

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
- >

SESSION 1:

WHO WOULD NEED ASSISTANCE?**LEARNING OUTCOMES****DIFFERENTIATION AND RESOURCES**

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?

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?

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.

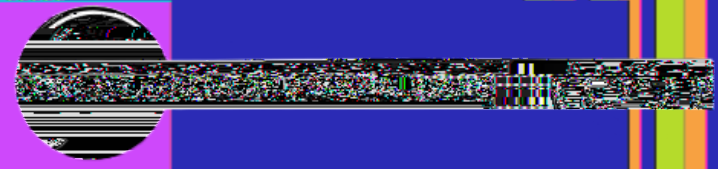
Use the who might need help resource and discuss with students the different people who they might assist with eating and drinking when working in the Health and Social Care sector.

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](#)

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

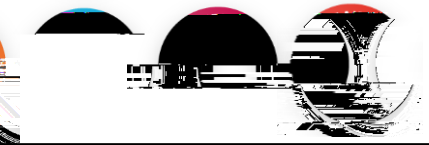


SESSION 2: MEALTIME PREPARATION



	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
<p>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.</p>		

SESSION 3:

LEARNING
OUTCOMESDIFFERENTIATION
AND RESOURCES

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.

ADDITIONAL SUPPORT: Provide students with sensory opportunities using mealtime equipment, PPE and food.

> Identify how to

