**NZQA**

**Approved**

Achievement standard: 90956 Version 3

Standard title: Demonstrate knowledge of an individual’s nutritional needs

Level: 1

Credits: 5

Resource title: Food for children on the go

Resource reference: Home Economics VP-1.1 v2

Vocational pathway: Social and Community Services

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90956-02-7257 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators 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. |

Vocational Pathway Assessment Resource

Achievement standard: 90956

Standard title: Demonstrate knowledge of an individual’s nutritional needs

Level: 1

Credits: 5

Resource title: Food for children on the go

Resource reference: Home Economics VP-1.1 v2

Vocational pathway: Social and Community Services

Learner instructions

# Introduction

This assessment activity requires you to demonstrate knowledge of a school-aged child’s nutritional needs.

You are going to be assessed on how comprehensively you plan, prepare and serve food to meet the nutritional needs of a child, together with justifying how your chosen food, liquid and preparation practices meet their nutritional needs.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are training to become a nanny which means you would be responsible for providing meals for young children in your care. Children lead busy lives and need to have smaller meals and snacks regularly to meet their nutritional requirements. You will develop a food plan that meets a child’s nutritional needs for a day, then prepare and serve the main meal that is part of that plan.

Before beginning this assessment activity, you need to prepare a profile of the child and their needs. Some material has been decided for you.

* The child lives in a flat with their mother.
* The child goes to a local school each day.
* The child has breakfast and their evening meal at home, but lunch and morning tea are taken to school.
* The mother does not eat red meat so this restriction also applies to the child’s diet.
* The evening meal times are busy as the child needs to be fed and complete their homework.
* Although during the day the child is mainly sitting in a classroom, they are active and involved in sporting interests after school.

You can decide:

* the child’s gender and age (between five and twelve years)
* the child’s food likes and dislikes
* the number and type of sporting activities.

## Part 1: Develop a food plan

Plan one day’s food and liquid to meet the nutritional needs of the child. Think about the foods and nutrients that are particularly useful for someone whose body needs to:

* build, maintain and repair cells
* maintain its ability to deal with a busy day
* maintain body fluids.

Other food factors that you may also need to consider in your plan are:

* the child does not eat red meat
* you must be able to pre-prepare the food at home for lunch and snacks
* the evening meal must be able to be prepared quickly as you would also be attending to the child.

Use the format provided by your assessor/educator.

The assessor/educator may provide you with a selection of recipes from which to choose a main meal suitable for the child. This selection will include some recipes that are suitable as well as some that may not meet all their requirements or may require adaptation. This is to enable you to demonstrate your knowledge by making an appropriate choice of food suitable for the child. Alternatively, you can use a recipe (or recipes) of your own choice.

Make sure your plan:

* meets the specific needs of the school-aged child
* applies recommendations from the *Food and Nutrition Guidelines* for healthy children aged five to twelve years
* includes a description of all the meals, snacks, and liquids the child will consume in one day
* 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 and each process must include at least three techniques.

## Part 2: Prepare, cook and serve your planned main meal

Develop a logical order of work to follow as you prepare your meal.

Individually prepare, cook and serve the main meal that you planned. Attach a copy of your chosen recipe/s and the logical order of work to your food plan.

## Part 3: Justify your food plan

Explain, using detailed examples, how the planned food and liquid follows the *Food and Nutrition Guidelines* for healthy children and meets the child’s nutritional needs. You need to justify your 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 child’s needs.

Vocational Pathway Assessment Resource

Achievement standard: 90956

Standard title: Demonstrate knowledge of an individual’s nutritional needs

Level: 1

Credits: 5

Resource title: Food for children on the go

Resource reference: Home Economics VP-1.1 v2

Vocational pathway: Social and Community Services

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate their knowledge of the nutritional needs of a school-aged child. The learner needs to comprehensively plan the food and liquid required for the child for a full day and justify why they chose the food, liquid and preparation practices. The main meal from the plan must be prepared and served.

# Conditions

Learners will work individually to complete the assessment. They can refer to sources of relevant information. However, make sure the learner processes and applies this material to the school-aged child.

# Resource requirements

Provide a selection of your own recipes for learners to choose from, or encourage them to select an appropriate recipe of their own choice. Make sure that your recipes include some that are not suitable, so learners have the opportunity to demonstrate their knowledge by making an appropriate choice.

As well as the materials provided in this activity, learners need the following:

* Access to resources, such as recipes.
* A format or template to help them plan food and liquid for the child. Writing only a menu plan may limit their ability to provide the necessary detail. The format or template should enable the learner to include the following:
	+ a detailed menu or description of each meal and snack including liquids
	+ sections/columns to break the menu into the four food groups including detailed quantities or volumes of each food and liquid
	+ a liquid column or section
	+ a section for the ‘extras’ (high fat, salt and sugar foods)
	+ a section for cooking methods.
* A range of ingredients.
* Access to appropriate facilities that allow them to prepare food safely and hygienically.
* A checklist that both learners and the assessor/educator can use to verify the *Food and Nutrition Guidelines* followed in the practical work.

Useful websites for nutrition information:

[www.heartfoundation.org.nz](http://www.heartfoundation.org.nz)

[www.moh.govt.nz](http://www.moh.govt.nz)

[www.nutritionfoundation.org.nz](http://www.nutritionfoundation.org.nz)

# Additional information

None.

## Other possible contexts for this vocational pathway

Dietician, dental hygienist, optometrist, health care worker, nurse, occupational therapist could provide guidance on food choices for different-aged people with various nutritional needs.

# Assessment schedule: Home Economics 90956 – Food for children on the go

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates knowledge of an individual’s nutritional needs by:* planning food and liquid that meets the nutritional needs of a school-aged child

For example:The learner uses a recognised food classification model, e.g. the *Food and Nutrition Guidelines*, to plan the food and liquid intake. The food plan includes:* + a description of all the meals, snacks, and liquids for one day
	+ the serving quantities or volumes of all planned food and liquid.

The learner adjusts the number of serves for some of the food groups (from the *Food and Nutrition Guidelines*) to show how the energy and liquid requirements will be met.*One serving of meat and alternatives for a school-aged child could be – half an egg mashed in a sandwich for lunch (half a serving) and one slice of roast chicken (50g) for tea (half a serving).** preparing and serving food and liquid that meets the nutritional needs of a school-aged child

For example:The learner chooses a main meal from the plan including two processes that: * + follows a logical work order to ensure maximum nutrient retention
	+ is not heavily salted
	+ uses low fat cooking methods.

An appropriate portion is served for the school-aged child, e.g. ½ c spaghetti, ½ c homemade tomato sauce, 1 chicken drumstick, ½ c peas, ½ c cubed carrots.(Reasons for the food plan choices are not a requirement for Achievement.)*The above expected learner responses are indicative only and relate to just part of what is expected*. | The learner demonstrates in-depth knowledge of an individual’s nutritional needs by:* planning food and liquid that meets the nutritional needs of a school-aged child

For example:The learner uses a recognised food classification model, e.g. the *Food and Nutrition Guidelines*, to plan the food and liquid intake. The food plan includes:* + a description of all the meals, snacks, and liquids for one day
	+ the serving quantities or volumes of all planned food and liquid.

The learner adjusts the number of serves for some of the food groups (from the *Food and Nutrition Guidelines*) to show how the energy and liquid requirements will be met.*One serving of meat and alternatives for a school-aged child could be – half an egg mashed in a sandwich for lunch (half a serving) and one slice of roast chicken (50g) for tea (half a serving).** explaining how and why the chosen food and liquid in the food plan and the preparation practices (actions) meet the school-aged child’s nutritional needs

For example:The learner links their reasons to a food classification model, such as *the Food and Nutrition Guidelines*, or nutrients and the specific needs of the school-aged child.*The* Food and Nutrition Guidelines *recommend between 6 to 8 cups of water a day. However, physical activity means that you need a lot more fluid as you lose so much through sweating. It also helps to keep the body cool and hydrated to ensure you don’t get headaches. In my food plan I have included low fat milk, a glass of diluted fruit juice, and plain water.** preparing and serving food and liquid that meets the nutritional needs of the school-aged child

For example:The learner chooses a main meal from the plan including two processes that: * + follows a logical work order to ensure maximum nutrient retention
	+ is not heavily salted
	+ uses low fat cooking methods.

An appropriate portion is served for the school-aged child, e.g. ½ c spaghetti, ½ c homemade tomato sauce, 1 chicken drumstick, ½ c peas, ½ c cubed carrots.*The above expected learner responses are indicative only and relate to just part of what is expected*. | The learner demonstrates comprehensive knowledge of an individual’s nutritional needs by:* planning food and liquid that meets the nutritional needs of a school-aged child

For example:The learner uses a recognised food classification model, e.g. the *Food and Nutrition Guidelines*, to plan the food and liquid intake. The food plan includes:* + a description of all the meals, snacks, and liquids for one day
	+ the serving quantities or volumes of all planned food and liquid.

The learner adjusts the number of serves for some of the food groups (from the *Food and Nutrition Guidelines*) to show how the energy and liquid requirements will be met.*One serving of meat and alternatives for a school-aged child could be – half an egg mashed in a sandwich for lunch (half a serving) and one slice of roast chicken (50g) for tea (half a serving).** explaining how and why the chosen food and liquid in the food plan and the preparation practices (actions) meet the school-aged child’s nutritional needs

For example:The learner links their reasons to a food classification model, such as *the Food and Nutrition Guidelines*, or nutrients and the specific needs of the school-aged child.*The* Food and Nutrition Guidelines *recommend between 6 to 8 cups of water a day. However, physical activity means that you need a lot more fluid as you lose so much through sweating. It also helps to keep the body cool and hydrated to ensure you don’t get headaches. In my food plan I have included low fat milk, a glass of diluted fruit juice, and plain water.** justifying why the chosen food, liquid and preparation practices meet the school-aged child’s nutritional needs

For example:The learner links the food and liquid choices with the function of the nutrients and their relevance to the school-aged child’s nutritional needs.*I have included raw carrots as a snack to take to school and as a vegetable for tea as they are in season so will be cheaper to buy. Carrots have plenty of fibre which will help the child’s digestive system but also provide ongoing energy to carry out the extra activities. It is great food to snack on and is easy to carry around and eat while travelling from school to sports. Carrots also contain vitamin A which is good for eyesight especially at night as vitamin A prevents night blindness.** preparing and serving food and liquid that meets the nutritional needs of the school-aged child

For example:The learner chooses a main meal from the plan including two processes that:* + follows a logical work order to ensure maximum nutrient retention
	+ is not heavily salted
	+ uses low fat cooking methods.

An appropriate portion is served for the school-aged child, e.g. ½ c spaghetti, ½ c homemade tomato sauce, 1 chicken drumstick, ½ c peas, ½ c cubed carrots.*The above expected learner responses are indicative only and relate to just part of what is expected*. |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.