Sports Nutrition

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 CATEGORIES

Junior: through grade 9

Senior: grades 10–12

Occupational: grades 10–12

See page 85 for more information on event categories.

STANDARDS ALIGNMENTS

See STAR Events Resources Page for detailed event alignment information to national educational initiatives and standards.

CAREER CLUSTERS

- Health Science
- Hospitality & Tourism
- Human Services

PROCEDURES & TIME REQUIREMENTS

1. Each entry will submit a *file folder* with required documents to the event room consultant at the designated participation time.

2. Participants will have 5 minutes to set up for the event. Other persons may not assist.

3. Room consultants and evaluators will have 5 minutes to preview the *file folder* before each presentation begins.

4. The oral presentation **may be up to 15** minutes in length. A one-minute warning will be given at 14 minutes. Participants will be stopped at 15 minutes.

5. The oral presentation 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 two-way dialogue, as in a conversation or interview, rather than a one-way illustrated talk. **Students take on the role of the student nutritionist/dietitian.**

6. If audio or audiovisual recordings are used, they are limited to 3 minutes playing time during the presentation. *Presentation equipment*, with no audio, may be used during the entire presentation.

GENERAL INFORMATION

Individual or Team Event	Prepare Ahead of Time	Equipment Provided	Electrical Access	Participant Set Up / Prep Time	Room Consultant & Evaluator Review Time	Maximum Oral Presentation Time	Evaluation Interview Time	Total Event Time
Individual or Team	File folder, Oral Presentation, Management Tool, Visuals	Table	Not provided	5 minutes	5 minutes prior to presentation	1-minute warning at 14 minutes; stopped at 15 minutes	5 minutes	30 minutes

PRESENTATION ELEMENTS ALLOWED

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

7. 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).

8. Evaluators will have up to 5 minutes to use the rubric to score and write comments for each participant. File folders will be returned to participants at the end of scoring.

ELIGIBILITY & GENERAL INFORMATION

1. Review "Eligibility and General Rules for All Levels of Competition" on page 87 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. A table will be provided. Participant(s) must bring all other necessary supplies. Wall space is not available.

5. **Access to an electrical outlet will not be provided.** Participant(s) are encouraged to bring fully charged electronic devices such as laptops, tablets, etc., to use for visual presentation, if desired.

File Folder

Participant(s) will 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. The *file folder* must be labeled (either typed or handwritten) in the top left corner with name of event, event category, 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 Portal, and include 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.

(continued next page)

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

The oral presentation 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 illustrated talk. 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).

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 appropriate clothing 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 the nutrition plan and management tool. Questions are asked after the presentation.

STAR Events Point Summary Form
SPORTS NUTRITION

Name of Participant _____

Chapter_____ State_____ Team #_____ Station #_____ 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 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 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				
Registration Packet 0 *or* 3 points	Picked up by adviser or designated adult during scheduled time			
	No **0**		Yes **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	
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	

EVALUATORS' SCORES		ROOM CONSULTANT TOTAL	
Evaluator 1_____	Initials _____	(10 points possible)	
Evaluator 2_____	Initials _____	**AVERAGE EVALUATOR SCORE**	
Evaluator 3_____	Initials _____	(90 points possible)	_ _ . _ _
Total Score_____	divided by number of evaluators	**FINAL SCORE**	
	= **AVERAGE EVALUATOR SCORE**	(Average Evaluator Score plus Room Consultant Total)	_ _ . _ _
_____	*Rounded only to the nearest hundredth (i.e. 79.99 not 80.00)*		

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 #_____ Category_____

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:

TOTAL
(90 points possible)

Evaluator # _____

Evaluator Initial _____

Room Consultant Initial _____