

# **Unit 25: Support Children and Young People at Meal or Snack Times**

**Unit reference number: A/601/6517**

**QCF level: 2**

**Credit value: 3**

**Guided learning hours: 18**

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## **Unit summary**

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 snack times.

## **Unit assessment requirements/evidence requirements**

This unit must be assessed in accordance with the Training and Development Agency for Schools QCF Assessment Strategy.

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

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Unit content

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

*Nutritional requirements of a healthy diet for children and young people:* the requirements of a balanced meal; different nutrients and proportions of nutrients; proteins, fats, carbohydrates, vitamins, minerals, water, fibre; recommended daily amounts; suitable sized portions

*Examples of healthy meals and snacks for children and young people:* well-balanced meals containing food that provides all the nutrients that the body needs in the right quantities; menu plans should be suitable for children and young people

*Impact of culture, religion and health conditions on food choices:* diets of different groups; religious aspects of food; dietary principles of religious groups; vegetarians and vegans; food allergies and intolerances

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

*Benefits of healthy eating for children and young people:* healthy growth and development; maintain healthy energy levels, required for healthy immunity, good concentration, establishing healthy eating habits

*Possible consequences of an unhealthy diet:* adverse effect on general health and wellbeing; adverse effect on development of child or young person; more susceptible to illness; increased possibility of obesity, poor concentration levels, moodiness, poor energy levels

*Allergenic reactions to food:* signs and symptoms of anaphylactic shock; signs and symptoms of allergic reactions; how to respond to possible reactions; any medical treatment that might be required and importance of obtaining medical treatment as soon as possible; understanding that severe food allergies can be life-threatening

*Advice on dietary concerns:* e.g. GP, health visitor, dietician, Children's Centre staff, early years practitioners in setting

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

*Food policy of the setting:* policy should outline mealtime arrangements; menu choices to reflect a variety of suitable foods that provide a balanced meal and meet dietary requirements; awareness of requirements of vegan diet, vegetarian diet, those with food intolerances, those with allergies; role of practitioner in encouraging children to try different foods but not force them to eat; ensuring drinking water is constantly available for children or young people

*Encouraging children and young people to make healthy food choices and eat food provided for them:* e.g. being a positive role model, encouraging children to try new foods but not force them to eat food, presenting food in an attractive way, presenting food in easy-to-manage portions, involving children and young people in the preparation of food, growing own vegetables and fruit, not using food as a punishment or reward, encouraging young children to feed themselves

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

*Importance of personal hygiene at meal and snack times:* awareness that young children are particularly vulnerable to the bacteria that cause food poisoning or gastroenteritis; importance of hand-washing prior to eating; hand-washing prior to preparing foods; preventing the spread of germs

*Good hygiene practice in relation to own role in food handling and waste disposal:* good hygiene practice e.g. following rules for hand-washing, following rules for food handling and appropriate storage of food

*Ways of encouraging children and young people's personal hygiene at meal and snack times:* e.g. integrate hand-washing into the daily routine, expectation that children and young people will wash their hands prior to eating, use of praise and positive feedback to encourage young children to develop good personal hygiene practices at meal and snack times

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

*The setting's code of conduct and policies for meal and snack times:* appropriate expectations of children and young people at meal times; understanding of meal and snack-related policies; understanding the role of the practitioner in supporting children and young people during mealtimes

*Supporting and encouraging children and young people's positive behaviour in the dining area:* e.g. modelling positive behaviour, set clear expectations, praise for good behaviour, positive reinforcement, involve the children or young people in creating rules for meal and snack time, eat with the children and young people at mealtimes, encourage positive interactions at meal times between children and young people

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

| Learning outcomes |  | Assessment criteria |   |  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|--|---------------|---------------------|------|
| 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: <ul style="list-style-type: none"> <li>• To make healthier food choices</li> <li>• To eat the food provided for them</li> </ul> |  |               |                     |      |

| Learning outcomes |  | Assessment criteria |  | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|--|---------------|---------------------|------|
| 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  |               |                     |      |

Learner name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(if sampled)