

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* and an *oral presentation*.

NEW JERSEY CORE CURRICULUM STANDARDS

- 2.1.12.A.1 Analyze the role of personal responsibility in maintaining and enhancing personal, family, community and global wellness.
- 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.
- 2.2.12.E.1 Analyze the variety of health products and services based on cost, availability, accessibility, benefits and accreditation.
- 2.1.12.D.1 Determine the causes and outcomes of the intentional and unintentional injuries in adolescents and young adults and proposed prevention strategies.
- 2.2.12.B.1 Predict the short and long term consequences of good and poor decision-making on oneself, friends, family and others.
- 3.1 Understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
- 3.3 Speak in clear and concise organized language that varies in content and form for different audiences and purposes.
- 3.4 Listen actively to information from a variety of sources in a variety of situations.
- 3.5 Access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
- 4.1 Develop number sense and will perform standard numerical operations and estimation on all types of numbers in a variety of ways.
- 4.2 Develop spatial sense and an ability to use geometric properties, relationships and measurement to model, describe and analyze phenomena.
- 8.1.12.A.3 Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning.
- 8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.
- 9.1.12.A.1 Apply critical thinking and problem solving strategies during structured learning experiences.
- 9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
- 9.3.12.C.3 Develop personal interests and activities that will support declared career goals and plans.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

- 9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based upon those skills.
- 9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans.)

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10-12

Occupational: grades 10-12

ELIGIBILITY

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

PROCEDURES & REGULATIONS

1. Each participant will submit a *portfolio* at the Competitive Events registration table at the State Leadership Conference.
2. Participant may have up to 5 minutes (NLC is 10 minutes) to set up for the event. Other persons may not assist.
3. The oral presentation **may be up to** 10 minutes in length.
4. If audio or audiovisual recordings are used, they are limited to 1 minute playing time during the presentation. *Visual equipment*, with no audio, may be used during the entire presentation.
5. Following the presentation, evaluators may interview the participant.
6. Evaluators will use the rating sheet to score and write comments for each participant.
7. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space may not be available.
8. Extension cords and power strips are not provided.
9. Spectators may not observe any portion of this event.
10. One individual from each event category may be chosen to represent New Jersey at the National Leadership Conference.

Presentation Elements:

Allowed: *Audio, Easel(s), Large Newsprint Charts, Portfolio, Props/Pointers, Visual Equipment, Visuals*

Not Allowed: *Costumes/Uniforms, File Folders, Laser Pointers, Manuals, Skits*

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 1½” in depth). A decorative and/or informative cover may be included. All materials, including the divider pages and tabs, must fit within the dimensions above. The binder/notebook must contain no more than 45 pages: 1 *project identification page*, 1 table of contents page, 1 *Planning Process* summary page, 0-7 divider pages, and up to 35 *content pages* including the documents listed below. *Divider pages* may be tabbed and may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers; they must not include any other *content*. All pages must be one-sided only. All pages except divider pages must be 8½” x 11”. The *portfolio* will be submitted at Competitive Events registration at the State Leadership Conference.

Project Identification Page	One 8½” x 11” page on plain paper, with no graphics or decorations; must include participant’s name, chapter name, school, city, state, FCCLA national region (North Atlantic Region) and project title.
FCCLA Planning Process Summary Page	One 8½” x 11” summary page of how each step of the Planning Process was used to plan and implement the project; use of the Planning Process may also be described in the oral presentation. Each step is fully explained.
Subject Profile	<p>The participant will detail the subject of their project including past and current nutrition and wellness information. Participants in each category should develop projects under the following subjects:</p> <p>Junior:</p> <ul style="list-style-type: none"> • Self: The project should concern the individual participant’s own nutrition and wellness <p>Senior and Occupational (Choose one of the following two options):</p> <ul style="list-style-type: none"> • 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) • Community: 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.)
Nutrition and Wellness Research	The participant will research recommendations for nutrition and wellness using, but not limited to, the resources listed in the guidelines. Participants should determine at least three key nutrition issues and three key wellness issues which relate to their project area, then elaborate on current information about each item. Research should be summarized in no more than two 8½” x 11” pages.
Nutrition and Wellness Tracking	<p>The participant will track current nutritional intake and wellness activity for the project’s subject(s) for one week (seven consecutive days).</p> <ol style="list-style-type: none"> 1. Go to http://mypyramidtracker.gov. 2. Create an account for each individual in the project (self and family) or a sampling of the project (community). A sample of the community project should include 3-7 individuals who represent a range of the nutrition and wellness levels in the group. 3. Complete the tracking information for both food intake and physical activity for each account for one week. For Senior and Occupational projects, individuals from the family or community should track their own intake and activity each day. The participant may enter tracking information into the online accounts on behalf of the individuals, if necessary. 4. The participant should summarize the week’s tracking of the project’s subject(s) for the portfolio.

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	<p>The participant will develop three to five goals for the project and steps that should be taken to reach the goals. The participant should include a myPyramid plan for each of the project’s subjects as the basis for determining goals.</p> <ol style="list-style-type: none"> 1. Go to http://www.mypyramid.gov/mypyramid/index.aspx. 2. Complete the online form for each of the project’s subjects. 3. If the subject is outside a healthy weight range, choose the option to move to a healthy weight. 4. Include a print-out of each subject’s results (click on the “your results” option) in the portfolio. 5. Offer each subject resources from their results page (e.g. “Meal Tracking Worksheet”). These resources do not have to be included in the portfolio. <p>* 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.</p>
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 community) 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 community 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.
Appearance	Portfolio must be neat, legible, and professional and use correct grammar and spelling.

Using MyPlate and MyPyramid

According to the USDA website, educators can continue to use MyPlate along with their existing MyPyramid materials. As they make updates to their websites, materials may change from being branded as “MyPyramid” to “MyPlate.” Please utilize the latest versions as they are released.

Oral Presentation

The oral presentation **may be up to** 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 1 minute playing time during the presentation. *Visual 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 and/or Related Careers	Describe relationship of project content 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 Portfolio and Visuals During Presentation	Use the portfolio to describe all phases of the project. Use original, creative, and appealing visuals to support, illustrate, or complement presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language / Clothing Choice	Use appropriate, professional attire and body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used.
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.letsmove.gov
- www.fitness.gov
- www.usda.gov
- www.fda.gov
- www.actionforhealthykids.org
- www.strength.org

Nutrition and Wellness Rating Sheet

Name of Participant _____ School _____

Category: _____ Junior _____ Senior _____ Occupational

INSTRUCTIONS: Write the appropriate rating in the “Score” columns. Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary. Total points.

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 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 to FCS and/or Related Careers	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: 75-89

Bronze: 60-74