choosing. The participant should summarize the week’s tracking of the project’s subject(s) for the <i>portfolio</i> .
	Nutrition and Wellness Concerns	The participant should outline the concerns of the project’s subject(s) and develop goals for improving the nutrition and wellness plan of the subject(s). This includes health concerns, personal goals of the individuals(s), etc.
	Nutrition and Wellness Goals	The participant will develop three to five goals for the project and steps that should be taken to reach the goals. <b>* Please note: If health concerns are involved, the participant should seek the assistance of a trained professional (doctor, dietician, personal trainer, etc.). Participants should not consider themselves experts in nutrition and wellness.</b>
	Nutrition Plan	The participant will develop one recommended nutrition plan that includes four week’s worth of menus that meet the nutritional needs of the project’s subject (individual, family, or <i>community</i> ) in accordance with the above goals. This should include all meals and snacks that would be consumed by the individual (Junior), consumed by the family with recommendations for meals not eaten together, or served by the institution with general recommendations for other meals eaten by those individuals involved. The Nutrition Plan should be realistic in regards to the schedule of the subject(s).
	Wellness Plan	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subject(s). This should be a four-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).
	Implementation & Reflection	The participant should discuss the nutrition and wellness plan with the subject (Junior reflects on it personally, Senior and Occupational with the family or the individual(s) in charge of nutrition and wellness). Junior participants should try to implement their plan and reflect on the process and results of doing so. Senior and Occupational participants should work with their family or the <i>community</i> to determine if the plan can be implemented and/or if any changes can be made based on the plan’s recommendations. If changes are made, the participant should reflect on what differences were seen in those who took part.
	Works Cited / Bibliography	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .
	Appearance	<i>Portfolio</i> must be neat, legible, and <i>professional</i> and use correct grammar and spelling.

**Oral Presentation**

The oral presentation **may be up to** ten (10) minutes in length and is delivered to evaluators. The presentation should explain the specifics of the project. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to one (1) minute playing time during the presentation. *Presenation equipment*, with no audio, may be used throughout the oral presentation. Participants may use any combination of *props*, materials, supplies, and/or equipment to demonstrate how to carry out the project.

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize project.
Relationship to FCS Coursework and/or Related Careers	Describe relationship of project <i>content</i> to Family and Consumer Sciences and related careers.
Knowledge of Nutrition and Wellness	Demonstrate thorough knowledge of nutrition and wellness and ability to apply knowledge to real-life situations.
Use of <i>Portfolio</i> and <i>Visuals</i> During Presentation	Use the <i>portfolio</i> to describe all phases of the project. Use original, creative, and appealing <i>visuals</i> to support, illustrate, or complement presentation.
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 notes or note cards if used. Wear appropriate clothing for the nature of the event.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

**Resources**

- [www.choosemyplate.gov](http://www.choosemyplate.gov)
- [www.fueluptoplay60.com](http://www.fueluptoplay60.com)
- [www.fitness.gov](http://www.fitness.gov)
- [www.usda.gov](http://www.usda.gov)
- [www.fda.gov](http://www.fda.gov)
- [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- [www.niddk.nih.gov/health-information/weight-management/body-weight-planner](http://www.niddk.nih.gov/health-information/weight-management/body-weight-planner)

**Nutrition and Wellness Rating Sheet**

Name of Participant \_\_\_\_\_ School \_\_\_\_\_

Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Occupational

**INSTRUCTIONS:**

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Very					Score	Comments
	Poor	Fair	Good	Good	Excellent		
<b>PORTFOLIO</b>							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Subject Profile	0-2	3-4	5-6	7-8	9-10		
Evidence of Nutrition and Wellness Research	0-2	3-4	5-6	7-8	9-10		
Nutrition and Wellness Tracking	0	1	2	3	4		
Nutrition and Wellness Concerns	0-1	2	3	4	5		
Nutrition and Wellness Goals	0-1	2	3	4	5		
Nutrition Plan	0-1	2-3	4	5-6	7-8		
Wellness Plan	0-1	2-3	4	5-6	7-8		
Implementation and Reflection	0-1	2	3	4	5		
Appearance	0-1	2	3	4	5		
<b>ORAL PRESENTATION</b>							
Organization / Delivery	0-2	3-4	5-6	7-8	9-10		
Relationship of FCS Coursework and Standards	0-1	2	3	4	5		
Knowledge of Subject Matter	0-1	2	3	4	5		
Use of Portfolio & Visuals	0-1	2	3	4	5		
Voice, Body Language, Clothing, Grammar and Pronunciation	0-1	2	3	4	5		
Responses to Evaluators' Questions	0-1	2	3	4	5		

**Total Score** \_\_\_\_\_

**Verification of Total Score** (please initial)

Evaluator \_\_\_\_\_

Room Consultant \_\_\_\_\_

Lead Consultant \_\_\_\_\_

**Circle Rating Achieved:**

Gold: 90-100

Silver: 79-89

Bronze: 70-78