

# Unit 19: Support Children and Young People at Meal or Snack Times

**Unit code:** A/601/6517

**QCF Level 2** Specialist

**Credit value:** 3

**Guided learning hours: 18**

## Unit aim

This unit provides the knowledge, understanding and skills required to support children and young people at meal or snack times. It covers the principles of healthy eating and requires demonstration of competence in supporting hygiene and positive behaviour at meal and/or snack times.

## Unit introduction

The importance of a balanced diet to the immediate and long-term health of children and young people has been evidenced by research. Also, experience from schools suggests children find it easier to concentrate in the classroom and their behaviour is significantly improved as a result of positive changes to school food. This, in turn has an impact on learning and achievement. Teaching or learning support assistants have an important role to play in snack and mealtimes, supporting children and young people to make healthy food choices and encouraging hygienic practices. This requires knowledge of a healthy balanced diet and the benefits for the health and wellbeing of children and young people.

In this unit learners will study the nutritional requirements of children and young people and identify healthy meals and snacks. The impact of culture, religion and health conditions on food choices is explored.

Learners will investigate the benefits of healthy eating for children and young people and explore the consequences of an unhealthy diet.

They will study the school food policies and how to encourage children and young people to make healthy food choices.

The importance of good hygiene at meal and snack times is investigated. Learners can apply their learning by demonstrating good hygiene practice and by encouraging children and young people's personal hygiene at meal and snack times.

Learners demonstrate their competence in supporting the school's code of conduct and policies for meal and snack times, encouraging positive behaviour and dealing with inappropriate behaviour.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
1 Know the principles of healthy eating for children and young people	1.1 Outline the nutritional requirements of a healthy diet for children and young people 1.2 Describe examples of healthy meals and snacks for children and young people 1.3 Describe how culture, religion and health conditions impact on food choices
2 Know the benefits of healthy eating for children and young people	2.1 Describe the benefits of healthy eating for children and young people 2.2 Describe the possible consequences of an unhealthy diet 2.3 Describe how to recognise and deal with allergenic reactions to food 2.4 Describe where to get advice on dietary concerns
3 Know how to encourage children and young people to make healthier food choices	3.1 Describe the food policy of the setting 3.2 Describe, with examples, ways of encouraging children and young people to make healthier food choices and to eat the food provided for them
4 Be able to support hygiene during meal or snack times	4.1 Explain the importance of personal hygiene at meal and snack times 4.2 Demonstrate good hygiene practice in relation to own role in food handling and waste disposal 4.3 Demonstrate ways of encouraging children and young people's personal hygiene at meal and/or snack times
5 Be able to support the code of conduct and policies for meal and snack times	5.1 Describe the setting's code of conduct and policies for meal and snack times 5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area, including table manners 5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area

## Unit content

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### 1 Know the principles of healthy eating for children and young people

*Nutritional requirements of a healthy diet:* factors eg balanced to provide all nutrients for growth and development (eat well plate), sufficient to meet high energy needs of children and young people, five portions of fruit and vegetables a day recommended, fats and sugars in small amounts, unsaturated fats preferable to saturated fats, water

*Healthy meals and snacks:* types eg balance over whole day using eat well plate, bread, rice and potatoes, fruit and vegetables, milk and dairy foods, meat, fish, eggs, beans; provide variety

*Culture, religion and health conditions:* range eg food intolerance, food allergy, coeliac disease, diabetes; dietary restrictions of religious groups, vegetarian, vegan

### 2 Know the benefits of healthy eating for children and young people

*Healthy eating for children and young people:* benefits eg for growth, to meet energy needs, to keep warm, growth, tissue repair, healthy skin, teeth, hair, red blood cells, immune system, for concentration, establish good eating habits for life

*Unhealthy diet:* consequences eg lack of energy, poor concentration, high fat and sugar diet and lack of fruit and vegetables causing obesity, dental decay, increased risk of diabetes, anaemia, long-term effects eg heart disease, strokes, osteoporosis through lack of calcium, dieting leading to bulimia, anorexia nervosa

*Recognising and dealing with allergenic reactions to food:* ways eg procedures in school for notifying all staff of children and young people with food allergies, know the children and young people who have recognised food allergies, know procedures for dealing with reactions, early signs and symptoms eg tingling or burning sensation of the lips or face, swelling of lips and face, feeling sick or vomiting and/or stomach pains, diarrhoea, itchy skin or a blotchy skin rash, signs of anaphylactic shock requiring immediate action

*Advice on dietary concerns:* sources eg information on diet and nutrition from Food Standards Agency, healthy schools initiative from Department for Education and Department of Health, School Food Trust, advice for children/young people with particular dietary needs from school nurse, other health professionals, National Health Service, parents, charities

### 3 Know how to encourage children and young people to make healthier food choices

*Food policies:* range eg The Education (Nutritional Standards and Requirements for School Food) 2007 covers national nutritional standards to be met and all aspects of food including breakfast clubs, after-school clubs, food provided on educational visits, snacks, vending, packed lunches, foods purchased off-site

and brought into the school, availability of drinking water, involve the whole school including governors, staff, catering staff, children, parents

*Encouraging healthier food choices and eating food provided:* ways eg involve children and young people and parents in school policy eg meetings, questionnaires, school councils, involve children and young people in menus eg tasting sessions, food displayed attractively and at right temperature, offer choices, pleasant eating experience, inform children about nutrition, praise healthy choices, encourage trying new tastes, awareness of individual needs of children and young people eg portion size, role model, suggest nutritious alternative if food refused

#### 4 **Be able to support hygiene during meal or snack times**

*Importance of personal hygiene:* aspects eg school procedures for personal hygiene, effective hand washing to supporting children at meal/snack times, after using the toilet, cover cuts, keep nails clean, do not cough or sneeze near food, tie hair back, report gastro-intestinal problems

*Good hygiene practice in relation to food handling and waste disposal:* ways eg follow hygiene procedures, clean surfaces, utensils, boards after preparing foods, keep food storage areas clean, use clean towels/disposable cloths, dispose of waste food immediately in covered bin, bins emptied and cleaned regularly

*Encouraging children and young people's personal hygiene:* ways eg role model behaviour, explain reasons for good personal hygiene, demonstrate the correct way to wash hands, put up notices about when and how to wash hands, provide enough time for children to wash hands, support young children to wash hands, praise good hygiene practice

#### 5 **Be able to support the code of conduct and policies for meal and snack times**

*Code of conduct and policies for meal and snack times:* procedures eg for children and young people entering and exiting the dining area; collecting and serving foods; noise; clearing away; conduct at the table and in the dining area; sustainability eg not wasting food, recycling waste, composting food waste

*Skills and techniques for positive behaviour in the dining area including table manners:* ways eg follow the code of behaviour of the setting; role model, techniques eg eating with the children and young people, offering choice, giving responsibility, praising good manners and wanted behaviour, applying the school's reward system

*Skills and techniques for dealing with inappropriate behaviour:* ways eg follow school's behaviour policy and procedures for dealing with inappropriate behaviour, sanctions, strategies eg remind children and young people of the rules and behaviour code of the setting, explain rules in a positive way, speak calmly, report children/young people not responding to reminders when their own or others' health and safety is at risk

## Essential guidance for tutors

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### Delivery

This unit should be delivered using a combination of tutor input and active learning experiences including simulations and role play. Discussions and debates will also contribute to an understanding of the skills required for effective practice. Learners should be encouraged to share their experience of working in schools as employees, as a parent-helper or through work experience.

Learners could conduct research to identify the nutritional requirements for a healthy diet using the resources on the Food Standards Agency website ([www.eatwell.gov.uk](http://www.eatwell.gov.uk)). Learners could work in pairs to devise a menu of healthy meals and snacks for a school in relation to the Nutritional Standards and Requirements for School Food and present their findings to the whole class, justifying their choices. Learners could explore case studies to consider how culture, religion and health conditions would impact on the chosen menus.

Learners could research and prepare a presentation for the rest of the group about the benefits of healthy eating and the consequences of an unhealthy diet. The impact of healthy eating on concentration and behaviour could be explored through tutor-led discussions.

It may be useful to have an outside speaker to talk about recognising and responding to allergenic reactions to food.

Learners should be given the opportunity to look at a range of school food policies and codes of conduct, and policies for meal and snack times, and consider how these may impact on working practices.

Learners could explore ways to encourage children to make healthier food choices and eat the food provided for them through role play. Discussion could focus on what may be unhelpful, such as expecting children and young people to eat everything and out-facing children with large portions.

Effective hand-washing techniques could be practised. Learners could prepare a poster to display in the washroom of their school to encourage children/young people to wash their hands at appropriate times and in the correct way.

Ways to support and encourage children and young people's positive behaviour in the dining area and the skills and techniques needed to deal with inappropriate behaviour could be explored through role play to ensure learners have the opportunity to explore different strategies appropriate for a wide range of behaviours.

## Assessment

Assessment criteria 4.2, 4.3, 5.2 and 5.3 must be assessed in the workplace.

### Suggested assessment activities

Learning outcomes 1 and 2 and assessment criteria 3.1, 3.2, 4.1 and 5.1 could be assessed through the production of a leaflet, designed for parents, giving information about how the school encourages and supports healthy eating and positive mealtimes through its food policy and code of conduct.

The leaflet will need to include:

- an outline of the nutritional requirements of a healthy diet for children and young people
- examples of healthy meals and snacks for children and young people
- how culture, religion and health conditions impact on food choices
- the benefits of healthy eating for children and young people
- the possible consequences of an unhealthy diet
- how to recognise and deal with allergenic reactions to food
- where to get advice on dietary concerns
- the food policy of the setting
- ways of encouraging children and young people to make healthier food choices and with examples to eat the food provided for them
- why personal hygiene is important at meal and snack times
- the setting's code of conduct and policies for meal and snack times.

Assessment criteria 4.2, 4.3, 5.2 and 5.3 require learners to demonstrate competence in supporting hygiene and positive behaviour at meal and/or snack times and must be assessed in the workplace. Evidence will need to be provided of learners:

- demonstrating good hygiene practice in relation to their role in food handling and waste disposal
- encouraging children and young people's personal hygiene at meal and/or snack times
- using skills and techniques to support and encourage children and young people's positive behaviour in the dining area, including table manners
- using skills and techniques to deal with inappropriate behaviour in the dining area.

**Essential resources**

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit.

Learners will need access to the school's food policy and code of conduct and policies for meal and snack time.

**Indicative resource materials****Textbooks**

Burnham L – *S/NVQ Level 2 Teaching Assistant's Handbook: Supporting Teaching and Learning in Schools* (Heinemann, 2008) ISBN 978-0435449308

Burnham L – *Supporting Teaching & Learning in Schools* (Heinemann, 2010) ISBN 978-0-435032-03-6

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3* (Hodder Education, 2008) ISBN 978-0340959381

O'Donovan M & Walker M – *A Practical Guide to Child Nutrition* (Nelson Thornes, 2009) ISBN 978-1408504840

**Journals**

*Times Education Supplement TES*

**Websites**

<a href="http://www.dh.gov.uk">www.dh.gov.uk</a>	Department of Health
<a href="http://www.eatwell.gov.uk">www.eatwell.gov.uk</a>	Food Standards Agency
<a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a>	National Health Service
<a href="http://www.schoolfoodtrust.org.uk">www.schoolfoodtrust.org.uk</a>	School Food Trust
<a href="http://www.teachernet.gov.uk/wholeschool/healthandsafety">www.teachernet.gov.uk/wholeschool/healthandsafety</a>	Teachernet