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91304MR



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Ohaoha Kāinga, Kaupae 2, 2021

91304M Te arotake i ngā rautaki whakatairanga hauora i whakaritea rā kia ea ai tētahi hapa ā-taioranga

Ngā whiwhinga: E whā

TE PUKAPUKA RAUEMI

Kōrerotia tēnei pukapuka hei whakaoti i te tūmahi mō Ohaoha Kāinga 91304M.

Tirohia kia kitea ai e tika ana te raupapatanga o ngā whārangi 2–7 kei roto i tēnei pukapuka, ka mutu, kāore tētahi o aua whārangi i te takoto kau.

E ĀHEI ANA TŌ PUPURI KI TĒNEI PUKAPUKA HEI TE MUTUNGA O TE WHAKAMĀTAUTAU.

TE WHAKATAKI I TE TŪĀHUA

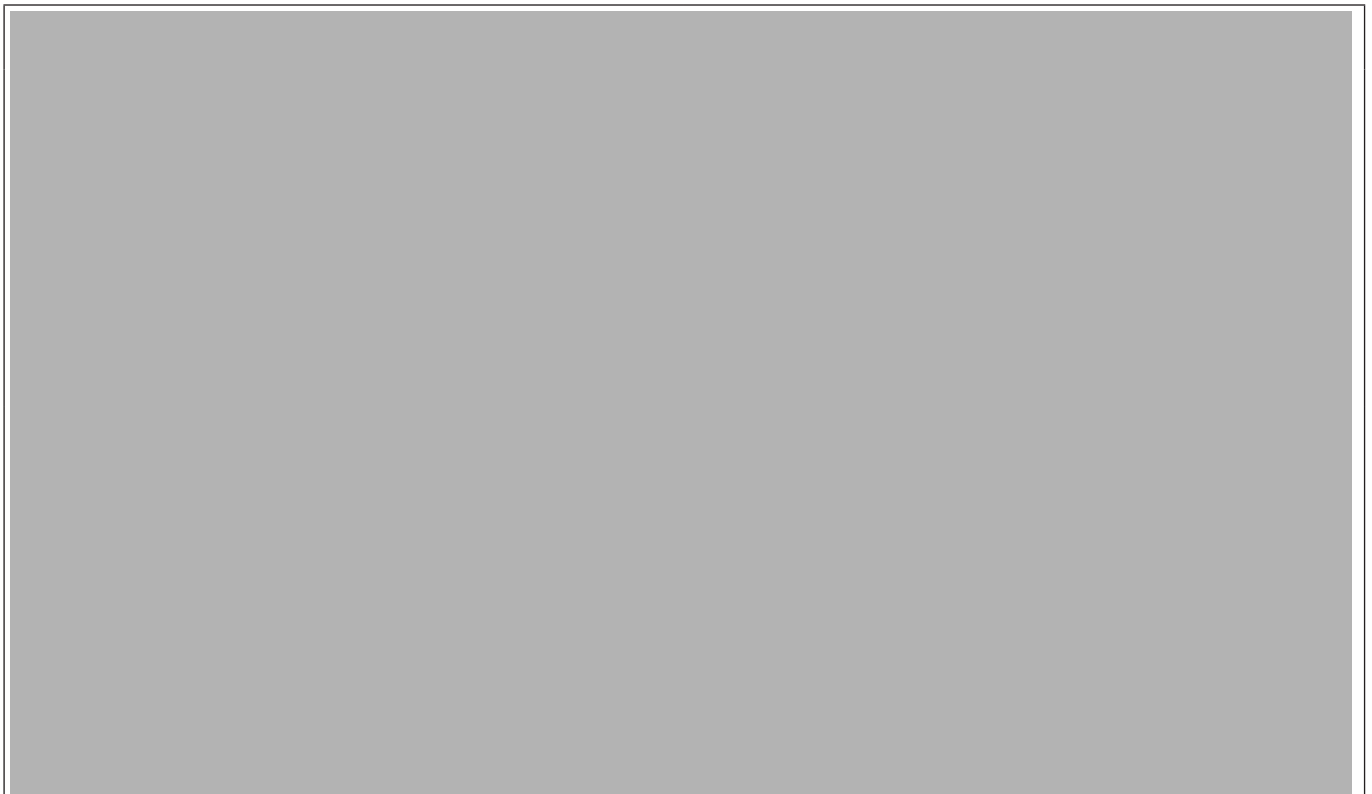
E whai whakaaro ana te rāngai nēhi me te rāngai manaaki o te kuratini o te rohe ki ngā huarahi e taea ai e ngā ākonga te tuku āwhina atu ki te hāpori, me te whakauru anō i ngā mahi whai wheako ki tō rātou whakangungutanga.

I tēnei tau, e hiahia ana ngā ākonga nēhi me ngā pia kaitunu ki te whakapiki i te hauora o te hāpori mā te whakatenatena i te iwi ki te whakanui ake i te kainga o ngā kai he nui te kaka-tipu o roto. Kitea ai te kaka-tipu i ngā momo kai maha – otirā, i te huarākau, i te huawhenua, me ngā pata tikitū. Kua kitea e ngā ākonga nēhi me ngā pia kaitunu ngā pārongo e whai ake nei i ā te Manatū Hauora Aratohu mō te Kai me te Mahi mā Te Hunga Pakeke o Aotearoa.

SCENARIO INTRODUCTION

The nursing and hospitality sectors of the local polytechnic have been considering how students can contribute to the community, and how they can incorporate work experience into their training.

This year, the nursing students and trainee chefs would like to improve the health of the community by encouraging people to increase their consumption of fibre-rich foods. Fibre can be found in a variety of foods – particularly fruits, vegetables, and whole grains. The nursing students and trainee chefs have found the following information from the Ministry of Health's Eating and Activity Guidelines for New Zealand adults.



Source: Ministry of Health. 2020. *Eating and Activity Guidelines for New Zealand Adults: Updated 2020*. Wellington: Ministry of Health.

TE RAUTAKI A

Ngā ākonga nēhi

I mua i tā rātou whakataui i te rautaki ka whāia hei whakanui i te kainga o te kaka-tipu i te hāpori, i toro ngā ākonga nēhi nō te kuratini ki te whare hauora o te rohe ki te kimi i ngā whakaaro o ngā kaimahi me ngā tūrora ki ngā huarahi whai hua hei whakanui i te kainga o te kaka-tipu. I runga tonu i ēnei kitenga, e whai ana ngā ākonga nēhi ki te mahi i ngā mea e whai ake nei:



He wānanga pānui tapanga

I te korenga o te tokomaha o ngā tūrora e mōhio ki te nui o te kaka-tipu kei roto i ngā kai tukatuka ka kainga e rātou, e whai ana ngā ākonga nēhi ki te whakahaere i ētahi wānanga i te whare hauora hei whakaako i te tangata ki te pānui i ngā tapanga kai. Ka tū ngā wānanga hei te rānui o Mane, o Wenerei me Paraire. He utukore ki te hunga i te hāpori e hiahia ana ki te haere atu. Hei muri i te wānanga, ka whai ngā ākonga nēhi ki te waea atu ki ia tangata i tae atu kia kitea ai mēnā he pātai āpiti ā rātou.



He akoranga taka kai

Ko tētahi tūrora kāore i mōhio me pēhea te tunu kai, he pai te utu, he reka, he nui hoki te kaka-tipu. Ka whai ngā ākonga nēhi ki te whakarite i tētahi akoranga taka kai i ia marama, hei tētahi pō Tūrei. Ka tū ki te kura tuarua o te rohe, ki tētahi akomanga whai kīhini. E \$20 te utu kia whai wāhi ki te akoranga, hei utu i te taha ki ngā kai, ki te akomanga anō hoki. Ka āhei tā te hunga o te hāpori e ngākaunui ana tāpui tūranga mā te whare hauora. Me whakautu rātou i tētahi patapatai poto e pai ai tā ngā ākonga nēhi whakarite i te akoranga kia hāngai ai ki ngā hiahia me ngā āhuatanga e hapa ana o te hunga ka tae atu.

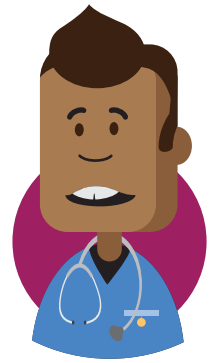
Ngā mātārere

Ka whai ngā ākonga nēhi ki te whakarite mai i tētahi mātārere, e mau ana ko ētahi tauira o ngā momo kai he nui te kaka-tipu o roto. Ka kitea ētahi ki te taupaepae o te whare hauora, ka tuarihia anō hoki i ngā wānanga pānui tapanga kai me ngā akoranga taka kai. Karekau he utu ki te hāpori, inā hoki, e whakaae ana te whare hauora mā rātou te utu tānga e pīkau.

STRATEGY A

Nursing students

Before deciding on which strategy to use to increase fibre consumption in the community, the nursing students from the polytechnic visited the local health centre to ask staff and patients for their opinion on effective ways to increase consumption of fibre. Based on these findings, the nursing students plan to do the following:



Label-reading sessions

Because many of the patients were unsure of how much fibre was in the processed foods they ate, the nursing students plan to run a number of sessions at the health centre to teach people how to read the labels on food packaging. The sessions will be held at lunchtimes on Monday, Wednesday, and Friday. It is free for anyone in the community who wants to attend. After the session, the nursing students plan to ring each person who attended to see if they have any follow-up questions.



Food preparation classes

One patient was unsure of how to cook a meal that was affordable, tasty, and high in fibre. The nursing students plan to organise a food preparation class once a month on a Tuesday night. It will take place at the local secondary school in a classroom that has a kitchen. The class costs \$20 to cover the food used, and the use of the room. Members of the community who are interested can book through the health centre. They will need to complete a quick survey so the nursing students can organise the class to match the wants and needs of those attending.

Leaflets

The nursing students plan to develop a leaflet that has suggestions of foods with high fibre content. This will be available at reception in the health centre and will be given out at both the label-reading sessions and the food preparation classes. This will be free to the community, as the health centre is happy to cover the cost of printing.

TE RAUTAKI B

Ngā pia kaitunu

E hiahia ana ngā pia kaitunu ki te whakapiki i te nui o te kaka-tipu kei roto i ngā momo kai rerekē e kainga kētia ana e te hapori. Kua oti i ngā pia kaitunu te uiui haere i ētahi rōpū whānui i te hapori e mōhio ai rātou ki ngā momo kai e paingia nei e te iwi, otirā ki te āhua e whai nei rātou ki te whakanui i te kaka-tipu ka kainga e rātou. I runga tonu i ēnei kitenga, e whai ana ngā pia kaitunu ki te mahi i ngā mea e whai ake nei:



Te whakarite i ngā kai he nui te kaka-tipu kei roto

Ko tā te rangahau i hura ai, he tokomaha ngā tāngata i te hapori e hiahia ana kia nui ake ngā kai he nui te kaka-tipu kei roto e wātea ana hei hokotanga mā rātou i ngā whare kai o te rohe. Kua taka ngā pia kaitunu i ētahi momo kai rerekē he nui te kaka-tipu kei roto, ā, kua toro atu ki ngā whare kai o te rohe kia mōhio ai mēnā ka whakaae rātou kia āpitihia atu aua kai rā ki ā rātou rārangi kai. I aua toronga rā, i tuarhia e ngā pia kaitunu ētahi tauira kai hei whakamātautanga, ngā tohutaka, me ngā taipitopito mō te nui o te utu hei tunu i ia momo kai.

Te tohu “He nui te kaka-tipu kei roto”

Ko tā te rangahau i hura ai, e uaua ana ki te tokomaha te tautohu i ngā kai he nui te kaka-tipu kei roto, nō reira, kua waihanga ngā pia kaitunu i tētahi tohu hei rapa atu ki ngā kai e nui ana te kaka-tipu. Ka tukuna atu e ngā whare kai ā rātou tohutaka ki ngā pia kaitunu hei tirohanga mā rātou i mua i te whakaaetanga o tā rātou whakaatu i te tohu nei ki te taha o ā rātou kai. He ratonga utukore tēnei.



He akoranga tunu kai

I puta hoki i te rangahau tētahi anō whakaaro kia whakatūria he akoranga hei whakaako i ngā tāngata o te hapori ki te tunu i tētahi hākari, e toru ōna wāhanga, ā, he nui te kaka-tipu kei roto. E whai ana ngā pia kaitunu kia wātea tēnei akoranga ki ngā tāngata katoa i te hapori e hiahia ana ki te uru atu. Ka mātaki ngā tāngata i ngā kaitunu e taka kai ana, ka whai pūkenga tunu kai hou, ka whai tohutaka anō hoki hei whakahoki atu mā rātou ki te kāinga. Ka mate noa te hunga tae atu ki te utu i ngā kai ka whakamahia, i te \$5 anō hoki mō tētahi puka tohutaka ki te hiahatia, hei utu i te taha ki te tānga.

NGĀ TAUIRA O TE WHAKATAIRANGA HAUORA

Ko te whakamārama a Te Whakahaere Hauora o te Ao o te whakatairanga hauora, ko “te tukanga e taea ai e te tangata te whakapiki te mana whakahaere i ō rātou hauora me te whakapai ake i ō rātou hauora”. (Te Tūtohunga o Ottawa, 1986)

Ko ētahi tauira e toru o te whakatairanga hauora e taea ana te whakamahi e tutuki ai ngā mahi hauora e whai hua ana, ko:

1. Te panonitanga ā-whanonga
2. Te whakamana whaiaro
3. Te mahi takitini.

Te mātāpuna: <https://health.tki.org.nz/Key-collections/Curriculum-in-action/Making-Meaning/Socio-ecological-perspective/Defining-health-promotion/Models-of-health-promotion>

STRATEGY B

Trainee chefs

The trainee chefs want to improve the fibre content of different dishes that the community already eat. The trainee chefs have surveyed a wide range of different groups of people in the community to find out what types of food people enjoy, and how they would like to increase fibre in their diet. Based on these findings, the trainee chefs plan to do the following:



Design fibre-rich meals

The survey found that many members of the community would like fibre-rich foods to be more available for purchase at local cafés. The trainee chefs have designed a variety of fibre-rich dishes and approached the local cafés to see if they would include these dishes in their menus. As part of the visits, the trainee chefs supplied samples of the dishes accompanied by the recipes, and a breakdown of costs to make each meal.

“High Fibre” logo

The survey found that many people have difficulty identifying fibre-rich foods, so the trainee chefs have developed a logo that could be displayed next to foods that are high in fibre. The cafés will submit their recipes to the trainee chefs to check before they gain the ability to display this logo next to their food. This service would be free.



Cooking class

Another suggestion that came from the survey was that a class be offered to teach members of the community how to produce a high-in-fibre three-course meal. The trainee chefs plan to make this class available for anyone in the community who wants to attend. People can watch the chefs prepare food, learn new cooking skills, and get recipes to take home. The attendees would need to pay only for the cost of the foods used, and get an optional recipe booklet costing \$5, to cover the cost of printing.

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.

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

English translation of the wording on the front cover

91304MR

Level 2 Home Economics 2021

91304M Evaluate health promoting strategies designed to address a nutritional need

Credits: Four

RESOURCE BOOKLET

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

Check that this booklet has pages 2–7 in the correct order and that none of these pages is blank.

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