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91304MR



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Ohaoha Kāinga, Kaupae 2, 2013

91304 Arotakehia ngā rautaki whakatairanga hauora i whakaritea kia ea ai tētahi matea kaiora

2.00 i te ahiahi o te Rāpare, te 21 o Whiringa-ā-rangi, 2013
Whiwhinga: E whā

PUKA RAUEMI

Tirohia tēnei puka hei whakautu i ngā pātai mō te Ohaoha Kāinga 91304.

Tirohia mena e tika ana te raupapatanga o ngā whārangi 2–9 kei roto i tēnei puka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

MĀU E PUPURI TĒNEI PUKA Ā TE MUTUNGA O TE WHAKAMĀTAUTAU, KI TE HIAHIATIA.

He Kupu Whakataki

“Nōku e tupu ana i ngā tau 1950, he torutoru noa iho ngā tamariki i haere hiakai atu ki te kura. Ka mutu, mena i pērā, ka hoatu e te kāwanatanga he pātara miraka utu kore ki a rātou i ia rā. Ko te whakapae ia, e kore ngā tamariki hiakai e ako. I riro i ia tamaiti, whai rawa mai, rawakore atu, tētahi pātara miraka. Me kua tētahi tamaiti i Aotearoa e noho hiakai.”

He kōrero nā Bryan Bruce i tana kōpae ataata, 'Inside Child Poverty'.

Ngā Aratohu Kai me te Kaiora o Aotearoa

Ko tā Ngā Aratohu Kai me te Kaiora o Aotearoa mō ngā Tamariki Ora me ngā Mātātahi (2–18 tau te pakeke), e kī ana me pēnei te hunga taiohi:

1. Me kai i ngā kai matahuhua mai i ngā rōpū kai matua e whā i ia rā.
2. Kainga te rahinga kai e tika ana kia taea ai e te tinana te kori me te tupu, kia tika anō ai hoki te rahi o te tinana.
 - Me putuputu te kai i te roanga o te rā, arā, me kai i te parakuihi, i te tina, me te kai o te pō, ā, me kai timotimo anō hoki i waenganui i ngā kai matua.
3. Whakaritea he kai, kōwhiria rānei he kai, he timotimo, he inu kua oti kē te whakarite:
 - he iti te ngako, otirā, te ngako kōhura o roto.
 - he iti te huka, otirā, te huka tāpiri o roto
 - he iti te tote o roto (ina whakamahia te tote, whakamahia te tote konutawa).
4. Me kaha te inu wai i te roanga o te rā. Me inu hoki i te miraka ngako mimiti, ngako iti rānei ia te rā.
 - Kia iti tonu ngā momo inu pēnei i te wai huarākau, i te waireka, i te inu huarākau, i ngā inu waipupū (tae atu hoki ki ngā inu huka teka), i ngā inu hākinakina, me te wai hākinakina.
 - Kāore e taunakitia ana te inu waingao, te inu waingao kukū rānei hei inu mā te mātātahi.
5. Mena e taea ana, me rite tonu te kai tahi me te whānau.
6. Me korikori tinana.
 - Me auau te kuhu ki ngā mahi kori tinana. Me whai kia 60 mēneti, neke atu rānei, te roa e karawhiu ana i ngā mahi kori tinana āhua ngāwari atu ki ngā mahi kori tinana kaha i ia rā.

Introduction

“When I grew up in the 1950s, very few kids went to school hungry, and if they did, the government gave them a free bottle of milk every day. The theory is that hungry kids do not learn. Every kid, rich or poor, was given a bottle of milk. No child should go hungry in New Zealand.”

A quote from Bryan Bruce’s DVD, ‘Inside Child Poverty’.

The New Zealand Food and Nutrition Guidelines

The New Zealand Food and Nutrition Guidelines for Healthy Children and Young People (Aged 2–18 years) state that teenagers should:

1. Eat a variety of foods from each of the four major food groups each day.
2. Eat enough for activity, growth, and to maintain a healthy body size.
 - Eat regularly over the day, that is, have breakfast, lunch, and dinner, and include snacks between meals.
3. Prepare foods or choose pre-prepared foods, snacks, and drinks that are:
 - low in fat, especially saturated fat
 - low in sugar, especially added sugar
 - low in salt (if using salt, use iodised salt).
4. Drink plenty of water during the day. Include reduced-fat or low-fat milk every day.
 - Limit drinks such as fruit juice, cordial, fruit drink, fizzy drinks (including diet drinks), sports drinks, and sports water.
 - Energy drinks or energy shots are not recommended for young people.
5. Eat meals with family or whānau as often as possible.
6. Be physically active.
 - Take part in regular physical activity, aiming for 60 minutes or more of moderate to vigorous activity each day.

Te Rautaki A: Te Karapu Kai ‘Te Kai i te Kura’

He tapu tēnei rauemi. E kore taea te tuku atu. Aata tirohia ki ngā kupu kei raro iho i te pouaka nei.

I puta i ētahi ākonga te whakaaro, me whakarite tētahi Karapu Kai ‘Te Kai i te Kura’ mā ngā ākonga, mā ngā mātua, me ngā kaimahi kura e hiahia ana ki te whakahaere. Ka utu ngā ākonga i te \$10.00 i ia wiki e riro ai i a rātou he kai noa nei hei kai mā rātou i te wā whakatā tuatahi, i te wā rānei o te paramanawa. Ka āwhina ngā ākonga ki te whakarite tēpu, ki te toha kai, me te whakapaipai hoki i te mutunga o ia wā kai. Ko ngā huawhenua ka whakamahia i te whakaritenga o ngā kai ka ahu mai i te mārā nā ngā ākonga Ahuwhenua/Ahumāra me ngā ākonga Ohaoha Kāinga i ngaki.

Te Rautaki B: Te kōpae ataata ‘He Tirohanga ki te Mūhoretanga o ngā Tamariki’

I puta i ētahi ākonga te whakaaro, me tuhi e rātou tētahi pūrongo taipitopito i te pānui a te kura e miramira ana i te hiranga o te kai putuputu i te roanga o te rā, ka imērahia ai ki ngā mātua. Ko tā rātou anō, me pōhiri ngā mātua ki tētahi o ngā hui a te ‘Kāhui Mātua me ngā Kaiako’ (PTA), ki reira whakaatu atu ai i te kōpae ataata ‘He Tirohanga ki te Mūhoretanga o ngā Tamariki’, nā Bryan Bruce. Mārama ana te kitea i te kōpae ataata, ki te kore e putuputu te kai i te roanga o te rā, e kore e taea e ngā ākonga te aro pū ki ā rātou mahi ako. Ka whakaatuhia hoki te kōpae ataata nei ki ngā ākonga i ngā huihuinga ā-kura, ā, ka tukuna haeretia te puka iti e whai ake nei.

He tapu tēnei rauemi. E kore taea te tuku atu. Aata tirohia ki ngā kupu kei raro iho i te pouaka nei.

Te Rautaki C: Te Whārangī Pukamata

I puta i ētahi ākonga te whakaaro, me whakarite tētahi Whārangī Pukamata e pai tā rātou uta whakaahua, whiti ataata tunu kai hoki e whakaatu ana me pēhea te whakarite parakuihi / timotimo, he ngāwari te mahi mai, he iti hoki te utu, tae atu hoki ki ētahi kawenga tina. Mā reira e taea ai e ngā ākonga te whakawhitiwhiti tohu taka kai hauora he ngāwari te utu (he iti iho i te \$2.50 te utu o ia tohanga), hei whakaheke i te utu i te kai. Mā ngā ākonga Ohaoha Kāinga, Kaupae 2 (Tau 12) pea ētahi tohu taka e whakamātau, ka uta ai ki te whārangī ipurangi. Ka taea te whakarite taonga mō te huatau pai rawa atu (hei tauira, he kai mā te tokowhā, he iti iho i te \$10.00, e whakamahia ana ngā kai o te rohe tonu, he ngāwari noa iho te tiki atu, ā, ka riro hoki i a ia ngā tohu 'pai' huhua rawa atu). Kua whakaae hoki te tumuaki kia whakahaere akoranga, mā ia rōpū ako Tau 9, e rua haora te roa, e pā ana ki te whakarite kai hauora hei haringa ki te kura hei timotimo, hei tina hoki e tika ana.

*He tapu tēnei rauemi. E kore taea te tuku atu.
Aata tirohia ki ngā kupu kei raro iho i te pouaka nei.*

Strategy A: 'Meals at School' Food Club

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Some students suggested a 'Meals at School' Food Club run by students, parents, and interested staff. The students would pay \$10.00 a week for a simple meal to eat at first break or interval. The students would help with setting tables, serving food, as well as cleaning and clearing up at the end of each meal. The vegetables used in the preparation of the meals would come from the vegetable garden cultivated by the Agriculture / Horticulture and Home Economics students.

Strategy B: 'Inside Child Poverty' DVD

Some students suggested that they write a detailed article in the school newsletter highlighting the importance of eating regular meals throughout the day, that would then be emailed to parents. They also suggested inviting parents to a Parent Teacher Association (PTA) meeting where they would show them a DVD titled 'Inside Child Poverty' by Bryan Bruce. The DVD shows clearly that if students do not eat regular meals throughout the day, they cannot concentrate on their studies.

The DVD would be shown to the students in assemblies as well, and the following pamphlet would be given out:

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Strategy C: Facebook Page

Some students suggested setting up a Facebook Page where they would upload photos and videos of cooking demonstrations showing how to prepare easy and cheap breakfasts / snacks, as well as packed lunches. Students could then share recipes for nutritious, low-cost (under \$2.50 per serve) meals, to help reduce the food budget. The Level 2 (Year 12) Home Economics class could trial making some of the meals and include these on the web page. There could be a prize given for the best idea (for example, a meal for four, costing under \$10.00, that utilises local, readily available ingredients, and receives the most 'likes'). The principal has also agreed that every Year 9 class has a two-hour lesson on making healthy snacks and lunches suitable for bringing to school.

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HE MIHI

He mea panoni ētahi kōrero mai i ngā mātāpuna e rārangi mai nei hei rau atu ki tēnei whakamātautau.

Te Whārangi 2: He Kupu Whakataki

‘Inside Child Poverty in New Zealand’ DVD, Bryan Bruce, New Zealand (2011)

The New Zealand Nutritional Guidelines

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

Te Whārangi 4: Te Rautaki A

He pikitia mai i <http://www.ccsdut.org>

<http://www.ccsdut.org/imageGallery/JGibbons9/departments/nutrition/MP900409367.JPG>

Te Rautaki B

He pikitia mai i <http://www.breakfast-eaters.org.nz>

Te Whārangi 5: Te Rautaki C

He pikitia mai i <https://www.facebook.com/pages/St-Martins-School-Year-12-Home-Economics-Class/393107557454502>

ACKNOWLEDGEMENTS

Material from the following sources has been adapted for use in this examination.

Page 3: Introduction

'Inside Child Poverty in New Zealand' DVD, Bryan Bruce, New Zealand (2011)

The New Zealand Nutritional Guidelines

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

Page 6: Strategy A

Image from <http://www.ccsdut.org>

<http://www.ccsdut.org/imageGallery/JGibbons9/departments/nutrition/MP900409367.JPG>

Strategy B

Image from <http://www.breakfast-eaters.org.nz>

Page 7: Strategy C

Image from <https://www.facebook.com/pages/St-Martins-School-Year-12-Home-Economics-Class/393107557454502>

English translation of the wording on the front cover

Level 2 Home Economics, 2013

91304 Evaluate health promoting strategies designed to address a nutritional need

2.00 pm Thursday 21 November 2013
Credits: Four

RESOURCE BOOKLET

Refer to this booklet to answer the questions for Home Economics 91304.

Check that this booklet has pages 2–9 in the correct order and that none of these pages is blank.

YOU MAY KEEP THIS BOOKLET AT THE END OF THE EXAMINATION.