

## CURRICULUM of COMPETENCY UNIT (CoCU)

Sub Sector		EARLY CHILDHOOD EDUCATION (PRESCHOOL EDUCATION)						
Job Area		PRESCHOOL TEACHING						
Competency Unit Title		PRESCHOOL NUTRITIONAL GUIDANCE						
Competency Unit Descriptor		<p>This Preschool Nutritional Guidance Competency Unit is to guide preschool teachers to cultivate healthy eating habits in children, to support their growth and development, and shape their later eating habits.</p> <p>The preschool teacher educates children on the importance of nutrition and good eating habits, guides them to make wise food choices according to nutritional needs, religious beliefs and culture which will help them grow and develop healthily.</p> <p>Pre-requisite: ET-012-3:2012-C01 Preschool Children’s Health, Safety and Security Assurance</p>						
Competency Unit ID		ET-012-3:2012-E02	Level	3	Training Duration	100	Credit Hours	10
Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental		Training Hours	Delivery Mode	Assessment Criteria	
1. Educate preschool children and family on nutrition	1.1 Nutrition for preschool children 1.2 Child development 1.3 Family’s religion, culture, socio-economic background and lifestyles 1.4 Food Pyramid 1.5 Eating habits	1.1 Explain importance of nutrition for children’s growth and development 1.2 Explain nutritional requirements for preschool children 1.3 Identify children’s eating patterns, behaviour and food allergies	<u>Attitude:</u> <ul style="list-style-type: none"><li>Resourceful in getting and giving relevant information on nutrition for preschool children</li><li>Passionate about nutrition and good eating habits</li></ul>		<u>Knowledge:</u> 1.0 hr  <u>Skills:</u> 2.0 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"><li>Lecture</li><li>Professional talks</li><li>Discussion</li><li>e-learning</li><li>Case study</li></ul>	1.1 Nutritional talks for children and family conducted and recorded.  1.2 Children’s eating patterns, behaviour and food allergies surveyed and identified.  1.3 Guidelines for	

Work Activities	Related Knowledge	Related Skills	Attitude / Safety / Environmental	Training Hours	Delivery Mode	Assessment Criteria
	1.6 Children's food allergies	1.4 Guide children to make good food choices in accordance to religious beliefs, family culture and food pyramid	<ul style="list-style-type: none"> <li>Sensitive to diversity in religions, cultures and practices concerning food</li> </ul> <p><u>Safety:</u></p> <ul style="list-style-type: none"> <li>Aware of children's food allergies</li> <li>Keeping children's records and family information confidential.</li> </ul>		<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Simulation</li> <li>Assignments and feedback</li> </ul>	food choices produced displayed and disseminated.
2. Plan healthy menus	2.1 Food nutrients 2.2 Food pyramid for preschoolers (e.g. My Pyramid for preschoolers) 2.3 Dietary needs of preschool children: <ul style="list-style-type: none"> <li>Nutrients</li> <li>Portion</li> <li>Sizes</li> <li>Culture and religious beliefs</li> </ul>	2.1 Identify food groups and portion based on the food pyramid for preschoolers. 2.2 Select food choices based on dietary needs and food allergies. 2.3 Prepare nutritious and attractive menu for meals or snacks.	<p><u>Attitude:</u></p> <ul style="list-style-type: none"> <li>Sensitive to children's needs, culture, religious beliefs and food allergies.</li> <li>Creative in planning menu for preschoolers.</li> </ul>	<p><u>Knowledge:</u></p> <p>1.5 hrs</p> <p><u>Skills:</u></p> <p>2.5 hrs</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Professional talks</li> <li>Video</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Assignments</li> <li>Demonstration</li> </ul>	2.1 Samples of menus produced as per dietary needs and food choices. 2.2 Nutritious menu displayed and disseminated to family.

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	2.4 Food choices: <ul style="list-style-type: none"> <li>• Variety</li> <li>• Taste</li> <li>• Colour</li> <li>• Texture</li> <li>• Temperature</li> </ul> 2.5 Eating patterns and behaviour of children 2.6 Food allergies		<u>Safety:</u> <ul style="list-style-type: none"> <li>• Adhere to health requirements for children.</li> <li>• Take heed of children's food allergies.</li> </ul>			
3. Monitor food hygiene and children's eating habits	3.1 Food handling and food regulation standard: <ul style="list-style-type: none"> <li>• Typhoid vaccination for food handlers</li> <li>• Food safety (e.g. storage, handling.)</li> </ul> 3.2 Table setting 3.3 Table etiquette 3.4 Hygienic practices 3.5 Food allergies 3.6 Signs and symptoms of food poisoning	3.1 Adhere to food handling and food regulation standard and hygienic practices. 3.2 Supervise children on table setting and table etiquette during meal or snack time. 3.3 Assure children observe religious practices pertaining to meal time. 3.4 Keep children with food allergy away from their allergies.	<u>Attitude:</u> <ul style="list-style-type: none"> <li>• Observant of children's allergies, behaviour and etiquette at table.</li> <li>• Meticulous in monitoring food hygiene and children's eating habits.</li> <li>• Sensitive to religious practices.</li> </ul>	<u>Knowledge:</u> 1.0 hr  <u>Skills:</u> 2.0 hrs	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul> <u>Skills:</u> <ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role play</li> <li>• Assignment</li> </ul>	3.1 Food handling, food regulation standard and hygienic practices adhered to. 3.2 Children assist in laying out crockery and cutlery as per table setting for meals and snack. 3.3 Table etiquette is practiced by children during meal and snack time.

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			<u>Safety:</u> <ul style="list-style-type: none"> <li>• Adhere to health and nutritional requirements for children.</li> <li>• Take heed of children's food allergies.</li> </ul>			

## Employability Skills

Core Abilities	Social Skills
<p>01.10 Apply thinking skills and creativity</p> <p>02.10 Prepare reports and instructions</p> <p>02.11 Convey information and ideas to people</p> <p>03.01 Manage and improve performance of self and children</p> <p>03.10 Provide consultation and counselling</p> <p>03.11 Monitor and evaluate performance of children</p> <p>03.12 Develop and maintain team harmony and resolve conflicts</p> <p>03.13 Facilitate and coordinate teams and ideas</p> <p>03.14 Liaise to achieve identified outcomes</p> <p>03.15 Identify and assess children's needs</p> <p>04.01 Negotiate acceptance and support for objectives and strategies</p> <p>05.01 Implement project/work plans</p> <p>05.02 Inspect and monitor work done and/or in progress</p>	<p>1. Communication skills</p> <p>2. Conceptual skills</p> <p>3. Interpersonal skills</p> <p>4. Multitasking and prioritising</p> <p>5. Self-discipline</p> <p>6. Teamwork</p> <p>7. Integrity</p> <p>8. Learning skills</p>

## Tools, Equipment and Materials (TEM)

ITEMS	RATIO (TEM : Trainees)
1. Standard Operating Procedure (SOP)	1:1
2. Regulatory and Statutory Body Requirement, i.e. Education Act 550 (1996), Child Act 2001, Convention on the Rights of the Child (1999 ), Child Protection Act (1999), National Preschool Standard Curriculum (NPCS/KSPK)	1:1
3. Audio visual aids (AVA)	1:25
4. Flipchart paper (for group work discussion/ presentation)	1:25
5. Food Pyramid Chart	1:1
6. Food Pyramid Chart for preschoolers	1:1
7. Crockery and cutlery for table setting	1:25
8. Samples of menus	1:1
9. Posters and leaflets on hygienic practices	1:1
10. Materials for hygienic practices	1:25
11. List of food allergies	1:1
12. Food Handling Regulations Handbook	1:5

## References

### REFERENCES

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