

**Assessment Schedule – 2018****Home Economics: Evaluate health promoting strategies designed to address a nutritional need (91304)****Assessment Criteria**

| <b>Achievement</b>   | <b>Achievement with Merit</b>   | <b>Achievement with Excellence</b>   |
|--|---|--|
| <u>Evaluate</u> involves: <ul style="list-style-type: none"> <li>examining in detail the strategy designed to address the nutritional need and making a judgement based on its effectiveness.</li> </ul> | <u>Evaluate, in depth</u> , involves: <ul style="list-style-type: none"> <li>explaining the effectiveness of the health promoting strategies in relation to social, economic, and environmental factors.</li> </ul> | <u>Critically evaluate</u> involves: <ul style="list-style-type: none"> <li>challenging the effectiveness of the health promoting strategies and drawing justified conclusions.</li> </ul> |

**Cut Scores**

| <b>Not Achieved</b> | <b>Achievement</b> | <b>Achievement with Merit</b> | <b>Achievement with Excellence</b> |
|---------------------|--------------------|-------------------------------|------------------------------------|
| 0 – 2               | 3 – 4              | 5 – 6                         | 7 – 8                              |

**Evidence**

| <b>A3</b>   | <b>A4</b>  | <b>M5</b>  | <b>M6</b>  | <b>E7</b>  | <b>E8</b>   |
|---|--|--|--|--|---|
| Explains ONE strategy.  | Explains, with brief examples, TWO strategies.   | Explains, with supporting evidence, the effectiveness of TWO strategies, in relation to TWO of social support, economic, OR environmental factors.         | Explains, with supporting evidence, the effectiveness of TWO strategies, in relation to social support, economic, AND environmental factors.               | Challenges, with supporting evidence, the effectiveness of TWO strategies, in relation to TWO of social support, economic, OR environmental factors.   | Challenges, with supporting, detailed evidence, the effectiveness of TWO strategies, in relation to social support, economic, AND environmental factors.  |
| Makes a valid judgement based on the effectiveness of the ONE chosen strategy in encouraging the students to eat a healthy and balanced diet. | OR:<br>Makes a valid judgement based on the effectiveness of the TWO chosen strategies in encouraging the students to eat a healthy and balanced diet. | Gives valid examples / reasoning to justify the effectiveness of the TWO chosen strategies in encouraging the students to eat a healthy and balanced diet. | Gives valid examples / reasoning to justify the effectiveness of the TWO chosen strategies in encouraging the students to eat a healthy and balanced diet. | Uses detailed and valid reasoning / evidence to justify the more effective strategy in encouraging the students to eat a healthy and balanced diet.  | Uses detailed and valid reasoning / evidence to justify the more effective strategy in encouraging the students to eat a healthy and balanced diet.   |
| Provides a valid benefit and limitation of ONE strategy.  | Provides valid benefits and limitations of TWO strategies.   | Provides valid benefits and limitations of TWO strategies.   | Provides valid benefits and limitations of TWO strategies.<br><br>Considers the attitudes and values of the people involved.                               | Provides valid benefits and limitations of TWO strategies.<br><br>Considers the attitudes and values of the people involved.<br><br>Considers how to improve the strategy chosen as the most effective.<br><br>Discusses models: <ul style="list-style-type: none"> <li>• behaviour change to persuade individuals to adopt a healthy lifestyle</li> <li>• self-empowerment or individual encouragement to improve own health</li> <li>• collective or group action to address the nutritional need.</li> </ul> Draws conclusions. | Provides valid benefits and limitations of TWO strategies.<br><br>Considers the attitudes and values of the people involved.<br><br>Describes how to improve the strategy chosen as the most effective.<br><br>Discusses models: <ul style="list-style-type: none"> <li>• behaviour change to persuade individuals to adopt a healthy lifestyle</li> <li>• self-empowerment or individual encouragement to improve own health</li> <li>• collective or group action to address the nutritional need.</li> </ul> Draws conclusions and raises relevant questions, beyond the immediately obvious.<br><br>Explains and draws examples from wider knowledge. |

See **Appendix** for sample evidence.

**N0** = No response; no relevant evidence.

**N1** = Identifies some relevant aspects of a health-promoting strategy.

**N2** = Identifies some aspects of a health-promoting strategy; provides a limited description about how the health-promoting strategy would be more effective in encouraging the students to eat a healthy and balanced diet.

**Appendix – Sample Evidence****Expected Coverage (not limited to these examples)****Strategy A: A special evening assembly with a nutritionist.**

Based on the first group holding a special evening assembly addressed by a nutritionist. The assembly takes place in the hall at the local high school / college. Strategy A is an example of the behaviour change health promotion model that empowers individuals with information to use to make better decisions about what they eat and drink to improve their overall well-being. It raises awareness in the school community quickly, but many of the determinants that are contributing to the issue are not addressed. It is a passive approach in which people are told what to do.

**Benefits:**

- The whole community is involved in addressing the nutritional problem.
- Most parents want the best health possible for their children. They would therefore take the opportunity to go to the special assembly to get information on improving their children's diet.
- Respect for individual families to use the information that they are given at the special assembly, and presentation to make individual choices of what to eat or what not to eat.
- There is no cost involved – it is free.
- People from all socio-economic backgrounds have access to resources that they can use to improve their well-being.
- Family members and friends can go together and offer each other support and company.
- Educates both students and parents about the importance of eating a balanced diet that has all the nutrients that the body requires.
- The knowledge gained from the presentation can be shared amongst members of the community.
- The activities take place at the local high school, so it is easily accessible – all the people in the community will know where the high school is.
- People can walk to the local high school, or carpool if they live too far away from the school.
- The assembly is held in the evening, so those people who go to work can come after work.

**Limitations:**

- Some members of the community may not have the transport to get to the local high school, and will therefore miss out on the education and brochure that will be handed out.
- Social support is available for only a short time during that evening, and after that you are supposed to use the resources and knowledge that you were given, to eat a balanced diet, to improve your health and well-being.
- Some members of the community may think that the presentation is not important and decide not to go.

**How to improve the strategy:**

The nutritionist from Healthy Families New Zealand could leave her contact details at the end of the presentation so that parents and students can contact her if they need further help on essential nutrients and eating a balanced diet.

For this strategy to be effective, the nutritionist could advise her audience of where to seek help if they need it. People need ongoing support.

**Strategy B: “Champions for Change” free phone app.**

Based on the second group developing a free phone app for young people aged 12–17. Strategy B is an example of the self-empowerment health promotion model, which encourages independent action, and helps people to know how and where to seek help. It focuses mainly on individuals by providing the information, skills, and support to empower them to make changes.

**Benefits:**

- Young people are encouraged to share the information with their parents, who do the grocery shopping, and therefore healthy food is purchased for the home. Young people can seek help from the app if they need it.
- It is an interesting way of learning about eating a balanced diet containing all the essential nutrients that the body requires to maintain good health.
- Uses an electronic device that most young people have and enjoy using. It provides a good media platform for the students to use, and helps them to engage with their peers, providing social support to the student.
- The app is free, so can be accessed by anybody who has a smart phone.
- Members from low socio-economic families will be able to access the strategy, as most people have phones.
- The knowledge of eating a balanced diet containing all the essential nutrients can be shared in the community.

**Limitations:**

- Caregivers / parents are in control of the meal planning and shopping. This strategy relies on 12–17 year olds persuading their caregivers to make changes to the family diet by following the info in the app. Some caregivers will be resistant to change.
- Some families have very busy lives, so they do not have time to use the app to get information, to watch YouTube videos, and to look for recipes.
- Some parents do not trust the Internet and will therefore discourage their children from using the app.
- Some young people may not have smart phones to access the app, so cannot access the resource.
- It takes time to watch the YouTube videos and use the knowledge gained.

**How to improve the strategy:**

One way to improve this strategy would be to involve young people in the development of the phone app. Working with young people in the planning and implementation of the strategy would encourage them to buy into it. If levels of empowerment are increased, positive outcomes are more likely.

**Strategy C: “My Goodness” healthy lunch.**

Based on the third group working with school management and the local community to provide healthy lunches at school for a term. This is the collective action model of health promotion.

**Benefits:**

- People collectively work together to address the issue of eating a balanced diet that includes all the essential nutrients that the body requires.
- The parents sacrifice their time to prepare and serve lunch to the students because they see the importance of healthy eating.
- Available to all students as it is run in school time.
- Social support is provided by school management, teachers, parents, and the business community.
- The students get a meal that provides them with some of the essential nutrients that the body needs, and the students feel valued by their community.
- It will save the students having to plan or organise food for lunch.
- Although the students have to pay for the lunch, it is cheaper than what they pay at the canteen.
- The students are able to share lunch with their teachers and peers, broadening their social networks, which should help to improve people's self-worth.

**Limitations:**

- This strategy does not affect long-term change in diet – the students will greatly benefit from the healthy lunches while at school, but they and their caregivers are not being empowered to reproduce these balanced meals at home.
- It can take a lot of time to get a group of people to agree on a process and thereby implement change.
- It requires a lot of resources and effort for it to be successful.
- Some students from low socio-economic families may not be able to afford \$10 per week for the meals.

**How to improve the strategy:**

More people in the community need to buy into the project if it is to be sustainable. The parents need to approach corporate companies, or other agencies, so that they have more money to provide the school lunches. Relying on donations and volunteers is not the best way to run such a project. If the school can raise extra money, they could employ permanent workers to prepare and serve lunch to the children.

Note: Plain text denotes Achievement evidence; underlined text is for Merit; and *italics* is for *Excellence*.

### Strategy A (not limited to these examples)

Strategy A is a positive and beneficial way for young people to learn about the importance of a balanced diet. It not only addresses the issue for young people, it also involves their parents and other members of the community. This is an important factor because the parents provide the food that the children will eat. If the parents are well educated on the importance of eating a balanced diet in order to get all the essential nutrients, they will use the knowledge gained to serve their children with better meals and this will help improve their children's health.

The special assembly is held in the evening, after work, so many people can come. It does not cost anything, giving all people in the community an opportunity to learn about the importance of a balanced diet. It is held at the local high school, so it is easily accessible. However, not everybody in the community will be free in the evening, some people may be busy or have young children, so they will not be able to make it. Although it is held at the local high school, some parents who use public transport may find it inconvenient to do so in the evening.

Most parents value the health of their children and will take the opportunity to learn about the best way to feed them.

Strategy A is socially effective because it brings the whole community together for a good cause. People will be able to socialise during and after the presentation. They can meet new friends and make long-lasting relationships. Ideas and recipes on healthy eating and the importance of a balanced diet can be shared on the night and at other times, depending on the relationships formed.

There is no cost involved in accessing this strategy. This allows people from low socio-economic families to attend and gain knowledge on the importance of a balanced diet. The fact that it is free to attend the special assembly means that it will attract more people to come and gain knowledge on the importance of a balanced diet, making the strategy more effective. All the people who attend get a brochure about making healthy food choices and they will have access to the Year 12 Home Economics class recipes for a few weeks. Information on the brochure and the recipes can be shared in the community.

The assembly is held at the local high school, making it easy for parents and members of the community to walk or drive a short distance to the venue. However, those who use public transport, may find it difficult to get to the school in the evening, and for some, it may be hard to pay for the extra petrol to make the trip to the school. Although it is held in the evening, some parents may not make it due to other commitments.

Some parents and members of the community may have had very bad experiences during their school days, and may not want to be anywhere near a school. These parents may not attend the special assembly and will miss out on the important information on healthy eating and balanced diet.

*Strategy A gives people the opportunity to socialise on the evening of the special assembly. Some people will make new friends and form long-lasting relationships. They may even continue to share ideas about the importance of eating a balanced diet and recipes for what to feed their children. The Year 12 Home Economics recipes provide an opportunity for individuals to spend time with their families trying to re-create these meals at home. This allows for good quality bonding time within families. Some people, however, do not have the cooking skills to try the recipes. They may be embarrassed and feel bad that they cannot provide their families with quality food that will result in them having a balanced diet.*

*Another limitation of the strategy could be for those people who cannot make friends easily. Once they have attended the special assembly and received the knowledge on the importance of eating a balanced diet, there is no social support. They have nowhere to go and seek further help. The only support that they have is the Year 12 Home Economics recipes, but they are available for a limited time. Using the Behaviour Change Model may get the message on the importance of a balanced diet out and spark a conversation, however people may not change their diet just like that. Some people just want to remain as they are – despite receiving knowledge from the nutritionist, resources from the brochure, and recipes on the school portal page – they simply choose not to use them.*

*Economically, Strategy A is most effective because it targets a large number of people with ease, and provides them with information on the importance of a balanced diet. It is free for the people who come to the special assembly. Most people will take the opportunity to learn if they do not have to pay anything. The fact that it takes place in the evening may be a limitation though, as people have to sacrifice their time to come to school for the special assembly. However, most parents will take this opportunity because they care for their children and want to provide them with a balanced diet, but there will always be some who choose not to come because they feel that it is not important and they do not want to be told what to do with their lives.*

*The Behaviour Change Model encompasses the idea that experts know best, so in this case the nutritionist tells the assembly audience what is good for them. For this strategy to be more effective in improving the young people's eating behaviours, a combination of all the three health promotion models would be the best. People invite the nutritionist, they are given resources to refer to and use, the community leaders set up centres for support, involve the whole community, continue to monitor the situation to see if people are getting the message of the importance of a balanced diet, and if not, look at other ways of improving the strategies.*