Acknowledgments

The components of this instructional framework were developed by the following business panelists:

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The following educators served on the curriculum development panel:
Course Description

Suggested Grade Level: 9 or 10 or 11 or 12

Students enrolled in Nutrition and Wellness focus on understanding wellness, investigating principles of nutrition, using science and technology in food management, ensuring food safety, planning menus and preparing food, and exploring careers in the field of nutrition and wellness. Critical thinking and practical problem solving are emphasized.
### Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

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<thead>
<tr>
<th>8228</th>
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<th>Tasks/Competencies</th>
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<td>⊕</td>
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<td>Identify the effects of food fads and diet fads on wellness.</td>
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<td>Examine the impact of eating disorders on wellness.</td>
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<td>Explain the relationship between stress and wellness.</td>
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<td>Describe strategies to manage stress.</td>
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<td>Analyze factors that affect emotional well-being.</td>
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<td>Investigate community and national topics related to nutrition and wellness.</td>
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<td>Analyze economic, environmental, and social determinants that influence food choices and other nutritional practices.</td>
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<td>Describe the effects of government policies and regulations on nutrition and wellness.</td>
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<td>Develop a plan to promote and sustain personal wellness.</td>
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<td>Identify the functions of macro- and micronutrients and the body’s requirements for each.</td>
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<td>Evaluate sources of nutrition information.</td>
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<td>1.</td>
<td>Compare human nutritional needs at the different stages of life.</td>
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<td>Identify methods for determining a healthy body weight.</td>
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<td>Explain the principles of energy balance.</td>
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<td>Explore basic concepts of nutrition for meeting special dietary needs.</td>
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<td>Apply science-based dietary guidelines when planning menus.</td>
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<td>Perform nutritional analyses of recipes and menus.</td>
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<td>Apply basic concepts of nutrition in meal planning to meet special dietary needs.</td>
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<td>Use the nutrition facts label to evaluate the nutritional quality of foods.</td>
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<td>Develop a food budget and comparison-shopping strategies.</td>
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<td>Identify the components of a standardized recipe.</td>
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<td>Modify recipes to meet dietary needs.</td>
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<td>Apply time-management principles when planning, preparing, and serving food.</td>
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<td>13.</td>
<td>Design kitchen work space to facilitate efficient food preparation.</td>
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<td>Select and use food-preparation utensils and equipment.</td>
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<td>15.</td>
<td>Analyze the impact of advances in technology and science on the food industry.</td>
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<td>16.</td>
<td>Apply basic food-science principles to food preparation.</td>
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<td>Identify strategies for conserving environmental resources with regard to food purchase, storage, and disposal.</td>
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<td>18.</td>
<td>Explain the conditions that promote the growth of food-borne pathogens.</td>
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<td>19.</td>
<td>Identify types of food-borne illnesses (i.e., pathogenic and parasitic infections).</td>
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<td>20.</td>
<td>Demonstrate safe preparation and handling practices for food.</td>
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<td>21.</td>
<td>Outline steps for cleaning and sanitizing food-preparation utensils and equipment.</td>
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<td>22.</td>
<td>Explore career pathways in the field of nutrition and wellness.</td>
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<td>23.</td>
<td>Evaluate personal assets for potential careers.</td>
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<td>24.</td>
<td>Match personal assets to specific careers in the field of nutrition and wellness.</td>
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Legend: ️Essential 🟠Non-essential ⚠Omitted
Task Number 39

Analyze the meaning of work and the meaning of family.

Definition

Analysis should include

- evaluating work systems and family systems (structures)
- assessing characteristics of strong work and family organizations
- examining the evolution of the workforce
- identifying the rewards of work within and outside the family
- describing the roles and responsibilities of employees and family members
- determining the effects of interdependence on each member of the family
- evaluating ways in which the evolution of the family life cycle affects choices and decisions
- examining personal and family values.

Process/Skill Questions

Thinking

- What factors should we consider when analyzing work and family structures?
- What criteria should we use to assess work and family systems?
- How are the roles and responsibilities of employed workers and family members alike, and how are they different?
- How is the role of management in the workplace like or unlike the role of management in the family?

Communication

- How can the workplace be respectful of the family and individuals?
- How can we communicate to others the importance of being aware of the values of work and family?
- How can family members at different stages of the family life cycle communicate their values and choices?

Leadership

- What leadership techniques do we need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques do we need to develop family strategies for change?
• How can leadership skills be integrated into the family and the workplace?

Management

• How can we develop a life plan that reflects family values?
• How can an individual’s management skills be integrated into the family? Into the workplace?
• What resources can help us determine our work and family values?

National Standards for Family and Consumer Sciences Education

1.1
Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: Family Ties

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Event Management

Interpersonal Communications

Job Interview

Leadership

National Programs in Action

Professional Presentation

Promote and Publicize FCCLA!
Task Number 40

Compare how families affect work life and how work life affects families.

Definition

Comparison should include

- the financial, social, intellectual, emotional, and ethical issues involved in work and family roles
- the effects of career choices on parenting decisions and the influence of parenting decisions on career choices and life goals.

Process/Skill Questions

Thinking

- What effects do technological changes in the workplace have on families?
- What effects do other workplace trends have on families?
- What are the benefits and disadvantages of work as it relates to family?
- What may be the effects of family stress and/or change on the workplace?
- What effects might family life have on the financial issues of work? Social issues? Intellectual issues? Ethical issues?

Communication

- How can we communicate the importance of work life to family members and the importance of family life to those in the workplace?
- What communication skills do we need to balance the effects of family life on work? Work life on families?

Leadership

- What leadership techniques do we need to develop workplace strategies for change?
- How can the family and the employer develop leadership skills in individuals?
- What leadership techniques do we need to be able to direct or redirect the effects of family on work and work on family?
- How can leadership skills be integrated into the family and the workplace?

Management

- How can an individual’s management skills be integrated into the family? Into the workplace?
- What resources can help us analyze and manage ways in which families are affected by work life and in which work is affected by family life?
• What management skills do we need to minimize the effects of family life on work and the effects of work on family life?
• What resources can help us determine our values toward work and families?

**National Standards for Family and Consumer Sciences Education**

1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

**FCCLA National Programs**

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Power of One: Family Ties
Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation
Event Management
Interpersonal Communications
Job Interview
Leadership
National Programs in Action
Professional Presentation
Promote and Publicize FCCLA!
Public Policy Advocate

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**Task Number 41**
Identify management strategies for balancing work and family roles.

Definition

Identification should include strategies related to

- use of time, particularly spending quality time with children
- prioritization of family and work responsibilities
- ways to handle stress on adults and children
- health and safety issues, including sick child care
- conflict resolution
- family and work values
- stages of the family and career life cycles.

Process/Skill Questions

Thinking

- What is the relationship between the family’s circumstances and work productivity?
- Why is it important to a person, to the family, and to the employer to balance work and family roles?
- What factors should we consider when developing management strategies related to family? To the workplace?
- What responsibility does an employer have for a worker’s well-being at home?
- When is it appropriate for an employer to intervene in an employee’s personal/family life?
- What is the relationship of community activities and responsibilities to work and family roles?
- How do management strategies for balancing work and family roles change as the family progresses through its life cycle?

Communication

- When is it appropriate for an employee to communicate personal/family problems to an employer?
- What communication skills do we need to develop strategies for balancing work and family roles?
- How can we communicate to others the importance of balancing work and family roles?

Leadership

- What leadership techniques can we use to address and resolve conflict regarding work and family roles?
- What skills do family members need to become leaders?
- What criteria should we use to assess our efforts at balancing work and family roles?

Management

- What management skills do we need to set priorities at work and at home?
- What kind of training is needed to develop management strategies for balancing work and family roles?
- What management skills do we need to deal with issues at different stages of the family life cycle?

National Standards for Family and Consumer Sciences Education

1.1
Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).

**FCCLA National Programs**

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Power of One: Family Ties

Power of One: Working on Working

**FCCLA: STAR Events (2019)**

Career Investigation

Event Management

Interpersonal Communications

Job Interview

Leadership

National Programs in Action

Professional Presentation

Promote and Publicize FCCLA!

Public Policy Advocate

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**Understanding Wellness**

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**Task Number 42**
Explain the relationship between nutrition and wellness.

Definition

Explanation should include

- defining the term nutrition
- defining the term wellness
- identifying the components of wellness
  - physical
  - psychological
    - mental
    - emotional
    - intellectual
  - environmental
  - social
  - spiritual
  - occupational.

Process/Skill Questions

Thinking

- What are the components of nutrition?
- What are the components of wellness? How does nutrition affect wellness?
- How does wellness affect nutrition?
- Why should nutrition and wellness information be evaluated periodically?
- What resources are available for wellness?
- What concepts overlap nutrition and wellness?
- Why should a person reevaluate information regarding nutrition?

Communication

- Where does one get information about nutrition and wellness?
- How can the message about nutrition and wellness be delivered to our families, peers, and communities?
- What role does media play in our nutritional information?
- What consumer awareness media pieces could be created to inform communities on nutritional matters?
- How does one keep up with changes in nutritional information?

Leadership

- How can one provide leadership within the family unit regarding nutrition and wellness?
- How can one advocate for community wellness programs?

Management

- What are credible sources for nutritional information?
- How can one use available information and resources to create a healthier you?
National Standards for Family and Consumer Sciences Education

14.2.1 Evaluate the effect of nutrition on health, wellness and performance.
14.2.2 Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Financial Fitness: Earning
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
Power of One: Working on Working
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display
Culinary Arts
Event Management
Task Number 43

Explore factors that influence wellness and lifestyle practices across the lifespan.

Definition

Exploration should include

- defining the term *lifestyle*
- explaining the intellectual, psychological, emotional, cultural (ethnicity, family traditions/values), social (peer pressure), and spiritual influences on lifestyle behaviors
- explaining choices that influence wellness, such as diet, meal patterns, exercise, rest and sleep, use of harmful substances, other risk behaviors, attitude, environment, gender, age, finances
- explaining choices that contribute to wellness
- identifying the stages and the nutritional needs of each stage across the lifespan
- explaining the importance of variety and balance in food choices
- explaining the relationship between food preparation and healthy food choices
- identifying governmental, economic (media/advertising), and technological influences on food choices and other nutrition practices
- explaining the amount of sleep, quality of sleep, and sleep patterns important to peak performance
- defining the term substance abuse
- identifying substances often abused by teens (e.g., alcohol, steroids, tobacco, caffeine, laxatives, inhalants, prescription medication, street drugs, energy or performance enhancers such as creatine)
- determining effects that each substance listed above can have on the body and/or mind
- identifying substance abuse prevention and rehabilitation strategies
- explaining the relationship between risk or unsafe behaviors (e.g., not using seatbelt, speeding, multitasking while driving, excessive exposure to sun, regular exposure to loud music, and alcohol and other substance abuse) and wellness
• explaining the relationship between financial health and physical and mental wellness (i.e., the effects of economic resources on one’s quality of nutrition, health care, sleep, stress level, and chronic disease prevention).

Teacher Resource: University of Utah Center for Student Wellness

Process/Skill Questions

Thinking

• Why should we be concerned with our lifestyle choices?
• What factors may influence our lifestyle choices?
• What are the consequences of making healthy choices for physical wellness?
• What are some characteristics of physical, emotional, social, financial, vocational, mental, and spiritual wellness?

Communication

• What communication skills do we need to analyze factors that contribute to wellness?
• Where do we acquire our attitudes and beliefs about wellness and about lifestyle?
• How does the media affect our ideas and choices about wellness and lifestyle?

Leadership

• How can leaders help others to identify choices that contribute to wellness?
• What areas of wellness are most important to your idea of personal success?
• How are the wellness choices you make today similar to or different from those you will make five years from now? Twenty years from now?

Management

• What are your current levels of exercise?
• What steps can you take to increase exercise?
• What happens when no exercise is involved?
• Are you pleased with your present level of wellness? Why, or why not?
• What information and resources do you need to improve your present level of wellness?
• What steps should we take to evaluate our lifestyle choices?

National Standards for Family and Consumer Sciences Education

14.1.1
Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

FCCLA National Programs

Community Service: Lead

Community Service: Learn
Community Service: Serve

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Chapter Service Project Display
Task Number 44

Explain the relationship between physical fitness and wellness.

Definition

Explanation should include

- definition of the term physical fitness
- the components of physical fitness (strength, endurance, flexibility) and their benefits
- how physical fitness can affect wellness.

Teacher Resources: My Food Diary: Aerobic vs. Anaerobic; FUTP 60

Process/Skill Questions

Thinking

- Who is responsible for keeping you well? Why?
- What effect do our lifestyle choices have on our wellness? For example, what are the effects of inadequate rest on our physical, social, emotional, and intellectual wellness?
- How can wellness affect physical fitness?
Communication

- What communication skills do we need to set goals concerning physical fitness and wellness?
- What factors may influence our attitudes and beliefs about physical fitness?
- What parts of your life reflect healthy wellness choices? Unhealthy wellness choices?
- What is the relationship between personal responsibility and wellness?

Leadership

- What areas of wellness choices would you like to improve?
- What leadership skills can help you make healthier choices?
- How can we motivate others to make healthy wellness choices?
- What is the relationship between personal responsibility and wellness?

Management

- What are the effects of heredity on wellness? On physical fitness?
- What information and resources can help us replace unhealthy wellness choices with healthy ones?
- What steps can we take to begin, for example, to improve our level of exercise or our diet?

National Standards for Family and Consumer Sciences Education

14.2.1
Evaluate the effect of nutrition on health, wellness and performance.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Resilient You

FCCLA: STAR Events (2019)
Task Number 45

Identify community resources and services for nutrition and wellness.

Definition

Identification should include

- Family, Career, and Community Leaders of America (FCCLA) National Program: Student Body
- community agencies and organizations that offer services in nutrition and wellness (e.g., Virginia Cooperative Extension, Virginia Department of Agriculture and Consumer Services, Virginia Department of Social Services, Virginia Department of Health, Young Men's Christian Association [YMCA], Area Agency on Aging, etc.)
- the specific aspects of nutrition and wellness addressed by each agency/organization
- the services offered by each agency/organization
- eligibility requirements for services, if applicable, and how to access services.

Process/Skill Questions

Thinking

- What are the economic considerations of community resources and services for nutrition and wellness?
- What are the funding sources for these community resources and services?
- Who typically needs the resources and services of agencies that address nutrition and wellness issues?
- How are the clients of these agencies identified?
- Why is it important to address nutrition and wellness issues in the community?

Communication

- What are the consequences of providing resources and services related to nutrition and wellness?
- What is the impact on the reputation of a community that fails to provide these resources and services?
• How do we acquire our beliefs and attitudes toward the members of the community who suffer from hunger or lifestyle-related illnesses?
• How do we acquire our beliefs and attitudes toward services for these members of the community?
• How do people in need find out about the resources and services available to them?

Leadership

• What service learning projects could our FCCLA chapter develop that would provide nutrition and wellness services for people in need?
• How do community leaders set priorities for the provision of resources and services to people in need?
• What is the relationship between nutrition and wellness services and health care?
• What are the ethical concerns related to providing resources and services related to nutrition and wellness?

Management

• What management skills can enable us to help provide resources and services related to nutrition and wellness?
• What factors may lead you to investigate a career in this area?
• What information is needed to evaluate community resources and services for nutrition and wellness?

National Standards for Family and Consumer Sciences Education

14.1.5
Analyze legislation and regulations related to nutrition and wellness.

14.3.4
Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You
Task Number 46

Analyze the components of a plan to improve physical fitness.

Definition

Analysis should include components such as

- assessing levels of physical fitness
- setting goals for physical fitness
- identifying physical fitness strategies, such as
  - starting the day with a healthy breakfast
  - engaging in regular physical activity
  - maintaining good nutrition
  - avoiding use of harmful substances
• getting enough sleep
• explaining the positive impact of regular physical activity on the body and mind
• choosing appropriate types and levels of physical activity for improving physical condition
• charting progress for selected periods of time
• identifying barriers to maintaining physical activity and other physical fitness strategies.

Process/Skill Questions

Thinking

• What criteria is used to evaluate physical fitness?
• What are the outcomes of good physical fitness? Of poor physical fitness?
• Why do people make excuses to avoid exercise as a strategy for physical fitness?

Communication

• What communication skills do we need to develop physical fitness strategies?
• What activities are appropriate for people who wish to improve their physical fitness?
• What role can technology play in maintaining or improving physical fitness?

Leadership

• What leadership abilities help us to set and implement goals for physical fitness?
• Is there a relationship between leadership and physical fitness? Why, or why not?
• What can we do to motivate ourselves or others to implement strategies for physical fitness?

Management

• What information and resources do we need to implement strategies for physical fitness?
• What steps should we take to begin implementing strategies for physical fitness?
• What management techniques are essential to implementing strategies for physical fitness?

National Standards for Family and Consumer Sciences Education

14.2.1
Evaluate the effect of nutrition on health, wellness and performance.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us
Task Number 47

Identify eating patterns and their effects on wellness.

Definition

Identification should include

- defining the term *eating pattern*
- identifying the components of a healthy eating pattern
- distinguishing between healthy and unhealthy eating patterns
- distinguishing between foods with high nutrient density and foods low in nutrient value and their influence on eating patterns and wellness.

Teacher Resource: [U.S. Dietary Guidelines](#)
Thinking

- What is the relationship between personal responsibility and eating patterns?
- Why should we be concerned about eating patterns and their effect on wellness?
- What are the benefits of healthy eating patterns?

Communication

- What communication skills help us compare healthy and unhealthy eating patterns?
- How can we advertise the benefits of a healthy eating pattern?
- How do we acquire our habits regarding eating patterns?
- Where do we get our information regarding eating patterns?

Leadership

- What happens when families do not offer healthy eating patterns?
- What are the psychological factors related to eating disorders?
- What are the effects on the body of self-starvation or of binging and purging as weight-control methods?
- Why are there so many myths and fallacies about food and food supplements?
- What are the consequences of accepting these myths and fallacies before verifying their accuracy?

Management

- What management skills are essential to helping family members engage in healthy eating patterns?
- What information and resources will we need to improve our choices related to what and when we eat?

National Standards for Family and Consumer Sciences Education

14.2.3  Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.
14.2.4  Analyze sources of food and nutrition information, including food labels, related to health and wellness.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Task Number 48

Identify the effects of food fads and diet fads on wellness.

Definition

Identification should include

- definition of *food fad*
- definition of *diet fad*
- a list of common food fads and the ways each may influence wellness
- a list of common diet fads and the ways each may influence wellness
- distinguishing food fact from food fallacy.

Process/Skill Questions

Thinking

- Do you consider food fads and diet fads a positive or negative influence on food choices? Why?
- Do food fads or diet fads have a big influence on your food choices? Why, or why not?
- How can you deal with fads to continue to make healthy food choices?
Communication

- How can we evaluate our alternatives when faced with food fads?
- Where do we acquire our attitudes and beliefs about food fads, diet fads, and food choices?
- Can peer pressure overcome these factors? Why, or why not?

Leadership

- How can we use our leadership skills to influence others' food choices in the face of food fads or diet fads?
- Why are fads such a large influence on our food choices?
- How can we overcome peer pressure in relation to food choices?

Management

- What management skills help us identify ways in which fads affects food choices?
- What information and resources do we need to make our own food choices even if they run counter to fads?
- How can we evaluate the influence of food fads and diet fads on wellness?

National Standards for Family and Consumer Sciences Education

14.2.3
Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You
Task Number 49

Examine the impact of eating disorders on wellness.

Definition

Examination should include

- identifying common eating disorders and their symptoms (e.g., anorexia nervosa, binge eating, bulimia, fasting, food addictions)
- identifying factors that affect the development of eating disorders
- describing the risks of various eating disorders (e.g., malnutrition, hair loss, dental problems, heart disease, skin disorders, loss of menstrual period, death)
- locating sources of help for those who have eating disorders (e.g., family members, school nurse, guidance counselors, teachers, local health department, local dietitians, athletic staff).

Process/Skill Questions

Thinking

- Why should we be concerned about eating disorders?
- What are the consequences of eating disorders for the victims? For the families? For society?
- In what ways can we provide help for people with eating disorders?

Communication

- Why would someone be likely to develop an eating disorder?
- What eating patterns signal eating disorders?
- What societal influences can make it difficult to adopt normal eating patterns?

Leadership

- What personality traits are common in individuals with eating disorders?
- Does this mean that everyone with these traits is likely to develop an eating disorder? Why, or why not?
• What is the effect of anorexia nervosa on the victim’s body image?
• What family behaviors may contribute to the development of an eating disorder by one family member?

Management

• What resources can help us recognize the symptoms of an eating disorder?
• What can we do if we suspect that a family member or friend has an eating disorder?
• What resources are available to treat eating disorders?

National Standards for Family and Consumer Sciences Education

14.2.3
Analyze the effects of food and diet fads, food addictions, and eating disorders on wellness.

FCCLA National Programs

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Student Body: The Resilient You

FCCLA: STAR Events (2019)

National Programs in Action
Nutrition and Wellness
Professional Presentation
Public Policy Advocate
Task Number 50

Explain the relationship between stress and wellness.

Definition

Explanation should include

- definition of the term stress
- the major factors that can cause stress, such as
  - change
  - unpredictability
  - lack of control
  - conflict
  - poor health
  - relationships
  - poor communication
  - finances
  - social media
- how stress caused by each of these factors may affect wellness.

Process/Skill Questions

Thinking

- Why should you be concerned about stress in your life? In the lives of others?
- What events and experiences are presently causing stress in your life?
- Why could various kinds of stress cause you to become unwell?
- How can exposure to social media result in stress? How does one cope?

Communication

- Where do we acquire our attitudes and beliefs about stress?
- How would you explain stress to someone else?
- How can stress be a positive motivating factor?

Leadership

- What leadership skills can help us analyze stress factors contributing to being unwell?
- What leadership skills could we use to help others understand how stress can lead to illness?

Management
• What may happen when one has too much stress? Is it possible to have too little stress? What may happen when one has too little stress?
• Why do some people display more stress than others?
• How can you identify your comfort zone (the amount of stress that provides enough excitement and challenge without making you feel overwhelmed)?

National Standards for Family and Consumer Sciences Education

14.1.1
Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

14.1.2
Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Parent Practice

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

FCCLA: STAR Events (2019)

National Programs in Action

Nutrition and Wellness

Professional Presentation

Public Policy Advocate

Task Number 51

Describe strategies to manage stress.

Definition
Description should include such strategies as

- communicating feelings
- removing oneself from stressful situations
- engaging in regular physical activity
- managing time efficiently
- meeting physical needs (e.g., nutrition, sleep)
- using relaxation techniques
- identifying resources for stress management (e.g., guidance counselor, trusted teacher or administrator, school psychologist)
- seeking help when needed.

Process/Skill Questions

Thinking

- What would happen if you made no attempt to manage stress in your life?
- Why is it important to deal with stress in healthy ways?
- What are the possible consequences of choosing healthy ways to manage stress?
- What are the possible outcomes of choosing unhealthy ways to cope with stress?

Communication

- How can we communicate the level of stress associated with an event?
- What communication skills do we need to talk about stress to our friends? Our family? Professional counselors?

Leadership

- Can positive events cause stress? Why or why not?
- Do leaders experience stress to a greater or lesser degree than others? Why?
- What leadership skills can help us analyze factors contributing to stress?
- What leadership skills could we use to encourage others to develop and implement coping strategies?
- Why do some people display more stress than others?

Management

- What resources do we need to analyze ways to manage stress?
- How do we evaluate the effectiveness of a physical activity as a coping strategy?

National Standards for Family and Consumer Sciences Education

14.1.1
Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

14.1.2
Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.
FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Speak Out for FCCLA

Power of One: Take the Lead

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Interpersonal Communications

National Programs in Action

Nutrition and Wellness

Professional Presentation

Public Policy Advocate

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Task Number 52

Analyze factors that affect emotional well-being.

Definition

Analysis should include ways in which relationships, stress, dietary habits, and overall fitness affect the ability to

- meet physical needs
- feel a sense of belonging
- love and be loved
- cope with disappointment or loss
- feel capable and self-confident
- achieve goals.

**Process/Skill Questions**

**Thinking**

- What are the basic emotional needs?
- Why do we need to satisfy the basic emotional needs? What are the consequences of satisfying these needs as a child? As an adult? What are the consequences of not accomplishing these needs as a child? As an adult?
- What kinds of relationships lead to emotional well-being?
- How does stress affect overall fitness of an individual?

**Communication**

- What is the importance of communication skills to emotional well-being?
- What communication skills will help us fulfill the basic emotional needs?
- What communication skills are essential to healthy relationships?

**Leadership**

- How can people express emotions through their dietary habits?
- What factors may influence the way we express emotions?
- What leadership skills can help us express emotions in healthy ways?

**Management**

- What is the relationship between management skills and emotional well-being?
- What information and resources do we need to improve our emotional well-being?
- How can we analyze our relationships and their effect on our emotional well-being?

**National Standards for Family and Consumer Sciences Education**

**14.1.1**
Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

**14.1.2**
Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

**FCCLA National Programs**

**Power of One: A Better You**

**Power of One: Family Ties**

**Power of One: Working on Working**
**Task Number 53**

**Investigate community and national topics related to nutrition and wellness.**

**Definition**

Investigation may include such topics as

- hunger (e.g., problems involving malnutrition, chronic undernutrition, seasonal undernutrition, malabsorptive hunger, famine)
- the effects of economic distress and/or homelessness
- obesity
- food supply and distribution (e.g., food deserts)
- food safety
- food security
- environmental influences on food supply and water quality
- sustainable food systems, green technology, and hydroponic and other alternative techniques for food production.

Teacher Resource: [VSU Unveils Food Desert Study Findings](#)

**Process/Skill Questions**

**Thinking**
• Why are nutrition and wellness issues frequently in the news?
• What are the consequences of nutrition and wellness issues for you and your family?
• What economic forces influence nutrition and wellness?

**Communication**

• What factors determine nutrition and wellness of people across the globe?
• How has the analysis of factors influencing nutrition and wellness changed over time?
• In what ways does the use of communication technology influence food choices of people in other countries?

**Leadership**

• What skills do we need to explore societal, governmental, socioeconomic, and technological influences related to nutrition and wellness?
• Whose responsibility is it to address community and national issues of nutrition and wellness?
• What leadership skills do we need to contribute to the resolution of nutrition and wellness issues?
• What ethical issues are involved in addressing nutrition and wellness issues? For example, what happens when governments do not distribute food aid to those who need it? What can be done to ensure that people who need food the most will receive it?

**Management**

• What are the short-term and long-term consequences of food technology on the global community?
• What new perspectives have you gained from analyzing community and national issues related to nutrition and wellness?
• What resources do we need to analyze and address these issues?

**National Standards for Family and Consumer Sciences Education**

14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.

14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

**FCCLA National Programs**

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Balancing Family and Career

Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Financial Fitness: Spending
Power of One: A Better You
Power of One: Family Ties
Power of One: Working on Working
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)
Chapter Service Project Display
Focus on Children
National Programs in Action
Nutrition and Wellness
Professional Presentation
Public Policy Advocate

Task Number 54

Analyze economic, environmental, and social determinants that influence food choices and other nutritional practices.
Definition

Analysis should include

- identification of economic factors, such as globalization of food (importing and exporting of food products), industrialization, use of technology, government subsidies for food production, price controls, food supply, and food distribution
- how these economic factors influence consumers' food choices and other nutritional practices
- the identification of environmental factors such as climate, weather (e.g., hurricanes, wildfires) soil and air quality
- identification of practices to reduce food waste, practices to conserve energy and other resources, and practices to protect the environment (i.e., how environmental factors influence consumers' food choices and other nutritional practices)
- the influence of social determinants (e.g., peer pressure, cultural and/or religious background).

Process/Skill Questions

Thinking

- Why should you be aware of economic and environmental factors that influence your food choices and other nutritional practices?
- What would it be like if people ate food only for its nutritional value?
- Which of the economic, environmental, and social factors are within your control?

Communication

- What effect do cultural traditions, religious beliefs, family traditions, and peer pressures have on your food choices?
- How much do economic factors influence your food choices and other nutritional practices? Are you less likely to choose foods based on cost rather than on nutritional value? Why, or why not?
- How much do environmental factors influence your food choices and other nutritional practices? Does the origin of food (nearby, in another state, in another country) influence your choices? Why, or why not?

Leadership

- What factors that influence your food choices and other nutritional practices are likely to be economic or environmental influenced? Why?
- What economic and environmental factors should you consider as you strive to make healthy food choices?
- What leadership skills can you use to help manage the economic and environmental factors that influence your food choices and other nutritional practices?

Management

- What management skills can help us identify and analyze the influences on food choices?
- How can consumers influence food providers to offer healthy food choices?
- Which influences are most like to lead to unhealthy food choices? To healthy food choices?
National Standards for Family and Consumer Sciences Education

14.3.4
Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.

14.4.4
Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

14.4.5
Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
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Financial Fitness: Earning
Financial Fitness: Protecting
Financial Fitness: Saving
Power of One: A Better You
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Student Body: The Resilient You

FCCLA: STAR Events (2019)

National Programs in Action

Nutrition and Wellness
Task Number 55

Describe the effects of government policies and regulations on nutrition and wellness.

Definition

Description should include

- applicable government policies and regulations
- the impact of these policies and regulations on
  - nutritious food choices (e.g., ChooseMyPlate.gov, USDA dietary guidelines)
  - food purchases (e.g., taxes, processing regulations, salaries, transportation)
  - food distribution (e.g., food banks, Meals on Wheels, soup kitchens, international aid, food stamps, reduced-price and free breakfasts and lunches for school children, the USDA's Special Supplemental Nutrition Program for Women, Infants, and Children [WIC])
  - food availability (e.g., access, safety)
  - food storage and preparation equipment (e.g., health regulations, Occupational Safety and Health Administration [OSHA] regulations).

Process/Skill Questions

Thinking

- Should the government be involved in nutrition and wellness issues? Why, or why not?
- How do the government policies and regulations concerned with nutrition and wellness affect individuals, families, and society?
- What are some areas of pending legislation related to nutrition and wellness?
- What are the opinions of businesses, consumers, government representatives, and elected officials regarding the legislation?

Communication

- How can we communicate the effectiveness of government policies and regulations on, for example, nutritious food choices?
- Do you think the federal government has a responsibility to protect citizens from harmful products and practices related to nutrition and wellness? Why, or why not?
- If you were a legislator, what information would you need to make the best choices about your vote on pending legislation related to nutrition and wellness?

Leadership
• What responsibility does the government have to investigate and regulate food science and technology?
• What food science and technology advances have government agencies regulated? Are these regulations fair to food producers, manufacturers, distributors, and consumers? Why, or why not?
• How can consumers influence government policies and regulations on nutrition and wellness?

Management

• How do government policies and regulations affect your choice of food preparation equipment and small appliances?
• How are our food purchases affected by government regulation? Do regulations lead to increased cost of food products? Why, or why not?
• How does government involvement affect the management of restaurants and other food service providers?

National Standards for Family and Consumer Sciences Education

14.1.5 Analyze legislation and regulations related to nutrition and wellness.
14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.
14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.
14.4.6 Analyze current consumer information about food safety and sanitation.

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending
Task Number 56

Develop a plan to promote and sustain personal wellness.

Definition

Development of a plan should include

- reviewing the assessment of present levels of personal wellness (i.e., physical, mental, emotional, spiritual, social, financial, vocational)
- defining goals for improving wellness
- evaluating goals by asking whether each goal is specific, measurable, achievable, realistic, and tangible (SMART)
- identifying potential difficulties related to goal achievement
- developing a plan of action
- enumerating ways to evaluate progress toward each goal.
Process/Skill Questions

Thinking

• Why should we implement a life plan that promotes wellness?
• How does a life plan that promotes individual wellness help to build strong families?
• What factors determine our attitudes and behaviors related to promoting wellness and good health?

Communication

• What communication skills help us develop and implement a life plan that promotes wellness?
• How can we encourage others to develop their own plans to promote wellness?
• Where do we acquire our attitudes and beliefs about a life plan that promotes wellness?
• How can technology help us achieve wellness goals?

Leadership

• What effect do leaders have on others when they promote wellness and good health?
• What leadership skills help us maintain the self-discipline to adhere to our action plan for achieving our wellness goals?
• What leadership skills help us develop healthy habits and avoid unhealthy habits?

Management

• What management strategies help us achieve wellness goals?
• What resources are available for implementing a life plan that promotes wellness?

National Standards for Family and Consumer Sciences Education

14.1.1
Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

14.2.1
Evaluate the effect of nutrition on health, wellness and performance.

14.2.2
Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

FCCLA National Programs

Families First: Families Today

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending
Investigating Principles of Nutrition

Task Number 57

Identify the functions of macro- and micronutrients and the body’s requirements for each.

Definition

Identification should include

- defining the terms nutrient, macronutrient, and micronutrient, to include protein, carbohydrates, fats, vitamins, minerals, and water
- listing, for each type of nutrient
  - its functions in the body (e.g., carbohydrates for energy, protein for muscle and tissue repair)
its role in preventing or contributing to chronic disease (e.g., fresh fruits and vegetables can promote healthy body weight and decrease the likelihood of diabetes; high consumption of saturated fats/trans fats can contribute to heart disease and cancer; inadequate calcium consumption can lead to osteoporosis)
its presence in food sources (e.g., vitamin A in carrots, vitamin B in grains, calcium in dairy products, iron in legumes)
the effects of a deficiency of a nutrient (e.g., pellagra, scurvy, osteoporosis)
the effects of toxicity associated with a nutrient (e.g., ketosis, excessive bleeding, diarrhea).

Process/Skill Questions

Thinking

• Why should we be aware of nutrients and their functions?
• What can happen if we receive insufficient nutrients?
• What nutrients tend to be included in a typical teenager’s diet?
• Which nutrients tend to be deficient? Are nutrients’ effects on the body different for different family members? Why, or why not?

Communication

• What are our sources of information about nutrients?
• How can we tell if these sources are reliable?
• What are the arguments for and against taking large doses of specific nutrients, for example, vitamins or minerals?

Leadership

• What leadership skills are needed to teach others about nutritional needs? About the effects of nutrients on the body?
• Why should high school students be concerned about their nutrient intake?
• Why is it your responsibility to ensure that you and your family members receive a sufficient daily dose of essential nutrients?

Management

• What management skills can we use to ensure that our diet includes enough of the right nutrients?
• What resources are available when we need information pertaining to the effects of nutrients on the body?
• What types of foods does a family shopper need to select in order to ensure that all family members receive the nutrients they need?

National Standards for Family and Consumer Sciences Education

14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.
14.5.1
Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.

Task Number 58

Evaluate sources of nutrition information.

Definition

Evaluation should include determination of the following criteria:

- The author and/or source of the information is deemed reputable.
- The credentials of the author and/or source of the information are genuine.
- The information is up to date.
- The author and/or source of the information have nothing to gain by promoting this information.
- The information is presented in a logical way and supported by thorough and legitimate research.
- More than one reputable source supports the same information.

Process/Skill Questions

Thinking

- How prevalent is misinformation about nutrition?
- How can we determine whether our sources of nutrition-related information are reliable and reputable?
- What are the dangers of following nutrition-related information gained from an unreliable source?
- What factors determine our reaction to nutrition information?

Communication

- What communication skills allow us to evaluate sources of nutrition information in an objective manner?
- Where do we acquire our attitudes and beliefs concerning sources of information?
- Why do people tend to believe food-related information without verifying its accuracy?

Leadership

- What leadership skills help us evaluate sources of nutrition information?
- How can we persuade others to evaluate sources of nutrition information before accepting it as valid?
- Why is it difficult at times to evaluate sources of nutrition information, especially information presented on the Internet?

Management

- What management skills are useful when evaluating sources of nutrition information?
- What resources are available to help us improve our skills related to evaluating sources of information?
• What can we do to assure that others become informed about reliable and unreliable sources of nutrition information?

National Standards for Family and Consumer Sciences Education

14.4.4
Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

National Programs in Action

Nutrition and Wellness

Professional Presentation

Public Policy Advocate

Sports Nutrition

Task Number 59

Compare human nutritional needs at the different stages of life.

Definition

Comparison should include

• the nutritional needs at the following stages of life:
  o Newborn/infant (first year)
• Young childhood (1-6)
• Middle childhood (6-12)
• Adolescence (12-18)
• Early adulthood (18-30)
• Pregnancy
• Middle age (30-60)
• Older adulthood (over 60).

- the additional nutritional needs of people at each stage of life, according to various levels of physical activity.

**Process/Skill Questions**

**Thinking**

- What factors determine our nutritional needs at various stages of life? Are some factors more important than others? Why, or why not?
- What nutrition-related problems may arise at different stages of life?
- How do lifestyle issues, food choices, eating patterns, physical activity, body weight, and health concerns affect nutritional needs as humans progress through the life cycle?

**Communication**

- What communication skills help us compare the nutritional needs of people at different stages of life?
- What are some creative ways to help others at different stages of life determine their nutritional needs?
- What are the benefits and disadvantages of technology and biotechnology related to nutritional needs?

**Leadership**

- What happens when families give little thought to their food choices?
- Can dietary supplements replace the nutrients that people lack because of poor food choices? Why, or why not? What are the benefits and disadvantages of these supplements?
- What leadership skills are needed to help family members fulfill their nutritional needs?

**Management**

- What management skills are essential to ensuring that family members at different stages of life meet their nutritional needs through healthy food choices?
- What information and resources will we need to improve our ability to meet the nutritional needs of family members at different stages of life?
- What steps should we follow to set goals related to nutritional needs of family members at different stages of life?

**National Standards for Family and Consumer Sciences Education**

14.2.1
Evaluate the effect of nutrition on health, wellness and performance.

14.2.2
Analyze the relationship of nutrition and wellness to individual and family health throughout the life span.

14.3.1
Apply current dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2
Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.

**FCCLA National Programs**

**Families First: Balancing Family and Career**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: Parent Practice**

**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**Power of One: Working on Working**

**Student Body: The Fit You**

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**Student Body: The Resilient You**

**FCCLA: STAR Events (2019)**

**Event Management**

**Focus on Children**

**Food Innovations**

**National Programs in Action**

**Nutrition and Wellness**

**Professional Presentation**

**Public Policy Advocate**

**Sports Nutrition**
Task Number 60

Identify methods for determining a healthy body weight.

Definition

Identification should include

- tools used to evaluate body weight (e.g., body mass index, growth charts, body fat analyzer, waist/hip ratio)
- the relationship of healthy body weight to variables such as age, gender, height, and body frame size.

Process/Skill Questions

Thinking

- How can we know that our evaluation of our own body weight is accurate?
- What are the relationships between body weight and self-image?
- Why do young people place too much importance on physical appearance, particularly body weight?
- How does the media affect our ideas of what is attractive in terms of body weight and physical appearance?
- Why are teenage girls at greater risk than teenage boys for dangerous reactions to problems with body weight?
- What are the physiological reactions of the body to binging and purging? To other severe attempts to control body weight?
- What are the most effective, healthy ways to manage body weight?

Communication

- What communication skills help us interpret information about body weight?
- How can we publicize the facts related to sensible weight loss?
- How can technology help us set and implement goals related to healthy body weight?

Leadership

- What are the consequences of going on diets that are not nutritionally sound?
- Why are harmful diets published?
- What can we do to discourage fad dieting among friends and family?
- How can we help others understand the relationship of health body weight to variables such as age, gender, and height?

Management
• How can we evaluate the effectiveness of weight-loss diets?
• What can families do about the national problem of children who are either overweight or undernourished?
• What are the effects of herbal supplements that are advertised for weight loss?

National Standards for Family and Consumer Sciences Education

14.2.1 Evaluate the effect of nutrition on health, wellness and performance.
14.2.4 Analyze sources of food and nutrition information, including food labels, related to health and wellness.
14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.

FCCLA National Programs

Power of One: A Better You
Power of One: Family Ties
Power of One: Speak Out for FCCLA
Power of One: Take the Lead
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Student Body: The Fit You
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Student Body: The Resilient You

FCCLA: STAR Events (2019)

National Programs in Action

Nutrition and Wellness
Professional Presentation
Public Policy Advocate
Sports Nutrition
Task Number 61

Explain the principles of energy balance.

Definition

Explanation should include the principles of

- energy in–energy out
- calorie requirements
- empty calories
- glycemic index
- effects of physical activity.

Process/Skill Questions

Thinking

- What are the benefits of applying the principles of energy balance to our lives?
- Why would it be safer for a teen to increase physical activity than it would be to go on a diet?
- What factors should be considered when determining the desired energy intake?
- What does the statement, “It takes energy to make energy” mean?
- What impact does the location of body fat have on one’s general health?
- What is the importance of knowing the percentage of calories that come from fat in your diet?
- What impact does television viewing or gaming often have on the health of teens?
- When the energy (calories) you obtain from food equals the energy you expend, what happens to body weight?
- When is it greater than the energy you expend? How would you distinguish between “energy surplus” and “energy deficit”?
- What social factors might influence your ability to maintain an energy balance?
- What is the relationship between calories and kilocalories, and how do they relate to weight loss and weight gain?

Communication

- What information is needed to identify unhealthy weight loss practices?
- What strategies can be used to encourage friends and family members to participate in more physical activities?
- How could an exercise expert communicate the best methods for attaining an energy surplus or an energy deficit?
- What factors should be considered when maintaining an energy balance?
- What information is needed to identify energy balance concerns when using diet supplements?

Leadership

- What can you tell others about the principles of energy balance?
- What can you do to encourage a healthy lifestyle for family and friends?
- What can you do to create an attitude for change?
How could you help someone develop a fitness routine to balance energy?
How should an understanding of the concept of energy balance influence the diet industry?

Management

- How can consumers evaluate the safety of weight-loss programs?
- How can technology aid in the implementation of goals related to healthy body weight?
- What local resources are available to assist in managing your energy balance?
- How may local resources be used to assist in maintaining a healthy weight?
- What steps should a person take to maintain a healthy weight?
- What steps should a person take to maintain an energy balance?

National Standards for Family and Consumer Sciences Education

14.1.1
Explain physical, emotional, social, psychological, cultural, and spiritual components of individual and family wellness.

14.1.2
Investigate the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

14.2.1
Evaluate the effect of nutrition on health, wellness and performance.

14.3.2
Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.

FCCLA National Programs

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

National Programs in Action

Nutrition and Wellness
Task Number 62
Explore basic concepts of nutrition for meeting special dietary needs.

Definition
Exploration of basic concepts should include

- listing various conditions (e.g., weakened immune systems, allergies, diabetes, hypertension, cholesterol, cancer, heart disease, autism spectrum disorder [ASD], that require special dietary needs
- explaining the basic concepts of nutrition and nutritional therapy related to each identified need
- allergen awareness and allergy training options (e.g., ServSafe, AllerTrain, Tap Series).

Teacher Resources: The ServSafe Advantage; AllerTrain; Tap Series

Process/Skill Questions

Thinking

- Why are nutrition and wellness often in the news?
- Is there a rise in the need for specialized diets? If so, why?
- What effects do processed foods have on our general health and well-being?
- How would required dietary modifications affect individuals and families?
- How do nutritional needs change across the life span (e.g., prenatal, infancy, childhood, adolescence, young adult, adult, elderly)?
- What are the benefits of nutritional therapy?
- How does nutritional therapy provide assistance for special dietary needs?
- What are some reliable sources of information about the six basic nutrients?
- What are the contributions of the six basic nutrients to individual health and wellness?
- How can parents help children develop healthy eating habits?
- What can you do to ensure that your dietary needs are met?
- What factors influence meal planning for a person who is a diabetic? Who has high cholesterol? Who has high blood pressure?
- What are some reliable sources of information about meal planning for persons with special dietary needs?

Communication

- What skills do we need to design a diet for a person with special dietary needs?
- What have researchers found that connect foods with health benefits and health concerns?
• If we know that various lifestyle activities can harm our well-being, why do we often not make the needed changes?
• What dietary guidelines should a pregnant woman follow?
• What communication skills do we need to explain an individual’s special dietary needs?

Leadership

• How could you make a modified diet appealing to the general public or the family as a whole?
• What strategies can be used to promote making healthy food choices?
• How can parents model and teach good eating habits to their children?
• How can you motivate others to meet their individual dietary needs?

Management

• What resources are available to assist in creating and modifying menus for populations that require dietary modifications?
• How are nutrition and medicine related? How does a healthy diet reduce the need for medication?
• What factors would a dietitian consider when designing an eating plan to meet a patient’s medical needs?
• What resources can help you identify nutritional therapy for meeting special dietary needs?

National Standards for Family and Consumer Sciences Education

14.3.1 Apply current dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2 Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.
14.3.4 Evaluate policies and practices that impact food security, sustainability, food integrity, and nutrition and wellness of individuals and families.
14.4.6 Analyze current consumer information about food safety and sanitation.
9.4 Apply basic concepts of nutrition and nutrition therapy in a variety of settings, considering social, geographical, cultural, and global influences.

FCCLA National Programs

Community Service: Lead

Community Service: Learn

Community Service: Serve

Families First: Families Today

Families First: Meet the Challenge
Planning Menus and Preparing Food

Task Number 63

Apply science-based dietary guidelines when planning menus.

Definition

Application should include

- identifying common science-based dietary guidelines and their contents
- explaining the application of guidelines to sample daily menus that meet USDA standards (see the 2010 Dietary Guidelines for Americans and USDA Choose MyPlate)
- planning menus that demonstrate application of guidelines.

Process/Skill Questions

Thinking

- Why should we learn how to apply science-based dietary guidelines to menu planning?
- What is the relationship between personal responsibility and menu planning?
- How can we incorporate the science-based dietary guidelines in the Dietary Guidelines for Americans and ChooseMyPlate into plans that include special occasions, vacations, or eating out?

Communication

- Where do we acquire our preferences regarding the foods we find appealing?
• What factors may determine how well we are able to apply science-based dietary guidelines to our family menus?
• How can we communicate the importance of nutritious food choices to family members?

Leadership

• What leadership skills do we need to introduce science-based dietary guidelines into family menu planning?
• What can we do to improve the appeal of various nutritious foods to people who do not like them?
• How can we plan menus that take into consideration science-based dietary guidelines, food appeal, and cost?

Management

• What information do we need to serve nutritious meals without exceeding the resources of the family?
• What management skills do we have that will help us apply science-based dietary guidelines to menu planning? What skills do we need to acquire?
• What steps do we follow to apply science-based dietary guidelines to menu planning for our own meals?

National Standards for Family and Consumer Sciences Education

14.3.1
Apply current dietary guidelines in planning to meet nutrition and wellness needs.

14.3.2
Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)
Task Number 64

Perform nutritional analyses of recipes and menus.

Definition

Performance of nutritional analyses should include:

- determining the nutritional values of foods and/or food ingredients
- using the MyPlate to assist with nutritional analyses of recipes and menus
- creating a reference chart to record findings.

Teacher Resource: Super Tracker

Process/Skill Questions

Thinking

- How does one determine the nutritional value of menus and recipes? Why?
- What is the importance of evaluating recipes and menus in terms of nutritional value?
- In planning menus, how can we be sure of incorporating sufficient nutritional value?
- Should foods with relatively little nutritional value ever be included in menus? Why, or why not?

Communication

- What communication skills enable us to analyze recipes and menus for nutritional value?
- What factors may influence our analyses of recipes?
- How can technology help us analyze recipes and menus?
- What criteria should we use to evaluate menus and recipes for use in the family?

Leadership

- What standards should we set for recipe selection? Would the standards be different for recipes for special occasions?
- What leadership skills do we need to analyze recipes and menus for nutritional value? How can we enhance those skills?
- How can we enhance the appeal of low-fat, low-sodium, low-carbohydrate recipes for those with special needs?
• What leadership skills can we use to persuade others of the importance of analyzing recipes and menus for nutritional value?

Management

• What information do we need to analyze recipes and menus for nutritional value?
• What resources can help us develop or improve skills related to menu analysis?
• Where can we obtain the information we need for such analyses?
• When two recipes are equal in terms of nutritional value, what is the determining factor in your selection of one over the other?

National Standards for Family and Consumer Sciences Education

14.2.4
Analyze sources of food and nutrition information, including food labels, related to health and wellness.

14.5.1
Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation
Task Number 65

Apply basic concepts of nutrition in meal planning to meet special dietary needs.

Definition

Application should include

- listing the special nutritional requirements of
  - athletes
  - vegetarians and vegans
  - pregnant and/or lactating females
  - persons with specific health conditions, such as
    - food allergies
    - high cholesterol
    - diabetes (glucose intolerance = pre-diabetes)
    - celiac disease (autoimmune reaction to gluten)
    - gastroesophageal reflux disease (GERD)
    - heart disease
    - cancer
- explaining the basic concepts of nutritional therapy related to each identified need
- describing the specific dietary modifications required to meet the dietary needs of each population.

Process/Skill Questions

Thinking

- Why is it important to identify the dietary requirements of populations with special dietary needs?
- What would happen if those responsible for planning meals did not know the dietary requirements of populations with special dietary needs?
- How can we be sure that we fulfill the dietary requirements of persons with special dietary needs?

Communication

- What skills do we need to identify the dietary requirements of people with special dietary needs?
- Where do we acquire our values and attitudes regarding food recipes?
- Why are some people resistant to modifying recipes for fulfilling the requirements of those with special dietary needs?
- How can we distribute modified recipes?
Leadership

- What leadership skills enable us to identify the dietary requirements of persons with special dietary needs?
- How can we persuade others of the wisdom of lowering the fat and sugar content of many recipes?

Management

- What resources do we need to identify the dietary requirements of persons with special dietary needs?
- What are sources of accepted modified recipes that fulfill the requirements of persons with special dietary needs?
- Are all modified recipes healthier than their originals? Why, or why not?

National Standards for Family and Consumer Sciences Education

14.3.2
Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.

FCCLA National Programs

Families First: Balancing Family and Career
Families First: Families Today
Families First: Meet the Challenge
Families First: Parent Practice
Families First: You-Me-Us
Power of One: A Better You
Power of One: Family Ties
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management

Focus on Children
Task Number 66

Use the nutrition facts label to evaluate the nutritional quality of foods.

Definition

Use of the nutrition facts label should include

- examining package labels to identify
  - nutritional information (nutrients, amount of each nutrient, percentage of minimum daily requirement for each nutrient)
  - ingredients
  - serving size and number of servings per package
  - calories per serving
- reading the whole label and applying nutrient density to make informed decisions
- selecting products that are consistent with USDA dietary guidelines
- other package information (e.g., health claims, storage instructions, expiration, sell-by and use-by date).

Process/Skill Questions

Thinking

- What types of information found on food labels is most helpful to you as a consumer?
- How could you use this information when purchasing various foods?
- What are the consequences of not using label information when deciding whether to purchase a food item?

Communication

- How do we determine whether the label information is accurate? Why is it important to evaluate the accuracy of the information?
- Which label information do you think should be required by law? Why?
• Who benefits from information on nutrition labels?

**Leadership**

• How can the information on a nutrition label assist you in implementing the Dietary Guidelines for Americans or MyPlate?
• Why do you think the federal government changes its requirements for nutrition labels?
• What can consumers do to influence the content of food product labels?

**Management**

• How can food product labels help us manage the responsibility of meal planning?
• What management skills do we use when we examine food labels before buying?
• How can food labels help us stay within our budget?

**National Standards for Family and Consumer Sciences Education**

14.2.4
Analyze sources of food and nutrition information, including food labels, related to health and wellness.

**FCCLA National Programs**

Families First: Families Today

Families First: Meet the Challenge

Families First: You-Me-Us

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

**FCCLA: STAR Events (2019)**

Food Innovations

National Programs in Action

Nutrition and Wellness
Professional Presentation

Public Policy Advocate

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**Task Number 67**

**Develop a food budget and comparison-shopping strategies.**

**Definition**

Development of a food budget should include

- listing and determining the factors that influence the amount of money a family spends for food
- compiling a list of strategies for reducing food expenses
- identifying criteria used to establish a food budget
- developing a cost analysis for a menu plan that includes eating in and eating out.

Strategies for comparison food shopping should include

- listing criteria used for food selection (quality, end use of the product, cost and unit price, nutritional value, skill needed to prepare the product, time needed to prepare the product, ecological impact of use, and storage of the product)
- comparing places to buy food, including locally available farmers’ markets, grocery stores, discount food suppliers, catalogs, and virtual stores on the internet
- comparing brands of food products
- comparing cost of convenience foods to cost of similar foods prepared at home.

**Process/Skill Questions**

**Thinking**

- Why should you be aware of your family’s food budget?
- What are the consequences of overspending a food budget?
- Is it possible to eat just as nutritiously with less-expensive foods as with expensive foods? Why or why not?
- What factors may influence our choice of where we shop?
- What are the benefits and disadvantages of comparison shopping?

**Communication**

- What communication skills are involved in making a budget for food purchases?
- Where do we acquire our attitudes and beliefs about food shopping?
- What standards should we set for shopping on a limited budget?
- What are the effects of advertising and grocery store layout and displays on comparison shopping for food?
What criteria are most important to you as you compare food products for purchase? Are the criteria always the same?
How do consumers benefit from having many brands from which to choose?

Leadership

- What is your most effective strategy (or combination of strategies) for saving money when shopping for food?
- How can we help others determine effective money-saving strategies?
- What happens when families must choose between shopping for food and another essential, such as medicine or rent?
- How can comparison-shopping techniques benefit the consumer when shopping for food?
- How can we use technology to help us compare food products?
- What leadership skills can we use to make decisions about food purchases?

Management

- Which money-saving strategies are you most likely to use? Why?
- Is it difficult to stay within a budget when buying food? Why, or why not?
- What management strategies can help us avoid impulse purchases at the grocery store?
- What information do we need in order to use comparison-shopping techniques?
- What sources of assistance can we access if we have trouble comparing food products?
- What management skills help us apply our criteria to different types of food products?

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge

Families First: Parent Practice

Families First: You-Me-Us

Financial Fitness: Earning

Financial Fitness: Protecting

Financial Fitness: Saving

Financial Fitness: Spending

Power of One: A Better You

Power of One: Family Ties

Power of One: Working on Working
Task Number 68

Identify the components of a standardized recipe.

Definition

Identification should include

- food dish name or recipe title
- category or type of recipe
- equipment needed
- preparation time
- list of ingredients and quantity of each
- step-by-step preparation instructions
- cooking time and temperature(s)
- yield and portion size
- nutritional facts per serving (e.g., calories, fat grams, sodium, sugar, fiber).

Process/Skill Questions

Thinking

- What criteria should be used to determine whether a recipe is standardized?
- What are the benefits of using a standardized recipe?
- How do baking and cooking differ? When is a standardized recipe needed?
• What factors determine a good recipe? What information is included?
• How would the lack of knowledge of food preparation terms affect a cook’s ability to prepare a standard recipe?
• Why are some recipe measurements given by weight and others by volume?
• Why does it matter whether you use the ingredients list or the method as your instructions?

Communication

• What strategies are used to share favorite recipes?
• Why is it important to know your family members’ favorite recipes?
• What communication skills are needed to provide detailed directions in a standardized recipe?
• How should the information in a recipe be communicated?

Leadership

• What strategies can be used to persuade your family to try new foods?
• How can one invent a new recipe? Would it be an adaptation? What skills would aid in creating a new recipe?
• What factors should be considered when adapting a recipe for special diets?
• What role do standardized recipes play in maintaining product consistency?
• What is the importance of examining the nutritional values information before planning to use a recipe?
• What leadership skills are demonstrated when following a recipe?
• What environmental factors might cause a recipe to fail?

Management

• What new or unique foods can you find in the supermarket? How would you use these new or unique food products?
• From how far away do your foods come? What is the impact on the environment when food is produced a long way from the consumers? What is the impact of using locally grown food products on the environment? On the economy?
• How are recipes like formulas?
• How can using standardized recipes increase efficiency in the commercial kitchen?
• What might happen if the cook does not follow the recipe’s instructions exactly?
• Where can we obtain the information we need for a standardized recipe?
• What management skills are needed to select and prepare a recipe for an event?

National Standards for Family and Consumer Sciences Education

14.3.3
Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Families Today

Families First: Meet the Challenge
Task Number 69

Modify recipes to meet dietary needs.

Definition

Modification should include

- examining a selected number of recipes for fat, sugar, and sodium content
- recommending any changes needed in order to reflect dietary guidelines for given health concerns
- preparing both original and modified recipes
- comparing similarities and differences in taste, texture, cost, and nutritive value.

Process/Skill Questions

Thinking
• Why should we learn ways to modify recipes to meet dietary needs?
• What would happen if those responsible for family meals decided not to modify recipes to meet dietary needs?
• What can we do when family members refuse to follow dietary guidelines for their health conditions?

Communication

• What skills do we need to evaluate and modify recipes to meet dietary needs?
• Where do we acquire our values and attitudes regarding food recipes?
• Why are some people resistant to modifying recipes for healthier eating?
• How can we publish and distribute modified recipes?

Leadership

• What leadership skills enable us to modify recipes to meet the dietary needs of family members?
• How can we persuade others of the wisdom of lowering fat and sugar content of many recipes?

Management

• What resources do we need to modify recipes to meet dietary needs? What are sources of modified recipes?
• Why are modified recipes often healthier than their originals?

National Standards for Family and Consumer Sciences Education

14.3.1
Apply current dietary guidelines in planning to meet nutrition and wellness needs.
14.3.2
Design strategies that address the health and nutritional recommendations for individuals and families, including those with special needs.
14.5.4
Analyze the effects of food science and technology on meeting nutritional needs.

FCCLA National Programs

Power of One: A Better You

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Food Innovations
Task Number 70

Apply time-management principles when planning, preparing, and serving food.

Definition

Application should include

- making a list of ways to manage time during food preparation, including
  - planning for thawing times
  - assembling all needed ingredients and equipment before preparing the food
  - reviewing or looking up all cooking terms used in the recipes before preparing food
  - determining the quantity of food to prepare for the desired number of servings
  - dovetailing tasks (i.e., keeping two tasks going at the same time)
  - reading and following the recipe precisely, noting temperatures and times for each food
  - preheating the oven
  - evaluating when food is done
  - allowing cooling time, when appropriate
- preparing a meal according to an appropriate time plan and sequence of steps
- evaluating plan and sequence and making improvements where necessary.

Process/Skill Questions

Thinking

- Why is time management important in meal preparation?
- What are the consequences of organized food planning and preparation? Of unorganized food planning and preparation?
- What may happen when we attempt to serve food without regard to time management?

Communication

- What communication skills are essential for time management in the kitchen?
- Where do we learn time-management principles for food preparation?
- What is the goal of time management during meal planning, preparation, and service?
Leadership

- How do leaders manage time? Do you think that leaders are better at time management than others? Why, or why not?
- What techniques do leaders use that we might apply to food planning, preparation, and service?
- What leadership skills can help us organize food preparation by more than one person?
- How can technology help us manage the time involved in planning, preparing, and serving food?

Management

- What management skills do you have now for organizing the planning, preparation, and serving of food? What skills do you need to develop?
- What is the goal of a step sequence during meal preparation?
- What resources do we need to apply time-management principles when planning, preparing, and serving food?

National Standards for Family and Consumer Sciences Education

14.3.3
Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.

FCCLA National Programs

Families First: Balancing Family and Career

Families First: Parent Practice

Power of One: A Better You

Power of One: Family Ties

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Food Innovations

National Programs in Action

Nutrition and Wellness

Professional Presentation
Task Number 71

Design kitchen work space to facilitate efficient food preparation.

Definition

Designing should include

- identifying space-management principles specifically for kitchens and food-storage areas
- developing floor plans for a well-organized kitchen
- describing the organization of equipment, supplies, and food products to facilitate food preparation.

Process/Skill Questions

Thinking

- What are the goals of kitchen work-space management?
- What are the benefits and disadvantages of some popular types of kitchen designs?
- Why should we study ways to design and organize the kitchen work space?

Communication

- What communication skills can help us develop kitchen floor plans?
- What does a well-designed and well-organized kitchen say about the person who prepares food there?
- What criteria should we use to evaluate the design and organization of a kitchen work space?

Leadership

- What leadership skills can we use to organize kitchen work spaces?
- How can we organize equipment, supplies, and food products for more than one user?
- How can technology help us make the best use of space for food preparation?

Management

- What management skills are needed to design and organize kitchen work space?
- What factors should we consider as we design kitchen space?
- What advances in technology do you predict will facilitate food preparation in the future?

National Standards for Family and Consumer Sciences Education

14.5.2
Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
14.5.3
Analyze the effects of technological advances on selection, preparation and home storage of food.

**FCCLA National Programs**

**Families First: Balancing Family and Career**

**Families First: Families Today**

**Families First: Meet the Challenge**

**Families First: Parent Practice**

**Families First: You-Me-Us**

**Power of One: A Better You**

**Power of One: Family Ties**

**FCCLA: STAR Events (2019)**

**Interior Design**

**National Programs in Action**

**Professional Presentation**

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**Task Number 72**

**Select and use food-preparation utensils and equipment.**

**Definition**

Use should involve

- listing common food-preparation utensils and equipment
- stating criteria for the selection of common utensils and equipment
- describing the function and use of the utensils and equipment
- comparing the utensils and equipment with respect to cost, time utilization, ease of operation, safety, storage, maintenance needs, and energy efficiency and other environmental concerns
- selecting the utensils or equipment appropriate for specific food-preparation tasks cleaning and maintaining the utensils and equipment.

**Process/Skill Questions**
Thinking

- Which comparison factors (cost, time utilization, ease of operation, safety, storage, maintenance needs, and energy efficiency and other environmental concerns) for utensils and equipment are most important to you? To your family? Why?
- What additional factors might you consider, for example, style, color, size, manufacturer’s reputation, advertised features, ease of operation? Why?
- What may be the consequences of purchasing kitchen utensils and equipment without research and comparison?
- What is the difference between “cleaned” and “sanitized”? How do these terms apply to food-preparation utensils and equipment?
- Why should we be knowledgeable about the wide range of utensils and equipment available?
- What should be considered when selecting the "right tool for the job" in food preparation?

Communication

- What cost factors must be considered when purchasing equipment and utensils? How can communication and research skills help you to pay less for a piece of equipment?
- What communication skills can we use to compare small appliances?
- How can we teach others to use, clean, and maintain food-preparation utensils and equipment?
- How might the small appliances we own influence our food choices?

Leadership

- Why do you think a certain brand of dishwasher, for example, has a reputation for durability? How could you find out if the reputation is justified?
- How much consideration would you give to replacing an older appliance if technology had significantly improved the efficiency of newer models?
- What leadership skills can help us determine the benefits of owning and using a specific small appliance for food preparation?
- What environmental concerns might prompt us to use a small appliance rather than a large piece of kitchen equipment that performs the same function?

Management

- What information do we need to compare food-preparation equipment? What sources of information are reliable? What steps should we take to compare food-preparation equipment?
- How can small appliances help us manage meal preparation more efficiently?
- What management skills can help us select and use food-preparation utensils and equipment?

National Standards for Family and Consumer Sciences Education

14.3.3 Demonstrate ability to select, store, prepare, and serve nutritious, aesthetically pleasing food and food product.  
14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.

FCCLA National Programs
Using Science and Technology in Food Management

Task Number 73

Analyze the impact of advances in technology and science on the food industry.

Definition

Analysis should include

- identifying food products that have been influenced by recent technological and scientific advancements in methods of
  - growing (e.g., genetically modified foods, enhanced feed for livestock)
  - obtaining preserving (e.g., additives, irradiation, hydrogenation)
  - storing (e.g., vacuum-sealed packaging)
  - distributing
  - preparing
  - serving
- evaluating how each product's availability, safety, taste, cost, nutritional content, ease of preparation, and/or environmental impact have been influenced by these advancements
• evaluating sustainable food systems, green technology, and hydroponic and other alternative techniques for food production.

**Process/Skill Questions**

**Thinking**

• What are the effects of food-related technological developments on consumers, society, the food industry, and farmers?
• How have consumers benefited from technological developments that originated for use in space or by the military?
• What is the impact on consumers of controversial biotechnological developments in agriculture?

**Communication**

• What communication skills do we need to evaluate advances in food technology and food science?
• How can we describe the qualities of food products resulting from technological or scientific advances?
• What factors influence consumer acceptance of food products such as substitutes for sugar or eggs?

**Leadership**

• What should consumers do to maximize the positive impact of technological advancements? To avoid or diminish the negative impact?
• What leadership skills can help us predict the consumer acceptance of controversial technology, such as food irradiation as a preservative?
• What ethical issues are associated with advances in food technology and science?

**Management**

• What skills do we need to prepare foods that reflect technological advances?
• What information is necessary to compare traditional and new home food-related equipment and technology?
• What is the relationship between convenience of food preparation and consumer acceptance of advances in food technology?

**National Standards for Family and Consumer Sciences Education**

14.5.1 Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.
14.5.2 Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.
14.5.3 Analyze the effects of technological advances on selection, preparation and home storage of food.
14.5.4 Analyze the effects of food science and technology on meeting nutritional needs.

**FCCLA National Programs**
Task Number 74

Apply basic food-science principles to food preparation.

Definition

Application of food-science principles should include

- describing physical and chemical forms, properties, and changes relevant to food-preparation methods, such as
  - mixtures and compounds
  - solids, liquids, and gases
  - physical properties (e.g., shape, solubility, melting and boiling points, color)
  - chemical properties (e.g., acidity, basicity, combustibility)
applying the food-science principles used in the preparation of food (e.g., smoothies, salad dressing, muffins, yeast bread).

### Process/Skill Questions

#### Thinking

- Why is it important to know how to apply food-science principles to food preparation?
- What are the consequences of failure to apply food-science principles to food storage or preparation?
- What factors may determine the food-science principles used during food preparation?

#### Communication

- What communication skills do we need to interpret and apply food-science principles?
- What criteria should we use to evaluate our use of basic food-science principles in food preparation?
- How do we explain our application of food-science principles to those who lack food-preparation skills?

#### Leadership

- What should we do to retain the nutritional value of foods from, for example, the Bread, Cereal, Rice, and Pasta Group?
- What food-preparation skills are needed to prepare foods from this group? Which of these skills do you have now? Which skills will you have to develop?

#### Management

- What management skills are essential to food preparation?
- What management skills do we need to select foods of maximum quality and preserve them until preparation and serving?
- What information do we need in order to apply food-science principles to food preparation?

### National Standards for Family and Consumer Sciences Education

14.4.1
Analyze conditions and practices that promote safe food handling.

14.5.1
Investigate how scientific and technical advances influence the nutrient content, availability, and safety of foods.

14.5.2
Analyze how the scientific and technical advances in food processing, storage, product development, and distribution influence nutrition and wellness.

14.5.3
Analyze the effects of technological advances on selection, preparation and home storage of food.

14.5.4
Analyze the effects of food science and technology on meeting nutritional needs.

### FCCLA National Programs

**Power of One: A Better You**
Task Number 75

Identify strategies for conserving environmental resources with regard to food purchase, storage, and disposal.

Definition

Identification should include

- types of packaging used in the food industry and their effects on the environment and on consumers' health
- benefits and disadvantages of packaging recycling
- strategies to reduce, reuse, and recycle
- buying habits that encourage and discourage waste
- strategies to conserve resources and protect the environment regarding garbage disposal.

Teacher Resource: FCCLA National Program: Student Body

Process/Skill Questions

Thinking

- Why should we be concerned about the environmental effects of food purchases and preparation?
- What criteria should we use when selecting packaged food products?
- How can we determine which is a wiser purchasing decision: to buy a food product in large quantity to save on unit cost, or to buy in smaller quantity to reduce the risk of waste?

Communication

- Why do manufacturers package the same product in different ways?
- What communication skills do we use to evaluate the environmental impact of recycling as a disposal method?
- How can we communicate our strategies for conserving environmental resources?

Leadership
• Why should manufacturers be held accountable for the waste incurred through packaging?
• What actions can consumers take to encourage less-wasteful packaging?
• What can we do to encourage children to conserve environmental resources? To encourage teens? To encourage adults?

Management

• What management strategies can help us develop a plan to recycle materials at home and reduce the amount of packaging we discard?
• What can consumers do to reduce the negative effects of packaging?
• What information is necessary to form buying habits that discourage waste?

National Standards for Family and Consumer Sciences Education

14.4.1
Analyze conditions and practices that promote safe food handling.
14.4.2
Analyze safety and sanitation practices.
14.4.3
Analyze how changes in national and international food production and distribution systems influence the food supply, including sustainability, organic food production and the impact of genetically modified foods.
14.4.4
Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.
14.4.5
Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.
14.4.6
Analyze current consumer information about food safety and sanitation.

FCCLA National Programs

Power of One: A Better You

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Food Innovations

National Programs in Action

Professional Presentation
Ensuring Food Safety

Task Number 76

Explain the conditions that promote the growth of food-borne pathogens.

Definition

Explanation should include the following conditions, often referred to as the FAT-TOM factors in food safety:

- **Food**: Foods with no protein content tend to be less perishable, whereas foods high in protein, like meat or eggs, encourage rapid growth of bacteria.
- **Acidity**: Neutral or acidic foods tend to exhibit slow bacteria growth, whereas foods with a pH above 7.0 tend to encourage rapid reproduction of bacteria.
- **Time**: Perishable food should never stay in the temperature danger zone longer than two hours. Also, packaging dates are important because they are a factor in determining a product’s intended shelf life.
- **Temperature**: Perishable and semiperishable foods should be stored below 41°F until they are cooked.
- **Oxygen**: A lack of oxygen protects perishable and semiperishable foods from aerobic bacterial growth; however, the common food "poison" called botulism is anaerobic and therefore can thrive in an oxygen-free environment, such as a sealed can or jar.
- **Moisture**: Dried foods and foods preserved with salt or sugar are likely to be safer from bacterial growth than moist foods.

Teacher Resources: Virginia Food Handlers; Iowa State University Food Safety; Who is FAT-TOM?

Process/Skill Questions

Thinking

- How do you reduce the probability of bacterial growth in food?
- Which of the following food items would be more susceptible to bacterial growth than others, and why: apple, cracker, milk, pizza, hot dog, hamburger, salad?
Communication

- When have you observed violations of FAT-TOM conditions?
- How can you make family members aware of safe food-handling practices?

Leadership

- Who is responsible for seeing that the FAT-TOM conditions are being met in the home kitchen?
- What should you do if you see safe-food violations in a food-service establishment?

Management

- Where could you find resources on safe food-handling practices?
- What are the consequences of consuming improperly handled food?
- Where could you find information on the health inspections for local food establishments?

National Standards for Family and Consumer Sciences Education

14.4.1
Analyze conditions and practices that promote safe food handling.

14.4.2
Analyze safety and sanitation practices.

14.4.5
Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.

FCCLA National Programs

Families First: Families Today

Families First: Meet the Challenge

Power of One: A Better You

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You

Student Body: The Resilient You

FCCLA: STAR Events (2019)

Culinary Arts

Event Management

National Programs in Action
Task Number 77

Identify types of food-borne illnesses (i.e., pathogenic and parasitic infections).

Definition

Identification should include

- distinguishing between infections and intoxication
- examples of pathogens, such as
  - Escherichia coli (E coli)
  - shigella
  - hepatitis A
  - salmonella
  - salmonella type E
  - norovirus
  - Clostridium botulinum
- parasitic infections
  - blastocystis
  - cryptosporidiosis
  - trichinosis.

Process/Skill Questions

Thinking

- How do toxins differ from microorganism?
- Which country has one of the safest food supplies in the world? Why should we think about safety and sanitation?
- What criteria should be used to determine safe and sanitary food handling?
- What can be the consequences of unsafe and unsanitary food handling practices?
- Why do experts suggest eating certain kinds of fish no more than once a week? If they can be unhealthy to eat, why suggest eating them?
- Why do different meats have different safe internal cooking temperatures?
- What are the differences between the concepts of time and temperature regarding foods? How does each relate to preventing food-borne illnesses?
- What are some common bacteria that cause food poisoning? What are some of the symptoms caused by these bacteria?
- What are the most common practices that cause food-related illnesses?
Communication

- What are some reliable sources of information about required cooking time and temperature for preventing food-borne illnesses?
- What are potentially hazardous foods?
- What strategies can be used to communicate the importance of time and temperature controls?

Leadership

- What criteria should be used to analyze the sanitary food handling conditions in a grocery store? In a restaurant?
- How do you avoid unsafe food at home? What safe food handling rules do you follow?
- How can we educate our friends about food safety and the danger zone?
- Has modern technology aided in preventing food-borne illnesses? Why, or why not?
- What are the consequences of ignoring time and temperature controls?

Management

- Why should gloved hands be treated just like bare hands when preparing food?
- Why is it necessary to use thermometers when cooking to assure the correct doneness of a food product?
- What precautions can we take to prevent the spread of food-related illnesses in our school?
- What social eating events may promote a setting for food-borne illnesses?
- What should be done when food-related illnesses occur?

National Standards for Family and Consumer Sciences Education

14.4.5
Analyze foodborne illness factors, including causes, potentially hazardous foods, and methods of prevention.

FCCLA National Programs

FACTS: People

FACTS: Roads

FACTS: Vehicles

Families First: Families Today

Families First: Meet the Challenge

Power of One: A Better You

Student Body: The Fit You

Student Body: The Healthy You

Student Body: The Real You
Task Number 78

Demonstrate safe preparation and handling practices for food.

Definition

Demonstration of safe practices should include following the FDA Food Code for

- ensuring proper temperatures for oven, freezer, and refrigerator by using thermometers
- ensuring minimum internal cooking and holding temperatures of food by using a food thermometer
- identifying the temperature danger zone as between 40°F and 140°F
- using proper food-storage procedures
- avoiding cross-contamination (e.g., by using color-coded cutting boards)
- using correct hand-washing techniques and acceptable hygiene practices (e.g., for nails, hair, clothing, jewelry)
- sanitizing work surfaces and equipment
- using acceptable thawing methods
- using acceptable tasting methods
- avoiding the tasting of foods containing raw eggs, unwashed fruits and vegetables, and other potentially hazardous ingredients.

Process/Skill Questions

Thinking

- What are the consequences of unsafe food preparation and handling practices at home? In the school lab? In commercial restaurants?
- Why are simple food safety and sanitation suggestions often disregarded in real-life settings? How can one create a risk-free kitchen?

Communication
• What factors may influence our efforts to reduce hazards associated with food preparation and storage?
• What criteria should we use to evaluate preparation and handling practices for food?
• How can we communicate our food safety and sanitation suggestions in a persuasive manner?

Leadership

• What are the consequences of ignoring food shelf life or storage information?
• How can we motivate others to adhere to the rules of food safety and sanitation in the kitchen?
• How can technology help us maintain food safety and sanitation in the kitchen?

Management

• What information will persuade others to use caution in the kitchen to avoid food-borne illness?
• How is a basic knowledge of biology useful in understanding food safety?

National Standards for Family and Consumer Sciences Education

14.4.1 Analyze conditions and practices that promote safe food handling.
14.4.2 Analyze safety and sanitation practices.
14.4.4 Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

FCCLA National Programs

Power of One: A Better You
Student Body: The Fit You
Student Body: The Healthy You
Student Body: The Real You
Student Body: The Resilient You

FCCLA: STAR Events (2019)

Event Management

National Programs in Action

Professional Presentation

Public Policy Advocate
Task Number 79

Outline steps for cleaning and sanitizing food-preparation utensils and equipment.

Definition

Outline should include following the FDA Food Code for each of the following steps:

- Precleaning: Food debris shall be scrapped over a waste disposal unit or garbage receptacle.
- Washing: Utensils and equipment shall be effectively washed to remove soils by using the manual or mechanical means necessary, such as the application of detergents, hot water, brushes, and high-pressure sprays.
- Rinsing: All abrasives and cleaning chemicals shall be removed.
- Sanitizing: Sanitizing chemicals shall be applied by immersion, manual swabbing, brushing, or pressure spraying methods.
- Air-drying: Utensils shall be air-dried after adequate draining.

Process/Skill Questions

Thinking

- What is the difference between "cleaned" and "sanitized"? How do these terms apply to small appliances and utensils used for food preparation?
- How important is it that a small appliance be easy to clean? Why?
- What factors determine our selection and purchase of small appliances and utensils for food preparation? Should ease of cleaning be a major factor? Why, or why not?

Communication

- What communication skills can we use to compare methods of cleaning and sanitizing food preparation utensils and equipment?
- How can we teach others to clean and maintain small appliances for food preparation?
- How does ease of cleaning the small appliances we own influence the food we choose to prepare?

Leadership

- What environmental concerns might prompt us to use a small appliance rather than a large piece of kitchen equipment that performs the same function?
- What leadership skills can we use to help others understand the importance of cleaning and sanitizing food preparation utensils and equipment properly?

Management

- How can small appliances help us manage meal preparation more efficiently?
- What management skills can help us clean and maintain food preparation utensils in a consistently thorough manner?
National Standards for Family and Consumer Sciences Education

14.4.2
Analyze safety and sanitation practices.

14.4.4
Investigate federal, state, and local inspection and labeling systems that protect the health of individuals and the public.

FCCLA National Programs

Families First: Families Today
Families First: Meet the Challenge
Power of One: A Better You
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Student Body: The Resilient You

FCCLA: STAR Events (2019)

National Programs in Action
Professional Presentation
Public Policy Advocate

Exploring Careers in the Field of Nutrition and Wellness

Task Number 80
Explore career pathways in the field of nutrition and wellness.
Definition

Exploration should yield information on

- the various roles of individuals engaged in careers related to the field of nutrition and wellness
- opportunities for employment, advancement, and entrepreneurial endeavors in the field
- education and training requirements and opportunities
- the impact of field-related occupations on local, state, national, and global economies.

Teacher Resources: Many websites offer career exploration resources, including the Virginia Department of Education's [Career Planning Guide](#); [Occupational Outlook Handbook](#); [Virtual Job Shadow](#); [Virginia Food Handlers](#)

Process/Skill Questions

Thinking

- What are the risks and rewards associated with careers in the field of nutrition and wellness?
- What personality traits enhance the chances of success in careers related to nutrition and wellness?
- What levels of education and training are required for various careers in the field of nutrition and wellness?
- What would be your career goals if you choose a career in nutrition and wellness? How would you define success in this field?

Communication

- What communication skills are necessary for career research?
- What questions need to be answered in order to evaluate education and training opportunities?
- What are some alternative ways to obtain education and training in the field of nutrition and wellness?
- What communication skills are essential to those engaged in careers in the field of nutrition and wellness? Which of these skills do you have now? Which ones do you need to develop? How can you develop or improve these skills?
- How might you use the knowledge gained in this course if you choose a career unrelated to nutrition and wellness?

Leadership

- What leadership qualities are needed to take advantage of education and training opportunities?
- What leadership skills are needed to demonstrate professional practices and standards of the nutrition and wellness field?
- What leadership qualities do we need to succeed as a professional or an entrepreneur in the field of nutrition and wellness?
- How do our leadership skills affect career success or failure?
- How would a career in the field of nutrition and wellness contribute to the community?

Management

- What personal factors affect choices of education and training opportunities?
- What resources are available to assist in obtaining the education and training needed for career success?
• What barriers might prevent your choosing this career? How can you overcome these barriers?

**National Standards for Family and Consumer Sciences Education**

1.2.1
Analyze potential career choices to determine the knowledge, skills, attitudes, and opportunities associated with each career.

**FCCLA National Programs**

**Power of One: A Better You**

**Power of One: Working on Working**

**FCCLA: STAR Events (2019)**

**Career Investigation**

**Culinary Arts**

**Entrepreneurship**

**Event Management**

**Hospitality, Tourism, and Recreation**

**Job Interview**

**National Programs in Action**

**Professional Presentation**

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**Task Number 81**

**Evaluate personal assets for potential careers.**

**Definition**

Evaluation should include

- interests (areas in which the person wants to spend time and energy)
- talents (natural, inborn aptitudes)
- abilities (skills in performing mental and/or physical tasks)
- values (principles or priorities that are important to the individual)
- personality traits (e.g., strengths and weaknesses, people skills).
Process/Skill Questions

Thinking

- What are personal assets?
- Why should you evaluate your personal assets as the first step in career exploration?
- How can you determine your personal assets?
- What is the relationship between personal assets and self-image?
- What is the relationship between academic interests and career choices?
- What is the relationship between personality traits and career choices?
- What resources are available to help you evaluate your personal assets?

Communication

- What personal assets can help human services workers relate to clients?
- Why is it also important to recognize any personal weaknesses?

Leadership

- What leadership skills and techniques are necessary in dealing with clients? Family? Colleagues? Other community professionals?

Management

- What actions and behaviors of human services workers demonstrate a strong work ethic?
- What can be learned about yourself through self-evaluation?

National Standards for Family and Consumer Sciences Education

1.3.3
Analyze personal and family assets and skills that provide service to the community.

FCCLA National Programs

Power of One: A Better You

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Culinary Arts

Entrepreneurship
Task Number 82

Match personal assets to specific careers in the field of nutrition and wellness.

Definition

Matching may include

- the results of an interest assessment, such as that found at Virginia Wizard
- the results of career counseling
- a final summary or report.

Process/Skill Questions

Thinking

- What criteria should be used to evaluate the personal assets needed by workers in specific careers in the field of food, nutrition, and wellness?
- How can you match your personal assets to specific careers?
- Why do you think researching your interests, skills, and values in relation to specific careers makes a difference in identifying a good occupation for yourself?

Communication

- What communication skills are essential in relating to clients? To the community? To colleagues?
- Why is confidentiality of information often important in the field of food, nutrition, and wellness?

Leadership

- How can continuous evaluation and improvement of personal interests, abilities, and skills lead to career success?
- What skills are needed for employability?

Management
• What personal factors affect career goals and choices in the field of food, nutrition, and wellness?
• What training and resources are required to obtain skills necessary for a job in the field of nutrition and wellness?

National Standards for Family and Consumer Sciences Education

1.1.1
Summarize local and global policies, issues, and trends in the workplace, community, and family dynamics that affect individuals and families.

1.1.2
Analyze the effects of social, economic, and technological changes on work and family dynamics.

FCCLA National Programs

Power of One: Working on Working

FCCLA: STAR Events (2019)

Career Investigation

Culinary Arts

Entrepreneurship

Event Management

Hospitality, Tourism, and Recreation

Job Interview

National Programs in Action

Professional Presentation

SOL Correlation by Task

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<tr>
<th>Task</th>
<th>Description</th>
<th>English</th>
<th>History and Social Science</th>
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<tbody>
<tr>
<td>39</td>
<td>Analyze the meaning of work and the meaning of family.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>GOVT.1</td>
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<tr>
<td>40</td>
<td>Compare how families affect work life and how work life affects families.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
<td>GOVT.1</td>
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<td>41</td>
<td>Identify management strategies for balancing work and family roles.</td>
<td>9.5, 10.5, 11.5, 12.5</td>
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| 42 | Explain the relationship between nutrition and wellness. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.12, GOVT.14, GOVT.15, VUS.1, VUS.7, VUS.8, WG.1, WG.4, WG.9, WG.16, WHI.6, WHI.1, WHI.8, WHI.14 |
| 43 | Explore factors that influence wellness and lifestyle practices across the lifespan. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: VUS.8, VUS.14, WG.1, WG.5, WG.6, WHI.14 |
| 44 | Explain the relationship between physical fitness and wellness. | English: 9.5, 10.5, 11.5, 12.5 |
| 45 | Identify community resources and services for nutrition and wellness. | English: 9.8, 10.8, 11.8, 12.8  
History and Social Science: GOVT.14, GOVT.15, VUS.8 |
| 46 | Analyze the components of a plan to improve physical fitness. | English: 9.5, 10.5, 11.5, 12.5 |
| 47 | Identify eating patterns and their effects on wellness. | English: 9.3, 9.8, 10.3, 10.8, 11.3, 11.8, 12.3, 12.5 |
| 48 | Identify the effects of food fads and diet fads on wellness. | English: 9.3, 10.5, 11.5, 12.5 |
| 49 | Examine the impact of eating disorders on wellness. | English: 9.5, 10.5, 11.5, 12.5 |
| 50 | Explain the relationship between stress and wellness. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3 |
| 51 | Describe strategies to manage stress. | English: 9.5, 10.5, 11.5, 12.5 |
| 52 | Analyze factors that affect emotional well-being. | English: 9.5, 10.5, 11.5, 12.5 |
| 53 | Investigate community and national topics related to nutrition and wellness. | English: 9.5, 9.8, 10.5, 10.8, 11.5, 11.8, 12.5, 12.8  
History and Social Science: GOVT.14, GOVT.15, VUS.8  
Science: BIO.4, BIO.8 |
| 54 | Analyze economic, environmental, and social determinants that influence food choices and other nutritional practices. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.9, GOVT.14, GOVT.15, WG.1, WG.5, WG.6, WG.9  
Science: BIO.4, BIO.8 |
| 55 | Describe the effects of government policies and regulations on nutrition and wellness. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.9, VUS.8 |
| 56 | Develop a plan to promote and sustain personal wellness. | English: 9.5, 10.5, 11.5, 12.5 |
| 57 | Identify the functions of macro- and micronutrients and the body’s requirements for each. | English: 9.3, 9.5, 10.3, 10.5, 11.3, 11.5, 12.3, 12.5  
Science: BIO.2 |
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<tr>
<th>Number</th>
<th>Task Description</th>
<th>Subject Areas</th>
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| 58     | Evaluate sources of nutrition information. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, VUS.1, WG.1, WHI.1, WHII.1 |
| 59     | Compare human nutritional needs at the different stages of life. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 60     | Identify methods for determining a healthy body weight. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 61     | Explain the principles of energy balance. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 62     | Explore basic concepts of nutrition for meeting special dietary needs. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 63     | Apply science-based dietary guidelines when planning menus. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 64     | Perform nutritional analyses of recipes and menus. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 65     | Apply basic concepts of nutrition in meal planning to meet special dietary needs. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 66     | Use the nutrition facts label to evaluate the nutritional quality of foods. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 67     | Develop a food budget and comparison-shopping strategies. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 68     | Identify the components of a standardized recipe. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 69     | Modify recipes to meet dietary needs. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 70     | Apply time-management principles when planning, preparing, and serving food. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 71     | Design kitchen work space to facilitate efficient food preparation. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 72     | Select and use food-preparation utensils and equipment. | English: 9.6, 9.7, 10.6, 10.7, 11.6, 11.7, 12.6, 12.7|
| 73     | Analyze the impact of advances in technology and science on the food industry. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: WG.2, WG.5, WHII.14 |
| 74     | Apply basic food-science principles to food preparation. | English: 9.5, 10.5, 11.5, 12.5  
Science: CH.4, CH.5 |
| 75     | Identify strategies for conserving environmental resources with regard to food purchase, storage, and disposal. | English: 9.5, 10.5, 11.5, 12.5  
History and Social Science: GOVT.1, GOVT.15, WG.8, WHII.14 |
| 76     | Explain the conditions that promote the growth of food-borne pathogens. | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
| 77     | Identify types of food-borne illnesses (i.e., pathogenic and parasitic infections). | English: 9.5, 10.5, 11.5, 12.5  
Science: BIO.4 |
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<th>Demonstrate safe preparation and handling practices for food.</th>
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<td>Outline steps for cleaning and sanitizing food-preparation utensils and equipment.</td>
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<td></td>
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<td>80</td>
<td>Explore career pathways in the field of nutrition and wellness.</td>
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<td>82</td>
<td>Match personal assets to specific careers in the field of nutrition and wellness.</td>
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**Collaborative Lesson Ideas**

The lesson ideas below, submitted by Virginia teachers, offer possibilities for interdisciplinary links between Family and Consumer Sciences and other courses, as well as suggestions for how Nutrition and Wellness teachers can reinforce a variety of Standards of Learning in the CTE classroom.

**Caffeine and Your Heart Rate**

**Subjects**
Mathematics, Biology

**Objective**
Determine the change in heart rate due to consumption of caffeine.

**Description**
Students measure heart rates before and after eating chocolate and drinking caffeinated soft drinks in prescribed amounts. They prepare individual graphs illustrating the resulting variations and draw conclusions about improving their nutritional intake.

**Related Academic Standards of Learning**
Mathematics: Algebra A.14, AII.19
Science BIO.3

This lesson plan came from Carroll County Public Schools
Carroll County High School, 540.728.2125
Steve Anderson, Biology teacher
Eddie Chitwood, Biology teacher
Stuart Cox, Mathematics teacher
Richard Slate, Mathematics teacher
Robin Whittington, Mathematics teacher

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**Healthy Choices**
Subjects
Biology, Family and Consumer Sciences, Mathematics, Business Information and Technology

Objective
Educate others about the importance of healthy eating and the dangers of high cholesterol and saturated fats in the diet.

Description
Students test the cholesterol levels of a random sampling of students at school and compare them to national statistics for the same age group. They plan and prepare a low-cholesterol, low-fat meal and survey the sample population regarding the taste and quality of these foods. As a culminating activity, they prepare a brochure that contains their findings, explains how to read food labels, and discusses the benefits of a low-fat, low-cholesterol diet.

Related Academic Standards of Learning
Mathematics A.1
Science BIO.5

This lesson plan came from Suffolk City Schools
Nansemond River High School, Suffolk, 804.925.5520
Jacqueline Coppage, Business teacher
Deborah Creekmur, Family and Consumer Sciences teacher
Darlene Lascano, Biology teacher
Nancy Jones, Mathematics teacher

Travel Advisory: New Orleans
Queen of the Mississippi

Subjects
History, English, French, Family and Consumer Sciences

Objectives
• Identify French influences in New Orleans.
• Trace the migration of the Acadians from Canada to Louisiana.
• Examine the influence of slavery in the shaping of the culture of New Orleans.
• Explain the significance of Mardi Gras.
• Explore the influence of Cajun/Creole cooking on the culture of New Orleans.

Description
Students conduct extensive library and Internet research on New Orleans and the variety of influences that make the city’s culture and cuisine unique in the United States.

Related Academic Standards of Learning
History and Social Science WG.6, VUS.6, VUS.7
English 11.3
What Is a Serving?

Subjects
Applications in Biology and Chemistry, Family and Consumer Sciences

Objective
Base individual food intake on the requirements for energy, vitamins, and minerals.

Description
Students read food labels and discuss the RDA (recommended daily allowance) of calories, fat, cholesterol, vitamins, and minerals in a serving of selected foods. W&FS students prepare a meal based on a balanced diet menu and serve each student one serving of each food. Students then write a comparison of the meal served to that of a “normal” meal, addressing both their normal intake of food and hunger satisfaction.

Suggestion: Students could apply the information learned by designing a personal diet that incorporates nutritional requirements and satisfies hunger, based on the nutritional definition of serving.

Related Academic Standards of Learning
Science BIO.1

Instructional Resources

The American Association of Family & Consumer Sciences provides an online listing of suggested instructional resources for Nutrition, Food, and Wellness. The listing includes books, professional association websites, government websites, and websites offering curricula, handouts, and other teaching materials. See the websites listed below:

- American Association of Family & Consumer Sciences.

Other Websites
Teacher-Recommended Classroom Textbooks and Audiovisual Resources


Teacher Resources

American Association of Family & Consumer Sciences PRE-PAC Broad Field
These guides correlate the domains and competencies of the Broad Field Family and Consumer Sciences PRE-PAC assessment with the content of these texts.

Contemporary Living, 12th Edition

Preparing for Life and Career, 7th Edition
Appendix: Credentials, Course Sequences, and Career Cluster Information

Industry Credentials: Only apply to 36-week courses

- Broad Field Family and Consumer Sciences Assessment
- College and Work Readiness Assessment (CWRA+)
- Food Science Fundamentals Assessment
- Leadership Essentials Assessment
- National Career Readiness Certificate Assessment
- Nutrition, Food, and Wellness Assessment
- Workplace Readiness Skills for the Commonwealth Examination

Concentration sequences: A combination of this course and those below, equivalent to two 36-week courses, is a concentration sequence. Students wishing to complete a specialization may take additional courses based on their career pathways. A program completer is a student who has met the requirements for a CTE concentration sequence and all other requirements for high school graduation or an approved alternative education program.

- Career, Community and Family Connections (8205/18 weeks)
- Career, Community and Family Connections (8282/36 weeks)
- Child Development and Parenting (8231/18 weeks)
- Child Development and Parenting (8232/36 weeks)
- Culinary Arts I (8275/36 weeks, 280 hours)
- Culinary Arts II (8276/36 weeks, 280 hours)
- Culinary Arts Specialization (8279/36 weeks)
- Early Childhood, Education, and Services I (8285/36 weeks, 280 hours)
- Early Childhood, Education, and Services II (8286/36 weeks, 280 hours)
- Family and Human Services I (8264/36 weeks, 280 hours)
- Family and Human Services II (8265/36 weeks, 280 hours)
- Family Relations (8223/18 weeks)
- Family Relations (8225/36 weeks)
- Food Science and Dietetics (8239/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8277/18 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Family Focus (8278/36 weeks)
- GRADS (Graduation, Reality, and Dual-Role Skills): Work Focus (8213/36 weeks)
- Hospitality, Tourism, and Recreation I (8202/36 weeks, 280 hours)
- Hospitality, Tourism, and Recreation II (8203/36 weeks, 280 hours)
- Independent Living (8214/18 weeks)
- Independent Living (8219/36 weeks)
- Individual Development (8209/18 weeks)
- Individual Development (8210/36 weeks)
- Introduction to Culinary Arts (8249/18 weeks)
- Introduction to Culinary Arts (8250/36 weeks)
- Introduction to Early Childhood Education (8233/18 weeks)
- Introduction to Early Childhood Education (8234/36 weeks)
- Introduction to Family and Human Services (8238/36 weeks)
- Introduction to Family and Human Services (8237/18 weeks)
- Introduction to Hospitality, Tourism, and Recreation (8258/18 weeks)
- Introduction to Hospitality, Tourism, and Recreation (8259/36 weeks)
- Life Planning (8226/18 weeks)
- Life Planning (8227/36 weeks)
### Career Cluster: Human Services

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<thead>
<tr>
<th>Pathway</th>
<th>Occupations</th>
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<tbody>
<tr>
<td>Counseling and Mental Health Services</td>
<td>Dietitian, Nutritionist</td>
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<td></td>
<td>Nutritional Counselor</td>
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<td>Family and Community Services</td>
<td>Adult Day Care Coordinator</td>
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<tr>
<td>Personal Care Services</td>
<td>Personal Trainer</td>
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