



SPORTS NUTRITION VIRTUAL



Sports Nutrition, an *individual or team event*, recognizes participants who use Family and Consumer Sciences/Career Field skills to plan and develop an individualized nutritional plan to meet the needs of a competitive student athlete in a specific sport. In advance, participants will prepare a sample nutrition and hydration plan based upon nutritional and energy needs of the student athlete. Participants must prepare an **electronic visual**, and a **video presentation**.

EVENT LEVEL:

Level One (through grade 8)

Level Two (grades 9-10)

Level Three (grades 11-12)

CONTENT STANDARDS ALIGNMENT

See OhioFCCLA.org (Adviser Tab) for detailed event alignment information to course content standards, national educational initiatives, and standards.

CAREER CLUSTERS

- Education and Training
- Hospitality and Tourism
- Human Service
- Information Technology

ELIGIBILITY & PROCEDURES

1. Review “Eligibility and General Rules for All Levels of Competition” in national STAR event manual prior to event planning and preparation.
2. Each entry must post all required documents (as specified below) to their online folder.
3. All projects must be developed and completed during a one-year span beginning July 1 and ending June 30 of the school year and must be the work of the participants.
4. The nutritional plan and management tool do not have to be implemented by the student athlete. **The selected student athlete should be someone other than the participant(s).**
5. Chapters must verify accessibility of documents to the public, as Ohio FCCLA will not be able to assist with this verification. Each entry must have the following items posted to their project folder:
 - Electronic Visual
 - i. Participants must submit one (1) file with all slides, in order for viewing. It must be submitted as a PDF file, and not a downloadable PPT file (multiple scanned images files are not allowed) (Not all evaluators may have access to PowerPoint.)
 - One (1) oral presentation video needs to be available for public view and the URL should be included in the PDF file. Options include:
 - i. Embedded video
 - ii. Video link provided to direct source such as YouTube, Vimeo, or Google Drive
 - iii. Video files which require the reviewer to download are NOT allowed due to their potential size



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TECHNOLOGY TIPS

1. Documents must be available and publicly accessible (check settings to ensure they can be viewed outside of the school district network)
2. All files must be clearly labeled using a descriptive file name, e.g. “Leadership – Level 2 – Gonzales.”
3. Be sure to publish all content. Have someone outside of your network check for access. Any document requiring additional access (such as Google doc) will not be able to be reviewed. Only documents that can be opened and viewed by the evaluation team can be scored!

GENERAL INFORMATION

Submission of Project	There will be a specific timeline to upload documents/videos into the competition folder If the deadline is missed the project will not be evaluated Folder Name will be Chapter Name & Number_ Event Name_Level
Scoring Breakdown	Each team member will take the test – scores will be averaged Electronic Visuals – team score Presentation Video – team score

Number of Participants per Entry	Prepare Ahead of Time	Competition Dress Code	Maximum Number of Slides, optional	Maximum Oral Presentation Time
1 - 3	Electronic Visuals Presentation Video	Official FCCLA jacket preferred	44	10 minutes

ELECTRONIC PORTFOLIO SPECIFICATIONS		
1 slide	<i>Project Identification Page</i>	Plain slide – no graphics or decorations Information must include: Participants name – chapter name – school – city- event name and project title.
1 slide	<i>Evidence of Online Project Summary Sheet</i>	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal and include proof of submission in the portfolio.
2 slides	<i>FCCLA Planning Process Summary Page</i>	Includes how each step of the <i>Planning Process</i> was used to plan and implement the project.
Up to 5 slides	<i>Sport and Training Summary Pages</i>	Summarize the specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport.
Up to 5 slides	<i>Student Athlete Demographic Page</i>	Provide description of student athlete, including gender, first name, age, height, goal weight, and activity level. Include any specific health concerns (food preferences, food intolerances, dietary restrictions, physical disorders, cultural needs, etc.).



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Up to 2 slides	<i>Student Athlete Daily Schedule Page</i>	Outline the typical daily schedule of the student athlete, to include school schedule, training schedule, sleep, and other responsibilities (work, volunteering, tutoring, etc.). Should not reflect a competition day.
Up to 2 slides	<i>Works Cited/Bibliography</i>	Use MLA or APA citation style to cite all references. Resources should be <i>reliable</i> and <i>current</i> .
	Nutritional Plan and Management Tool	The participant will develop a nutrition plan with specific, measurable, attainable, realistic, and timely goals; provide a nutritional evaluation, and present a management tool to be used by the student athlete.
Up to 6 slides	<i>Nutrition Plan Goals</i>	Identify 3–5 goals the nutrition plan addresses, to include nutritional needs, hydration, and performance goals. Identify if the plan is to maintain weight, encourage weight loss, or result in weight gain.
Up to 6 slides	<i>Nutrition and Hydration Plan</i>	Participants will develop a three-day nutritional plan to include two non-competition days and one competition day. The plan should include hydration, specific food items and quantities for meals and snacks, timing, and calculation of energy intake (calories in) and estimated energy output (calories out). Nutrition plans should avoid substances that may have a negative impact on performance. Each day should include breakfast, lunch, dinner, and snacks. The schedule of eating may be modified to meet the student athlete’s schedule and any items from the student athlete interview. Participants should assume all meals are prepared at home, but not necessarily eaten at home. Meals should be planned to include cultural needs, health, balance, variety, and timing of nutrient intake for optimum performance.
Up to 10 slides	<i>Nutritional Evaluation</i>	Analyze each day of the nutritional plan using a nutrient analysis program of the participant’s choice. Compare the nutritional analysis and the DRIs and RDAs for the student athlete. Make sure that the analysis meets the needs of the student athlete. Provide a rationale for any discrepancies.



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Up to 4 slides	<i>Management Tool</i>	<p>Provide the student athlete with a suggested method to monitor and manage their nutritional plan and goals.</p> <p>This may involve technology (mobile applications, website tracking, etc.) or may be paper-pencil, stickers, etc.</p> <p>The management tool should meet the needs of the student athlete and be realistic given the student’s daily schedule.</p> <p>The management tool can be commercially available or designed by the participant.</p>
	<i>Appearance</i>	<p>Slides must be neat, legible, professional</p> <p>Use correct grammar and spelling</p>

VIDEO PRESENTATION SPECIFICATIONS	
Organization/Delivery	Deliver oral presentation in an organized, sequential manner, concisely and thoroughly summarize project.
Connection to Family and Consumer Sciences/ Career Fields Standards	Describe relationship of project content to Family and Consumer Sciences/Career Fields standards.
Knowledge of Public Policy	Demonstrate thorough knowledge of <i>public policy</i> and ability to apply knowledge to real-life situations.
Use of Slides During Presentation	Use of slides to support, illustrate, or complement presentation. Can NOT use a voice over with the slides.
Voice	Speaks clearly with appropriate pitch, tempo, and volume.
Body Language/ Clothing Choice	Use appropriate body language including gestures, posture, mannerism, eye contact, and appropriate handling of notes or note cards if used. Wear appropriate clothing for the nature of the presentation.
Grammar/Word Usage/ Pronunciation	Use proper grammar, word usage, and pronunciation.



CAREER DEVELOPMENT EVENTS POINT SUMMARY FORM SPORTS NUTRITION



Name of Member(s) _____

Chapter Name _____ Chapter Number _____ 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 number.
2. At the conclusion of evaluation, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in folder with the completed rubrics.
3. At the end of the evaluation, double check all scores, names, and team numbers to ensure accuracy. Be sure there is **NOT** a 15-point discrepancy.
4. Make sure comments have been added.
5. Check with the Lead or Assistant Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			Points
Event Online Orientation Documentation	0 Official documentation not provided at presentation time	2 Official documentation provided at presentation time with adviser signature	
Folder	8 points Labeled correctly Documents/Video labeled correctly Public accessible All documents uploaded by designated date		
TOTAT SCORE ABOVE			
Test Scores	Participant _____ Participant _____ Participant _____ Total Team Score _____	Total Team Score _____ Divided by # of participants on team _____ -Average Team Score _____ (20 points possible)	
Evaluators' Scores	Evaluator 1 _____ Evaluator 2 _____ Evaluator 3 _____		Average
Final Points	100 points <i>Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)</i>		

RATED ACHIEVED (*mark one*)

_____ Gold 90 – 100

_____ Silver 70 – 89.99

_____ Bronze 1 – 69.99

Room Consultant Signature (*electronic*) _____



SPORTS NUTRITION RUBRIC



Participants Name _____

Chapter # _____ State ____ Team # ____ Station # ____ Level ____

SLIDES	Possible Points 5 /Comments	Points
Viewable format for evaluators Contains no more than 44 slides Appearance of slides, neat, legible Slides is creative and high quality Complete list of current and reliable resources, correct format		
FCCLA PLANNING PROCESS	Possible Points 5 /Comments	
Used to plan the project Steps explain in detail Articulated with clear steps Evaluation methods stated Analyzed the impact of the project		
STUDENT ATHLETE	Possible Points 15 /Comments	
Summarize specific needs for competing athletes Summarize general nutritional and hydration needs of competing student athletes, include health concerns Complete student athlete demographics Student athlete daily schedule, included school activities, training schedule, sleep, other responsibilities List of health concerns included		
NUTRITION PLAN	Possible Points 15 /Comments	
Nutritional needs, hydration, performance, weight goal #1 Nutritional needs, hydration, performance, weight goal #2 Nutritional needs, hydration, performance, weight goal #3 Management tool is easy to understand and use Management tool meets athlete's needs and schedule		
NUTRITION and HYDRATION PLAN	Possible Points 15 /Comments	
Evidence of non-competition complete menu plan #1 Evidence of non-competition complete menu plan #2 Evidence of competition complete menu plan #1 Analysis of menu plans Menu and analysis are presented in a consistent format		



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PRESENTATION	Possible Points 5 /Comments	
Clothing Choice Voice- pitch, tempo, volume Body Language Grammar – Word usage -pronunciation Meets presentation time requirement		
PRESENTATION CONTENT	Possible Points 10 /Comments	
Knowledge of Subject Matter Relationship of Family and Consumer Sciences/Career Field Coursework Use of slides during presentation Organization, seamless and relevant Delivery, eye contact, holds audience interests		