

Case Studies and Activities for BTEC First Award in Health and Social Care



Unit 6: The Impact of Nutrition on Health and Wellbeing



POD 5970

hsc@zigzageducation.co.uk
zigzageducation.co.uk

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Teacher's Introduction

This workbook has been prepared to assist students and staff with the learning aims of Unit 6 of the BTEC First Award in Health and Social Care. It comprises a collection of presentations by working health practitioners, set in the fictional town of Thornton Green. These and case studies of clients provide the basis for a range of tasks and activities for both classroom and homework use, to complement the tutor's input. It is not intended as a textbook; indeed, I do not refer to a textbook, but instead offer suggestions for students to do their own research. It also cannot replace the tutor; it is a supplementary source to facilitate teaching and learning, and could form part of a departmental virtual library.

It contains a variety of student-centred activities, discussions, tasks and practical exercises based on health situations. They are designed to encourage students to develop their knowledge and prepare them for their assignments.

Similar activities have been used by the author during many years of both vocational and GCSE / A Level teaching, and have proved extremely successful in enhancing student motivation and improving performance.

All the worksheets are photocopiable, and they provide a valuable resource for the busy tutor. Learning takes place through practical tasks performed by the students themselves. Where relevant, suggested answers are given for the activities.

Many of the activities and case studies are based on visits to and interviews with actual practitioners to ensure that the information is as up to date and as relevant as possible. Organisations and settings may be different in different areas, and service provision may depend on practitioners' interpretations of local needs. Therefore, I strongly recommend that contact is made with local authorities and service providers to find out what the local situation is and how it differs from what is presented here and, if possible, to arrange visits or invite guest speakers in.

The information provided is correct at the time of writing, but legislation and circumstances change, so tutors should check the current situation for any changes.

May 2015

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The Thornton Green Scenario

The presentations and case studies in this book have been drawn from health- and social-care settings in Thornton Green, a small market town a few miles from a major city, with several features that are typical of many towns in Britain in the twenty-first century.



A recent health survey shows that residents generally enjoy a good standard of health, but there are pockets of deprivation where health is poor, and that a large proportion of the town's children live. One such area is the Green Estate, an area of mainly social housing with few amenities, to the south of the town centre. Access to services is generally good, but recent changes in transport have created transport issues for some elderly and poorer residents.

The local health service providers have identified the following concerns: teenage pregnancy, lung cancer, hypertension, obesity, mental health issues, disease and stroke. With an increasing number of elderly people, there is a growing need for services for them, including residential care.

The credit crisis has led to service cutbacks and business closures, which has increased the level of unemployment. Many long-established shops have closed and been replaced by charity shops and fast-food restaurants. Vulnerable and marginalised groups have been identified as needing additional support: travellers, homeless people, members of ethnic minorities and people from eastern Europe.

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Presentation 1: The Dietician

My name is Greg, and I am a dietician. I am part of the local community looking after a variety of people who have different nutritional needs, and promoting healthy eating.

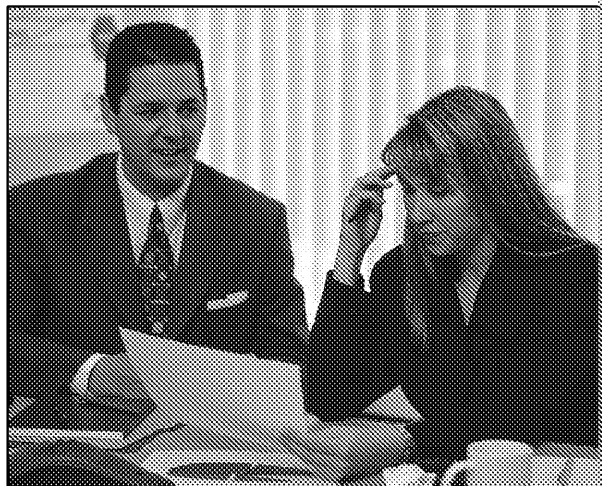
Many of my clients have conditions and factors that prevent them from leading a healthy life. I am often able to address these factors and positively affect how they feel. This often involves helping them to control or maintain their weight, but it may mean addressing the long-term effects of poor nutrition. For example, problems such as diabetes, heart disease, and brittle bones or even diseases such as rickets.

Clients are referred to me by different health professionals, such as GPs, dietitians, and nurses. I try to learn as much as I can about their social, cultural and emotional background. Family circumstances, finance, culture and religion may have a strong influence on their diet.

Healthy eating means different things for different people and will be different for different diets. For example, the diets of an athlete and an elderly person will be very different from the diets of a small child and an adult.

It is also very important, when preparing school or hospital meals or meals for the elderly, to be sensitive about people's preferences, as some cultural and religious groups have specific requirements. There is also evidence that richer people generally have healthier diets than poorer people because they have access to a wider variety of foods. Others may have allergies or medical conditions that require particular diets. But whatever their cultural sensitivities, financial and social situations, it is still important that they have a balanced diet, including all the food groups, and takes account of the recommended daily intakes. I also find that many people are unaware of the importance of water in the diet; this is especially true of older people, as they get older, so thirst decreases.

A lot of my work involves promotion and education, because if people are aware of the importance of a balanced diet, and of the effects of unhealthy eating, they can make more informed choices and control of their own and their families' eating habits.



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Presentation 2: The District Nurse

My name is Sinita and I have been a district nurse in Thornton Green for the last five years. When taking up this post I had two years' professional experience as a qualified nurse. I was trained as a district nurse, because I had a particular interest in public health. My work involves visiting clients with a range of conditions on a regular basis – some of whom are frail.

The aim of this community-based support is to pick up on any major problems before the client being admitted to hospital. To do this I need to plan and manage care. The clients I include:

- older people with health problems, such as dementia
- those with a terminal illness
- physically disabled clients of all ages

Many clients also need help taking their drugs, or having their wounds cleaned, or having injections, check blood pressure, temperature and breathing, as well as help with personal and physical examinations. A major part of my work involves giving advice and support to carers or families to ensure that they remain as healthy as possible. This may involve help with feeding, and planning nutritious meals to suit their requirements. Many of my clients, for example, are not aware of how their dietary needs might have changed. If I cannot give the help than I can give, I can refer them to one of my colleagues, such as a dietitian.

For many clients, food preparation can be a major problem and they will need help with a range of difficulties with shopping, and preparing and cooking food. I am able to help them by going to have their shopping done for them or ensuring that they have meals delivered. It should be emphasised enough just how important it is for a client to be getting the help they need so that further complications do not occur.



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Case Study 1: The Lester Family

Tim Lester is 45 and lives in the Park View area of Thornton Green with his wife Cathy, who is 42, and their son Patrick, nine, and daughter Louise, who is seven months and has just been weaned. He is a management consultant, working from home. Cathy has just returned to work as a Head of Department at Thornton Green Community College, and Patrick goes to Park View Primary School, near to where they live.

Tim is overweight and gets very little exercise. He eats irregularly, sometimes getting himself lunch at home and sometimes eating out with clients; he has a tendency to eat a lot of fatty foods. Cathy and Patrick both take packed lunches to school. Louise is at a nursery all day.

Cathy does not have much time for lunch, as she is out on extracurricular activities during the break at school, so Tim drinks rather a lot, both when he is out to lunch. Tim has recently been diagnosed with a heart condition. Cathy has coeliac disease.

Because of her busy lifestyle, Cathy often comes home to find Tim has gone out again to evening meetings, so Tim does most of the shopping each week, although his range is rather limited and he often resorts to buying a ready meal. Patrick has a sweet tooth, and Tim buys him a bar of the local shop on his way back from school and buys him a packet of crisps.

Greg, the dietician, first became involved with the family when they saw their GP because of Patrick's coeliac disease, but has since then been involved in their diet.

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Case Study 2: James

James is 80 and lives alone in a small council flat on the Greenview Estate in Thornton Green, having recently been widowed. His daughter has suggested that he should move in with her, but he values his independence. His only income is his state pension, so he has to live on a tight budget.

He has never had to cook for himself and is worried about using a cooker. However, his children have given him a microwave, and he sometimes buys ready meals and cooks them in that. He is limited in what he can buy, because he cannot get to a supermarket and, therefore, relies on what the local shop can offer. His daughter does not live very far away, however, and he usually has Sunday dinner with her and her family. One evening a week he goes down to the pub where he usually has a pork pie and a packet of crisps and pints of bitter as his evening meal for that day.

James had a fall recently and hurt his leg. Sinita, the visiting nurse, is visiting him to change his dressings, and has become concerned about his diet. She is particularly worried that he is not getting enough to eat. She is also concerned about his water intake; she does not think he is drinking enough, because he says he does not often feel very thirsty. Sinita has developed a meal plan, and has shared this with James' daughter. She has asked James' daughter to monitor his diet and try to ensure that he sticks to the plan.

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Case Study 3: Anna

Anna is a solicitor in Thornton Green. She is 27 years old and lives alone in a small flat. She is not currently in a relationship.

Her job can sometimes be stressful and she works long hours, but she still finds time for an extensive social life. She has a firm group of friends, and they quite often go to concerts and plays together in the nearby city. She keeps fit by playing squash regularly.

Because of her busy life, she does not have time to go out in the evenings, if she is not going out, she usually has a programme on the television. She just has a cup of coffee and perhaps a biscuit. She often works through her lunch break, making do with a sandwich at her desk.

Two months ago she had to take time off work because of a cold. A few days she went back. However, she could not shake the cold. She went to see her GP. He diagnosed pneumonia. He also referred her to the local hospital. There, it was discovered that she had a weak immune system; in particular, she had a low white blood cell count.

She was given medication and supplements to take, and advised to eat good, nutritious meals to help her body count down. Although about her lifestyle, the GP also took advice from Greg, a nutritionist, and a diet plan to ensure that she continued to get a balanced diet.

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Activities

Activities based on the Thornton Green scenario

For these activities, you will need the case studies and presentations from

The specific materials required for each activity are clearly displayed in the

This pack contains a variety of student-centred activities, discussions, role exercises based on health-care and social-care settings. They are designed to develop their knowledge and prepare them for the assignments. In addition, specifically to cover the learning aims of this unit, there is one general activity to cover the vocabulary used by health professionals, which could be used as an example.

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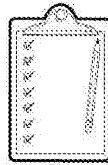
INTRODUCTORY ACTIVITY

Activity I1 (The vocabulary of diet and nutrition)



Topics covered

☒ All



You will need

- ☒ Both presentations
- ☒ All three case studies
- ☒ Access to a computer
- ☒ Scissors
- ☒ Paste

Activity I1 (Individual Work)

Read the presentations by the dietician and the district nurse, and the case studies of Anna and Anna.

In them, you will find a number of terms used by health professionals. They will match the terms with their definitions.

Cut out the definitions from the sheet provided, and match them to the terms shown on the 'Terms' sheet. Then paste them in the correct place.

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'Definitions' Sheet for Activity

✂	
A collection of types of food with similar nutritional properties	
Taking account of people's different cultural or religious backgrounds	
A constituent of food that helps us to survive and develop	
Substances that are added to food to make it look or taste better	
The amount of a nutrient that is considered sufficient for a person's needs	
The result of not having the right balance of nutrients in the diet	
Disease of the heart and blood vessels	
The strength we need for physical or mental activity	
Someone who does not eat meat	
The type of food a person eats	
An intolerance to gluten	
The process of gradually introducing an infant to solid food and cutting back on breastfeeding and/or bottle feeding	
A condition that causes a person's blood-sugar levels to become too high	
Being very overweight, with an excess of body fat	
A reaction by the immune system to a particular food that another person can eat without problems	
A disease that is caused by a deficiency of vitamin C	

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'Terms' Sheet for Activity I1

Diet	
Food group	
Nutrient	
Malnutrition	
Weaning	
Cultural sensitivity	
Additives	
Energy	
Allergy	
Diabetes	
Recommended daily intake	
Obesity	
Coronary disease	
Vegetarian	
Scurvy	
Coeliac disease	

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LEARNING AIM A:

Explore the effects of balanced and unbalanced diets on the health and wellbeing of individuals

Activity A1 (Food groups and their functions)



Topics covered

- ☒ A.1 Dietary intake and food groups



Yes



Activity A1 (Individual Work)

- Read Presentation 1 by the dietician. He talks about the importance of including all the five food groups in a healthy diet, what these groups are, their functions, where they can be found, and the recommended daily intake.



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Answer sheet for Activity

Food group	Function	When
Food group	Function	When

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Answer sheet for Activity A1a

Food group	Function	When
Food group	Function	When

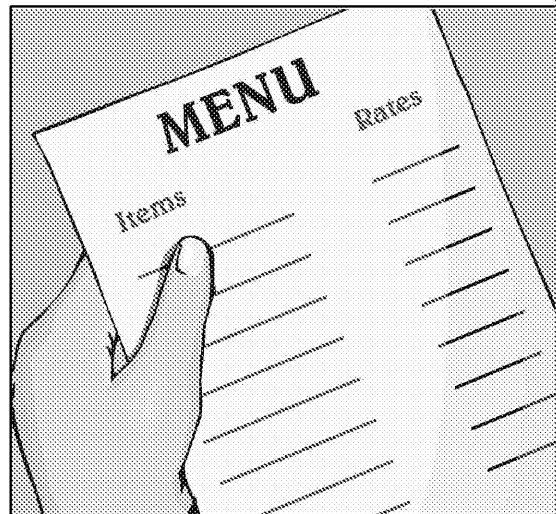
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Answer sheet for Activity A1a

Food group	Function	When



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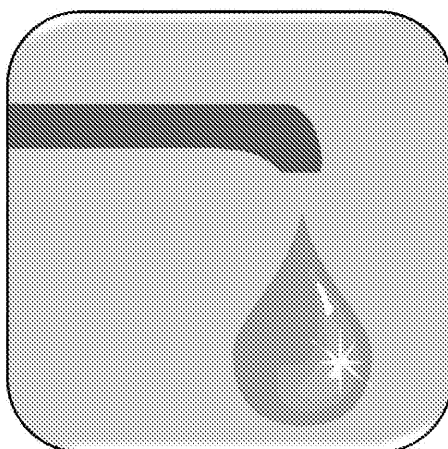


- b. The dietician also talks about the importance of water in the diet; it can be found in tea, coffee, fruit juice and soft drinks, as well as plain water. Explain the importance of water to bodily functions, and what factors might affect how much we need.

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Why is water important?

What factors might affect the amount we need?



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Activity A2 (Promoting healthy eating)



Topics covered

- ☒ A.2 Long-term effects of balanced and unbalanced diets

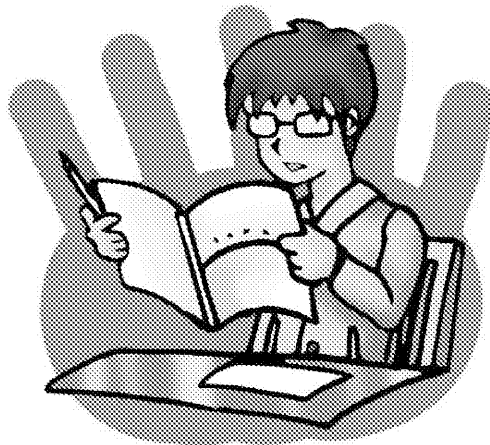


You will need

- ☒ Presentation 1
- ☒ Information about the benefits and dangers of a balanced diet
- ☒ Coloured paper
- ☒ Paper

Activity A2 (Group and Individual Work)

- If possible, arrange an interview with a dietician, or invite them to talk to promote healthy eating.
- Read Presentation 1 by the dietician. Individually, design a poster or leaflet to inform people the benefits of a balanced diet (e.g. greater immunity to infection, faster healing) and the dangers of an unbalanced diet (e.g. obesity, tooth decay). In addition to your own research, if you are able to invite a dietician to speak, or if you are able to give you information to help.



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Activity A3 (The risks of an unbalanced diet)



Topics covered

- ☒ A.2 Long-term effects of balanced and unbalanced diets



You will need

- ☒ All the case studies
- ☒ Information about the risks of an unbalanced diet

Activity A3 (Pair Work)

Read the case studies about the Lesters, James and Anna. All the people in the case studies are at risk from an unbalanced diet. In pairs, discuss what the risk factors are for each person and what effects might be if they do not make the necessary adjustments.

Tim

Risk factors

Possible effects

Cathy

Risk factors

Possible effects

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Activity 3 (cont.)

Patrick

Risk factors

Possible effects

James

Risk factors

Possible effects

Anna

Risk factors

Possible effects

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Activity A4 (The effects of vitamin and mineral deficiencies)



Topics covered

- ☒ A.2 Long-term effects of balanced and unbalanced diets



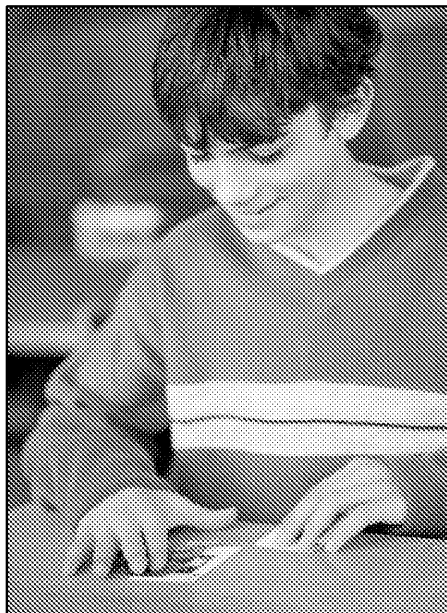
You will need

- ☒ Both presentations
- ☒ The 'deficiency' cards
- ☒ Information from the textbook about mineral deficiencies

Activity A4 (Small Group Work)

Read the presentations by the dietician and the district nurse. Both talk about health problems that can be caused by nutrient deficiencies. In small groups, play the 'deficiency' card game.

1. Spread out the cards provided face down.
2. Players take it in turns to turn over two cards at a time.
3. The aim is to match a nutrient with the health problem that could be caused by that nutrient.
4. If they turn over a match, they keep those cards and have another turn. If not, they turn the cards back over and play passes to the next player.
5. The winner is the person with the most pairs when all the cards have been turned over.



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Cards for Activity A4

Vitamin A	Ca
Muscle weakness	Impaired
Rickets	Vit
Anaemia	Vit

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Cards for Activity A4 (cont.)

Beriberi	Night
Vitamin C	Impo for
Iron	Vit
Scurvy	Vit

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LEARNING AIM B:

Understand the specific nutritional needs and preferences of individuals

Activity B1 (Factors affecting an individual)



Topics covered

- ☒ B.1 Factors influencing the diet of individuals and their associated dietary needs



You will need

- ☒ Both presentations
- ☒ All the resources

Activity B1 (Pair Work)

Read the presentations by the dietician and the district nurse, and the case studies of James and Anna. In pairs, discuss how the following factors might affect them and what steps they might need to take in order to ensure that they maintain a nutritional balance.

Environmental factors (e.g. access to food and cooking facilities)

Factors:

Who would be affected:

What they should do to ensure a nutritional balance:

Personal preferences

Factors:

Who would be affected:

What they should do to ensure a nutritional balance:

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Activity B1 (cont.)

Socio-economic factors (e.g. costs, family circumstances)

Factors:

Who would be affected:

What they should do to ensure a nutritional balance:

Moral reasons

Factors:

Who would be affected:

What they should do to ensure a nutritional balance:

Underlying health conditions

Factors:

Who would be affected:

What they should do to ensure a nutritional balance:

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Activity B2 (The effect of religion and culture on individual's diet)



Topics covered

- ☒ B.1 Factors influencing the diet of individuals and their associated dietary needs



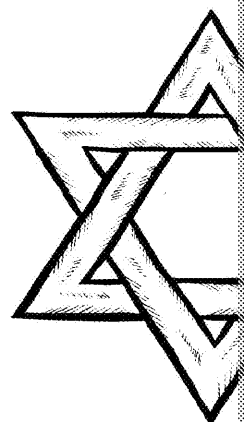
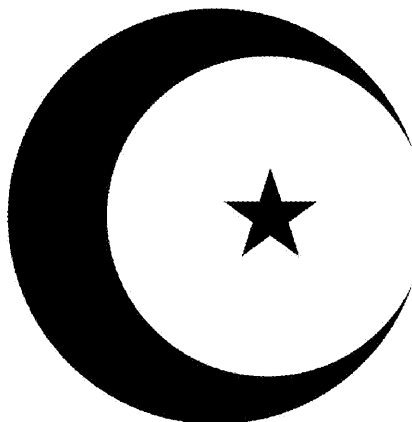
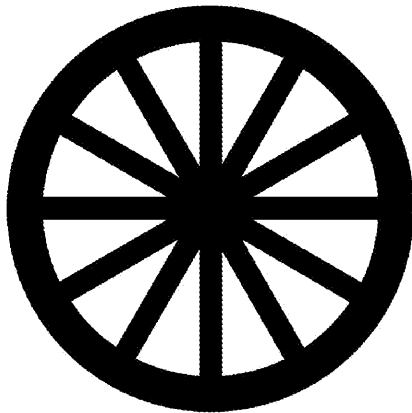
You will need

- ☒ Presentation
- ☒ Information text about dietary needs

Activity B2 (Individual Work)

Read the presentation by the dietician. He talks about the need to take account of cultural differences in working out a diet for them. Choose **one** of the following to investigate any dietary rules its adherents might be encouraged to follow:

- Buddhism
- Hinduism
- Islam
- Judaism



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Religion:

Dietary rules:

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Activity B3 (The nutritional needs of people with health conditions)



Topics covered

- ☒ B.1 Factors influencing the diet of individuals and their associated dietary needs



You will need to

- ☒ Prepare a presentation for the dietitian
- ☒ Inform the dietitian of the underlying health conditions influencing the diet

Activity B3 (Individual Work)

Read Presentation 1 by the dietitian. He talks about the necessity of catering for people with underlying health conditions while still ensuring that they maintain a healthy diet. Case Study 1, has coeliac disease, which requires him to follow a gluten-free diet. You will need to look into other health conditions that might affect a person's diet, and explain the diet requirements for each problem. Use the sheet provided for your answers.



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Answer Sheet for Activity B3

Health condition	Dietary

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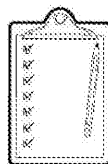


Activity B4 (Children's nutritional



Topics covered

- ☒ A.2 Long-term effects of balanced and unbalanced diets
- ☒ B.2 Nutritional variation during life-stage development

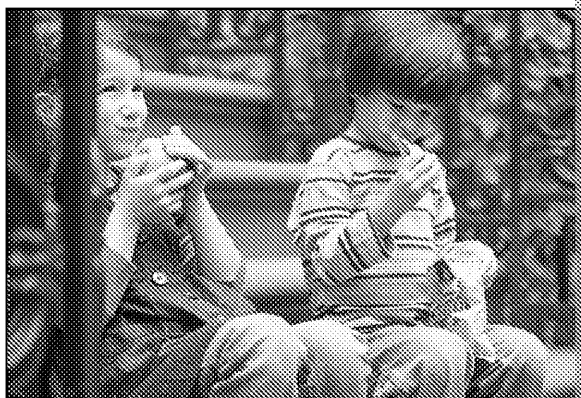


You will need

- ☒ The newspaper article
- ☒ Information from the textbook on nutritional requirements

Activity B3 (Small Group Work)

Read the newspaper article provided. Then, in small groups, consider the worksheet provided.



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Newspaper Article for Activity

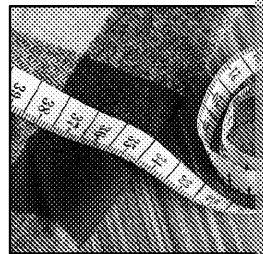
CHILDREN GETTING UP TO 2.5 FATTER EACH DECADE

Research has shown that children's waists are expanding by as much as 2.5 cm every ten years, and health professionals warn that they could face major health problems as a result. Although the biggest increase is among girls aged two to three, the problem is not confined to girls or to this age group: there is evidence that children of all ages and both sexes are becoming heavier.

Researchers compared the waist circumference and body mass index of children of the same age, taken ten years apart, starting in 1989.

Although boys generally had larger waists, the increase over time was greater among girls.

The researchers say dramatic improvements in children's lifestyle are needed, including a balanced diet, along with more physical activity. Not only are British children becoming heavier, but they are depositing more fat centrally, which increases the risk of cardiovascular problems both in childhood and in adulthood.



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Answer Sheet for Activity B4

What did the researchers find when they studied the waist circumference of young people? Do you think they are increasing?

What are the possible long-term effects of a child becoming overweight?

What is the Eatwell Plate? How does the NHS suggest it should be used? How does the NHS suggest it should be used in a school diet? (You may find the following website useful: www.nhs.uk/Livewell/eatwellplate.aspx)

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Activity B5 (Nutritional needs at different



Topics covered

- ☒ B.2 Nutritional variation during life-stage development

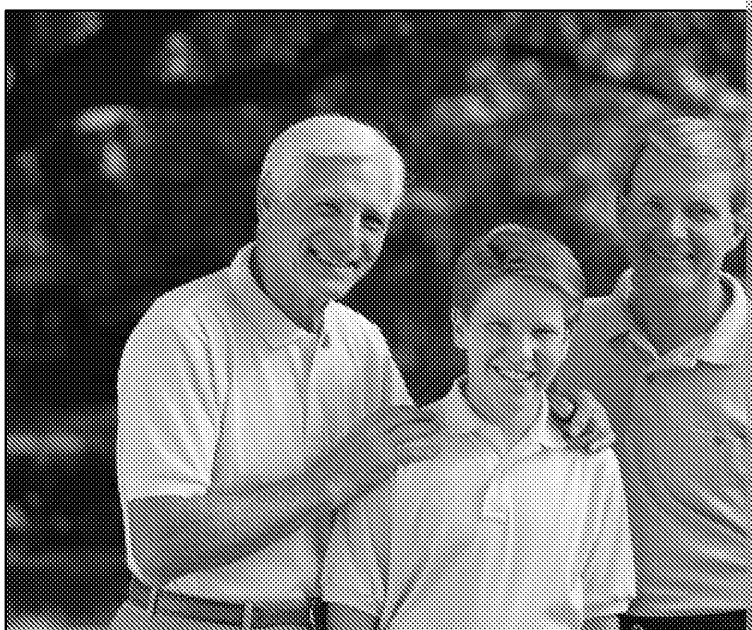


You will need

- ☒ Both case studies
- ☒ All the resources
- ☒ Access to the internet

Activity B5 (Small Group Work)

If possible, work in groups of six. Read the presentations by the dietician and the case studies about the Lesters, James and Anna. Both the dietician and the fact that a person's nutritional needs change depending on their stage of life. Each member of the group should research the needs of one of the people in the case study, their life stage and lifestyle. Then discuss with the rest of the group the reasons for their diet you have suggested. Use the answer sheet provided for your answers.

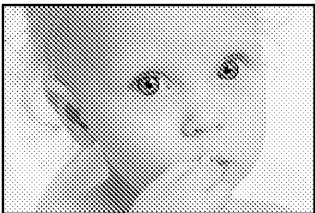
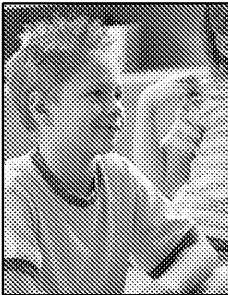



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Answer Sheet for Activity

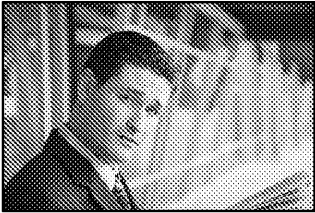
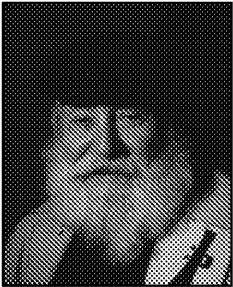
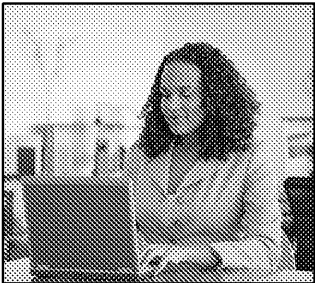
Person	Life stage	Nutritional
Louise 		
Patrick 		
Cathy 		

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Answer Sheet for Activity B5

Person	Life stage	Nutritional
Tim 		
James 		
Anna 		

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Activity B6 (Designing a menu for a



Topics covered

- ☒ B.1 Factors influencing the diet of individuals and their associated dietary needs
- ☒ B.3 Considerations for nutritional planning



You will need

- ☒ Presentation 1
- ☒ Case Study 1
- ☒ Access to the internet

Activity B6 (Pair and Group Work)

Read Presentation 1 by the dietician and Case Study 1 about the Lesters. Tim is overweight and has a heart problem, Cathy is a vegetarian and Patrick has coeliac disease. Tim either has lunch at home or in a restaurant with clients, but Cathy and Patrick usually take packed lunches to school. In pairs, look at the 'food sheet' provided and decide what each member of the family should have for each meal in order to have a healthy and nutritious diet for their different life stages. Also decide whether they should have any snacks, and if so, what would be suitable. To get you started, we have provided a menu for the evening meal, which Tim, Cathy and Patrick will eat together (because she has only just been weaned, Louise will have her meal separately).

Write your conclusions on the menu sheets provided, and give reasons for your choices. Then discuss your reasons with the whole group.



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Food Sheet for Activity B6

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Baked potato (medium)
with baked beans

Baked potato (small) with butter and
grated cheddar cheese

Bread (white) and jam

Bread roll (wholegrain)

Burger and bun

Cake

Carrot sticks

Cheese and tomato sandwich

Chicken curry

Chips

Chocolate bar

Coco Pops and whole milk

Cornflakes and whole milk

Crispbread and jam

Crisps

Digestive biscuits

Dried fruit and nuts (packet)

Egg (boiled)

Egg (fried) and bacon

Fish pie

Fizzy drink

F

Fr

F

Ham and

Muesli and

Pac

F

Sa

Salad (

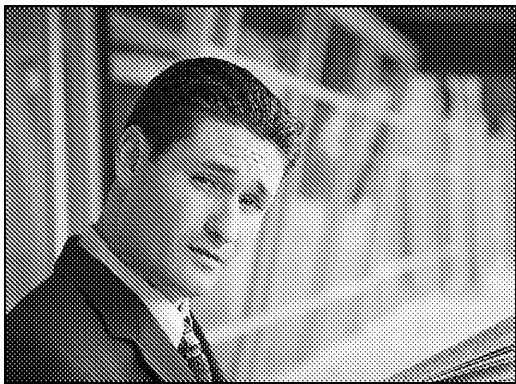
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Toas

Toast and

Veg

Menu Sheet 1 for Activity B6



Tim

Breakfast	Evening Veg Meat Fish
Reasons	
Lunch	
Reasons	

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Menu Sheet 2 for Activity B6



Cathy

Breakfast	Evening Veg Meat Fish
Reasons	
Lunch	
Reasons	

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Menu Sheet 3 for Activity B6



Patrick

<p>Breakfast</p>	<p>Ev</p> <p>Veg</p> <p>N</p> <p>Fr</p>
<p><i>Reasons</i></p>	
<p>Lunch</p>	
<p><i>Reasons</i></p>	

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Activity B7 (Feeding a newly weaned)



Topics covered

- ☒ B.2 Nutritional variation during life-stage development



You will need

- ☒ Case Study
- ☒ Information or the nutritional needs of a newly weaned child

Activity B7 (Pair Work)

Read the case study about the Lesters. During the week, Louise has her lunch at the nursery.

- a. In pairs, discuss what the nursery needs to consider when giving Louise her lunch. List the most important factors they must take into account.

Factor 1

Factor 2

Factor 3

- b. Still in pairs, plan a week's lunches that the nursery might provide for Louise, taking into account her nutritional needs and the factors you identified above. Use the plan to write your answers.



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Planning Sheet for Activities

Monday	Tuesday	Wednesday

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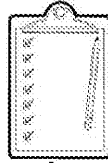


Activity B8 (Creating a nutritional



Topics covered

- ☒ B.3 Considerations for nutritional planning



You will need

- ☒ Both presentation slides
- ☒ Access to a computer

Activity B6 (Pair Work)

Read the presentations by the dietician and the district nurse. In pairs, role-play as a dietician or a district nurse and a client, with a view to creating a nutritional plan for the client in their particular circumstances. One person should take the part of the health professional and the other the client. The 'professional' should try to find out as much as they can about the client's health, lifestyle, and preferences of the 'client', and use this information to devise a suitable nutritional plan. Then change places, with the 'client' becoming the 'health professional' and making their suggestions.

The following are the kinds of things you should be taking into account:

- Does the 'client' have any allergies or other health conditions that might affect their diet?
- Do they have any religious or moral views about diet?
- Do they have any personal preferences?
- Are there any factors that might restrict their access to certain foods?
- What is their life stage, and how might this affect their nutritional needs?
- What are their current eating habits?



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Answer Sheet for Activity B8

Information

Allergies or health conditions

Religious or moral views

Personal preferences

Restrictions on access to certain foods

Life stage

Current eating habits

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Answer Sheet for Activity B8 (co

Nutrition Plan

Reasons for suggestions

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Answers

Introductory Activity I1

Diet	The type of food a person eats
Food group	A collection of types of food with similar characteristics
Nutrient	A constituent of food that helps us to stay healthy
Malnutrition	The result of not having the right balance of nutrients
Weaning	The process of gradually introducing a child to solid food, cutting back on breastfeeding and/or baby formula
Cultural sensitivity	Taking account of people's different cultural backgrounds
Additives	Substances that are added to food to make it more appealing
Energy	The strength we need for physical or mental activity
Allergy	A reaction by the immune system to a substance that most people can eat without problems
Diabetes	A condition that causes a person's blood sugar to be too high
Recommended daily intake	The amount of a nutrient that is considered to be the best for a person's needs
Obesity	Being very overweight, with an excess of body fat
Coronary disease	Disease of the heart and blood vessels
Vegetarian	Someone who does not eat meat
Scurvy	A disease that is caused by a deficiency of vitamin C
Coeliac disease	An intolerance to gluten

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Learning Aim A Activities

Activity A1a

Fats

<i>Functions:</i>	To insulate the body, to provide energy
<i>Where found:</i>	Meat, oily fish, butter, cream, cheese, eggs, milk, nuts, sun
<i>RDI:</i>	Women 70 g (saturated fats 20 g), men 95 g (saturated fats 20 g)

Carbohydrates

<i>Functions:</i>	To provide energy, to help growth and development, to he
<i>Where found:</i>	Sugar and sweets, potatoes, pasta, rice, noodles, beans, cer
<i>RDI:</i>	Women 230 g (sugars 90 g), men 300 g (sugars 120 g), child

Vitamins

<i>Functions:</i>	<ul style="list-style-type: none"> • Vitamin A keeps the skin and eyes healthy. • The vitamin B group helps release energy from food. • Vitamin C helps the body to heal and protects against • Vitamin D helps in the absorption of calcium. • Vitamin E helps maintain cell structure. • Vitamin K helps in blood clotting; it also strengthens b
<i>Where found:</i>	Butter, margarine, eggs, cheese, fish, vegetables, cereals, da
<i>RDI:</i>	Although they are important, the recommended quantities that they are measured in milligrams and micrograms, and between women, men and children.

Minerals

<i>Functions:</i>	<ul style="list-style-type: none"> • Calcium strengthens bones. • Iron is an important constituent of blood and maintain • Fluoride makes teeth resistant to bacteria. • Iodine maintains the body's metabolism.
<i>Where found:</i>	Milk, cheese, bones, green vegetables, red meat, cocoa pro seafood, eggs
<i>RDI:</i>	Although they are important, the recommended quantities that they are measured in milligrams and micrograms, and between women, men and children.

Protein

<i>Functions:</i>	To help growth and development, to help repair the body
<i>Where found:</i>	Meat, milk, fish, cheese, eggs, beans, nuts, lentils, soya, ric
<i>RDI:</i>	Women 45 g, men 55 g, children 24 g

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Activity A1b

Why water is important

- It is important to digestion.
- It helps the body absorb and transport nutrients.
- It helps eliminate waste.
- It regulates the body temperature.
- It is necessary in the building of body tissues.

The factors that affect the amount we need

- heat
- exercise
- illness
- pregnancy

Activity A3

Tim

Risk factors: Alcohol, excessive saturated fat from rich food

Possible effects: Coronary heart disease, obesity, diabetes

Cathy

Risk factors: Vegetarian

Possible effects: Nutrient deficiency, leading to weak immune system and

Patrick

Risk factors: a. Excessive sugar from sweets

b. Coeliac disease

Possible effects: a. Tooth decay

b. Diarrhoea, tiredness, nutrient deficiency, poor growth

James

Risk factors: a. Not enough vegetables

b. Not enough water

Possible effects: a. Vitamin deficiency, leading to weak immune system

b. Poor digestion, poor body maintenance, also weaker

Anna

Risk factors: a. Undernourishment

b. Iron deficiency

c. Illness

d. Excessive salt from processed foods

Possible effects: a. Weak immune system

b. Anaemia

c. Further weakened immune system

d. Coronary heart disease

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Activity A4

Vitamin A:	night blindness
Vitamin B:	beriberi
Vitamin C:	scurvy
Vitamin D:	rickets
Vitamin E:	muscle weakness
Vitamin K:	impaired blood clotting
Calcium:	impaired bone formation
Iron:	anaemia

Learning Aim B Activities

Activity B1

Environmental factors

Factors:

Poor access to food; inability to use a cooker

Who would be affected:

James

What they should do to ensure a nutritional balance:

Perhaps ask his daughter to shop for him when she goes to the supermarket; cooking simple meals, as well as heating up ready meals

Personal preferences

Factors:

A sweet tooth

Who would be affected:

Patrick

What they should do to ensure a nutritional balance:

His parents might restrict his access to sweets, fizzy drinks, etc. by not allowing him to go to the school shop; he could get his sweetness from healthier foods such as fruit and cereals

Socio-economic factors

Factors:

- Low income
- A busy lifestyle

Who would be affected:

- James
- The Lesters
- Anna

What they should do to ensure a nutritional balance:

- Put together a menu plan that includes cheap but nutritious options; help his daughter's shopping
- Devise meals that are nutritious but can be prepared quickly
- Start the day with breakfast and eat something nutritious for lunch

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Moral reasons

Factors:

Vegetarianism

Who would be affected:

Cathy

What they should do to ensure a nutritional balance:

Find non-meat sources of protein, such as cheese, eggs, peas, beans and lentils. Also provide vitamin B12 if necessary

Underlying health conditions

Factors:

Celiac disease

Who would be affected:

Patrick

What they should do to ensure a nutritional balance: Avoid any foods containing gluten. Find sources of carbohydrate and dietary fibre

Activity B2

Your research may have revealed a number of requirements in your chosen diet. List the factors are:

Buddhism

There are no hard and fast dietary rules, but the following are the usual principles:

- Buddhists usually avoid meat and fish.
- Some are vegans, not eating any food derived from animals, such as eggs.
- Some also avoid onions, leeks and garlic.

Hinduism

- Most Hindus do not eat meat, fish or eggs. Some do eat meat, but only vegetarian.
- Strict Hindus also avoid:
 - garlic
 - onions
 - alcohol
 - tea and coffee

Islam

- Muslims do not eat pork or any product derived from pigs.
- Any meat must be *halal* – i.e. slaughtered in a particular way.
- They do not eat the meat of any carnivorous animals or birds of prey.
- They avoid alcohol.

Judaism

- Only animals which have cloven hoofs and chew the cud (e.g. cattle) are permitted. Animals must be slaughtered in a particular way in order to be *kosher*.
- Scaly fish are *kosher*, but prawns and shellfish are not *kosher*.
- Jews avoid certain additives.
- Meat and milk should not be consumed in the same meal.

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Activity B3

The main health conditions that might require special diets are:

Food allergies	Avoid the particular allergen while still maintaining a balanced diet.
Lactose intolerance	Replace dairy produce with alternatives, e.g. soya milk.
Type 2 diabetes	Reduce the intake of glucose; eat foods that are low in fat and sugar.
Irritable bowel syndrome	Eat regular meals, eat more slowly and chew thoroughly.
Crohn's disease	Avoiding spicy or fatty foods and dairy products that worsen the symptoms.

Activity B4

Your answers might include the following:

What did the researchers find when they studied the waist circumference?

Overall, children's waist measurements were expanding by 2.5 cm every two years. Between the ages of two and three were the most affected, the increase was 3.5 cm per year. Some of the reasons might be:

- increasing consumption of fast food and sweets
- decreasing levels of exercise
- poor knowledge of cooking and nutrition among parents
- bottle feeding of babies

What are the possible long-term effects of a child becoming overweight?

- the risk of moving from overweight to clinically obese
- possible coronary disease in later life
- the risk of developing type 2 diabetes
- teasing and bullying, leading to low self-esteem
- difficulty in taking exercise, thus making the problem worse

What is the Eatwell Plate? How does the NHS suggest it should be used?

The Eatwell Plate is a chart showing the proportions of each type of food people should eat to have a balanced diet. The NHS says that you do not necessarily have to keep to the proportions every meal, but suggests that you try to achieve that balance over a day or a week.

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Activity B5

At all life stages, a balance of nutrients – protein, carbohydrates, fats, vitamins and minerals – is needed, but the following are the special requirements for the life stages and lifestyles of the following people:

Louise

Life stage: Infancy
Nutritional requirements: Protein, carbohydrates, calcium, low salt content, no whole nuts, fairly 'soft' foods
Reasons: Protein and carbohydrates for growth and energy, low salt because an infant's kidneys cannot process salt, low sugar because of possible tooth decay through, no whole nuts in case of choking, 'soft' foods for ease of digestion

Patrick

Life stage: Childhood/adolescence
Nutritional requirements: Protein, carbohydrates, avoid additives, avoid saturated fats
Reasons: Protein and carbohydrates for growth and energy, avoid additives as some can lead to hyperactivity, avoid sugar because of risk of obesity

Cathy

Life stage: Early to middle adulthood
Nutritional requirements: Protein, vitamins and iron
Reasons: She has recently given birth and needs to maintain her health and energy

Tim

Life stage: Early to middle adulthood
Nutritional requirements: Less carbohydrate, less saturated fat, perhaps less protein
Reasons: He does not have an active lifestyle and so does not need as much energy

James

Life stage: Later adulthood
Nutritional requirements: Smaller quantities, adequate vitamin C
Reasons: Smaller quantities because of decreased metabolic rate, vitamin C because many older people do not get enough

Anna

Life stage: Early to middle adulthood
Nutritional requirements: Larger quantities, more carbohydrates and fats
Reasons: Larger quantities because of her busy life, carbohydrates and fats for energy, iron because she is a woman

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Activity B6

There are many possible answers, and the following are, therefore, only suggestions.

Tim

Breakfast: Fruit juice, cornflakes and semi-skimmed milk, a slice of bread with low-fat spread, tea

Reasons: Low saturated fat content because of his heart problem, vitamins from the fruit, carbohydrate from the cereal

Lunch: Ham and tomato sandwich made with low-fat spread, fresh vegetables, ham salad, a bread roll and fruit, with water)

Reasons: Protein and vitamin C in the fresh fruit and vegetables, low fat

Evening meal: As indicated on menu sheet

Reasons: Provides for all the family's needs, balanced nutritionally, all the nutrients together, fresh ingredients, easy to prepare

Snack 1: Mid-morning coffee

Snack 2: Tea and a flapjack

Reasons: Provide energy, and the oats in the flapjack are good for the heart

Cathy

Breakfast: Fruit juice, cornflakes and semi-skimmed milk, tea

Reasons: Vitamin C from the fruit juice, carbohydrate from the cereal

Lunch: Cheese and tomato sandwich made with low-fat spread, fresh vegetables, fruit, with water)

Reasons: Protein and calcium from cheese, vitamin C from fruit and vegetables

Evening meal: The same meal and reason for the meal as Tim's entry

Snack 1: Coffee

Snack 2: Tea, fruit-grain bar

Reasons: Provide an energy boost

Patrick

Breakfast: Fruit juice, cornflakes and semi-skimmed milk, boiled egg

Reasons: A substantial breakfast to meet his needs for growth and energy, the egg will satisfy his sweet tooth

Lunch: Rice cake with cheese and tomato, fresh fruit, flapjack, water)

Reasons: Contains protein, vitamin C and carbohydrate for energy, low fat, sweetness, gluten-free

Evening meal: The same meal and reason for the meal as Tim's entry

Snack 1: Fruit juice, dried fruit and nuts

Snack 2: Smoothie, fruit-grain bar

Reasons: Provides energy between meals

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Activity B7

- a. The following are the main factors to consider for an infant of Louise's
- Give her a variety of different tastes and textures.
 - Purée, blend, chop or mash her food.
 - Provide 'finger food' (food an infant can eat with their fingers) such as rusks.
 - Let her try to use a spoon herself.
 - For liquids, use a beaker with two handles that she can hold herself.
- b. There is obviously a wide range of food they could provide. The following week's menus, but you will be able to think of many others – the main thing to take account of the above factors and provide a balance of all the most important nutrients: carbohydrate, vitamins (especially vitamin C), calcium and iron.

Monday: boiled egg with toast fingers; apple pieces; milk drink

Tuesday: puréed lamb casserole; peas; orange mousse

Wednesday: puréed vegetables with lentils; strawberry yoghurt; apple

Thursday: tuna and vegetable purée; banana pieces; low-sugar rusks

Friday: cauliflower cheese; baby rice with apricots

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