

The Eat Right, Budget Tight is a NJ FCCLA state event conducted prior to the Fall Leadership Connection. It is an *individual* or *team* event that combines meal planning, creativity, and budgeting skills. The goal is to plan a healthy and interesting 3-day menu (Breakfast, Lunch and Dinner) for a family of 4 for 3 days with a price limit of \$75. This event will require organization, creativity and savvy.

**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.
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.
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.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
1.2.12acc.Cr1b	Organize and design artistic ideas for media arts productions.
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.
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**

- ✓ Apply appropriate academic and technical skills
- ✓ Attend to personal health and financial well-being.
- ✓ Communicate clearly and effectively with reason.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Use technology to enhance productivity.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership, and effective management.

**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.
- 8.5.9 Prepare sandwiches, canapes and appetizers using safe handling and professional preparation techniques
- 8.5.12 Demonstrate professional plating, garnishing, and food presentation techniques.
- 14.3.1 Apply various dietary guidelines in planning to meet nutrition and wellness needs.
- 14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious and aesthetically pleasing foods.

**EVENT CATEGORIES**

- Junior:** Participants in grades 6 – 8  
**Senior:** Participants in a comprehensive program in grades 9 – 12  
**Occupational:** Participants in an occupational program in grades 9 – 12

**ELIGIBILITY**

1. Participation is open to any affiliated FCCLA member. Affiliation for each participant must be submitted by October 29, 2021
2. A chapter may submit two (2) entries in this event. An entry is defined as one (1) participant, or one (1) team comprised of a maximum of three (3) members.
3. An entry is defined as one (1) participant or one team of three (3) participants.
4. An event category is determined by the participant's grade in school and type of Family and Consumer Sciences program.

**PROCEDURES & REGULATIONS**

1. Each entry will have an assigned folder to submit their project materials via Google Drive. A link to submit materials will be provided to the adviser upon competitive event registration. All entries must be submitted by **November 2, 2021** and privacy settings must be viewable to anyone with the link.
2. The following materials must be included in the electronic folder:
  - **A Description of the "Family" with ages and special dietary needs**
  - **A 3-Menu for a Family of four (4) Individuals**
  - **Copies of the recipes needed for the menus. A minimum of 4 recipes are required.**
  - **A grocery list for the menus with costs for each item**
  - **The name, description, and location of vendor(s) where the food would be purchased**
  - **An estimate of the time required to prepare the food for each meal**
  - **Identify cost saving actions and time saving measures**
  - **A reflection of what was learned**
  - **Link to Presentation and Visuals**

3. Each entry must set the stage by describing the individuals who are a part of this family. Age, weight and activity level as well as any specific dietary needs must be identified. The family may be a representation of the members of the team, but this information can also be completely fabricated.
4. Participants must create 3 menus, but they are not expected to actually prepare the menus as a part of this competition.
5. Create a healthy three-day menu for the family with at least one meal that is created in a large enough quantity to provide for the creative reinvention of a leftover meal. Use MyPlate plan to ensure meals are well balanced and nutritious. Visit the website: <https://www.myplate.gov/my.plate-plan> . It is important to keep the \$75 budget in mind when you are crafting the menus. It must reflect everything the family eats in the three days.
6. Using the menus as your guide, research recipes to guide the preparation of the dishes identified in the 3-day menu. Provide at least four (4) recipes needed to prepare the dishes for the menus.
7. Create a shopping list for the 3-day menu. Consider the store(s ) where you will find these items and create a shopping list for each store. What is the cost of each item on your shopping list? You can assume that your “kitchen” already has common everyday items such as salt and pepper and common spices. If you need a small amount of a staple item such as a “tablespoon of flour,” you do not need to purchase 5 lbs. of flour to cost out the tablespoon. However, if you need a cup of flour than you need to cost out the 1 cup quantity.
8. One of the recipes must be made in a large enough quantity to create leftovers. The leftovers must be reinvented into another meal for the family.
9. Use the “Online Grocery Shopping” tool provided on your grocery store’s website to find the cost of the food items on your shopping list. You may also visit the supermarkets, big box stores, farm stands, etc. to find the pricing information. At this point you may need to adjust the menu to comply with the financial limitation of \$75.
10. To pull together the learning opportunity provided by this event, participants must complete the Reflection form.
11. The Project Identification Sheet should include:
  - ✓ Name of Participant (s)
  - ✓ School
  - ✓ Chapter Name
  - ✓ Event Name (Eat Right; Budget Tight)
  - ✓ Event Category
12. In addition, participants will present a (3) ten-minute video discussing their menu, their experience, and what was learned.

13. The video presentation must be uploaded to YouTube by **November 2, 2021**, with its privacy settings set to “Unlisted.” When the video is published on YouTube, it must be titled, and the description box must include:
- Participant(s) Name(s)
  - Chapter Name
  - School
  - Event Name (Eat Right; Budget Tight)
  - Event Category

## **EATRIGHT; BUDGET TIGHT SPECIFICATIONS**

### **Digital File Folder**

Each entry will submit one (1) digital folder

Project Identification Page	One 8½” x 11” page on plain paper, participant(s) must include participant(s) name(s), school, chapter name, event name, and event category
Description of the Family	Describe the individuals who are a part of this “family.” Specify the age, weight and activity level as well as any specific dietary needs of each individual. The family may be a representation of the members of the team, but this information can also be completely fabricated.
Menus for 3 Days	One 8½” x 11” page on plain paper, provide the typed menus including breakfast, lunch and dinner that will be shared by the family. If changes are made to accommodate a specific person with a specific dietary need, this must be specified. Use the MyPlate website <a href="https://www.myplate.gov/my.plate-plan">https://www.myplate.gov/my.plate-plan</a> to help plan nutritionally balanced meals. There is a limit of \$75 to feed a family of 4 for 3 days. This challenge will take creativity and ingenuity.
Recipes	Research and provide recipes for a minimum of 4 items on the menu.
Use of Leftovers	One of the menu items must be produced in a large quantity for the purpose of creating leftovers. The leftovers must be reinvented into another appealing meal of the family.
Shopping list	Create a shopping list for all the items you will need to purchase to feed your family healthy meals for 3 days. You make purchase this food in multiple locations. A description of the store and the location must be identified.
Cost	Using shopping from home sites and/ or visits to stores and farm markets, identify the retail cost of each item. If you need a cup of sugar, you will need to create a unit price for the amount you are using. You can assume that your “kitchen” already has common everyday items such as salt and pepper and common spices. If you need a small amount of a staple item such as a “tablespoon of flour”. You do not need to purchase 5 lbs. of flour to cost out the tablespoon. However, if you need a cup of flour than you need to cost out the 1 cup quantity. There is a limit of \$75 to feed a family of 4 for 3 days. This financial challenge may force you to make changes in the menu.
Reflection Information	Complete the reflection form regarding what was learned from participating in this event.

**Oral Presentation**

The oral presentation may be three (3) minutes in length and is prerecorded and submitted in the electronic project folder prior to the Fall Leadership Connection. The presentation should concentrate on the overall experience and what was learned from participating in this event.

Content	Discuss the challenge and what was learned about nutrition and the financial responsibility of feeding a family.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language	Use appropriate body language including gestures, posture, mannerisms, eye contact.
Grammar and Pronunciation	Use proper grammar and pronunciation.

**Family Menu for 3 days**

<b>Day 1</b>	<b>Special Accommodations</b>
<b>Day 2</b>	<b>Special Accommodations</b>
<b>Day 3</b>	<b>Special Accommodations</b>

**Cost Sheet** (Expand and duplicate as needed)

Day 1	Items	Food Group	Cost	Store /Vendor/ Comments
		<b>Cost for Day 1</b>		

Day 2	Items	Food Group	Cost	Store /Vendor/ Comments
		<b>Cost for Day 2</b>		

Day 3	Items	Food Group	Cost	Store /Vendor/ Comments
		<b>Cost for Day 2</b>		

**Total Cost** \_\_\_\_\_

## Reflection Sheet

What did you learn about MyPlate and how did you apply it to your family menus?
What did you learn about portion sizes and how does that relate to the obesity issue in America?
What were you most surprised about the cost of food?
Which food group costs the most and why?
Is there a way to still get the nutritional benefits of this group at a lower price point?
Provide 2 tips to help manage the cost of food and pay less at the supermarket. 1.  2.
What are the <u>two</u> major side effects of throwing food into the trash?
Why is the use of leftovers so important?
Identify 3 ways to use and protect leftover food?
How are the use of time and the expenditure of money related?
What was the most important lesson you learned from participating in this event?

**EAT RIGHT, BUDGET TIGHT RATING SHEET**

Name \_\_\_\_\_ School \_\_\_\_\_

Check One Event Category: \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Occupational

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
<b>FILE FOLDER</b>							
Description of the family	0-1	2	3	4	5		
The folder is thorough and complete	0-1	2	3	4	5		
<b>MENUS</b>							
Menu fits within the guidelines of "MyPlate" recommendations Nutritionally Balanced Menus	0-2	3-4	5-6	7-8	9-10		
Menus are interesting and varied flavor choices	0-1	2	3	4	5		
Menus Provide appealing color and texture with good eye appeal	0-1	2	3	4	5		
4 or more appropriate recipes were provided. They were thorough and well written in an accepted format.	0-2	3-4	5-6	7-8	9-10		
The use of leftovers was creative and realistic	0-2	3-4	5-6	7-8	9-10		
<b>FOOD COST</b>							
Participants stayed within the \$75 limit	0-2	3-4	5-6	7-8	9-10		
The cost sheet is well organized and identifies the food group for all the items	0-2	3-4	5-6	7-8	9-10		
All menu items and supplies were identified on the cost sheet	0-1	2	3	4	5		
Food vendors and stores were identified and were an appropriate choice	0-1	2	3	4	5		
<b>SUMMARY</b>							
Refection sheet	0-2	3-4	5-6	7-8	9-10		
Oral presentation clear and thorough with good content, voice, body language, grammar and pronunciation	0-2	3-4	5-6	7-8	9-10		

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

**Circle Rating Achieved:**

Gold: 90-100 Silver: 79-89 Bronze: 70-78

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

Evaluator \_\_\_\_\_  
Room Consultant \_\_\_\_\_  
Lead Consultant \_\_\_\_\_