



National Certificate of Educational Achievement
TAUMATA MĀTAURANGA Ā-MOTU KUA TAEA

Exemplar for Internal Achievement Standard

Home Economics Level 3

This exemplar supports assessment against:

Achievement Standard 91467

Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society

An annotated exemplar is an extract of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade boundaries.

New Zealand Qualifications Authority

To support internal assessment

	Grade Boundary: Low Excellence
1.	<p>For Excellence, the student needs to implement an action plan with insight to address a nutritional issue affecting the well-being of New Zealand society.</p> <p>This involves reflecting critically on the effectiveness of the plan with reference to factors contributing to the nutritional issue, e.g. determinants of health, attitudes, values, and key stakeholders.</p> <p>This student has reflected critically on the effectiveness of the plan to fundraise using healthier food choices. The value of collective action approach is shown with connections to the school, parents, local community and students (1) (5). Insightful comments are made to show how the self-empowerment approach may have encouraged the children to consider better food choices (2).</p> <p>Connections between fundraising, the school canteen and poor food choices are reflected on as the reason for change (3) (4). The involvement of the school community and parents as significant influences in the children's food choices is evaluated (1) (4) (5). Consideration is given to longer term activities, to encourage a sustainable change (6) (7).</p> <p>For a more secure Excellence, the student could reflect critically on more of the key determinants that have contributed to the issue, for example government laws and policies, and marketing.</p>

Actions carried out to support '**Fundraising in the school community**' are highlighted in bold in the student's response.

Student 1: Low Excellence
NZQA Intended for teacher use only

We decided that the best approach for the school would be involving and appealing to as much of the school community as possible. "The school environment is commonly recognized as being an important influence on child and adolescent nutrition." (1) We felt the broader our approach the better result and that the best action would be one that **involved the larger community, allowing societal change**. **A recipe book** was chosen as a good way to involve families in our mission, firstly launching a competition to the school to design the **best creative healthy cook book cover**. We knew by launching this competition that the children would take it home for homework and discuss healthy foods with their parents. Parents were a group we were really interested in involving because we know that by getting them involved that we would have a sustaining message as they are the largest influence on their children. The recipe book idea would not only stop at school, but would be sold to parents and an extra fundraising profit, it would also encourage positive bonding with children and parents as children would get enthused to cook the healthy meal for the family. By including photos of the children we increased the sense of pride a family would have and therefore increase of sales. All the recipes were healthy and easy for the family to prepare. We included many approaches striking a balance between creativity, responsibility for the healthy decisions we make and education.

1

With our **mini master chef challenge** we gave the children choices of what they wanted to select and cook. Giving children trust that they will choose the healthy choice and the responsibility to cook, they were eager to please the 'judges'. Doing this activity as a year group was quite empowering to them as well as a social experience as they seemed to enjoy our company and were keen to listen and take on board our advice. The way the score sheets were set up encouraged them to clean up, make healthy choices and use their creativity. The chance to **individually create a satisfying and nutritional lunch themselves** allowed them to be proud of the meal they had created and to eat it with their peers. The winners in the **burgers challenge** were **awarded cool prizes that were not food, promoting our healthy message and not contradicting it**. The day went very well and there was no denying they all enjoyed the day; this was a huge success to us as it was creating positive connections with healthy food.

2

The second focus of our activities was to show that healthier choices could be used for fundraising in the school canteen. "Approximately 50% of the nation's children buy lunches at school, so what children eat at school has a real impact on their overall diet. Selling unhealthy food at schools also normalizes it, and sends a message to children that eating a staple diet of unhealthy junk food is ok." (2) We did make a profit from our healthy fundraising venture, but as **a barrier our burger does cost more than the \$3 lunch option that was available to the children in their school canteen**. We charged \$5 for our **fruit kebab and burger option**, and still met our criteria. But evaluating our process critically **we weren't sure if the parents were able to replicate what we had done**. Our fruit kebabs took a lot of time to make and our burgers needed prepping the night before hand. However we did hear from the Principal who said "A tidy profit was made, which will be put towards the purchase of new library books." Parents are a critical group to appeal to as they are the fundament of successful fundraising within schools and if they are not on board with the extra time and costs that come with healthy foods, then what chance does our venture have of being a success?

3

Unfortunately we are up against cheap readymade foods sold by large manufacturing companies that appeal to the fundraising market. These foods are designed to be easy to prepare for mass amounts of people, they are foods that appeal to school fundraising teams because they are low in cost and not time consuming to make. . "The most commonly available foods for sale were pies, juice and sausage rolls. Filled rolls were the most expensive item and fruit was the least expensive" (3). Realistically our fundraising venture was achievable but we were successful because we had a lot of hands helping prepare our food and a lot of people all committed to achieving the same goal. However we had a positive letter from the Head Master stating "Our parent group will now be looking seriously at replacing some of our existing canteen items with new, healthier options." Essentially if the school is serious about changing their fundraising then staff, Board of Trustees, parents and teachers all need to be committed. It is not enough just to have one group if they want to sustain a healthy fundraising alternative. If parents are willing to adopt this message and change their mind-set on the 'easy way out ' of fundraising then the school will have a much better success rate and so will other schools in the future. While it may be difficult to compete with the cheaper fundraisers such as chocolate and cookies we hope we have raised some awareness for the school community that there are other options available. Also the amount of parents interested is key as we had many hands make light work, and if there is not enough to create a successful fundraiser more regularly then the idea will fail as a whole. A barrier is that these fundraisers will be on at inconvenient times for those who work, naturally limiting the amount of people volunteering.

4

Overall we succeeded in proving that healthy food fundraising is achievable; it can make a profit and does not compromise health in our curriculum. By involving the whole of the local school - students, teachers and other staff we were able to appeal to a large group and promote our message successfully. We did develop two days that were positively healthy to the children's well-being, allowing them to interact socially, do physical activities and use their nutritional knowledge taught to them in a positive way. I felt our most successful activity was mini master chef as the children created a meal for themselves and were able to share this experience and be proud of themselves with friends.

5

This is how I know our recipe book venture will be successful, as promoting cooking with the children is a really positive thing. The recipe book will assure us that there is a legacy for our promotions and a community impact promoting healthy cooking in the district. Our recipe book does not involve selling or making unhealthy foods and solely promotes healthy foods and cooking and will have a continuous impact. We have discussed selling the recipe book throughout the wider community to continue promoting this message and to encourage them to healthily fundraise just like our local school.

6

We are currently in the process of creating a healthy fundraising page that will promote healthy fundraising ideas for the wider community, sending suggestions to the face book pages of schools in the area. It will have articles and suggestions on how to healthily fundraise, with an article feature this month about our fundraiser and how it worked for us. This media exposure will encourage schools and bring them together and aware of unhealthy food fundraising. Hopefully all these small steps may go somewhere towards reducing the nutritional concern - "One in five new Zealand children was overweight and one in 12 was obese, and those children were more likely to remain obese into adulthood, adding to the likelihood of future ill health and high treatment costs" (4).

7

(References 1 – 4 were listed).

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to implement an action plan with reflection to address a nutritional issue affecting the well-being of New Zealand society.</p> <p>This involves reflecting critically on the effectiveness of the plan.</p> <p>This student has reflected critically on the effectiveness of the plan to fundraise using healthier food choices. The value of working together towards a goal that involved the students, school community and parents is reflected on (1) (2) (4). Making good choices of food and activities that contribute to successful outcomes are also considered (4). Other positive outcomes are discussed (1) (3) (4).</p> <p>The limitations of the actions are reflected on and suggestions for improvement included (3) (6) (7). Consideration is given to longer term activities to encourage a sustainable change (5) (6).</p> <p>A connection is made with one of the determinants that have contributed to the issue. The role of the Government and ways it could support schools is explored (8).</p> <p>To reach Excellence, the student could reflect critically on more of the determinants attitudes, values, and key stakeholders that have contributed to the issue.</p>

Actions carried out to support 'Fundraising in the school community' are highlighted in bold in the student's response.

Student 2: High Merit
NZQA Intended for teacher use only

There were two classes involved, one took the adventure race and the class I was part of ran **the junior master chef**. The benefits of this were that we were **teaching the students that you can eat a burger, but it can be healthy at the same time**. We asked them **questions at the end about why we were doing this and the answers we were getting showed that they did learn something from this activity, which made us feel good, and made us feel that what we were teaching them was sinking in**. From this we know that when they make burgers at home they will hopefully be making healthy ones like the ones they made from the master chef. The **amazing race involved games** that made them really **think about healthy foods and we used vegetables** that some may have never heard of before, so we were teaching them **about new vegetables. We also told them about the benefits of having these foods and made them try the new vegetables they didn't know about**.

1

From knowing that we can achieve our goal after the master chef and amazing race, we were in a **positive mind-set to go into the second day of teaching. This is because the children responded well to the activities and were willing to try and learn new things. We went out to the school and did tabloid sports and cooked them a healthy burger for lunch. The burger we cooked for them was the burger that one of the students made and won at the junior master chef. Having tabloid sports meant that they were doing exercise and having fun at the same time. And working in groups, gets them in team spirit and they learn how to be supportive and encourage each other**. I feel after this second day they had really learnt lots about nutrition and had come away knowing that they can make unhealthy things but make the healthy versions of them.

2

Because of the **time frame, we were very limited within the activities** we could accomplish. We had originally decided to go hold a gala at the school involving a raffle, sports activities and the selling of our recipe book. But because **time was so limited, we came across many barriers that stopped us from doing everything we wanted. We also started to think about parents and how many of them work and would they be available to come. As parents are the ones that would be buying our things, if only a small amount of them turned up then we wouldn't have been able to achieve our goal of finding a new way for the school to fundraise with healthy foods. Another barrier that stopped us was would we have been able to have the recipe books ready in time to sell. As we had to collect the recipes from the students we then had to type them all up and format them into a recipe book and that took quite a lot of time**. However, we are still in the process of developing them, which means we will still have that on-going relationship and fundraising opportunity with the school. Timing was really the main barrier in all of this and I feel if we had more time we would have been able to do the gala and we would have made more profit for the school than we did. But I am so really happy at **how much money we made for them "A tidy profit was made, which will be put towards the purchase of new library books."** (From Principal's letter).

3

Despite all our barriers, I was very amazed at how many other resources we had that made doing the master chef, amazing race, the lunch and the tabloid sports a huge success. As the little country school didn't have a **foods room like we had so we were able to invite them into our school and share our resources with them. I felt that lots of them really enjoyed that, as they would have never been able to do those kinds of things at their school. This really made them want to learn more about nutrition and healthy foods as they were very excited to be able to make their own burger**. We have a very **good connection with the school as Home**

4

economics students have worked with the school for the last five years. This made it easier for us to contact them and arrange for us to do this. We knew that they had their own canteen where students are able to buy things. Things that they sold at their canteen included pizza, hot dogs, cookie's, and calcium drinks- flavoured, moosies and combo nibble packs. Because these are quick and easy foods that takes no time to prepare and they sell well because children love them, means that they are able to make quick profits that can help there school. This was hard, as we knew that they were making good profit from that so we had something hard to compete with.

Knowing that children would chose fatty unhealthy foods over healthy ones, that's why we thought the burger for lunch for the whole school was such a good idea as we made them healthy and all the children love burgers. However we did succeed as in the Principal's recent letter thanking us for coming, he said "Our parent group will now be looking seriously at replacing some of our existing canteen items with new, healthier options." Hearing things like that makes me feel very happy and proud that what we set out to do was achieved successfully and a positive outcome as well.

5

We got all the senior primary students to bring in their favourite recipes as we wanted to make the recipe book with all their favourite recipes so that they can share with the school community who will be purchasing them. As children are influenced by what their friends are doing, hopefully they will see their friends' recipes that are nice and healthy and will make them want to cook them. It was also a fun and different way to make a profit and it makes the students feel more involved with the school's fundraising as all the recipes are all from them. There were many barriers and enablers to this recipe but now seeing how successful the 2 days were and how much money we raised for the school makes us feel positive about these books and I know we will be able to make even more profit.

6

Now that we have achieved our goal, we still need to continue our connection and communication with the school so that we can make sure that they will continue doing healthy fundraisers. As we haven't finished making and selling the recipe books, that will be a good way for us to do this. Next time we do something like this, I feel that we need to make it more known throughout the community what we were up to so that other schools could be do what we are doing and help other people fundraise. Putting something in the paper about our plans and what our goal was and how we were going to achieve it would have been the ideal thing to do that. I think the more people involved the better.

7

Should schools be responsible for fundraising? I believe that society expects too much from schools these days. People think that schools should be watching what their students are eating at school, however their job is to educate the students rather than feeding them. But then again healthy foods are known to also impact on learning so schools are trying to do their best. I think the government needs to step up and help back the schools efforts. They need to be providing more funding for schools for basic teaching and extra-curricular activities. I personally feel that fundraising should not take up valuable teaching time. They could also take the next step and try taxing junk food so that schools won't be able to buy as much junk food as they would. It's idealistic to expect parents to come into schools and help with fundraising as teachers wouldn't be able to do everything them self. However, many parents have no time to come in and help. Many are also solo parents with other children at home that need to be looked after during the day. That makes me think that maybe our hamburger idea was a bit unrealistic to think that the school will continue doing it if there is no parent involvement.

8

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to implement an action plan with reflection to address a nutritional issue affecting the well-being of New Zealand society.</p> <p>This involves reflecting critically on the effectiveness of the plan.</p> <p>This student has reflected critically on the effectiveness of the plan to fundraise using healthier food choices. A self-empowerment approach to health promotion is evaluated (1). The use of a collective action approach involving the students, school community and parents is reflected on (2) (3).</p> <p>The limitations of the actions are reflected on and questions raised about the possible effectiveness of the outcomes (4) (5). The involvement of the school community and parents as significant influences in the children's food choices is reflected on (6). Consideration is given to longer term activities to encourage a sustainable change (6) (7).</p> <p>For a more secure Merit, the student could reflect more critically on the positive outcomes of the collective action, such as the increased awareness of possibilities for the whole school community to not only successfully raise funds but also improve the food choices for their children.</p>

Actions carried out to support 'Fundraising in the school community' are highlighted in bold in the student's response.

Student 3: Low Merit

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It is important that children have knowledge of healthy eating at a young age as these children are our future and will need the knowledge to make appropriate decisions when they are adults. If children begin to **make the right decisions at a young age then more often than not this will continue as they grow older.** The New Zealand Medical Journal (2007) states that **"Children do not always have the maturity and cognitive development to make the healthiest food choices/ particularly in a society where they are heavily targeted by the food industry."**

1

We think given the right information and practice, children can make better choices. As a class we took many actions to ensure that our message of making healthy eating decisions was instilled in the children and that they understood our intentions. We carefully chose events and activities that we thought would **be enjoyable for the children and also that would provide useful knowledge regarding healthy eating.** We chose activities that allowed the children to make their own decisions, but also allowed us (as a class) to encourage and support them to make the correct choices and decisions concerning healthy eating. By allowing them to do this hopefully when the time comes the children will be able to take responsibility for their own health. I believe that although our action plan and actual fundraising days were successful there is always room for improvement.

During the first day, the Junior Master chef and Amazing Race Event Day, the **knowledge that the students had regarding healthy eating wasn't as good as we had expected when it came to applying their knowledge when making their own burgers.** So by improving this I think we could have included more activities during the Amazing Race that incorporated **learning focused around healthy eating and food** and then enabling the children to apply the new knowledge they were learning during the activities. **One improvement that would have made the day a thriving success would have been to have had more involvement from the parents of the students at the school, which was our fault as we should have invited them earlier.** By having them involved I believe this would have made more of an impact, not only on the parents but also on the children, as parents are a huge influence on their children. Also by having the parents involved in both activity days the children would have been able to have seen their parents participating, which may have influenced the students to further **involve themselves in the activities and put more effort in.** In saying that it would have been beneficial for the parents to have gotten involved, there would have been no guarantee that the parents would actively support our fundraiser. **Parents have many commitments that may have stopped them from joining our fundraising actions.** Commitments such as having young children at home or they are most likely working, etc. To know where we may have stood with the parents it would have been good to survey the parents, so that they would have understood more thoroughly what our goal was.

2

With our actions there were a few barriers but also many enablers that helped to make our healthy fundraising ideas successful. Time was a factor that influenced us in many ways, as it was limited. **So by having limited time we were then therefore limited in the actions that we could take to achieving our goal.** We needed to be able to work into the school schedule. By having limited time we were then also **limited in the amount of money we were able to raise, because if we had a longer period of time to complete and organize our activities, then we perhaps may have been able to have better planned and expanded our action plan.** Although there were barriers we also had enablers such as, having **many resources and equipment from our school, the kitchen at our school, the primary school grounds, etc.), skills of different girls in our class, the students that participated were enthusiastic, etc.**

3

At present the school's main fundraiser is their canteen. They sell chips, chocolate biscuits, bars, fruit drinks, Moosies, mince pies, cookies and Calcium drinks, all unhealthy foods. A question asked by all of us in our class was why, why do they choose to sell these unhealthy foods, jeopardizing their students health. I think this may be because the school has no time to look at other options to sell, and the options that they sell at present require no extra manual labour to sell or get a hold of. By parents not being involved in what their children are buying at the school canteen, as the school runs it, they are unaware of what their children are eating at school. So by this occurring, where is their responsibility in the health of their children? Do they accept what their children are eating? They will not know until they become involved with what their children are eating out of their care at school unless they engage themselves.

4

With the school having the canteen do they believe that the money raised is more important than the health of the students? When it comes to fundraising many interests are at stake and some are more genuine than others. So by this I mean that some stakeholders will benefit from the fundraising scheme and others will not. By fundraising with unhealthy food at schools [which is what usually occurs] then stakeholders such as food companies, canteen owners and even schools may benefit from doing so, but by fundraising this way then we are immediately jeopardising the health and future of the children at school. This especially reflects on the food companies that are providing these unhealthy foods to schools, are there actions ethical? Is money all they care about? So by fundraising in schools with healthy food or by using alternative methods to unhealthy fundraising then the children will benefit.

5

Our actions towards achieving our goal were successful, which was proven from the final response from the school's principal. His response said that their "parent group will now be looking at replacing some of the existing canteen items with new, healthier options." This was really pleasing for us to read, as we really felt a sense of achievement and as though we were able to make a difference to the health of some young children. So even after the success we have already achieved, it is important that we don't just stop after the actions that we have already taken to improve the health and knowledge of the students at the school, but to take our messages regarding making the right decisions around healthy eating further into society. We have already begun to do this as we are creating the healthy recipe book which is to be sold in the school. By doing this we can continue to influence what the children (and their parents) are choosing to eat, as we have made sure that the recipes in the book are not only healthy and also tasty, but also popular with the children.

6

Our actions were quite effective in improving the knowledge of the young children, but I believe it is only the beginning. By influencing a group of young children at the school we were able to improve their knowledge concerning healthy eating and ensuring that in the future they are able to choose ways of fundraising that will not compromise their and others' health. The big question being asked after all of our effort is did we achieve our goal? I think that in time and with continued communication with the school we will truly be able to see whether we did make a difference within the school community and whether or not we achieved our goal. We will be able to notice whether our actions were effective by the choices that the school community makes from now on regarding fundraising and whether they are the best choices for the children in the school and the outside school community.

7

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to implement an action plan to address a nutritional issue affecting the well-being of New Zealand society.</p> <p>This involves:</p> <ul style="list-style-type: none"> • participating in the action in accordance with the written plan • refining the plan as needed through identifying barriers and enablers • evaluating the extent to which the action achieved the desired outcome. <p>This student has participated in an action plan to fundraise using healthier food choices.</p> <p>Some barriers encountered in the planning and implementation are clearly described (2). Ongoing refinement is explained with details on how the barriers were overcome (2). Some enablers that assisted the actions are included (2) (4).</p> <p>The value of a collective type of approach with focused outcomes is explained (1). Connections are made between the goal and the choice of activity (3).</p> <p>Some evaluation is completed on how successful the actions are in achieving the desired outcome (4) (5). Questions are raised on how effective the action is with the limited contact with parents; however a positive response from the principal was provided (5).</p> <p>To reach Merit, the student could reflect more critically on the positives and limitations of the whole plan with supporting reasons.</p>

Actions carried out to support ‘**Fundraising in the school community**’ are highlighted in bold in the student’s response.

Student 4: High Achieved

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Experts have said that children do not make healthy choices when exposed to the healthy and unhealthy food choices in school canteens today; **our class's main goal was to educate the children of our local School about healthy eating and choosing the healthy options for fundraising in the schools as this supports what the children learn in the health curriculum at the primary school. The reason for our class to be participating and contributing to this is to support healthy eating and also to help the school to show that there are healthy ways into fundraising for money.** We wanted to use the whole school community i.e.: children, parents, teachers so that they can also become educated about healthy eating as that is the message we are trying to get across and even the board of trustees as it would help them to learn what healthy eating is, how to fundraise using healthy food and then to realise what they can change in the schools canteen. **The value of collective action is to follow up on what we have done and tried to achieve and how we have done this by involving ourselves and being role models and yet helping them to decide for themselves to change their eating habits and try get the school to support the children in the change of eating habits. We wanted active participation from the student,** we did that by the **amazing race** which was a fun knowledge based activity and then to reinforce what they learnt in the amazing race they had to **cook a burger and make a healthy choices.**

1

The first day was held at our school. The amazing race seemed to be a huge success with minimal problems occurring during it. Barriers we came up with were: **Time is a major issue in more than one aspect as it is very hard for both schools to agree on a day and time that these activities can take place as there are many other schooling matters such as exams and sports days which would take priority.** It also was a barrier as they were going to be **arriving early and we needed to have each stall set up and ready as soon as they arrived leaving enough time for the other Home Economics class to undergo their activities.** We also thought a barrier would be that **each stall would take a different amount of time so some of the children may have finished and become bored and not interested in finishing of the rest of the race.** Therefore we overcame the barrier of time by successfully **agreeing on a date that suited both schools although we missed out on other classes it was a sacrifice we had to make and catch up later on. We also got our first period of class off that day in order for all the prepping to be done like cutting fruit as if it was done the day before then it could have gone brown, and that as soon as the school arrived we were ready. To overcome the barrier of different timed stalls the leader of each group made questions and put them on cue cards so that if the group was to finish early then they could answer some question for some bonus points,** all of these **questions were to do with healthy food** and to increase their knowledge such as "name 4 vegetables that grow in the ground." Another barrier was where to hold this race as we needed a large area so considered the field but we also needed electricity available so therefore overcame this barrier by having **the race in the gym which turned out to be perfect with plenty of space for all the stalls plus easy access to outside area for the goo and relay stalls.** Another barrier was the fact that **healthy food is very expensive although we weren't in need of that many food items what we did need was mainly fruits and veggies that were out of season** so added to the cost which needed to be minimal as the students did not pay to attend this day. We overcame this by getting absolute **minimal amount of fruit and were sure to use it sparingly; the fruit was also bought from a fruit and vegetable market as opposed to a supermarket which would be far more expensive.**

2

Enablers to the day were that the children would have been excited to be leaving their school and coming to compete in an amazing race which truly showed as the children were very energetic but listened to all of our instructions and worked very well as a class. After our amazing race the senior class set off to the foods room to partake in a master chef class where they would make a burger of their own. The class chose a burger because "it is a fun, enjoyable meal that children love." It also is associated with fast food so the class wanted to prove that they could show them a healthier and tastier alternative to the burgers they would purchase from fast food restaurants. The class set out a wide variety of ingredients for the class to pick and put in their burger including unhealthy options such as high fat mayonnaise and low fat mayonnaise. This gave the students an opportunity to make the right decision when it came to food choice and meant that they would have to read the packaging to see what option was better. This master chef session proved to be a very successful activity where all students participated and could use their own ideas and share them with class mates in order to produce the best possible burger.

3

The next day was held at the primary school and the whole school was involved rather than just the senior class. Whilst the children were playing the games another group were making burgers for the whole school. We set up tables where each student and teacher would walk along the line picking which ingredients they wanted in their burger. We only presented them with the healthy mayonnaise and healthy tomato sauce to prove that it is the healthier option and "children do not always have the maturity and cognitive development to make the healthiest food choices." When a student picked vegetables to go in their burger they were praised by our class to show they had made the right decisions, however when a student asked for minimal vegetables we encourage them to have more vegetables. This meant that all students had lots of vegetables in their burgers and they did eat them. We also made fruit kebabs with different yoghurt dips for the children to eat after their burger. This station proved to be successful where we got through every student and teacher in perfect amount of time. **The fruit kebabs** were a hit as by simply cutting up fruit and putting it on a stick makes children so much keener to eat fruit as it adds a quirky factor and there is more than one fruit rather than eating a whole apple. Barriers to this day were minimal as we had learnt from mistakes made on the previous day. We had plenty of food and timing was perfect as once the activities were over the burgers were ready. Enablers were the attitudes of the students to learn and try new things. They were very keen to help us cut up vegetables and fruit and liked to share things with us about what they had learnt.

4

On the day we were able to make a profit from the food as we sold the burger and the kebab as a sort of a combo deal for only \$5.00, we then worked out that it had cost us only \$2.46 to make the combo so from the cost we were able to make a 50% profit or \$2.54. We received a thank you letter from the school Principal who said "A tidy profit was made, which will be put towards the purchase of new library books." so this showed the school that it could make a profit from selling healthy food. The parents weren't present on the second day as we were hoping to influence them and educate them, even though there is a **recipe book** which would link all our work and our activity days together, the barriers would be, would they use it and would their children pass on the education from the days to their parents, as the parents do the fundraising for the school and also help out in the canteen, how many of them would give up their time as it took our class hours to shop, prepare and cook. However the principal also stated in his letter "Our parent group will now be looking seriously at replacing some of our existing canteen items with new, healthier options" so we can be hopeful that some change may occur.

5

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to implement an action plan to address a nutritional issue affecting the well-being of New Zealand society.</p> <p>This involves:</p> <ul style="list-style-type: none"> • participating in the action in accordance with the written plan • refining the plan as needed through identifying barriers and enablers • evaluating the extent to which the action achieved the desired outcome. <p>This student has participated in an action plan to fundraise using healthier food choices.</p> <p>Refinement of the plan is briefly explained, with details on what the barriers were (1) (2) (3) and how the barriers were overcome (2) (4). Some enablers that assisted the actions are included (1) (2).</p> <p>Some evaluation is completed on how successful the actions were in achieving the desired outcome (3). The value of a collective type of approach is explained (1). Reflective comments question how effective the action is with the limited contact with parents (3) (6). Alternative fundraising ideas are suggested (5) along with ways to spread the message (7) (8).</p> <p>For a more secure Achieved, the student could explain the refinement of the plan in more detail, for example, what the mistakes were from the previous day and how they were overcome.</p>

Actions carried out to support '**Fundraising in the school community**' are highlighted in bold in the student's response.

Student 5: Low Achieved

NZQA Intended for teacher use only

We wanted to use the whole school community i.e.: children, parents, teachers so that they can also become educated about healthy eating as that is the message we are trying to get across and even the board of trustees as it would help them to learn what healthy eating is, how to fundraise using healthy food and then to realise what they can change in the schools canteen. The value of collective action is to follow up on what we have done and tried to achieve and how we have done this by **involving ourselves and being role models and yet helping them to decide for themselves to change their eating habits and try get the school to support the children in the change of eating habits. We wanted active participation from the student,** we did that by the **amazing race** which was a fun knowledge based activity and then to reinforce what they learnt in the amazing race they had to **cook a burger and make a healthy choices,** we were able to do this as we had **the facilities,** but were only to use the **senior school due to kitchen size,** a barrier for this exercise was **time as we only had one day with them and we would have like to have longer** also have **more students involved not only just the senior school so we could educate the whole school.**

1

The next time we spent a day with the students was when we visited their school to reinforce what was learnt, but unfortunately again **the junior school wasn't involved as they didn't know what was going on and were very shy to the fact of visitors to the school** this was a barrier for us but we **could have overcome it by getting them involved at lunch time with eating the healthy lunch or even in class learning with them.** The foods that we were preparing for the student were **fruit kebabs as they are a novel item and seem to be fun and are presented differently to just one whole fruit but yet a variety served with also a yoghurt dip, and for the burger we used wholemeal burger buns and lean meat. We chose a burger as to be a substitute for sausages on a sausage sizzle as because that is the main way of cooking fundraising food is on the barbeque and also children like burgers especially McDonalds burgers and McDonalds are a huge sponsor for many sports team and we wanted to show that there can be healthy burgers and there are healthy alternatives.** We weren't teaching anything new regarding health issues but yet to reinforce the idea and get the message across. By doing all this reinforcement and healthy eating options it helps the physical wellbeing of the students as they have had a healthy meal with fruit and protein this then helps them in class for the rest of the day as they are full of energy and are ready to learn.

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On the day we were able to make a profit from the food as we sold the burger and the kebab as a sort of a combo deal for only \$5.00, we then worked out that it had cost us only \$2.46 to make the combo so from the cost we were able to make a 50% profit or \$2.54. so this showed the school that it could make a profit from selling health food, unfortunately the **parents weren't present there on the day as we were hoping to influence them and educate them, even though there is a recipe book which would link all our work and our activity days together, the barriers would be, would they use it and would their children pass on the education from the days to their parents, as the parents do the fundraising for the school and also help out in the canteen, how many of them would give up their time as it took our class hours to shop, prepare and cook.**

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As **healthy food cost more,** the most effective way for **cheaper prices would be of that to buy in bulk or wholesale, even buy from fruit and vegetable markets and roadside stalls.** This can keep prices down and still make a profit, may not be large profit but it's a small profit.

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Presently the children at the school are sold things like "nibble packs", hot dogs, pies, cookies and flavoured milk, all these foods are high in fat, sugar and salt, the schools sell them in their canteens these days as they are cheap to buy, easy to prepare, easy to cook and the children like them and they sell easy so profit can be made, as the canteen is the main source of profit for the school, and as for healthy foods there is more cost, more cooking and preparation time also there is only a small profit made, to overcome the small profit issue. The school could buy in bulk at cheaper prices to then be able to make more of a profit, but in saying that there are other ways to fundraise other than selling food, there are ideas such as galas, garage sales.

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The factors of the stakeholders, over the time of this experiment to find a way to fundraise using healthy foods, we have had to overcome the factors of the stakeholders, the stakeholders that were involved were the children of the school, the teachers, the parents, our class, the board of trustees. All of these stakeholders we had to take into consideration of how we are going to affect them. We influenced the children as we set up activity days for them to become involved in and to make the right healthy eating decisions also the same for the teachers and the parents. But unfortunately the parents weren't there so we were hoping on the school to report the day in a notice or even in the newsletter to inform the parents or even the children to go home and tell them about their day followed by the recipe book. Also the board of trustees weren't present either but in saying that with the teachers involved we would hope that these activity days would be reported to the board in meetings and the issue could be addressed so that some change can be made.

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As we have participated and educated our local primary school about healthy eating and new ways to fundraise, this only effects this school, whereas we want to make the change nationally across the country throughout New Zealand schools to promote healthy eating and healthy choices.

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Our goal was to educate our local primary school about healthy eating and healthy options of fundraising in schools. We had achieved this goal as we had planned ways to show younger children ways of being healthy and how to become enthusiastic about it, with our activity days of cooking and also exercise. This has influenced the children to then make healthy eating choices as we had observed on the days and also with the follow ups that we are doing with the recipe book we are keeping the idea going. We can do this nationally by involving the media, do an article on what we do involving fundraising, also start up a Facebook page or even Facebook posts about the ideas or even information and advertise that way. Even for a more drastic measure we could involve the government and lobby the tax on unhealthy foods, by doing things like this is showing the awareness of the issue in our schools and the effects it has to change the wellbeing of the growing generation today and stop the epidemic of obesity in New Zealand.

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	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to implement an action plan to address a nutritional issue affecting the well-being of New Zealand society.</p> <p>This involves:</p> <ul style="list-style-type: none"> • participating in the action in accordance with the written plan • refining the plan as needed through identifying barriers and enablers • evaluating the extent to which the action achieved the desired outcome. <p>This student has participated in an action plan to fundraise using healthier food choices.</p> <p>Refinement of the plan is briefly explained with details on what the barriers were (3) (4) (6). Some enablers that assisted the actions are included (4).</p> <p>Brief reflection is completed on the effectiveness of the plan (3) (5) and how successful the actions were in achieving the desired outcome (3). Connections are made with the original issue (8).</p> <p>The value of a self-empowerment approach is considered (1) (7). The collective action approach is briefly alluded to (6).</p> <p>To reach Achieved, the student could explain ongoing refinement with details on how the barriers were overcome and reflect more on the benefits of a collective action approach.</p>

Student 6: High Not Achieved

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Actions carried out to support 'Fundraising in the school community' are highlighted in bold in the student's response.

Our main goal and desired outcome is that we wanted the school community to choose ways of fundraising that contribute to a healthy society and do not compromise the values promoted in the health curriculum. To achieve our goal we had two classes involved in the two days to help improve the children's knowledge on healthy eating. On the first day the first class had an **amazing race** and the children had to go round to eight different stations where they were doing different activities to try and get as many points as they could. The purpose of this activity was to teach the children about healthy eating in a fun way so that they would remember the important points. What my class did was **the master chef challenge**. We wanted to test the student's knowledge on healthy foods. We made the children make their own patties then come up to the front to choose their vegies, we wanted to see if they would choose the wholegrain bun or the white one, the healthy cheese of the other cheese. The children learnt many knew things throughout the day and were able to apply what they learnt in the amazing race to the master chef challenge. Which was really good to see as it told us if they had learnt something.

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On the second day our group did Tabloid sports, which involved many different stations with different challenges for the children to do. This was great because healthy eating goes really well with exercise so in the games we weren't only teaching them to exercise they were still learning about food at the same time. The children got a lot out of this as they love being active, but they were also learning in a fun way that they enjoy. The other class made the winning **burger** from the master chef challenge for the whole school. This was great for the students as they were having a healthy burger followed up by a fruit kebab rather than a pie and chips.

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How successful were we? Did we get the message across to the children about healthy eating? Did we achieve our goal? One of our problems was time - we didn't have enough of it, especially to plan the second day. If we had had more time to plan I think that our part of the day would have been even more beneficial for the children as I believe that we weren't organised enough due to the lack of time. If we did have more time I reckon that we would have been able to get the parents involved more and teach them some things about healthy eating so it is not just the children that learn, but the whole family and especially because it is the parents that do the supermarket shopping. Our goal was not only to teach the children the importance of healthy food but for us to do that in a healthy fundraising way. I believe that we did this successfully as the burgers and the kebabs combine were \$5.00 and the cost of each one was \$2.46 so the profit of one burger was \$2.50+ and the other class made approx 100 so the total profit was \$250+. For a small country school that profit will be huge for them. But if we had had more time we could have continued with the plan of having a raffle. To make more of a profit also we could have finished the recipe book instead we are going to be dragging that out a bit and putting in the reception of the school office for the parents to buy to bring a little extra in.

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Having the two classes was a huge advantage for us and the children as they were able to get more out of the two days as we were able to achieve a lot of things, to make sure that we were re-enforcing how important it is to eat healthy foods and do exercise. It was also good that we were able to use both schools as going into a different place can help things stay in your mind. But also going to their school not only to just teach the year 7&8s but teach and

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cook for the younger children. Some issues that arose during the planning process were, were we just assuming that they can cook, how do we know what their cooking skills are, are they going to be able to make a burger from scratch. We also had to think about how they would feel if they didn't win, will they join in or be 'too cool'.

Some action that we could have taken for them to use in the future could be giving them something to keep, to put it on their walls, just to ensure that it is not just a memory but they will always be able to look at it and be reminded of the things they learnt, so they don't forget. Having the recipe book is a bonus as we are able to put in little tips and facts on healthy food so that when they are look through they will be reminded and it is also very special for the parents to have it with their children featuring in it so we will therefore sell more copies.

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There were still a few problems that we could have improved on. For example the parental involvement was not there on the second day. We would have liked them too come so not only are the children learning but they are too. If we had had more time to finish the recipe books they also could have been purchased on the day too which would therefore have increased the profits. Also another thing that we could improve on was on the second day having more time on each tabloid sport as the children had a lot of energy and enjoyed them and wanted to stay for longer, and for the tabloid sports i believe that this was another opportunity to teach the more about healthy food I felt that we lost that opportunity as many of them especially as one station was only focusing on the exercise part. If we had combined them both in practical way it would have been more beneficial for the children as it would have re-enforced healthy eating once again. Time was a real problem especially for the last day, we didn't have enough time to plan properly what tabloids sports we were doing, it seemed very rushed on the day and not thought out properly if we had had more time I believe that the children could have learnt more and maybe even more fun than they already did have. Another part that could have been improved if we had had more time was not only teaching the school students but the parents and the community. It would also be good if other high schools could also catch on to other primary schools and teach them like we have, as students look up to their peers.

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The way that we went about teaching the children about healthy eating was a great way as we got them out of the class room, doing activities that they don't normally do. This got them excited about what they were doing and made them ready to learn new things about healthy foods and doing exercise at the same time. Because they were being active it made the things that they learnt stick in their heads so that they didn't forget, it was also great fun for the playing games and learning at they same time, as for some students actually getting up and doing things is the way that things stick in there heads rather than just sitting in a class room listening.

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If we as a country continue selling high in sugar and fat foods in our primary schools canteens then child obesity will continue to increase dramatically. If we want to stop we need to start at the bottom of the table, our children. The government needs to help as do our communities and more of our schools and the parents of our children have a huge influence as they are buying the bad foods and sometimes it can be the children that also need to change, we all need to work together in order to stop this increase in child obesity from happening

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