

STAGE 2 CHILD STUDIES
ASSESSMENT TYPE 2: GROUP ACTIVITY
STUDENT RESPONSE
(C STANDARD)

Child Studies Stage 2

Assignment 5: Yellow Brick Road

Area of Study 1: Contemporary and Future Issues

- Contemporary issues related to childhood health, nutrition and safety
- Current research in child development

Assessment Type 2: Group Activity

Aim: Students will collaborate as a team to investigate contemporary issues related to childhood health, nutrition and safety and produce a range of healthy snack food for children.

Our primary school wants to address the major concerns that health authorities have regarding alarming dietary trends amongst young children. Your group has been asked to develop and produce a sample range of good foods that could be introduced in the canteen. You will need to consider marketability, food safety, nutrition, portability and suitable portions.

In order to get the children 'on board', you have been requested to involve them in the process as much as possible. Time to meet with year 2 representatives will be arranged.

Foods must be adequate in quality and quantity to provide for a child's physical growth, mental development and safety. Foods need to satisfy the nutritional needs of physically active children.

(Please read Task 2- over leaf- before considering the action Plan)

TASK 1: Group Action Plan

As a group, you will need to:

- Make decisions relating to the venue and style of serving
- Research suitable snack foods and select healthy food products and recipes
- Consider safety strategies in working with children
- Consider cross-aged tutoring activities in relation to food and kitchen safety.
- Identify and allocate tasks within the group to achieve the set task.
- Formulate a group Action Plan which identifies the task, identifies related issues, states a decision and justifies it clearly. It will also set out an implementation plan and draw relevant conclusions.
- The action plan must include a detailed time line, Workflow plan and a breakdown of tasks allocated to each group member.
- Ensure that each student has a copy of the group action plan and any supporting documents to include in their assignment.

TASK 2: Group Practical Activity

The group will need to select recipes suitable for trialling with 7/8 year olds and organise a way that the children can be involved in making the products so that they are more aware of some of the issues we are addressing.

The expectation is that there should be at least 6 new snack foods suitable for 7/8 year olds.

Selection of recipes will need to be appropriate for the age group and served in small, easy to eat portions, it is important that the foods are appealing and take into account nutritional needs of a junior primary student. The healthy food products will be served to the children during lunchtime at school as an EXPO or **YELLOW BRICK ROAD**.

Students will need to investigate any allergies/special diets and take these into consideration.

Visual aids encouraging good eating patterns are to be made for the children.

TASK 3 Individual Evaluation

At the end of the group exercise students will work **INDIVIDUALLY** to:

- Evaluate the performance of the group and your performance
- Form conclusions about the effectiveness with which the group members worked
- Evaluate the overall success of the Yellow Brick Road
- Reflect on planning and make significant links back to the area of study
- Recommend possible improvements/modifications.
- Include annotated photographic evidence of your practical and the processes (maximum 500 words)

Aim

The aim of the assessment is to collaborate as a team to investigate the issues related to childhood health, nutrition and safety and to create a range of healthy snack food for children.

Issues

Issues:
The cognitive, social and physical skill level of children involved, including reading level
Safety and Hygiene
Food Allergies
Class Size
Time for Preparation and completion
Budget
Space and Flow of the intended room
Providing healthy snacks that are in line with the Right Bite Eating Strategy

Decision

The decision was made to create a safe and hygienic environment where 7 year olds were able to learn about nutrition and use their cognitive, social and physical skills. The home economics venue was chosen to create individual stalls of pre-prepared snacks that children could finish preparing for themselves. Healthy snack foods recipes include:

Food Chart

Healthy Snack Recipes	How to Package	Nutrients Supplied
Mini-Pizza	Paper Bag	Complex Carbohydrates from wholegrain bread, vitamins and minerals from vegetables, calcium and protein from cheese and protein from ham.
Fruit Skewers	Plastic Container	Fruit rich in Vitamins, particularly Vitamin C
Gingerbread Cookies	Zip-Lock Bags	Complex Carbohydrates from whole grain flour. Some fat and sugar golden syrup and brown sugar.
Spectacular spuds	Styrofoam clams	Carbohydrates from potatoes, ham and cheese provide protein, Lite sour cream provide small amounts of fat. Cheese provides calcium.
Funny Face Cruskets	Thin Containers	Carbohydrates, vitamins and minerals
Triple Berry Smoothly	Paper cups with lids and straws.	Calcium and small amounts of fat from low fat yogurt and skim milk. Vitamins from berries and fruit.

An activity book to share information with children about nutrition will be created with elements of puzzles and word jumbles to inform children about the foods they're eating. (See Appendix 3) The children will move from each stall, creating and decorating their food. An amount of money will be given to the children to pay for each product, to teach money and numeracy skills. Carry bags will be given to each child to carry food which will be wrapped appropriately. (See Food Chart)

Reasons

The time allowance of 4 1/2 hours was discussed in depth and a time line presented, estimating time that children will take during activities, and using personal free time to prepare. (See Appendix 2) Specific jobs will be allocated to certain people ensuring jobs are done. (See Appendix 1) Time is an issue that must be organized thoroughly, the children are at different skill levels and the time may vary for each child to fulfil their activity. After consultations with the teacher, it was decided to use twelve minute rotations for each activity.

The Activity book caters for various reading levels and includes many visuals, (Please see Appendix: 3). Reading levels ranged from six to twenty seven.

The venue is a large space and the children are able to move freely. This also has all the utilities to create the food, hygienically. Stalls will be spread evenly in a circle, making it easier for children to move to the left each time. Where necessary, stalls will be positioned near power points and ovens. (See Appendix: 5)

The size and grouping of the year two class will be considered in consultation with the 1/2 year teacher, so they will work efficiently together. (Please see Appendix: 6) While nutrition must be sufficient, a child in the class has a peanut allergy. In this case all nuts were eliminated from planned snack foods.

Budget is a contributing factor, but by tracking all payments, the group can keep a clear idea of amounts. Money is specifically important when considering the costs for the Activity book; each book could not exceed \$2.00 which is achievable by using _____.

To eliminate hygiene risks, all participants will wear the appropriate protection, such as gloves and hair nets, washing all utilities and hands throughout the process. To keep all participants safe, close supervision will be undertaken and thorough organization of how and where the children will move about. Using a clear banner to show each individual stall to support literacy skills and make rotation safer will also occur as will use of nametags for faster and safer identification of children and more meaningful social contact.

- **Introduction:**

The aim of this practical assessment for Stage 2 Child Studies was to make a "Yellow Brick Road". Having different stations which the year 2's would come and make the healthy snacks which were prepared for them, our aim for this was to teach the children about healthy snacks, my station was Fruit Skewer's.

- **Process:**

The actions that were undertaken in this assessment were very simple. We were given lesson time to allocate people for different roles, _____ was appointed Facilitator, after that we gave out stations and the people who were on them. I was given the station with fruit skewers. After this we planned our snacks and how we would put them into practice for the day. On the day I came in early during my frees and started to prepare the fruit, cutting up, pineapple, watermelon, kiwi fruit, strawberries and rockmelon. I had prepared 3 different designs for the kids to follow with most of the fruits on it, they then would follow the pattern of the design by the ones I had already made. There were a few problems with the kids, as all of them had at least one fruit they didn't like, this was annoying for me, as they would have double up on other fruit and so I ran out quickly on banana's as a kid put a whole banana on his skewer, this caused a lot of problems with the kids and some of them got angry that they got two pieces of one kind of fruit. It was hard for me as all of the other stations had two people on them, and I was the only one, so it was difficult to keep all the kids under control at once, but I managed to. Once they had completed the skewer they placed them into a container, and into their bags with the money and booklet. My stall was \$5 and the kids had all the money in their bags and would sit down and count it in front of me and then put it in the container.

After they had completed all the stalls we went outside to eat our food, I feel we should have stayed inside because it was a windy day and all the kids' bags blew everywhere which was a pain. But I held onto my kids bags for them while they ate. Even though there were some issues with the kids I think it went well and it was a success. If I could do it again, I wouldn't change anything except being a lot stricter with the kids and the amount of fruit they put on the skewer. But overall it went well; the kids' listened and were excited to make the skewers.

- **Conclusion:**

The "Yellow Brick Road" turned out well, everybody did a fantastic job with all the kids and they paid attention well. My fruit skewers were a hit and the kids enjoyed them. After looking past the little issues it was a great assessment.

**Stage 2 Child Studies
Assessment Type 2: Group Activity
Student Evidence**

Complete this pro forma to document your Group Activity using dot points and/or photographs with captions. You are encouraged to use this evidence to also display your ability to show initiative and creativity.

(Do not exceed this double sided page.)

Practical Application	Student Response
<input type="checkbox"/> Implement safe management practices (PA1)	<p>All sharp objects were away from reach.</p> <p>The kids were always supervised by a student.</p>
<input type="checkbox"/> Organise and manage time (PA1)	<p>The fruit was cut up before the kids came into the room, set up ready. All fruit was ready to be served.</p>
<input type="checkbox"/> Organise and manage techniques (PA1)	<p>The techniques used, were to place fruit on a skewer I always made sure they didn't hurt themselves with the sharp edges.</p>
<input type="checkbox"/> Organise and manage resources (PA1)	<p>We talked to the teacher to place them into groups.</p>
<input type="checkbox"/> Generate and maintain quality control (PA1)	<p>I made sure all the kids were under my supervision, and always asked me to chop up there banana.</p> <p>Always were under my supervision.</p>
<input type="checkbox"/> Select and apply appropriate technology to prepare learning activities for children (PA2)	<p>We all created a sheet for the activity book, which was done on the computer. Then printed and bounded.</p>
<input type="checkbox"/> Initiative, leadership and active responses within the group (C-1)	<p>I made sure they asked me for help and lead them correct way so they stay safe.</p>

Involvement in group activities and discussions to support the health and well-being of children (C2)

I was involved well, and put many ideas to keep the kids safe. I suggested the activity book, and the way the stations were set out, so all the kids could easily move to the next station.

Photographic evidence of learning (Describe the learning depicted in the photo/s.)



Additional Comments

Assessment Type 2: Group Activity (C)

Planning:

Factors have been identified (lots of factors) some discussion which is in the section titled reasons. It is generally considered and the decision-making is appropriate at a C level.

Practical:

Evidence of their learning has been provided. The features have been explained and what has been done to meet this feature. Some photos have been included which don't provide much evidence of what was completed or how. There is evidence the practical has been completed at a C level in line with the performance standards.

Evaluation:

Basic consideration of the processes and outcomes. There have been some connections made between the planning and the practical. Not much has been included on the collaborative processes. This is at a D+ level.

Overall there is evidence predominately in the C band while some features are at a D level.

On balance, the evidence is at a C level.

Performance Standards for Stage 2 Child Studies

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
A	<p>In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</p>	<p>Astute identification and discussion of factors involved in problem-solving related to the health and well-being of children.</p> <p>Astute and very appropriate decision-making about problem-solving and implementation strategies.</p> <p>Clear and very relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Ongoing and productive implementation of safe management practices and appropriate techniques, and sophisticated generation and maintenance of quality control.</p> <p>Productive and efficient organisation and management of time and resources.</p> <p>Logical selection and application of the most appropriate technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Initiation of ideas and procedures, display of leadership within the group, and proactive and inclusive response to members of the group.</p> <p>Proactive and focused involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Sophisticated appraisal of the impact of technology on the health and well-being of children.</p> <p>Insightful explanation of the connections between research and/or planning, and practical application.</p> <p>In-depth evaluation of contemporary trends and/or issues related to child development in a variety of settings.</p>
B	<p>Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology.</p>	<p>Well-considered identification and discussion of factors involved in problem-solving related to the health and well-being of children.</p> <p>Well-considered and appropriate decision-making about problem-solving and implementation strategies.</p> <p>Mostly clear and relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Mostly productive implementation of safe management practices and appropriate techniques, and well-considered generation and maintenance of quality control.</p> <p>Mostly productive organisation and management of time and resources.</p> <p>Mostly logical selection and application of appropriate technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Initiation of some ideas and procedures, some display of leadership within the group, and thoughtful and active response to members of the group.</p> <p>Active and thoughtful involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Thoughtful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Well-informed appraisal of the impact of technology on the health and well-being of children.</p> <p>Well-considered explanation of the connections between research and/or planning, and practical application.</p> <p>Well-informed evaluation of contemporary trends and/or issues related to child development in different settings.</p>
C	<p>Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgment of sources.</p> <p>Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology.</p>	<p>Considered identification and discussion of some factors involved in problem-solving related to the health and well-being of children.</p> <p>Generally considered and appropriate decision-making about problem-solving and implementation strategies.</p> <p>Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity.</p>	<p>Competent implementation of safe management practices and techniques, and considered generation and maintenance of quality control.</p> <p>Competent organisation and management of time and resources.</p> <p>Appropriate selection and application of technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Some initiative with ideas or procedures, occasional leadership within the group, and generally active response to members of the group.</p> <p>Active involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Considered evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Informed appraisal of the impact of technology on the health and well-being of children.</p> <p>Considered explanation of the connections between research and/or planning, and practical application.</p> <p>Informed evaluation of contemporary trends and/or issues related to child development in different settings.</p>
D	<p>Some investigation and basic description of one or more contemporary trends or issues related to the health and well-being of children.</p> <p>Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgment of sources.</p> <p>Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate.</p>	<p>Superficial identification and discussion of some factors involved in solving basic problems related to the health or well-being of children.</p> <p>Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.</p> <p>Some description and partial justification of one or more problem-solving and/or implementation strategies.</p>	<p>Basic implementation of one or more safe management practices and/or techniques, and some basic consideration of the generation and maintenance of quality control.</p> <p>Inconsistent organisation and management of time and resources.</p> <p>Identification and some application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society.</p>	<p>Some participation within the group, and some response to members of the group. Participation is often passive.</p> <p>Some basic involvement in group activities or discussions to support the health or well-being of children.</p>	<p>Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.</p> <p>Superficial consideration of the impact of technology on the health or well-being of children.</p> <p>Some basic description of one or more connections between research and/or planning, and practical application.</p> <p>Superficial reflection on one or more contemporary trends or issues related to child development, tending towards basic description.</p>
E	<p>Limited investigation or basic description of one or more contemporary trends or issues related to the health or well-being of children.</p> <p>Limited identification or acknowledgment of information that may have some relevance.</p> <p>Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate.</p>	<p>Identification of one or more factors involved in solving basic problems related to the health or well-being of children.</p> <p>Attempted decision-making about problem-solving or an implementation strategy.</p> <p>Attempted description of one or more problem-solving or implementation strategies.</p>	<p>Attempted development or implementation of a safe management practice or a technique, and some awareness of the need for quality control.</p> <p>Limited organisation or management of time and resources.</p> <p>Limited identification or application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society.</p>	<p>Some attempted participation in one or more aspects of group work, and occasional response to members of the group.</p> <p>Attempted involvement in one or more group activities or discussions to support the health or well-being of children.</p>	<p>Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.</p> <p>Attempted description of an impact of technology on the health or well-being of children.</p> <p>Limited awareness of any connections between research and/or planning, and practical application.</p> <p>Some recognition of one or more contemporary trends or issues related to child development.</p>