



# **PASSPORT TO HEALTH AND SOCIAL CARE**

## **UNIT 3: DIGNITY IN CARE**

### **ELEMENT 3: ASSISTING WITH MEALTIMES**



Worcestershire  
Local Enterprise Partnership

THE CAREERS &  
ENTERPRISE  
COMPANY



worcestershire  
county council



# DIGNITY IN CARE

## ELEMENT 3: ASSISTING WITH MEALTIMES

**DURATION: 4 SESSIONS**

**YEAR GROUP: KS3/4 OR 5**

### STUDENTS WILL:

- > Identify who would benefit from mealtime assistance
- > Understand why someone might need mealtime assistance
- > Recognise types of equipment and uses
- > Practice and develop skills directly related to Health and Social Care
- > Develop life skills
- > Develop employability skills for future employment
- > Hold employee encounters virtual and face to face
- > Acquire and develop an appropriate vocabulary in writing and spoken language
- > Listen to and understand spoken language and use spoken Standard English when appropriate

### ADDITIONAL NEEDS:

- > Teachers to differentiate according to need

### NOCN QUALIFICATION:

#### NOCN Links:

- > Assisting at Mealtimes F/650/0972
- Learning Outcome 2
- Learning Outcome 3

You can gather evidence through using teacher observation and assessment, photos and activities.

### SKILLS USED FROM SKILLS BUILDER:

- |               |                    |
|---------------|--------------------|
| > Listening   | > Problem Solving  |
| > Speaking    | > Staying Positive |
| > Teamwork    | > Creativity       |
| > Aiming High |                    |

### KEY WORDS:

- > Care
- > Dignity
- > Person-centred care
- > Personalised support

### RESOURCES FOR ALL LESSONS:

- |  |   |
|--|---|
| > Computer and internet access                 | > <b>UN3E206</b> - Healthcare Assistant job description |
| > Paper and pens                               | > <b>UN2E305</b> - PPE                                  |
| > <b>UN3E301</b> - Why someone might need help | > Mealtime equipment                                    |
| > <b>UN3E302</b> - Who might need help         |   |
| > <b>UN3E303</b> - Mealtime equipment          |   |
| > <b>UN3E304</b> - What PPE do I need?         |   |
| > <b>UN3E305</b> - Step by step                |   |



## SESSION 1: WHO WOULD NEED ASSISTANCE?



### ACTIVITIES TO SUPPORT LEARNING

1. There are many different reasons why someone might need assistance with eating and drinking. Can the students suggest their thoughts on why someone might need help?
2. Refer to the why someone might need help resource and discuss with student's their thoughts. Can the students recognise the different needs and how that might require mealtime assistance?
3. It is important for students to recognise that people of all ages and abilities may require mealtime assistance based on their individual needs. When working with people, it is important not to make assumptions and to encourage independence where appropriate. For example, if an elderly person is physically able, they may be able to feed themselves with adapted equipment. Assistance is not always physical, you may be providing support through encouragement.
4. Use the who might need help resource and discuss with students the different people who they might assist with eating and drinking when working in the Health and Social Care sector.

**TASK VARIATION:** Some students may need more guidance and prompts to recognise the different needs in both resources. Support and information can be found here:

[Promoting independence](#)

[How to feed someone you care for](#)

### LEARNING OUTCOMES

- > Recognise who might need mealtime assistance
- > Understand why someone might need mealtime assistance

#### NOCN links:

- > Assisting at Mealtimes F/650/0972
- Learning Outcome 2
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > **UN3E201** - Why someone might need help
- > **UN3E203** - Who might need help



## SESSION 2: MEALTIME PREPARATION



### ACTIVITIES TO SUPPORT LEARNING

1. To assist an individual with mealtimes, the person supporting will need to prepare mealtime equipment and PPE equipment prior. They may also be asked to prepare the meal by gathering the food from the kitchen and taking it to the person. It is important that students are able to recognise what they need and know how to use it.
2. Use the mealtime equipment resource to identify the types of mealtime equipment that may be used. Can the students recognise what the equipment is and how it would be used?
  - 2a. If you have any mealtime equipment available, provide students the opportunity to explore the equipment and practice using it.
3. When working in a care setting, it is essential that correct PPE is worn and used to protect both yourself and the individual you are working with. Can students suggest the types of PPE that are required?
4. Encourage the students to complete the what PPE do I need resource. Are the students able to identify what PPE is needed and what PPE isn't needed? You may also like to use the PPE resource from unit 2 as support with application and removal of PPE.

**TASK VARIATION:** The focus can be on the mealtime equipment if students are confident on PPE from completion of unit 2.

**PMLD TASK VARIATION:** Provide students with mealtime equipment and PPE to allow them to engage in a sensory activity.

### LEARNING OUTCOMES

- > Recognise types of equipment
- > Understand how equipment can be used safely
- > Recognise types of PPE
- > Understand how PPE can be used correctly and safely

#### NOCN links:

- > Assisting at Mealtimes  
F/650/0972
- Learning Outcome 2
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > **UN3E303** - Mealtime equipment
- > Mealtime equipment - plates, cutlery, cups, napkins, adapted equipment
- > **UN3E304** - What PPE do I need?
- > **UN2E305** - PPE



## SESSION 3: SUPPORTING MEALTIMES ACTIVITY



### ACTIVITIES TO SUPPORT LEARNING

1. Following on from session two, now is a good opportunity to allow students to practice how they might support and assist with mealtimes for both adults and children.
2. To encourage students to practice assisting with mealtimes, create a role play set up within the classroom with various mealtime equipment and PPE. Students may feel more comfortable working in smaller groups or individually with a tutor, so adjust this session to suit.
3. Use the step by step resource to encourage students to follow carefully and accurately. First, they will need to choose their client who they will be assisting. They will then need to gather the equipment they require for that person. (This activity will not need students to practice physically feeding another person)
4. Are the students able to follow the steps correctly? Were they able to provide the support needed for the client? It might be useful to practice each step by step activity with students so they are able to practice all scenarios. This can be completed over multiple sessions.

**TASK VARIATION:** Adapt the step by step resource to suit your environment. If you do not have all of the resources listed, adapt to the resources you do have.

**PMLD TASK VARIATION:** Provide students with sensory opportunities using mealtime equipment, PPE and food.

### LEARNING OUTCOMES

- > Identify how to support an individual at mealtimes
- > Identify the equipment needed
- > Support an individual to eat at mealtimes
- > Follow step by step instructions carefully

#### NOCN links:

- > Assisting at Mealtimes F/650/0972
- Learning Outcome 2
- Learning Outcome 3

### DIFFERENTIATION AND RESOURCES

- > **UN3E305** - Step by step
- > Mealtime equipment - food packaging, plates, cutlery, cups, napkins, adapted equipment
- > PPE - masks, aprons, gloves



## SESSION 4: JOB DESCRIPTION EXPLORATION



### ACTIVITIES TO SUPPORT LEARNING

Allow the students to look over the job description:  
 See if they have met any of the skills through the sessions?  
 Did they find any of the skills easy?  
 Did they find anything difficult?  
 Had they completed some of the tasks before?  
 See if this would be something they would like to do as a job?  
 For those that wish to, you could hold a mock interview asking questions around the skills they have learned related to the Health and Social Care sector.

Use the [Your Future Opportunities](#) job directory to search for relevant job profiles within the sector.

You might like to encourage learners to identify and look at:

- Different job roles
- Qualifications required
- Local job vacancies

### LEARNING OUTCOMES

Skill identification

Linking activity to careers and subject learning

- > Speaking
- > Listening
- > Reading

### DIFFERENTIATION AND RESOURCES

> **UN3E306** - Healthcare assistant job description