

91304R



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

## Level 2 Home Economics 2025

### 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 (adapted): <https://hpe.tki.org.nz/health-and-physical-education-in-the-curriculum/underlying-concepts/health-promotion/>

## SCENARIO INTRODUCTION

Students in a Year 12 Home Economics class are discussing how busy their whānau are.

They often buy lunch at school when their whānau haven't had time to do grocery shopping.

The students all agree the school canteen is expensive and needs more fresh fruit and vegetable menu options.

They decide to come up with some strategies to help the school make the food in the canteen cheaper by using local resources.

Their teacher has said that the class can make this part of a school assignment.

It is decided to divide the work into three groups, and each group will come up with a strategy that will help the canteen provide both cheaper and more nutritious food options.

### GROUP ONE: Survey and posters

Group One design a survey that both staff and students at school can complete. Their school is a BYOD (bring your own device) school, so all students should be able to complete the survey online. Their aim is to see if everyone thinks that the canteen food is too expensive. They include a questionnaire to see what ideas everyone can come up with to make the food cheaper but still nutritious.

To encourage people to do the survey, Group One have decided to have a draw for two free lunch vouchers for those who participate.

Group One decide to also share their knowledge by making posters that show how eating food in season is not only cheaper, but often better for you. For example, everyone needs lemons for lemon drinks to help with colds in winter!

These posters will be put up in home rooms / form classes and Health classrooms.



## GROUP TWO: Guest speakers

Group Two decide to invite local market gardeners to come into school to speak to the assemblies about supporting local businesses. They will ask the speakers if they can give some time at the end of their presentation to answer any questions the students may have.

Group Two will approach the market gardeners to see if they will supply some free or cheaper produce to the school to help reduce costs at the canteen. The produce would be of good quality, but may have a defect, making it unsuitable for retail sale, for example fruit or vegetables in an odd shape, or a little bruised or marked in some way.

Group Two will approach the board of trustees to see if the market gardeners can also have access to the school community to sell their produce, so a wider group of people can benefit from buying the cheaper fruits and vegetables.

## GROUP THREE: Developing a school garden

The students in Group Three are also in a school Horticulture class, so will approach their teacher about building a school garden that can grow fruit and vegetables seasonally. The produce could then be donated to the school canteen. The canteen staff can access the food easily on the school site to make soup in winter and salads in summer to make the most of seasonal produce.

When there is plenty to go around, produce from the garden can also be taken home by teachers and students. Parents and caregivers are welcome to come and help with the school garden and be able to have some of the produce as a koha (thank you) for their help.

**Acknowledgements**

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

**Page 2**

Image 1 <https://stock.adobe.com/297061923>

**Page 3**

Image 2: <https://stock.adobe.com/327638419>

Image 3: <https://stock.adobe.com/271467459>