

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.
9.2.8.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 fir 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 technological 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 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. Chapters with multiple entries in this event must submit different projects for each entry.
4. 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.
5. Spectators may not observe any portion of this event.
6. Two (2) individuals/teams may be chosen from each event category to represent New Jersey at the National Leadership Conference.

Each participant <u>must</u> submit a digital <i>portfolio</i> by the identified due date and a hard copy <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 <u>may be up to ten (10) minutes</u> 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. Students will submit a digital version and a hard copy version of the portfolio.

Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the “hard copy” portfolio. The digital portfolio is a digital replica of the “hard copy” portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

For the hard copy portfolio, 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 contain more than 48 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

		Level 1	Level 2	Level 3
1- 8½” x 11” page	Project Identification Page	Plain paper, with no <i>graphics</i> or decorations; must include participant’s name(s), school, chapter name, city, state, event name, event level 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 Planning Process 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> .		
1-8 ½” x 11” page	Subject Profile	The participant(s) will detail the subject of their project including past and <i>current</i> nutrition and wellness information. Choose one individual on the team. The project should concern the individual participant’s own nutrition and wellness.	The participant(s) will detail the subject of their project including past and <i>current</i> nutrition and wellness information. Choose one of the following two options: 1) Family: the project should concern one of the individual participant’s family’s nutrition and wellness (the members of the immediate family or all those living in the residence together) 2) Community Business or Industry: the project should be based on an institution or campaign in the participant’s community (e.g. school, nursing home, early childhood center, specific restaurant, etc.)	
3 - 8 ½” x 11” pages	Nutrition and Wellness Research	Participants should determine at least three	Participants should determine at least four key	Participants should determine at least five key

		key nutrition issues and three key wellness issues which relate to their project area, then elaborate on <i>current</i> information about each item.	nutrition issues and four key wellness issues which relate to their project area, then elaborate on <i>current</i> information about each item.	nutrition issues and five key wellness issues which relate to their project area, then elaborate on <i>current</i> information about each item.
		Level 1	Level 2	Level 3
Up to 35 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 for four (4) consecutive days. Tracking may be done using a website or app of the participant's choosing. Summarize the week's tracking of the project's subject.	The participant will track <i>current</i> nutritional intake and wellness activity for the project's subjects for one week (seven consecutive days). Tracking may be done using a website or app of the participant's choosing. Summarize the week's tracking of the project's subjects.	The participant will track <i>current</i> nutritional intake and wellness activity for the project's subjects for ten (10) consecutive days. Tracking may be done using a website or app of the participant's choosing. Summarize the week's tracking of the project's subjects.
	Nutrition and Wellness Concerns	The participant should outline at least three (3) of the concerns of the project's subject and develop at least three (3) goals for improving the nutrition and wellness plan of the subject. This includes health concerns and personal goals of the individual.	The participant should outline at least four (4) of the concerns of the project's subjects and develop at least four (4) goals for improving the nutrition and wellness plan of the subjects. This includes health concerns and personal goals of the individuals.	The participant should outline at least five (5) of the concerns of the project's subjects and develop at least five (5) goals for improving the nutrition and wellness plan of the subjects. This includes health concerns and personal goals of the individuals.
	Nutrition and Wellness Goals	The participant will develop at least three (3) goals for the project and steps that should be taken to reach the goals.	The participant will develop at least four (4) goals for the project and steps that should be taken to reach the goals.	The participant will develop at least five (5) 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 <i>professional</i> (doctor, dietitian, 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 one weeks' worth of menus that meet the nutritional needs of the project's subject in accordance with the above goals. This should include all meals and snacks that would be consumed by the individual. The nutrition plan should be realistic in regard to the schedule of the subject.		
	Wellness Plan	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the	The participant will develop one recommended nutrition plan that includes three weeks' worth of menus that meet the	The participant will develop one recommended nutrition plan that includes four weeks' worth of menus that meet the nutritional

Up to 35 8½" x 11" pages (cont'd)		subject. This should be a one-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).	nutritional needs of the project's subject in accordance with the above goals. This should include all meals and snacks that would be consumed by the individual. The nutrition plan should be realistic in regard to the schedule of the subject.	needs of the project's subjects in accordance with the above goals. This should include all meals and snacks that would be consumed by the subjects. The nutrition plan should be realistic in regard to the schedules of the subjects.
		Level 1	Level 2	Level 3
	Implementation & Reflection	Document discussion of the nutrition and wellness plan with the subject(s). 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, summarize the differences seen, if any, in those who took part.	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subject. This should be a three-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).	The participant will develop one recommended wellness plan that will meet the needs and help realize the goals of the subjects. This should be a four-week comprehensive plan that includes all aspects of wellness (e.g. exercise, sleep, etc.).
	Works Cited / Bibliography	Use MLA or APA citation style to cite all references. Resources should be <i>reliable and 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.

	<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 project.		
Relationship of Family and Consumer Sciences Coursework/Standards	Describe the relationship of Family and Consumer Sciences coursework to nutrition and wellness project.	Describe the relationship of Family and Consumer Sciences coursework to nutrition and wellness project. Explain which national FCCLA program could be used during project implementation.	Describe the relationship of Family and Consumer Sciences coursework to nutrition and wellness project. Explain which national FCCLA program could be used during project implementation. Identify FCS career pathway connections.
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:

- 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.
- 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.

Improvement: Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
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 Summary	0-1	2	3	4	5-6		
Appearance- Neat and organized	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		
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