

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 LEARNING STANDARDS

- SLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- SLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
- W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
- 2.1.8.B.4 Analyze the nutritional values of new products and supplements.
- 2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- 2.1.12.B.2 Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.
- 2.1.12.B.3 Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.
- 9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate and express ideas.
- 9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.
- 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.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 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.1 Describe ethical and legal responsibilities in Food and beverage service facilities
- 9.3.HT-RFB.2 Demonstrate safety and sanitation procedures 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.
- ✓ Work productively in teams while using cultural global competencies

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES

- 8.2.1 Identify characteristics of major food borne pathogens, their role in causing illness, foods involved in outbreaks, and methods of prevention.
- 8.2.7 Demonstrate safe food handling and preparation techniques that prevent cross contamination from potentially hazardous foods.
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 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.
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.

EVENT LEVELS

Level 1: Participants through grade 8

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may register one (1) entry in each event level.
2. An entry is defined as one (1) participant or one (1) team comprised of a maximum of three (3) members.
3. An event level 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. 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.
4. Spectators may not observe any portion of this event.
5. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

Each entry must submit a <i>portfolio</i> to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation may be up to ten (10) minutes in length. If audio or audiovisual recordings are used, they are limited to one (1) minute playing time during the presentation. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	


General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual or Team (1-3 participants)	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>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participant’s name(s), chapter name, school, city, state, event name, and project title.
1- 8½” x 11” page	Table of Contents	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	Summarize 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 signed 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(s) will detail the subject of their project including past and <i>current</i> nutrition and wellness information. Participants in each level should develop projects under the following subjects: Level 1: <ul style="list-style-type: none"> Choose one individual on the team. The project should concern the individual participant’s own nutrition and wellness or the family’s nutrition and wellness (the members of the immediate family or all those living in the residence together). Level 2 and Level 3 (Choose one of the following two options): <ul style="list-style-type: none"> Family: The project should concern one of the individual participant’s family’s nutrition and wellness (the members of the

Up to 35 8½” x 11” pages (cont’d)		immediate family or all those living in the residence together) <ul style="list-style-type: none"> • <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.)
	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.
	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. * 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.
	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 (Level 1), consumed by the family (Levels 1, 2, or 3) 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	Discuss the nutrition and wellness plan with the subject (Level 1 reflects on it personally, or with the family; Levels 1, 2 and 3 with the individual(s) in charge of nutrition and wellness). Level 1 participants should try to implement their plan and reflect on the process and results of doing so. Levels 1, 2 and 3 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 participants 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. *Presentation 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 business 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
- www.fueluptoplay60.com
- www.fitness.gov
- www.usda.gov
- www.fda.gov
- www.actionforhealthykids.org
- www.niddk.nih.gov/health-information/weight-management/body-weight-planner

Nutrition and Wellness Rating Sheet

Name of Participant(s) _____

School _____ **Event Level** _____

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		
PORTFOLIO							
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		
ORAL PRESENTATION							
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