

National Unit Specification: general information

UNIT	The Pre-School Child: Food, Clothing and Play (Intermediate 1)
NUMBER	D278 10
COURSE	Home Economics: Lifestyle and Consumer Technology (Intermediate 1)

SUMMARY

Through this unit the candidate will increase awareness of factors affecting development and learn to identify and meet key needs of pre-school children (2 - 5 years).

OUTCOMES

- 1 Demonstrate knowledge and understanding of dietary guidelines appropriate to a pre-school child.
- 2 Select, produce and evaluate healthy food suitable for a pre-school child.
- 3 Demonstrate knowledge and understanding of the factors to be considered when choosing clothing for a pre-school child.
- 4 Make one play-related item which meets a development need of pre-school children and evaluate its effectiveness in meeting this need.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained:

- Standard Grade Home Economics at Foundation level
- access 3 units in Home Economics
- access 3 units or Standard Grade at Foundation level in a relevant subject

The unit is also suitable for 'new starts' and adult returners with appropriate prior experience.

Administrative Information

Superclass:	GA
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National Unit Specification: general information (cont)

UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1

CORE SKILLS

Core Skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001)

National Unit Specification: statement of standards

UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of dietary guidelines appropriate to a pre-school child.

Performance criteria

- (a) Current guidelines are identified which contribute to a healthy diet for a pre school child.
- (b) The relationship between a well-balanced diet and health is clearly explained and appropriate to the needs of a 2 - 5 year-old.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a restricted response item. Attainment should be assessed by the use of a marking scheme. Specific advice:

- (a) Four specific guidelines should be identified from current nationally-agreed dietary advice.
- (b) The explanation should focus on current dietary guidelines for 2 - 5 year-olds.

OUTCOME 2

Select, produce and evaluate healthy food suitable for a pre-school child.

Performance criteria

- (a) Appropriate ingredients, food preparation techniques and/or cooking methods are selected and used.
- (b) Safe and hygienic practices are demonstrated in food production.
- (c) Food is served in appropriately sized portions and is attractive and palatable.
- (d) The evaluation of the suitability of the food produced is accurate.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on two occasions, to produce one snack and one main meal. The proposed instrument of assessment is a practical exercise. Attainment should be recorded by the use of an observational checklist. The meal may be an adapted family meal. Specific advice related to the performance criteria above:

- (a) The selected ingredients, including drinks, meet current nationally-agreed dietary guidelines for a 2 - 5 year-old. Food-preparation techniques and cooking methods used should promote healthy eating and retention of nutrients.
- (b) Candidates should wear appropriate clothing, maintain a clean and tidy workstation, use tools and equipment correctly and safely.
- (d) The evaluation should include comments on performance criteria (a) - (c).

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Demonstrate knowledge and understanding of the factors to be considered when choosing clothing for a pre-school child.

Performance criteria

- (a) The factors identified for consideration are appropriate to the needs of a pre-school child.
- (b) The explanation of the relevance of each factor to this age group is accurate.
- (c) The justification for the choice of clothing is relevant, accurate and appropriate to the purpose/occasion the clothing is for.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a restricted response item. Attainment should be by the use of a marking scheme. Specific advice:

- (a) three factors must be identified. One must be safety and two from: protection; comfort/fit; suitability for purpose/occasion; care; available income/resources
- (b) the explanation should be linked to the age group
- (c) there should be **one** choice of clothing from each of the two categories: indoor clothing, outdoor clothing.

OUTCOME 4

Make one play-related item which meets a development need of pre-school children and evaluate its effectiveness in meeting this need.

Performance criteria

- (a) One development need is accurately identified.
- (b) The chosen item meets the identified need.
- (c) The selected materials and construction methods meet current health and safety requirements.
- (d) The effectiveness of the item in meeting the identified development need is evaluated accurately.

Evidence requirements

Recorded evidence must be provided to show that each of the performance criteria has been met on one occasion. The proposed instrument of assessment is a design activity. Attainment should be recorded by the use of an observational checklist. Specific advice:

- (a) development needs - one from cognitive, creative, physical co-ordination or imaginative/social development
- (c) current health and safety requirements for materials and construction methods eg use of non-toxic materials, no sharp edges, easy to clean, secure fixings (eyes, noses)

National Unit Specification: support notes

UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

The content on which this unit is based is listed in the course details for Home Economics: Lifestyle and Consumer Technology (Int 1).

Through a variety of practical activities, candidates should be guided towards an understanding of the needs of pre-school children. The age range of pre-school children is defined as within 2 - 5 years.

Candidates should maintain a clear view of the pre-school child as a person, while concentrating on the specific development needs relating to food, clothing and play. The development of social and emotional needs and their interrelationship with the physical needs of pre-school children should be considered when choosing contexts for learning. Where appropriate, the contexts for learning should be within a family setting.

Opportunities for raising candidates' awareness of the importance of a safe, secure home environment and its effect on the development of this age group should be exploited.

Outcomes 1 and 2

Candidates' perceptions of health should be clarified. The concept of a broad model of health should be briefly explored in relation to pre-school children. The holistic nature of health should be reinforced by consideration of the interrelationship of physical, mental, and social aspects. Dietary requirements and the relationship with physical growth and development for pre-school children should be identified. The nationally agreed dietary guidelines for 2-5 year olds are as follows:

Guideline 1	Fruit and Vegetables		3-4 portions per day
Guideline 2	Bread	wholegrain/granary bread	2 portions per day
Guideline 3	Breakfast cereals	wholegrain cereals	2 portions per day
Guideline 4	Fat (Milk)	semi-skimmed milk should be consumed	
Guideline 5	Fat (Meat)	meat products eaten less than twice weekly	
Guideline 6	Sugar	consumption of confectionary/soft drinks to be halved	
Guideline 7	Fish	eat fish at least twice a week	

In relation to the needs of pre-school children, candidates should:

- be given opportunities to investigate current dietary advice
- explore the concept of a varied, balanced diet
- identify foods, portion sizes and meal patterns which are attractive and palatable

National Unit Specification: support notes (cont)

UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

- have practice in food-preparation techniques and cooking methods which take account of current dietary guidelines and conserve nutrient value; adapt family meals; demonstrate current practices in relation to health and safety when preparing food
- be given opportunities to evaluate the suitability of a variety of foods

Outcome 3

Candidates should investigate some of the main factors to be considered when choosing clothes for pre-school children.

Safety

- construction/shape/size
- flammability/flame resistance
- fastenings
- trimmings

Protection, with regard to the activity level of the child

- to keep warm, cool or dry
- to suit a range of climatic conditions
- to suit indoor/outdoor conditions

Comfort/fit

- softness/absorbency
- weight/use of layers
- elasticity/ease in movement
- size

Suitability for purpose/occasion

- play: indoor/outdoor activities
- special occasions
- attractive/fashionable
- strength/wearability

Care

- ease in care
- colour-fast
- crease resistant

Available income/resources

- durability in relation to cost/income
- expectation/use
- size/fit/allowance for growth

National Unit Specification: support notes (cont)

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Outcome 4

Candidates should explore and possibly experience the importance of play. From this experience they will gain awareness that through play children acquire skills, and that a variety of play activities provides opportunities for development. Candidates should be given opportunities to investigate and identify a variety of play-related items to meet the development needs of pre-school children. For example:

<i>Area of development</i>	<i>Aspects</i>	<i>Possible items</i>
cognitive	concepts colours shapes sizes weights measures time space	mobile wall-hanging jigsaw salt/playdough/soft sculpture numbers letters shapes names games
creative	activities related to: sand water painting modelling music-making	set of containers salt/playdough fabric cubes/bricks finger puppets potato painting kit storage bag protective overall protective sleeves
physical co-ordination	fastenings	shoe-tying kit clothes fastening kit/toy/card
imaginative/social development		soft toys finger puppets dressing-up kit baby doll farmyard/garage mat

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Reference should also be made to Learning and teaching approaches in the course details.

Outcomes 1 and 2

Candidates should be involved in practical activities. Discussion groups and brainstorming exercises can help candidates focus and determine previous knowledge. Opportunities for paired, group or class discussion could be offered.

National Unit Specification: support notes (cont)

UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

Within practical activities, candidates should be given opportunities to:

- make effective use of current dietary guidelines and specialist skills
- develop feasible and imaginative ideas for the creation of snacks and meals for pre-school children or adapt family meals
- determine appropriately-sized portions for this age group
- select and manage appropriate materials and resources in the production of snacks and meals
- critically evaluate a range of foods to assist in the development of their understanding of the contribution of diet to the maintenance of health of pre-school children
- critically evaluate, and when necessary amend and adapt, strategies throughout the practical activities
- critically evaluate the effectiveness of the meals and snacks in meeting current dietary guidelines for 2 - 5 year-olds, and the attractiveness and palatability of the meals and snacks for that age group

Discussion and evaluation of the prepared snacks and/or meals will assist candidates' understanding of the contribution of diet to the maintenance of health in relation to the needs of pre-school children.

Demonstration of current health and safety practices in the handling and preparation of foods should be emphasised.

Where candidates work in groups, the evidence used for assessment purposes must be the candidate's own work. Candidates should maintain a log or folio in which they record points of view, decisions, analyses and evaluations in relation to diet and national guidelines. Records should demonstrate a sound knowledge base and candidates' judgements should be substantiated by reference to evidence/sources, etc.

Outcomes 3 and 4

- structured discussion, case-studies, individual and group tasks could be developed to identify prior knowledge. Candidates should access a range of sources, for example: catalogues, magazines, newspapers, leaflets, books
- videos, radio and television programmes
- visits to retail outlets, nurseries, playgroups
- visits involving pre-school children, parents, health visitors

At appropriate stages, candidates should experience opportunities for the effective use of knowledge, skills and experiences appropriate to:

- identification of a range of development needs of pre-school children
- selection of a variety of play-related items to meet identified development needs
- examination and evaluation of a variety and range of materials for play-related items
- development of feasible and imaginative approaches to the creation of play-related items
- management of appropriate materials, equipment and human resources to bring their ideas into reality
- acquisition and development of relevant practical skills
- evaluation of the effectiveness of a variety of play-related items in meeting different developmental needs

National Unit Specification: support notes (cont)

UNIT The Pre-School Child: Food, Clothing and Play (Intermediate 1)

Observation of current health and safety practices in the choices of materials and construction methods should be emphasised.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The following are offered as guidance. For outcomes 1 and 3, candidates' attainment may be assessed using short response tests or on the basis of a structured classroom activity in which relevant responses are clearly identifiable.

Outcome 1

Restricted response items.

Outcome 2

Teacher/lecturer's observational checklist covering the areas identified in performance criteria (a) - (d) should be used to record a candidate's performance whilst producing the food. Support comments and photographs would enhance the checklist and provide evidence of achievement.

Outcome 3

Restricted response items

Outcome 4

Teacher/lecturer's observational checklist covering the areas identified in the performance criteria (a) - (d) should be used to record a candidate's performance whilst making a play-related item. Supporting comments and photographs would enhance the checklist as a record of evidence of achievement.

Further guidance and exemplification on appropriate evidence will be provided in the Subject Guide.

The delivery and assessment of this unit is open to alternative methods to support the inclusion of all candidates. Examples include:

- extension to the notional design length
- use of technology to record information/instructions and to support assessment situations
- appropriate level of teacher/lecturer or auxiliary support in practical activities:
- use of specialist equipment

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).