

Internal Assessment Resource

Home Economics Level 2

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| This resource supports assessment against:  Achievement Standard 91299 version 2  Analyse issues related to the provision of food for people with specific food needs |
| Resource title: Performance Enhancing Nutrition |
| 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 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number: A-A-02-2015-91299-02-5547 |
| 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 91299: Analyse issues related to the provision of food for people with specific food needs

Resource reference: Home Economics 2.1A v2

Resource title: Performance Enhancing Nutrition

Credits: 5

Teacher guidelines

The following guidelines are supplied to enable teachers to 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 91299. 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 analyse specific food needs from personal, interpersonal, and societal perspectives and to consider health enhancing strategies to address these issues.

Students are expected to undertake a detailed analysis. They will be assessed on the depth and comprehensiveness of the discussion in their final report or presentation.

Prior to beginning this assessment activity, provide students with opportunities to explore the following to ensure they have the knowledge and skills to complete the assessment activity.

Students should:

* explore personal issues and nutritional requirements of high energy users
* investigate interpersonal and societal issues which affect the provision of food for high energy users
* investigate and practise a wide range of preparation and cooking skills using foods suitable for high-energy users
* explore a range of health enhancing strategies to address personal, interpersonal and societal issues
* become familiar with the relevant Food and Nutrition Guidelines for Teenagers

<http://www.moh.govt.nz/moh.nsf/indexmh/nutrition-foodandnutritionguidelines#ca>

* develop their understanding of the socio-ecological perspective. The following resources may be useful:

*Health and Physical Education Curriculum* (1999), p.33, available at [www.tki.org.nz/r/health/curriculum/statement/](http://www.tki.org.nz/r/health/curriculum/statement/)

*Making Meaning: Making a Difference* (2004), available at [www.tki.org.nz/r/health/cia/make\_meaning/index\_e.php](http://www.tki.org.nz/r/health/cia/make_meaning/index_e.php).

Conditions

Students may conduct the interviews and research as a class, in a small group, or individually, but they will write their report or presentation individually.

It is suggested that students have at least 40 hours of teaching and learning on the specific food needs of the focus group before completing this assessment activity.

It is suggested that students have at least 10 hours of in- and out-of-class time to complete the assessment activity.

Adjust this time frame to suit the needs of your students.

Resource requirements

Students may require:

* relevant Food and Nutrition Guidelines ([www.moh.govt.nz/foodandnutrition](http://www.moh.govt.nz/foodandnutrition))
* Internet and library access for research
* presentation software and equipment.

Additional information

The action competence learning process may be useful as a learning tool to support student achievement. Information can be found in *Making Meaning: Making a Difference* (2004) at <http://toolselector.tki.org.nz/r/health/cia/make_meaning/teach_learnappr_proc_e.php>.

The TKI Software for Learning website (<http://softwareforlearning.tki.org.nz>) is a good source of information about selecting and using suitable software for articles, presentations, and other formats.

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| Analyse issues related to the provision of food for people with specific food needs. | Analyse issues in depth related to the provision of food for people with specific food needs. | Comprehensively analyse issues related to the provision of food for people with specific food needs. |

Student instructions

Introduction

This assessment activity requires you to analyse specific food needs from personal, interpersonal, and societal perspectives and to consider health enhancing strategies to address these issues.

You will do this by:

* interviewing a teenage athlete to learn about their specific food needs
* collating your information as a group or class
* conducting research to further investigate the personal, interpersonal, and societal issues related to the provision of food for these teenage athletes
* proposing and justifying strategies to address these issues
* presenting your findings in a format agreed with your teacher, for example, a written report or presentation.

You will be assessed on the depth and comprehensiveness of the discussion in your final report or presentation.

You may conduct your interviews and research as a class, in a small group, or individually, but you will write your report or presentation individually.

Teacher note: Select or negotiate a final report format to meet the identified needs of your students.

You have X weeks of in and out-of-class time to complete this assessment activity.

Teacher note: Adapt the time allowed to meet the identified needs of your students.

Prerequisite activities

Conduct research

* Select a teenage athlete whose specific food needs you will analyse. Confirm this choice with your teacher. You must be able to gain an in-depth understanding of the person’s nutritional requirements and lifestyle.
* Interview the teenage athlete. See Resource A for suggested questions.

Teacher note: Ensure students choose athletes that are involved in high intensity sports. Discuss whether and how students will maintain confidentiality for the interviewee. Provide guidance on the suitability of their interview questions if necessary.

* Collate your information as a group or class.
* Conduct further research to investigate the personal, interpersonal, and societal issues identified from the interviews.

Task

Write your report

Write a report or presentation in which you analyse issues related to the provision of food for teenage athletes and suggest health-enhancing strategies to address these issues. Your report should be based on the interviews and your research and be relevant to the needs of the athletes.

Confirm the format of your report with your teacher. For example, it could be a written report or a presentation.

Your report should include:

* the various issues related to the provision of food from a personal, interpersonal, and societal perspective. See Resource B for more information.
* a range of health-enhancing strategies to address these issues.

Personal - a wide range of suitable food and liquid choices, or a weeklong meal plan or menu.

Interpersonal - strategies that will make it easier for the athletes and their families to select, prepare, and cook meals.

Societal - strategies that may help the athletes to address food choices in a wider community or social setting

* an explanation of how and why your strategies will help the athletes to meet their specific food needs and improve their performance from a personal perspective. For example, explain why you have chosen these particular foods and drinks. Make connections to key nutrients and their functions related to the specific needs of high-energy athletes.
* an explanation of how and why each of your strategies will help the athletes to address the interpersonal, and societal issues. For example, explain what the athletes and their families, friends, coach, and others can do to address the issues and make the strategies more successful. Give reasons to support your answers.
* a justification which clearly highlights the effectiveness of the strategies by explaining the connections to the personal, interpersonal and societal issues.
* a reference list that acknowledges books, Internet sites, and other sources used to create your report.

Remember to relate your report to the athletes you interviewed and their issues that need to be addressed.

Submit your report or presentation to your teacher for assessment.

Resource A: Sample interview questions

When interviewing a teenage athlete to learn about their specific food needs, possible questions could include, but are not limited to:

* When, what, and how much do you eat? Do you skip meals? Who do you eat with? How often do you eat out? What do you like to eat?
* How much water do you drink? What types of fluid do you drink?
* Who influences what food and drinks you choose? Describe any situations where it is difficult to make sensible choices.
* How often do you train and for how long? How soon before or after training do you usually eat? Do you eat or drink during training?
* How much do you know about nutrition? Can you cook?
* How much time do you (or your family) have to prepare food?
* Does your family grow vegetables?
* Is keeping to a food budget important to your family?
* Do you buy sports drinks and snacks to use while training? Do you ever check the packets or containers to see what is in the food and drink you have? How much do you know about the information printed on packets and bottles?

Resource B: Possible issues to consider

Issues that could affect teenage athletes could include, but are not limited to:

* cost and availability of food
* nutritional knowledge and access to credible information
* food selection and preparation skills
* food safety
* palatability
* timing of meal occasions
* peer pressure.

When determining the personal, interpersonal, and societal issues related to the food needs of teenage athletes, possible considerations could include, but are not limited to:

* What specific nutrients and fluids do teenage athletes require to enhance their performance?
* How do an athlete’s food and liquid requirements change before, during, and after exercise?
* How do athletes determine whether high-energy snacks and drinks advertised and promoted by well know personalities will enhance performance?
* What information is available to help the athletes and their families to select and prepare food that meets their nutritional needs?
* How can the families minimise their food costs while providing adequate nutrition for their teenage athletes?
* How can the athletes schedule their meals and snacks around their other commitments?
* How can the athletes avoid unhealthy food in a social situation?

Assessment schedule: Home Economics 91299 Performance Enhancing Nutrition

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student has analysed issues related to the provision of food for people with specific food needs.  The student has:   * examined the personal, interpersonal, and societal issues related to the provision of food for athletes and * considered health-enhancing strategies to address these issues.   For example:  The athletes and their families have limited knowledge of what foods are suitable for a high-performance athlete. They need to know where to get reliable nutritional advice. They could source this information from a nutritionist, the team coach, or the school’s home economics teacher. These experts could explain that the athletes need to ensure that they eat complex carbohydrates, such as brown bread, pasta and rice. This food would give them longer lasting energy. They also need to ensure that they choose low-fat options such as low fat milk and yoghurt, especially before racing, as fat can hinder performance. Adequate water must be consumed before, during and after training to prevent dehydration, which can impede performance by up to 20%. At least 10 glasses of liquid are needed on days when they are performing  With a busy school and training schedule, and part-time jobs, the athletes sometimes skip meals and snacks. Some of them find it difficult to have breakfast as they get up too late. At a training team talk, the coach stresses the importance of the timing of meals and snacks for any athlete wanting to perform at their best. Low GI (Glycaemic Index) food such as wholegrain bread, baked beans and most fruit are best several hours before intense exercise; whereas high GI foods such as sports bars and jelly lollies are best immediately before and after an event. The coach encourages them to eat a wide range of snacks such as fruits, yoghurt, muesli bars and smoothies to keep their energy levels up.  This description relates to only part of what is required and is indicative only. | The student has analysed in-depth issues related to the provision of food for people with specific food needs.  The student has given reasons linked to performance enhancement for the strategies used to address the issues.  For example:  The athletes and their families have limited knowledge of what foods are suitable for a high-performance athlete. They need to know where to get reliable nutritional advice. They could source this information from a nutritionist, or the school’s home economics teacher. Both these people would provide up-to-date and expert knowledge on the food needs of high-energy athletes as they are all trained in nutrition. They may also offer pamphlets, sample menus, and recipes for the families to use.  They could explain that the athletes need to ensure that they eat complex carbohydrates, such as brown bread, pasta and rice. This food would give them longer lasting energy as it is slowly digested and absorbed. They also need to ensure that they choose low-fat options such as low fat milk and yoghurt, especially before racing, as fat can hinder performance. Fat displaces some of the energy we need from carbohydrate foods and also slows the digestive system. Adequate water must be consumed before, during and after training to prevent dehydration, which can impede performance by up to 20%. At least 10 glasses of liquid are needed on days when they are performing. The nutritionist could explain when water would be the best choice and when sports drinks would aid their performance. Also the athletes could find out how to read the labels on the sports drinks to choose one that would provide the glucose and sodium that they need to meet or replace those used during intense sporting activity.  This description relates to only part of what is required and is indicative only. | The student has comprehensively analysed issues related to the provision of food for people with specific food needs.  The student has justified the connections between the personal, interpersonal, and societal issues and strategies used.  For example:  The athletes and their families have limited knowledge of what foods are suitable for a high-performance athlete. They need to know where to get reliable nutritional advice. They could source this information from a nutritionist, or the school’s home economics teacher. Both these people have studied nutrition and the food needs of a variety of people and would provide up-to-date and expert knowledge on the food needs of high-energy athletes. They may also offer pamphlets, sample menus, and recipes for the families to use. If the family all go and get advice, everyone will benefit as they are learning useful shopping and food preparation skills. The athlete in the family will feel supported and is more likely to have their needs met if all the family work together.  The nutritionist or teacher could explain that the athletes need to ensure that they eat complex carbohydrates, such as brown bread, pasta and rice. This food would give them longer lasting energy as it is slowly digested and absorbed. They also need to ensure that they choose low-fat options such as low fat milk and yoghurt, especially before racing, as fat can hinder performance. Fat displaces some of the energy we need from carbohydrate foods and also slows the digestive system. Adequate water must be consumed before, during and after training to prevent dehydration, which can impede performance by up to 20%. At least 10 glasses of liquid are needed on days when they are performing. The nutritionist could explain when water would be the best choice and when sports drinks would aid their performance. Also the athletes could find out how to read the labels on the sports drinks to choose one that would provide the glucose and sodium that they need to meet or replace those used during intense sporting activity.  These skills of reading labels could also be used to compare the fat, salt or sugar content when choosing snack foods or convenience foods from the supermarket. Both the athletes and their families would know how to make better choices for performance enhancement. Having gained an understanding of the GI of food, the families could prepare meals which would ensure all members have sufficient food for their individual needs and provide snacks that would ensure they didn’t feel the need to nibble on chips or lollies meaning they would all be healthier.  This description relates to only part of what is required and is indicative only. |

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