

Cambridge **NATIONALS LEVEL 1/2**



# ***CHILD DEVELOPMENT***

Unit R019 – Understanding the equipment and nutritional needs of children from birth to five years

**DELIVERY GUIDE**

Version 1

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# INTRODUCTION

**This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.**

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their students. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

We believe that being able to make good progress in English and maths is essential to students in both of these contexts and on a range of learning programmes. To help you enable your students to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your students.



### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for this unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

Understand the equipment and nutritional needs of children from birth to five years.

This unit will allow students to investigate the different equipment and nutritional requirements of children from birth to five years.

On completion of this unit, students will be able to apply their knowledge and understanding, through a practical activity, to show how the needs are met to promote the well-being and development of the child.

### Unit R019 Understanding the equipment and nutritional needs of children from birth to five years

LO1	Understand the key factors when choosing equipment for babies from birth to 12 months
LO2	Understand the key factors when choosing equipment for children from one to five years
LO3	Know the nutritional guidelines and requirements for children from birth to five years
LO4	Be able to investigate and develop feeding solutions for children from birth to five years

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-nationals-child-development-level-1-2/>

# RELATED ACTIVITIES

The suggested activities in this delivery guide have also been related to other units/learning outcomes (LOs) in this qualification. This could help with delivery planning and enable students to cover multiple parts of units.

This unit (Unit 19)	Title of suggested activity	Other units/LOs
<b>LO1</b>	What's the best way to transport a baby?	Unit R018: Health and well-being for child development LO2 Understand antenatal care and preparation for birth
	Comparison of travel systems	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO2 Understand the key factors when choosing equipment for children from one to five years
	Presentation of findings on travel systems	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO2 Understand the key factors when choosing equipment for children from one to five years
	Providing information to the public	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO2 Understand the key factors when choosing equipment for children from one to five years
<b>LO2</b>	Key factors to consider when choosing sleeping equipment for children from 1 to 5 years	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO1 Understand the key factors when choosing equipment for babies from birth to 12 months
	Creating a questionnaire or interview to discover what parents consider important when buying sleeping equipment for their young children	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO1 Understand the key factors when choosing equipment for babies from birth to 12 months
	Creating results from primary research	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO1 Understand the key factors when choosing equipment for babies from birth to 12 months
	The importance of safety when buying equipment for a child 1 to 5 years	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO1 Understand the key factors when choosing equipment for babies from birth to 12 months
<b>LO3</b>	The stages of weaning	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO4 Be able to investigate and develop feeding solutions for children from birth to five years
	Discovering weaning and suitable foods	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO4 Be able to investigate and develop feeding solutions for children from birth to five years
	Nutritional needs at different stages of weaning	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO4 Be able to investigate and develop feeding solutions for children from birth to five years

This unit (Unit 19)	Title of suggested activity	Other units/LOs
LO4	Options for feeding a baby from 0 to 6 months	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO1 Understand the key factors when choosing equipment for babies from birth to 12 months LO2 Understand the key factors when choosing equipment for children from one to five years LO3 Know the nutritional guidelines and requirements for children from birth to five years
	Practical – making a bottle feed	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO1 Understand the key factors when choosing equipment for babies from birth to 12 months LO2 Understand the key factors when choosing equipment for children from one to five years LO3 Know the nutritional guidelines and requirements for children from birth to five years
	Produce and present a PowerPoint presentation or Blog on the options to consider when feeding a new baby	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO1 Understand the key factors when choosing equipment for babies from birth to 12 months LO2 Understand the key factors when choosing equipment for children from one to five years LO3 Know the nutritional guidelines and requirements for children from birth to five years
	Planning foods for a 9 – 12 month child	Unit R019: Understand the equipment and nutritional needs of children from birth to five years LO4 Be able to investigate and develop feeding solutions for children from birth to five years

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>LO1</b>	
<b>Travel equipment</b>	Items of equipment that can transport a baby from 0 to 12 months, these could include pram, or car seat. Items must be suitable for the age and weight of the baby have good stability, effective brakes and conform to British Standards.
<b>Feeding equipment</b>	These are items that are needed to feed a baby, either when breastfeeding, e.g.; nursing bras, breast pads and bibs, or bottle feeding, e.g.; sterilising system, teats and formula feed.
<b>Sleeping equipment</b>	Items that are needed for a baby to sleep, depending on the age this could be a type of Moses basket, cot, mattress and blankets. Safety factors, e.g. cot bumper and a baby should not have a pillow.
<b>Clothing</b>	These are key items that are needed for a small baby which cover basic needs, e.g. nappies, vests and stretch sleepsuits for the day and night and items suitable to wear outside, e.g. mittens and hats. Soft fabrics that are loose and comfortable are recommended and those that are easy to launder.
<b>Footwear</b>	Items that cover babies' feet from birth to 12 months and could be integral to a clothing item or socks, booties or soft shoes.
<b>LO2</b>	
<b>Travel equipment</b>	Items of equipment that can transport a child from 1 to 5 years, these could include stroller or buggy. They should provide good suspension and be easy to clean and maintain. Safety considerations, e.g. the design must meet safety standards ECE Regulations and weight constraints.
<b>Feeding equipment</b>	Items of equipment that are used to feed a child aged 1-5, which could include, weaning bibs, trainer cups, cutlery.
<b>Sleeping equipment</b>	Items that are needed for a child to sleep which could include a cot, bed, bed guard, duvet. Safety factors for example, a firm mattress and pillow that allows air to pass through.
<b>Clothing</b>	Items of clothing that a child would need to wear during the day and night, these should be adapted to suit the stage of mobility and enable a child's movability. Materials should be comfortable, hardwearing and easy to launder. Clothing should be appropriate for the weather. Safety laws govern the sale of nightwear for children.
<b>Footwear</b>	Shoes, slippers, boots and sandals, a range of footwear that a child would require as they grow from 1 to 5 years. Shoes are especially important when a child starts walking. Shoes should be purchased from a shop where there is a shoe fitting service, so that correct advice can be given.
<b>LO3</b>	
<b>Government guidelines</b>	Guidelines issued by the Government to ensure that children have a balanced and healthy diet in order to give them the best start in their first few years. Eating patterns should involve a combination of foods from all five groups to ensure that all nutrient requirements are met.
<b>Eatwell plate</b>	The eatwell plate highlights the different types of food that make up our diet, and shows the proportions that we should eat them in to have a healthy, balanced diet. <a href="http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx">http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx</a>
<b>Macronutrients</b>	These are key nutrients that children need in large amounts in their diet. They consist of protein needed for growth and repair, fat for insulation and warmth and carbohydrate for energy.
<b>Micronutrients</b>	These are nutrients that children need in small amounts in their diet. They consist of vitamins, minerals and trace elements. These help the body to function efficiently and help prevent diseases.
<b>Fibre</b>	Fibre is needed in the diet to help get rid of solid waste matter and promote a healthy digestive system and intestines. Children from a young age should be encouraged to eat plenty of fresh fruit and vegetables.

**Explanations of the key terms used within this unit, in the context of this unit**

<b>Key term</b>	<b>Explanation</b>
<b>Water</b>	Water is essential for a child's diet as it is found in all cells and tissues. It assists in controlling a baby's/child's body temperature and helps get rid of waste.
<b>Breast milk</b>	The breast is made up of 15-20 segments or lobes, each of which contains alveoli or cells which produce milk. Milk ducts drain from these cells to reservoirs in the area of the areola. The nipple has several openings through which the baby can obtain milk. Mature milk is present three days after the birth and hormonal changes cause the milk to be produced and the sucking of the baby stimulates a steady supply.
<b>Formula milk</b>	Infant formula is usually based on processed, skimmed cow's milk. Added ingredients include vitamins, fatty acids and prebiotics (carbohydrates that can stimulate the growth of 'good' bacteria in the digestive system). You can see a full list of contents on the packaging for infant formula milk for babies.
<b>Soya milk</b>	Soya based milks can be used if a baby develops an intolerance to modified cow's milk.
<b>Weaning Stage 1</b>	This stage commences from around 6 months when babies are introduced to pureed vegetables, pureed fruit, baby rice, finely pureed dhal and lentils. Milk still continues to be the most important food.
<b>Weaning Stage 2</b>	This stage commences from between 7 to 9 months, when the diet can become more varied and includes, pureed or minced meat, chicken, liver, fish, lentils and beans. Cooked eggs can be introduced, wheat based foods, for example, mashed potatoes and pieces of bread. Milk feeds decrease as more solids rich in protein are provided.
<b>Weaning Stage 3</b>	This stage commences from between 9 to 12 months, cow's milk can safely be used from about 12 months. Lumpier foods are introduced for example, pasta, pieces of cooked meat, soft beans, pieces of cheese and bread. Drinks including unsweetened fruit juice or water can be given. Three meals should be given each day.
<b>Main food groups</b>	There are five main food groups as identified on the eatwell plate. These groups include: 1) Bread, cereals and potatoes. 2) Fruit and vegetables. 3) Milk and dairy. 4) Meat, fish and alternatives. 5) Fatty and sugary foods.
<b>LO4</b>	
<b>Feeding solution</b>	A term used for a suitable feeding outcome for a particular age range. This involves demonstrating the making of a feed for a particular age range which is identified as 0 to 6 months, 6 to 12 months or 1 to 5 years old.
<b>Nutritional analysis</b>	Looking at the content of one of the feeding outcomes the analysis should illustrate the nutrient content and links to the age of the child and the relevant dietary requirements.
<b>Evaluation</b>	Reviewing the outcome of the prepared feed, to include strengths, weaknesses and recommendations for improvements of the choice and method, including the suitability of the feed for the child for whom it was being produced.

# MISCONCEPTIONS

## Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<b>I don't have to use the OCR-set assignment.</b>	The OCR-set assignment must be used and a copy placed with the sample of work for moderation.	The OCR-set assignment is on the qualification webpage. <a href="http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/">http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/</a>
<b>I can write my own assignment.</b>	This is incorrect. You must use the OCR-set assignment. Minor amendments can be made to the scenario but these changes should be sent to OCR for approval before starting the course. Advice regarding permitted changes to the OCR-set assignment can be found in the OCR-set assignment booklet.	The OCR-set assignment is on the qualification webpage. <a href="http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/">http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/</a>
<b>Teachers may not realise that all of the content that follows an i.e. in the specification must be taught.</b>	Any content that follows an i.e. must be taught, however, content that follows an e.g. is suggested examples and not an exhaustive list.	Unit specifications and marking criteria grids are contained within the Centre Handbook, this and the OCR-set assignments are available on the qualification webpage. <a href="http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/">http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/</a>



Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Students may give examples of all types of equipment for babies from birth to 12 months.</b>	Students should only give examples covering the four areas listed in the specification, these are: travelling equipment, feeding equipment, sleeping equipment and clothing and footwear.	Online shopping from supermarkets with baby sections, Mothercare, Babies R Us etc. Other specialist stores could also be used. Catalogues are available from these stores, as an alternative. <a href="http://www.mothercare.com/on-demandware.store/Sites-MCENGB-Site/default/Default-Start?&amp;cm_mmc=Google- -Brand%20Account- -Mothercare%20Exact//Mothercare%20Exact- -mothercare+-+e&amp;gclid=COS5u_aJs8gCFRFsGwodEbkDnw">http://www.mothercare.com/on-demandware.store/Sites-MCENGB-Site/default/Default-Start?&amp;cm_mmc=Google- -Brand%20Account- -Mothercare%20Exact//Mothercare%20Exact- -mothercare+-+e&amp;gclid=COS5u_aJs8gCFRFsGwodEbkDnw</a> <a href="http://www.mamasandpapas.com/">http://www.mamasandpapas.com/</a> <a href="http://www.kiddicare.com">http://www.kiddicare.com</a> <a href="http://www.pramworld.co.uk">http://www.pramworld.co.uk</a> <a href="http://www.tesco.com/direct/baby-toddler/">www.tesco.com/direct/baby-toddler/</a> <a href="http://www.toysrus.co.uk/babiesrus">http://www.toysrus.co.uk/babiesrus</a>
<b>Students may not understand the 'key factors to consider' or cover all of them.</b>	Students should be taught about the 'key factors to consider' and focus on the six listed in the specification only. Each key factor must be covered for each of the four equipment areas. Students could consider the factors for each equipment type by using primary research as a way to collate information and then present results and findings. This could be presented in tabulated format or chart, for example.	Group work with discussions on different factors to consider and how to compare them. Designing a questionnaire using open and closed questions.
<b>Teachers may not consider synoptic evidence for their Students to meet the marking criteria grid.</b>	Students should be taught early in the course how to address this element. All students will be preparing for the written examination R018 from which skills/knowledge/understanding can be drawn.	The use of R018 content, for example, LO1, LO2 and LO3 can be used to support this evidence. Please see the guidance on synoptic assessment for each unit, in the Centre Handbook.

### Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p><b>Students may not distinguish between age-appropriateness from LO1 and LO2 and simply repeat work.</b></p>	<p>Students must clearly focus their examples of equipment on birth to 12 months for LO1 and age 1 to 5 years for LO2.</p> <p>Wherever possible they should provide relevant but different equipment examples. The specification provides very different examples, however, there are more to add and students should be encouraged to investigate. The considerations will vary for each age group.</p>	<p>A range of websites will enable students have a better overview of what is available and make better informed choices.</p> <p><a href="http://www.mothercare.com/on-demandware.store/Sites-MCENGB-Site/default/Default-Start?&amp;cm_mmc=Google- -Brand%20Account- -Mothercare%20Exact//Mothercare%20Exact- -mothercare+-+e&amp;gclid=COS5u_aJs8gCFRFsGwodEbkDnw">http://www.mothercare.com/on-demandware.store/Sites-MCENGB-Site/default/Default-Start?&amp;cm_mmc=Google- -Brand%20Account- -Mothercare%20Exact//Mothercare%20Exact- -mothercare+-+e&amp;gclid=COS5u_aJs8gCFRFsGwodEbkDnw</a></p> <p><a href="http://www.mamasandpapas.com/">http://www.mamasandpapas.com/</a></p> <p><a href="http://www.kiddicare.com">http://www.kiddicare.com</a></p> <p><a href="http://www.pramworld.co.uk">http://www.pramworld.co.uk</a></p> <p><a href="http://www.tesco.com/direct/baby-toddler/">www.tesco.com/direct/baby-toddler/</a></p> <p><a href="http://www.toysrus.co.uk/babiesrus">http://www.toysrus.co.uk/babiesrus</a></p>


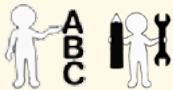
Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>I need to have taught food and nutrition qualifications to deliver this unit.</b>	Government guidelines focusing on the 'eatwell' plate' and healthy choices can be addressed in a concise yet relevant way. These can be taught together as examples from the 'eatwell' plate that can be used to promote healthy choices. The food and nutrition element of this unit is strictly focussed on Child Development.	Home Economics OCR Food and Nutrition for GCSE: ISBN 978-0-340-98397-3 NHS nutrition: <a href="http://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx">http://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx</a> Government guidelines – eatwell plate: <a href="https://www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material/the-eatwell-plate-how-to-use-it-in-promotional-material">https://www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material/the-eatwell-plate-how-to-use-it-in-promotional-material</a> <a href="https://www.nutritionprogram.co.uk/">https://www.nutritionprogram.co.uk/</a> Nutrition Analysis for Recipes, Diets and Meals. The Nutrition Programme is a resource which students can use to gain information on healthy choices.
<b>Functions and sources of nutrients is a lengthy piece of work.</b>	Functions and sources of nutrients does not need to be a lengthy piece of work. This section could be addressed as a table which address the macro and micro nutrients, functions and sources.	The British Nutrition Foundation website has a wealth of resources and up-to-date information of nutritional and needs of children from birth to 5 years. <a href="http://www.nutrition.org.uk/">http://www.nutrition.org.uk/</a>

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Menus, food diaries or recipes are required.</b>	Menus, food diaries or recipes are not required. Students should cover feeding and dietary requirements in a structured way applied to the stages of feeding children in the three age ranges.	First Steps Nutrition <a href="http://www.firststepsnutrition.org">www.firststepsnutrition.org</a> Home Economics: OCR Child Development for GCSE: ISBN 978-0-340-97506-0 Nutritional analysis for schools. A user-friendly online nutritional analysis tool for secondary school students, available free from Food – a fact of life: <a href="http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=115">http://www.foodafactoflife.org.uk/section.aspx?siteId=20&amp;sectionId=115</a>
<b>Students are required to undertake more than one task for LO4.</b>	Students should undertake one of the three tasks in LO4 as set out in the OCR-set assignment. The task should enable students to demonstrate their knowledge, understanding and skills in an investigative and practical way.	The OCR-set assignment is on the qualification webpage. <a href="http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/">http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/</a>
<b>Centres must have access to specialists food rooms, equipment and teachers to deliver the practical tasks.</b>	The tasks (especially 2 and 3) in the OCR-set assignment have been written so that they can be delivered with the minimum of equipment and specialist food background.	Depending on the task chosen resources will be needed, for example, a bottle and teat, cooking equipment or baby food.
<b>Manipulative skills are being tested.</b>	The tasks do not test manipulative skills. The assessment criteria are focused on investigating a suitable way to feed a baby or child within three stated age stages: 0-6month, 6-12 months or 1 to 5 years.	
<b>Teachers and students will need a food hygiene certificate/ qualification.</b>	There is no requirement for any hygiene qualification. Appropriate hygiene/sterilising procedures should be adopted when carrying out the practical investigation.	
<b>If I mark the practical task on the Unit Recording Sheet do I need a witness statement as well?</b>	Assessors must complete the OCR witness statement to justify the marks awarded in LO4. The command verbs should be used to support the appropriate mark bands.	OCR Witness Statement can be found in the OCR-set assignment. <a href="http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/">http://www.ocr.org.uk/qualifications/vocational-education-and-skills/cambridge-nationals-child-development-level-1-2-j818/</a>




### Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p><b>I can't find resources for the tasks in LO4.</b></p>	<p>There are a number of website which can help inform you, depending on the task you have chosen.</p>	<p>National Childbirth Trust <a href="https://www.nct.org.uk/">https://www.nct.org.uk/</a></p> <p>NHS breastfeeding advice:  <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/breastfeeding-help-support.aspx#close">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/breastfeeding-help-support.aspx#close</a></p> <p>NHS bottle feeding advice:  <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/bottle-feeding-advice.aspx#close">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/bottle-feeding-advice.aspx#close</a></p> <p>Mixed feeding:  <a href="http://www.mumsnet.com/babies/mixed-feeding">www.mumsnet.com/babies/mixed-feeding</a>  <a href="http://www.netmums.com">www.netmums.com</a></p> <p>Practical information for healthy eating, recipes and weaning advice.</p> <p>Food planners – change for life:  <a href="http://www.nhs.uk/change4life">www.nhs.uk/change4life</a></p> <p>Recipes for babies and toddlers:  <a href="http://www.annabelkarmel.com/gb/">http://www.annabelkarmel.com/gb/</a></p>

# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand the key factors when choosing equipment for babies from birth to 12 months.		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>What's the best way to transport a baby?</b> 	Students are put into groups to discuss what is available for parents to buy for transporting the baby in the first year of life. What factors would a parent consider when selecting a travel system to buy? Feedback to the class at end of discussions.	30 minutes	Unit 1, LO2
<b>Comparison of travel systems</b>	Students could choose three different travel systems to compare. Three travel systems to include; pram, buggy and car seat. Factors for consideration must include the six listed in the specification; age-appropriateness, safety, cost, design/ergonomics, durability and hygiene.  If possible, students could be taken to a local store, e.g. Mothercare, to research the products on the market. Alternatively, product brochures and websites could be used for research. Students could include promotional materials used by the manufacturer as selling points.  These can then be compared, taking into consideration the six factors above. Examples a) needs for each this age range, e.g. support for head, size, b) room for growth, c) flexibility of use car/walking.	1 hour	Unit 2, LO2
<b>Presentation of findings on travel systems</b>	Students could present their evidence as a leaflet, magazine article or PowerPoint presentation, to include: <ul style="list-style-type: none"> <li>• Coverage of each of the factors for consideration, for each product</li> <li>• The product that they would recommend and why.</li> </ul> Resources: magazines, product brochures, baby equipment websites.	1 hour including homework	Unit 2, LO2
<b>Providing information to the public</b>	Students could take their presentation/leaflet/magazine article to an antenatal clinic and discuss this with pregnant mothers and partners. The session could finish with a discussion between adults and students regarding travel systems and what prospective parents might buy.  Alternatively, this could be done in school/centre with visitors coming in.  Possible resources for all the activities in LO1: <a href="http://www.kiddicare.com">www.kiddicare.com</a> <a href="http://www.pramworld.co.uk">www.pramworld.co.uk</a> <a href="http://www.mothercare.com">www.mothercare.com</a> <a href="http://www.mamasandpapas.com">www.mamasandpapas.com</a> <a href="http://www.babiesrus.com">www.babiesrus.com</a>   Catalogues and manufacturers brochures on travel systems could also be used.	1 hour	Unit 2, LO2



# SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Understand the key factors when choosing equipment for children from one to five years		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Key factors to consider when choosing sleeping equipment for children from 1 to 5 years.</b></p> 	<p>Students could brainstorm a range of factors that they think parents should consider when buying sleeping equipment. Refer to six factors in specification.</p>	30 minutes	Unit 2, LO1
<p><b>Creating a questionnaire/ interview to discover what parents consider important when buying sleeping equipment for their young children.</b></p> 	<p>In pairs students could undertake primary research by designing a questionnaire or interview to give to parents asking them what they consider are the most important factors when buying sleeping equipment for their child.</p> <p>The questionnaire should contain both open and closed questions that would then enable students to analyse and draw conclusions on which to base priorities within each of the six factors: age-appropriateness, safety, cost, design/ergonomics, durability and hygiene.</p> <p><b>Resources</b> Sample questionnaires with suggested number of questions, length and range of questions.</p>	1 hour plus home task to undertake the questionnaire and collate feedback.	Unit 2, LO1
<p><b>Creating results from primary research.</b></p> 	<p>Students to use the findings from their research to recommend suitable sleeping equipment for a child between the ages of 1 and 5 years. For example, cot/bumper, bed/guard, mattresses, blankets/duvets/pillows.</p> <p>Evidence from the questionnaire results could be produced in statistical data/chart format to illustrate their findings. A report of their overall findings could also be produced.</p> <p><b>Resources</b> Manufacturing catalogues containing a range of sleeping equipment. Baby Buddy mobile phone app is available as a free download, as well as printed resources. <a href="http://www.bestbeginnings.org.uk">www.bestbeginnings.org.uk</a> <a href="http://www.unicef.org.uk/BabyFriendly">www.unicef.org.uk/BabyFriendly</a> <a href="http://www.preciouslittleone.com">http://www.preciouslittleone.com</a></p>	2 hours	Unit 1, LO4 Unit 2, LO3



<b>LO No:</b>	2		
<b>LO Title:</b>	Understand the key factors when choosing equipment for children from one to five years		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>The importance of safety when buying sleeping equipment for a child 1 to 5 years.</b>	<p>As a class brainstorm what safety aspects should be considered when buying clothing for a child to sleep in, aged 1 to 5 years.</p> <p>Research any labels and warning symbols that have to be attached to clothing.</p> <p>Design a poster which includes the key important points that a parent should look for when buying nightwear and bedding for a 2 year old.</p> <p>Useful websites:  <a href="http://www.mothercare.com">http://www.mothercare.com</a>  <a href="http://www.rospa.com">http://www.rospa.com</a></p>	1 hour	Unit 1, LO4 Unit 2, LO3



# SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Know the nutritional guidelines and requirements for children from birth to five years		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>The stages of weaning</b>  	<p>Introduction by the teacher on the topic of weaning. Why/when/how to wean a child from milk to solids.</p> <p>Students then to use a variety of resources to explore the main features of each of the 3 stages of weaning.</p> <p>Students can then create a leaflet which could be given to new mothers which illustrates the key points for the three stages of weaning.</p> <p><b>Resources</b> Meggitt, C. 2009. OCR Home Economics for GCSE: Child Development: Hodder Education.</p>	2 x 30 minute lessons	Unit 2, LO4
<b>Discovering weaning and suitable foods</b>  	<p>Students could look at three trays of food (set up by the teacher) which relate to each stage of weaning and discuss the difference linked to age.</p> <p>Students could then make up a chart and explain the stages of weaning describing the foods that can be eaten at each stage.</p> <p><b>Resources</b> Three trays: Tray one – Stage 1 pureed apple and carrot Tray two – Stage 2 minced chicken and rusk Tray three – Stage 3 minced cottage pie or pasta shells and cheese cube.</p>	20 hour 40 minutes	Unit 2, LO4
<b>Nutritional needs at different stages of weaning</b>	<p>Using a nutritional analysis food programme students could look at the nutritional content of the food on each tray/stage of weaning.</p> <p>What are key differences if any?</p> <p><b>Resources</b> First Steps Nutrition – <a href="http://www.firststepsnutrition.org">www.firststepsnutrition.org</a> A user-friendly online nutritional analysis tool for secondary school students, available free from Food – a fact of life – <a href="http://www.foodafactoflife.org.uk">www.foodafactoflife.org.uk</a> <a href="http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?ie=UTF8&amp;qid=1445438452&amp;sr=8-1&amp;keywords=OCR+Child+Development+for+GCSE+hodder">http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?ie=UTF8&amp;qid=1445438452&amp;sr=8-1&amp;keywords=OCR+Child+Development+for+GCSE+hodder</a> British Nutrition Foundation website has a wealth of resources and up to date information of nutritional and needs of children from birth to 5 years – <a href="https://www.nutrition.org.uk/">https://www.nutrition.org.uk/</a></p>	1 hour	Unit 2, LO4

# SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Be able to investigate and develop feeding solutions for children from birth to five years		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Options for feeding a baby from 0 to 6 months.</b> 	<p>Introduction to the three feeding options – breastfeeding, bottle feeding and combination feeding for babies from 0 to 6 months.</p> <p>In groups students could discuss the advantages and disadvantages of each of the three feeding solutions.</p> <p><b>Resources</b> Free up to date visually stimulating booklets which are very user friendly for students – <a href="http://www.tommys.org">www.tommys.org</a></p>	30 minutes	Unit 2, LO1, LO2, LO3
<b>Practical – making a bottle feed.</b>	<p>The previous topic can be continued with students preparing a bottle feed using a formula feed.</p> <p><b>Resources</b> Bottle, teats, formula feed and sterilising equipment/solution. British Nutrition Foundation website has a wealth of resources and up-to-date information of nutritional and needs of children from birth to 5 years – <a href="https://www.nutrition.org.uk/">https://www.nutrition.org.uk/</a> Meggitt, C. 2009. OCR Home Economics for GCSE: Child Development: Hodder Education. <a href="http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?ie=UTF8&amp;qid=1445438452&amp;sr=8-1&amp;keywords=OCR+Child+Development+for+GCSE+hodder">http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?ie=UTF8&amp;qid=1445438452&amp;sr=8-1&amp;keywords=OCR+Child+Development+for+GCSE+hodder</a></p>	1 hour	Unit 2, LO1, LO2, LO3
<b>Produce and present a PowerPoint presentation or Blog on the options to consider when feeding a new baby.</b> 	<p>Using the information gained from the previous two activities produce and present a PowerPoint presentation or blog of what needs to be considered before choosing a feeding option for a new baby.</p> <p><b>Resources</b> Meggitt, C. 2009. OCR Home Economics for GCSE: Child Development: Hodder Education. <a href="http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?ie=UTF8&amp;qid=1445438452&amp;sr=8-1&amp;keywords=OCR+Child+Development+for+GCSE+hodder">http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?ie=UTF8&amp;qid=1445438452&amp;sr=8-1&amp;keywords=OCR+Child+Development+for+GCSE+hodder</a> NHS breastfeeding and bottle advice. <a href="http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/benefits-breastfeeding.aspx">http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/benefits-breastfeeding.aspx</a> National Childbirth Trust. <a href="https://www.nct.org.uk/">https://www.nct.org.uk/</a></p>	2 hours  Complete for homework	Unit 2, LO1, LO2, LO3
<b>Planning foods for a 9 – 12 month child.</b>	<p>Students to plan a 3 day menu for a 9 to 12 month child who is comfortable at Stage 3 of weaning. Investigate what recipes would be suitable and what food/ recipes you should not give a child at that age.</p> <p>Netmums provides practical information for healthy eating, recipes and weaning advice – <a href="http://www.mumsnet.com/babies/mixed-feeding">www.mumsnet.com/babies/mixed-feeding</a></p>	1 hour	



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