



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate Applied 2017**

**Marking Scheme**

**Childcare/Community Care**

**Common Level**

## **Note to teachers and students on the use of published marking schemes**

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

## **Future Marking Schemes**

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

# Vocational Specialism – Childcare/Community Care

## Marking Scheme 240 marks

### Directions to Candidates

1. Candidates should answer a total of **four** questions.  
**Each** question should be selected from a **different** section.  
There are **five** sections in this paper.  
Candidates should answer questions from **four** sections only.
2. Each question carries 60 marks.

<b>3. Credit</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Mark Range</b>	204- 240	187- 203	170- 186	153- 169	136- 152	120- 135	103- 119	86- 102	69- 85	52- 68	36- 51	19- 35	0- 18

# Section 1 - The Care of Babies and Young Children

Attempt either Question 1 **or** Question 2 if answering this section.  
Each question carries 60 marks.

1. (a) List **six** items of clothing that a parent might purchase for a new baby. (12 marks)

**6 items @ 2 marks each**

*babygrow; bodysuit; bib; vest; hat; socks; mittens; tights; cardigan; jacket; etc.*

- (b) What **three** pieces of information would help a parent / carer to buy the correct size clothing for a baby? (12 marks)

**3 pieces of information @ 4 marks each**

1. *age of baby; knowledge of brand e.g. if it is a generous fit, small fit;*
2. *weight of baby; previous knowledge / experience of purchasing clothes for the baby;*
3. *information on the clothing label; a baby grows quickly, if in doubt buy slightly larger; etc.*

- (c) State **four** *safety* factors that must be considered when selecting baby clothes. (12 marks)

**4 factors @ 3 marks each**

1. *avoid clothes with long ties / drawstrings;*
2. *clothes with small buttons, rhinestones; etc.*
3. *check label for fire safe / flame retardant fabrics;*
4. *no loose threads; scratchy zips; no items that could irritate / cut delicate skin; etc.*

- (d) What advice would you give on *laundering baby clothes*?  
Give **two** points on washing and **two** points on drying.



<http://www.healthytexile.com/2011/08/23/lorem-ipsum-dolor-sit-amet-2/>

Washing baby clothes

(6 marks)

**2 points @ 3 marks each**

1. *wash new clothes before wearing to remove dust etc. that may irritate a baby's skin; check care label for washing instructions; wash colours and whites separately; use non-biological detergent especially if the baby's skin is sensitive; place small items such as socks in a mesh bag;*
2. *use fabric conditioner to soften clothes; wash at lower temperature; launder nappies separately; do not wash more than necessary as clothes fade and lose their structure the more they are washed; etc.*

Drying baby clothes

(6 marks)

**2 points @ 3 marks each**

1. *check the label to see if the clothes can be put in a tumble dryer; if using a dryer set it at a lower temperature to avoid shrinkage; watch for static that a dryer can create; dry on the line on dry days; the sun is a natural whitener for clothes so is good for whites;*
2. *clothes dried on the line have a lovely fresh smell; can be a little hard, so finish off for a few minutes in the dryer; use a fabric softener when washing; etc.*

- (e) Give **four** tips on the care and storage of baby clothes after a baby has grown out of them.

(12 marks)

**4 points @ 3 marks each**

1. *ensure clothes are clean; dry / aired before storing;*
2. *sort and store clothes by size, type etc.; repair clothing before storage;*
3. *store in a suitable bag or container - vacuum bags; use moth balls / repellent;*
4. *keep smelling fresh - bar of soap; store in a dry place; store in a dark place; etc.*

2. (a) Suggest **four** advantages of using a highchair for a baby. (12 marks)

**4 advantages @ 3 marks each**

1. *comfortable for a baby; designed to suit baby;*
2. *safer and more secure; baby cannot interfere with items on the family table;*
3. *baby is at same level as other members of the family; good for social development;*
4. *some models can fold up when not in use; easy to clean; mess is contained to one area; etc.*

(b) Shown below are two photographs of highchairs. Choose **one** highchair, either A or B, that you would select for a baby. Give **three** reasons for your selection.



<http://www.poshtots.com/baby-furniture/baby-furniture/highchairs>



[http://www.kiddicare.com/p/Chicco\\_Polly\\_Highchair\\_Wood\\_Friends.htm](http://www.kiddicare.com/p/Chicco_Polly_Highchair_Wood_Friends.htm)

Indicate in the box the highchair selected, A or B

Reasons for choosing the highchair

(12 marks)

**3 reasons @ 4 marks each**

1. *traditional design; modern / contemporary design; easy to fold up; non slip feet;*
2. *matches kitchen; colour of highchair e.g. frame / fabric; fabric quality e.g. durable;*
3. *easy to clean; ease of storage when not in use; comfort for baby; more suited to a younger baby; etc.*

- (c) At what *stage* of development can a parent / carer introduce a baby to a highchair? (4 marks)

**1 point @ 4 marks**

*when the baby can sit unsupported; etc.*

- (d) Outline **four** ways to ensure the *safety* of a baby when in a highchair. (12 marks)

**4 ways @ 3 marks each**

1. *harness should always be worn; harness should fit snugly; highchair should be used at mealtimes and not playtime;*
2. *baby should never be left unattended; should not be allowed to stand or climb while in the chair; highchair should be placed on an even surface;*
3. *where floor is on two levels, keep away from step edge; highchair should be far enough away from counter tops so that baby's legs cannot be used to push highchair over;*
4. *keep away from cookers, radiators; etc.*

- (e) Why is it important to keep a highchair clean? Give **two** reasons. (8 marks)

**2 reasons @ 4 marks each**

1. *to remove germs and prevent infection; when food dries in it is harder to remove;*
2. *so that the highchair looks well; is comfortable for baby to sit in e.g. not sticky; to maintain the highchair in good condition; etc.*

- (f) Give **four** tips on *cleaning* a highchair. (12 marks)

**4 tips @ 3 marks each**

1. *wipe down immediately after use;*
2. *check crevices for food that has slipped down side / back; use a disinfectant spray to kill germs;*
3. *if padded seat can be removed, wash occasionally;*
4. *wash straps / harness if removable; etc.*

## Section 2 - Child Development and Play

Attempt either Question 3 **or** Question 4 if answering this section.  
Each question carries 60 marks.

3. (a) State **four** reasons why many children enjoy playing computer games. (12 marks)



<https://netivist.org/debate/pros-and-cons-of-video-games>

**4 reasons @ 3 marks each**

1. *find them fun / enjoyable; enjoy solving problems;*
2. *way of relaxing;*
3. *they get totally absorbed in them and forget about everything else that's going on / escapism;*
4. *enjoy the challenge; they are in charge; etc.*

- (b) Suggest **six** factors that should be considered *before* purchasing a computer game for a child. (12 marks)

**6 factors @ 2 marks each**

*age rating; developmental stage; interests of child; content description on game; reviews / ratings from other users; level of violence; appropriate language; cost; etc.*

- (c) Outline the effect that computer games might have under **each** heading below. Give **two** points for each.

Intellectual development

(8 marks)

**2 points @ 4 marks each**

1. *violent content can be disturbing for some children and play on their minds; can help child to learn from mistakes;*
2. *discussions can take place with other players about strategies; can help critical thinking / problem solving; etc.*

Social development

(8 marks)

**2 points @ 4 marks each**

1. *can be socially isolating; reduce meeting people face to face;*
2. *can increase social interactions online with others; good for team work, turn taking; etc.*

Physical well-being

(8 marks)

**2 points @ 4 marks each**

1. *can reduce opportunities for outdoor activities;*
2. *lack of physical activity - poor physical health; overweight / obesity; some games can be good for spatial awareness, head to toe co-ordination; etc.*

- (d) Identify **four** signs that can indicate that a child is becoming dependent on computer games.

(12 marks)

**4 signs @ 3 marks each**

1. *missing sleep; playing games late into the night; waking up in the middle of the night to play games;*
2. *getting angry / aggressive; lashing out when asked to stop;*
3. *spends lots of time in bedroom;*
4. *friends stop visiting; school grades dropping; always wanting to buy the next game out /obsessed; etc.*

4. (a) Give **two** reasons why knowledge of child development is useful for parents / carers. (8 marks)

**2 reasons @ 4 marks each**

1. *to know what to expect their child to be able to do; approximately when;*
2. *to have age appropriate expectations; if there is a delay or problem, it will be recognised; etc.*

- (b) Identify **four** milestones (stages) that a baby goes through before walking. (12 marks)



<http://www.babybulletblog.com/why-do-babies-walk-so-funny/>

**4 milestones @ 3 marks each**

1. *sitting unaided;*
2. *crawling;*
3. *pulling himself / herself up to stand;*
4. *standing holding on to something; cruising; etc.*

- (c) What is the average age that a baby walks? (4 marks)

**Age @ 4 marks**

*9 – 18 months*

- (d) Suggest **three** ways that a parent / carer could support a child when he / she is learning to walk. (12 marks)

**3 ways @ 4 marks each**

1. *give lots of encouragement; hold child's hands help child balance; ensure area is flat; ensure child cannot slip;*
2. *child could go barefoot; wears socks with non-slip soles;*
3. *stand in front of child and encourage child to walk towards you; provide child with push toys; etc.*

- (e) Shown below are two photographs of push-pull toys. Choose **one** toy, either A or B, that you would select for a baby who is learning to walk. Give **three** reasons for your selection. (12 marks)



<http://www.ecotoys.com.au/toys/push-pull-along-toys/>



<http://www.knottoys.com/products/block-and-roll-baby-walker/>

Indicate in the box the push-pull toy selected, A or B

Reasons for choosing the push-pull toy

**3 reasons @ 4 marks each**

1. *looks strong / sturdy; colourful;*
2. *child can hold on with both hands;*
3. *child can play with it; etc.*

- (f) Give **four** points on selecting walking shoes for young children. (12 marks)

**4 points @ 3 marks each**

1. *top of the shoe should not press on the child's toes / toenails; shoes should be wide enough; look for shoes with a rounded toe box;*
2. *toe area should be closed for protection; shoes should be lightweight as young children put a lot of energy into walking;*
3. *no hand me downs as child's foot will be forced into the shape of someone else's foot;*
4. *properly measure feet before purchasing shoes; etc.*

## Section 3 - Parenting and Care Provision

Attempt either Question 5 **or** Question 6 if answering this section.  
Each question carries 60 marks.

5. (a) Identify **four** factors a couple should consider *before* starting a family. (12 marks)

**4 factors @ 3 marks each**

1. *are both ready for a child;*
2. *are they financially ready; lots of expense is involved;*
3. *lifestyle is going to change;*
4. *lots of responsibility is involved; etc.*

- (b) State **four** responsibilities involved in bringing up children. (12 marks)

**4 responsibilities @ 3 marks each**

1. *providing a safe environment; meeting basic physical needs; providing an education for the children; setting appropriate boundaries / discipline;*
2. *providing a comfortable home;*
3. *loving / caring for children; nurturing / encouraging children; teaching children right from wrong;*
4. *spending time with the children; etc.*

- (c) Suggest **four** ways a parent could develop good parenting skills. (12 marks)

**4 ways @ 3 marks each**

1. *attend a childcare course; read childcare books;*
2. *observe other parents; learn from parents / grandparents;*
3. *read online articles, blogs etc. related to parenting;*
4. *listen to parenting experts, psychologists etc.; on the job; learn by practice; etc.*

- (d) Outline how a parent might deal with **each** situation below.  
Give **three** points for each.



<http://cloudmom.com/motherhood/how-to-handle-terrible-tuos/>

Child throwing a tantrum

(12 marks)

**3 points @ 4 marks each**

1. *Speak calmly and reassuringly to the child; try time out; give child space;*
2. *Give a big hug to help them feel secure; let them know that you love them;*
3. *Create a diversion if needed; change venue / remove child and take to a different place; etc.*

Child refusing to go to bed

(12 marks)

**3 points @ 4 marks each**

1. *Look at possible causes to understand why this is happening; be firm; be gentle and calm;*
2. *Set up a bedtime routine and time for going to bed; ensure child's bedroom is comfortable and warm;*
3. *Try a bath to relax child; read story before bed time; turn off TVs, computers etc.; allow sufficient quiet wind down time before bedtime; etc.*

6. (a) Identify **four** different types of childcare arrangements that parents might have in place for their children. (12 marks)

**4 types @ 3 marks each**

1. *au pair; parent and toddler group; preschool playgroup; Montessori school;*
2. *private arrangement with grandparent or other family member;*
3. *crèche / nursery;*
4. *childminder coming to child's home; child going to childminders home; etc.*

- (b) Outline **four** ways childcare arrangements help to meet the needs of children **and** their parents. (12 marks)

**4 ways @ 3 marks each**

**(1 reference to children, 1 reference to parents + 2 other points)**

1. *facilitate parents to go to work;*
2. *give time out for a parent to have time for themselves;*
3. *provide the opportunity for a child to socialise with other children;*
4. *provides learning opportunities; etc.*

- (c) Give **six** examples of activities that might form part of a day in a crèche. (12 marks)

**6 examples @ 2 marks each**

*Circle time; show and tell; outdoor play; story time; sand play; water play; creative play; painting; dressing-up play; snack / meal time; etc.*

- (d) Suggest **four** reasons why a school leaver might be interested in a career in childcare. (12 marks)

**4 reasons @ 3 marks each**

1. *like / enjoy being with young children; flexible working hours; feel it would be a rewarding career; high demand for childcare professionals;*
2. *can travel with a childcare qualification;*
3. *fun / active job;*
4. *lots of opportunities in different types of childcare provision; etc.*

- (e) Name **one** qualification that is desirable for a childcare worker. (4 marks)

**1 qualification @ 4 marks**

*QQI Level 5 Award Early Childhood Care and Education; degree in Early Childhood Studies; First-Aid Certificate; etc.*

- (f) Discuss the value of men being employed in childcare. Give **two** developed points. (8 marks)



<http://www.ozeducation.com.au/latest-updates/men-childcare-oz-education-withstands-trend/>

**2 points @ 4 marks each**

1. *bring new ideas and ways of working into childcare because they often have different ways of looking at things; important for children to have contact with, and be cared for by not just women; particularly important where there is no male role model at home;*
2. *show that manliness can include care; shows men as positive role models; demonstrates that men and women can follow whatever career they want; men are underrepresented in childcare; important to have a gender balance; etc.*

## Section 4 - People with Special Needs

Attempt either Question 7 **or** Question 8 if answering this section.  
Each question carries 60 marks.

7. (a) What is the value of people with special needs working in local businesses?  
Give **four** points. (12 marks)



<https://themighty.com/2016/02/coffee-shop-run-by-staffers-with-disabilities/>

### **4 points @ 3 marks each**

1. *people with special needs often find it hard to get employment; when they are offered a job they tend to show great loyalty to their employer;*
2. *helps people to get to know each other in the community;*
3. *places of employment are often easier to get to; avoids long or challenging commutes;*
4. *helps to increase understanding of special needs / disability; etc.*

- (b) Suggest **three** ways that employers could be encouraged to employ people with special needs. (12 marks)

### **3 ways @ 4 marks each**

1. *avail of the DSP wage subsidy scheme;*
2. *disability / Special Needs training could be offered; case studies could be promoted / advertised so that they could learn from the experiences of other employers;*
3. *an internship programmes could be promoted where they could pilot employing someone with special needs to see how everyone gets on; etc.*

- (c) Give **three** examples of how a person who has special needs might be discriminated against. (12 marks)

**3 examples @ 4 marks each**

1. *job advertisements may not be accessible; some people assume that people with special needs are stupid;*
2. *access denied to buildings / services i.e. theatres etc. due to lack of ramps, lifts etc.; may not get called for interviews;*
3. *selection panels may not have the knowledge or skills needed to evaluate candidates with special needs; etc.*

- (d) Outline **three** anxieties that some members of the public have about interacting with people with special needs. (12 marks)

**3 anxieties @ 4 marks each**

1. *feeling awkward / uncomfortable;*
2. *saying the wrong thing;*
3. *fear of not understanding what they are saying; not understanding the special needs; not knowing what to expect; etc.*

- (e) Suggest **three** ways that members of the public could overcome their anxieties. (12 marks)

**3 ways @ 4 marks each**

1. *interacting with people with special needs; not avoiding people with special needs;*
2. *start a conversation; ask questions;*
3. *volunteer with a local special needs group; read articles on line to better understand special needs; etc.*

8. (a) Give **four** examples of a physical disability. (12 marks)

**4 examples @ 3 marks each**

*spina bifida; multiple sclerosis, muscular dystrophy; cerebral palsy; paraplegia / quadriplegia; arthritis; amputee; impaired speech; hearing loss; etc.*

- (b) State **four** possible causes of physical disabilities. (12 marks)

**4 causes @ 3 marks each**

1. *present at birth; heart disease; stroke;*
2. *inherited / genetic;*
3. *serious illness; ageing;*
4. *accident; etc.*

- (c) Outline how a physical disability might affect a person's health and wellbeing. Give **four** points. (12 marks)

**4 points @ 3 marks each**

1. *increased health risks associated with sedentary lifestyle; weight gain / obesity, risk of diabetes; risk of heart disease; etc.*
2. *believing that physical activity is not possible;*
3. *difficulty accessing fitness facilities; difficulties accessing trainers who can assist them;*
4. *depression due to loss of hope; limited social activity; prone to getting sick more easily; weakened immune system; etc.*

(d) Identify **three** benefits of equipment designed for people with physical disabilities. (12 marks)



<https://www.flickr.com/photos/carolblondon/6062120099>

**3 benefits @ 4 marks each**

1. *makes everyday jobs / tasks easier; decreases the need for someone to help;*
2. *helps someone to do something that they would not otherwise be able to do;*
3. *helps to maintain independence; helps the individual to participate as fully as possible in home and community life; etc.*

(e) Suggest **three** reasons why events like the Paralympics are so important. (12 marks)



<http://www.rio2016paralympic.com/>

**3 reasons @ 4 marks each**

1. *gives participants encouragement to overcome adversity / face difficulties; highly entertaining as a sports event; showing a high standard of sporting excellence;*
2. *the media coverage highlights / generates discussion about disability issues;*
3. *inspirational, demonstrating how people have overcome unique challenges;*
4. *participants are strong role models for society; friendships are formed amongst participants and families; etc.*

## Section 5 - Older People

Attempt either Question 9 **or** Question 10 if answering this section.  
Each question carries 60 marks.

9. (a) Identify **four** ways that cold weather can be challenging for older people. (12 marks)



<http://www.itv.com/news/2013-03-25/advice-on-keeping-warm-in-the-cold-weather/>

### **4 ways @ 3 marks each**

1. *difficult to get out and about; people can feel cut off and lonely / depressed; isolation;*
2. *risk of slips and falls; can increase joint aches and pains / arthritis flare-ups;*
3. *uncomfortable temperatures can lead to an older person getting very cold; hypothermia and frostbite;*
4. *homes cost more to heat in cold weather; extra costs can be challenging; etc.*

- (b) Give **one** reason why hypothermia is dangerous. (4 marks)

### **1 reason @ 4 marks each**

*when the body temperature falls; below 35°C; it cannot produce enough energy to stay warm; can result in death; etc.*

- (c) Identify **two** symptoms of hypothermia. (8 marks)

### **2 symptoms @ 4 marks each**

1. *shivering; cold skin; pale / ashy skin; lack of coordination; mental confusion;*
2. *weakened breathing; weakened heart beat; sleepiness; etc.*

- (d) What should an older person do in order to stay warm and well during the winter?  
Give **three** different points under **each** heading below.

Staying *warm* during the winter

(12 marks)

**3 points @ 4 marks each**

1. *stay indoors in very cold weather, high winds, snow and rain;*
2. *stay dry as wet clothes chill the body quickly; wear several layers of clothes – more effective than one single layer;*
3. *keep the house warm; close curtains before it gets dark to keep heat in; use draught excluders by doors and windows; etc.*

Staying *well* during the winter

(12 marks)

**3 points @ 4 marks each**

1. *staying active is important for boosting mood; staying connected with other people and undertaking social activities is important for good mental health;*
2. *wearing shoes with a good grip can help prevent slips and falls; getting flu vaccine reduces the chance of getting the flu; pneumonia vaccines reduces complications;;*
3. *keeping cupboards and the freezer stocked means that food is always at hand especially when weather is bad; eat a balanced diet; etc.*

- (e) Suggest **two** reasons why some older people are reluctant to ask for help.

(8 marks)

**2 points @ 4 marks each**

1. *they want to maintain their independence; do not want to admit their limitations and that they need help;*
2. *are embarrassed to ask for help; may not realise that they are in need of help; do not want to be a burden; etc.*

- (f) Name **one** voluntary organisation that an older person could call on for help.

(4 marks)

**1 organisation @ 4 marks**

*Alone; St Vincent De Paul; HomeLink; Age Action Ireland; Age and Opportunity; etc.*

10. (a) State **four** reasons why it is important for an older person to eat a healthy diet. (12 marks)

**4 reasons @ 3 marks each**

1. *maintain a healthy weight;*
2. *maintain muscle strength;*
3. *maintain healthy bones;*
4. *to improve well-being; to stay well; etc.*

(b) List **four** sources of information on nutrition and health for older people. (12 marks)

**4 sources @ 3 marks each**

1. *GP; Public Health Nurse; Dietician;*
2. *Home Economist;*
3. *organisations supporting older people;*
4. *internet; books; etc.*

(c) Describe a healthy dinner for an older person. Give **four** points. (12 marks)

**4 points @ 3 marks each**

1. *should be nutritionally balanced; easy to prepare and cook;*
2. *easy to digest;*
3. *should include protein to help them to stay fit and strong;*
4. *sample dinner might include chicken breast, baked potato, vegetables, dessert of fresh fruit or stewed fruit and drink of milk; etc.*

- (d) Identify the *challenges* that an older person might experience when planning, preparing and cooking healthy meals.  
Identify **one** challenge for **each** area.



[https://www.aidapt.com.au/news/25\\_Fats--Know-Your-Good-Guys-From-Your-Bad-Guys.html](https://www.aidapt.com.au/news/25_Fats--Know-Your-Good-Guys-From-Your-Bad-Guys.html)

Challenge when *planning* meals

(4 marks)

**1 challenge @ 4 marks**

*may not feel like planning a meal just for themselves if they are alone; appetite may not be great; may not be able to get out shopping for ingredients; financial constraints may mean that they are cutting back on spending on food; not knowledgeable enough about nutrition and what is healthy; etc.*

Challenge when *preparing* meals

(4 marks)

**1 challenge @ 4 marks**

*dexterity and co-ordination may make some aspects of food preparation difficult; difficulty reaching cupboards; opening tins / opening packages; chopping ingredients; etc.*

Challenge when *cooking* meals

(4 marks)

**1 challenge @ 4 marks**

*safety challenges e.g. burns, scalds etc.; food safety e.g. judging when chicken is cooked; fatigue; etc.*

- (e) Suggest **four** ways to ensure an older person has a healthy eating routine.

(12 marks)

**4 ways @ 3 marks each**

1. *encourage them to eat at least three times each day; do not skip meals;*
2. *meals can be cooked in advance and frozen until needed; groceries can be delivered;*
3. *meals on wheels can support them; avail of community centres who offer meals;*
4. *inviting a friend for dinner is a motivation to prepare a meal; etc.*

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