



Skills for Work
Care and Feeding of Children and
Young People

National 5

Support material

Updated: May 2023



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Division of sections

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National 5 — Learning outcomes 1, 2, 3 and 4
Evidence requirements

Delivery support section

Advice on delivering and generating evidence
Experiential learning
Employability skills
Suggested scheme of work — covering course topics
Delivery notes for each topic

Learner support section

Tutor notes on learner activities
Learner notes
Employability skills
Learner activities

Introduction

These notes are provided to support teachers and lecturers presenting the National 5 unit, Care and Feeding of Children and Young People (HX1J 75).

Further information regarding this course including unit specifications, assessment support materials (ASPs), centre approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

www.sqa.org.uk

[Early Learning and Childcare web pages](#)

How to use this pack

The *Care and Feeding of Children and Young People* unit at National 5 is an optional unit in the Skills for Work Early Learning and Childcare course but is also designed for learners who wish to study the unit on its own.

This unit is suitable for learners who may be considering employment in the early learning and childcare sector or who wish to progress to further early learning and childcare qualifications.

This National 5 unit builds on that which is covered in the National 4 *Care of Children* unit at introductory level. This unit explores the range of basic needs of babies and children, considering food and drink provision and developing an awareness of appropriate hygiene provision and practices for children. This unit promotes an understanding of the needs of babies and young children, the benefits of meeting those needs and the role of adults. Further, it explores the feeding patterns of babies and young children and the roles of adults, as well as national and local guidelines in early learning and childcare settings. The unit progresses towards developing an understanding of hygiene procedures and the importance of hygiene routines, and the role of the professional in early learning and childcare settings.

This pack is intended as a guide and an aid to deliver the unit. It aims to provide centres with a flexible set of materials and activities that can be selected, adapted, and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

National 5: Care and Feeding of Children — Learning Outcomes

On successfully completing the unit, the learner will be able to:

- 1 explain the importance of meeting the developmental needs of babies and children
- 2 explain the development of the feeding and weaning process in babies and young children
- 3 explain the characteristics of appropriate provision of food and drink for children and young people within early learning and childcare settings
- 4 explain practice which promotes effective hygiene for babies and children

Evidence requirements

Outcome 1

Explain the importance of meeting the developmental needs of babies and children.

Teacher- or lecturer-led activities should aim to develop knowledge and understanding of the developmental needs of babies and children and the importance of it to support healthy, progressive development. Learners should be able to explain the needs, the importance of meeting them and the benefits of doing so for babies and children.

Beginning with exploring needs, activities should support learners to be able to identify a range and explore different ways that they can be met, and at different times. Providing an opportunity to understand the importance of the role of the adult in meeting needs and being able to understand when to change approach, environment, equipment and other provision to stay in line with a child's growth and development.

Take time to explore a range of provision that adults are required to apply, enabling learners to experience first-hand, to practice skills that are appropriate and relevant to meeting needs that support healthy growth and development for children in their care.

Outcome 2

Explain the development of the feeding and weaning process in babies and young children.

To support learners to achieve outcome 2, activities should support their understanding of the weaning process; emphasise the safety aspects and dispel myths about what is permitted during weaning. For example, familial approaches where it might be said, '*you were weaned with baby rice in your bottle and it didn't do you any harm*'. Take some time to discuss these types of pressures which can come from others during weaning, and have learners reflect on the importance of following the guidance to ensure healthy weaning routines.

Learners should be able to make the relationships between the guidance and the policies and procedures of an early years setting, and in ways that, in the role of the professional, would encourage and work in partnership with parents and carers when their child is ready for weaning. They need to be clear on what their role is and the adult role in general in the feeding and weaning process and understand what this should look like in practice. For example, being enthusiastic; motivated; well organised and planned; having updated knowledge; understanding the needs of the individual child; supporting those needs, and so on.

Provide opportunities for some experiential learning, where learners can plan, prepare, make and taste weaning foods first-hand, and reflect on these. Support learners to understand the value and importance of good, healthy weaning and what impact this can have on the child's eating habits as they get older. Furthermore, learners need to be able to explain a range of factors which can impact the weaning process. They should be enabled to explore what these factors might be and what possible effects they can have on the success of the weaning process and development of the baby, and in some situations, on the role of the parent or carer.

Learners should be able to describe the feeding patterns of babies and different developmental stages, being clear about how these patterns change and evolve and understanding what the role of the adult is throughout. Learners should be enabled to explore these patterns for themselves and be able to consider what is appropriate to give a child at different ages and stages.

Learners also need to consider formula and breastfeeding, exploring what each of these feeding types are and what impacts they can have on the role of the adult. They must be able to describe the advantages and disadvantages of both formula feeds and breastfeeding; provide an opportunity to discuss what the class's preferences on this might be and aim to address any barriers that there may be around breastfeeding. Time could be taken to explore the societal pressures and stigma around breastfeeding outside of the home. Learners should be challenged to consider how these pressures don't fall in line with the World Health Organisation's guidance on the value, importance and benefits to the developing child and consider what these stigmas and pressures are really about.

Learners need to be able to describe the advantages and disadvantages of both formula feeding and breastfeeding. They should consider the different ways that other adults can support this feeding process and what benefits this might have. Providing opportunities to participate in experiential learning, in making and sterilising formula feeds, would be highly beneficial to support knowledge and understanding.

Outcome 3

Explain the characteristics of appropriate provision of food and drink for children and young people within early learning and childcare settings.

Teacher or lecturer activities and delivery should enable learners to develop a sound knowledge and understanding of appropriate provision of food and drink for children and young people in early learning and childcare settings. They should be able to describe what appropriate foods and drinks are and record clearly how these change as the child grows and develops, and the role they play in this. They need to clearly address this from a professional viewpoint and ensure that what is provided meets the most current national and local guidelines, making the relationship here between these guidelines and the childcare settings, policies and procedures, as well as the aim to promote healthy well-balanced diets for children and young people. Take time to investigate national and local guidelines, what they state and suggest is implemented for children and young people and the benefits of these.

Explore further the need of the professional to follow strict dietary requirements of children in their care, to appropriately meet the needs of the child and family and how this supports good partnership working with parents and carers and demonstrates the value that professionals place on the children in their care. Reflect on why this is integral to the role of the professional and ways this approach supports healthy development.

Outcome 4

Explain practices which promote effective hygiene for babies and children.

Learners should develop a sound understanding of what is meant by 'the spread of infection', applying this directly to the early learning and childcare environment. Activities should enable this to be explored well, where learners can make clear links between what steps must be taken to reduce or remove infection spread and the benefits of doing so. Learners should have opportunities to understand that this is an important part of the professional role and is not simply just '*cleaning*'. Time should be taken to consider what the consequences might be if prevention measures are not followed in a setting and how serious this can become. Learners should be able to make the link between the prevention of infection spreading and the policies and procedures which will be in place within the setting, furthering their role in the application of these and what this looks like in practice.

Learners also need to be able to describe the hygiene routines which are used when caring for babies and children. They should explore what is meant by 'hygiene routines' and the value and importance of these, linking to the prevention of spreading infection. They should be encouraged to explore different age and stage appropriate methods which can be used with children, to promote good hand hygiene and reflect on the range of benefits this has on the developing child.

Finally, learners need to explain the importance of the role of the early learning and childcare professional in encouraging and promoting hygiene practices in babies and children. They should have opportunities to consider what the adult does and does not do, and what impact it may have on the child and the way that they behave. Take time to reflect on exploring a range of different ways that the professional could demonstrate good hygiene practices and the impact. Learners should understand what is meant by '*good role modelling*' and what this might look like in practice. They should be able to make the link between what is expected of them as part of the professional role and a range of ways that they can meet these expectations.

Outcomes 1(c); 2(d); 3(c) and 4(c)

The learner must — on at least two occasions — clearly explain the role of the adult/professional in meeting the needs of the baby/child.

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. The evidence for all outcomes should be obtained under supervised conditions.

Delivery support section

Advice on delivery and generating evidence

The National 5 unit enables candidates to build on knowledge gained at National 4 or to develop an understanding of the value and importance of appropriate feeding required for babies and young children. Furthermore, it develops an understanding of how to apply knowledge to meet the progressive needs of developing children for them to thrive. Each learning outcome should be explored fully with opportunities for learners to apply the knowledge and understanding they have gained, to prepare for assessment. A range of methods could be used to facilitate this.

It is important to recognise that some learners who wish to work with children may not have had the benefit of experiences of all that is involved in caring and feeding children themselves. Therefore, it will benefit learners to undertake some practical experiences to enhance their understanding. These practical experiences should enable learners to apply the theory taught in practice, to increase their awareness and understanding of processes, and impacts on a range of key themes within the provision of food, drink and care for babies, children and young people.

Experiential learning

As some learners may have had limited experience in a range of processes involved in caring for babies, children and young people, having a built-in practical element in the teaching and delivery of this unit will provide appropriate opportunities to observe demonstrations and participate in their own application of key skills — all of which will support confidence and greater understanding of the importance of the key themes of this unit. It is a good approach to support learners in paired practical experiences, creating a safe and supportive space where they can learn the process/steps and make mistakes in ways which promote discussion and reflection. This will enrich the theory and support candidates to develop clearer links between the theory and their own practice and that of their peers.

There are lots of opportunities within the unit to take time to provide hands on practical experiences, where learners can learn key skills to support their knowledge and understanding. This can include activities such as, a visit to the local supermarket to explore the different formula feed products and carrying out a costing exercise; perhaps they have a fictitious set budget and they have to buy feeding items for a month for a specific age of baby; they could learn to read and interpret the information on the back of the formula feed containers, and raise understanding and importance of only using the scoop provided. Moving on to making a range of feeds in different bottles for different ages of babies; testing out the teat flow and why there are different types and so on.

Learners could plan, source, make, taste and review a range of weaning foods for themselves. Being enabled to develop key life skills needed when making homemade foods to give to children. It may even be possible to provide learners with opportunities to learn how to carry out simple but important skills such as washing dishes, cleaning surfaces and mopping a floor — all of which are part of hygiene practices and routines to prevent the spread of infection, bearing in mind some learners may not have been shown these life skills before.

Employability skills

In these units, learners will have the opportunity to develop the following skills:

- ◆ Communication skills
- ◆ Working with others
- ◆ Working independently
- ◆ Organisation and planning skills
- ◆ Problem solving skills
- ◆ Practical life skills
- ◆ Broader meta skills

Through teaching and learning, the unit provides an opportunity to raise awareness of the importance of:

- ◆ their role and responsibilities in the provision of caring skills and food and drink for children as they grow and develop, understanding how to move forward with the child as they progress
- ◆ having an awareness of possible influences, impacts and ways to support/avoid these
- ◆ the value in developing the positive attitude in their role modelling around food and drink provision
- ◆ the importance of their role in preventing infection and adopting good hygiene practices

Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes. Suggested topics have content that is relevant to National 5 Care and Feeding of Children and Young People, in Early Learning and Childcare.

Topic	Content	Unit
Topic 1	Basic Needs and Development of Babies and Young Children: Pregnancy and its impacts on development. Basic needs of babies and young children. Holistic needs and how they are inter-related.	N5 N5 N5
Topic 2	Meeting the Needs and Development of Babies and Young Children: Benefits of meeting needs for babies and children. Influences on progressive developmental needs for babies and children. The adult's role in providing environments, equipment and experiences to promote growth and development of babies and children.	N5 N5 N5

Topic 3	<p>Feeding of Babies: Exploring feeding patterns and routines of babies. Feeding of babies (including advantages and disadvantages of formula and breastfeeding). The weaning process. Factors which impact feeding and weaning babies. The adult's role in the feeding and weaning process.</p>	<p>N5 N5 N5 N5</p>
Topic 4	<p>Feeding of Children and Young People: Exploring feeding routines and patterns of appropriate food and drink provision for children and young people. Special dietary requirements in food provision for children and young people. National health guidance (including influences) on managing appropriate diets for children and young people. The role of the Early Learning Child Care professional in providing food and drink for children and young people.</p>	<p>N5 N5 N5 N5</p>
Topic 5	<p>Hygiene and Infection Control Promotion: Explore the procedures which prevent the spread of infection within the early learning and childcare environment. Explore hygiene routines used in the care of babies and children. The role of the early learning and childcare professional in encouraging and promoting hygiene practices in babies and children.</p>	<p>N5 N5 N5</p>

Delivery notes — Topic 1: Basic Needs and Development of Babies and Young Children

In this lesson you are aiming to begin the unit by introducing pregnancy to the learners, sharing with them that this is where child development begins and its value and importance. Discuss the adult’s role in maintaining a healthy pregnancy to support a healthy and well-developed baby. Consider providing understanding of how good, well-balanced pregnancy diets, exercise and wellbeing supports a good standard for the baby and their own growth and development, including feeding. A basic understanding of pregnancy and its importance to health and wellbeing should be explored to set the starting point for considering good skills and knowledge in supporting, caring for and feeding the developing child.

Exploring pregnancy and its impact on child development

What is the pregnancy process and how does it work? — activity 1

Take time to bring the class together and discuss what they already know about pregnancy and the process, after conception. Here, you are aiming to provide opportunities to have healthy, positive discussions around the process and dispel any myths or information held by learners which are inaccurate.

As a whole class, discuss ‘pregnancy’; discuss what this is and what the signs and symptoms of it are. Brainstorm together all that the learners already know about pregnancy. Have each learner complete their own table below.

Complete the table individually

Name:

Date:

What I know about pregnancy	Things I have learned about pregnancy

Provide the class with a copy of the class brainstorm, in a photo, for example, and encourage them to paste it to the bottom of the page.

Our whole class brainstorm — ‘What we know about pregnancy’. (Add below)

What is the pregnancy process and how does it work? — activity 2

Building on from exploring what is already known about the pregnancy process, and the discussions held, move the learners forward into exploring the pregnancy process in more detail. Encourage them to work in pairs or groups of three to research the pregnancy process. This is a whole class activity, however, to spread workload, split the learners into groups, each investigating different areas.

Support the learners to make a large timeline chart demonstrating what happens throughout pregnancy and within the different trimesters. This should include what happens in different week windows as the baby grows.

Encourage them to include what the role of the mother is during each of the trimesters — such as when should a midwife be visited and what for? Aim to have a range of responsibilities covered across the groups, such as midwife visits; hospital visits; regular scans, and so on.

Further support the learners to include what the baby needs during these trimesters and week windows to help them grow and develop well and how the mother can ensure that she meets the needs of the unborn baby during the pregnancy. Support their understanding of the link between the trimesters and the start of child development.

Some suggestions of what to include:

The Trimesters	Week Windows
First Trimester	Weeks: 4–7 and 8–12
Second Trimester	Weeks: 13–15; 16–19; 20–23 and 24–27
Third Trimester	Weeks: 28–31; 32–35; and 36–40

Assessor hints: These tasks can be supported by watching appropriate videos of different trimesters and other support materials about the different stages in a pregnancy. Aiming to support knowledge and understanding of the value and importance of how to have a healthy pregnancy. This will support candidates to have a good introduction to understanding that caring and feeding begins during pregnancy; the roles which are undertaken to meet these needs to nurture the child through a healthy birth. This can be the springboard to moving onto breastfeeding and so on thereafter. Explore current and relevant health information around pregnancy wellbeing and enable candidates to build information. Perhaps arrange a visit from an expectant mother. Candidates can prepare questions or have materials

available to share what they have learned with the visitor. Perhaps have a Teams, Google or Zoom call with a local midwife, or parent group. It may be possible to borrow a simulated pregnancy bump from the local medical centre. There are many more opportunities to extend a good solid understanding of pregnancy and its importance for progressive development and health.

Feeding during pregnancy — activity 3

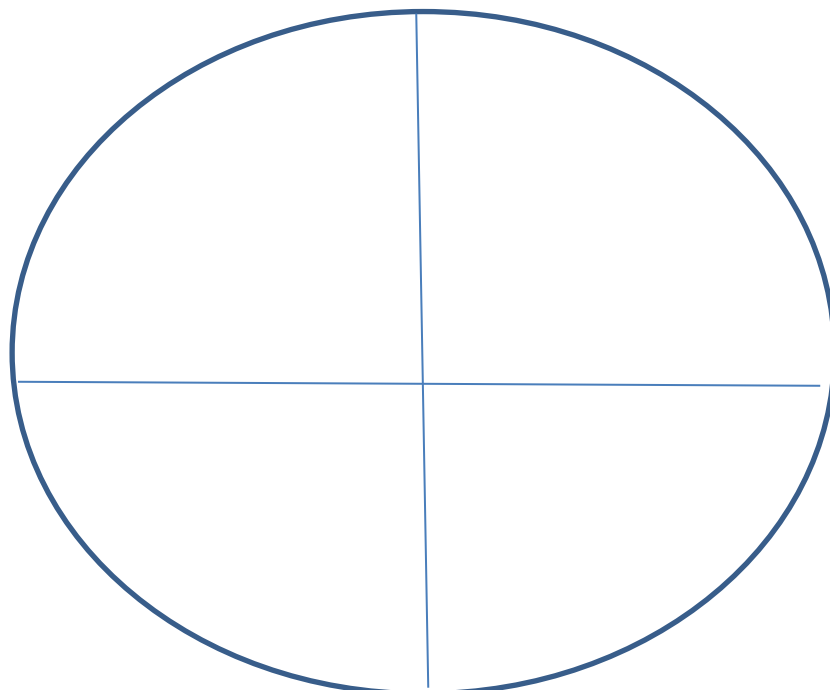
Support learners to develop knowledge and understanding of the healthy, well-balanced options for the pregnant woman and the importance of this for the development of the unborn child. Spend time discussing what they think should be eaten and drank during pregnancy and aim to dispel myths such as *'eating for two means eat what you want'*. Some importance on understanding the need to eat more to nourish the developing baby and consider how emotions and hormones can impact a pregnant woman's feelings about eating — perhaps some comfort eating, eating preferences, and so on.

Putting learners into small groups, support them to work together to create a meal planner for during pregnancy and label the benefits to the developing baby when the mother follows a well-balanced diet. This can be in any relevant form, bringing a creative and expressive approach.

Feeding during pregnancy — activity 4

The aim here is to build further into the consideration for pre-natal child development and the role of the adult in promoting this for the unborn child. Encourage learners to research current and relevant health guidance for pregnant women and the Eat Well Plate.

Support learners to design a visual food/drink plate to promote understanding of how they can eat the required portions, calories and foods to support meeting the needs of the unborn child. Consider including additional information to explain portions/calories and tips and hints for an expectant mother.



Assessor hints: There is a wealth of information available to support this activity, including online resources and organisations with a range of ‘pregnancy food plates’ already devised. After enabling learners to carry out this activity, it could be extended by providing them with a range of the pregnancy food plates you have collected, and have learners reflect on similarities and differences.

Feeding during pregnancy — activity 5

Aim to support learners to develop knowledge on the importance of vitamins and folic acid and what is required during the pregnancy process and why it is needed. Explore the food and drinks which should be avoided, reduced or removed during pregnancy and link back to current health guidance and advice.

Support learners to record the information with reasons in the table which they can then use to draw from. To extend the activity, the learners could create their own information poster/flyer to express the message.

Key points to investigate are:

Investigate the following — using current advice and guidance (NHS Scotland)

- ◆ What is folic acid and why is it given during pregnancy?
- ◆ What vitamins should be consumed during pregnancy?
- ◆ Which foods and drinks should be reduced, and which should be removed/avoided during pregnancy?
- ◆ What is the current health guidance and advice and the importance of following this guidance?

Add the information to the table.

Research the importance of vitamins and folic acid intake, and ways that this can be taken. Research which foods should be avoided, reduced and removed from the diet during pregnancy (linked to current health guidance and advice). This activity could be in the form of a table handout to give to expectant mums, or a large information poster, or any other medium to express the message.

Foods to consume/increase intake	Reasons
Foods to be avoided/reduced or removed	Reasons

Feeding during pregnancy — activity 6

Where there is access a to kitchen space in the centre, learners could participate in practical cookery sessions, making items from their pregnancy meal planners from across the groups and have a tasting session, rating preferences, tastes, textures and calorific values, etc. Encourage a range of different food and drink items from across the groups to avoid repetition, to enable learners to fully benefit from the experience. Support learners to consider food preferences such as being vegan, vegetarian or dairy/gluten-free as well to bringing a different element to this fun session. Teachers/lecturers need to be mindful of food allergies/intolerances and preferences of learners, and ensure that these are managed appropriately and, where required, risk-assess this activity.

Learners could be supported to work in groups — each one making something from their own pregnancy meal planners. Once ready, the groups could come together to have a whole class tasting session and learn more about why each item would support the pregnancy process and the pre-natal development of the baby.

Learners should be encouraged to rate the food and drinks items and complete an individual table while they socialise and chat at the dinner table.

Aim to encourage a supportive mealtime session where learners can reflect on the value of taking time to eat and chat, and how this set's a good example for children and is part of positive role modelling.

Rating: 1 = worst; 5 = best

Food item made	Rating /5	What I thought about this food item and links to pregnancy

Wellness and development during pregnancy — activity 7

Teachers/lecturers are aiming to round off the pre-natal development of babies, and the importance of good pregnancy care, with exercise and wellbeing. Aim to support the learners to understand that, despite being pregnant, good exercise and wellness routines are still possible and healthy for both mother and baby.

Support learners to explore exercise, weight, body and mental health, as part of pregnancy fitness, which is needed for both post- and ante-natal wellness. Share with them and raise their awareness and understanding of following current health guidance and advice, which can support the mother as well as the developing child, and ultimately meeting both of their needs appropriately. For example, a mother who feels confident and comfortable and who takes care of their mental health and wellbeing is well-placed to meet the demands of a new baby, and that of other children in their care.

Encourage learners to work in groups or as a whole class, to create a short video clip/montage or mash-up to demonstrate a range of ways that expectant women could exercise and develop good mental health and wellbeing. Different groups or individuals could focus on different aspects such as demonstrating counting steps and walking briskly; or doing exercises such as light jogging while pushing a buggy; or using household items to exercise; demonstrate yoga or meditation techniques.

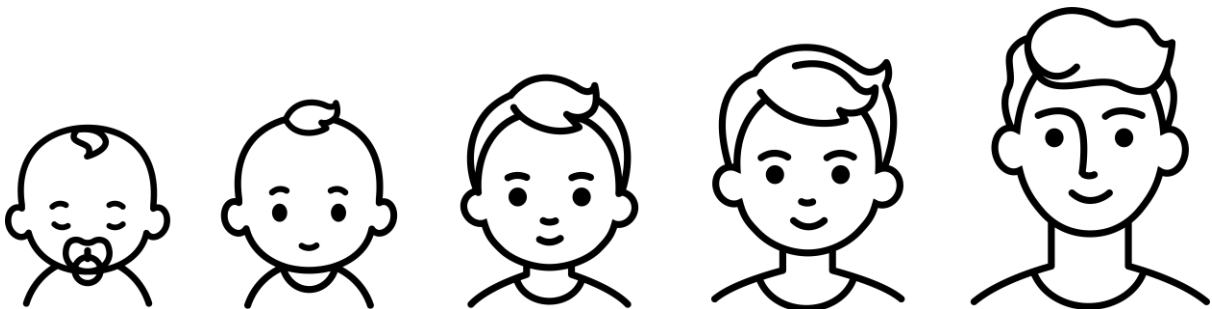
If there is access to outdoor space or a large indoor space, learners could access equipment on offer or even research ways that household items can be used to support exercise. (For example, using tins of beans as light weights). Learners should be supported to research their chosen exercise or wellbeing task and then demonstrate it.

Other ways to document and record could easily be used — particularly where there is a specific additional need or requirement for learners.

Basic needs of babies and young children — activity 1

In this activity, teachers or lecturers are aiming to explore a range of basic needs that must be met to support babies and children to progress and develop well, and to be nurtured, which will support their holistic development and wellbeing and their health overall. This activity will raise awareness that needs are not met just once, but repeatedly.

It is accepted that these needs will be covered many times over and will, at times, increase in urgency depending on changes in circumstances, environment or experiences. We should understand we will be continuously promoting and supporting these needs as part of healthy progressive development. For example, as the child moves through the ages and stages, meets milestones and looks to acquire others, basic needs will need to be met to ensure they can progress in their unique pattern and sequence of development.



Support learners' understanding of what these needs are, what they look like and why they need to be met and continuously met; further supporting the concept of progressive needs and how these change as the child grows older.

These basic needs include:

- ◆ love and affection
- ◆ exploration
- ◆ nutrition
- ◆ warmth
- ◆ sleep
- ◆ rest
- ◆ hygiene
- ◆ exercise
- ◆ praise and encouragement
- ◆ intellectual stimulation
- ◆ fresh air
- ◆ socialisation
- ◆ discovery
- ◆ play
- ◆ communication
- ◆ safety

Teachers or lecturers should discuss as a whole class what ***each of these needs*** mean.

Work with the learners to create an agreed definition ***of each basic need regardless of age range***, reflecting on what each one is related to in the life and development of children. (There are 18 definitions in total).

It might be useful to also draw from dictionary definitions. (*Information collated can be used to support further knowledge in this unit as well as across other units such as Play and the Development units.*)

It may be useful for learners to record this in a table or other template in order for them to draw from this at a later point.

Teacher/lecturer hints: This exercise will enable candidates to create a resource of their own to draw from throughout the unit and across the Skills for Work course. Take time to explore the different needs and in particular, where ‘and’ is emboldened. It is important to explore what each is about even when they link closely together. For example, what is meant by ‘rest and resting’? This is not the same as sleeping, but they are closely linked. To promote good healthy appetites and development (including promoting mental health awareness) we should explore what rest looks like and why children need to do this.

Also consider what ‘love’ is and then what ‘affection’ looks like. Again, these are linked but it’s valuable to separate them in teaching and delivery. Consider also what ‘praise’ looks like and how this is different from ‘encouragement’, but how they are linked. Take care when delivering to raise some understanding that these differences can support understanding of holistic development as well as supporting the role of the adult in meeting these needs. (This links well with the working unit.)

Example of a definition chart that might be useful

Love and affection	Exploration	Nutrition	Warmth	Sleep	Rest	Hygiene	Exercise
Praise and encouragement	Intellectual stimulation	Fresh Air	Socialisation	Discovery	Play	Communication	Safety

How basic needs change with the developing child — activity 2

In this activity, support learners to further develop their knowledge and understanding of the basic needs of children; taking this further by now identifying a range of ways that each need could be appropriately met within each of the age ranges. You should explore the different ways that each basic need could be met, for example:

- ◆ Food — adults can provide a well-balanced and healthy diet.
- ◆ Love — give cuddles and tell the child they are loved.

Support learners to consider what types of situations and circumstances they would expect to find children in within each age range first of all. What needs might the child have?

Situations/circumstances and environments:

For example, 0–3 years — in the home full-time; in daycare or with a relative part-time; attending different groups such as PEEP, baby sensory, massage, swimming lessons, etc. Then enabling them to begin to make the relationship between environments, circumstances and situations to that of having particular needs met.

Meeting needs in situations/circumstances and environments:

For example, the 3-year-old who overcomes their fears and anxieties by jumping into the water during swimming lessons without their parent or carer may need **encouragement** to be brave and jump in and then **praised** when they do it successfully.

Begin by having the learners move into their four main chosen groups (one group per age range). Then as a whole class, create a list on the whiteboard of as many environments, situations and circumstances that children in different age ranges may be in. Discuss what different ways needs have to be met within each one. Delivering this way around can support learners to establish relationships between where a child is and what they might be doing and ways that needs can be met.

Support learners in this activity, through working in groups where they can discuss, agree and complete then work together to complete the table, for their specified age range.

Each group's completed table should be checked over and then shared with the other groups.

Different ways that each of the needs could be met across the age ranges. (Each group should take a different age range).

Age ranges: 0–3 years, 3–5 years, 5–8 years, 8–12 years.

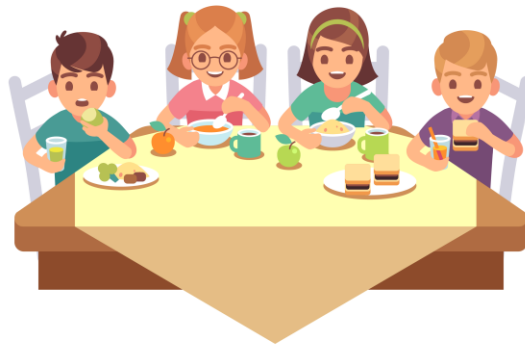
Age range:	Ways that the needs can be met appropriately for this age range
Love and affection	
Exploration	
Nutrition	
Warmth	
Sleep	
Rest	
Hygiene	
Exercise	
Praise and encouragement	
Intellectual stimulation	
Fresh air	

Age range:	Ways that the needs can be met appropriately for this age range
Socialisation	
Discovery	
Play	
Communication	
Safety	

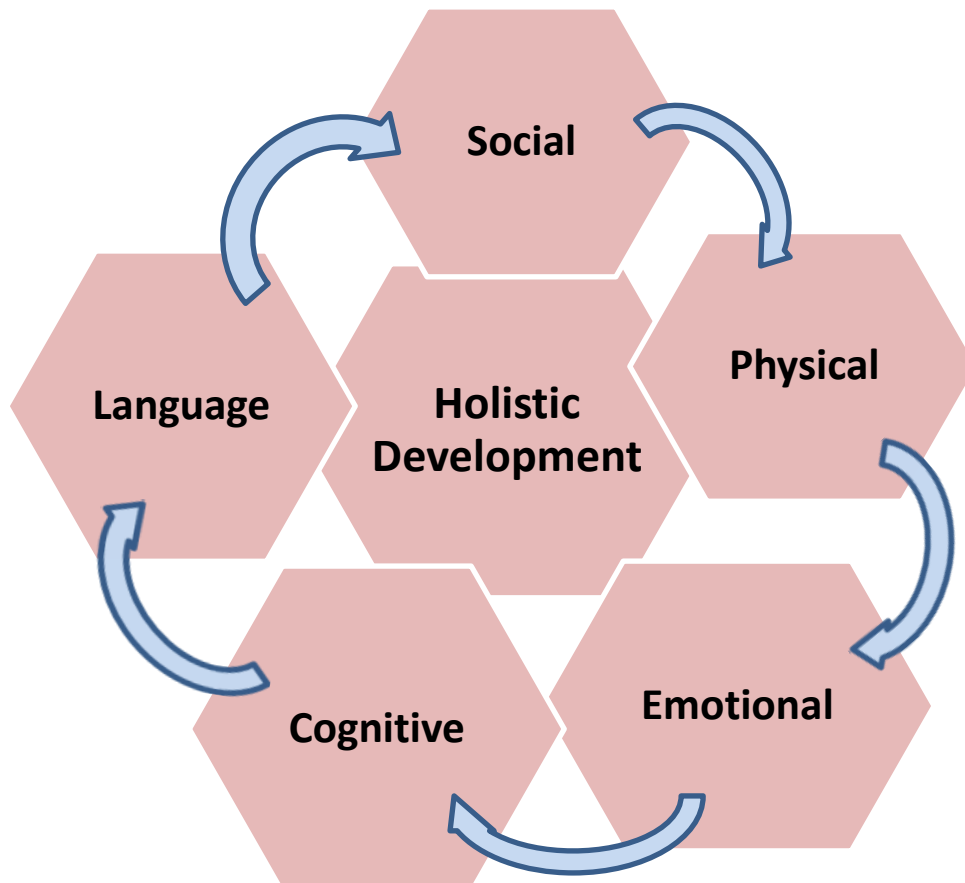
Holistic needs and how they are inter-related — activity 1

Read over this handout and discuss it as a class. Complete the notes section at the bottom.

Teachers/lecturers in this activity should read over this handout with the learners, ensuring all learners’ needs are met in doing this such as accessibility and tools for those who require them. Discuss with learners the ways development is holistic and why it is important to meet all the needs of children in appropriate ways. Learners should be drawn into understanding how holistic development is promoted when meeting basic needs of children. Aim to make relationships develop from the **caring and feeding angle**, to social, physical, emotional, cognitive and language (SPECL) and the concept of the ‘whole child’ and ways that development is inter-related.



It is important to consider the range of ways that basic needs are 'holistic' and integral to the successful progressive development of children. Holistic development refers to understanding the 'whole of the child' and not just one aspect. In providing nurturing environments where children can learn and grow as leaders in their play, holistic development can be promoted. The five aspects of development: social, physical, emotional, cognitive and language are all inter-linked and inter-dependent, and integral to developing the 'whole child'.



It is understood that the more steps within activities, tasks, and experiences that a child participates or leads in, the greater impact on their whole development. The greater the child's participation, the greater the outcomes and the greater the impact on their whole development there is. Keeping this in mind when caring and supporting children is key to ensuring that adults are enabling experiences, opportunities and environments to be rich for the children in their care.



Learning and development are considered a continuous action — one which a new-born baby does instinctively from birth and continues at their own rate and pace. Each child and young person will progress in their own way and at their own rate. There are no set rules for when a child stops being a baby and starts being a toddler or from an older child to a teenager. All children develop at different rates, but developmental milestones usually follow the same sequence.

The development of the child is integrated and, although aspects of development are studied separately, it is important to recognise that children develop in an integrated, holistic way.

The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development. Sometimes this may also have a negative side in those children who fall out with the norm and might be labelled as different.

Development is determined partly by heredity and partly by the environment. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills, they will also be developing language and cognitive, social, and emotional skills.

Recap of aspects of development:



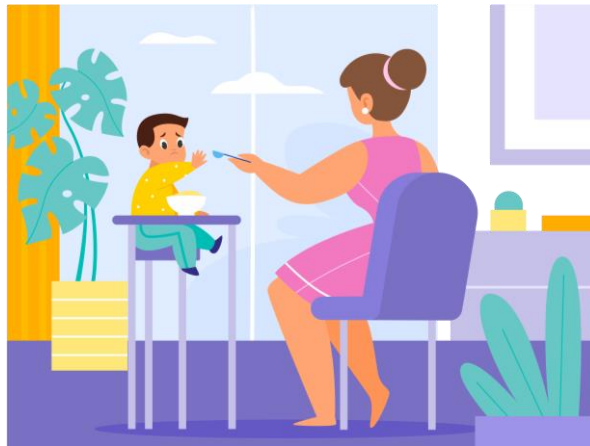
Social development is developing an awareness of other people and being able to demonstrate appropriate reactions to them. It is also linked to the ability to follow instructions, understand them, and apply behaviours which are socially appropriate, such as knowing when to say please and thank you, and being able to wait and take turns. Linking to feeding, babies and children need to learn that mealtimes are social events and to be able to experience this; they could also support setting the table and clearing away as part of sharing and taking turns.



Physical development relates to the development of the whole body including gross and fine motor skills. Milestones relate steps children take and overcome and succeed within in order to move forward such as being able to sit unsupported, rolling over and crawling and changes in their body at puberty. It is also concerned with the physical changes from baby to teenager. Linking to feeding, babies being encouraged to hold and use a plastic spoon; or fine motor skills needed to spread jam on toast are examples of fine motor skills.



Emotional development is learning about feelings as well as a sense of self and personal awareness in appropriate ways. Milestones that relate to expressions of emotion are empathy, sympathy and kindness. It is also concerned with self-confidence, self-esteem and self-management and regulation of feelings. Linking to feeding is being able to express likes and dislikes when developing tastes of foods, enjoying the company of others during snack times, and feeling a sense of pride and confidence when learning to cook, such as smiley face pizzas.



Cognitive development is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory. Learning numbers, shapes and colours are also linked to cognition, as is being able to think abstractly and use memory to investigate, experiment and test ideas and theories. Linking to food, children can experiment with new tastes and textures and learn to accommodate those as part of their new foods; making choices over what to make to eat or drink and testing out ideas for ingredients in a smoothie.



Language development is about learning to speak and communicate. Milestones include early babbling, using single words, holding conversations, and debating from a reasoned point of view. Linking to feeding, repeating simple words during feeding routines, such as Ta! and 'nana' (for banana); children can learn the names of different ingredients when exploring baking and cooking.



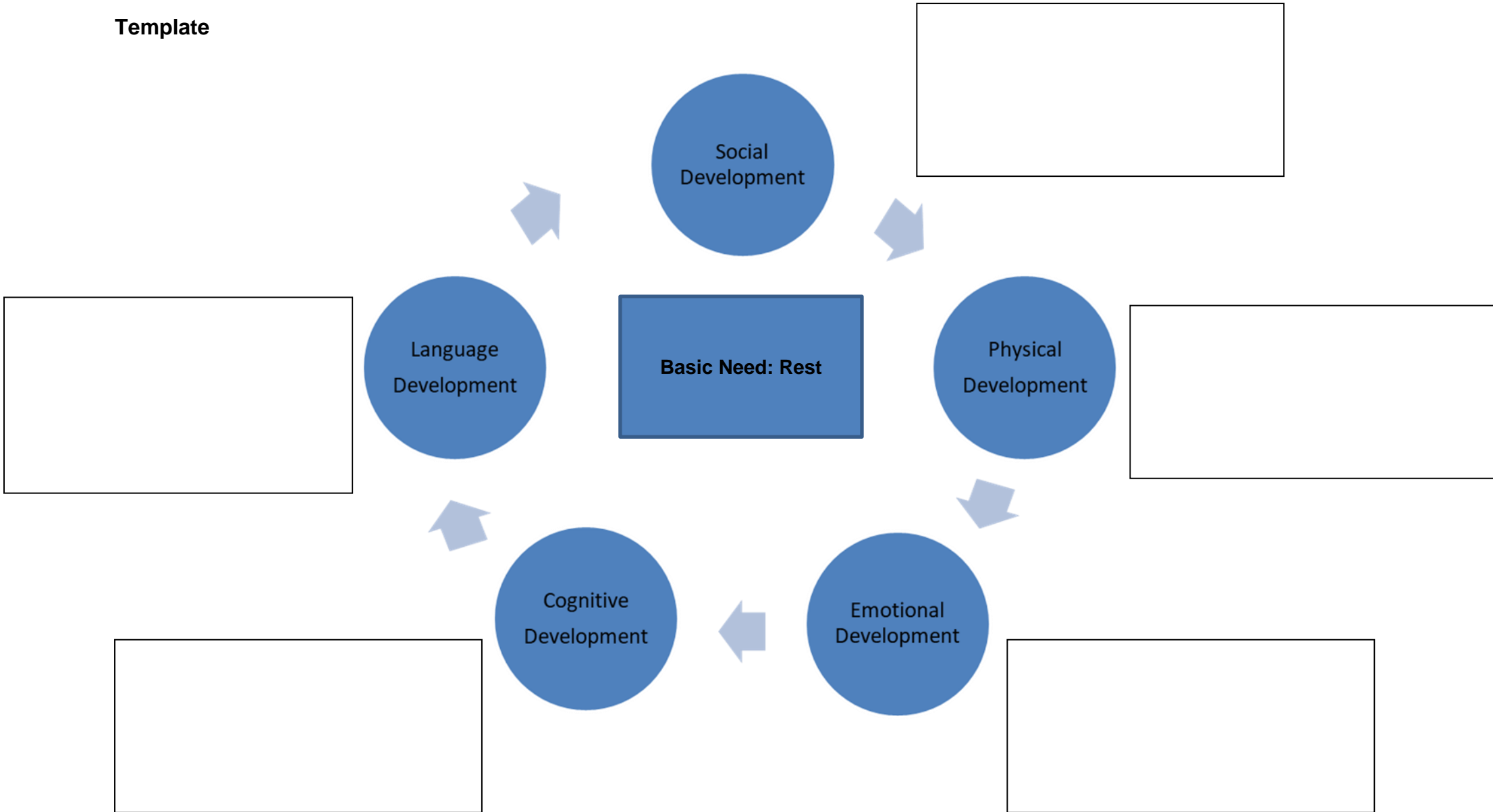
Things I have learned about holistic development and the needs of children:

Holistic needs and how they are inter-related — activity 2

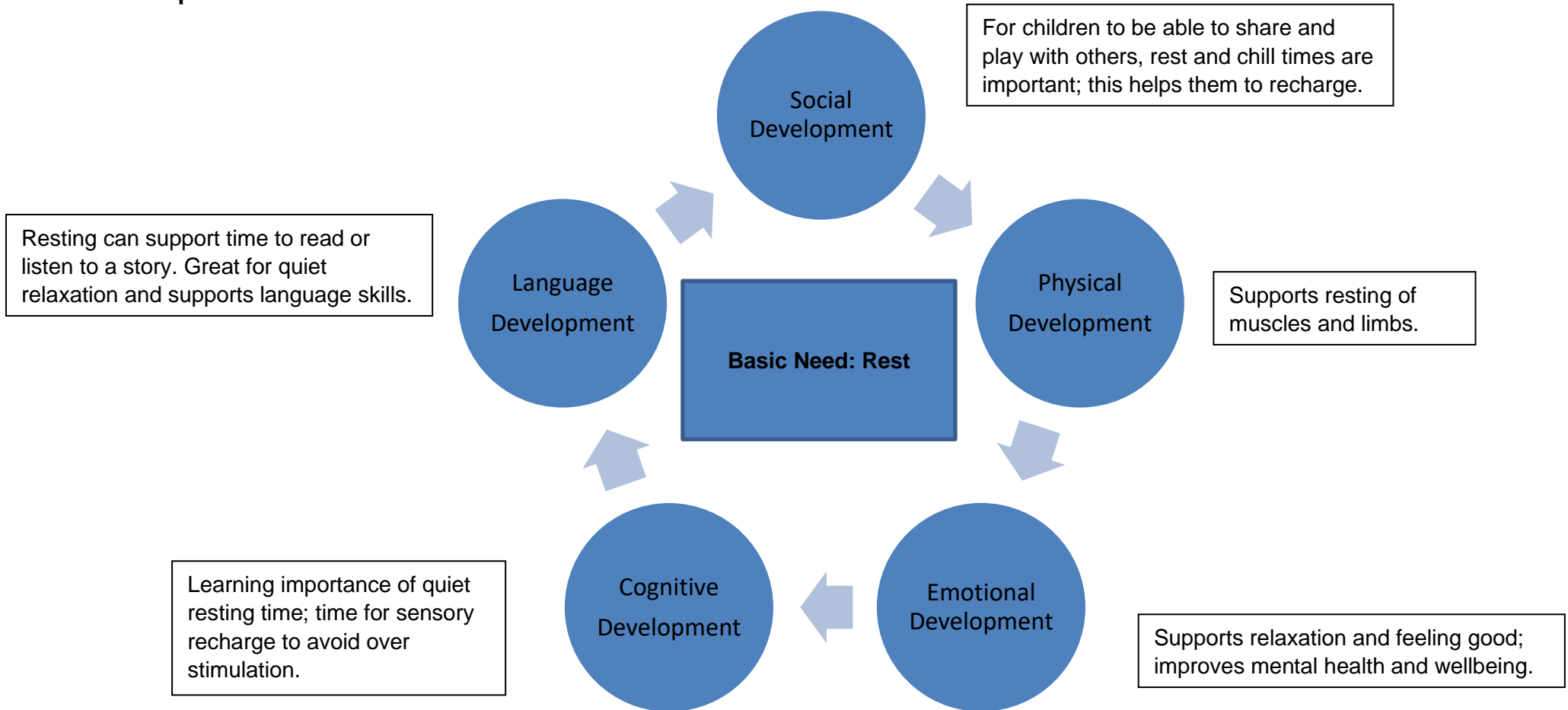
In this activity learners are to be encouraged to identify a range of ways that one chosen basic need can be met, to support holistic development. Encourage learners to draw from previous activities and knowledge to help them. Provide a blank template to work on (see below for the example and template).

In pairs or groups, explore a range of ways that when the basic needs are met, that will further promote a child's holistic development.

Template



Example answer



Teacher/lecturer hints: This activity could also be delivered in groups to cover the different basic needs, giving each group two to complete, for example. These could also be printed on A3 size paper with four versions of the template on the one page, and the group can work on more basic needs. As an extension they could be encouraged to add copyright-free images or draw pictures to illustrate each basic need and then this can become more of a poster which could be added to a wall display. If there is access to a local early learning and childcare setting, this activity could be further extended to have the groups create a basic needs checklist based on what they added to their posters in this activity; then when in the local setting, tick the times that they observe these needs being met and even perhaps in some of the ways they identified them in this activity. For example, how many times praise was given, verbally or in the form of a high-five gesture. If a setting is not possible then watching an appropriate and relevant programme or video may support this extension — such as Secret Lives Series. This activity will also support learners in their knowledge and understanding of basic needs and holistic development linked into other Skills for Work units at National 5 including the *Development and Wellbeing of Children and Young People* and *Care and Feeding units*.

Holistic needs and how they are inter-related — activity 3

Continuing with supporting learners to develop a sound understanding of development, how the aspects are inter-related and what this means in practice linked to basic needs; in this activity teachers/lecturers need to support learners to visually see the possibilities when considering child development.

Provide learners with a range of materials and support them to create their own **five aspects** of development cards; it is important to not join Social and Emotional together for this activity. The idea is to enable learners to understand that all aspects link and interrelate and they also need to see what these aspects are separately. For example, what is the emotional aspect about, separate from the social aspect.

In delivering in this way, learners are able to understand the individual elements of each one as well as how they work together.

Resources:

They will need card (this could be in assorted colours for each aspect of development), pens, and stencils; could also provide images below for them to colour and glue onto the card; discussions with learners about materials they wish to use is to be encouraged. Layout for independent choice and encourage creativity and personalisation.

Encourage learners to create their own flashcard per aspect of development — they will need a total of five and the word of each aspect needs to be big and easy to read from a distance.

Once these are made, show a slide show of different images of activities which children of different ages and stages are participating in. For each image, ask the candidates to arrange their development flashcards in the order of where they think *the most development is being promoted to the least in the activity shown*. For example, on looking at an image of children playing football, the learners may arrange their development in this order:

1 = Physical, 2 = Social 3 = Emotional 4 = Cognitive and 5 = Language.

Others may arrange them as:

1 = Physical, 2 = Cognitive, 3 = Social, 4 = Language and 5 = Emotional.

The aim of the slides being shown is to empower candidates to visually decide the order in which the five aspects might be promoted, further promoting opportunities to consider individuality, different patterns of development and the different ages and stages.

The point here is to provide the learner with the opportunity to see that it may be perspective on what is learned the most in different circumstances/experiences. This lends opportunities to discuss and debate the different choice and to consider their reasons for their choices; enabling discussions to be held that may question the order of the most to the least development being promoted and what might happen within each experience that might influence the order changing. For example, if different resources were added or if the adult enabled the children to lead more — does this somehow impact the order of development?

Teacher/lecturer hints: Within the slide show, some images of activities/experiences that the learners have completed during the course could be added, such as asking them to arrange the order of their own development in each image. This can further support them to reflect on their own development being ongoing, and progressive. Learners should retain their cards and revisit this visual activity, throughout course delivery (which will link really well in other units of the Skills for Work course, including the *Play and Development and Wellbeing* units). This will continue to support candidates to learn, understand and embed how SPECL and development works, and is inter-related and holistic. Being able to see it in many things they learn and practical things they do will really support them to adopt a sound understanding of development.

Delivery notes — Topic 2: Meeting the Needs and Development of Babies and Young Children

Benefits of meeting needs for babies and children — activity 1



In this activity, take time to consider the range of benefits that there are when adults meet the ongoing and progressive needs of babies and children as they grow and develop. Support learners to draw from what they have already learned and enable them to extend this further to consider the benefits.

Ensure that the learners cover the different age ranges (linked to the unit) as well as aiming for a range of benefits covered. Provide time for whole class and group or paired discussions.

Take time to discuss in more detail and then complete the chart.

The Need (cover different age ranges)	The Benefits

Influences on progressive developmental needs for babies and children — activity 2

Teachers/lecturers should support learners to consider, as a whole class, what influences there might be on the progressive development of babies and children. Enable them to reflect on what children need in terms of care and feeding specifically, and what may influence this.

Here are some suggested influences to support the discussion:

- ◆ Familial pressures
- ◆ Religious observance
- ◆ Finances
- ◆ Practical Skills (or lack of these)
- ◆ Limited knowledge
- ◆ Different culture/English as a second language
- ◆ Addictions
- ◆ Unemployment
- ◆ Accessibility (local shopping)
- ◆ Area/location of where people live
- ◆ Challenges with reading, writing or money management
- ◆ Lack of confidence



Learners should keep notes that they can they draw from for further investigation and to support their final presentation.

Working individually, provide a range of resources to support learners to create an academic/paper-based poster highlighting the influences and how they impact the developmental needs of babies and children.

Influences on progressive developmental needs for babies and children — activity 3

Teachers/lecturers should support learners to consider the importance of knowing and respecting all children and young people as individuals, and that the prime role of all early learning and childcare services is to promote the development and wellbeing of children and young people.

Encourage learners to research the Rights of the Child and what this means in terms of meeting the basic needs of a developing child. Explore the United Nations Rights of the Child (UNCRC) and make relationships between the basic needs of babies and children and the role of the adult in promoting their wellbeing and health in doing this.

They should each create an information flyer aimed at parents in a nursery setting gaining a more informed understanding. The UNCRC should be referred to and links included for the parents to read more about it for themselves.

Adult's role in providing environments to promote growth and development of babies and children — activity 4

The aim of this activity is to break down delivery to support learners to understand the role of the adult in providing suitable environments for the babies and children in their care. Go over this importance with the learners and discuss the relationship between the environment and the adult in promoting growth and development and, in particular, caring and feeding.

The ways that adults provide the most appropriate environments is key to ensuring babies and children's needs are met well. Environments need to be created to suit the age and stage of children and change as the child changes and grows. For example, the space to play for a baby 0–1 year old looks different to that of a child 1–2 years old, and from a child 3–5 years old and so on. Adults need to understand how to alter environments to ensure the needs of children are met and to further enable them to learn and enjoy experiences which support their holistic development.

Discuss:

Take time to support learners to consider a range of different environments that children are exposed to; including discussing the need for importance and great care to be taken to ensure good safety as well as measured risk in order to challenge children and support them from being risk averse.



Record:

Working with others, list as many different 'environments' that babies and children may find themselves in (reflect on appropriate spaces for their ages and stages).

Then from the list you have created, select **two different environments** and make suggestions on the most appropriate ways to prepare, set up and clear away these spaces.

Research:

Look at the list below, then begin researching the role of the adult in preparing and providing the correct **environment** for each of these caring responsibilities to take place.

- ◆ Changing a baby's nappy
- ◆ Dressing and undressing
- ◆ Bathing a baby
- ◆ Bathing a child of 2–5 years old
- ◆ Feeding a baby
- ◆ Feeding a child of 2–5 years old



Plan:

Choosing **one** of the caring responsibilities from the list (below). Write out the steps the adult should take for good **preparation and provision** of a **safe and appropriate environment**.

- ◆ Bathing a baby
- ◆ Bathing a child of 2–5 years old
- ◆ Feeding a baby
- ◆ Feeding a child of 2–5 years old

Continuing with the same caring responsibility, **include the equipment** that the adult will need to meet the needs of the child.

Finally using the same caring responsibility, now **describe what the experience** should be like for the child. (What should the adult's role be in meeting this care need as well as promoting the child's development at the same time?)

Adult's role in providing environments to promote growth and development of babies and children — activity 5

Following on from activity 4, support and encourage learners to record their ideas into the planner provided. This will support learners to see at a glance the relationship between the caring responsibility across different ages, with the adult's role of the appropriate environment, equipment and positive experience.

Once learners are in five different groups, encourage each group to cover a different age range (see below).

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age)
- ◆ Teenager (secondary school age)

The first age range has been prepared as an example. Provide the blank planners to each of the groups. Once the planners have been completed, support the groups to feedback their responses and consider similarities and differences across the age ranges.

Baby (birth to 18 months)

Adult Caring Role	Age and Stage	Environment	Equipment	Experience
Bathing	0–1 year			
Bottle Feeding	0–1 year			
Changing a nappy	0–18months			
Weaning	6–12months			
Dressing/ Undressing	0–18 months			

(Blank planner).

Adult Caring Role	Age and Stage	Environment	Equipment	Experience

Teacher/lecturer hints: The blank planners could be blown up to A3 size, with each group having one to share. Collate the responses and share the group planners with each learner for their folio. This will be useful for other units at National 5 as well. In the first instance, the first age range 0–18 months could be completed as a whole class, to support learners’

confidence in proceeding with the activity in their groups and in this instance reduce the groups to four, to cover the four remaining age ranges.

Adult's role in providing experiences to promote growth and development of babies and children — activity 1

In this activity, teachers/lecturers should support and extend the learner's knowledge and understanding of providing positive experiences for children, and the benefit this has on the healthy growth and development of children in their care. Consider the focus on their skills and attributes being at the centre of this, such as being motivated; enthusiastic, focused and kind.

The experiences which are provided to babies and children will shape them and their development. Good, varied experiences are essential to promoting sound holistic development and with good solid planning, can be done easily and well.

The key to good experiences is to ensure they are age and stage appropriate and have a good balance between challenge and familiarity. When providing familiar experiences for children they can 'practice and consolidate' skills and learning which may have already taken place at other times. When providing some challenge as well, they are then able to 'stretch and test themselves', which may include some elements of risk and the need to self-assess and manage risk.

All of this is essential to providing good experiences which enrich learning. Adults should aim to include the child as much as possible from the planning, preparing, implementing, and tidying away; this is clearly age and stage appropriate. The more involvement a child has in the experience, the greater they invest and engage, and the more independence and leading they do, enables them to develop broader skills. The confidence of adults to enable and empower children will further support greater success in experiences which carry greater meaning for the child.

Consider and reflect on this experience. Which scenario will provide greater learning?

Scenario 1a:

The professional brings chairs and highchairs around for the baby room children to explore sensory foods. They have prepared a tray ready with a range of food items. The food items include cold custard, jelly and baked beans and are placed in trays and put in front of the children. Aprons are put onto the children by the adults and there is some talking with the children as they play and explore the food items. There are some tools and plastic cutlery on the table for them to choose if they wish.

Scenario 1b:

The professional has decided to do a sensory play session around the dinner table and with babies in their highchairs too. Some of the older children are asked to try to put on their aprons, and with support adults enable them to do this and pull over the Velcro straps. Some of the older children are asked to collect the plastic cutlery and lay them on the table. They offer lots of praise and encouragement when they do this. The adults encourage the children to choose a tray and then to scoop or spoon the different food items onto their tray.

Those in highchairs are given food items directly onto their trays and offered a plastic spoon. The adults chat to the children as they play and use key words like, yummy, tasty, cold, or wet to support language. They encourage the children to choose and use tools and cutlery in their play. Once the play session is over, the older children are encouraged to help tidy up, such as washing the tables down and collecting the tools and washing their own hands.

Questions:

(Give reasons for your answers.)

- 1 Which scenario will support these children's caring and feeding skills the most?
- 2 Explain the differences between the role of the professionals in scenario 1a and 1b.
- 3 Do you think in both scenarios that the professionals promoted development? Discuss your answer, giving reasons.
- 4 Explain 'the children's engagement'.
- 5 Explain the ways that holistic development was being promoted in one of the scenarios and the benefits that this has on supporting the children's progressive development.
- 6 In your opinion, explain the value and importance of involving children in experiences in order to promote ongoing development and to promote good caring and feeding skills.

Reflect and record:

Reflect and record what you have learned in this task. How will you use this information to support you when in direct work/caring for babies and children?

Encourage learners to make notes and retain these and add to their folios; they can draw further on this later.

Adult's role in providing equipment to promote growth and development of babies and children — activity 2

Support learners to explore a range of equipment which is required to meet the wide-ranging needs of babies and children. This should begin with covering the different ages and stages (learners can draw from notes and previous activities to support them).

Learners can make equipment lists for a specified age and stage in order that, across the whole group, each range is covered, and work can be shared.

They could be supported to consider specific caring responsibilities or experiences and link the appropriate equipment:

- ◆ Making a healthy snack with children
- ◆ Weaning a baby
- ◆ Formula feeding a 6-month-old baby
- ◆ Setting the table for snack with child helpers
- ◆ Tidy up time in the playroom
- ◆ Dealing with mud on the carpet in the playroom
- ◆ Snow melting on the cloakroom floor
- ◆ Warming up soup for lunch and so on.

Teacher/lecture hints: Learners could share different caring responsibilities after having this list above shared with them, to see what others they can add. Then they could select some and brainstorm/list in their groups using large paper and marker pens. Each group could select different caring responsibilities or circumstances or experiences, to ensure no repetition. They should be encouraged to feedback to the class when done and to engage in healthy debate, for ideas to be challenged and reasoned well.

Delivery notes —Topic 3: Feeding of Babies

Exploring feeding patterns and routines of babies — activity 1

Aim to raise awareness of the different feeding patterns and routines of babies and to support learners to understand and develop sound knowledge of what this looks like as the baby grows.

Encourage learners to research the feeding patterns and routines of babies — focusing on what babies' intake is across the 0–18 month's age range.

Consider what the 'patterns' are in feeding and how these are determined by size, weight, and week of a child's development.

Learners should retain their notes.

In this activity, provide learners with some time to investigate for themselves, you may wish to provide this task in pairs.

Let's explore the different feeding patterns and routines of babies to raise awareness and understanding as well as to develop a sound knowledge of what this looks like as the baby grows.

Working individually or in pairs, research and investigate the feeding patterns and routines of babies — focusing on what babies' intake is across the 0–18 month's age range.

Investigate what the 'patterns' are in feeding babies and how these are determined by size, weight, and week of a babies' development.

Ensure learners keep a note of the information found and the sources gathered from.

Formula and breastfeeding — activity 2

In this activity, encourage learners to investigate through researching a range of mediums, including the internet, appropriate and reliable webpages, journals, textbooks and so on. They should be encouraged to source up-to-date and current information on the following themes linked to feeding babies:

Investigate breastfeeding babies:

- ◆ Benefits of breastfeeding babies
- ◆ Society's attitudes towards breastfeeding
- ◆ Positives
- ◆ Negatives
- ◆ The role of adults



Investigate formula feeding babies:

- ◆ How does formula feed work
- ◆ Benefits of formula feeding babies
- ◆ Positives
- ◆ Negatives
- ◆ The role of adults

Encourage learners to retain their notes and share their information with the class as they feedback on some of the information they have found.

Formula feeding babies — activity 3

Support learners to identify and record the steps needed to make a formula feed accurately and safely for a baby. They will use this as their guide for their practical simulation of making a formula feed in the second part of this activity. Support learners to create the steps, then discuss it with them and have them correct any missteps or inaccurate information. Provide the learners with a demonstration of how to sterilise, make and prepare a formula feed.

Steps for making a formula feed for a baby are:



Formula feeding babies — activity 4

Practical simulations — Support learners to use their step-by-step sheet as a guide during their practical caring skills simulation. Encourage paired or groups of three for this activity to provide support and to promote self-esteem. Have a range of groups carrying out this task at the same time. Encourage learners to create feeds for babies at different weeks in their development.

As they practice, have them record in the table below the different feeds they have made, and a short description of what they did each time and reflect on how it went.

Support learners in peer review writing with positives as well as something to work on. (This also links well to the Working with Children and Young People unit)

Complete the handout.



Age by week and weight Formula used	Describe what happened and reflect on how you think you did.
Peer review (reviewer's initials and date)	Describe/comment on how they got on.

Teacher/lecturer hints: This activity works well where there are different stations on offer at the same time, which supports all class members to be busy. A station where taking bottles apart and rebuilding and practicing (without formula and water) moving through their steps using their step sheet could be included; a station for making feeds for the first month could be offered; a station with the next month and so on; having sterilising machines as a station as well is also good in this activity should you wish to link it in. Finally, a space for writing up the final table above could also be included. This is a busy activity, however lively and enjoyable.

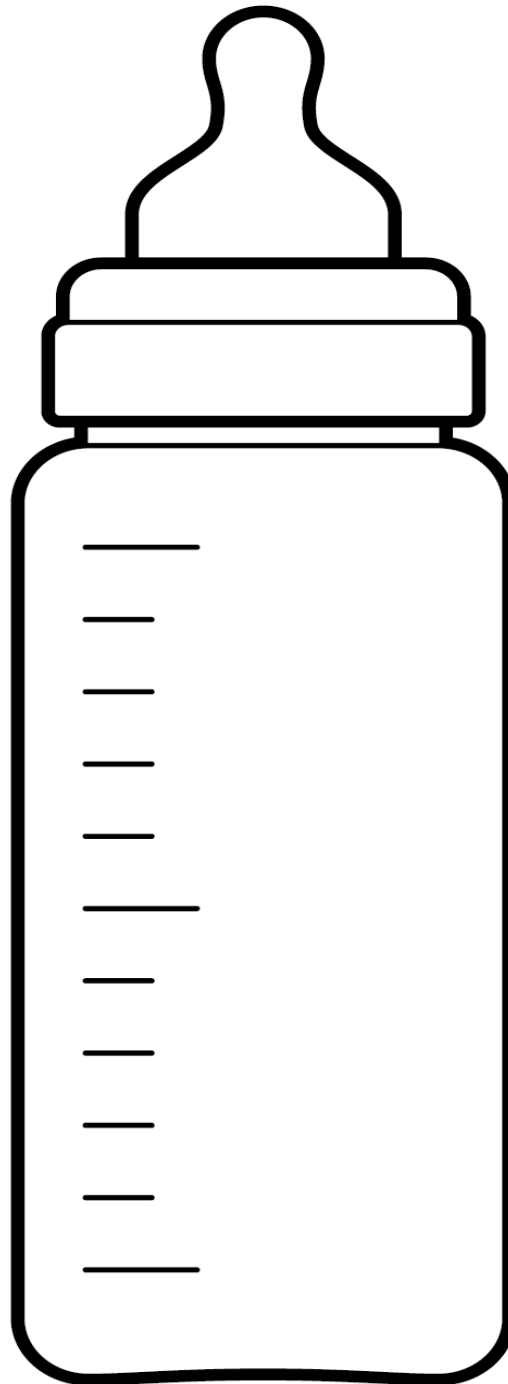
Formula feeding babies — activity 5

In this activity, provide the handout to the learners and have them label the parts of the baby bottle. This activity could be added in as part of their practical simulations in activity 4.

Name:

Formula Feeds.

Using this image of a baby bottle, label each of the parts and add in what steps are needed in making the correct feed for a baby.



The weaning process — activity 6

In this activity, begin introducing learners to the 'weaning process'; spend time reading over the text with the group and supporting their understanding.

This is a gradual introduction of solid foods over time which replaces a full milk (breast or formula) diet. This usually begins around six months and runs alongside a milk diet.

The weaning process includes tastes and textures. It is important to be aware that baby's digestive systems are not capable of processing, digesting, and absorbing lots of complex foods, therefore understanding what to feed babies and when is important. If babies are weaned too early, they will not be able to break foods down and can put strain on their immature kidneys. Therefore, it is important to remain on a full milk diet and look to slowly introduce solids around 6 months.

As babies are growing and developing, they will need more intake as they become bigger, and this will be more than milk come time. It is important to wean according to each baby's pattern of development and where they are as they grow; doing this ensures they can have a diet which is best suited to them and their needs.


It is an innovative idea to batch cook or prepare foods ahead of time, which can be stored and frozen until needed. An innovative idea is to freeze foods in ice cubes trays — this enables the adult to defrost cubes of food when needed.

Support learners to investigate the following age range and use this information to create a weaning planner. It may be greater support by working individually on the research task in Step 1 and in a pair or three for Step 2.

Step 1: Research weaning babies 6–18 months. Keep notes of what you find out.

Step 2: Make a weaning planner for a parent — one that they can use to help them to introduce a variety of tastes and textures from 6–18 months.






Layout could look like this:

Foods	6–7 Months	7–9 Months	9–12 Months	Over 12 Months
Vegetables 				
Fruits 				
Dairy products 				
Meats 				
Cereals 				
Fish 				
Finger foods 				
Drinks 				

Feeding older babies — activity 7

Support learners to research a range of food and drink ideas for an older baby who is coming to the end of the weaning process. Encourage them to explore a range of diverse recipe ideas to promote health, tastes and textures and encourage chewing.

Plan a menu for an older baby

Meal	Including meat 	Vegetarian 
Breakfast 		
Mid-Morning snack		
Lunch 		
Afternoon snack		
Dinner 		

Once the menu has been planned, support learners to further research a range of foods (appropriate for the age of a teething baby/toddler) which can alleviate some of the discomfort during teething periods. *For example, foods to cool and soothe and gently numb; and foods for sucking or biting on.*

Scenario:

You are working in Sunny Day Nursery’s baby room. You have several babies who are currently teething. In your team meeting you are discussing food ideas to support the teething children. Make a list of different foods that your team could use to support the babies in this important milestone.

Foods to support teething:

Plan a menu for a toddler

Meal	Including meat	Vegetarian
Breakfast 		
Mid-morning snack		
Lunch 		
Afternoon snack		
Dinner 		

Factors which impact feeding and weaning babies — activity 8

In this activity, support learners to discuss and debate; this is an opportunity to explore preferences, understand differences of opinion and consider how this then can impact the feeding and weaning process of meeting the needs of children. Support their understanding and awareness that personal experiences from childhood or personal values play a part in the role of the adult, particularly in feeding routines.

Step 1: As a whole class or in groups, discuss and debate the following topics about food:

- ◆ What age should adults introduce processed foods?
- ◆ What age should adults introduce sweets and chocolate?
- ◆ What age should adults introduce fizzy drinks?
- ◆ What are treats and rewards and should adults use food for this?

Feedback and vote on your responses to each of the topics. Learners should be encouraged to participate and share their opinions.

Some considerations could include:

- ◆ What were the outcomes of the debate?
- ◆ Did everyone agree?
- ◆ What impacts could each one have on the weaning and feeding process and feeding toddlers?
- ◆ What long-term impacts might introducing these early have on developing healthy food habits as the child grows?
- ◆ Would any of these negatively impact children's development?
- ◆ Do any of these meet the needs of children?

Encourage learners to retain their notes on what was discussed and add it to their folio.

Provide time for research into the following as part of step 2 in this activity. This may be easier as a group task.

Step 2: Research what might negatively impact feeding and weaning.

Consider the importance of 'consistency' and being 'prepared'.

Find out about 'family meals and socialisation' during the weaning process.

(What is this and what are the benefits?)

Some suggestions:



- ◆ Familial pressures and expectations
- ◆ Cultural differences (such as adding chillies to foods earlier than in UK)
- ◆ Incorrect advice handed down (such as adding rice to a formula feed)
- ◆ Feeding separately instead of with all the family and at the dinner table, and so on



Encourage learners to retain their notes on what was discussed and add to their folio.

Factors which impact feeding and weaning babies — activity 9

This is a paired or individual activity — it may also work as a group task, depending on class size and preferences of the learners. Support them to investigate and identify in their own words what each of the food categories actually means. Once completed take time to feedback and clarify each one to ensure all learners have a correct understanding.

Research and write definitions for the following food categories:

Food categories	Definitions in my own words
Food intolerance 	
Food allergy	
Gluten-free 	
Dairy-free	

Food categories	Definitions in my own words
Soya	
Vegan 	
Vegetarian	
Halal	
Anaphylaxis 	
Pescatarian	

Factors which impact feeding and weaning babies — activity 10

This can be set as a group challenge, either splitting the class in two large groups or four smaller groups. Encourage the learners to compete and points could be awarded or set a timer. This activity is aimed at developing as many foods as possible to support learners to broaden ideas for food types suitable for babies and children.

Food challenge:

Compete with others in the class, by noting as many food items linked to the different letters of the alphabet. (Keep in mind, these will be foods you can give to babies and children.)

Letter	Foods beginning with the letter:	Letter	Foods beginning with the letter:
A		K	
B		L	
C		M	
D		N	
E		O	
F		P	
G		R	
H		S	
I		T	
J		Y	

Teacher/lecturer hints: To extend this activity, once the challenge is complete and discussed; support learners to research the Eat Well Plate ([Eat Well Plate](#)).

Using the food items they have added to the Alphabet Table above, encourage learners to create a food plate in the different Eat Well Plate categories in their own food plate. Discuss whether their plates are well-balanced. Are they missing or light in some categories over others? Support learners to consider how personal experiences and eating habits of adults, can influence the types of foods which come to mind and how this might not necessarily be as well-balanced as it could. Then weigh this up with the role of the professional in an early learning and childcare setting and the responsibility that they have of ensuring that foods and drinks are balanced and linked to guidance such as the Eat Well Plate.

Factors which impact feeding and weaning babies — activity 11

Teachers/lecturers should aim to further embed learner knowledge of what healthy well-balanced food and drinks look like for babies and children to support development and meet their basic needs. In this activity, learners will work individually and should be encouraged to have their own complete set of pairs which they are then able to play with others.

Support learners to create a *pairs game using healthy foods items*. Drawing from the research already carried out during this unit, of healthy foods to give a growing child as part of their well-balanced healthy diet, create a set of matching cards (two of each item). Support learners to ensure they cut the cards out in the same shape and size. Support learners to draw the foods or drinks or download/cut out from magazines and paste items onto one side of their cards.

Once they have created their pairs game, encourage them to test that it works and then swap games with other people in the group/class. The aim of the game is to shuffle the cards and then lay them all face down on a flat surface; then taking it in turns, each player turns over two different cards; if they match, they keep them and have another go; the aim is to remember where they last saw items, in order to find matches as the game progresses. The person with the most correct pairs wins.

Encourage learners to complete the following review table; supporting them to reflect on how this game can support the child's understanding of food and eating well as well as how it could impact their development (including holistic development).

The aim of the game	
Describe how to play	
What are the benefits of having children play this game	
How could you enable children to make their own game like this? What further benefits would there be if they did?	

Feeding and weaning babies and children — activity 12

Teachers/lecturers should aim to develop sound knowledge and understanding of what healthy eating is and why it is important for the developing child as they grow. Recognising that some learners may have limited experience or awareness of this. Working together as a whole group or class, create an **'Eat and Wean Well'** *cookery booklet*, aiming to create at least one page per learner. The booklet **is targeting adults**, giving them a range of good recipes to promote good weaning and healthy eating for **children 0–5 years**.

Each page should be bright, colourful, engaging, and easy to follow, where learners have been encouraged to be expressive and creative to impress the message.

Recipes should include a wide range of items from across the Eat Well Plate and be age and stage appropriate. Any recipes used directly from other sources should be referenced and credited; however, encourage learners to create their own recipes; for example, their own choice of healthy smoothie.

Teacher/lecturer hints: Once completed this could be uploaded into a pdf format and learners could create a short questionnaire and email to local early learning and childcare settings, asking for their feedback. What do they think of their booklet? The recipes and information? Is this in line with the types of menus or foods they provide children of this age range? Once gaining permission to use any comments from the feedback gained, this could be added to the booklet.

Feeding and weaning babies and children — activity 13

Café menu

The aim of this activity is to support learners to consider the wider societal implications and trends around the feeding of babies and children. As they apply their knowledge and understanding of the importance of a well-balanced healthy diet, how easy is that to achieve when eating out? What challenges might there be for parents and especially if there are dietary requirements or specific food preferences to consider.

Read over the scenario with the learners and discuss the different elements to the story; for example, the need for 'small portions' — why is this relevant? 'Locally sourced foods' — why does the café promote this, and so on. Support learners to take notes as the scenario is discussed to help them complete the task.

Depending on the group preferences and size, this activity could be carried out individually, paired or in groups.

Scenario — Information about the Café Bistro:

You have recently joined a new café bistro in your area which is popular with parents and their children; it is a lively, baby and child-friendly environment. The management provides a baby feeding station for heating up weaning foods and formula feeds. They actively encourage an inclusive breastfeeding environment which is proving extremely popular. They also provide healthy, well-balanced food and drink choices and have recently added a 'little weaners' section to their menu. This is where they are now offering a range of weaning options in small portions for parents who are currently weaning their babies. The food items include catering for a range of adult preferences for their children such as dairy-free, gluten-free; nut-free; vegan and vegetarian options; plant-based (including vegan) options; soya alternatives; Halal and no pork options.

The Bistro sources food items locally — sometimes organically — and believes in sustainability and wholesome foods.

The Task:

You have been asked to design a full children's menu including drinks. Use the prompts below to support you to develop the menu well:

- ◆ Reflect on the background of the bistro above and then set about creating a fun, colourful menu which will provide a good range of items on offer for babies and children up to the age of ten.
- ◆ Be sure to consider babies — state how bottles can be warmed on site and the policy on breastfeeding.
- ◆ Include a 'little weaners' section — highlighting a range of sweet and savoury items for those babies who are weaning.
- ◆ Finger foods — consider options for finger feeders.
- ◆ Small plates — for children 2–5 years old.
- ◆ Large plates — for children 5–10 years old.
- ◆ Reflect allergies and food preferences throughout.
- ◆ Attach costs to your items.

Research

You may find it useful to research different menus online or visit a local café to have an idea of how much things cost to help you.

Assessor hints: This activity could be turned into a practical one where, in pairs, candidates make some of the items from across their menus and have a tasting session. Candidates could visit and interview café owners in the locality to generate research and information on how they cater for babies and children in their settings and what their considerations are. The information gathered could then be used to discuss the challenges and motivations of the hospitality industry and consider whether it is easy and affordable to cater for children.

In this activity, learners are to consider budget and expense when planning for a well-balanced and healthy diet for children. They should be supported to select a category from the list below and gather in groups. Each group should take a different category to ensure that all seven are covered across the wider class group. Where groups are smaller, learners will need to take more than one category. Support learners to be clear in their understanding of what is being asked of them in their chosen categories before they begin and to select a supermarket for their shop — each group should have a different supermarket (note: this should be one whereby price can be accessed online). They can draw from previous activities covered in the unit and research in books/online and so on to enable them to generate the information they need.

- ◆ 4-year-old — who observes the Jewish faith
- ◆ 3-year-old — who is dairy-free
- ◆ 7-month-old — who is weaning with a vegetarian focus
- ◆ 1 year old — finger feeding
- ◆ 2-year-old — exploring tastes and variety
- ◆ 5-year-old — gluten-free
- ◆ 9 months — weaning — focus on tastes and textures

Across the groups each create a ***meal planner and shopping list*** for children in the following categories and with the following dietary needs.

They should check using the online chosen food shopping site, to add costs to each item and then add up the potential shopping bill.

Once all groups have completed, compare the different meal planners and shopping lists; what are the similarities and differences? Which group had the cheapest and which was the most expensive? Support learners to reflect on the *'real costs'* of eating and living well and to consider different choices which could be made to reduce this.

Teacher/lecturer hints: The costing part of this activity could be done by heading to the local supermarket; alternatively complete the activity as laid out above, and then extend further by arranging a visit to a local supermarket for further investigation of ways to purchase healthy foods with deals and so on. Or visit the local farmer's market is it cheaper there?

Delivery notes — Topic 4: Feeding of Children and Young People

Special dietary requirements in food provision for children and young people — activity 1

In this activity learners are to be encouraged to consider the dietary requirements of children from the aspect of the child, the family — parents/carers and the setting. These tasks are to support making links between the needs of the child, family and that of the setting which follows current guidance and advice on food and drink provision. Enable some time for reflection on the potential challenges that this can present, and how these might be overcome while maintaining good partnership working.

Read over:



For adults to meet the needs of all children in their care, it is important to understand each child's broader culture, and specific dietary requirements. This is essential in working in partnership with families to embrace and include the differing needs of their children. It communicates to parents and other adults the value and respect that is placed on these specific needs and supports children to feel included and considered.

The adult needs to ensure that children are not left feeling 'different' which can promote feelings of embarrassment, exclusion, and low self-esteem — even where adults are trying to meet needs in the correct way. It is the role of the adult to ensure that a culture and ethos of embracing inclusion for differences is the 'norm' and fully 'accepted'. This is achieved with strong and consistent role modelling.



When adults care for children with specific dietary needs, it is important for adults to be clear in their understanding and knowledge of the reasons, and what is and is not permitted to be provided and why. The adult should then begin researching a variety of different options and consider what can be sourced to achieve this; all the while, remembering the importance of inclusion and promoting good self-esteem for the child.

The more knowledge adults have about the dietary requirements, the more they prepare and research the better the outcomes will be for all. Applying good ‘caring’ skills here is essential to ensuring that the child’s needs are not an annoying after thought, but more of a considered and well-respected aspect of caring for that child, which in turns demonstrates to the parents that the adults really value you and this goes a long way to building trusting relationships with families.



The tasks — read over the scenarios and complete the range of tasks which link to each one.

Scenario 1: The local playgroup:

The parents of a two-year-old child have expressed strongly that they are vegan and dairy-free and that their child must follow this diet. The parents have offered to bring in alternatives for their child at snack times when they attend the play group. The play group leader has reassured the family that this is no issue and that they will provide for the child. The parents shared that they would bring them with them as it has been their experience to date that their child is rarely catered for at activities and groups they attend.



Step 1: With support (where needed), encourage learners to sit together to carry out a role play; they should each consider the role and viewpoint of each of the three different people

listed in the bullets below, and be mindful of the personal experiences they each bring with them:

What might they say?

What might they share?

Why is it important to them in this scenario and why?

What do they each want to happen and why?

- ◆ The play group leader
- ◆ The child
- ◆ The parents

Feed your thoughts back and take notes.



Scenario Part 1: What the play group leader did next. (Read)

The play group leader has begun researching what types of ways they could meet the dietary needs of this child. Looking online, in books, and in current guidance on meeting dietary requirements and speaking with other early learning childcare professionals, get some ideas and advice on how to meet the needs of the child and the family.

Step 2: Support learners to consider what the play group leader is doing and encourage them to research and record a range of snack options that the play group leader could provide to meet the dietary needs of the child. Encourage them to consider if there is a way that the leader could provide the same things to all the children at snack time. Does there always need to be something different every time for the child?

Note a list of snack options — make clear if all the children can have those snacks, or just the child with specific dietary needs.

Could the play group leader link what she provides to a particular food initiative/local or national guidance?

Feedback your thoughts and take notes.

Scenario Part 2: The play group leader plans a sensory play session.

The play group leader is planning a sensory play session using foods. They check the dietary requirement list for all the children; they need to have vegan and dairy-free foods to include the two-year-old child. They set out dairy-free, plant-based cream; vegan jelly in cubes and in flat trays, and dairy-free, plant-based yoghurts. All the children enjoy touching, smelling, and even tasting the food items, also using plastic tools, cutlery and shape cutters as they explore and play.

Step 3: Support learners to discuss and reflect on the sensory play session using food. Discuss altogether what the play group leader has achieved here in terms of meeting the dietary needs of the child:

- ◆ in including the child
- ◆ in avoiding difference
- ◆ in respecting and valuing the lifestyle choices of the family
(consider partnership working)

Learners should take notes.

Finally, learners should consider the possible impact (consider positives and any negatives there may be) that this sensory play session has had on each person:

- ◆ The play group leader
- ◆ The child's parents
- ◆ The child
- ◆ The other children
- ◆ The other parents in the play group

Feedback your thoughts and take notes.

Special dietary requirements in food provision for children and young people — activity 2

In this activity, support learners to work individually to investigate a range of dietary requirements which they may need to support in an early learning and childcare setting or with a child in their care. Support learners to access the library, research using books and the internet as well as the most current and up-to-date guidance on each dietary need. Encourage learners to add in their sources for each one to support revisiting later. Once completed learners should share their answers to ensure their understanding is accurate.

Exploring dietary requirements

Dietary needs	What is not permitted
Diabetic	
Coeliac	
Gluten-free	
Vegan	
Vegetarian	
Dairy intolerant	
Lactose intolerant	

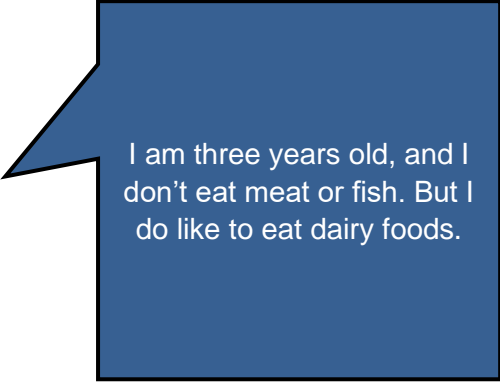
Dietary needs (religious/culture)	What is not permitted
Sikhism	
Muslim	
Judaism	
Rastafarian	
Hinduism	
Buddhism	
Seventh Day Adventist	
Jainism	

Exploring special dietary requirements in food provision for children and young people — activity 3

In this activity, learners are to be supported to read each of the speech bubbles and in pairs decide what the dietary requirements are and note these underneath. Time should be taken to go over their responses to ensure the correct dietary needs are being accurately met.

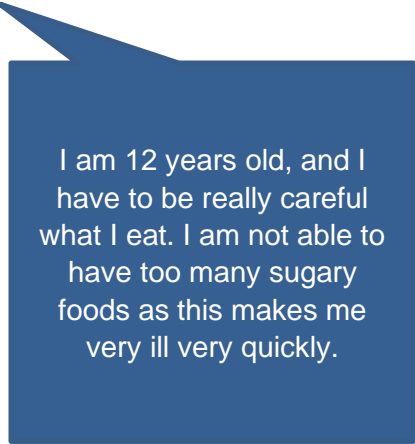
Activity

Read these comments from a range of children where they have been discussing what they eat at home, as part of culture week. Add which dietary requirements and religions they are talking about.




I am three years old, and I don't eat meat or fish. But I do like to eat dairy foods.

My Special Dietary Requirement is:



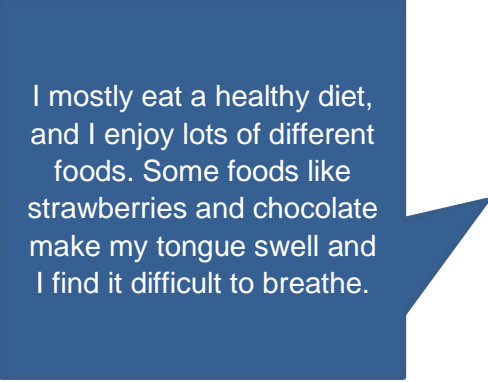
I am 12 years old, and I have to be really careful what I eat. I am not able to have too many sugary foods as this makes me very ill very quickly.

My Special Dietary Requirement is:



I am 8 years old and as a family we don't eat any foods which come from animals. We always eat plant-based foods instead.

My Special Dietary Requirement is:



I mostly eat a healthy diet, and I enjoy lots of different foods. Some foods like strawberries and chocolate make my tongue swell and I find it difficult to breathe.

My Special Dietary Requirement is:

Dietary needs for which religious group:

We don't eat meat and some of us don't eat pork. Some of us do eat chicken or fish. Most of us prefer a vegetarian diet.

Dietary needs for which religious group:

We mostly eat a vegetarian diet; however, we do eat some fish. We don't eat pork also some cheeses too.

Dietary needs for which religious group:

We eat meat but it must be Halal. We don't eat some cheeses or pork. During Ramadan we fast between sunrise and sunset.

Dietary needs for which religious group:

We don't eat dairy and meat together; we cook dairy products in separate dishes. We don't eat pork, and our meat must be Kosher.

Dietary needs for which religious group:

We eat a vegetarian diet — some of us are vegan. Sometimes garlic and spring onions are not allowed.

Dietary needs for which religious group:

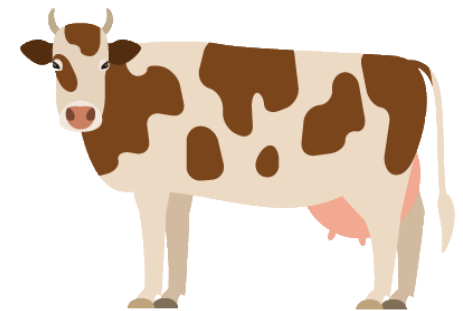
We are mostly vegetarian and during Lent. We choose to give up chocolate, tea and coffee for a time.

Reflect and record: What are the benefits to the following individuals when discussing their family food cultures and preferences as part of circle time?

- ❖ The children
- ❖ The setting staff

Record: Three things you have learned in doing this activity about meeting the specific dietary needs of children.

- 1:
- 2:
- 3:



National health guidance (including influences) on managing appropriate diets for children and young people — activity 1

Teachers/lecturers should aim to support learners to gain some understanding of current, local and national guidance and requirements around food and drinks provision. They should make the relationship between knowing the guidance and applying it well, to enable adults to role-model well and meet the needs of children as they grow and develop.

Read over the information with the whole group and discuss what it means and explore the content well to ensure understanding.

A healthy, well-balanced diet is essential to support babies and children to grow well and support their development. It is important to introduce the right foods early on and develop more savoury tastes than sweet. This will really encourage the developing child to tolerate greater savoury flavours and help to reduce refusal of tastes and textures in favour of sweeter foods. It is also important to follow the most current and up-to-date health and nutritional guidance to ensure that a developing child has their care and feeding needs well met in a consistent way.

In considering this, it is important to learn about topics such as sugar intake, processed foods and understanding what the nutritional needs are as the child grows up. There is a lot of good reliable guidance readily available and Scottish NHS is an excellent source of information to support meeting these needs.

The Scottish Government also promotes many health campaigns and ensures that the NHS rolls these out to promote good health overall. Much guidance on health and nutrition comes from the World Health Organisation (WHO); they are concerned with the health across the world and offer guidance, support, and information to many countries on best course of action to ensure the health of people in different nations. The WHO has many different health promotions also and works with governments across the world to encourage them to embed their information and programmes as part of their national guidance, laws, and legislation for the greater good of everyone.

This of course includes babies and children, and all guidance is underpinning the UNCRC. It is the responsibility of Scottish Government, local authorities across Scotland, Scottish NHS, and other charities and organisations across Scotland to raise awareness, skills and promote good well-balanced diets for families and promote adults' knowledge and skills to enable them to apply this guidance within the home, early learning and childcare settings, schools, colleges and so on.

The NHS has rolled out lots of different campaigns such as Fit for Life; Couch to 5k; Breast is best; 5 a Day, Eat Well Live Well and the Eat Well Plate.

Understanding what is required for a well-balanced diet really supports adults to ensure they can share this with children in their care.

Support the learners to investigate the range of headings below. Splitting into groups and sharing out the themes from the list would enable work to be spread out further and information found could then be shared.

Research: Some ideas below for things you could look at including:

- ◆ Explore the different food groups — why is each one important to create a well-balanced diet?
- ◆ Find out how much calorie/nutrient intake that children should have across the age and stages.
- ◆ Find out about two different health and nutrition campaigns promoted by Scottish NHS/Scottish Government or local authorities.
- ◆ What are the names of local and national campaigns (linked to food/health), their aims and include links to them.
- ◆ Include articles from the UNCRC document which link well to meeting health, care, and nutritional needs of children.
- ◆ Include information from the WHO about feeding children (including breastfeeding).
- ◆ Include tips and hints on good weaning for babies and on feeding children across the ages and stages. This could include the best places in the locality to source fresh fruit and vegetables. Or the cheapest supermarket in the area and what they offer.
- ◆ Consider breastfeeding over formula feeding — give the positives and negatives of each method.
- ◆ Include best ways to manage mealtimes — and focus on explaining the value of environments, the feeding experience including socialisation and how this benefits the child.
- ◆ Explore different equipment needed in feeding children and do price and quality comparisons.

Include anything else related to this unit which would be newsworthy or of interest to adults who care and feed children across Scotland.

Students should retain their notes and sources to websites, etc and then feedback to the class, sharing information about what they have found. Discuss and debate the findings.

Additional task:

Using the information investigated, support learners to each create an A3 newspaper pull-out article for a popular Scottish newspaper — ***‘Scotland Today’***.

The article title is: ***‘Scotland’s Focus on Children’s Health and Nutrition’***

Each group/pair or individual could create a page, and all the pages pulled together to make one pull-out.

Assessor hints: This activity could be done individually/in pairs or groups; the concept could be used to demonstrate a range of knowledge in preparation for the assessment. The articles could be collated together to make a completed newspaper, with the cover of Scotland Today made. The topics could be divided up into pairs where each set focuses on creating a page about different topics covered in the unit instead, resulting in a newspaper with various aspects of care and feeding throughout. If focusing on the role of the adult, this

information and evidence would also link well into the working unit. For further practical simulation, candidates could role play being a newsreader, participating in creating a news TV show called 'Scotland Today'. Candidates can select key information written in their article to read as current news stories.

The role of the early learning and childcare professional in providing food and drink for children and young people — activity 2



Based on all the knowledge gained so far in this unit, support learners to create a whole class presentation outlining what the roles and responsibilities are of professionals providing food and drinks for babies, children and young people in their care.

Encourage the class to agree on the presentation type, and to work together to share out the different roles.

Some suggestions include:

- ◆ What are the roles of the professional? (What are they expected to do — consider role modelling; what is part of their job in the provision of food? What about the setting's food policies?)
- ◆ What are the responsibilities of the professional? (What are they specifically required to do — such as considering following the procedures of the setting in food preparation, storage, etc. What about checks they have to ensure they make linked to diets?)
- ◆ What ways should professionals encourage feeding skills?
- ◆ Involving children and or/involving parents, and so on.

Delivery notes — Topic 5: Hygiene and Infection Control Promotion

The procedures which prevent the spread of infection within the early learning and childcare environment — activity 1

Teachers/lecturers should support learners to consider the range of hygiene and infection control in an early learning and childcare setting; furthermore, raising awareness of the roles and responsibilities of professionals.

Read over with the whole class.

It is important for adults to ensure they are managing the environments for children in their care well and to a high standard. This includes a range of responsibilities to ensure children can thrive well and safely, these include:

- ◆ appropriate food storage (fridge and freezer)
- ◆ cooking and reheating food correctly (including raw and cooked foods)
- ◆ making and reheating formula feeds
- ◆ checking the temperature of foods and this includes reheating items
- ◆ cleaning and maintenance of equipment for feeding such as plastic cutlery, bowls, and cups; or sterilisation of baby bottles, and so on
- ◆ preparing the table for mealtimes and cleaning them down afterwards

Step 1: Support learners to research the Food Standards Agency and their requirements for infection control in some of the key areas noted above.

Step 2: Working with others or individually, enable learners to create a poster explaining a range of hygiene and infection control measures and further describing their importance.

Teacher/lecturer hints: Provide video clips/shows discussing the promotion of hygiene and infection control in early learning and childcare settings and with emphasis on feeding babies and children. If possible, make an interactive video with a worksheet. Have the candidates create questions and answers for a quiz, such as using Kahoot or paper-based, that they can all play or share with others. Candidates could also be given various aspects to focus on and create a quiz for; these can then be swapped with other groups and played. Encourage candidates to review the different quizzes and how it has supported their own knowledge. Candidates could make a quiz to share more broadly and ask for feedback. A room could also be prepared for the candidates to arrive and 'spot the risks', where good practices in hygiene and infection control have not been applied. They could record answers and provide feedback on what they suggest to correct each error. This could be video recorded.

Procedures which prevent the spread of infection within the early learning and childcare environment — activity 2

The aim of this activity is to support learners to consider the relationships between good food preparation, storage and cooking to avoid the spread of germs and bacteria, which lead to infections spreading.

Support learners to create a flyer to explain how to prevent germs and bacteria spreading on food in a childcare setting; also, how to store and cook items of high-risk foods.

Learners could also demonstrate their knowledge through creating a short video presentation/Vlog or using a video app; learners could demonstrate what to do and how to do it appropriately to avoid infection spread. This could result in selecting one focus, such as food storage or cooking/preparing food, and so on.

Positive role modelling — activity 3

In this activity, teachers/lecturers should aim to raise awareness and understanding of the importance of consistent and positive role modelling; making relationships between what the professional/adult does and does not do, to promote or impede infection control measures which protect others and children in a childcare setting.

Discuss with the whole class group the following points which are related to the adult's role in modelling good hygiene and infection control practices as part of their responsibilities.

- ◆ Personal Hygiene (such as skin; hair; hands; nails, etc)
- ◆ Clothing
- ◆ Personal Presentation (such as jewellery; false nails or nail polish, etc)
- ◆ Lifestyle choices (such as smoking; tattoos and piercings; partying/alcohol consumption, etc)
- ◆ Cuts
- ◆ Illness
- ◆ Fitness
- ◆ Diet

What are examples of 'positive role-modelling' in each of these to prevent the spread of infection (from the viewpoint of the professional/adult); as well as examples of 'poor role modelling', and the impact this might have on them, colleagues and other adult stakeholders as well as children. Learners should be encouraged to take notes.

Task:

Working in pairs or groups, select one practice from above or any others generated within the class discussion, and encourage learners to create a visual information poster detailing tips of how the adult can ensure they are role modelling and presenting good hygiene and infection control practices and the benefits of doing this.

Some suggestions could include:

- ◆ Have an image of an adult label on/around the image describing all the steps they should take for good personal hygiene, such as washing your hands after using the toilet, putting your hand over mouth when sneezing or coughing, etc.
- ◆ Have an image of an adult in a kitchen preparing food. Label all the steps they should take when cooking and preparing foods of different types.

Hygiene routines used in the care of babies and children — activity 4

Support learners to discuss a range of hygiene routines required across the age ranges below. Enable them to consider the importance of these different routines and reflect on how these may change as the child gets older. Encourage learners to make notes of what they agree and discuss.

Step 1: What are the hygiene routines used in the following age and stage?

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age (5–8 and 8–12 years))
- ◆ Teenager (secondary school age — 12–16 years)

Working individually, encourage learners to create their own poster promoting the best way to wash hands. This should be aimed at children as an illustration of how to do it, step-by-step, and why it is important.

Design a set of posters aimed at children to show them how best to wash their hands and why.

Hygiene routines used in the care of babies and children — activity 5

In this activity, enable learners to begin with investigating a range of ‘techniques’ which the adult could apply to support children to participate in good hygiene routines; this should lead to the child developing good personal habits and understanding the importance of the need to have good hygiene habits.

Step 1: Support learners to research a range of techniques or ideas to involve children in good hygiene routines, such as:

- ◆ Teeth brushing
- ◆ Hand washing
- ◆ Face washing
- ◆ Bathing and self-washing
- ◆ Hair brushing

They should select at least two techniques to support two of their chosen hygiene practices from the list above.

Practical simulation — Encourage the learners to practice their techniques with props and resources to simulate carrying them out with a young child. They should be encouraged to consider their tone of voice; stance; language used and, in general, their whole approach.

Hygiene routines used in the care of babies and children — activity 6

Build further to establish learners' knowledge and understanding of the benefits of good hygiene routines and what adults are able to observe when this is applied. Consider how development could be observed and understood when applying regular hygiene routines with children.

Across the groups, aim to cover all the different hygiene routines you have considered. Ensure you mention what the 'adult's role is' as well as 'the role of the child'.

Support learners to discuss and investigate, in their pairs or groups and across the groups, all the different hygiene routines.

Step 1: In pairs or groups, discuss and investigate:

- ◆ what can be noticed when consistent hygiene routines are in place
- ◆ what the benefits of good hygiene routines are
- ◆ what the 'adult's role' is
- ◆ what the 'role of the child' is

Step 2: Encourage learners to create short video clips (much like a short TikTok, vlog or other recording app) to demonstrate how to encourage children in good hygiene routines. This should be aimed at training other adults and professionals on the best steps to take in self-care and the benefits of doing this. Further discuss what the adult should look out for during hygiene routines.

The role of the early learning and childcare professional in promoting hygiene practices to benefit babies and children — activity 7

In this activity, support learners to make the relationship between legislation and their required professional role in promoting hygiene practices to benefit children.

Step 1: Support learners to draw from previous lists of hygiene practices or complete as a recap to refresh the group. Alternatively, as a whole class discuss the range of required "hygiene practices" which are necessary in an early learning and childcare setting.

Encourage learners to investigate the current legal requirements, for example the Health and Safety at Work Act, Food Standards, etc. Learners should record their findings, including

what this would look like in a childcare setting, such as what should a childcare professional do when disposing of soiled nappies and which guidance or legislation and policy would they be following?

Encourage the learners to share their thoughts and research and check for accurate links.

Step 2: Discuss the following hygiene practices:

- ◆ Consistent stringent hand washing.
- ◆ Care and maintenance procedures for equipment.
- ◆ Procedures for waste disposal.
- ◆ Procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy changing areas, snacks/eating areas.
- ◆ Procedures for effective food safety.

Step 3: Support learners to complete the table below adding their notes from steps 1 and 2.

Practice and procedure	What this looks like in an early learning childcare setting
Consistent stringent hand washing	
Care and maintenance procedures for equipment	
Procedures for waste disposal	
Procedures for effective food safety	
Procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy changing areas, snacks/eating areas	

The procedures which prevent the spread of infection within the early learning and childcare environment — activity 8

Teachers/lecturers in this activity are aiming to establish links between the policies and procedures of a childcare setting, and the direct practice of the professional.

Read this scenario together with the whole class group:

In the Happy Sunshine Nursery, there has been a high turnover of staff, and the manager has just hired four new young apprentices. To ensure that good standards are maintained, the manager has asked each Early Years Lead Practitioner to mentor their room staff and promote their knowledge, understanding and skills in excellent quality hygiene practices and following procedures.

Step 1: Support learners to create a set of step-by-step procedures for the following. The new staff need to be able to read the steps and be clear on what they must do and in what order.

- ◆ Consistent stringent hand washing.
- ◆ Care and maintenance procedures for equipment.
- ◆ Procedures for waste disposal.
- ◆ Procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy changing areas, snacks/eating areas.
- ◆ Procedures for effective food safety.

Put all the procedures together as a handbook.

Teacher/lecturer hints: It may be beneficial to collate further examples of policies and procedures typically found within an early learning and childcare setting across feeding, infection prevention and so on, that can be drawn from throughout the delivery of this unit to bring familiarity to the learner as you reach the final topic. Learners could be presented with some examples of procedures in how to implement hygiene and infection prevention routines and be supported in discussions and groups to explore what is meant, and how easy they are to follow, and can they visualise what they would have to do.

Learner support section

Tutor notes on learner activities

This section includes both learner notes and activities. It is not mandatory to use these materials. Rather, they are offered to centres as a flexible set of notes and activities that can be selected, altered, and used in whatever way suits individual centres and their situation — for example, as a supplement to centres' own tried and tested materials.

For the learner activities, you may want to explain and discuss the instructions with the learners before issuing them on paper as reminders. Likewise, you should decide how much support learners will need with notes and information sheets before issuing them. In some cases, they may be issued to reinforce knowledge gained through practical activities or following discussion of specific issues or underpinning knowledge.

This section should not be issued as a pack of learner notes in its entirety.

National 5: Care and Feeding of Children and Young People

Evidence requirements

Outcome 1

Explain the importance of meeting the developmental needs of babies and children.

You should be able to:

Performance criteria

- (a) Identify the developmental needs of babies and young children.
- (b) Describe the benefits of meeting developmental needs of babies and young children.
- (c) Explain the role of the adult in the provision of appropriate environments, equipment and experiences to promote growth and development of babies and children.

Outcome 2

Explain the development of the feeding and weaning process in babies and young children.

You should be able to:

Performance criteria

- (a) Describe the feeding patterns of babies at different developmental stages.
- (b) Describe the advantages and disadvantages of formula and breastfeeding for the baby.
- (c) Explain the process of weaning and the factors affecting the process.
- (d) Explain the importance of the role of the adult in the feeding and weaning process.

Outcome 3

Explain the characteristics of appropriate provision of food and drink for children and young people within early learning and childcare settings.

You should be able to:

Performance criteria

- (a) Describe appropriate food and drink provision for children and young people.
- (b) Describe current national and local guidelines which may influence the provision of food and drink in early learning and childcare settings.
- (c) Explain the importance of the role of the early learning and childcare professional in providing food and drink for children and young people.

Outcome 4

Explain practice which promotes effective hygiene for babies and children.

You should be able to:

Performance criteria

- (a) Identify procedures which prevent the spread of infection within the early learning and childcare environment.
- (b) Describe hygiene routines used in the care of babies and children.
- (c) Explain the importance of the role of the early learning and childcare professional in encouraging and promoting hygiene practices in babies and children.

The age ranges covered in the National 5 unit:

Outcome 1 — learners should focus on the age range 0–3 years and for ease of study it may be relevant to split this into specific age ranges, ie 0–18 months, 18 months–3 years.

Outcome 2 — learners should explore the patterns of feeding that are consistent with children in the age range 0–3 years.

Outcome 3 — learners should have opportunity to explore ages of children in the setting of: 0–3 years, 3–5 years, 5–8 years, and 8–12 years.

Learners can provide evidence of knowledge and understanding through diverse types of assessment (see the ASP for a detailed range), also including other methods which may be more suitable to specific learners and their needs. Learners can also provide holistic evidence from across the outcomes or individually. However, learners are to provide evidence for four outcomes, obtained under supervised conditions. There is an SQA approved assessment for this unit which learners can give given to demonstrate their knowledge and understanding for this unit (see the ASP for the questions and detailed marking guidance).

Learner notes

In teaching, delivery assessors should aim to promote a range of activities including practical and simulations of first-hand experiences to consolidate theory in practice.

Aim to provide experiences for candidates to handle, read, understand, and apply skills and knowledge in reading formula instructions; sterilising, preparing, and handling formula feeds of different ages in a baby's development.

Explore different bottle types, including anti-colic and sterilisation techniques and using equipment for sterilisation processes.

Explore bathing skills and enable candidates to simulate this care skill with guidance and support from planning, preparing, implementing, and reviewing.

Provide opportunities to explore the financial influences on providing healthy foods for children in different settings such as in the home, in the childcare setting or after school club, and so on. Opportunities to explore and reflect on how finances can impact how adults' shop, accessibility being a factor and ways that different approaches could be taken to alleviate this pressure, such as shared garden space, growing food, or access to allotments, etc.

Practical experiences where candidates can plan, budget, shop locally and make recipes for different ages and stages, including weaning, will be valuable to develop sound knowledge. Perhaps have a competition — who can make the best food item, with a good range of nutrition, for the least money.

Opportunities to develop basic understanding of cookery skills would be an asset in this unit; the comparison of informed choice over convenience and understanding the value in 'making from scratch' has on finances and the development of children, particularly when they are involved in the shopping and cooking process from an early age.

Taking time to explore how to present foods to children, to promote their interest and participation to avoid the challenges of refusing foods which are good for them. Such as making smiley face pizzas; or making a fish pie but topping it with triangles of toast and naming it shark fin pie – while singing Baby Shark as you bring it to the table — all adds to positive role modelling around food while children are learning to accommodate different tastes.

Throughout teaching delivery, drip feed the role of the adult in all aspects of caring for children and feeding, to meet needs well. This includes the health and safety considerations needed including checking the specific dietary needs of children in their care to avoid giving incorrect foods and drinks, sharing how dangerous this can be.

Link also at ways to make foods safe as part of storage and preparation, such as washing foods, cooking correctly, storing appropriately and rotating stock; the difference between 'Used By' and 'Sell By' dates; also cutting into appropriate sizes for easy eating and to avoid choking, and so on.

Further to this, emphasise the importance of holding a current food safety certificate and explain how this supports adults to provide high levels of safety as part of their role.

Activities and delivery should focus on good hygiene routines and candidates should be involved in practical simulations where they can practice these, including washing hands correctly according to up-to-date guidance; how to change a nappy including the cleaning process; how to brush hair and teeth, and so on. They should be encouraged to explore fun ways to promote this for children and ways that adults should role model this for children in their care.

Also consider risk assessing when providing food, drinks, and broader caring responsibilities with children. Explore the importance of risk assessment and what routines and practices require risk assessments, linking this to special dietary requirements with particular emphasis on food allergies which can lead to anaphylactic shock, choking or even diabetes. It may be prudent to explore and discuss a range of early learning and childcare settings policies and procedures on risk assessment of food and caring responsibilities, or for the cleaning and maintenance of equipment. Building further on this by implementing a risk assessment and procedure to clean equipment used in feeding children such as tables, plastic cutlery, high-chair use, and so on.

Employability skills

Working as part of a team

As part of your Skills for Work course you will be working as part of different teams carrying out investigations, planning and contributing to presentations and taking part in group discussions. This will help you build the skills you will need if you get a job in the early learning and childcare sector or in any other sector.

Most people who work in early education and childcare work as part of a team. In some settings, like small playgroups, the teams can be small but in other settings, like large private nurseries, the teams can be large with twenty or more members sometimes split into smaller teams. Even people who seem to work on their own, like nannies, work with the parents as part of a team providing care for the child.

If everyone is to benefit in the team each member must play their part to ensure the team works well. As teams are made up of people, and every person is different, it is not possible that you will share the same opinions and views as everyone in your team. In a team it is important to remember that everyone has different strengths and weaknesses, and this is what makes a balanced team.

Here are some of the things you need to do to become a good team member:

- ◆ Contribute to team discussion and meetings
- ◆ Follow instructions carefully
- ◆ Ask for help
- ◆ Be enthusiastic
- ◆ Share your ideas

- ◆ Acknowledge the ideas of others
- ◆ Look for ways of helping other team members
- ◆ Be ready to do a little more than necessary to help out
- ◆ Be flexible

In a team everyone has different responsibilities and roles. These responsibilities and roles should be decided according to individual team members' strengths and weaknesses.

As part of your *Skills for Work* course you will be asked to plan, implement, and evaluate play for children and young people — working as part of a team, and part of this will be deciding in the team who is going to do what.

You will need to consider your role in the team because your behaviour can help to make the teamwork. Working with others is fun but you need to take your role seriously if you wish to succeed.

Meta Skills and Core Skills:

Throughout this unit candidates will be able to develop and progress in a range of core skills including communication, numeracy, ICT (Information and Communication Technology) and so on. Activities provided should ensure that core skills are embedded and provide sound breadth to enable candidates to have varied opportunities to develop their skills readily. Meta skills are also promoted. These include:

- ◆ self-management — focusing; integrity; adapting and initiative
- ◆ social intelligence — communicating; feeling; collaborating and leading
- ◆ innovation — curiosity; creativity; sense-making and critical thinking

In delivery, candidates should be empowered to engage in experiences in their learning to provide room for these meta skills to be developed and in particular, through practical opportunities.

Learner activities

Learner activity: Basic needs and development of babies and young children

It is important that you can explore pregnancy, so that you can understand that this is where child development begins as well as its value and importance. You will also consider the adult's role in maintaining a healthy pregnancy to support a healthy developed baby. It is important for you to consider, that providing a good well-balanced pregnancy diet and exercise and emotional wellbeing; will support setting a good standard for the baby and their own growth and development to meet their needs including feeding. Understanding the pregnancy process and its importance to health, wellbeing is important for the role of the adult/professional in supporting the care and feeding of the developing child.

What is the pregnancy process and how does it work? — activity 1

As a whole class discuss 'pregnancy'; what is this and what are the signs and symptoms of it. Share ideas with the rest of the class, and brainstorm together all that is already known about pregnancy. (Add the class brainstorm image to the end of your table below).

Name:

Date:

What I know about pregnancy	Things I have learned about pregnancy

Our whole class discussion — 'What we know about pregnancy'. (Add below)

Learner activity: Exploring pregnancy and its impact on child development

What is the pregnancy process and how does it work? — activity 2

Explore the pregnancy process and research it further; discover the different trimesters and week windows which together make up the pregnancy period.

Look below at what you need to investigate.

The trimesters	Week windows
First trimester	Weeks: 4–7 and 8–12
Second trimester	Weeks: 13–15; 16–19; 20–23 and 24–27
Third trimester	Weeks: 28–31; 32–35; and 36–40

Using your information, contribute to making a large timeline chart demonstrating what happens throughout pregnancy and within the different trimesters. This should include what happens in different week windows as the baby grows. (Aim to make this informative, bright and fun.)

On the timeline, also include what the role of the mother is during each of the trimesters — such as when should a midwife be visited and what for?

Also include what the baby needs during these trimesters and week windows, to help them grow and develop well and how the mother can ensure that she meets the needs of the unborn baby during the pregnancy.

Learner activity: Feeding during pregnancy — activity 3

Take time to discuss with your class and consider what you think should be eaten and drank when pregnant. What do you think about the statement that when pregnant, *'You are eating for two'*? What does this mean and is it really true? Are there other things you have heard about what you can eat, drink and do when pregnant?

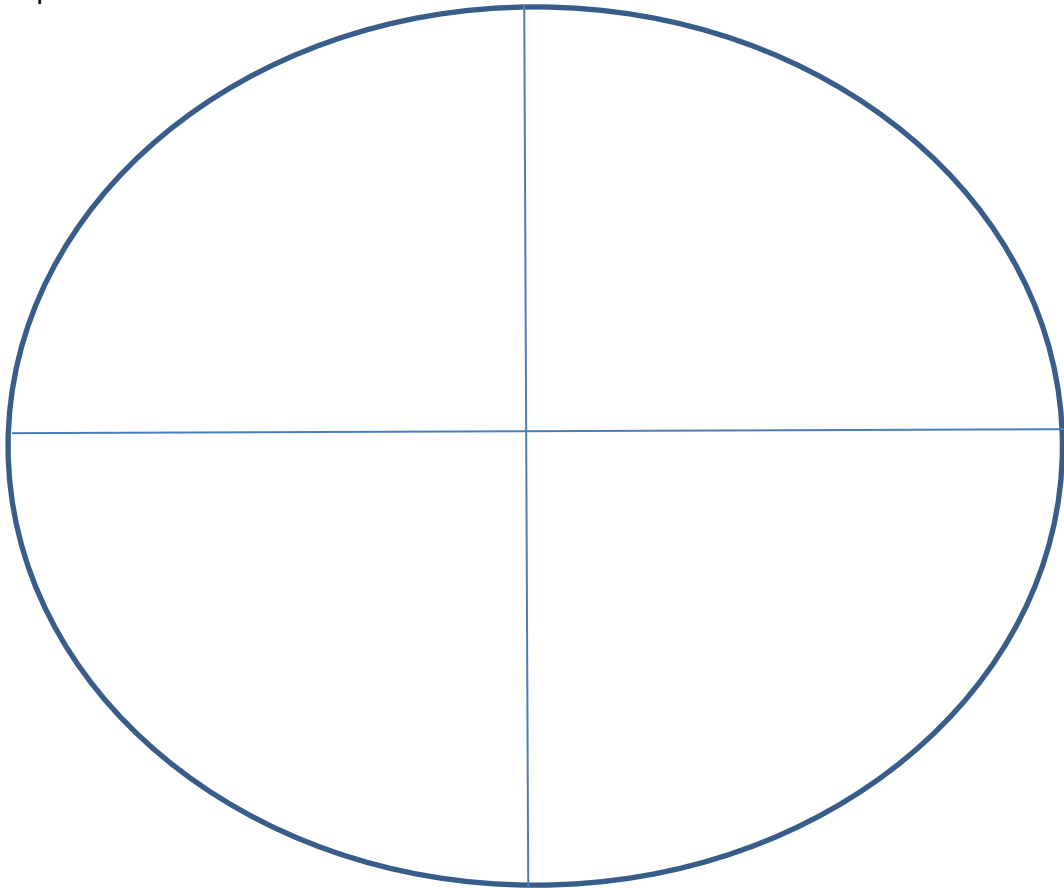
Consider what might impact what the pregnant woman eats or drinks for example, emotions; hormone changes; physical changes; food preferences, and so on. Can you provide examples of what should be eaten and drank to nourish the unborn baby and the importance of doing this to support their pre-natal development?

Working in groups, research and create a meal planner for during pregnancy and label the benefits to the developing baby when the mother follows a well-balanced diet. This can be in any relevant form, be creative and expressive in your approach.

Learner activity: Feeding during pregnancy — activity 4

The aim here is to build further into the consideration for pre-natal child development and the role of the adult in promoting this for the unborn child. Encourage learners to research current and relevant health guidance for pregnant women and the 'Eat Well Plate'.

Support learners to design a visual food/drink plate to promote understanding of how they can eat the required portions, calories and foods to support meeting the needs of the unborn child. Consider including additional information to explain portions/calories and tips and hints for an expectant mother.



Learner activity: Feeding during pregnancy — activity 5

During pregnancy, women will be prescribed folic acid by their doctor, who, along with the midwife, impress the importance of good vitamin and folic acid intake to support both the woman and the unborn child. They will also advise on foods and drinks to be avoided and those which should not be eaten.

Using current advice and guidance (NHS Scotland), investigate the following:

- ◆ What is folic acid and why is it given during pregnancy
- ◆ What vitamins should be consumed during pregnancy
- ◆ Which foods and drinks which should be reduced, and which should be removed/avoided during pregnancy?

- ◆ What is the current health guidance and advice and what is the importance of following this guidance?

Add your information to the table below.

Foods to consume/increase	Reasons
Foods to be avoided/reduced or removed	Reasons

Using the information recorded in the table, create an information flyer/poster highlighting the importance of following the health guidance to promote the development of the unborn child.

Learner activity: Feeding during pregnancy — activity 6

Working with others in your class, decide what food or drink items you will make as part of a whole class tasting session. You should select items from your meal planners and those you researched previously, as part of the pregnancy food plate. Aim to have a wide range of different food and drinks items to that of your classmates and this should include the consideration of different dietary requirements, including being vegan, vegetarian, dairy/gluten-free, allergies and religious preferences.

Work together to plan, organise and prepare your groups' chosen items. Once your items are made, bring them to the whole class sharing table where you can participate in a tasting session from yours and food and drinks items from the other groups as well. Discuss the items on offer by reflecting on the following:

- ◆ The taste and textures
- ◆ The calorific value (including foliates/vitamins, and so on)
- ◆ The benefit to the woman during pregnancy
- ◆ The benefit to the pre-natal development of the baby

- ◆ What you enjoyed and why
- ◆ What you disliked and why

As you sit together, complete the chart below with your thoughts.

Rating: 1 = worst and 5 = best

Food item made	Rating /5	What I thought about this food item and its links to pregnancy

Learner activity: Wellness and development during pregnancy — activity 7

Despite being pregnant, good exercise and wellness routines are still possible and super healthy for both a woman and their baby. This is recognised as part of the pre-natal development of babies, and the importance of good pregnancy care.

Explore the following, by a range of means (including the internet, own knowledge and experience, interviewing a fitness instructor or midwife, researching NHS Scotland, and so on):

- ◆ Exercise
- ◆ Weight management
- ◆ Body health
- ◆ Mental and emotional health

As part of pregnancy fitness, needed for both post and ante-natal wellness, current health guidance and advice can support the mother as well as the developing child, and ultimately meet both of their needs appropriately.

For example, a mother who feels confident and comfortable and who takes care of their mental health and wellbeing, is well-placed to meet the demands of a new baby and that of other children in their care.

Drawing from your research, now work in groups or as a whole class, to create a short video clip/montage or mash-up, demonstrating a range of ways expectant mums could exercise and develop good mental health and wellbeing.

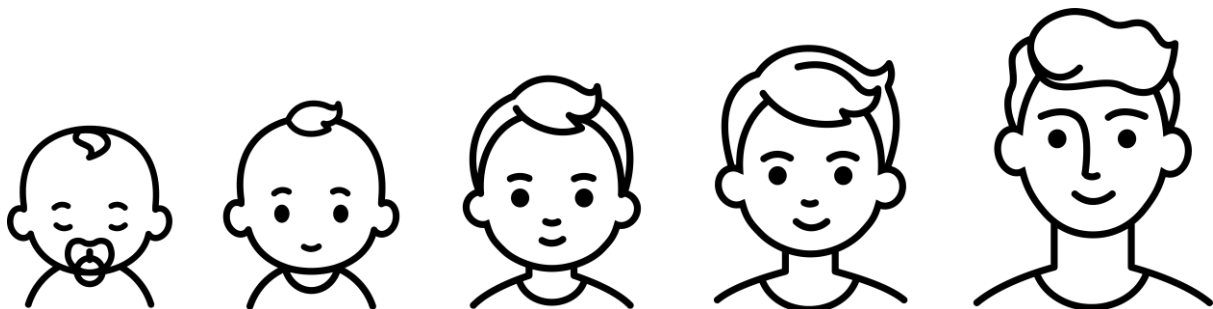
Different groups will focus on different aspects such as demonstrating counting steps and walking briskly; doing exercises such as light jogging while pushing a buggy; using household items to exercise; demonstrating yoga or meditation techniques.

You are aiming to spread a message to expectant women about the value and importance for them and their developing baby when establishing good exercise and wellness routines during and after pregnancy.

Learner activity: Basic needs of babies and young children — activity 1

There are a range of basic needs which need to be met to support babies and children to progress and develop well and to be nurtured which will support their holistic development, wellbeing and health. It is accepted that these needs will be covered many times over and will at times increase in urgency depending on changes in circumstances, environment or experiences. We should understand we will be continuously promoting and supporting these needs as part of healthy progressive development.

For example, as the child moves through the ages and stages, meets milestones and looks to acquire others, basic needs will need to be met to ensure they can progress in their unique pattern and sequence of development.



These basic needs include:

- ◆ love and affection
- ◆ exploration
- ◆ nutrition
- ◆ warmth
- ◆ sleep
- ◆ rest
- ◆ hygiene
- ◆ exercise
- ◆ praise and encouragement
- ◆ intellectual stimulation
- ◆ fresh air
- ◆ socialisation
- ◆ discovery
- ◆ play
- ◆ communication
- ◆ safety

Working as part of the whole class, discuss and agree what ***each of these needs*** mean.

Create an agreed definition of ***each basic need regardless of age range***. Reflect on what each one is related to in the life and development of children. It might be useful to also draw from dictionary definitions. *(The information you record in this activity can be used to support further knowledge in this unit as well as across other units such as Play and the Development units, so you should retain your work.)*

Think carefully about the different needs listed and explore and discuss what is meant by *'rest and resting'*? This is not the same as sleeping but they are closely linked together.

To promote good healthy appetites and development (including promoting mental health awareness) we should explore what rest looks like and why children need to do this.

Also consider what 'love' is and then what 'affection' looks like. Again, these are linked but consider them separately — what would they each look like in real life to a child? How will it benefit them?

Consider also what 'praise' looks like and how this is different to 'encouragement' but how they are linked. Give examples of what these each might be in the life of a child.

You can record your own definitions in the table below and retain in your folio.

Example of definition chart that might be useful:

Love and affection	Exploration	Nutrition	Warmth	Sleep	Rest	Hygiene	Exercise
Praise and encouragement	Intellectual stimulation	Fresh air	Socialisation	Discovery	Play	Communication	Safety

Learner activity: How basic needs change with the developing child — activity 2

It is important in the role of the adult/professional to have a good understanding of the basic needs of children, being able to identify a range of ways that each need can be appropriately met within each of the age ranges. You should consider the different ways that each basic need could be met, such as: Food = adults can provide a well-balanced and healthy diet; Love = give cuddles and tell the child they are loved and so on.

In the role of the professional, it is also important to consider what types of situations and circumstances you would expect to find children in within each age range — what needs might the child have and how they might be met?

Situations/circumstances and environments:

For example, 0–3 years — in the home full-time; in daycare or with a relative part-time; maybe attending different groups such as PEEP, baby sensory, massage or swimming lessons, etc, then enabling them to begin to make the relationship between environments, circumstances and situations to that of having needs met.

Meeting needs in situations/circumstances and environments:

*For example, the three-year-old who overcomes their fears and anxieties by jumping into the water during swimming lesson without their parent or carer may need **encouragement** to be brave and jump in and then be **praised** when they do it successfully.*

Move to be with others to work in one of four main chosen groups (one group per age range), then participate as part of the whole class, to create a list of as many environments, situations and circumstances that children in different age ranges may be in. Discuss what different ways needs must be met within each one. The aim is to develop your understanding of the relationships between where a child is and what they might be doing, and ways that needs can be met.

Drawing from the class list on the board, in your own group, now complete the table below for your group's specified age range. In your group, discuss, agree and complete the work together to complete the table:

Working in groups — discuss, agree and complete the table, exploring different ways that each need could be met across the age ranges. (Focus on your group's specified age range.)

Age ranges: 0–3 years, 3–5 years, 5–8 years, 8–12 years.

Age range:	Ways that the needs can be met appropriately for this age range
Love and affection	

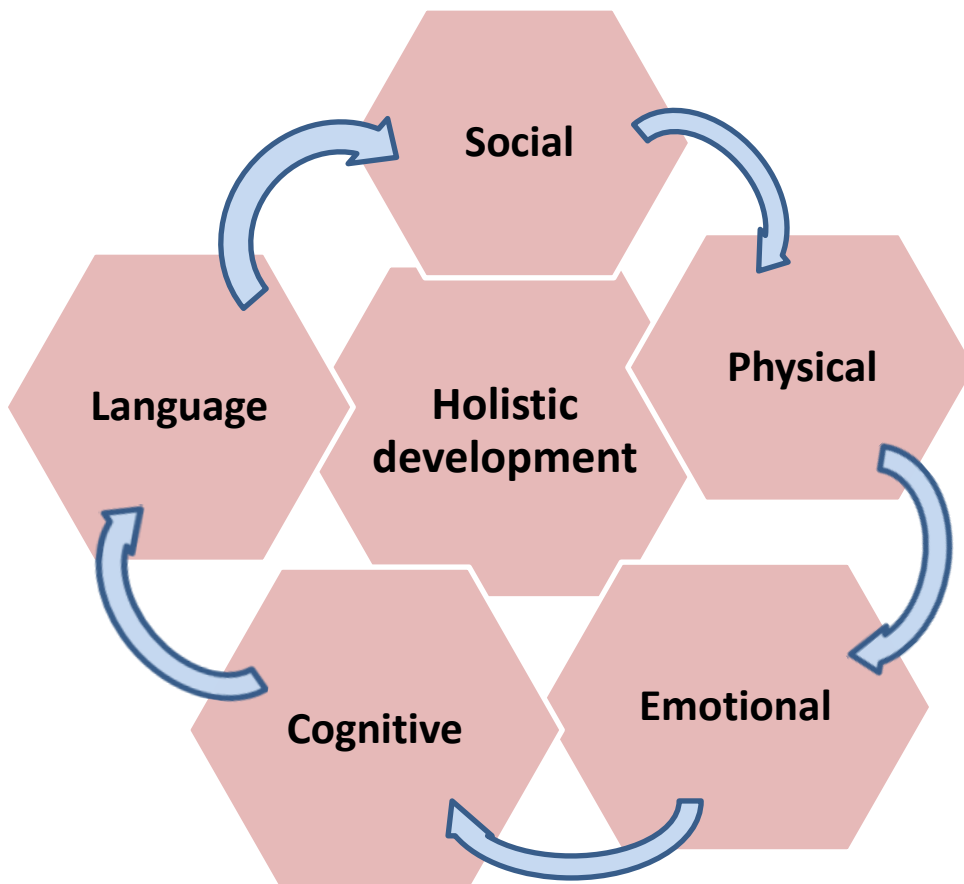
Exploration	
Nutrition	
Warmth	
Sleep	
Rest	
Hygiene	
Exercise	
Praise and encouragement	
Intellectual stimulation	
Fresh air	
Socialisation	
Discovery	

Play	
Communication	
Safety	

Learner activity: Holistic needs and how they are inter-related — activity 3

Read over this handout and discuss as a class, then complete the notes section at the bottom.

It is important to consider the range of ways that basic needs are ‘holistic’ and integral to the successful progressive development of children. Holistic development refers to understanding the ‘whole of the child’ and not just one aspect. In providing nurturing environments where children can learn and grow as leaders in their play, holistic development can be promoted. The five aspects of development: social, physical, emotional, cognitive and language are all inter-linked and inter-dependent and are integral to developing the ‘whole child’.



It can be understood that the more steps within activities, tasks, and experiences that a child participates or leads in results in a greater impact on their whole development. The greater the child's participation, the greater the outcomes and the greater the impact on their whole development there is. Having this in mind, when caring and supporting children, it is key to ensure that adults are enabling experiences, opportunities and environments to be rich for the children in their care. Development is holistic. Children and young people grow and acquire skills in all aspects of development as they mature. For example, as they acquire physical skills, they will also be developing language and cognitive, social and emotional skills.



Learning and development are considered as a continuous action; one which a new-born baby does instinctively from birth and continues for each individual at their own rate and pace. Each child and young person will progress in their own way and at their own rate as there are no set rules for when a child stops being a baby and starts being a toddler, a slightly older child, or a teenager. All children develop at different rates, but developmental milestones usually follow the same sequence.

The development of the child is integrated and although aspects of development are studied separately, it is important to recognise that children develop in an integrated, holistic way.

The development of the child is often measured against a 'norm', which is useful in providing a broad framework for the study of child development. Sometimes this may also have a negative side for those children who fall outwith the norm and might be labelled as different.

Recap of aspects of development:



Social development is developing an awareness of other people and being able to demonstrate appropriate reactions to them. It is also linked to following instructions and understanding and applying behaviours which are socially appropriate, such as using manners (please and thank you), and being able to wait and take turns. Linking to feeding babies and children, they need to learn that mealtimes are social events and to be able to experience this; they could also support setting the table and clearing away as part of sharing and taking turns.

Physical development relates to the development of the whole body including gross and fine motor skills. Milestones relate steps children take and overcome and succeed in to move forward, such as being able to sit unsupported, rolling over and crawling, and changes in the body at puberty later in their lives. It is also concerned with the physical changes from baby to teenager. Linking to feeding, babies being encouraged to hold and use a plastic spoon or spreading jam on toast are examples of fine motor skills.

Emotional development is learning about feelings and developing a sense of self and personal awareness in appropriate ways. Milestones that relate to expressions of emotion include empathy, sympathy and kindness. Emotional development is also concerned with self-confidence, self-esteem, self-management and regulating feelings. Linking to feeding, being able to express likes and dislikes when developing tastes of foods; enjoying the company of others during snack times; and feeling a sense of pride and confidence when learning to cook, such as helping to make smiley face pizzas.



Cognitive development is the development of the mind or the thinking part of the brain. Milestones include the development of concepts and memory. Recognising numbers, shapes, and colours are also linked to cognition. As is being able to think abstractly and to use memory to investigate, experiment and test ideas and theories. Linking to food, children

can experiment with new tastes and textures and learn to accommodate those as part of their new foods; making choices over what to make to eat or drink and testing out ideas for ingredients in a smoothie.



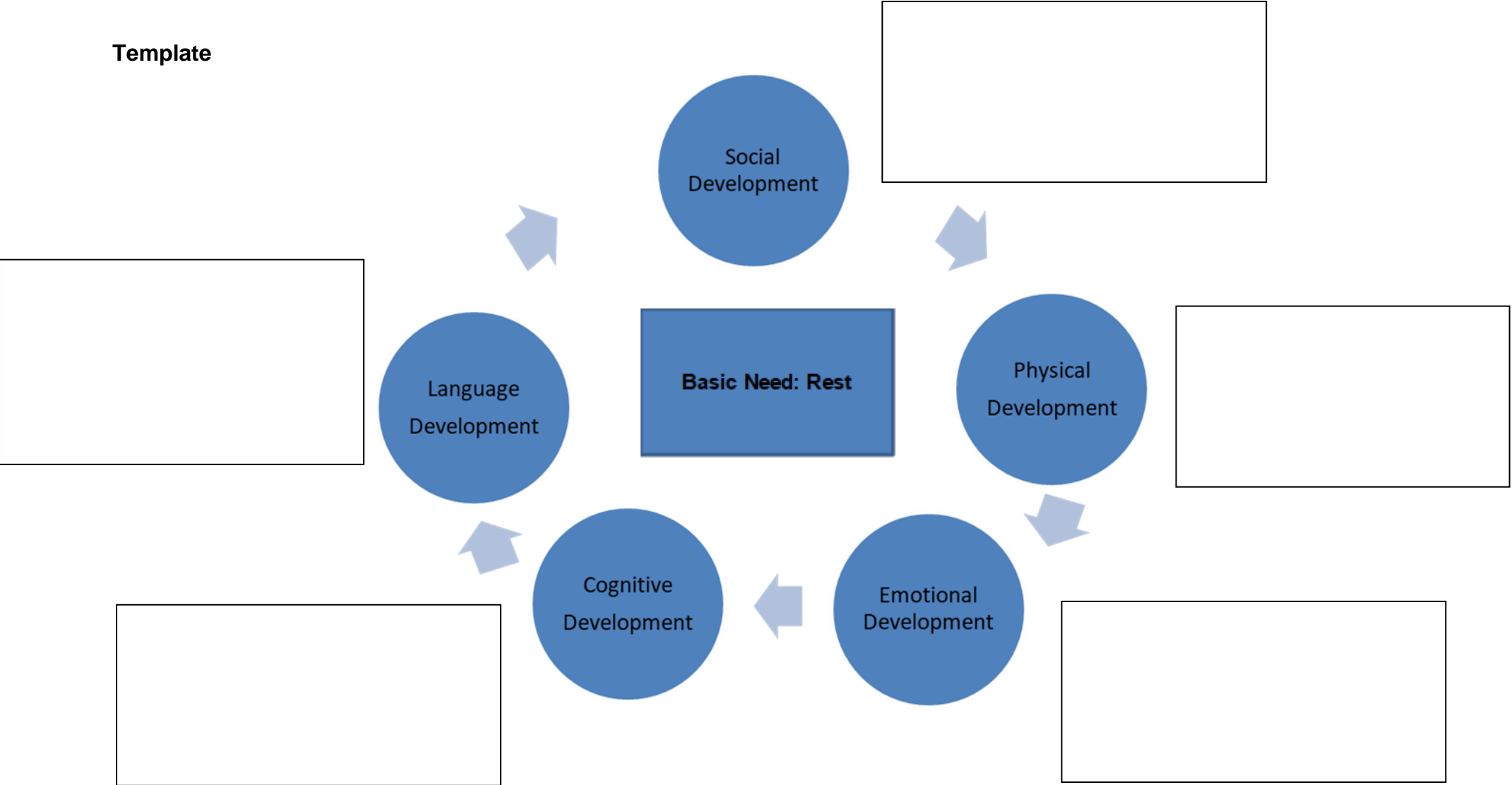
Language development is about learning to speak and communicate. Milestones include early babbling, using single words, holding conversations, and debating from a reasoned point of view. Linking to feeding, repeating simple words during feeding routines, such as (for thank you) 'ta' and 'nana' (for banana) also shows progress in this area. Children can learn the names of different ingredients when exploring baking and cooking.

Things I have learned about holistic development and the needs of children:

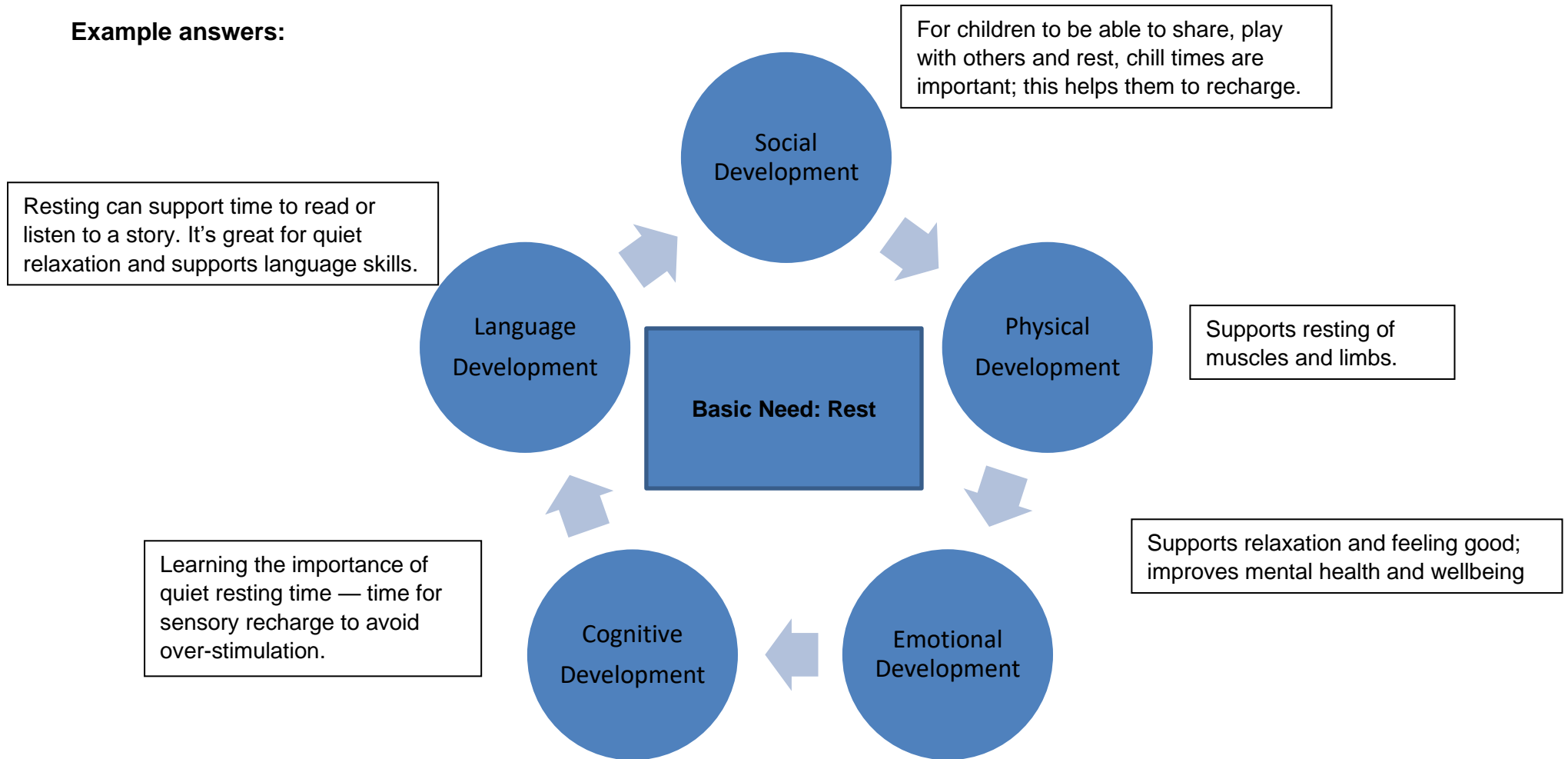
Learner activity: Holistic needs and how they are inter-related — activity 4

In this activity, identify a range of ways that basic needs can be met to support the holistic development of children. You should draw from previous activities you have completed and knowledge you have gained to help you with this activity. Using the template provided and working in pairs or groups, explore a range of ways which, when the basic needs are met, will further promote a child's holistic development. (Look over the example answers to support you to understand what types of information you need to include).

Template



Example answers:



Learner activity: Holistic needs and how they are inter-related — activity 5

Using the range of materials provided, create your own *five aspects* of development flashcards. You will need to make them from card so that they will last well. Use your own design flair and creativity to create your flashcards; you are looking to make each of the cards different from the other — developing a unique style for each card. *The wording on each flashcard must be big and easy to read from a distance.* You will need to make a flashcard for each of the aspects of development:

- ◆ Social development
- ◆ Physical development
- ◆ Emotional development
- ◆ Cognitive development
- ◆ Language development

Social and Emotional aspects must each have their own card.

Once the cards are completed, during the slideshow of images shown to you; decide which order you think the child/children in each image may have their development promoted. Arrange your five flashcards by order of the aspect being promoted the most to the least.

1= the aspect of development which is **MOSTLY** being promoted

2= the aspect of development which is being promoted **NEXT**

3= the aspect of development which is being promoted **NEXT**

4= the aspect of development which is being promoted **NEXT**

5= the aspect of development which is being promoted the **LEAST**

For example: on looking at an image of children playing football, you may arrange the development order as:

1 = Physical, 2 = Social, 3 = Emotional, 4 = Cognitive and 5 = Language

Where others may arrange as:

1 = Physical, 2 = Cognitive, 3 = Social, 4 = Language and 5 = Emotional

Now share your answers with the class. Does everyone have the same order? What are the reasons you chose this order?

In discussions, consider rates and patterns of development; age and stages; influences; and what might happen within each experience that might influence the order changing. For example, if different resources were added or if the adult enabled the children to lead more, does this somehow impact the order of development? Discuss and debate your choices and reasons.

This activity supports you to see visually the potential ways that development can be promoted within different activities/circumstances and experiences.

Learner activity: Benefits of meeting needs for babies and children — activity 1



Take time to consider the range of benefits that there are when adults meet the ongoing and progressive needs of babies and children as they grow and develop. Reflect on what you have already learned about meeting the needs of babies and children and push further to link to the benefits.

Take time to discuss with others in more detail and then complete the chart. Make sure to cover all the age ranges in your answers and aim for a range of benefits across the chart.

The need (cover different age ranges)	The benefits

Learner activity: Influences on progressive developmental needs for babies and children — activity 2

Take time to consider, as part of the whole class, what influences there might be on the progressive development of babies and children. Reflect on what children need in terms of care and feeding specifically — what may influence these, drawing from your own developing knowledge and research from your own activities and learning so far in the unit.

Consider some of these suggested influences: Participate in the discussions and take notes.

- ◆ Familial pressures
- ◆ Religious observance
- ◆ Finances
- ◆ Practical Skills (or lack of these)
- ◆ Limited knowledge
- ◆ Different culture/English as a second language
- ◆ Addictions
- ◆ Unemployment
- ◆ Accessibility (local shopping)
- ◆ Area location of where people live
- ◆ Challenges with reading, writing or money management
- ◆ Lack of confidence



Using your notes, work on your own to create an academic/paper-based poster, highlighting the influences and how they impact the developmental needs of babies and children.

Learner activity: Influences on progressive developmental needs for babies and children — activity 3

Consider the importance of knowing and respecting all children and young people as individuals, and that the prime role of all early learning and childcare services is to promote the development and wellbeing of children and young people.

Research the UNCRRC and what this means in terms of meeting the basic needs of a developing child. Make relationships between the basic needs of babies and children and the role of the adult in promoting their wellbeing and health in doing this.

Working independently, you should create an information flyer for parents in a nursery setting to have a more informed understanding. The [UNCRRC](#) should be referred to and links included for the parents to read more for themselves about it.

Learner activity: Adult's role in providing environments to promote growth and development of babies and children — activity 4

Let's take time to explore further the caring roles and responsibilities in promoting the health, growth and development of babies and children. It is important that you develop a good

understanding of the role of the adult in providing suitable environments for the babies and children in their care. The ways that adults provide the most appropriate environments is key to ensuring babies and children's needs are met well. Environments' need to be created to suit the age and stage of children and change as the child changes and grows.

For example, the space to play for a baby 0–1 year old looks different to that of a child 1–2 years old and from a child 3–5 years old and so on.

Adults need to understand how to alter environments to ensure the needs of children are met well and to further enable them to learn and enjoy experiences which supports their holistic development.

Discuss:

Take time to consider a range of different environments that children are exposed to; including the need for importance and great care to be taken to ensure good safety as well as measured risk to challenge children and support them from being risk averse.



Record:

Working with others, list as many different 'environments' that babies and children may find themselves in (reflect on appropriate spaces for their ages and stages).

Then from the list you have created, select **two different environments** and make suggestions on the most appropriate ways to prepare, set up and clear away these spaces.

Research:

Look at the list below, then begin researching the role of the adult in preparing and providing the correct **environment** for each of these caring responsibilities to take place:

- ◆ Changing a baby's nappy
- ◆ Dressing and undressing
- ◆ Bathing a baby
- ◆ Bathing a child of 2–5 years
- ◆ Feeding a baby
- ◆ Feeding a child of 2–5 years



Plan:

Choosing **one** of the caring responsibilities from the list (below) and write out the steps the adult should take for good **preparation and provision** of a **safe and appropriate environment**.

- ◆ Bathing a baby
- ◆ Bathing a child of 2–5 years
- ◆ Feeding a baby
- ◆ Feeding a child of 2–5 years

Continuing with the same caring responsibility, **include the equipment** that the adult will need to meet the needs of the child.

Finally, using the same caring responsibility, now **describe what the experience** should be like for the child. (What should the adult's role be in meeting this care need as well as promoting the child's development at the same time?)

Keep your notes.

Learner activity: Adult's role in providing environments to promote growth and development of babies and children — activity 5

Following on from activity 4, and using your notes, record your ideas into the planner provided (see below). In this activity you are learning to identify the relationship between the caring responsibility, in a particular age and stage, with the adult's role of the appropriate environment, equipment and positive experience.

Working in a group with others, select an age and stage from the list below:

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age)
- ◆ Teenager (secondary school age)

Work together and draw from your notes from activity 4 to help you to add in a range of information to the planner. Once completed, share your responses with the rest of the class; have you noticed similarities and differences across the different group's planners? What do you notice about how the caring responsibilities change as the child moves into a different age range?

Baby (birth to 18 months)

Adult caring role	Age and stage	Environment	Equipment	Experience
Bathing	0–1 year			
Bottle Feeding	0–1 year			
Changing a nappy	0–18 months			
Weaning	6–12 months			
Dressing/ Undressing	0–18 months			

(Blank Planner).

Adult caring role	Age and stage	Environment	Equipment	Experience

Learner activity: Adult’s role in providing experiences to promote growth and development of babies and children — activity 1

The experiences which are provided to babies and children will support to shape them and their development. Good, varied experiences are essential to promoting sound holistic development and with good solid planning, can be done easily and well.

The key to good experiences is to ensure they are age and stage appropriate and have a good balance between challenge and familiar. When providing familiar experiences for

children, they can 'practice and consolidate' skills and learning which may have already taken place at other times. When providing some challenge as well, they are then able to 'stretch and test themselves' which may include some elements of risk and the need to self-assess and manage risk.

All of this is essential to providing good experiences which enrich learning. Adults should aim to include the child as much as possible from the planning, preparing, implementing, and tidying away; this is clearly age and stage appropriate. The more involvement a child has in the experience, the greater they invest and engage, the more independence and leading they do, which enables them to develop broader skills. The confidence of adults to enable and empower children will further support greater success in experiences which carry greater meaning for the child.

Read over these scenarios and then answer the questions which follow. Consider and reflect on this experience. Which scenario will provide greater learning?

Scenario 1a:

The professional brings chairs and highchairs around for the baby room children to explore sensory foods. They have prepared a tray ready with a range of food items. The food items include cold custard, jelly and baked beans and are placed in trays and put in front of the children. Aprons are put onto the children by the adults and there is some talking with the children as they play and explore the food items. There is some tools and plastic cutlery on the table for them to choose if they wish.

Scenario 1b:

The professional has decided to do a sensory play session around the dinner table and with babies in their highchairs too. Some of the older children are asked to try to put on their aprons, and with support from the adults to enable them to do this and pull over the Velcro straps. Some of the older children are asked to collect the plastic cutlery and lay them on the table. They offer lots of praise and encouragement when they do this. The adults encourage the children to choose a tray and then to scoop or spoon the different food items onto their tray.

Those in highchairs are given food items directly onto their trays and offered a plastic spoon. The adults chat to the children as they play and use key words such as, 'yummy', 'tasty', 'cold', or 'wet' to support language. They encourage the children to choose and use tools and cutlery in their play. Once the play session is over, the older children are encouraged to help tidy up, such as washing the tables down and collecting the tools and washing their own hands.

Questions:

1: Which scenario will support these children's caring and feeding skills the most?

Give reasons for your answers

2: Explain the differences between the role of the professionals in scenario 1a and 1b.

3: Do you think in both scenarios that the professionals promoted development? Discuss your answer giving reasons.

4: Explain 'the children's engagement'.

5: Explain the ways that holistic development was being promoted in one of the scenarios and the benefits that this has on supporting the children's progressive development.

6: In your opinion, explain the value and importance of involving children in experiences to promote ongoing development and to promote good caring and feeding skills.

Reflect and record:

Reflect and record what you have learned in this task. How will you use this information to support you when in direct work/caring for babies and children?

Encourage learners to make notes and retain these and add to their folios; they can draw further on this later.

Learner activity: Adult's role in providing equipment to promote growth and development of babies and children — activity 2

Let's take some time to explore the types of equipment required to meet the wide-ranging needs of babies and children. Working in groups, select **a specific age and stage** and make a list of the types of equipment that might be needed. (You can draw from notes and previous activities).

Then consider specific caring responsibilities or experiences and link the appropriate equipment needed to carry them out well to ensure the promotion of growth and development for babies and children in your care:

Some suggestions:

Making a healthy snack with children
Weaning a baby
Formula feeding a 6-month-old baby
Setting the table for snack with child helpers
Tidy up time in the playroom
Dealing with mud on the carpet in the playroom
Snow melting on the cloakroom floor
Warming up soup for lunch

You should look to consider adding different examples within your own group, supported in your same age and stage.

Delivery notes — Topic 1: Feeding of Babies

Exploring feeding patterns and routines of babies — activity 1

Let's explore the different feeding patterns and routines of babies to understand and develop sound knowledge of what this looks like as the baby grows.

Working individually, research and investigate the feeding patterns and routines of babies — focusing on what babies' intake is across the 0–18 month's age range.

Investigate what the 'patterns' are in feeding babies and how these are determined by size, weight, and week of a babies' development.

Make sure to keep a note of the information you find and the sources you gather them from.

Formula and breastfeeding — activity 2

In this activity, encourage learners to investigate through researching a range of mediums, including the internet, appropriate and reliable webpages, journals, textbooks, and so on.

They should be encouraged to source up-to-date and current information on the following themes linked to feeding babies:

Investigate breastfeeding babies:

- ◆ Benefits of breastfeeding babies
- ◆ Society feelings to breastfeeding
- ◆ Positives
- ◆ Negatives
- ◆ The role of adults

Investigate formula feeding babies:

- ◆ How does formula feed work
- ◆ Benefits of formula feeding babies
- ◆ Positives
- ◆ Negatives
- ◆ The role of adults



Retain your notes and share your information with the class as you feedback on some of the information you have found.

Formula feeding babies — activity 3

Identify and record the steps needed to make a formula feed accurately and safely for a baby.

Steps for making a formula feed for a baby are:



Formula feeding babies — activity 4

Practical simulations — Using your step sheet (from activity 3) to practice and develop your practical caring skills in formula feeding. Working in pairs or groups of three, use your steps to support you to carry out a simulation of making different formula feeds for babies of different ages. As you practice, record in the table below the different feeds you have made, a short description of what you did each time and reflect on how it went. Within your group you should support each other and provide peer reviews, with positives as well as something to work on.

Complete the handout.

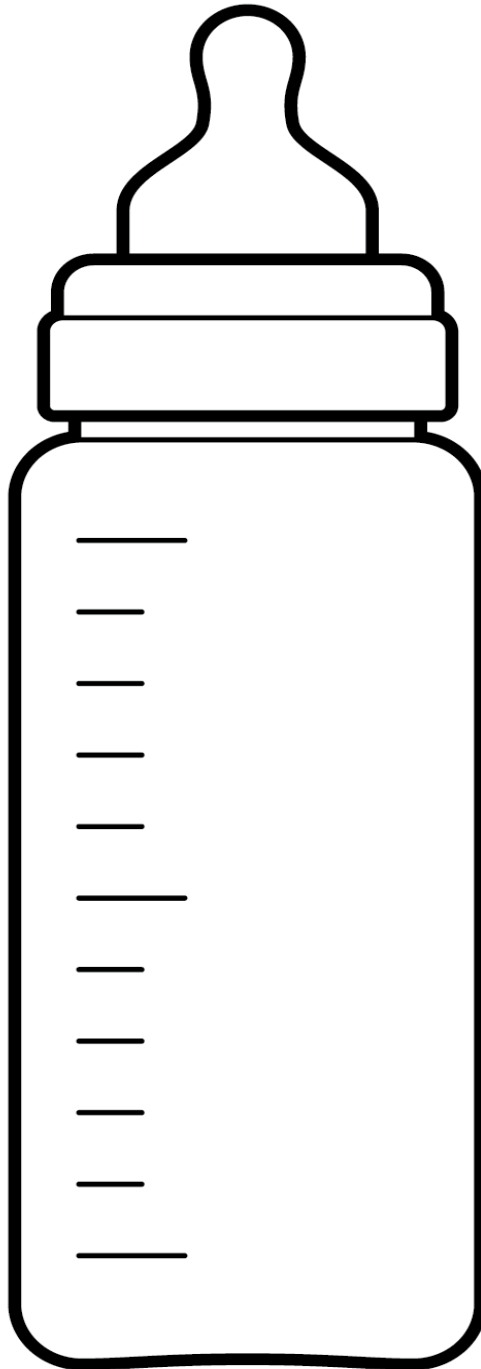
Age by week and weight Formula used	Describe what happened and reflect on how you think you did.
Peer review (reviewer Initials and date)	Describe/comment on how they got on.

Learner activity: Formula feeding babies — activity 5

Can you remember the different parts to the baby bottle and their names? Can you remember what each part is used for?

Name:

Using this handout of the baby bottle, label each of the parts and add in what steps are needed in making the correct feed for a baby.



Learner activity: The weaning process — activity 6

This is the gradual introduction of solid foods over time which replaces a full milk (breast or formula) diet. This usually begins around six months and runs alongside a milk diet.

The weaning process includes tastes and textures. It is important to be aware that baby's digestive systems are not capable of processing, digesting, and absorbing lots of complex foods, therefore understanding what to feed baby when is important. If babies are weaned too early, they will not be able to break foods down and can put strain on their immature kidneys. Therefore, it is important to remain on a full milk diet and look to slowly introduce solids around six months old.

As babies are growing and developing, they will need more intake as they become bigger, and this will be more than milk. It is important to wean according to each baby's pattern of development and where they are as they grow; doing this ensures they can have a diet which is best suited to them and their needs.

It is an innovative idea to batch cook or prepare foods ahead of time, which can be stored and frozen until needed. An innovative idea is to freeze foods in ice cubes trays — this enables the adult to defrost cubes of food when needed.

Step 1: Research weaning babies 6–18 months. Keep notes of what you find out.

Step 2: Make a weaning planner for a parent — one that they can use to help them to introduce a variety of tastes and textures from 6–18 months.






Layout could look like this:

Foods	6–7 Months	7–9 Months	9–12 Months	Over 12 Months
Vegetables 				
Fruits 				
Dairy products 				
Meats 				
Cereals 				
Fish 				
Finger foods 				
Drinks 				

Learner activity: Feeding older babies — activity 7

Let's consider what food and drink can be provided to the older baby as they move through and come to the end of the weaning process. Research a range of food and drink ideas, exploring a range of diverse recipe ideas to promote health, tastes and textures and encourage chewing. Be mindful throughout the age of the older baby and what is safe and appropriate to provide. You need to also consider a plant-based option as this becomes a more important focus in the wider society in modern times.

Plan a menu for an older baby

Meal	Including meat 	Vegetarian 
Breakfast 		
Mid-morning snack		
Lunch 		
Afternoon snack		
Dinner 		

After you have planned your menu, read the scenario below and research a range of foods (appropriate for the age of a teething baby/toddler) which can alleviate some of the discomfort during teething periods. *For example, foods to cool and soothe and gently numb; and foods for sucking or biting on.*

Scenario:

You are working in Sunny Day Nursery's baby room. You have several babies who are currently teething. In your team meeting you are discussing food ideas to support the teething children. Make a list of different foods that your team could use to support the babies in this important milestone.

Foods to support teething:

Learner activity: Factors which impact feeding and weaning babies — activity 8

Step 1: As a whole class or in groups, discuss and debate the following topics about food:

- ◆ What age should adults introduce junk foods?
- ◆ What are treats and rewards and should adults use food for this?

Feedback and vote on your responses to each of the topics. What were the outcomes of your debate? Did you all agree? What impacts do you think these each could have on the weaning and feeding process and feeding toddlers? What long-term impacts might introducing these early have on developing healthy food habits as the child grows? Would any of these negatively impact children's development? Do they meet the needs of children?

Keep your notes on what was discussed and add to your folio.

Step 2:

- ◆ Research what might negatively impact feeding and weaning.
- ◆ Consider the importance of 'consistency' and being 'prepared'.
- ◆ Find out about 'family meals and socialisation' during the weaning process (what is this and what are the benefits?)

Some suggestions:




- ◆ Familial pressures and expectations
- ◆ Cultural differences (such as adding chillies to foods earlier than in UK)
- ◆ Incorrect advice handed down (such as adding rice to a formula feed)
- ◆ Feeding separately instead of with family and at the table, and so on

Keep your notes on what was discussed and add to your folio.

Learner activity: Factors which impact feeding and weaning babies — activity 9

Working in a pair or individually, investigate and identify in your own words what each of the food categories means. Once completed, take time to feedback to the class and ensure that you have recorded a correct understanding for each category.

Research and write definitions for the following food categories:

Food categories	Definitions in my own words
Food intolerance 	
Food allergy	
Gluten-free 	
Dairy-free	
Soya	
Vegan 	

Vegetarian	
Halal	
Anaphylaxis 	
Pescatarian	

Factors which impact feeding and weaning babies — activity 10

Food challenge:

Compete with others in the class, by noting as many food items linked to the different letters of the alphabet. (Keep in mind, these will be foods you can give to babies and children.)

Letter	Foods beginning with the letter:	Letter	Foods beginning with the letter:
A		K	
B		L	
C		M	
D		N	
E		O	
F		P	
G		R	
H		S	
I		T	
J		Y	

Teacher/lecturer hints: To extend this activity, once the challenge is complete and discussed; support learners to research the [Eat Well Plate](#).

Using the food items they have added to the Alphabet Table above, encourage learners to create a food plate in the different Eat Well Plate categories in their own food plate.

Discuss if their plates are well-balanced. Are they missing or food types or light in some categories over others? Support learners to consider how personal experiences and the eating habits of adults can influence the types of foods which come to mind and how this

might not necessarily be as well-balanced as it could. Then weigh this up with the role of the professional in an early learning and childcare setting and the responsibility that they have of ensuring that foods and drinks are balanced and linked to guidance such as the Eat Well Plate.

This activity will support you to develop your knowledge further of what healthy well-balanced food and drinks look like for babies and children to support development and meet their basic needs. In this activity work individually to create your own complete set of pairs so you are able to play with others later. You are creating your own **pairs game, using healthy food and drink items.**

You can draw from your research of healthy foods to give to a growing child as part of their well-balanced healthy diet. When creating your set of matching cards, remember you will need to make **two of each item** and ensure you cut your card out in the same shape and size.

Once you have created your pairs game, test that it works and then swap your game with other people in the group to play.

After the game is made and practiced, then complete the following review using the template provided. Reflect on how this game can support the child’s understanding of food and eating well as well as how it could impact their development.

The aim of the game	
Describe how to play	
What are the benefits of having children play this game	
How could you enable children to make their own game like this?	
What further benefits would there be if they did?	

Learner activity: Feeding and weaning babies and children — activity 11

Working together as part of a whole group or class, create an '*Eat and Wean Well*' cookery booklet. You are looking to create at least one page. The booklet is targeting adults, giving them a range of good recipes to promote good weaning and healthy eating for **children 0–5 years**. Each page should be bright, colourful, engaging, and easy to follow, therefore you need to be creative and expressive and use your imagination to support you to share the message to adults on each page. You should add images to support illustrating your page.

Recipes should include a wide range items from across the Eat Well Plate and be age and stage appropriate; be mindful of different dietary requirements including veganism, vegetarianism, dairy- or gluten-free and religious preferences. Across the booklet there should be a range of options and include healthy drinks.

Learner activity: Feeding and weaning babies and children — activity 12

Café menu

Discussion:

Read over the scenario with the class group and discuss together the different elements to the story of the café Bistro. Consider aspects such as: what is the need for 'small portions' — why is this relevant? 'Locally sourced foods' — why does the café do this, and so on.

Take notes as the scenario is discussed to help you when you plan and create your own menu.

Scenario — Information about the Café Bistro:

You have recently joined a new café bistro in your area which is popular with parents and their children; it is a lively, baby- and child-friendly environment. The management provides a baby feeding station for heating up weaning foods and formula feeds. They actively encourage an inclusive breastfeeding environment which is proving extremely popular. They are also motivated by providing healthy well-balanced food and drink choices and have recently added a 'little weaners' section to their menu. This is where they are now offering a range of weaning options in small portions for parents who are currently weaning their babies. The food items include catering for a range of adult preferences for their children such as dairy and gluten-free; nut-free; vegan or vegetarian options; plant-based options; soya alternatives; Halal and no pork options.

The setting sources food items locally and sometimes organically and believes in sustainability and wholesome foods at the core of its message.

The task:

You have been asked to design a full children's menu including drinks. Use the prompts below to support you to develop the menu well.

- ◆ Reflect on the background of the bistro above and then set about creating a fun, colourful menu which will provide a good range of items on offer for babies and children up to the age of ten years old.

- ◆ Be sure to consider babies — state how bottles can be warmed on site and the policy on breastfeeding.
- ◆ Include a 'little weaners' section — highlighting a range of sweet, savoury items for those babies who are weaning.
- ◆ Finger foods — consider options for finger feeders.
- ◆ Small plates — for children 2–5 years.
- ◆ Large Plates — for children 5–10 years.
- ◆ Remember to reflect allergies and food preferences throughout.
- ◆ You should attach costs to your items.

Research — you may find it useful to research different menus online or visit a local café to have an idea of how much things cost to help you.

Learner activity: Feeding and weaning babies and children — activity 13

Meal planning and shopping

	BREAKFAST	LUNCH	DINNER
M			
T			
W			
T			
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THIS WEEK'S SNACKS
SHOPPING LIST
FAMILY SUGGESTIONS

In this activity, you are going to consider budget and expense when planning for a well-balanced and healthy diet for children. Select a category from the list below and gather into groups. Agree which different category your group wishes to focus on. Make sure you all understand what you are being asked to do in your chosen category before you begin; you must also agree and decide on one supermarket for your shop (each group should have a different supermarket and one that you can find prices in their online shop).

You can draw from previous activities covered in the unit and research in books/online and so on to enable you to generate the information you need.

- ◆ 4-year-old — who observes the Jewish faith
- ◆ 3-year-old — who is dairy-free
- ◆ 7-month-old — who is weaning with a vegetarian focus
- ◆ 1 year old — finger feeding
- ◆ 2-year-old — exploring tastes and variety
- ◆ 5-year-old — gluten-free
- ◆ 9 months old — weaning — focus on tastes and textures



In your groups create a **meal planner and shopping list** for children in your chosen category including their specified dietary needs.

You should check using an online chosen food shopping website and add costs to each item and then add up the potential shopping bill.

Once all groups have completed, compare the different meal planners and shopping lists; what are the similarities and differences? Which group had the cheapest and which was the most expensive? Support learners to reflect on the 'real costs' of eating and living well and to consider different choices which could be made to reduce this.

Delivery notes — Topic 2: Feeding of Children and Young People

Special dietary requirements in food provision for children and young people — activity 1

Read over:



For adults to meet the needs of all children in their care, it is important to understand each child's broader culture, and specific dietary requirements. This is essential in working in partnership with families to embrace and include the differing needs of their children. It communicates to parents and other adults the value and respect that is placed on these specific needs and supports children to feel included and considered.

The adult needs to ensure that children are not left feeling 'different' which can promote feelings of embarrassment, exclusion, and low self-esteem — even where adults are trying to meet needs in the correct way. It is the role of the adult to ensure that a culture and ethos of embracing inclusion for differences is the 'norm' and are fully 'accepted' and this is achieved with strong consistent role modelling.



When adults care for children with specific dietary needs, it is important for adults to be clear in their understanding and knowledge of the reasons, and what is and is not permitted to be provided and why. The adult should then begin researching a variety of different options and consider what can be sourced to achieve this; all the while, remembering the importance of inclusion and promoting good self-esteem for the child.

The more knowledge adults have about the dietary requirements and the more they prepare and research, the better the outcomes will be for all. Applying good 'caring' skills here is essential to ensuring that the child's needs are not an annoying afterthought, but more of a considered and well-respected aspect of caring for that child, which in turn demonstrates to the parents that the adults really value you and the situation, and this goes a long way to building trusting relationships with families.

Let's look at the tasks — read over the scenarios and complete the range of tasks which link to each one.

Scenario 1: The local playgroup:

The parents of a two-year-old child have expressed strongly that they are vegan and dairy-free and that their child must follow this diet. The parents have offered to bring in alternatives for their child at snack times when they attend the play group. The play group leader has reassured the family that this is no issue and that they will provide for the child. The parents shared that they would bring them with them in case as it has been their experiences to date, that their child is rarely catered for at activities and groups they attend.



Step 1: Linking to the scenario above, come together in a group to carry out a role play; consider the role and viewpoint of each person, and be mindful of the personal experiences they each bring with them. What might they say? What might they share? Why is it important to them in this scenario and why? What don't they each want to happen and why? What do they each want to happen and why and so on?

- ◆ The play group leader
- ◆ The child
- ◆ The parents

Feedback your thoughts and take notes.

Scenario 1: What the play group leader did next. (Read)

The play group leader has begun researching what types of ways they could meet the dietary needs of this child. They are looking online, in books, and reading current guidance on meeting dietary requirements. They are also speaking with other early learning childcare professionals to get some ideas and advice on how to meet the needs of the child and the family.

Step 2: Consider what the play group leader is doing and then research and record a range of snack options that the play group leader could provide to meet the dietary needs of the child. Encourage them to consider if there is a way that the leader could provide the same things to all the children at snack time? Does there always need to be something different every time for this child?

Note a list of snack options — make clear if all the children can have it or just this child.

Could the play group leader link what she provides to a particular food initiative/local or national guidance?

Feedback your thoughts and take notes.**Scenario Part 2: The play group leader plans a sensory play session.**

The play group leader is planning a sensory play session using foods. They check the dietary requirement list for all the children; they need to have vegan and dairy-free foods to include the two-year-old child. They set out dairy-free, plant-based cream; vegan jelly in cubes and in flat trays, and dairy-free plant-based yoghurts. All the children enjoy touching, smelling, and even tasting the food items, also using plastic tools, cutlery and shape cutters as they explore and play.

Step 1: Discuss altogether and reflect on the sensory play session using food. What the play group leader has achieved here, in terms of meeting the dietary needs of the child; in including the child; in avoiding difference; in respecting and valuing the lifestyle choices of the family.

(Consider partnership working.)

Take notes.

Finally, consider the possible impact that this sensory play session has had on each person:

- ◆ The play group leader
- ◆ The parents
- ◆ The child
- ◆ The other children
- ◆ The other parents in the play group

(Consider both positives and any negatives there may be).

Feedback your thoughts and take notes.

Learner activity: Special dietary requirements in food provision for children and young people — activity 2

In this activity, work individually to investigate a range of dietary requirements which you may need to support in an early learning and childcare setting or with a child in your care. You should use a range of methods to source the information you need including: accessing the library; researching using books/ebooks and the internet as well as the most current and up-to-date guidance on each dietary need ([Scottish Government Nutritional Guidance](#)).

Ensure to add in the sources used for each dietary need, to help you to revisit later. Once you have completed the grids below, share your answers with the class.

Exploring dietary requirements

Dietary needs	What is not permitted?
Diabetic	
Coeliac	
Gluten-free	
Vegan	
Vegetarian	
Dairy intolerant	
Lactose intolerant	

Dietary needs (religious/culture)	What is not permitted?
Sikhism	
Muslim	
Judaism	
Rastafarian	
Hinduism	
Buddhism	
Seventh Day Adventist	
Jainism	

Learner activity: Exploring special dietary requirements in food provision for children and young people — activity 3

In this activity, learners should be supported to read each of the speech bubbles and in pairs decide what the dietary requirements are. Learners should note these underneath each speech bubble. Time should be taken to go over their responses to ensure the correct dietary needs are being accurately met.



Activity

Read these comments from a range of children where they have been discussing what they eat at home, as part of culture week. Add which dietary and requirements and religions they are talking about.

I am three years old, and I don't eat meat or fish. But I do like to eat dairy foods.

My Special Dietary Requirement is:

I am 12 years old, and I must be really careful what I eat. I am not able to have too many sugary foods as this makes me very ill very quickly.

My Special Dietary Requirement is:

I am 8 years old and as a family we don't eat any foods which come from animals. We always eat plant-based foods instead.

My Special Dietary Requirement is:

I mostly eat a healthy diet, and I enjoy lots of different foods. Some foods like strawberries and chocolate make my tongue swell and I find it difficult to breathe.

My Special Dietary Requirement is:

We don't eat meat and some of us don't eat pork. Some of us do eat chicken or fish. Most of us prefer a vegetarian diet.

Dietary needs for which religious group:

We mostly eat a vegetarian diet; however, we do eat some fish. We don't eat pork also some cheeses too.

Dietary needs for which religious group:

We eat meat but it must be Halal. We don't eat some cheeses or pork. During Ramadan we fast between sunrise and sunset.

Dietary needs for which religious group:

We don't eat dairy and meat together; we cook dairy products in separate dishes. We don't eat pork, and our meat must be Kosher.

Dietary needs for which religious group:

We eat a vegetarian diet — some of us are vegan. Sometimes garlic and spring onions are not allowed.

Dietary needs for which religious group:

We are mostly vegetarian and during Lent chocolate, tea, coffee are not allowed, and we give them up for a time.

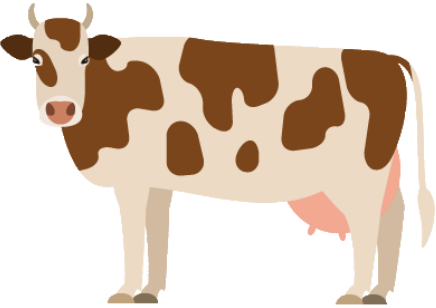
Dietary needs for which religious group:

Reflect and record: What are the benefits to the following individuals, when discussing their family food cultures and preferences as part of circle time?

- ◆ The children
- ◆ The setting staff

Record: Three things you have learned in doing this activity about meeting the specific dietary needs of children.

- 1:
- 2:
- 3:



Learner activity: National health guidance (including influences) on managing appropriate diets for children and young people — activity 1

Let's explore further your knowledge and understanding of current, local and national guidance and requirements around food and drinks provision for babies and children. You will need to be able to make the relationship between knowing this guidance and being able to apply it well to meet the needs of children as they grow and develop.

Read over the information with the whole class group and discuss altogether what it means and explore the content well to ensure your understanding.

Read:

A healthy well-balanced diet is essential to support babies and children to grow well and support their development. It is important to introduce the right foods early on and develop more savoury tastes than sweet. This will really encourage the developing child to tolerate greater savoury flavours and help to reduce refusal of tastes and textures in favour of sweeter foods. It is also important to follow the most current and up-to-date health and nutritional guidance to ensure that a developing child has their care and feeding needs well met in a consistent way.

Consider that it is important to learn about topics such as sugar intake, processed foods and understanding what the nutritional needs are as a child grows up. There is a lot of good reliable guidance readily available, and the Scottish NHS is an excellent source of information to support meeting these needs.

The Scottish Government also promotes many health campaigns and ensures that the NHS rolls these out to promote good health overall. Much guidance on health and nutrition comes from the WHO; they are concerned with the health across the world and offer guidance, support, and information to many countries on best course of action to ensure the health of people in different nations. The WHO has many different health promotions also and works with governments across the world to encourage them to embed their information and programmes as part of their national guidance, laws, and legislation for the greater good of everyone.

This of course includes babies and children, and all guidance is underpinning the UNCRC.

It is the responsibility of Scottish Government, local authorities across Scotland, Scottish NHS, and other charities and organisations across Scotland to raise awareness, skills and promote good well-balanced diets for families and promote adults' knowledge and skills to enable them to apply this guidance within the home, early learning and childcare settings, schools, colleges, and so on.

NHS has rolled out lots of different campaigns such as Fit for Life; Couch to 5k; Breast is Best; 5 a Day, Eat Well Live Well and Eat Well Plate, and so on.

Understanding what is required for a well-balanced diet really supports adults to ensure they can share this with children in their care.

Now take time to investigate the range of headings below. Split into groups and agree which themes from the list you will investigate further.

Research: Some ideas below for things you could look at including:

- ◆ Explore the different food groups — why is each one important to create a well-balanced diet?
- ◆ Find out how much calorie/nutrient intake that children should have across the age and stages.
- ◆ Find out about two different health and nutrition campaigns promoted by Scottish NHS/Scottish Government or local authorities.
- ◆ What are the names of local and national campaigns (linked to food/health), their aims and include links to them.
- ◆ Include articles from the UNCRC document which links well to meeting the health, care, and nutritional needs of children.
- ◆ Include information from the WHO about feeding children (including breastfeeding).
- ◆ Include tips and hints on good weaning for babies and on feeding children across the ages and stages. This could include the best places in the locality to source fresh fruit and vegetables, or the cheapest supermarket in the area and what they offer.
- ◆ Consider breastfeeding over formula feeding — give the positives and negatives of each method.
- ◆ Include the best ways to manage mealtimes and focus on explaining the value of environments, the feeding experience including socialisation and how this benefits the child.
- ◆ Explore the different equipment needed for feeding children and do price and quality comparisons.

Consider anything else related to this unit which would be 'newsworthy or of interest' to adults who care and feed children across Scotland.

You should keep your notes and sources to websites, etc and then feed back to the class, sharing information about what you have found. Discuss and debate the findings.

Additional task:

Using the information investigated, support learners to each create an A3 newspaper pull-out article; for a popular Scottish newspaper — '***Scotland Today***'.

The article title is, '***Scotland's Focus on Children's Health and Nutrition***'.

Each group/pair or individual could create a page and collect all the pages together to make one pull-out.

Learner activity: The role of the early learning and childcare professional, in providing food and drink for children and young people — activity 2

Based on all the knowledge you have gained so far in this unit, contribute to creating a whole class presentation, explaining what the roles and responsibilities are of professionals providing food and drinks for babies, children and young people in their care.

Agree and decide with your peers the presentation type and work together sharing out the different roles. Within your presentation you might wish to include some of the following and aim to include other relevant information you have found also:

- ◆ What are the roles of the professional? (What are they expected to do — consider role modelling; what is part of their job in the provision of food? What about food policies?)
- ◆ What are the responsibilities of the professional? (What are they specifically required to do — such as considering following the procedures of the setting in food preparation, storage, etc. What about checks they must do to ensure they make links to diets?)
- ◆ What ways should professionals encourage feeding and feeding skills?

Involving children and or/involve parents and so on.

Delivery notes — Topic 3: Hygiene and Infection Control Promotion

The procedures which prevent the spread of infection within the early learning and childcare environment — activity 1

Let's consider the range of hygiene and infection control needed in an early learning and childcare setting; and raise awareness of the roles and responsibilities of professionals.

Read this information over with the rest of the whole class group.

It is important for adults to ensure they are managing the environments for children in their care well and to a high standard. This includes a range of responsibilities to ensure children can thrive well and safely, these include:

- ◆ Appropriate food storage (fridge and freezer)
- ◆ Cooking and reheating food correctly (including raw and cooked foods)
- ◆ Making and reheating formula feeds
- ◆ Checking the temperature of foods and this includes reheating items
- ◆ Cleaning and maintenance of equipment for feeding such as plastic cutlery, bowls, and cups; or sterilisation of baby bottles and so on
- ◆ How to prepare the table for mealtimes and clean down afterwards

Step 1: Take time to research the Food Standards Agency and their requirements for infection control in some of the key areas noted above.

Step 2: Then, using your sourced information, create a poster explaining a range of hygiene and infection control measures, and describe their importance.

Learner activity: The procedures which prevent the spread of infection within the early learning and childcare environment — activity 2

In this activity take the opportunity to consider the relationship between good food preparation, storage and cooking to avoid the spread of germs and bacteria, which lead to infection spread.

You can create a flyer to explain how to prevent germs and bacteria spreading on food in a childcare setting; also, how to store and cook high-risk food items.

Alternatively, you could demonstrate your knowledge, through creating a short video presentation/Vlog or using a video app. This could include you demonstrating what to do and how to do it appropriately to avoid infection spread. You may find it easier to select one area to focus on such as food storage, or cooking/preparing food and so on.

Learner activity: The procedures which prevent the spread of infection within the early learning and childcare environment — activity 3

Let's take time to further raise your awareness and understanding of the importance of consistent and positive role modelling; making relationships between what the professional/adult does and does not do to promote or impede infection control measures which protect others and children in a childcare setting.

Participate in a whole class discussion on the following points which are related to adults role modelling good hygiene and infection control practices as part of their responsibilities.

Discussion point suggestions:

- ◆ Personal Hygiene (such as skin; hair; hands; nails, etc.)
- ◆ Clothing
- ◆ Personal Presentation (such as jewellery; false nails or nail polish, etc.)
- ◆ Lifestyle choices (such as smoking; tattoos and piercings; partying/alcohol, etc.) consumption)
- ◆ Cuts
- ◆ Illness
- ◆ Fitness
- ◆ Diet

Give some examples of 'positive role-modelling' in each of these to prevent the spread of infection (from the viewpoint of the professional/adult) as well as examples of 'poor role modelling', and the impact this might have on them, colleagues and other adult stakeholders as well as children. Take notes and save these.

Task:

Working in pairs or groups, select one practice from above or any others generated within the class discussion, and create a visual information poster detailing tips of how the adult can ensure they are role modelling and presenting good hygiene and infection control practices and the benefits of doing this.

Some suggestions could include:

- ◆ Have an image of an adult label on/around the image, list all the steps they should take for good personal hygiene, such as washing hands after using the toilet, covering their mouth when sneezing or coughing, etc.
- ◆ Have an image of an adult in a kitchen preparing food — label all the steps they should take when cooking and preparing foods of different type

Learner activity: Hygiene routines used in the care of babies and children — activity 4

Participate in a whole class group discussion, compiling a list of different hygiene routines that are required across the age ranges below. Consider the importance of these different

routines and reflect on how these may change as the child gets older. Ensure to make notes of what you have discussed and agreed.

Step 1: What are the hygiene routines used in the following age and stage?

- ◆ Baby (birth to 18 months)
- ◆ Toddler (18 months to 36 months)
- ◆ Young Child (3–5 years)
- ◆ Child (primary school age (5–8 and 8–12 years))
- ◆ Teenager (secondary school age — 12–16 years)

Now working individually, create your own poster promoting the best way to wash hands. This should be aimed at children as an illustration of how to do it, step-by-step and why it is important.

Learner activity: Hygiene routines used in the care of babies and children — activity 5

Working individually, investigate a range of ‘techniques’ which the adult could apply to support children to participate in good hygiene routines, leading to the child developing good personal habits and understanding the importance of the need to have good hygiene habits.

Step 1: Research a range of techniques or ideas to involve children in good hygiene routines, such as:

- ◆ Teeth brushing
- ◆ Hand washing
- ◆ Face washing
- ◆ Bathing and self-washing
- ◆ Brushing hair

You should select at least **two techniques** to support **two of their chosen hygiene practices** from the list above.

Practical simulation:

Participate in a whole class practical simulation of using your techniques with props and resources; simulate carrying them out with a young child. Be mindful of your tone of voice; stance; language use and, in general, your whole approach when carrying out the simulation. Remember, this is practice for when you may have to carry out these hygiene routines with children, so aim to be supportive, encouraging and positive throughout.

Learner activity: Hygiene routines used in the care of babies and children — activity 6

Let’s build further to establish your knowledge and understanding of the benefits of good hygiene routines and what adults can observe when this is applied. Consider how development could be observed and understood when applying regular hygiene routines with children.

Across the groups, aim to cover all the different hygiene routines you have discussed.

Step 1: In pairs or groups, discuss and investigate:

- ◆ What can be noticed when consistent hygiene routines are in place.
- ◆ What are the benefits of good hygiene routines?
- ◆ What the 'adult's role' is.
- ◆ What is 'the role of the child?'

Step 2: Create short video clips (much like a short TikTok or vlog) to demonstrate how to encourage children with good hygiene routines. This should be aimed at training other adults and professionals on the best steps to take in self-care and the benefits of doing this, further discussing what the adult should look out for during hygiene routines.

Learner activity: The role of the early learning and childcare professional in promoting hygiene practices to benefit babies and children — activity 7

Let's focus on establishing the relationship between legislation/guidance and the required professional role and responsibilities in the promotion of hygiene practices to benefit children.

Step 1: Draw from previous lists of hygiene practices or alternatively, participate in a whole class discussion of the range of required 'hygiene practices' in an early learning and childcare setting.

Investigate what the current legal requirements are; for example, Health and Safety at Work Act; Food Standards, etc. Ensure you record your findings including what this would look like in a childcare setting.

For example, what should a childcare professional do when disposing soiled nappies and which guidance or legislation and policy should they be following?

Share your thoughts and research with the class, ensuring you have accurate links.

Step 2: Discuss the following hygiene practices:

- ◆ Consistent stringent hand washing.
- ◆ Care and maintenance procedures for equipment.
- ◆ Procedures for waste disposal.
- ◆ Procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy changing areas, snack/eating areas.
- ◆ Procedures for effective food safety.

Step 3: Complete the table below, adding your recorded notes from steps 1 and 2.

Practice and procedure	What this looks like in an early learning and childcare setting
Consistent stringent hand washing.	
Care and maintenance procedures for equipment.	
Procedures for waste disposal.	
Procedures for effective food safety.	
Procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy change areas, snack/eating areas.	

Learner activity: The procedures which prevent the spread of infection within the early learning and childcare environment — activity 8

Let's explore the relationship between the policies and procedures of a childcare setting, and the direct practice of the professional.

Read this scenario together with the whole class group.

In the Happy Sunshine Nursery, there has been a high turnover of staff, and the manager has just hired four new young apprentices. To ensure that good standards are maintained, the manager has asked each Early Years Lead Practitioner to mentor their room staff and promote their knowledge, understanding and skills in excellent quality, hygiene practices and following procedures.

Step 1: Create a set of step-by-step procedures for the hygiene practices below. Remember that the new staff need to be able to read the steps and be clear on what they must do and in what order.

- ◆ Consistent stringent hand washing.
- ◆ Care and maintenance procedures for equipment.
- ◆ Procedures for waste disposal.
- ◆ Procedures adopted to ensure cleanliness of specific areas, ie toilets/nappy change areas, snack/eating areas.
- ◆ Procedures for effective food safety.

Put all the procedures together as a handbook.

Glossary

Anaphylaxis — a severe and potentially life-threatening reaction to an allergy.

Ante-natal — before birth; during or relating to pregnancy.

Buddhism — an Indian religion or philosophical tradition based on a series of original teachings attributed to Gautama Buddha.

Coeliac — a condition where the immune system attacks its own tissues when gluten is eaten; stops nutrients from being taken into the body.

Diabetic — disease that occurs when the blood glucose (blood sugar) is too high.

Dietary — something which is provided as part of the diet.

Food intolerance — difficulty digesting certain foods; having an unpleasant physical reaction to them. Includes symptoms such as bloating and tummy pain.

Food allergy — an immune system reaction that occurs soon after eating particular food. Even a tiny amount of the allergy-causing food can trigger signs and symptoms such as digestive problems, hives or swollen airways.

Gluten-free — (of food or a diet) not containing gluten.

Halal — refers to meat, which is prepared as prescribed by Muslim law, ie Halal meat.

Hinduism — a religious and cultural tradition of South Asia, which developed from Vedic religion.

Impacts — something that has a strong effect on something else.

Influences — something that influences something else.

Judaism — refers to the religion of the Jewish people.

Jainism — refers to a sacred religion from India.

Muslim — a follower of the religion of Islam.

Pescatarian — someone who eats vegetables and fish as their diet — non-meat eaters.

Rastafarian — someone who follows the Rastafarian religion — specific diet is observed.

Seventh Day Adventist — someone who follows the protestant Christian religion.

Sikh — someone who follows the Sikhism faith; originates from Punjab-Pakistan; specific diet observed.

Vegan — a person who does not eat any food derived from animals and who typically does not use other animal products. Strict diet is observed.

Resources

Resources required for workshop/practical sessions

Materials/equipment	Source/supplier

Useful texts, journals, videos and websites

Texts

Bruce, T. and Meggitt, C. (2003) *Child Care and Education*, 5th ed, Hodder and Stoughton.

Dare, A. and O'Donovan, M. (1998) *A Practical Guide to Working with Babies*, 2nd ed, Stanley Thornes Ltd.

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2007) *Essential Early Years*, Hodder Arnold.

O'Hagan, M. and Smith, M. (1999) *Early Years Child Care and Education*, 2nd ed, Balliere Tindall.

Keenan, T., Evans, S. & Crowley, K. (2016) *An introduction to Child Development*, 3rd ed, Sage.

Tassoni, P. (2011) *Caring for Children*, 2nd ed, Heinemann Pearson Publishing.

Journal articles (shared by author)

Hygiene — Cleaning and Maintenance

[Toys and Equipment Cleaning](#)

[Baby Feeding Equipment Cleaning](#)

[Floors and Surfaces Cleaning](#)

Safe Practices — Policies and Procedures

[Hygiene Policy Example Rising Stars Nursery](#)

Safe Practices — Health and Safety

Hygiene — Hand Washing and Promotion

[Hand Washing Posters](#)

[How to Wash your Hands](#)

[How to wash your hands step by step poster](#)

Videos

Safe Practices — Manual Handling

[Moving and Handling](#)

Websites

www.raisingkids.co.uk

www.nct.org.uk

www.nhsinform.scot

www.nurseryworld.co.uk

www.motherandbabymagazine.com

www.practicalparenting.org.uk

www.bbc.co.uk/parenting

www.parentingclub.com

www.unicef.org.uk

www.cypcs.org.uk

www.nhsinform.scot/ready-steady-baby

www.ushare.education (Childcare and Development)

[Care Inspectorate](#)

[Early Years Scotland](#)

[Education Scotland](#)

[Food Standards Scotland](#)

[My Gov.Scotland Health and Safety at Work](#)

[Food Hygiene Scotland](#)

[NHS Live Well Food Initiatives](#)

[NHS Food Allergies Information](#)