Eat well, feel fantastic/energetic/fabulous

Internal Assessment Resource

Home Economics Level 1

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| This resource supports assessment against:Achievement Standard 90956 version 3Demonstrate knowledge of an individual’s nutritional needs |
| Resource title: Eat Well, Feel Fantastic |
| 5 credits |
| This resource:* Clarifies the requirements of the standard
* Supports good assessment practice
* Should be subjected to the school’s usual assessment quality assurance process
* Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic
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| Date version published by Ministry of Education | February 2015 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.NZQA Approved number A-A-02-2015-90956-01-4452 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.Using this assessment resource without modification may mean that students’ work is not authentic. The teacher may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Internal Assessment Resource

Achievement Standard Home Economics 90956: Demonstrate knowledge of an individual’s nutritional needs

Resource reference: Home Economics 1.1B v3

Resource title: Eat Well, Feel Fantastic

Credits: 5

Teacher guidelines

The following guidelines are supplied to ensure that teachers can carry out valid and consistent assessment using this internal assessment resource.

Teachers need to be very familiar with the outcome being assessed by Achievement Standard Home Economics 90956. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This assessment activity requires students to demonstrate their knowledge of the nutritional needs of a nominated individual through the planning, preparation and service of food.

The teacher or student may choose the individual for this activity. Examples include: a child, a teenager, an adult, or an elderly person.

Before beginning this activity, provide opportunities for the students to use a range of techniques and processes ensuring the safe and hygienic preparation of food. Students will also need previous experience of developing food plans and making decisions based on the Food and Nutrition Guidelines.

You will need to provide a selection of your own recipes for students to choose from, or encourage students to select an appropriate recipe of their own choice.

The assessment schedule includes an example of an Achieved-level food plan developed for one student’s brother, George. Use this plan as a guide for interpreting students’ results or you could provide it to students as an example. You will need to change the case study individual and their needs before using this task to ensure authentic responses from students.

To demonstrate comprehensive knowledge means that students will justify why the chosen food, liquid and preparation practices meet the nutritional needs of the nominated individual.

Conditions

Students will work individually to complete the assessment activity under controlled classroom conditions. Students are able to refer to their class notes and any other sources of relevant information. Students will apply their knowledge to the individual in the scenario and their responses will be in their own words.

It is suggested that students have at least 3 hours of in class time to complete the assessment. Additional time may be required to source recipes and complete planning for the practical assessment. Adjust these timings to suit the needs of all your students.

It is recommended that no more than eight students be assessed during each practical session to ensure students are given fair and valid practical assessment opportunities.

Resource requirements

In addition to the resources provided in this activity, students will need:

* access to appropriate classroom resources, for example notes, recipes etc
* a range of ingredients
* access to appropriate facilities to enable the preparation of safe and hygienic food
* a checklist that students and teacher can use to verify the Food and Nutrition Guidelines that students follow in the practical work.

You should also provide a template to assist students with their food plan. Use the completed example in the assessment schedule as a model.

Additional information

Student Resource A provides some possible questions or a framework that students can use when they are explaining their choices. You can modify these questions to best meet your students’ needs.

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Credits: 5

| Achievement | Achievement with Merit | Achievement with Excellence |
| --- | --- | --- |
| Demonstrate knowledge of an individual’s nutritional needs. | Demonstrate in-depth knowledge of an individual’s nutritional needs. | Demonstrate comprehensive knowledge of an individual’s nutritional needs. |

Student instructions

Introduction

In this assessment activity, you are required to plan, prepare and serve food to meet the nutritional needs of a nominated individual.

You will work individually to complete this assessment activity under controlled classroom conditions.

You will be able to refer to your class notes and sources of relevant information provided by your teacher. You will apply your knowledge to the individual in the scenario and your responses/answers will be in your own words.

There are three parts to this assessment activity:

* planning food and liquid
* practical food preparation and service
* written justification of your choices including foods, liquids and preparation practices.

To demonstrate comprehensive knowledge means that you will justify why the chosen food, liquid and preparation practices meet the nutritional needs of the nominated individual.

You will complete all parts of the task in approximately 3–4 hours of class time.

Task

There are several parts to this assessment.

Choose an individual

Select an individual to use for this assessment. The individual could be one of:

* a friend or member of your family
* a child who attends a day-care centre that provides the main meal at lunchtime.

Develop a profile of the individual that you have selected. This profile will not be assessed.

Use these headings:

|  |  |
| --- | --- |
| * Name
 | * Occupation
 |
| * Age
 | * Living arrangements
 |
| * Gender
 | * Hobbies
 |
| * Weight
 | * Physical activities
 |
| * Height
 | * Food preferences
 |

Teacher note: You may choose an individual and provide students with a completed profile.

Develop your food plan

Plan one day’s food to meet the nutritional needs of your nominated individual.

Your teacher will provide you with a selection of recipes from which to choose a main meal suitable for your nominated individual. Alternatively, you can select a recipe (or recipes) of your own choice, but you will need to discuss your selection with your teacher.

Teacher note: It is recommended that you provide a template for students to help them plan their individual’s food for the day. A completed example is provided in the assessment schedule. Adapt it to suit your context.

Make sure your plan:

* meets the specific needs of your nominated individual
* applies recommendations from the Food and Nutrition Guidelines for healthy teenagers
* includes a description of all of the meals, snacks, and liquids your nominated individual will consume in one day - include the type and amount of both the food and liquid
* states serving quantities or volumes of all planned food and liquid
* includes details of the main meal you will prepare including cooking methods.

The main meal needs to:

* include at least two processes
* be able to be prepared and served within the allocated time.

Prepare, cook and serve your planned main meal

Individually prepare, cook and serve the main meal that you planned.

You need to complete this work within the allocated time, including cleaning up.

Attach a copy of your chosen recipe(s) and your logical order of work to your food plan and justification.

Provide a shopping list of your ingredients.

Justify your Food Plan

Explain, using detailed examples, how the planned food and liquid follows the Food and Nutrition Guidelines for healthy teenagers and meets your nominated individual’s nutritional needs.

Justify why you made these choices.

Consider:

* the total amount/volume of food and liquids included
* the type and variety of food and liquids included
* what and how much was served at the different eating occasions
* the preparation and cooking practices that were included
* what nutrients were provided, their function, and their relevance to the individual’s needs.

Teacher note: The questions in this Worksheet focus on the Food and Nutrition Guidelines for Children aged 2–12 years. Modify the questions to suit the Food and Nutrition Guidelines of the nominated individual’s age group.

Student Resource A: Worksheet

Eat many different kinds of foods each day

* List the breads and cereals in your food plan that meet the Food and Nutrition Guidelines, including the number of serves.
* Explain why these foods need to be included in your individual’s food plan.
* List the fruit and vegetables in your food plan that meet the Food and Nutrition Guidelines, including the number of serves.
* Explain why these foods need to be included in your individual’s food plan.
* List the milk and milk products in your food plan that meet the Food and Nutrition Guidelines, including the number of serves.
* Explain why these foods need to be included in your individual’s food plan.
* List the meat and alternatives in your food plan that meet the Food and Nutrition Guidelines, including the number of serves.
* Explain why these foods need to be included in your individual’s food plan.

Eat enough for growth and physical activity

* Identify the foods for growth in your food plan.
* Explain why these foods need to be included in your individual’s food plan.
* Identify the foods that support physical activity in your food plan.
* Explain why and when these foods need to be included in your individual’s food plan.

Eat the good stuff (Choose foods low in fat, sugar and salt)

* Identify the food choices, preparation practices and cooking methods in your plan that minimise fat, sugar, and salt.
* Explain why you made these choices and why your nominated individual should follow this guideline.

Choose snacks well

* List the snacks you have included in your food plan.
* Explain why you chose these snacks for your nominated individual.

Drink plenty every day

* Identify the liquids in your food plan, including the volume.
* Explain why you chose these liquids for your nominated individual.

Assessment schedule: Home Economics 90956 Eat Well, Feel Fantastic

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student demonstrates knowledge of an individual’s nutritional needs. The student:* develops a food plan for one chosen individual that meets most of the recommendations of the relevant Food and Nutrition Guidelines, for example, in *Eating for Healthy Children Aged 2 to 12*
* prepares, cooks and serves a main meal from their plan.

Note: reasons for their food plan choices are not a requirement for Achievement.For example: Food Plan See the Example Food Plan (attached)The foods chosen in the food plan meet the nutritional needs of George.George’s menu makes links to Eating for Healthy Children Aged 2 to 12 and includes:4+ serves bread and cereals (some wholegrain) 2+ serves fruit and 2+ serves vegetables2–3 serves milk and milk products (some low fat)1+ serves meat (lean) and meat alternatives6 c liquids (no use of sugary drinks)Extras and cooking methods includedLow fat/salt cooking methods and low fat, salt and sugar ingredients.Specific requirements from case study, e.g. vegetables disguised in other foods*Mini meals and snacks provided, but treat foods kept to a minimum.* Food Preparation*Meal includes at least two processes.**Food is not heavily salted.**Uses low fat cooking methods.**Logical order of work is followed to ensure maximum nutrient retention.**An appropriate portion is served, e.g. egg fried rice is made up of ½ c rice, 1c vegetables, 1 egg.* | The student demonstrates in-depth knowledge of an individual’s nutritional needs.The student:* explains how and why the chosen food and liquid in the food plan meets their nutritional needs. Reasons are linked to a food classification model such as the Food and Nutrition Guidelines, nutrients or the individual’s needs.

For example: The foods chosen in the food plan meet the nutritional needs of the 4-year-old child, George.Eat many different kinds of foods each dayGeorge requires at least 2 fruit in his day, I have included a banana, a kiwifruit and peaches. At least 2 vegetables have also been included, e.g. potato, celery, onion and carrot. Some of these vegetables are in the stir-fry with the rice and eggs, which George likes. He requires the fruit and vegetables as they provide him with complex carbohydrates, fibre, vitamins and minerals for general good health.George is active therefore he needs more than the recommended number of bread and cereal serves (4+). I have included 6 serves of bread and cereals, e.g. cornflakes, wholemeal toast, rice, pikelets. They will provide George with complex carbohydrates, fibre and B group vitamins for energy. George requires at least 2–3 servings of milk and milk products a day, e.g. milk, low-fat cheese, ice cream and custard. George needs to consume milk products to ensure he receives a good source of calcium for his bone growth and teeth development.George requires 1+ serving of meat and alternatives. I have included lean beef mince for lunch and an egg for dinner as they provide the body with important sources of protein, iron and other nutrients for growth, repair and maintenance.Eat enough for growth and physical activityChildren need food to get energy for living, growing and activity. The more active children are, the more energy they need. Because George is growing and active, I have given him more than the recommended servings from the bread and cereals group.Have treat foods now and then (choose foods low in fat, sugar and salt)*The only treat food included in his day is the 1 teaspoon of sprinkles on his ice cream. Children need snacks every day, but keep treat foods for special times.* *I have included lean meat and used a non-stick pan to cook the main meal to ensure the meals are low in saturated fat.*Eat mini meals or snacksI have provided George with 4 snacks to keep him from being hungry between meals as children have small stomachs and need small meals and snacks often. His gran’s fruit loaf is made with wholemeal flour, and George eats it without butter.Drink plenty every dayI have given George 6 serves of liquid, mostly water, as children need plenty to drink to keep their bodies hydrated | The student demonstrates comprehensive knowledge of an individual’s nutritional needs.The student:* justifies why the chosen food, liquid and preparation practices meet their needs. Reasons include detail on the function of the nutrients and their relevance to the individual’s particular nutritional needs.

For example:Eat many different kinds of foods each dayGeorge requires at least 2 fruit in his day, I have included a banana, a kiwifruit and peaches. At least 2 vegetables have also been included, e.g. potato, celery, onion and carrot. Putting some of the vegetables in the stir-fry helps to get George to eat them. The fruit and vegetables are required as they provide him with complex carbohydrates, fibre, vitamins and minerals for general good health. They are low in fat, salt and sugar and are an ideal snack. These food choices also provide his body with fibre to prevent constipation. They contain water-soluble vitamins like Vitamin C (found in kiwifruit and tomato), which is required in the body for healing of wounds and skin disorders.George is active, therefore he needs more than the recommended number of bread and cereal serves (4+). I have included 6 serves of bread and cereals, e.g. cornflakes, wholemeal toast, rice, pikelets. They will provide George with complex carbohydrates, fibre and B group vitamins for energy. Because bread and cereals contain complex carbohydrates, they will satisfy his hunger as they take some time to digest compared to simple sugars, which are more quickly absorbed, meaning he will continue to experience hunger.George requires at least 2–3 servings of milk and milk products a day, e.g. milk, low-fat cheese, ice cream and custard. George needs to consume milk products to ensure he receives a good source of protein and calcium. Calcium is needed for his bone and teeth development. After two years of age, low-fat varieties can be gradually introduced, which is why I have used low-fat cheese in the mousetraps. He requires the calcium to grow and lengthen his bones as well as strengthen them for maximum bone density. George requires 1+ serving of meat and alternatives. I have included lean minced beef for lunch and an egg for dinner, as they provide the body with important sources of protein and iron. Protein is required for growth, repair and maintenance of all body tissues. Iron forms part of the haemoglobin in red blood cells, which carries oxygen to George’s brain and around his body to promote energy production.Eat enough for growth and physical activity Children need food to get energy for living, growing and activity. The more active children are, the more energy they need. Because George is growing and active, I have given him more than the recommended servings for the bread and cereals group. I have included the recommended servings of milk and meat products to ensure George gets plenty of protein to meet his growth needs as well as extra for energy needs if he is very busy.Have treat foods now and then (choose foods low in fat, sugar and salt)The only treat food included in his day is the 1 teaspoon of sprinkles on his ice cream. I know that children need snacks every day, but treat foods must be kept for special times as they supply unnecessary kilojoules and almost no other nutrients so can contribute towards obesity if over consumed. I have included lean meat and used a non-stick pan to cook the main meal to ensure the meals are low in saturated fat. While a small amount of fat is needed to carry fat soluble vitamins and protect the body’s organs, it is important to choose unsaturated oil to reduce lifestyle diseases later in life.Eat mini meals or snacksI have provided George with 4 snacks to keep him from being hungry between meals as children have small stomachs and need small meals and snacks often. George may be very hungry after playing soccer, after his swimming lesson or when he gets home from preschool. I have given him snacks low in salt and sugar to ensure he develops good food preferences to avoid childhood obesity. His gran’s fruit loaf is made with wholemeal flour, fruit and nuts. George eats it unbuttered.Drink plenty every dayI have given George 6 serves of liquid, mostly water as it is cheap and easy to get. Children need plenty to drink to keep their bodies hydrated, especially when they are busy and active like George. Most of our bodies are made up of fluid and it is needed to carry nutrients as well as remove waste products from George’s body. |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.

Examples

Profile: George – the student’s younger brother

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| Name | George |
| Gender | Male |
| Age | 4 years |
| Height | 1.1 m |
| Weight | 20 kg |
| Living arrangements | Lives with Dad and 15 year old sister |
| Occupation | Attends preschool 5 days a week where a main midday meal is provided, plus snacks throughout the day |
| Physical activities | Busy, involved in play all day. |
| Food preferences | Loves the homemade baking provided by Grandma once a weekNot keen on vegetables but will eat them if disguised |
| Hobbies | Attends swimming lessons once a weekMember of a junior soccer team, where they practice for 30 minutes once a week and then play a game on SaturdayTelevision viewing is limited to 2 hours a week |

Food Plan: George (summer menu)

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| Menu for each meal/snack with quantities, e.g | Food Group and Serving Size | Liquid intake | Extras(“Eat Least” foods) | Method of cooking(List the food and method) |
| Bread and cereals | Fruit and vegetables | Milk and milk products | Meat and alternatives |
| Breakfast1 c cornflakes, ½ sliced banana and ½ c milk1 slice toast1 c Milo (half milk, half water) | Cornflakes (1 s)Wholemeal toast (1 s) | Banana(½ s) | Milk (½ s)Milk in Milo(½ s) |  | 1 c Milo | Margarine, 1 tJam, 1 tMilo, 3 t  |  |
| Snack2 small pikelets1 c water | Pikelets(1 s) |  |  |  | 1 c water |  | Pikelets, cooked non-stick frypan |
| Lunch1 c Shepherd’s Pie½ c custard & ½ c canned peaches1 c water |  | Potato (½ s)Tomato (¼ s)Carrot (¼ s)Peaches (½ s) | Custard (milk)(½ s) | Lean minced beef in pie(½ s) | 1 c water |  | Shepherds pie, baked |
| Snack3 mouse traps1 slice small fruit loaf1 c Water | 1 slice bread in mouse traps (1 s)Fruit loaf (1 s) |  | Low-fat cheese(1 s) |  | 1 c water | Vegemite (on mouse traps), 1 t | Mouse traps grilledFruit loaf (Gran’s baking) |
| Evening meal1½ c egg fried rice½ c ice cream with sprinkles1 c water | Rice(½ s) | Vegetables assorted, e.g., onion, celery, corn, capsicum(1 s) | Ice cream(½ s) | Egg(1 s) | 1 c water | Oil, ½ tLow-salt soy sauce. ½ tSprinkles, ½ t | Omelette, cooked, non-stick frypanFried rice, cooked, non-stick frypanRice boiled |
| Snack1 kiwifruit, 1 c water |  | Kiwifruit (1 s) |  |  | 1 c water |  |  |
| Total servings  | 5 ½ serves | 2 fruit and 2 vegetable serves | 3 serves | 1 ½ serves | 6 serves |  |  |