

**Metropolitan State University of Denver**  
**NUT 3300: Cultural Aspects of Nutrition**  
**Cultural Nutrition Project**  
**(250 points)**

The Cultural Nutrition Project is a **group project** that is aimed to meet course objectives and foundation knowledge and skills. Students will meet these foundation knowledge and skills by completing a:

1. Recipe Analysis
2. Cultural Group Presentation

You will choose a country of interest or culture for this project. Sign up sheet will be provided during the first week of class. Once you and your partner have been assigned a country/culture, together you will:

- 1) Choose a recipe from your chosen country, also create a modified version of that recipe
- 2) Analyze the original and modified recipe using diet analysis software/website
- 3) Create a PowerPoint presentation and present a summary of the country (see content guidelines), the recipe, the nutritional analysis of the recipe, the recipe modification, and bring the food/dish (original and modified version) to share
- 4) Provide a 1-page typed summary or fact sheet about the cultural group you are presenting to your class.

**Recipe Analysis and Cultural Group Presentation Guidelines**

You and your partner will provide the **main points** in a PowerPoint Presentation and present to your class for about 20 minutes. **The content section (100 points) for your presentation should include the following:**

1. Introduction of students, introduction of the culture. Is this culture meaningful to you or your family? Consider any story of interest, interviews with family or members from the culture and scholarly research. Interviews may be email, phone or face-to-face interview. Remember to cite/reference appropriately, using AMA style.
2. Family. Does your culture have a specific family value, such as patriarchal? Share any important facts; for example, infant or child feeding practices, specific values or beliefs of the culture.
3. Religion or religious beliefs. Any foods to avoid due to religious practices?
4. Traditional Food Habits. Share aspects of traditional diet, food habits, common food ingredients, staples, spices or seasonings, or share a one-day sample menu of the country if appropriate. Provide references such as an interview, website or textbook (See resource for AMA reference style).
5. Health. Find research on the area of dietary acculturation or health outcomes after moving to the United States in Pubmed or Auraria Library. Any food habits or diet changes with acculturation? Search information on the health status or country health profile, such as malnutrition, overweight, obesity, cardiovascular disease, or diabetes.
6. Select and create an ethnic dish of the country (the original recipe and the modified recipe) and

bring to class the day that your group present. Make enough so that individuals can “taste” both recipes (bite-size).

7. Describe the recipe. Write the ingredients of the recipe. Describe the taste of the recipe, the flavor, the texture, and the visual appearance. Describe the recipe’s cultural significance and history. Are there traditions influenced by this recipe? What was the purpose of this recipe? How did the climate, ingredient availability, and location influence the development of this recipe? Any special cooking instruments used.

8. Choose a single unique ingredient from the recipe and describe its origin, its overall contribution to the recipe (taste), nutrient profile, and possible health benefits or implications.

9. Include the nutrient profile (analysis) of the entire recipe using the USDA nutrient database, www.mydietanalysis program, or www.fitday.com. Include macronutrients and micronutrients. Preferably, provide the nutrition analysis per portion size to help with your diet recommendation.

10. Offer a recipe modification that can improve the nutritional value of this recipe. Include the nutrient profile of the modified version. Some ethnic dishes are healthful but you can still limit the salt, or include more vegetables, or make it with less fat. Would you modify this recipe for yourself or family? Why or why not? Be ready to share the reason for modification. What did your group learn with this process?

For example, modify your recipe for one of the following conditions or diet:

- Vegetarian (choose this group if there is animal product in the original recipe)
- Celiac disease (choose this group if there is gluten in the original recipe)
- Diabetes (choose this group if there is a large amount of carbohydrates or simple sugars in the original recipe)
- Heart disease (choose this group if there is a large amount of saturated fat in the original recipe)
- Obesity (choose this group if there is a high number of calories in the original recipe)
- Hypertension (choose this group if there is low amount of potassium and a high amount of sodium in the original recipe)

11. Counseling tips. During your presentation or at the end discuss intercultural communication, counseling tips, or provide a diet recommendation. For example, what do we need to learn about the foods, or culture to be successful in our nutrition counseling? Are there any cultural beliefs, values, food beliefs, which needs to be considered? Give specific examples about the interview process, and your group suggestion or findings on how to complete the nutrition assessment? What materials would you use for your nutritional counseling?

12. Reference slide. This will be your last slide of the presentation. Please use **AMA style reference**. See *web links* in course’s website. Add citations in all the slides as appropriate, either after the bullet sentence or bottom center of the slide like this (1).

13. Create a one-page fact sheet prior to your presentation date. Select main points from your presentation to include in this fact sheet. Also add the name of your dish in this fact sheet. This fact sheet will be used for the final exam.

Group and individual work guidelines. Instructor plans to also evaluate individual work in addition to the final product. One of the objectives for this assignment is for students to work in groups to learn from each other, divide the work in small tasks, and create an effective cultural nutrition presentation. Remember this is a group project and therefore it needs to show that you both did the work; including the cooking part of this project. In order to break down the cultural nutrition project and enjoy working in groups, there are several tasks that you and your partner should accomplish before your presentation.

- 1- 1<sup>st</sup> week of classes: Choose a country for this project - Instructor will help with pairing groups on the first day of class. Schedule of presentations will be posted in Blackboard Learn under “Syllabus and Course Info”.
- 2- 2<sup>nd</sup> week of classes: You and your partner will email your instructor with the name and recipe of the ethnic dish you choose to prepare for your presentation. Also include a modified version of your recipe. You’ll need to modify your original recipe to produce a healthier alternative for a chosen disease state (CVD, diabetes, etc.). Your book should be a great resource to help you select a meal.
- 3- 3<sup>rd</sup> week:
  - A. Submit a nutritional analysis to your instructor for both the original and modified recipe. Add a description of the nutrition changes. You may add the nutrition information in a slide.
  - B. Each student needs to submit a list of at least 5 references (AMA style) that your group can use for the content of the cultural presentation guidelines. This counts as part of individual work. The goal is for your group to have a good list of resources and references to design the content of the presentation. In your list of reference, there should be a valuable scholarly research, and/or book. This will become your reference slide. Start thinking of the layout: title, images, design template, slide to slide transition and taking turns when presenting.
  - C. Before your presentation date (see course schedule in your syllabus) send your PowerPoint presentation and 1-page fact sheet to your instructor via blackboard email. You may be asked to make final changes to your presentation if needed. Your instructor will post the fact sheet in the “Syllabus and Course Info” tab in Blackboard Learn. Your final exam will be over the presentation fact sheets and chapters in your book.
  - D. After you present, you will evaluate your partner. See the evaluation form at the end of this document or it is also posted in the “Syllabus and Course Info” tab. Your partner evaluation is due the Sunday after you present (see course schedule).

Group: \_\_\_\_\_

Rubric (NUT 3300- Recipe Analysis and Cultural Nutrition Presentation)	Points Earned
<p><b><u>Organization (10 points)</u></b></p> <ul style="list-style-type: none"> <li>• presentation refined and clearly explained</li> <li>• information logically introduced and explained</li> <li>• both students play an active role in maintaining the flow of the presentation and show connections among recipe, culture, significance, and nutrition are clearly developed</li> </ul>	
<p><b><u>Content (100 points)</u></b> (<i>includes individual work</i>)</p> <ul style="list-style-type: none"> <li>• presentation reveals good use of sources, well researched</li> <li>• presentation provides pertinent information</li> <li>• presentation provides <i>ALL</i> information described in presentation guidelines</li> <li>• minimum 10 references, cited AMA style</li> </ul>	
<p><b><u>Presentation (20 points)</u></b></p> <ul style="list-style-type: none"> <li>• speaks clearly</li> <li>• uses appropriate language and body language</li> <li>• asks for and fields questions</li> <li>• engage the class throughout the presentation</li> <li>• uses eye contact towards audience</li> <li>• looks at students rather than professor</li> <li>• prepare to answer questions and familiar with all the content</li> </ul>	
<p><b><u>Visual Aids (20 points)</u></b></p> <ul style="list-style-type: none"> <li>• slides are easy to read (font size is large enough), not too ‘wordy’, and information is organized clearly</li> <li>• includes photos/images in presentation</li> <li>• fact sheet is professional</li> </ul>	
<p><b><u>Other (10 points)</u></b></p> <ul style="list-style-type: none"> <li>• dresses appropriately (business casual, no jeans)</li> <li>• meets the time requirement for presentation</li> </ul>	
<p><b><u>Group work (out of 40):</u></b></p> <ul style="list-style-type: none"> <li>• includes individual work and partner evaluation</li> <li>• makes the original recipe and provides samples to classmates</li> <li>• makes the modified recipe and provides samples to classmates</li> </ul>	
<p><b><u>Class Evaluation (50 points)</u></b></p> <ul style="list-style-type: none"> <li>• students evaluate overall presentation (class average is taken)</li> </ul>	
<p><b><u>Total Points (out of 250):</u></b></p>	

Comments:

<b><u>Title of presentation</u></b>	Student Name:	Student Name:
<b><u>Organization (10 points)</u></b> <ul style="list-style-type: none"> <li>• presentation refined and clearly explained</li> <li>• information logically introduced and explained</li> <li>• play an active role in maintaining the flow of the presentation and show interest and connections among recipe, culture, significance and nutrition</li> </ul>		
<b><u>Content (10 points)</u></b> <ul style="list-style-type: none"> <li>• presentation reveals good use of sources</li> <li>• presentation provides pertinent information</li> <li>• well researched about the culture</li> <li>• shows knowledge of topic and recipe</li> <li>• you learned something NEW</li> </ul> <hr/>		
<b><u>Presentation (10 points)</u></b> <ul style="list-style-type: none"> <li>• speaks clearly</li> <li>• uses appropriate language and body language</li> <li>• asks for and fields questions</li> <li>• engage the class throughout the presentation</li> <li>• uses eye contact towards audience/looks at students rather than professor</li> <li>• gains the interest of students (presentation is interesting—not boring!!), show sufficient enthusiasm</li> <li>• prepare to answer questions and familiar with <u>all the content</u></li> </ul>		
<b><u>Visual Aids (10 points)</u></b> <ul style="list-style-type: none"> <li>• slides are easy to read (font size is large enough), not too ‘wordy’, and information is organized clearly</li> <li>• includes photos/images in presentation</li> <li>• fact sheet is professional</li> </ul>		
<b><u>Other (10 points)</u></b> <ul style="list-style-type: none"> <li>• dresses appropriately (business casual, no jeans)</li> <li>• minimum 10 references, cited using AMA style</li> <li>• meets the time requirement for presentation</li> </ul>		
<b><u>Total Points (out of 50):</u></b>		
<b><u>Student Sampling of Recipe:</u></b> I sampled both the original recipe and the modified recipe. I would describe the original recipe as _____ and the modified recipe as _____		

Name of Student Evaluator: \_\_\_\_\_

### **Confidential evaluation to send to instructor after your presentation**

- 1- What was the title of your Cultural Nutrition Project and who was your partner?
  
- 2- Write a percentage of how much you contributed to the Cultural Nutrition Project, and explain?
  
- 3- Write a percentage of how much your partner contributed to the Cultural Nutrition Project, and explain?
  
- 4- What were the strengths of your partner?
  
- 5- What were the weaknesses of your partner?
  
- 6- Give your partner a score from 1 to 10?