# STAR EVENTS — Nutrition and Wellness

**Nutrition and Wellness,** an *individual or team* 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.**

## EVENT LEVELS

**Level 1:** through grade 8

**Level 2:** grades 9-10

**Level 3:** grades 11–12

See page 83 for more information on event levels.

## ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 85 prior to event planning and preparation.
2. Participants are encouraged to bring fully charged devices such as laptops, tablets, etc., to use for *electronic portfolio* presentation.
3. Chapters with multiple entries in this event must submit different projects for each entry. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference, and must be the work of the participant(s) only.
4. National Leadership Conference participants will view the online orientation video found on the official FCCLA YouTube channel, available in early June. Each entry must complete and submit the required form to the event room consultant at the time of competition. Only one form per entry is required. Contact State Advisers for orientation procedures for competitions prior to National Leadership Conference.

## GENERAL INFORMATION

| Number of Participants per Entry | Prepare Ahead of Time | Equipment Provided | Competition Dress Code | Participant Set Up / Prep Time | Room Consultant & Evaluator Review Time | Maximum Oral Presentation Time | Evaluation Interview Time | Total Event Time |
|---|---|---|---|---|---|---|---|---|
| 1-3 | Portfolio, Visuals, Oral Presentation | Table – yes Electrical Access – no Wall Space – no Supplies - no | Official dress - or- Professional dress appropriate to event | 10 minutes | 10 minutes prior to presentation | 1-minute warning at 9 minutes; stopped at 10 minutes | 5 minutes | 30 minutes |

## PRESENTATION ELEMENTS ALLOWED

| Audio | Costumes | Easel(s) | File Folder | Flip Chart(s) | Portfolio | Props/ Pointers | Skits | Presentation Equipment | Visuals |
|---|---|---|---|---|---|---|---|---|---|
| ■ | | ■ | | ■ | ■ | ■ | | ■ | ■ |

# NUTRITION AND WELLNESS

## Procedures and Time Requirements

| | |
|---|---|
| Each entry will submit a *portfolio* to the event room consultant at the designated participation time. | |
| 10 minutes | Participant(s) will have 10 minutes to set up for the event. Other persons may not assist. |
| | Room consultants and evaluators will have 10 minutes to preview the *portfolio (hardcopy or electronic)* before the presentation begins, during participant set up time. The participant must make the *electronic portfolio* available to evaluators. |
| 10 minutes | The oral presentation **may be up to 10** minutes in length. A one-minute warning will be given at 9 minutes. Participant(s) will be stopped at 10 minutes. If audio or audiovisual recordings are used, they are limited to a 1-minute playing time during the presentation. *Presentation equipment,* with no audio, may be used during the entire presentation. If audio or audiovisual recordings are used, they are limited to 1-minute playing time during the presentation. |
| 5 minutes | Following the presentation, evaluators will have 5 minutes to interview participants. |
| 5 minutes | Evaluators will have up to 5 minutes to use the rubric to score and write comments for participant(s). |

## 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 obtained from the FCCLA national emblematic supplier. A decorative and/or informative cover may be included. All materials, including the *content divider pages*, must fit within the cover, be one-sided, and may not exceed 48 pages, as described below. Divider page tabs may extend up to 1" outside the cover. 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, Prezi, or other electronic format that can be viewed by the evaluators and room consultants prior to the oral presentation. 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* may not exceed 59 slides, as described below.

| | | |
|---|---|---|
| 1-8 ½" x 11" page or 1 slide | *Project Identification Page* | *Plain paper* or slide, with no *graphics* or decorations; must include participant's name(s), chapter name, school, city, state, event name, and project title. |
| 1-8 ½" x 11" page or 1 slide | Table of Contents | List the parts of the *portfolio* in the order in which the parts appear. |
| 1-8 ½" x 11" page or 2 slides | FCCLA *Planning Process* Summary Page | Summarize 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. |
| 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 portfolio. |
| 0–9 | *Content Divider Pages* or Sections | Use 0 to 9 *content divider*/section pages or slides. *Content divider*/section pages may be tabbed, may contain a title, a section name, *graphic* elements, thematic decorations, and/or page numbers. They must not include any other *content*. |

| | | |
|---|---|---|
| Up to 35 8 ½" x 11" pages or 45 slides | Subject Profile See rubric to update | The participant(s) will detail the subject of their project including past and *current* nutrition and wellness information. Participants in each level should develop projects under the following subjects:<br>**Level 1**<br>• Choose one individual on the team. The project should concern the individual participant's own nutrition and wellness or the family's nutrition and wellness (the members of the immediate family or all those living in the residence together)<br>**Level 2 and Level 3** *(choose one of the following two options)*<br>• 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)<br>• *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 event specifications. 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 Tracking | The participant will track *current* nutritional intake and wellness activity for the project's subject(s) for one week (seven consecutive days). Tracking may be done using a website or app of the participant's choosing. 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 individual(s), etc. |
| | Nutrition and Wellness Goals | The participant will develop three to five 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 *professional* (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 four weeks' 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 (Level 1), consumed by the family (Levels 1, 2, or 3) 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.). |

| Up to 35<br>8 ½" x 11"<br>pages or 45 slides<br>(continued) | Implementation & Reflection | Discuss the nutrition and wellness plan with the subject (Level 1 reflects on it personally, or with the family; Levels 1,2, and 3 with the individual(s) in charge of nutrition and wellness). Level 1 participants should try to implement their plan and reflect on the process and results of doing so. Levels 1, 2 and 3 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 participants should reflect on what differences were seen in those who took part. |
| | Works Cited/ *Bibliography* | Use MLA or APA citation style to cite all references. Resources should be *reliable* and *current*. |
| | Appearance | *Portfolio* must be neat, legible, and *professional* and use correct grammar and spelling. |

## 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. *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.

| 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 *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 body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards if used. Wear FCCLA official dress or professional dress appropriate 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 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
## Point Summary Form

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

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, write "No Show" across the top and return with other forms. Do **NOT** change team or station 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 staple all items related to the presentation together.
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. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

| ROOM CONSULTANT CHECK | | | Points |
|---|---|---|---|
| **Registration Packet**<br>0 *or* 3 points | Picked up by adviser or designated adult during scheduled time<br>No   **0** | <br>Yes   **3** | |
| **Event Online Orientation Documentation**<br>0 *or* 2 points | **0**<br>Official documentation not provided at presentation time or signed by adviser | **2**<br>Official documentation provided at presentation time and signed by adviser | |
| **Hardcopy Portfolio**<br>0–1 point or<br>**Electronic Portfolio**<br>0–1 point | **0**<br>Binder is not the official FCCLA binder<br>**0**<br>Electronic Portfolio not in viewable format to the evaluators | **1**<br>Binder is the official FCCLA binder<br>**1**<br>Electronic Portfolio in viewable format to the evaluators | |
| **Portfolio Pages**<br>0–3 points | **0**<br>Portfolio exceeds the page limit | **1**     **2**     **3**<br>**2 or more errors**  **1 error**   **no errors**<br>Portfolio contains no more than 48 single-sided pages or 59 slides completed correctly, including:<br>• 1 project ID page or slide<br>• 1 table of contents page or slide<br>• 1 Planning Process summary page or 2 slides<br>• Project Summary Submission Proof<br>• Up to 9 content divider pages or slides<br>• Up to 35 content pages or 45 content slides | |
| **Punctuality**<br>0–1 point | **0**<br>Participant was late for presentation | **1**<br>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**
*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*

**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_____

Name of Participant _____

Chapter_____     State_____     Team #_____     Station #_____     Level_____

| 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 Research - Nutrition and Wellness** 0–10 points | **0** Not explained | **1  2** Some research done but incomplete information, does not address both nutrition and wellness issues | **3  4** Research does not address both nutrition and wellness issues, is current but from unreliable sources and does not adequately cover the topic | **5  6** Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, does not adequately cover the topic | **7  8** Research for 3 nutrition and 3 wellness issues is current, appropriate for topic, from reliable sources, and adequately covers the topic | **9  10** Research for 3 nutrition and 3 wellness issues 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** 3-5 appropriate goals are stated | **3** 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely | **4** 3-5 appropriate goals are stated. Goals are some of the following: specific, measurable, attainable, realistic, and timely. Steps to reach goals are included | **5** 3-5 appropriate goals are stated. Goals are specific, measurable, attainable, realistic, and timely. Steps to reach goals are included | |
| **Nutrition Plan** 0–4 points | **0** Not provided | | **1  2** Plan is included | | **3  4** Profile is included and complete | | |
| **Wellness Plan** 0–3 points | **0** No plan provided | **1** Plan provided with no value or variety in experiences | | **2** Adequate plan provided with good variety and value of experiences | | **3** Extensive plan provided with a wide variety of appropriate and valuable experiences. Documentation is clear and easily understood | |
| **Implementation and Reflection** 0–5 points | **0** No activity included | **1** Activities poorly documented, 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 may contain grammatical or spelling errors and is organized poorly | | **2** Portfolio is neat, legible, and professional, with correct grammar and spelling | | **3** Neat, legible, professional, correct grammar and spelling used with effective organization of information | |

# Nutrition and Wellness Rubric (continued)

Points

| **ORAL PRESENTATION** | | | | | | |
|---|---|---|---|---|---|---|
| **Organization/ Delivery** 0 – 10 points | **0** Presentation is not done or presented 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 of Family and Consumer Sciences Coursework and Standards** 0-5 points | **0** No evidence of relationship between career and FCS | **1** Minimal evidence of career knowledge and FCS coursework relationship | **2** Some knowledge of relationship of career and FCS coursework | **3** Knowledge of career and FCS coursework but not shared | **4** Knowledge of career and relationship to FCS is evident and shared | **5** Knowledge of career and FCS relationship is evident and explained well |
| **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 subject matter is evident but not effectively used 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 not used during presentation | **1** Portfolio and visuals used to limit amount of speaking time | **2** Portfolio and visuals used minimally during presentation | **3** Portfolio and visuals incorporated throughout presentation | **4** Portfolio and visuals used effectively throughout presentation | **5** Presentation moves seamlessly between oral presentation, portfolio and visuals |
| **Voice – pitch, tempo, volume** 0-3 points | **0** Voice qualities not used effectively | | **1** Voice quality is adequate | | **2** Voice quality is good, but could improve | **3** Voice quality is outstanding and pleasing |
| **Body Language/ Clothing Choice** 0-3 points | **0** Uses inappropriate gestures, posture or mannerisms, avoids eye contact/inappropriate clothing | | **1** Gestures, posture, mannerisms and eye contact is inconsistent/ clothing is appropriate | | **2** Gestures, posture, mannerisms, eye contact, and clothing are appropriate | **3** Gestures, posture, mannerisms, eye contact, and clothing enhance 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 – include two things done well and two opportunities for improvement:

**TOTAL**
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____