**NZQA**

**Approved**

Achievement standard: 90969 Version 3

Standard title: Take purposeful action to assist others to participate in physical activity

Level: 1

Credits: 2

Achievement standard: 90956 Version 3

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

Level: 1

Credits: 5

Resource title: Fit for Waka Ama

Resource reference: Physical Education V-1.8 v2 & Home Economics VP-1.1 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90969-02-7389  NZQA Approved number A-A-02-2015-90956-02-7390 |
| 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

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Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to take purposeful action to assist others to take part in a waka ama competition. You will also demonstrate your knowledge of the nutritional needs of an individual preparing for and taking part in a waka ama competition by selecting, planning, preparing and serving foods and liquids to meet their requirements.

You are going to be assessed on how independently you take purposeful action to assist others to participate in a waka ama competition and how comprehensively you demonstrate knowledge of the waka ama youth’s nutritional needs to compete in this competition.

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 to work with a group of students from a local intermediate or secondary school. They have been entered into a local/regional waka ama competition. You are responsible for:

* leading them to participate in training for this event
* providing guidance on meeting the nutritional requirements for one member of the group for one day to allow him or her to perform to their full potential in the competition.

## Part 1: Develop a detailed, workable plan of action

There are two sections to this action plan.

Develop a plan for taking action to get your group to participate in the waka ama competition by doing the following:

* State the overall purpose:
  + This should consider the specific issues and needs of the group.
* Describe the actions which are critical for working towards meeting the goal of getting people involved in taking part in the waka ama competition:
  + Explain why each of these actions is needed. Coaching/training plans could also be included to support your explanation.
  + The actions to be taken should reflect the needs of the individuals in the group.
* Explain potential problems with getting people involved that could be encountered and how you could overcome these.
* Explain enablers that could assist with the plan’s implementation:
  + This could include individuals’ needs to make changes to current behaviours, attitudes and values toward physical activity and nutrition and addressing problems with motivation or unwillingness to eat nutritious food.
* Provide a timeline showing what needs to be done, by whom, where, and when.

Because strenuous exercise will be required as a member of a waka ama crew, participants need to eat appropriately. You must therefore develop a food plan to show your knowledge of how to meet these needs. You are to concentrate on the specific needs of one member of the waka ama group for one day:

* Consider the types of foods and liquids that are particularly useful for maintaining the body’s ability to deal with intensive physical activity.
* Consider what foods and nutrients are required to:
  + begin a physically active day
  + maintain energy levels throughout the day
  + build, maintain and repair cells and muscle mass
  + replace essential vitamins and minerals
  + maintain body fluids.
* Consider recommendations from the *Food and Nutrition Guidelines* for teenagers and make adjustments where necessary.
* Think about and decide what the main meal for the day will be – you are going to prepare this. The preparation of the main meal needs to include at least two processes and each process must include at least three techniques.

Your assessor/educator may provide you with a selection of recipes from which to choose a main meal suitable for your waka ama youth. 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 waka ama youth. Alternatively, you can use a recipe (or recipes) of your own.

Plan and write down:

* One day of food and liquid that will meet the nutritional needs of one member of the waka ama group.
* Include a description of all the meals, snacks and liquids the teenager will consume in that day.
* State the serving quantities or volumes of all planned food and liquid.
* Include details of the main meal of the day, including cooking methods.

Use the format provided by your assessor/educator.

## Part 2: Implement your action plans

Collate evidence to demonstrate how effectively you put your plans into action. This will include:

* evidence of you being responsive to the needs of the group to get them to take part in the waka ama competition
* preparing, cooking and serving the main meal that you planned for an individual in the group.

This could include self and group reflection logs, videos, voice recordings, photos, recipes, logical order of work for the food preparation, letters, plans, and participants’ feedback.

This evidence could be presented in a blog, wiki, my portfolio, etc.

## Part 3: Evaluate the outcomes of implementing the plan of action

Critically evaluate the effectiveness of the actions you took to get others to participate in the waka ama competition. Include the following points in your evaluation:

* How well did your actions allow you and the group to meet their goal/s?
* How do you know you met/did not meet their individual needs?
* What actions were the most successful and why?
* What actions were the least successful and why?

Reflect on how effective your one day food plan and preparation practices were for the waka ama youth. Explain, using detailed examples, how the planned food and liquid follows the *Food and Nutrition Guidelines* for a very active teenager, and meets their nutritional needs. You need to justify your choices. Consisder:

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

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Vocational pathway: Services Industries

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 assist others, through independent and purposeful action, to participate in a waka ama competition and to demonstrate comprehensive knowledge of the nutritional needs of one of the participants in the waka ama competition.

# Conditions

Assessor/educators must observe learners as they carry out their role(s) and the actions they defined in the planning process. Evidence of these actions must be gathered and documented to support the assessor/educator’s final judgement on whether the learner’s action was purposeful, considered or independent. The assessor/educator will need to verify whether the learners had:

* assessor/educator support/guidance
* some assessor/educator support/guidance
* little assessor/educator support/guidance.

Examples of an assessor/educator summary for this aspect of the standard can be seen in the exemplars on the NZQA Physical Education subject specific resource page (<http://www.nzqa.govt.nz/pe>).

Learners must work individually to plan, prepare and serve food for one of the individuals. They can refer to sources of relevant information. However, assessors/educators must ensure the learner processes and applies this material to the very active waka ama youth.

# Resource requirements

Still and video filming equipment.

Assessors/educators may provide a selection of recipes for learners to choose from, or encourage them to select an appropriate recipe of their own. Make sure that your receipes 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:

* the *New Zealand* *Food and Nutrition Guidelines* for children and young people
* a format or template to help the learner plan the food and liquid for their individual; 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 or 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 ‘extras’ (for example high fat, salty and sugary 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 include:

<http://www.health.govt.nz/publication/food-and-nutrition-guidelines-healthy-children-and-young-people-aged-2-18-years-background-paper>

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

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

[www.nutritionfoundation.org.nz](file:///C:\Users\HP-PC\Documents\VP\CnewsVP\X-curricula\www.nutritionfoundation.org.nz)

# Additional information

It is important that learners collate the evidence of the action being taken for both standards. This evidence is required to support final assessment judgements.

## Other possible contexts for this vocational pathway

This resource could be adapted for any context where learners are involved in a leadership position as coaches.

# Assessment schedule: Physical Education 90969 – Fit for Waka Ama

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner takes purposeful action to assist, or provides opportunities for, others to take part in a waka ama competition by:   * leading the students to participate in training for this event   The learner:   * + defines an aim   + makes a plan of predetermined actions that contribute to the youths participating in physical activity   The learner may have regularly consulted the assessor/educator for support or guidance.  For example, the learner explains:  *My aim is to improve the overall fitness and waka ama technique of the youths that I am coaching. The actions I will carry out include:*   * + *attending a workshop for coaches so that I can improve on my coaching skills (pre-season)*   + *running training sessions, twice per week, that focus on different aspects of fitness required for waka ama racing (e.g. muscular endurance and cardio respiratory fitness)*   + *giving the team good feedback after each training session, and doing some training sessions where we look at a video of their technique on the water and analyse it*   + *running fitness sessions for the group once a week to help them gain fitness; this will help them to last the entire race with good technique.*   *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes purposeful action with consideration to assist, or provides opportunities for, others to take part in a waka ama competition by:   * leading the students to participate in training for this event   The learner:   * + defines an aim that meets the needs of the participants   + makes a plan of predetermined actions that contribute to others participating in physical activity   + considers things that could prevent carrying out the predetermined actions, and possible solutions   The learner may occasionally consult the assessor/educator for support or guidance.  For example, the learner explains:  *My aim is to improve the overall fitness and stroke technique of the waka ama team that I am coaching. The actions I will carry out include:*   * + *attending a workshop for coaches so that I can improve on my coaching skills (pre-season)*   + *running training sessions twice per week that focus on different aspects of fitness required for waka ama racing (e.g. muscular endurance and cardio respiratory fitness)*   + *giving the team good feedback after each session and doing some training sessions where we look at a video of their technique on the water and analyse it*   + *running fitness sessions for the team once a week to help them gain fitness; this will help them to focus on their technique and synchronisation in a race as well as having sufficient fitness to last the race.*   *My group needs to work on their overall cardio fitness and stroke technique/power. I know this because I ran a series of fitness tests that indicate that they should work on their cardiovascular fitness. My discussions with the team back this up. My initial analysis of the crew’s technique as viewed in the video showed they are not in time with each other, and some look to be going through the motions rather than using real power to pull through the water. My aim is to improve the group’s cardiovascular fitness so that they last a race with ease, and turn their attention to their technique and power, and I will also work on improving their technique, power through the water and timing with the members in the boat.*  *Things that could prevent me from carrying out my actions include forgetting what I have learnt at the coaching workshop, not having enough space to practise (a lot of teams need to practise), and finding it hard to videotape or photograph the group while coaching on the water. I could address these issues by taking a notebook to the workshop so that I don’t forget what I learn. I will enquire about spaces that are available for alternative indoor practices for the fitness sessions. I will also ask a parent to videotape or take photos of the team on the water in practice and race conditions.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner takes purposeful action independently to assist, or provides opportunities for, others to take part in a waka ama competition by:   * leading the students to participate in training for this event   The learner:   * + defines an aim that is responsive to the needs of the participants   + makes a plan of predetermined actions that contribute to others participating in physical activity   + considers things that could prevent carrying out the predetermined actions, and possible solutions   + caters for individual needs within the group   + provides feedback from the participants about the quality of the participation   + provides evidence (such as rolls of participation, photos, video) of others participating in the physical activity   The learner rarely consults the assessor/educator for support or guidance.  For example, the learner explains:  *My aim is to improve the overall fitness and stroke technique of the waka ama team that I am coaching this season. The actions I will carry out include:*   * + *attending a workshop for coaches so that I can improve on my coaching skills (pre-season)*   + *running training sessions twice per week that focus on different aspects of fitness required for waka ama racing (muscular endurance and cardio respiratory fitness)*   + *giving the team good feedback after each session and doing some training sessions where we look at a video of their performance on water and analyse it*   + *running fitness sessions for the team once per week to help them gain fitness; this will help them to focus on their technique and synchronisation in a race as well as having sufficient fitness to last the race.*   *My group needs to work on their overall cardio fitness and stroke technique/power. I know this because I ran a series of fitness tests that indicate that they should work on their cardiovascular fitness. My discussions with the team back this up. My initial analysis of the crew’s technique as viewed in the video showed they are not in time with each other, and some look to be going through the motions rather than using real power to pull through the water. My aim is to improve the group’s cardiovascular fitness so that they last a race with ease and turn their attention to their technique and power, and I will also work on improving their technique, power through the water and timing with the members in the boat.*  *Things that could prevent me from carrying out my actions include forgetting what I have learnt at the coaching workshop, not having enough space to practise (a lot of teams need to practise), and finding it hard to videotape or photograph the group while coaching on the water. I could address these issues by taking a notebook to the workshop so that I don’t forget what I learn. I will enquire about spaces that are available for alternative indoor fitness sessions. I will also ask a parent to videotape or take photos of the team on the water in practice and race conditions.*  *During the fitness tests, I observed that some of the group did not feel as confident about their skills and abilities as others. I decided to emphasise in my plan the need for encouragement and positive feedback. This will help create a supportive atmosphere, and hopefully will help increase individuals’ confidence. I think it is important for every member to feel that they add value to the team. This may also be consistent with why they are in this team as it may also reflect their attitude and feelings of self-worth. Therefore it is even more important that I make this a positive experience for them. My waka ama group completed a group evaluation form that I made. The results from this showed that they all felt that their fitness had improved and so had their performance in their boat. I have included the members’ fitness pre and post results, which shows they all improved their fitness levels. I also videoed some parts of their last race which shows all of them giving 100 % and comments of how happy but tired they were from working hard after the race had finished.*  *The above expected learner responses are indicative only and relate to just part of what is required.* |

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.

# Assessment schedule: Home Economics 90956 – Fit for Waka Ama

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| --- | --- | --- |
| 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 physically active waka ama youth   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 of the meals, snacks, and liquids for one day (including the type and serving quantities or volumes of all planned food and liquid)   + 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 for a waka ama youth.   *The food plan contains nine serves of wholegrain bread and cereals spread throughout the day – one cup of porridge and two slices of toast for breakfast with one cup of baked beans, along with one glass of low fat milk and one cup of tea.*   * preparing and serving food and liquid that meets the nutritional needs of a waka ama youth   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.   Appropriate portion sizes for the waka ama youth are served, e.g. spaghetti bolognaise: two cups of spaghetti, one cup of meat sauce, half a cup of peas, half a cup of 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 required*. | The learner demonstrates in-depth knowledge of an individual’s nutritional needs by:   * planning food and liquid that meets the nutritional needs of a physically active waka ama youth   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 of the meals, snacks, and liquids for one day (including the type and serving quantities or volumes of all planned food and liquid)   + 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 for a waka ama youth.   *The food plan contains nine serves of wholegrain bread and cereals spread throughout the day – one cup of porridge and two slices of toast for breakfast with one cup of baked beans, along with one glass of low fat milk and one cup of tea.*   * explaining how and why the chosen food and liquid meets the nutritional needs of a waka ama youth   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 a waka ama youth   + *the* Food and Nutrition Guidelines *recommend between six to eight 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, so in my food plan I have included low fat milk, a glass of diluted fruit juice, two cups of tea and plain water.* * preparing and serving food and liquid that meets the nutritional needs of a waka ama youth   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.   Appropriate portion sizes for a waka ama youth are served, e.g. spaghetti bolognaise: two cups of spaghetti, one cup of meat sauce, half a cup of peas, half a cup of carrots.  *The above expected learner responses are indicative only and relate to just part of what is required*. | The learner demonstrates comprehensive knowledge of an individual’s nutritional needs by:   * planning food and liquid that meets the nutritional needs of a physically active waka ama youth   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 of the meals, snacks, and liquids for one day (including the type and serving quantities or volumes of all planned food and liquid)   + 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 for a waka ama youth.   *The food plan contains nine serves of wholegrain bread and cereals spread throughout the day – one cup of porridge and two slices of toast for breakfast with one cup of baked beans, along with one glass of low fat milk and one cup of tea.*   * explaining how and why the chosen food and liquid meets the nutritional needs of a waka ama youth   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 a waka ama youth   + *the* Food and Nutrition Guidelines *recommend between six to eight 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, so in my food plan I have included low fat milk, a glass of diluted fruit juice, two cups of tea and plain water.* * justifying why the chosen food, liquid and preparation practices (actions) meet the nutritional needs of a waka ama youth   For example:  The learner links the food and liquid choices with the function of the nutrients and their relevance to the individual’s particular nutritional needs,e.g. *I have included baked beans for breakfast, as they are a secondary protein source and have a low glycaemic index, meaning that they cause a slow release of glucose into the blood. These, along with a plate of porridge, which is a good slow release carbohydrate food, will help sustain the waka ama youth’s energy levels throughout the day.*   * preparing and serving food and liquid that meets the nutritional needs of a waka ama youth   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.   Appropriate portion sizes for a waka ama youth are served, e.g. spaghetti bolognaise: two cups of spaghetti, one cup of meat sauce, half a cup of peas, half a cup of carrots.  *The above expected learner responses are indicative only and relate to just part of what is required.* |

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.