



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**.

Connection to National Standards for Family and Consumer Sciences

9.0	Food, Science, Dietetics, and Nutrition Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.
14.0	Nutrition & Wellness Demonstrate nutrition and wellness practices that enhance individual and family well-being.
Content Standards/Competencies	
9.4	Apply basic concepts of nutrition and nutritional therapy in a variety of settings.
9.6	Demonstrate food science, dietetics, and nutrition management principles and practices.
14.3	Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.

EVENT CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 30 for more information on event categories.

ELIGIBILITY

1. States may submit one entry in each category of this event.
2. Participation is open to any nationally affiliated FCCLA chapter 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 & TIME REQUIREMENTS

1. Each entry will submit a *portfolio* to the event room consultant at the designated participation time.
2. Participant will have 10 minutes to set up for the event. Other persons may not assist.
3. Room consultants and evaluators will have 10 minutes to preview the *portfolio* before the presentation begins, during participant set up time.
4. The oral presentation **may be up to** 10 minutes in length. A one-minute warning will be given at 9 minutes. The participant will be stopped at 10 minutes.
5. 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.
6. Following the presentation, evaluators will have 5 minutes to interview the participant.
7. Evaluators will use the rubric to score and write comments for participants. Then, evaluators will meet with each other to discuss participant's strengths and suggestions for improvement.
8. The total time required for this event is approximately 30 minutes.

GENERAL INFORMATION

1. A table will be provided. Participant must bring all other necessary supplies and/or equipment. Wall space may not be available.
2. Extension cords and power strips are not provided.
3. Spectators may not observe any portion of this event.
4. Internet connections will **not** be provided.
5. Words in *italics* are defined in the glossary.
6. **Presentation Elements:**
Allowed: *Audio; Easel(s), Flip Chart(s), Portfolio, Props/Pointers, Visual Equipment, Visuals*
Not Allowed: *Costumes/Uniforms, File Folders, Manuals, Skits*



NUTRITION AND WELLNESS Specifications



Hardcopy Portfolio

The *portfolio* is a collection of materials used to document and illustrate the work of the project. Materials must be contained in the official FCCLA STAR Events binder/notebook obtained from the national FCCLA emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover. 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 turned in to the room consultant at the designated participation time. Once a hardcopy *portfolio* is turned in to the evaluators, participants may not switch to an *electronic portfolio*.

Electronic Portfolio

An *electronic portfolio* may be either in PowerPoint format or an electronic document that can be viewed by the evaluators and room consultants prior to the oral presentation. The *electronic portfolio* may be no more than 55 slides, because slides have less content than document pages. 1 *project identification page*, 1 table of contents, and up to 45 content slides including the documents listed below. *Divider* or section slides may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. The *electronic portfolio* and the hardware (method) to view it (*i.e. equipment, files, projectors, screens, laptops*) will be turned in to the room consultant at the designated participation time. Participants assume the responsibility of providing the technology used to show the evaluators the project. Once an *electronic portfolio* is turned in to the evaluators, participants may not switch to a *hardcopy portfolio*.

Portfolio Content

Project Identification Page	One slide or one 8 ½" x 11" page on <i>plain paper</i> , with no <i>graphics</i> or decorations; must include participant's name(s), chapter name, school, city, state, FCCLA national region, and project title.
FCCLA Planning Process Summary Page	One 8 ½" x 11" summary page or two slides of 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.
Subject Profile	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: Junior <ul style="list-style-type: none"> self: the project should concern the individual participant's own nutrition and wellness Senior and Occupational (choose one of the following two options) <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 on page 108. 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 8 ½" x 11 pages or three slides.

Nutrition and Wellness Specifications (continued)

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://www.mypyramidtracker.gov. 2. Create an account for each individual involved 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	<p>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 individual(s), etc.</p>
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 pdf 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	<p>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).</p>
Wellness Plan	<p>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.).</p>
Implementation & Reflection	<p>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.</p>
Appearance	<p><i>Portfolio</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.</p>

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.

Nutrition and Wellness Specifications (continued)

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 Family and Consumer Sciences Coursework 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 <i>portfolio</i> 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 body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate 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.letsmove.gov
- www.fitness.gov/
- www.usda.gov
- www.fda.gov
- www.actionforhealthykids.org/
- www.strength.org



STAR Events Point Summary Form NUTRITION AND WELLNESS



NUTRITION AND WELLNESS

Name of Participant _____

State _____ Team # _____ Group # _____ Category _____

DIRECTIONS:

1. Make sure all information at top is correct. If a student named is not participating, cross their name(s) off. If a team does not show, please write "No Show" across the top and return with other forms. Do **NOT** change team or group numbers.
2. Before student presentation, the room consultants must check participants' *portfolio* using the criteria and standards listed below and fill in the boxes.
3. At the conclusion of presentation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and paper clip all items related to the presentation together. Please do **NOT** staple.
4. At the end of competition in the room, double check all scores, names, and team numbers to ensure accuracy. Sort results by team order and turn in to the Lead or Assistant Lead Consultant.
5. Please check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Registration 0 or 5 points	0 Did not attend	5 The individual attended	
Hardcopy Portfolio 0–1 points <i>or</i> Electronic Portfolio 0–1 points	0 Binder is not the official FCCLA binder	1 Binder is the official FCCLA binder	
	0 Electronic Portfolio not in viewable format to the evaluators	1 Electronic Portfolio in viewable format to the evaluators	
Portfolio Pages 0–1 points	0 Portfolio exceeds the page limit/not all required are present or completed correctly	1 Portfolio contains no more than 45 single-sided pages or 55 slides including: • 1 project ID page or slide • 1 table of contents page or slide • 1 Planning Process summary page or 2 slides • Up to 7 divider pages or slides • Up to 35 content pages or 45 content slides	
Project Identification Page 0–2 points	0 Project ID page is missing	1 Project ID page is present but includes incorrect information	2 Project ID page is present and completed correctly
Punctuality 0–1 points	0 Participant was late for presentation	1 Participant was on time for presentation	

EVALUATORS' SCORES

Evaluator 1 _____ Initials _____
 Evaluator 2 _____ Initials _____
 Evaluator 3 _____ Initials _____
 Total Score _____ divided by number of evaluators
 _____ = **AVERAGE EVALUATOR SCORE**

ROOM CONSULTANT TOTAL
(10 points possible)

AVERAGE EVALUATOR SCORE
(90 points possible)

FINAL SCORE
(Average Evaluator Score plus Room Consultant Total)

RATING ACHIEVED (circle one) **Gold:** 90–100 **Silver:** 70–89.99 **Bronze:** 1–69.99

VERIFICATION OF FINAL SCORE AND RATING (please initial)

Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____ Adult Room Consultant _____ Event Lead Consultant _____

NUTRITION AND WELLNESS

Rubric

Name of Participant _____

State _____ Team # _____ Group # _____ Category _____

PORTFOLIO							Points
FCCLA Planning Process Summary Page 0–5 points	0 Planning Process summary not provided	1 Inadequate steps in the Planning Process are presented	2 All Planning Process steps are presented but not summarized	3 All Planning Process steps are summarized	4 Evidence that the Planning Process was utilized to plan project	5 The Planning Process is used to plan the project. Each step is fully explained	
Subject Profile 0–10 points	0 Not provided	1–2 Profile is included but vaguely referred to	3–4 Profile has some evidence of self assessment	5–6 Explained somewhat, but not documented sources of profile	7–8 Documented resources used for profile	9–10 Documented resources used, described role of profile in project	
Evidence of Nutrition and Wellness Research 0–10 points	0 Not explained	1–2 Some research done but incomplete information	3–4 Research is current but from unreliable sources and does not adequately cover the topic	5–6 Research is current, appropriate for topic, from reliable sources, does not adequately cover the topic	7–8 Research is current, appropriate for topic, from reliable sources, and adequately covers the topic	9–10 Research is current, from reliable sources, documented correctly, and extensively covers the topic	
Nutrition and Wellness Tracking 0–3 points	0 No subjects listed	1 Incomplete list of subjects and not current or appropriate for project	2 Complete list of subjects but incorrect style	3 Complete list of subjects, appropriate resources, in a consistent format			
Nutrition and Wellness Concerns 0–3 points	0 No concerns provided	1 Concern questions are addressed	2 All questions are answered and participant shows some reflection on their concerns and ways to improve if necessary	3 All questions are answered thoroughly and participant shows significant reflection on concerns and ways to improve if necessary			
Nutrition and Wellness Goals 0–5 points	0 No goals stated	1 1–3 goals are stated, but are not appropriate	2 2–3 appropriate goals are stated	3 2–3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely	4 2–3 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included.	5 2–3 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included.	
Nutrition Plan 0–2 points	0 Not provided	1 Plan is included	2 Profile is included and complete				
Wellness Plan 0–5 points	0 No plan provided	1 Limited plan provided	2 Plan provided with no value or variety in experiences	3 Plan provided and explained. Little variety or value in experiences	4 Adequate plan provided with good variety and value of experiences	5 Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easy to understand.	
Implementation and Reflection 0–5 points	0 No activity included	1 Activities poorly documented, though reflection provided	2 Activities are adequately documented	3 Activities are adequately documented and partial reflection on results	4 Activities are adequately documented and reflection provided	5 Activities are effectively documented, reflection provided and recommendation for change included	
Appearance 0–3 points	0 Portfolio is illegible and unorganized	1 Portfolio is neat, but contains grammatical or spelling errors and is organized poorly	2 Portfolio is neat, legible, and professional, with correct grammar and spelling	3 Neat, legible, and professional, correct grammar and spelling used; effective organization			

Nutrition and Wellness Rubric (continued)

ORAL PRESENTATION							Points
Organization/ Delivery 0–10 points	0 Presentation is not done or speaks briefly and does not cover components of the project	1–2 Presentation covers some topic elements	3–4 Presentation covers all topic elements but with minimal information	5–6 Presentation gives complete information but does not explain the project well	7–8 Presentation covers information completely but does not flow well	9–10 Presentation covers all relevant information with a seamless and logical delivery	
Relationship to Family and Consumer Sciences coursework and/or Related Careers 0–5 points	0 Not included	1 Vaguely referred to	2 Explained, but done so poorly	3 Explained fully	4 Explained fully with evidence of some understanding of content area	5 Explained fully with evidence of mastery of the content area	
Knowledge of Subject Matter 0–5 points	0 Little or no evidence of knowledge	1 Minimal evidence of knowledge	2 Some evidence of knowledge	3 Knowledge of matter is evident but not shared in presentation	4 Knowledge of subject matter is evident and shared at times in the presentation	5 Knowledge of subject matter is evident and incorporated throughout the presentation	
Use of Portfolio and Visuals during Presentation 0–5 points	0 Portfolio and visuals are not used during presentation	1 Portfolio and visuals are used during presentation to limit amount of speaking time	2 Portfolio and visuals are used minimally during presentation	3 Portfolio and visuals are incorporated throughout presentation	4 Portfolio and visuals are used effectively throughout presentation	5 Presentation moves seamlessly between oral presentation, portfolio, and visuals	
Voice—pitch tempo, volume 0–3 points	0 No voice qualities are used effectively	1 Voice quality is adequate	2 Voice quality is good, but could improve	3 Voice quality is outstanding and pleasing to listen to			
Body Language/ Clothing Choice 0–3 points	0 Body language shows nervousness and unease/inappropriate clothing	1 Body language shows minimal amount of nervousness/clothing is appropriate	2 Body language is good and clothing is professional	3 Body language and clothing choice both enhance the presentation			
Grammar/ Word Usage/ Pronunciation 0–3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3–5) grammatical and pronunciation errors	2 Few (1–2) grammatical and pronunciation errors	3 Presentation has no grammatical or pronunciation errors			
Responses to Evaluators' Questions 0–5 points	0 Did not answer evaluators' questions	1 Unable to answer some questions	2 Responded to all questions, but without ease or accuracy	3 Responded adequately to all questions	4 Gave appropriate responses to evaluators' questions	5 Responses to questions were appropriate and given without hesitation	

Evaluator's Comments:

TOTAL
(90 points possible)

Evaluator Initial _____

Room Consultant Initial _____