

91304R



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Level 2 Home Economics, 2019

91304 Evaluate health promoting strategies designed to address a nutritional need

2.00 p.m. Tuesday 19 November 2019

Credits: Four

RESOURCE BOOKLET

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

Check that this booklet has pages 2–4 in the correct order and that none of these pages is blank.

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

Scenario: Reducing consumption of sugary drinks

In New Zealand, sugary drinks are very popular. They include fizzy drinks, fruit juices, cordials (including powder mixes), flavoured milk, and energy and sports drinks. The New Zealand Food and Nutrition Guidelines (FNG) encourage teenagers to drink water during the day and to limit the intake of the drinks listed above.

Dr Rob Beaglehole, a public-health dentist, sees the effects of sugary drinks in his patients every day. He says he has removed whole sets of teeth from children as young as 18 months old, because their teeth have rotted. Professor Boyd Swinburn, a specialist in population nutrition and global health at the University of Auckland, comments that there is now considerable evidence of harm caused by sugary drinks. This includes teeth rotting and weight gain, which can contribute to Type 2 diabetes. Obesity and Type 2 diabetes are significant health issues for New Zealand. Recent New Zealand statistics suggest about one in three people aged 15 years and older are obese.

The World Health Organisation (WHO) recommends a maximum daily amount of six teaspoons of sugar for adults, and three teaspoons of sugar for children.

A Home Economics class has studied this information. It has come up with the following three possible health-promoting strategies to reduce sugary drink consumption in the wider community.

Models of health promotion

The World Health Organisation's definition of **health promotion** is: "the process of enabling people to increase control over, and to improve their health". (Ottawa Charter, 1986)

Three models of health promotion that can be used to achieve effective health action are:

1. **Behavioural change**
2. **Self-empowerment**
3. **Collective action.**

HEALTH-PROMOTING STRATEGIES

Three possible strategies aimed at reducing consumption of sugary drinks are:

- booklets for the community (Strategy A, page 3)
- water-only schools (Strategy B, page 3)
- a mall display (Strategy C, page 4).

Health-Promoting Strategy A: Booklets for the community

The Home Economics class decides it should gather key facts about sugary drink consumption, and the reasons why these drinks are not good choices.

Students who are studying design will then create a booklet design using this information. A local business is prepared to sponsor the cost of printing the booklets.

Students in the group will then each have an area of the town where they will be responsible for putting the booklets in letter boxes. Additionally, they will post the information on Instagram and Facebook and ask others to share it.

The booklets the students design will then be distributed and displayed in local schools, so that students are reminded to choose drinks that are low in sugar.



Health-Promoting Strategy B: Water-only schools

The Home Economics class plans to encourage local schools to become water-only schools.

The class will visit the schools to discuss drink choices with the students, and how to encourage them to choose water as their main drink.

They will then organise a group of students to work together to promote water as the only student drink in their school. With support from the Home Economics students, and using available resources such as 'Fuelled4Life', this group will work with the school community to develop a policy on becoming a water-only school.

They will also run a poster competition to promote the message of choosing water to drink. The students' posters will be displayed in local businesses and cafes. The local newspaper is supporting the project. It will judge the posters and publish the winners in each category.

The newspaper will feature an article about why local schools should have water-only drinks. It will run follow-up articles throughout the year that explain the positive changes happening in the schools, and give suggestions on how to encourage children to choose water as their main drink.



Health-Promoting Strategy C: Mall display

The Home Economics class thinks a good way to connect with the community would be to have a display in the local mall, so they can talk to a range of people.

The plan is to set up a display that will highlight the need to reduce sugary drinks.

The focus will be on teaching people to read labels on sugary drinks, especially the Nutritional Information Panel, so that they can compare the sugar content in their drink choices.

The class plans to have a range of drinks available at their display for people to look at. It will also direct people to a YouTube clip it has created and that shows how to read the Nutritional Information Panel and the list of ingredients.

People will have a chance to guess how much sugar is in a drink and to spoon the amount out into a bowl. The students will then show them the actual amount of sugar the drink contains. They will have a one-page sheet summarising how to use the information on food labels to work out how much sugar is in drinks. People are able to take this away with them for a small donation (e.g. 20 cents). It will include the link to the YouTube clip.

Acknowledgements

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

Page 2

Scenario

(text) <https://www.hapai.co.nz/sites/default/files/Sugary%20Drink%20Tax%20for%20NZ%20-%20Consultation%20doc%20-%20NZ%20Beverage%20Guidance%20Panel.pdf>; <https://www.health.govt.nz/publication/food-and-nutrition-guidelines-healthy-children-and-young-people-aged-2-18-years-background-paper>; <https://www.radionz.co.nz/national/programmes/sunday/audio/2018624863/rob-beaglehole-the-sugar-needs-to-stop>; <https://www.nzma.org.nz/journal/read-the-journal/all-issues/2010-2019/2015/vol-128-no-1417-3-july-2015/6572>; and <https://www.health.govt.nz/nz-health-statistics/health-statistics-and-data-sets/obesity-statistics>.

Models of Health Promotion

(text) <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>.

Pages 3–4

(Strategy A image) <https://www.marham.pk/healthblog/5-deleterious-effects-of-sugary-drinks/>; <https://www.popsci.com/resizer/PYwUBpDbodVpqmou3UZP0SQ-xCU=/1034x685/arc-anglerfish-arc2-prod-bonnier.s3.amazonaws.com/public/NT3XRERPB53YVP73ARJXTIRUMM.jpg>.

(Strategy B image) <http://www.sofreshwidebay.com.au/sofresh/fresh-news/why-choose-purified-water-over-spring-water/>.

(Strategy B text) <http://www.fuelled4life.org.nz/news/How-can-your-school-become-water-only>.

(Strategy C image) <https://techrout.com/how-to-lose-weight-without-exercise-in-easy-way/>.