Vitamin and Mineral Group Presentation

**Assignment:** You have been studying nutrition and the impact on the body. In this assignment you and a partner(s) will research a vitamin or mineral. You will prepare a brief and accurate presentation with illustrations using technology (power point, slide show, etc.) for fellow classmates to learn about the health benefits of that particular vitamin or mineral.

Each group will prepare a presentation **(8-15 minutes in length)** on a topic from the vitamin and mineral sections of the textbook. Each member **must participate** (have a speaking part). To prepare for your presentation, you will want read about your topic; both from your text and other library sources.

**Prepare presentation commitment code and work schedule/calendar (10 points) –** group/individual will prepare presentation commitment code and work schedule/calendar, identify preferred methods of communication (text and email), identify dates/times for communication, and identify method of file sharing. Submit electronic copy of presentation commitment code and work schedule/calendar into the Canvas dropbox. Everyone must submit an electronic file.

**Presentation day:**
Bring your presentation on a flash drive.
Your presentation will be graded in the following **three** areas:

1. Eight topics to be covered during presentation. However, functions (section B) is your major focus. **(60 points)**.
   - **A. Introduction/History** (if applicable) – 3 points
   - **B. Functions** - 20 points
     - a. Body processes that are regulated by vitamins/minerals (nerves, muscles, and skin)
     - c. Health benefits - what is it good for?
   - **C. Sources** – 5 points
     - a. Which foods are good sources of the nutrient?
   - **D. Dietary Reference Intakes/RDA** – 5 points
     - a. Adults only
   - **E. Deficiencies** – 7 points
     - a. What happens if we don’t get enough of the nutrient? How common?
     - b. Who would be at risk for not getting enough?
   - **F. Toxicity** – 7 points
     - a. What happens if we have too much of this nutrient? How common?
   - **G. Diseases** – 5 points
     - a. Does this nutrient prevent or lower your risk of a certain disease(s)?
   - **H. Interesting fact(s)** (if applicable) - 3 points

2. Presentation creativity **(10 points)** - Portion of your grade will be determined by your audiences’ evaluation on the level of engagement.
   - Use of power point, slide show, etc.
   - Group acting as a cohesive unit.
   - Presenters encouraging audience participation.
   - Information presented with minimal reading.
   - Appropriately complex material, clear language, relevant visual aids.
   - Submit finalized electronic file into Canvas dropbox (every group member must submit a copy).
   - Acknowledgement of resources.

3. Post-presentation evaluation **(5 points).**

**Total = 75 Points (or 80!)**
***5 points Extra credit: Plant-based food sampling. Bring enough food, already prepared, for class. Bring your own plates, napkins, cups, forks, spoons, bowls and whatever else you need to use to serve your food to the class. (Example: If you have vitamin C then you could bring an orange. Each student could get a slice of orange). The food sample should provide 1/3 to ½ of DV* (*back inside cover of your textbook) for your nutrient (be sure to use and identify at least 2 different food sources of your nutrient and foods from 3 different food groups in your food sampling).

Thinking interdependently entails the following four characteristics:

1. **Positive Interdependence.** This means that the group sinks or swims together, that they rely on each other. There should be one group goal, not multiple individual goals.

2. **Individual Accountability.** Each person should be responsible for their part. Although the task must be a joint task, each person has a role and must be held accountable for completing their part.

3. **Equal Participation.** No one can be left to do it all, and no one should be able to opt out. The roles within the group are fairly distributed according to skills and time.

4. **Simultaneous Interaction.** To encourage effective group work everyone should be doing something at the same time. We don’t want to encourage the division of labor into a sequence of unrelated tasks. No one should be waiting for others to “do their part.”

**Sources:**
- “Thinking Interdependently,” Habits of Mind, http://www.habitsofmind.org/content/thinking-interdependently

TOPIC: ________________

**Group Members:** Name:_________________________ ph#: ___________________

Name:_________________________ ph#: ___________________

**Due date** presentation commitment code and work schedule/calendar: ______________

**Presentation Date:** ______________