



UNIT 214

SUPPORT CHILDREN AND YOUNG PEOPLE AT MEAL AND SNACK TIMES

In this unit, you will cover the following outcomes:

- 214.1** Know the principles of healthy eating for children and young people
- 214.2** Know the benefits of healthy eating for children and young people
- 214.3** Know how to encourage children and young people to make healthier food choices
- 214.4** Be able to support hygiene during meal or snack times
- 214.5** Be able to support the code of conduct and policies for meal and snack times

UNIT 214 (LEVEL 2 UNIT, 3 CREDITS)

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What this unit is about

This unit is about aspects of eating and meal times that are important to the health and development of children and young people. Meal and snack times provide important opportunities for learning outside classes. That learning can stay with pupils for the rest of their lives and influence their long-term health. Learning support staff need to know about many aspects of food and eating.

An example

Think about the issues raised in this scenario:

As part of your main job as a learning support worker you help the children at break time by ensuring that they have a drink and snack. The school has a policy on healthy eating and you have to encourage children to keep to this. Research shows that food and drinks that contain a lot of sugar affect the behaviour and attention of children, so making the right food choices is important. At lunchtime you help to see that children eat properly and healthily. Also, you have to ensure that they behave.

It is important that you oversee the meals of children who must avoid certain foods because of their religion, or health. You also need to remain alert at all times, as some may try to swap food with friends who should not eat some things. Think about how you might manage this.

Useful words

Nutritional requirements

The types and amounts of food that a child needs to eat in order to have a healthy and balanced diet.

Code of conduct

An agreed set of rules and guidance drawn up by the school that all its members should follow.

Allergenic reaction

Showing signs of an allergy to a food symptom might include rashes around the mouth, flushing or difficulty breathing.



WHAT THEY SAY...

One in five kids don't eat any fruit at all. Overall, kids eat about half the recommended five portions of fruit and vegetables a day.

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Guidance on evidence and assessment

You need to show a combination of knowledge and performance evidence for this unit. Discuss with your assessor how you are going to achieve this. There is space provided at the end of this unit for you to note down your planning. You might find this guidance helpful:

- To cover criteria 4.2, 4.3, 5.2 and 5.3, you must be observed working with children and young people by an expert witness or your assessor.
- Most of this unit is about knowledge and might be covered by a well researched assignment.

Suggested Assignment

This assignment is one way of providing knowledge evidence for this unit.

You will need to find relevant information from:

- books – keep a list of books that you use, making sure that you reference these clearly and consistently. Make a note of details such as author, title and publication date
- websites – keep a list of web addresses that you use
- teachers and other learning support staff.

Find out a little about the snacks and lunches eaten by a number of the children and young people you support. Research by reading and discussing topics such as healthier food, religion and food, food allergies and school policy / code of practice in relation to eating.

Then write a brief account to cover assessment criteria 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1 and 5.1.

You should make sure that you include information on:

- **what makes a healthy diet for children**
- **how culture, religion and health conditions may affect the food choices children make**

- **the benefits of healthy eating and the consequences of unhealthy eating**
- **how you would recognise and deal with food allergies, and where you can get advice**
- **what your school's food policy and code of conduct for meal and snack times are**
- **why personal hygiene is important at meal and snack times**
- **you may include aspects of the snacks and meals for some of your pupils, but do not provide any information that could identify individuals.**



Outcome Two

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

2 To know the benefits of healthy eating for children and young people, you must show that you can:

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.



IN THE KNOW

You may find it useful to research the rules and customs relating to food of different cultures and religions that are represented in your school.



HINTS AND TIPS

Think about the food that you eat when you are at work. Are you setting a good example of healthy eating?

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Cross reference

You may be able to combine evidence for this unit with the following units: 201, 204, 207, 208 and 209.

Outcome Three

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

3 To know how to encourage children and young people to make healthier food choices, you must show that you can:

3.1 Describe the food policy of the setting

3.2 Describe with examples ways of encouraging children and young people:

a to make healthier food choices

b to eat the food provided for them.



IN THE KNOW

You will need to research this topic using up-to-date books and relevant websites – try www.JamieOliver.com

Outcome Four

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

4 To be able to support hygiene during meal or snack times, you must show that you can:

4.1 Explain the importance of personal hygiene at meal and snack times

4.2 Demonstrate good hygiene practice in relation to your 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.



Outcome Five

Evidence references should be entered in the shaded areas below. You must cover **all** the points listed.

5 To be able to support the code of conduct and policies for meal and snack times, you must show that you can:

5.1 Describe the setting's code of conduct and policies for meal and snack times

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5.2 Apply skills and techniques for supporting and encouraging children and young people's positive behaviour in the dining area including table manners

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5.3 Apply skills and techniques for dealing with inappropriate behaviour in the dining area.

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Unit sign-off

The evidence for this unit is a valid, sufficient and an authentic record of the candidate's current competence and has been assessed under the requirements of the assessment strategy.

I confirm that the evidence provided is a result of my own work.

Signature of candidate	Date

I confirm that the candidate has demonstrated competence by satisfying all of the criteria for this unit.

Signature of assessor	Date

Signature of IV (if sampled)	Date

Signature of EV (if sampled)	Date

