

91465R



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Level 3 Health 2020

91465 Evaluate models for health promotion

2.00 p.m. Wednesday 25 November 2020
Credits: Five

RESOURCE BOOKLET

Refer to this booklet to answer the question for Health 91465.

Check that this booklet has pages 2–6 in the correct order and that none of these pages is blank.

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

SCENARIO

Hartland High School's healthy eating plan

The Hartland High School Student Health Team have been investigating all the ways their school and local community support people to eat healthily.

They have discovered that the following strategies are being implemented within their school and local community to support people to maintain a healthy diet.

1. Posters of the "Healthy Heart Visual Food Guide" in Māori and English, are displayed. They list which types of food to eat in greatest, moderate, and least amounts.
2. The Year 9 food technology class does a unit on cooking healthy meals for a family on a budget.
3. The school canteen has a "health tick" system on all goods for sale. Students can use it to choose food and drink with less sugar and fat than other types of food.
4. Posters in the school's reception area invite students or caregivers to make an appointment with the school nurse to get advice about the importance of healthy eating.
5. The school runs health classes to educate students about which types of food to eat to ensure the human body gets all the nutrients and vitamins it needs to be healthy.
6. The school horticulture class grows vegetables and fruit. These are donated to the local food bank.
7. The school has a healthy-eating policy among its policies and procedure documents.
8. The school parent support group has compiled a fund-raising recipe book which has a mixture of traditional Māori and Pākehā recipes that meet healthy eating guidelines.
9. The school counsellor works closely with the local food bank to ensure the food being offered to local families is not overly high in sugar and fat.
10. A group of students and staff from the school spend one night a week cooking healthy meals for families in need in the local community.
11. The Student Health Committee meets once a month and any students are welcome. This year it is focusing on improving healthy eating habits within the school and local community.
12. The Year 12 hospitality class has been learning at the local marae how to prepare healthy kai for large groups.
13. The school breakfast club, which provides free food for students, only serves food that is low in fat and sugar.
14. The Student Health Team ran a survey for parents at the last parent-teacher interviews asking what other support was needed to help the local community achieve healthier eating goals.
15. The school technology class has been working with local iwi and recording examples of traditional cooking techniques and recipes, which will be published on the school website.

RESOURCE A: Healthy Heart Visual Food Guide poster



Source (adapted): <https://www.heartfoundation.org.nz/wellbeing/healthy-eating/eating-for-a-healthy-heart>

RESOURCE B: Healthy Food and Drink Guidance for Schools (Ministry of Health)

Healthy eating is important

[Redacted text block]

Purpose:

[Redacted text block]

Source (adapted): https://consult.health.govt.nz/nutrition-and-physical-activity/healthy-food-and-drink-guidance-survey/supporting_documents/Healthy%20Food%20and%20Drink%20Guidance%20%20Schools.pdf

RESOURCE C: Three models for health promotion

Behavioural Change Model

[Redacted text block]

Self-empowerment Model

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Collective Action Model

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Source (adapted): *Models of Health Promotion*, The Curriculum in Action Series for the Ministry of Education, found online at <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>

RESOURCE D: Supporting documents

The Bangkok Charter for Health Promotion

The Bangkok Charter builds upon the Ottawa Charter to guide health promotion in a globalised world. It is based on five main principles:

1. Advocating for health, based on human rights and solidarity.
2. Investing in sustainable policies, actions, and infrastructure to address the determinants of health.
3. Building capacity for policy development, leadership, health-promotion practice, knowledge transfer and research, and health literacy.
4. Regulating and legislating to enable equal opportunities for the well-being of all people.
5. Partnering and building alliances with public, private, and non-governmental organisations, and civil society to create sustainable actions.

Te Tiriti o Waitangi / The Treaty of Waitangi and Health Promotion

The Treaty of Waitangi has been identified as the founding document of Aotearoa / New Zealand, and as a key to health promotion in this country. Treaty principles and provisions that are of particular relevance to health include:

Partnership

Refers to ongoing relationships between the Crown (the government, or its agencies) and Māori.

Participation

Emphasises Māori involvement in all aspects of society within Aotearoa / New Zealand. Within health promotion, this includes involvement of Māori stakeholders in the planning, delivery, and monitoring of programmes.

Active protection

Recognises that the Crown needs to be proactive in health promotion and the development of preventative strategies – for example, providing additional resources so that Māori are able to enjoy equitable health status with non-Māori.

Sources:

World Health Organization, *The Ottawa Charter for Health Promotion*, (1986).

Bangkok Charter for Health Promotion in a Globalized World, *Prevention and Control*, (2005).

Waa, A., Holibar, F., Spinola, C., & University of Auckland, *Programme evaluation: An introductory guide for health promotion*, Auckland: Alcohol & Public Health Research Unit. University of Auckland, (1998).

