

Sports Nutrition, an *individual* or *team event*, recognizes participants who use Family and Consumer Sciences skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of a student athlete. Participants must prepare a **file folder**, **visuals**, an **oral presentation**, and demonstrate a method to be used by the athlete to assist with nutrition management.

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.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options.
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.4.12.CI.3	Investigate new challenges / opportunities for personal growth, advancement, and transition.

- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 1.2.12prof.Cn10a Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences.

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.
- 8.5.1 Demonstrate professional skills in safe handling of knives, tools, and equipment.
- 8.5.3 Utilize weights and measurement tools to demonstrate knowledge of portion control and proper scaling and measurement techniques.
- 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of variety of foods.
- 8.7.5 Demonstrate sensitivity to diversity and special needs.
- 9.1 Analyze career paths within the food science, food technology, dietetics, and nutrition industries, production and the food services industries.
- 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 9.3.2 Analyze nutritional data.
- 9.3.3 Apply principals of food production to maximize nutrient retention in menus.
- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.
- 9.3.7 Plan menus, applying the exchange system to meet various nutrient needs.
- 9.4 Apply basic concepts if nutrition and nutrition therapy in a variety of settings.
- 9.6.1 Build menus to customer/client preferences.
- 9.6.3 Apply standards for food quality and sustainability.
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.
- 14.5.1 Investigate how scientific and technical advances influenced the nutrient content, availability, and safety of food.
- 14.5.3 Analyze the effects of technical advances on the selection, preparation, and home storage of food.

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 two (2) entries 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 a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.
5. Participants must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.

PROCEDURES & REGULATIONS

1. The Sports Nutrition 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 Sports Nutrition project must be planned and prepared by the participant(s) only. Supporting resources are acceptable as long as participants are 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. The nutritional plan and management tool do not have to be implemented by the student athlete. The selected student athlete should be someone other than the participant(s).
4. Chapters with multiple entries in this event must submit different projects for each entry.
5. 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.
6. Spectators may not observe any portions of this event.
7. Two (2) individuals or teams from each event level may be chosen to represent New Jersey at the National Leadership Conference.

Each entry must submit a digital file folder via Google Drive by March 15, 2022. The hard copy file folder must be submitted at the State Leadership Conference 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. The oral presentation is a time for the participant(s), in the role of student nutritionist/dietician , to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. Students take on the role of the student nutritionist/dietician. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation.
Following the presentation, evaluators and participant(s) will step out of character as nutritionist/dietician(s) and student athletes for a follow-up interview as evaluators and participant(s).	
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)	File Folder, Visuals, Oral Presentation, Management Tool	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
■		■	■	■		■		■	■

SPORTS NUTRITION SPECIFICATIONS

File Folder


Although, this is an in-person event, each entry will require a digital folder and hard copy digital folder.

An assigned digital folder to submit the project materials via Google Drive will be provided to the adviser upon competitive event registration. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Each entry must submit a digital file with the following information:

- A. Project Identification Page
 - Name(s) of Participant(s)
 - School Name
 - Chapter Name
 - City & State
 - Event Name (Sports Nutrition)
 - Event Level
 - Project Title
- B. FCCLA Planning Process Summary Page
- C. Evidence of Online Project Summary Submission
- D. Sport and Training Summary Page(s)
- E. Student Athlete Demographic Page
- F. Student Athlete Daily Schedule Page
- G. Works Cited

Participant(s) will submit one (1) letter-size hard copy *file folder* containing one set, stapled, of the items listed below to the designated location in the conference program. The hard copy *file folder* must be labeled (typed or handwritten) in the top left corner with participant's name, school name, chapter name, event name (Sports Nutrition), and event level.

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), school, chapter name, city, state, event name, event level, and title of project.
1- 8½" x 11" page	<i>FCCLA Planning Process Summary Page</i>	Summarize how each step of the <i>Planning Process</i> was used to develop the Sports Nutrition project. 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>file folder</i> .
1 to 2 - 8½" x 11" page	Sport and Training Summary Pages	Summarize the specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport.
1- 8½" x 11" page	Student Athlete Demographic Page	Provide a description of student athlete, including gender, first name, age, height, goal weight, and activity level. Include any specific health concerns (food preferences, food intolerances, dietary restrictions, physical disorders, cultural needs, etc.).
1- 8½" x 11" page	Student Athlete Daily Schedule Page	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep, and other responsibilities (work, volunteering, tutoring, etc.). Should not reflect a competition day.
1- 8½" x 11" page	Works Cited / <i>Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .

Nutritional Plan and Management Tool

The participant will develop a nutrition plan with specific, measurable, attainable, realistic, and timely goals; provide a nutritional evaluation, and present a management tool to be used by the student athlete.

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Nutritional Plan Goals	Identify 3 – 5 goals the nutrition plan addresses, to include nutritional needs, hydration, and performance goals. In addition, identify if the plan is to maintain weight, encourage weight loss, or result in weight gain.		
Nutrition and Hydration Plan	Participants will develop a three-day nutritional plan to include two pre-competition days and one competition day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.		Participants will develop a five-day nutritional plan to include three pre-competition days, one competition day, and one recovery day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance.
Nutritional Evaluation	Analyze each day of the nutritional plan using a nutrient analysis program of the participant’s choice.	Analyze each day of the nutritional plan using a nutrient analysis program of the participant’s choice. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure that the analysis meets the needs of the student athlete. Provide a rationale for any discrepancies	
Management Tool	Provide the student athlete with a suggested method to monitor and manage their nutritional plan and goals. This may involve technology (mobile applications, website tracking, etc.) or may be paper-pencil, stickers, etc. The management tool should meet the needs of the student athlete and be realistic given the student’s daily schedule. The management tool can be commercially available or designed by the participant.		

Presentation of Nutritional Plan and Management Tool to Student Athlete / Oral Presentation

The oral presentation is a time for the participant(s), **in the role of student nutritionist/dietician**, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. The nutrition plan will be explained, and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a three (3) minute playing time during the presentation. Following the presentation, evaluators and participant(s) will step out of character as nutritionist/dietician(s) and student athletes for a follow-up interview as evaluators and participant(s).

	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>
Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.		
Knowledge of Sports Nutrition	Demonstrate thorough knowledge of sports nutrition related to the participant's chosen project.		
Relationship of Family and Consumer Sciences Coursework/ Standards	Describe the relationship of Family and Consumer Sciences coursework to project.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
Use of <i>Visuals</i> during Presentation	The <i>visuals</i> chosen present the nutritional plan in a way that is clear, concise, and visually appealing.		
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 <i>visuals</i> or note cards if used. Wear appropriate business clothing for the nature of the presentation.		
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.		
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding the nutrition plan and management tool. Questions are asked after the presentation.		

Sports Nutrition Rating Sheet

Name of Participant(s) _____

School _____ **Event Level** _____

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
FILE FOLDER							
FCCLA Planning Process Summary	0-1	2	3	4	5		
Sports & Training Summary Page(s): Specific physical demands, training schedule and competitions, general nutrition and hydration needs	0-2	3-4	5-6	7-8	9-10		
Student Athlete Demographics Page: Description of athlete and health concerns	0-1	2	3	4	5		
Student Athlete Daily Schedule Page: Typical daily schedule including school, training and other responsibilities	0-1	2	3	4	5		
Works Cited / Bibliography	0-1		2		3		
NUTRITION / HYDRATION PLAN							
Nutrition Plan Goals: Addresses 3- 5 goals that include nutrition, hydration and performance. Weight goal is identified	0-2	3-4	5-6	7-8	9-10		
Nutrition & Hydration Plan: Extensive plan provides appropriate and realistic recommendations	0-3	4-6	7-9	10-12	13-15		
Nutritional Evaluation: Analysis is complete and meets the needs of the athlete	0-2	3-4	5-6	7-8	9-10		
Management Tool: Realistic and meets easy to understand and use meets the needs and schedule of the athlete	0-1	2	3	4	5		
ORAL PRESENTATION							
Organization/Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Relationship of Family and Consumer Sciences Coursework/ standards	0	1		2	3		
Use of visuals during presentation	0	1	2	3	4		
Voice, Body Language, 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