Sports Nutrition, an *individual* or *team event,* recognizes participants who use Family and Consumer Sciences 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. The participants must prepare a *file folder*, **visuals,** an **oral presentation**, and demonstrate a method to be used by the athlete to assist with nutrition management.

EVENT LEVELS

Level 1: through grade 8
Level 2: grades 9-10
Level 3: grades 11–12
Level 4: Postsecondary

See chart on page 2 in the introduction section of the state manual for more information on competition levels. Virginia chapters may have **up to 3 entries in each level**, as eligible.

ELIGIBILITY & GENERAL INFORMATION

1. Review all "General Policies" in the introduction section of the state manual beginning on page 8 prior to event planning and preparation.
2. Participants must have completed a course or unit in nutrition or sports nutrition in a Family and Consumer Sciences program.
3. 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).**
4. ~~Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation at in-person competitions.~~
5. 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.
6. ~~National Leadership Conference (in-person competition) 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 held prior to National Leadership Conference. If~~ events are held virtually, these points will be automatically awarded to all participants.

GENERAL INFORMATION

Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for In-Person Competition	Competition Dress Code	In-Person Competition Participant Set Up / Prep Time	In-Person Competition Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	~~In-Person Competition Evaluation Interview Time~~	~~In-Person Competition Total Event Time~~
1-3	File folder, Oral Presentation, Management Tool, Visuals	~~Table – yes Electrical Access – no Wall Space – no Supplies – no~~	Official dress -or- Professional dress appropriate to event	~~5 minutes~~	~~5 minutes prior to presentation~~	~~In-person: 1 min. warning at 14 min.; stopped at 15 min.~~ **Virtual:** 16 min. to include additional questions	~~5 minutes~~	~~30 minutes~~

PRESENTATION ELEMENTS ALLOWED

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

SPORTS NUTRITION

Procedures and Time Requirements for Virtual Competition

Each entry will post the required documents (as specified below) following instructions from the state or national organization prior to the competition.	
Folder Contents File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. The document should include one page for each of the file folder contents as described below.
Nutritional Plan and Management Tool File	Upload one (1) PDF file, designed so that viewers are able to scroll through the digital document. This must be an online file and not require the viewer to download it. The document should include up to eight (8) photos of the Nutritional Plan and Management Tool.
Oral Presentation Video (to include Question Responses)	The oral presentation video may be up to 16 minutes in length, including the responses to the two questions listed in the specifications. Each participant must introduce themselves by name, chapter, and level. Video recordings are to be made of participants as they present their STAR Events projects, as if they were presenting at an in-person competition. A voiceover of the video recording or presentation is not allowed. The video file ~~can~~ MUST be an embedded video, video link to YouTube, Vimeo, or Google Drive, but must not require the viewer to download it. The hardcopy or the electronic portfolio will be used in the oral presentation recording.
Automatic Scoring	Participants will automatically receive full points on the Point Summary Form and the Rubric for the following items: Registration Packet, Event Online Orientation Documentation, and Punctuality.

Specifications

File Folder

Participant(s) will upload ~~submit one letter-size~~ *file folder* ~~containing three identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time~~ documents as described above. ~~The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event level, participant's name, and state~~.

1- 8 ½" x 11" page	*Project Identification Page*	Use *plain paper*, with no *graphics* or decorations; must include participant(s) name, chapter name, school, city, state, event name, and title of project.
1- 8 ½" x 11" page	FCCLA *Planning Process* Summary Page	Summarize how each step of the *Planning Process* was used to develop the Sports Nutrition project.

1	Evidence of Online Project Summary Submission	Complete the online project summary form located on the "Surveys" tab of the FCCLA Student Portal, and include signed proof of submission in the *portfolio*.
1 to 2- 8 ½" x 11" pages	Sport and Training Summary Pages	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.
1- 8 ½" x 11" page	Student Athlete Demographic Page	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.).
1- 8 ½" x 11" page	Student Athlete Daily Schedule Page	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.
1- 8 ½" x 11" page	Works Cited/*Bibliography*	Use MLA or APA citation style to cite all references. Resources should be *reliable* and *current*.

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.

Nutrition Plan Goals	Identify 3–5 goals the nutrition plan addresses, to include nutritional needs, hydration, and performance goals. In addition, identify if the plan is to maintain weight, encourage weight loss, or result in weight gain.
Nutrition and Hydration Plan	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.
Nutritional Evaluation	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.
Management Tool	Provide the student athlete with a suggested method to monitor and manage their nutritional plan and goals. This may involve technology (mobile applications, website tracking, etc.) or may be paper-pencil, stickers, etc. The management tool should meet the needs of the student athlete and be realistic given the student's daily schedule. The management tool can be commercially available or designed by the participant.

Presentation of Nutritional Plan and Management Tool to Student Athlete/Oral Presentation

The oral presentation may be up to ~~15 minutes in length~~ (16 minutes for virtual competition) and is a time for the participant(s), **in the role of student nutritionist/dietitian**, to present to the evaluators, in the role of the student athlete, the nutritional plan and management tool. The presentation is intended to be a two-way dialogue, as in a conversation or interview, rather than a one-way presentation. The nutrition plan will be explained and the suggested management tool will be demonstrated during the presentation. If audio or visual recordings are used, it is limited to a 3-minute playing time during the presentation. ~~Following the presentation, evaluators and participants will step out of character as nutritionist/dietitian and student athletes for a 5-minute follow-up interview as evaluators and participant(s).~~

Sports Nutrition Specifications (continued)

Organization/Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Demonstrate thorough knowledge of sports nutrition related to the participant's chosen project.
Use of *Visuals* during Presentation	The *visuals* chosen present the nutritional plan in a way that is clear, concise, and visually appealing.
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 *visuals* or notecards 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.~~ For virtual competitions, include responses to the following questions at the end of the oral presentation: 1. What is one skill that you learned or improved upon during your project that you will use in school next year or in your future career? 2. What obstacles caused challenges in your work, and how did you address them?

SPORTS NUTRITION
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' file folder 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 Consultant.
5. Check with the Lead Consultant if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK				
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time **No 0**		**Yes 3**	**3**
Event Online Orientation Documentation 0 *or* 2 points	**0** Official documentation not provided at presentation time or signed by adviser		**2** Official documentation provided at presentation time and signed by adviser	**2**
File Folder 0–4 points	**0** No file folder presented	**1 2 3** File Folder presented with incorrect labeling/insufficient materials for evaluators (less than 3 copies of contents) or incomplete content	**4** File Folder is presented with correct labeling and sufficient evaluators material • Project ID page • Planning Process summary • Project Summary Submission Proof • 1-2 Sport and Training Summary page(s) • 1 Student Athlete Demographic page • 1 Student Athlete Daily Schedule page • 1 Works Cited/Bibliography	
Punctuality 0–1 point	**0** Participant was late for presentation		**1** Participant was on time for presentation	**1**

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_____

SPORTS NUTRITION
Rubric

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ Level_____

FILE FOLDER CONTENTS							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	
Sport and Training Summary Pages 0-8 points	**0** Not provided	**1 2 3** Missing two or more components and is poorly written		**4 5 6** Missing one component or lacked detail		**7 8** Provided specific physical demands, training schedule, frequency and length of competitions, and general nutritional and hydration needs of student athletes competing in this sport	
Student Athlete Demographic Page 0–3 points	**0** Not provided	**1** Missing two or more components and is poorly written		**2** Missing one component and lacks details		**3** Thorough description of student athlete, including gender, first name, age, height, goal weight, and activity level, as well as any specific health concerns	
Student Athlete Daily Schedule Page 0-3 points	**0** Not provided	**1** Missing two or more components and is poorly written		**2** Missing one component and lacks details		**3** Provide typical daily schedule to include school schedule, training schedule, sleep, and other responsibilities	
Works Cited/ Bibliography 0–3 points	**0** No resources listed	**1** Resources are incomplete, not current, or not reliable for project		**2** Reliable resources but incorrect style *(see style sheet)*		**3** Complete list of current and reliable resources, in MLA or APA style *(see style sheet)*	
NUTRITION AND HYDRATION PLAN							
Nutrition Plan Goals 0-5 points	**0** Not provided	**1** 1-3 goals are stated or do not address all required components	**2** 3-5 goals are stated, but do not address all required components	**3** 3-5 goals are stated, addressing all required components	**4** 3-5 appropriate goals are stated, addressing all required components	**5** Addresses 3-5 goals, including nutritional needs, hydration, and performance. Weight goal is identified. Goals are specific, measurable, attainable, realistic and timely	
Nutrition and Hydration Plan 0-15 points	**0** Not provided	**1 2 3** Limited plan provided	**4 5 6** Plan provided but not well explained	**7 8 9** Plan provided and explained	**10 11 12** Adequate plan provided with appropriate and realistic recommendations	**13 14 15** Extensive plan provided appropriate and realistic recommendations. Documentation is clear and easy to understand	
Nutritional Evaluation 0-10 points	**0** Not provided	**1 2** Minimal information provided	**3 4** Analysis is incomplete, or does not fully meet the needs	**5 6** Analysis is complete but does not include information on DRIs or RDAs for the athlete	**7 8** Analysis is complete, meets most needs and is presented in a consistent format	**9 10** Analysis is complete, meets athlete needs, and discrepancies are explained, and presented in a consistent format	
Management Tool 0-5 points	**0** Not provided	**1** Difficult to use or understand, does not meet the needs of the athlete	**2** Somewhat complicated, and does not meet the needs or schedule of the athlete	**3** Easy to understand and use, does not appear to meet athlete's needs	**4** Easy to understand and use, generally meets the needs of the athlete	**5** Excellent, easy to understand and use, fully meets the athlete's needs and schedule	

Sports Nutrition (continued)

ORAL PRESENTATION

Organization/ Delivery 0 – 10 points	**0** Presentation is not done or presented briefly and does not cover components of the project, or did not present in required roles of student nutritionist/dietitian and student athlete	**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
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 Visuals during Presentation 0-4 points	**0** Visuals are not used during presentation	**1** Limited use during presentation	**2** Incorporated throughout presentation	**3** Used effectively throughout presentation	**4** Significantly enhances the presentation	
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 _____