

91304R



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 2 Home Economics 2023

**91304 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 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.

MODELS OF HEALTH PROMOTION

The World Health Organization'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://hpe.tki.org.nz/health-and-physical-education-in-the-curriculum/underlying-concepts/health-promotion/>

SCENARIO INTRODUCTION

Anahera and her friends have noticed that members of the senior sports teams at school have begun drinking energy drinks before sports practice. The team members have spoken about a well-known sports person who has been promoting *Popzing*, a new energy drink. *Popzing* has advertisements on social media that claim the drink has performance-enhancing effects.



Anahera has spoken to her Home Economics class about this and the students have decided to use this topic for a health promotion project. As a class, they have split into three groups. Each group has come up with a strategy to build an effective campaign to reduce energy drink consumption among the school sports teams.

STRATEGY A: Fact sheet

Group A decides to put together a fact sheet about energy drinks and their effects on the body. The fact sheet will go out to students, their parents, and the community with the weekly school newsletter. The aim is to raise awareness of energy drink consumption, the poor effects they have on the body, and to explain that they are not performance-enhancing. Group A also wants to give a laminated copy of the fact sheet to all sports team members to keep. Group A plans to enlarge the fact sheet to poster size and display the posters in the school gym where they are most visible to sports students. Printing and laminating costs will be covered by the school.

STRATEGY B: Sports nutritionist

Group B decides to invite a sports nutritionist to come and speak to the senior sports teams after school, to give them advice on the best drinks to improve performance. As part of this presentation, the sports nutritionist will bring a selection of energy drinks and healthier alternatives, and will compare their labelling. Group B hopes this will show the students how to make smarter drink choices.

The nutritionist will show the students how to be critical about the marketing shown on social media. They will show social media posts from influential sports stars, and will discuss any misleading claims about the products being promoted. Students will be given the opportunity to ask questions to build their knowledge around the best drinks to choose when playing sport. The teams will then be given the opportunity to critique other social media posts, with the help of the nutritionist if needed. Group B are going to find a sponsor to cover the cost of the nutritionist so the presentation is free.

STRATEGY C: New school policy

Group C decides to review policies within the school. After consulting the principal and the student body, Group C will draft an amendment to school policy, for the code of conduct specifically for sports teams, hoping it will be formally endorsed by the school board. This amended policy addresses the consumption of energy drinks at school, and during practices and games.

Group C has asked for a representative from each senior school sports team to contribute to the policy proposal. This has encouraged discussions within the school community about the suitability of energy drinks for all students. Some parents have shown their support for the new policy.

Acknowledgements

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

Page 2

Image: <https://english.khabarhub.com/2019/04/36095/>

Strategy A

Image: <https://www.ucl.ac.uk/ioe/news/2022/feb/third-children-uk-drink-energy-drinks-weekly>

Strategy B

Image: <https://kategladdin.com/presentations-teens>

Strategy C

Image: <https://www.massey.ac.nz/student-life/māori-at-massey/he-ringā-āwhina-taurā-māori/getting-study-advice-and-support/>