



the **skills** network

## Part C

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# Level 2 Certificate in Understanding Nutrition and Health

Featuring interactive content



## Instructions for using the EQUAL App

At The Skills Network, we are enabling you to access additional video content through Augmented Reality (AR) technology. By simply scanning areas of this book, you will have access to a range of interactive bonus content, from a Virtual Tutor to case study videos.

### Instructions for use

#### STEP 1:



To get started, you will need to download the EQUAL App from the AppStore or PlayStore and follow the simple tutorial instructions on how to activate your course.

#### STEP 2:



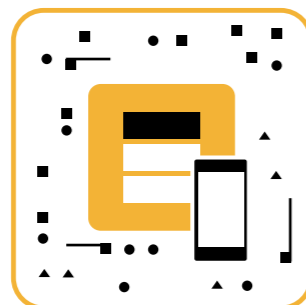
Look out for this icon in your learning materials.

#### STEP 3:



Whenever you see the icon, click on the 'lens' in the bottom bar of the app, scan the icon or the image the icon is placed on, and bring your bonus content to life.

Utilising the app to access additional content is not mandatory to successful completion of the course, but allows for an alternative way to access content from within the workbook.



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#### Scan for your Virtual Tutor

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### Disclaimer:

This resource uses real life case studies where specifically stated and referenced. All other references to individuals, groups and companies contained within these resources are fictitious.

## Certificate in Understanding Nutrition and Health

### Welcome to this Level 2 Certificate in Understanding Nutrition and Health.

We hope you find all of the information contained in this resource pack interesting and informative. This learning resource and the assessment questions have been approved by both CACHE and TQUK as a great way to meet the learning outcomes for this qualification. (A complete list of the learning outcomes can be found on the last page of this resource.)

The course is made up of **three** parts. This is **Part C** which contains **three** units:

#### Unit 4: The principles of weight management

#### Unit 5: Understanding eating disorders

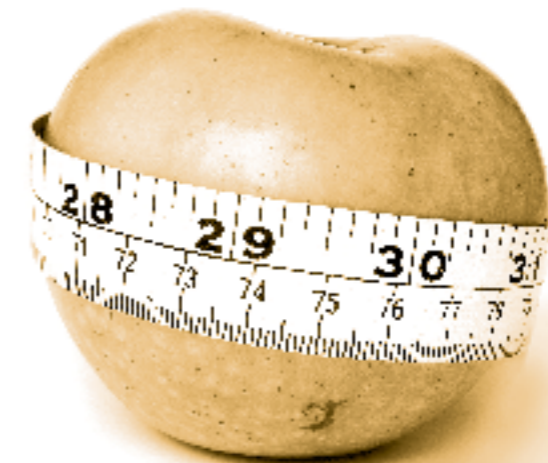
#### Unit 6: Principles of food safety for the home environment

As you start to read through each page you will be able to make notes and comments on things you have learnt or may want to revisit at a later stage.

At the end of each section, you will be asked to go to your assessments and answer the relevant questions. Once you have answered the questions, go to the next section and continue studying until all of the assessments have been completed.

Please make sure that you set aside enough time to read each section carefully, making notes and completing all of the activities. This will allow you to gain a better understanding of the subject content and will help you to answer all of the assessment questions accurately.

**Good luck with your study. Now let's begin!**



## Unit 4: The principles of weight management

Welcome to unit four.

This unit is split into **four** sections. These are:

**Section 1: The risks associated with ineffective weight management**

**Section 2: How body image may influence weight management**

**Section 3: Effective methods of weight management**

**Section 4: Planning a short-term weight management programme**



### Section 1: The risks associated with ineffective weight management

This section will explore the following:

- Terms relating to ineffective weight management
- Health risks associated with obesity
- Health risks associated with emaciation
- Signs and symptoms of malnourishment.

## Terms relating to ineffective weight management

Three terms that you will encounter when learning about weight management are:

- Obese
- Emaciated
- Malnourished.

**'Obese' means grossly fat or overweight.**

**'Emaciated' means abnormally thin and weak.**

**'Malnourished' means to be suffering from a lack of proper nutrition caused by not having enough to eat or not eating enough of the right things.**

Source: *Oxford English Dictionary*

## Health risks associated with obesity

Being obese increases the risk of developing a number of serious and potentially life-threatening conditions, such as:

- **Type 2 diabetes** – High blood sugar levels cause an increase in insulin to be released which helps turn the sugar into energy. In Type 2 diabetes, insulin cannot be used properly so the body releases more. Over time, the body cannot make enough insulin to control blood sugar levels. Diabetes can lead to other problems such as coronary heart disease (CHD), stroke, kidney disease and blindness.
- **Heart disease** – Heart disease occurs when the blood vessels that supply the heart with nutrient and oxygen rich blood become clogged.
- **Some types of cancer** – Obesity causes an increased risk of some cancers, such as breast cancer and colon cancer.
- **Stroke** – Being overweight can lead to a build up of fatty deposits, or plaque, in the arteries. This can eventually block the flow of blood and oxygen to an area of the brain, causing a stroke to occur.
- **Infertility** – Being overweight can cause menstrual problems and make it more difficult to conceive or carry a baby through a full-term pregnancy.

- **Asthma** – The link between obesity and asthma is fairly new, however, it has been shown that obese children and adults are twice as likely to have asthma as those of a healthy body weight. It is thought that obese people take smaller breaths which narrows lung airways and causes irritation.
- **Osteoarthritis** – This is a condition that affects the joints which can be very painful. In obese individuals, this can be caused by additional weight bearing through the joints and mainly occurs in the hips, knees, feet and hands.
- **Back pain** – Carrying extra body weight can cause extra pressure on the spine which can result in back pain. Weight carried around the stomach area can cause a condition called lordosis which is an unnatural curve in the spine.
- **Liver disease** – Much like drinking excessive alcohol, eating too much fat can cause fatty liver disease. There is a strong correlation between the degree of liver disease and a person's body mass index (BMI); the greater the BMI, the greater the liver damage.
- **Kidney disease** – A diet in high fats or protein can put additional strain on the kidneys and lead to kidney disease.
- **Sleep apnoea** – This is a condition where a person's breathing pauses whilst they are asleep, or where shallow breaths are taken. This occurs due to excess fat stored around the neck which narrows the airway and makes it difficult to breathe.

In addition, obesity can damage a person's quality of life and can often trigger psychological problems such as depression and low self-esteem.



**i Key Fact**

**It is estimated that there are around 35,000 obesity-related deaths in England each year. This accounts for one in every 16 deaths.**

**Source: [www.healthexchange.org.uk](http://www.healthexchange.org.uk)**

**Health risks associated with emaciation**

Type 1 diabetes is a condition where the body does not produce enough insulin to break down carbohydrates. If a person has Type 1 diabetes they are more at risk of emaciation, as without insulin, the body will break down fat and muscle resulting in weight loss.



Someone who is emaciated is at risk of:

- **Vitamin deficiencies** – This can reduce the effectiveness of the immune system.
- **Infertility** – Emaciation makes it difficult for an embryo to implant. It may also be due to a drop in the female hormone oestrogen, therefore making it very difficult to get pregnant.
- **Anaemia** – This is condition caused by a shortage of red blood cells causing fatigue, pain in the chest and shortness of breath.
- **Osteoporosis** – Also known as brittle bone disease, osteoporosis causes bones to become weak, fragile and more likely to fracture or break.

## Signs and symptoms of malnourishment

The most common symptom of malnourishment is unplanned and unexplained weight loss. Sometimes weight loss is not obvious, as it occurs slowly over time. A person may notice that their clothes, belts and jewellery gradually feel looser.

Other signs of malnourishment may include:

- Feeling tired all the time and lacking energy
- Taking a long time to recover from infections
- Delayed wound healing
- Irritability
- Poor concentration
- Finding it hard to keep warm
- Persistent diarrhoea
- Depression.

A useful method of assessing whether or not someone is malnourished is to measure their body mass index (BMI). BMI is someone's weight in kilograms divided by their height in metres squared.

For most adults a healthy BMI is between 18.5 and 24.9. Having a BMI under 18.5 could suggest that they are at a high-risk of being malnourished, although someone may also be considered at risk if they have a BMI between 18.5 and 20.

### Key Fact

**If a person loses 5–10% of their body weight in the course of three to six months and are not dieting, it could be a sign that they are at risk of being malnourished.**

It is important to note that BMI and weight loss are not the only indicators of malnourishment. A person can be overweight or obese and still be malnourished. This can be the result of dietary consumption of foods and drinks which are high in fat and sugar but low in vitamins and minerals.



Don't forget to point your lens at this icon, to listen to some handy tips from your Virtual Tutor.

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. An obese person is:

- Abnormally thin and weak
- Grossly fat or overweight.

2. Outline two health risks associated with obesity.

1.

2.

3. Emaciation puts a person at risk of infertility.

True  False

4. A person who is malnourished is always underweight.

True  False

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 1. Please now go to your assessment and answer Q1 to Q4.**

## Section 2: How body image may influence weight management

This section will explore the following:

- The meaning of the term 'body image'
- Media portrayal of body image and its effect on weight management.

### The meaning of the term 'body image'

Body image is how you mentally picture your physical appearance based on self-observation and the reaction of others. It is about how comfortable we feel in our bodies, how in control we feel, how agile we are and how attractive we think we are.

In medicine and psychology, body image refers to a person's emotional attitudes, beliefs and perceptions of their own body.

### Positive body image

A positive body image is seen as one based on reality – the individual sees him or herself as they really are. They accept parts of their body that are not considered to be 'ideal', but are generally happy with the way they look and feel.

### Negative body image

People with a negative body image feel that their looks are not what society, family, friends and the media expect. There is a feeling of inadequacy when they compare themselves to others, which they tend to do more frequently than those with a positive body image.

Usually, people with a negative body image are not being realistic. When they look in the mirror, they see parts of their body in a distorted, unreal way. They do not see who they really are. If this perception persists for a long time, it could be a sign of a problem.

#### **i** Key Fact

**Having a negative body image is a risk factor for developing an eating disorder.**

## Media portrayal of body image and its effect on weight management

Throughout history social factors have had an impact on how people have perceived human beauty. However, it was not until the creation of the cinema, and then television, that people were exposed to so many hours each week of themes linked to how we should look. In our society today, body image has become significantly influenced by the media – TV, the press, the internet, radio and magazines.

### Q. How do the media portray body image?

**A. The media portrays models and celebrities who are very thin as having the ideal body shape that ordinary people aspire to.**

### Q. How does this have an impact on someone's weight management?

**A. There is concern that some people, especially young girls and young women, are comparing themselves to clinically underweight professional models and setting themselves unrealistic and unnatural targets for weight loss.**

Being as thin as fashion models is not only detrimental for physical health, but may also damage mental health. Many say that the increased rates of eating disorders, such as anorexia nervosa and bulimia nervosa, are partly due to more females having a negative body image, caused by media exposure.

Regardless of what young people are told by educators and parents about their looks, these messages are contradicted by what they see on television, and in films and in magazines.

#### **i** Key Fact

**People may differ in their opinion of body images, but, in a democracy, people show tolerance and respect for opinions that differ from their own. People rely on rational discussion, debate and evidence to win arguments over decision making.**

## How media portrayal of body image can affect weight management

Research has shown that the way in which an 'ideal body shape' is presented in the media affects how people see themselves and their desire to lose weight in an unnatural and unhealthy way.

Research findings:

- For female adolescents, the frequency of healthy, unhealthy and extreme weight control behaviours increased with increasing magazine reading. (Van den Berg, 2007)
- The odds of engaging in unhealthy weight control behaviour such as fasting, skipping meals and smoking cigarettes were twice as high for the most frequent readers compared with those who did not read magazine articles about dieting and weight loss. (Van den Berg, 2007)
- The odds of using extreme weight control behaviours such as vomiting or using laxatives were three times higher in the highest-frequency readers compared with those who did not read such magazines. (Van den Berg, 2007)
- Media-portrayed images, especially those presented in the context of advertisements for dieting and weight-altering products, promote the ideas that body shape and size are flexible, and that achieving the thin ideal is relatively easy. (Brownell, 1991)
- Anxiety about appearance increased after viewing advertisements featuring idealised images. Participants' body shame increased after exposure to idealised images, irrespective of advertisement type. (Monro and Huon, 2005)
- Media influence is a risk factor for body dissatisfaction, dieting, binge-eating and increases in eating disorders. (Vandereycken, 2006)



### C Case Study: Greenberg's research in the USA

**Greenberg showed that television characters are not representative of real bodies. Five episodes of each of the 10 top-rated fictional programmes were analysed in 2003. Of 1,018 television characters, 14% of females and 24% of males were overweight or obese, less than half of the percentages of the general population.**

**In this study, overweight and obese females were less likely to be considered attractive, to interact with romantic partners, or to display physical affection. Overweight and obese males were less likely to interact with romantic partners and friends, and were more likely to be shown eating. Overweight and obese television characters are associated with specific negative characteristics such as lacking intelligence, strength and depth. They were seen as clumsy and dumb.**



### C Case Study: Grogan's research in the USA

**In 1999 a researcher called Grogan carried out a study on 200 American college students, half female and half male, aged between 16 and 48. They were each asked who would be their body image role model. The results showed that for a large percentage of men and women under the age of forty, media figures comprising fashion models, actors, actresses and sportspersons, were reported to be their body image role models.**

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.


1. Having a positive body image is a risk factor for developing an eating disorder.

True  False

2. Outline how the media commonly portrays body image.

3. Explain how media portrayals of an 'ideal body' affect anxiety levels among some individuals.

Check your answers by looking back over this section.

 Congratulations, you have now completed Section 2. Please now go to your assessment and answer Q5 to Q6b.

## Section 3: Effective methods of weight management

This section will explore the following:

- The role of a balanced diet in weight management
- The meaning of the term 'energy balance'
- The implications of energy balance in weight management
- Lifestyle choices and weight management
- Common myths about weight loss
- Characteristics of an effective weight management programme.

### The role of a balanced diet in weight management

**Q. What is a balanced diet?**

**A. A balanced diet should contain protein, fats, carbohydrates and fibre in the form of fresh vegetables and fresh fruit, all in the right amounts, providing you with a good supply of essential amino acids, essential fatty acids, vitamins, minerals and, of course, fresh drinking water.**

Having a balanced diet has an important **role to play** in weight management and control. Complete the activity on the following page to consider this further.





**A**

**Activity 1: The role of a balanced diet in weight management**

**Why is having a balanced diet important for managing a person's weight? Note down your thoughts in the space below.**

Did you think of any of the following?

- Eating a balanced diet can help prevent excessive cravings for sweets and other unhealthy foods
- Eating a balanced diet is to enjoy good health, not just for weight loss
- There are many diet plans that can help a person lose weight quickly, but most of them cannot be sustained for long. Either they are too strict, too unpleasant, or too extreme to follow in the long-term. Eating a balanced diet is pleasant and can be followed throughout life.

**i**

**Key Fact**

**A balanced diet is important to maintain health and a sensible body weight. No single food will provide all the essential nutrients that the body needs to be healthy and function efficiently.**

**The meaning of the term 'energy balance'**

**Energy balance is the state at which the number of calories eaten equals the number of calories used. Energy balance is affected by physical activity, body size, amount of body fat and muscle, and genetics.**

When we put more energy into our bodies than we burn through physical activity, the leftover energy is stored as fat. If this continues over a period of time, the amount of fat in our body increases, and we become overweight.

If you eat a lot of energy-giving foods, you will gain weight. On the other hand, if you burn more calories than you eat, you will lose weight. Therefore energy balance is all about finding the right balance of intake and expenditure over time which allows you to achieve and maintain a healthy body weight.

**To maintain a STABLE weight – Energy intake is the same as energy expenditure**

**To GAIN weight – Energy intake is more than energy expenditure**

**To LOSE weight – Energy intake is less than energy expenditure**

**The implications of energy balance in weight management**

Energy balance is important for maintaining a healthy weight. The amount of energy or calories you get from food and drinks is balanced with the energy your body uses for things like breathing, digesting and being physically active.

A fundamental principle of nutrition and metabolism is that body weight change is associated with an imbalance between the energy content of food eaten and energy expended by the body to maintain life and to perform physical work.

Attention to energy balance over time is required for promoting health and maintaining a stable body weight. For overweight people, steps must be taken to stop the weight gain and reduce weight to a healthy level, and then to maintain that healthy weight. Accomplishing these goals requires an understanding of energy balance.

Individuals have direct control over both their food (calorie) intake and their physical activity level. By gaining knowledge of the calories in various foods and the calorie costs of various activities, individuals can find out their energy intake and expenditure and devise plans to achieve energy balance.

People are generally surprised to learn just how small a contribution such as watching TV or playing video games make to daily calorie expenditures. On the other hand, any type of physical activity, from running or playing sports to walking or housework, increases the number of calories the body uses.

### Lifestyle choices and weight management

Lifestyle choices are ways that we choose to live our lives. The choices that we make can have a dramatic effect on weight management – whether we gain or lose weight or maintain a stable and healthy balance.

#### A Activity 2: Lifestyle choices

Which lifestyle choices do you think would have an effect on someone's weight management? Note down your thoughts below.

The main lifestyle choices that have an effect on weight management are:

- The amount of physical activity you undertake
- What you eat and how much – affecting blood pressure and cholesterol levels
- The amount of alcohol you drink.



#### Are you using the Equal App?

Remember, once you have unlocked each video, you can access all unlocked videos in the 'My Courses' area of your app and watch them again.

### Lifestyle choices you can make to achieve a healthy weight

**Get active:** Physical activity does not have to mean going to the gym, it can include walking, riding a bike, gardening and housework.

**Lower blood pressure:** Keep your blood pressure at a healthy level by changing your diet and the amount of physical activity you do.

**Lower cholesterol:** Cut down on saturated fat and get active to lower your cholesterol.

**Cut down on alcohol:** Make sure you do not drink more than the recommended amount without realising it!

Lifestyle changes for adults aged 19–64 to be active include:

- At least two hours and 30 minutes of moderate-intensity aerobic activity such as cycling or fast walking every week, and muscle-strengthening activities on two or more days a week that work all major muscle groups such as the legs, back, abdomen, chest, shoulders and arms.

Lifestyle changes to lower blood pressure include:

- Regular exercise of at least 30 minutes a day, a minimum of five times a week
- Losing weight if you are overweight
- Cutting alcohol intake to recommended levels
- Eating a healthy, low-fat, balanced diet
- Restricting salt intake to less than 6g
- Using relaxation therapies to reduce stress.

Don't forget to point your lens at the whole image to unlock the video content!



Lifestyle changes to lower cholesterol include:

- Making healthy changes to your diet, including cutting down on saturated fat
- Increasing your level of physical activity.

**i** **Key Fact**

**A healthy diet and regular physical activity are crucial in reaching and maintaining a healthy weight.**

**Common myths about weight loss**

There are many myths about diet and weight loss. Try the following activity to see if you know what is true and what is not.

**A** **Activity 3: Weight loss**

Have a go at this activity to test your knowledge of what is myth and what is fact when it comes to food and weight loss.

	Fact	Myth
1. Potatoes make you fat.	<input type="radio"/>	<input type="radio"/>
2. Eating at certain times of the day, especially in the evening, causes weight gain.	<input type="radio"/>	<input type="radio"/>
3. To lose weight, breakfast should consist of fruit only.	<input type="radio"/>	<input type="radio"/>
4. Skipping meals is a good way to lose weight.	<input type="radio"/>	<input type="radio"/>
5. Certain foods can burn fat and therefore make up for lower physical activity levels.	<input type="radio"/>	<input type="radio"/>
6. Detox diets are based on sound scientific evidence.	<input type="radio"/>	<input type="radio"/>

Check your answers at the end of this workbook.

Other common myths about weight loss include the following:

- **‘All you have to do is reduce calories to lose weight.’**  
This is only partially true. If you are overweight, you do need to be conscious of how many calories you eat per day and reduce that amount until you reach your goal weight. But healthy weight loss is more than just eating fewer calories. Where your calories come from is as important (and possibly more important), than how many you consume.
- **‘Carbohydrates make you fat.’**  
There are good carbohydrates and there are bad carbohydrates. Fruits and vegetables are good, cakes and biscuits are not so good.
- **‘All fats are equally bad for you.’**  
Eating the wrong kinds of fat may play a role in weight gain, but eating the right kinds of fat will help you lose weight. Saturated fats like high-fat cuts of meat, dairy products and trans fats in cakes and packaged snacks, are bad for you because they raise cholesterol. However, monounsaturated fats in avocados, olives, olive and sunflower oil and polyunsaturated fats, such as pumpkin seeds, flax seeds and walnuts, support your health. They help to lower cholesterol and reduce the risk of heart disease.



## Characteristics of an effective weight management programme

To be effective, the characteristics of a weight management programme should focus not only on a person's weight, but also on setting the right goals and establishing lifestyle changes such as:

<b>Following a healthy eating plan</b>	<p><b>Plan your breakfast, lunch, dinner and snacks</b> for the week, making sure you stick to your calorie allowance. Try to plan four to seven days' worth of meals and snacks. Make a shopping list, but don't shop when you are hungry as this can lead to high calorie impulse buys.</p> <p><b>Don't miss breakfast.</b> Research shows that eating breakfast helps control a person's weight. Missing meals doesn't help us lose weight and is not good for us because we can miss out on essential nutrients. It could also encourage you to snack more throughout the day because you feel hungry.</p> <p><b>Eat regular meals.</b> Some people think missing meals will help them lose weight, but it has been shown that eating regularly throughout the day helps to burn calories at a faster rate as well as reduce the temptation to snack on foods high in fat and sugar.</p> <p><b>Eat plenty of fruit and vegetables.</b> Fruit and vegetables are low in calories and fat and high in fibre – three essential ingredients for successful weight loss. They also contain plenty of vitamins and minerals.</p>
<b>Watching portion sizes</b>	<p>Studies show that people who use smaller plates tend to eat smaller portions and still be satisfied. By eating with smaller plates and bowls, a person may be able to gradually get used to eating smaller portions without going hungry. It takes about 20 minutes for the stomach to tell the brain it is full, so eat slowly and stop eating before feeling full.</p>
<b>Being physically active</b>	<p>Studies show that regular activity is the key to losing weight and keeping it off. As well as providing numerous health benefits, exercise can help burn off the excess calories that you cannot lose through diet alone. Exercise also offers numerous health benefits, including improving your mood, strengthening your cardiovascular system and reducing your blood pressure.</p>

In addition to incorporating these lifestyle changes, an effective programme should include the following characteristics:

- **Flexibility** – The plan should not forbid certain foods or food groups but instead include a variety of foods from all the major food groups. A healthy diet includes vegetables and fruits, wholegrains, low-fat dairy products, lean protein sources, and nuts and seeds. It should also feature foods that are easily found in local shops.
- **Balance** – The programme should include proper amounts of nutrients and calories for your individual situation. Diets that direct you to eat large quantities of certain foods, such as grapefruit or meat, that drastically cut calories, or that eliminate entire food groups, such as carbohydrates, may result in nutritional problems. Safe diets do not require excessive vitamins or supplements.
- **Enjoyability** – A diet should include foods you like and that you would enjoy eating for the rest of your life, not just for several weeks or months. If you don't like the diet, if it's overly restrictive or if it becomes boring, you are probably not going to enjoy it or be successful in achieving your goal.



There are hundreds of different types of diets and everyone has the right to follow a diet of their choice.

The right to individual liberty is one of the core British Values. Individual liberty is protected by legislation. **Three** key pieces of legislation that are linked to individual liberty are:

1. The Human Rights Act 1998
2. Freedom of Information Act 2000
3. The Equality Act 2010.



### Key Fact

**Successful weight management requires a long-term commitment to making healthy changes in eating and exercise habits.**

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. Eating a balanced diet can help to stem cravings for sweet food.

True  False

2. More energy IN than OUT over time =

Weight gain

Weight loss

3. Identify two lifestyle choices you can make to achieve a healthy weight.

1.


2.

4. If you are trying to get your weight under control, you should temporarily stop eating all carbohydrates.

True  False

5. Explain how being physically active contributes to an effective weight management programme.

Check your answers by looking back over this section.

 Congratulations, you have now completed Section 3. Please now go to your assessment and answer Q7 to Q12.

## Section 4: Planning a short-term weight management programme

This section will explore the following:

- Identifying goals for a weight management programme
- Collecting information to plan a weight management programme
- Planning a short-term weight management programme.

### Identifying goals for a weight management programme

The first stage in setting goals for weight management is to establish the current situation by assessing a person's weight.

There are a number of ways a person's weight can be assessed. The most widely used method is body mass index (BMI).

**Q. What is BMI?**

**A. BMI is your weight in kilograms divided by your height in metres squared.**

#### **A** Activity 4: Calculate your BMI

Use the link below to visit the NHS Choices website where you can calculate your own BMI. Make a note of your calculation in the space below.

[www.nhs.uk/livewell/loseweight/pages/bodymassindex.aspx](http://www.nhs.uk/livewell/loseweight/pages/bodymassindex.aspx)

**If your BMI is between 25 and 29, you would be considered overweight.**  
**If your BMI is between 30 and 40, you would be considered obese.**  
**If your BMI is over 40, you would be considered very obese – known as ‘morbidly obese’.**

Another useful method is to measure the waist. People with very large waists – 94cm or more in men and 80cm or more in women – are more likely to develop obesity-related health problems.

### Set the right goals

Once you have established what the current situation is, setting the right goals is the next step. Most people trying to lose weight focus on just that one goal: weight loss. However, the most productive areas to focus on are the dietary and physical activity changes that will lead to long-term weight change. Successful weight managers are those who select two or three goals at a time.

Useful goals should be:

- Specific
- Measurable
- Achievable
- Realistic
- Timed.

**These are known as SMART goals.**



Scan the image

### A Activity 5: Poor goal setting

**Look at the following examples of poor goal setting. Taking into consideration what makes a SMART goal, make notes about what is wrong with each of the following goals.**

1. I will do more exercise.
2. I will run five miles every day.
3. I will lose 10 kilos in a week.

Check your answers at the end of this workbook.

Suitable goals within a weight management programme could include:

- Gradual weight loss – no more than 0.5kg a week or 10kg in six months
- Eating fewer takeaway and snack foods over a specified length of time
- Exercising for approximately 30 minutes at least a few times every week
- Having a regular pattern of healthy eating and sticking to it
- Drinking at least 1.5 litres of water per day.

When planning your goals, write down everything and go through all the details. When and where will you do it? How will you fit a walk into your schedule? What do you need to get started? This way you will be able to track your progress to see if you are meeting your goals.

Set goals that are within your capabilities and that take into account your limitations. Consider your personal fitness level, health concerns, available time and motivation. Tailoring your expectations to your personal situation helps you set achievable goals.

**i** **Key Fact**

**Realistic, well-planned goals keep you focused and motivated. They provide a plan for change as you make the transition to a healthier lifestyle.**



↶  
*Don't forget to make sure you can see the whole image in your lens.*

**A** **Activity 6: Identify suitable goals**

**Set some suitable goals for a short-term weight management programme. This can be a programme for you or for someone else. Make notes in the space below.**

**Collecting information to plan a weight management programme**

Now that you have set your goals, you need to collect information to enable you to plan the programme.

**A** **Activity 7: Collecting information**

**Collecting information will give you a great place to start from and provide you with a benchmark to assess your progress against. Include things like current weight, height, BMI, special dietary considerations, work patterns, stress levels and upcoming holidays or events. Make notes about the information you have collected in the space below.**



**Are you using the Equal App?**

**Please wait patiently to watch your videos as some may buffer while they are loading.**

## Planning a short-term weight management programme

You need to choose a definite start date for your programme that takes into account work or college demands, holidays or other circumstances.

### A Activity 8: Planning a short-term weight management programme

Use the information that you have collected to plan a short-term programme – for example, for six weeks. Use the space below to make notes about your plan including goals, daily calorie intake target (typically 2,000kcal for women and 2,500kcal for men) and your actual intake, activities such as types of exercise and whether or not you had your ‘five a day’.

You should also include measurement of your weight and waist at the beginning and end of each week to track your progress.

You can use your notes to help with the assessment at the end of this section.

### R Further Research: Weekly template for weight management

Use the following link to see an example of a weekly template for managing your weight and keeping track of your progress.

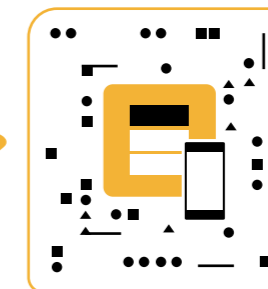
<https://www.nhs.uk/Tools/Documents/WEIGHT-LOSS-PACK/all-weeks.pdf>



### i Key Fact

You need to be willing to review and change your goals as you make progress in your weight management programme. If you started with small goals, you may want to take on larger challenges.

Don't forget to point your lens at this icon!



### Scan for your Virtual Tutor

Scan the icon here to listen to a handy tip from your Virtual Tutor.



### Are you using the Equal App?

Remember, pressing the refresh icon in the top right hand corner of your lens will allow you to scan another image and icon without exiting camera mode.



### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. What is the first step in setting goals for weight management?

2. What does BMI stand for?

3. How would you improve the following statement into a SMART goal?  
'I will eat less'.

4. Collecting information before creating a weight management programme can help to measure progress.

True

False

Check your answers by looking back over this section.



Congratulations, you have now completed Section 4 and Unit 4. Please now go to your assessment and answer Q13.

## Unit 5: Understanding eating disorders

Welcome to unit five.

This unit is split into **four** sections. These are:

**Section 1: The meaning of the term 'eating disorder'**

**Section 2: The causes of eating disorders**

**Section 3: How an eating disorder may affect the individual and others**

**Section 4: How to manage a specific eating disorder**

### Section 1: The meaning of the term 'eating disorder'

This section will explore the following:

- Defining the term 'eating disorder'
- Types of eating disorders.

### Defining the term 'eating disorder'

Eating disorders are serious mental health illnesses that affect approximately 1.6 million people in the UK. They can affect anyone at any time for any reason, although they are 7 to 10 times more common in women than in men.

**Source: Royal College of Psychiatrists**



Although social pressures may contribute to a disorder, they are rarely the cause.

**Q. What is an eating disorder?**

**A. People are said to have an eating disorder when their life revolves around food to such an extent that they are unable to lead a normal life.**

Read the following definition of ‘eating disorders’:

**‘Eating disorders are characterised by an abnormal attitude towards food that causes someone to change their eating habits and behaviour. A person with an eating disorder may focus excessively on their weight and shape, leading them to make unhealthy choices about food with damaging results to their mental and physical health.’**

**Source: [www.nhs.uk/Conditions/Eating-disorders/Pages/Introduction.aspx](http://www.nhs.uk/Conditions/Eating-disorders/Pages/Introduction.aspx)**



**i Key Fact**

**Eating disorders can be overcome. Although secretive in their nature and very hard to recover from, full recovery is possible.**

**Types of eating disorders**

Over the coming pages we will explore the following three types of eating disorder:

- Anorexia nervosa
- Bulimia nervosa
- Binge-eating disorder (BED).

**Anorexia nervosa**

There are two types of anorexia nervosa:

<b>The restricting type of anorexia</b>	Weight loss is achieved by restricting calories – for example: <ul style="list-style-type: none"> <li>• Following drastic diets</li> <li>• Fasting</li> <li>• Exercising to excess.</li> </ul>
<b>The purging type of anorexia</b>	Weight loss is achieved by: <ul style="list-style-type: none"> <li>• Vomiting</li> <li>• Using laxatives</li> <li>• Using diuretics.</li> </ul>

Anorexia occurs mainly in teenage girls, but it is increasingly affecting boys.

Many people with anorexia nervosa see themselves as overweight, even when they are clearly underweight. Eating, food and weight control become obsessions, and people with the condition typically weigh themselves repeatedly, portion food carefully and eat very small quantities of only certain foods. Some people with anorexia nervosa may also engage in binge-eating followed by extreme dieting, excessive exercise, self-induced vomiting and misuse of laxatives, diuretics or enemas.

Some individuals who have anorexia nervosa recover with treatment after only one episode. Others get well but have relapses, whilst some people have a more chronic or long-lasting form of anorexia nervosa, in which their health declines as they battle the illness.

## Bulimia nervosa

Bulimia nervosa commonly starts in the mid-teens, but people who experience this may hide it and not seek help until their early to mid-twenties.

Unlike those who have anorexia nervosa, people with bulimia nervosa usually maintain what is considered a healthy or normal weight, while some are slightly overweight. But like people with anorexia nervosa, they often fear gaining weight, want desperately to lose weight and are intensely unhappy with their body size and shape. Usually, bulimic behaviour is carried out secretly because it is often accompanied by feelings of disgust or shame. The binge-eating and purging cycle happens anywhere from several times a week to many times a day.

## Binge-eating disorder (BED)

When a person has binge-eating disorder they lose control over their eating. Unlike with bulimia nervosa, periods of binge-eating are not followed by purging, excessive exercise or fasting. As a result, people with binge-eating disorder are often overweight or obese.

This disorder is characterised by recurrent episodes of excessive overeating that occur twice weekly or more for a period of at least six months. During bingeing, a larger than normal amount of food is consumed in a short time frame and the person engaging in the bingeing behaviour feels anxiety and a lack of control over their eating.



### **i** Key Fact

Each type of eating disorder affects a person's relationship with food in a different way.

## Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

**1. Anorexia nervosa affects both males and females.**

True  False

**2. Eating disorders all involve a person severely restricting how much they eat.**

True  False

**3. Many people with anorexia nervosa see themselves as overweight, even when they are clearly underweight.**

True  False

**4. Bulimic behaviour is carried out secretly because it is often accompanied by feelings of disgust or shame.**

True  False

**5. People with BED are often overweight or obese.**

True  False

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 1.**  
Please now go to your assessment and answer Q1 and Q2.

## Section 2: The causes of eating disorders

This section will explore the following:

- The possible causes of eating disorders.

### The possible causes of eating disorders

The precise causes of eating disorders are not known. However:

- It is widely accepted that some people have distinct **psychological** personality traits, making them more vulnerable
- **Environmental** factors, such as going through puberty or living in a culture where being thin is an ideal, can cause a person to begin a pattern of long-term dieting and weight loss
- The lack of a normal diet has a **biological** effect on the brain, which helps reinforce the obsessive thinking and behaviour associated with eating disorders.

A cycle then begins to take shape; the more the person diets, the greater its effect on the brain and the greater the desire to lose weight. This means that symptoms gradually, and then rapidly, worsen.

Important **psychological**, **environmental** and **biological** 'risk factors' for developing eating disorders are:

- Genetic inheritance
- Social pressure where the media represents being thin as an ideal body shape
- Deeply-felt and long-standing unhappiness
- Seeking control by losing weight
- Wanting to put off the challenges associated with being an adult – anorexia reverses some of the physical changes caused by the onset of puberty, such as sexual drive and menstruation
- Low self-esteem as a result of abuse.

Read on to explore these possible causes in more detail.

## Psychological

There are a number of personality traits that may be linked to the development of eating disorders. During adolescence these traits may intensify due to hormonal changes caused by puberty. These traits include:

- A tendency towards depression and anxiety
- Poor reaction to stress
- Excessive worrying and feeling scared or doubtful about the future
- Perfectionism – setting strict, demanding goals or standards
- Inhibition – where a person restrains or controls their behaviour and expression
- Obsessive thoughts and compulsion to do certain things.

## Environmental

Environmental factors that may contribute towards eating disorders include:

- A stressful life event, such as losing a job or the breakdown of a relationship
- Bereavement
- Pressures and stress at school, college or work, such as exams or bullying
- Difficult family relationships.



Scan the image

Child abuse, whether physical, psychological or sexual, may also be a factor that triggers the development of an eating disorder. Children who are abused in some way may develop eating disorders as a way of gaining control over a part of their lives, for a feeling of comfort, or because they are subjected to an unhealthy or insufficient diet.

### Biological

Extreme dieting can disrupt normal functions of the brain, making symptoms worse. For example:

- Malnutrition can change the balance of hormones in the body, which can affect how the brain functions. The change in hormones causes the brain to become sensitive to the effects of an amino acid called tryptophan. This sensitivity can cause feelings of anxiety in people when they eat. By starving themselves and excessively exercising, they lower the levels of tryptophan, which may make the person feel calmer and more relaxed.
- Another theory is that the part of the brain controlling a person's sense of appetite becomes disrupted. When your body needs more food, your brain releases chemicals to stimulate your appetite. Once you have eaten enough food, hormones send a signal to your brain to release a different set of chemicals that reward you for eating, and make you feel satisfied. It is thought that this reward system becomes disrupted in people with eating disorders. The feeling of fullness after a meal does not produce a sense of reward, but a sense of anxiety, guilt or self-loathing. In turn, feeling hungry may help reduce these negative feelings.



**i Key Fact**

Eating disorders can indicate the presence of other problems, such as unhappiness, depression, insecurity, the pressure to be perfect or feeling out of control.

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessment.

1. The causes of eating disorders are well known.

True  False

2. Risk factors for the development of eating disorders include genetic inheritance, social pressures and low self-esteem.

True  False

3. For the following possible causes of eating disorders, identify whether they are psychological, environmental or biological.

Bereavement

Perfectionism

Excessive worrying

Pressures in school or work

Disrupted brain activity

Check your answers by looking back over this section.



Congratulations, you have now completed Section 2. Please now go to your assessment and answer Q3.

### Section 3: How an eating disorder may affect the individual and others

This section will explore the following:

- Signs and symptoms associated with eating disorders
- The feelings an individual with an eating disorder may experience
- How an eating disorder may affect a person and their life
- How a person's eating disorder may affect others.

### Signs and symptoms associated with eating disorders

Look at the following signs and symptoms associated with different types of eating disorders.

#### Anorexia nervosa

Anorexia nervosa is characterised by:

- Extreme thinness so that the person looks emaciated
- A relentless pursuit of being thin and an unwillingness to maintain a normal or healthy weight
- Intense fear of gaining weight
- Distorted body image – the person sees their body shape and weight differently from what it is in reality
- Self-esteem that is heavily influenced by perceptions of body weight and shape, or a denial of the seriousness of having a low body weight
- Lack of menstruation among girls and women
- Extremely restricted eating.

#### Bulimia nervosa

Bulimia nervosa is characterised by recurrent and frequent episodes of eating unusually large amounts of food and feeling a lack of control over these episodes. This binge-eating is followed by behaviour that compensates for the overeating such as:

- Forced vomiting
- Excessive use of laxatives or diuretics
- Fasting
- Excessive exercise
- A combination of these behaviours.

#### Binge-eating disorder (BED)

People with binge-eating disorder are often overweight or obese. This particular eating disorder is characterised by:

- A higher risk of developing cardiovascular disease and high blood pressure in those who are obese
- Feelings of guilt, shame and distress about their binge-eating, which can lead to more binge-eating.

#### C Case Study: Jeff's story

**In the sixth form, Jeff began to put on weight. His classmates taunted him for being 'chubby', so he turned to food for comfort, and put on more and more weight. Now, at age 32, Jeff hates the way he looks and is on yet another diet.**

**However, after a bad day at work or if he is feeling lonely, sad or bored, Jeff finds it impossible to resist a takeaway, then sometimes he might also go to the supermarket and buy ready-made meals.**

**Once home alone, he eats and does not stop until the food is gone and he is so full that he feels sick. When he has eaten all the food, the bad feelings still remain. He feels 'disgusting' and berates himself for eating so much, and worries about the pain in his knees and his dangerously high cholesterol.**

**The feelings an individual with an eating disorder may experience**

**Q. What is the connection between food and feelings?**

**A. Many of us learn that food can bring comfort so we may turn to food to solve our emotional problems.**

‘Comfort food’ is that which provides a nostalgic or sentimental feeling to the person eating it. The nostalgic element comfort food has may be specific to either the individual or a certain culture.

It is common for people to turn to food to solve emotional problems. As a result, eating – whether it be restrictive eating or binge-eating – becomes a habit that prevents us from learning skills that can effectively resolve our emotional distress.

Eating in order to resolve feelings of depression, boredom, loneliness, chronic anger, anxiety, frustration, stress, problems with personal relationships and poor self-esteem can result in overeating and unwanted weight gain.

By identifying the connection between what we feel and our eating habits, we can substitute more appropriate techniques to manage emotional problems and avoid weight issues.



To get an idea of what it might feel like to have an eating disorder such as anorexia, try the following activity:

**A Activity 1: Self-assessment quiz – are you anorexic?**

Answer the following questions to assess your own eating behaviour.

**1. Do you feel fat even though people tell you you are not?**

Yes  No

**2. Are you terrified of gaining weight?**

Yes  No

**3. Do you lie about how much you eat or hide your eating habits from others?**

Yes  No

**4. Are your friends or family concerned about your weight loss, eating habits or appearance?**

Yes  No

**5. Do you diet, compulsively exercise or purge when you are feeling overwhelmed or bad about yourself?**

Yes  No

**6. Do you feel powerful or in control when you go without food, over-exercise or purge?**

Yes  No

**7. Do you base your self-worth on your weight or body size?**

Yes  No

If you answered 'Yes' to any of the questions in the previous activity, or feel concerned about your own or someone else's eating behaviour, you can find information about help and support in Section 4 of this unit. There are also some useful websites listed at the end of this workbook which provide information in relation to eating disorders.



**C** **Case Study: Alice's Story – What it feels like to be anorexic**

**'I developed anorexia when I was 22 as a way of coping. I didn't feel I could speak about my feelings and kept everything to myself. I had experienced childhood sexual abuse and was also sexually attacked as an adult.'**

**'I told nobody and started to control my eating, as I felt this was one thing I had control over. It seemed like people did whatever they wanted to me and I had no control over it. I felt if I could make myself smaller and smaller nobody could find me to hurt me. It also helped me to stop thinking about the abuse by focusing all of my attention on eating, exercising and constantly weighing myself.'**

**'I had always felt I had to be perfect but because of having such low self-esteem I had never felt I was 'good enough' at anything I did. Not eating made me feel I was being good at something and achieving something which other people couldn't. I also know now that it was a way of expressing anger – I was angry at the people who hurt me and angry at the people who didn't protect me. I took the anger out on myself, which frequently led to suicidal feelings. I also began harming myself by cutting my arms.'**

**(Alice recovered from her illness by seeking help from her GP who referred her to a counsellor.)**

Now try the following activity to see how much you remember about Alice's illness.

**A** **Activity 2: Alice's illness**

**Answer the following questions:**

**1. At what age did Alice start to develop anorexia?**

**2. What factors/life events may have led to her developing anorexia?**

**3. What feelings did not eating give her?**

**4. Who was she angry at?**

**5. How did Alice recover?**

Check your answers at the end of this workbook.

**i** **Key Fact**

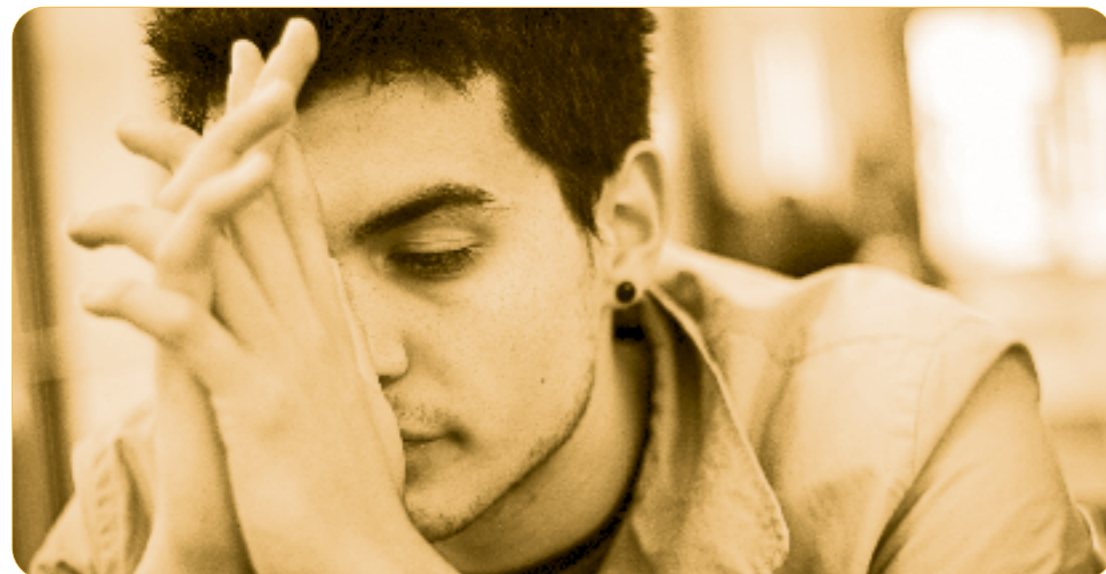
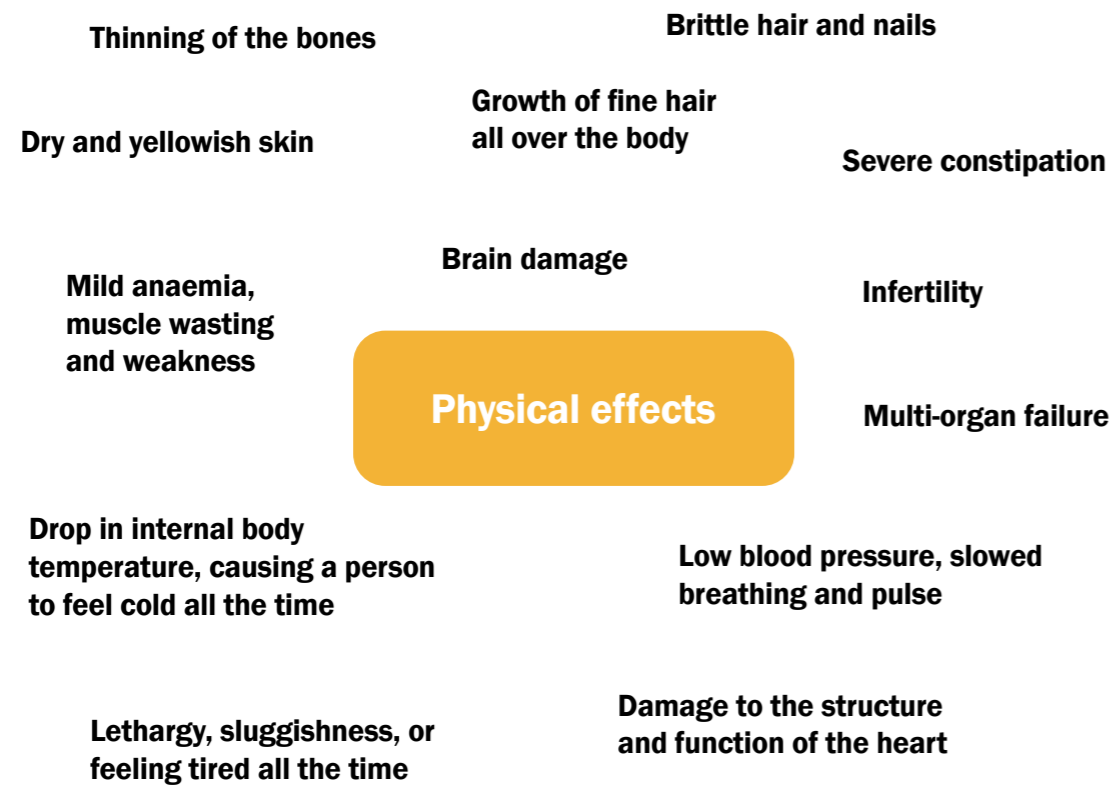
**Individuals who have an eating disorder often find the illness is triggered by social situations and feelings, which they try to control by restricting food intake or binge-eating.**



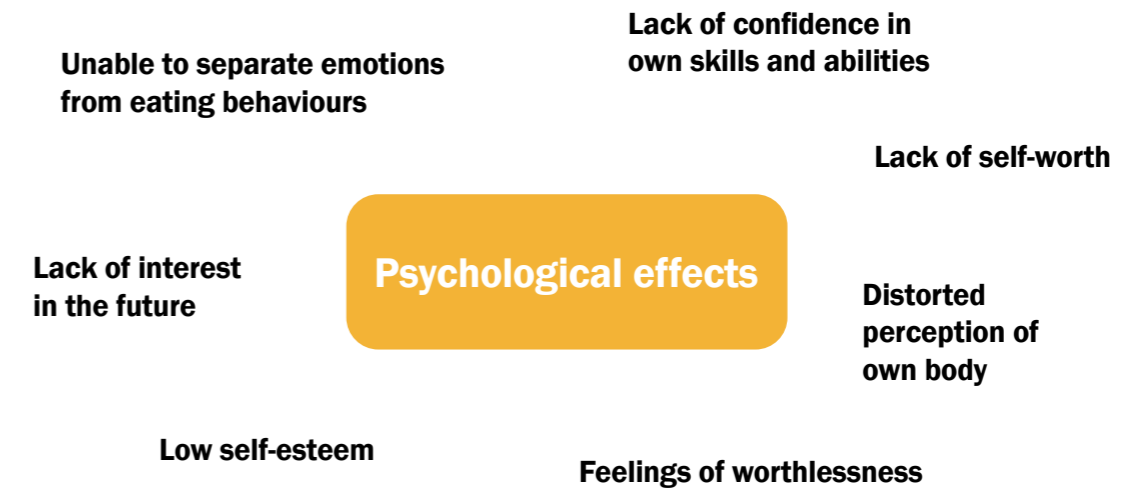
## How an eating disorder may affect a person and their life

All types of eating disorders can have a significant impact on individuals, both physically and psychologically. Look at the following diagrams to see how anorexia in particular can affect the physical and psychological well-being of an individual.

### Physical effects of anorexia on an individual



### Psychological effects of anorexia on an individual



### How an eating disorder may affect a person's life



#### STOP AND THINK!

How do you think the physical and psychological effects of an eating disorder might affect a person's life? Note down your ideas in the space below.

Did you think about any of the following ways that a person's life could be affected by an eating disorder?

- Physical illnesses causing a lack of mobility and social isolation
- Difficulty in forming and maintaining relationships
- Social isolation from other people because of shame about their illness
- Lack of motivation at college or at work because of a lack of self-belief
- Problems because of a lack of interest in planning for the future
- Breakdown of relationships with family members.

You may have also thought of other examples.

**R** Further Research: Katie's experience of anorexia

**'When I looked in the mirror, a mound of blubber stared back!'**

**Use the link below to visit the NHS Choices website and read about Katie discussing how anorexia affected her life.**

**[www.nhs.uk/conditions/anorexia-nervosa/pages/realstorypg.aspx](http://www.nhs.uk/conditions/anorexia-nervosa/pages/realstorypg.aspx)**

**Make notes in the space below. If you need help using the internet, seek advice from your tutor.**

**i** Key Fact

**All eating disorders affect individuals both physically and psychologically, which can have a significant impact on every part of their lives.**

**How a person's eating disorder may affect others**

When an individual develops an eating disorder, the entire family can be disrupted.

The list below includes some of the emotions that other people may feel when someone close to them develops an eating disorder:

- Overprotection
- Guilt
- Annoyance
- Disappointment
- Anger
- Worry
- Jealousy
- Denial
- Confusion
- Powerlessness.



**R** Further Research: How anorexia can affect the family

**‘Anorexia tore our family apart.’**

Journalist David Thomas watched helplessly as his daughter was forced to abandon her medical degree at University College London after just one term. She was sent to a psychiatric unit for five months and, after successful treatment, she is now ready to return to university to start her second-year studies.

Read the full article using the link below and make a note of any key points in the space provided.

[www.dailymail.co.uk/femail/article-2025107](http://www.dailymail.co.uk/femail/article-2025107)

**i** Key Fact

Family therapy can be useful in helping a family to support someone with an eating disorder. During family therapy sessions, a therapist will show family members how to deal with the disruptions caused by the eating disorder and teach them more about it.

**Let’s Summarise!**

Take a few moments to answer the following question to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. Look at the following effects of anorexia and identify which ones are psychological and which are physical.

Low self-esteem

Brain damage

Feeling constantly tired

Distorted perception of own body

Anaemia

Lack of self-worth

Infertility

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 3.**  
Please now go to your assessment and answer Q4 to Q7.

## Section 4: How to manage a specific eating disorder

This section will explore the following:

- Different approaches to the treatment of eating disorders
- How others can help someone to recover from a specific eating disorder
- Local resources and treatments for someone with an eating disorder.

### Different approaches to the treatment of eating disorders

#### Medical intervention

If someone is diagnosed with an eating disorder, their GP will probably be involved in their ongoing treatment and care. Other healthcare professionals involved in the treatment may include a:

- Specialist counsellor
- Psychiatrist
- Psychologist
- Nurse
- Dietician specialising in nutrition
- Paediatrician – in cases of children and teenagers.

This group of people is known as the **care team**.

An individual who is suffering with an eating disorder may be treated in different ways depending on the severity of the illness. For example:

- An outpatient – this is the most common way for an individual to be treated
- A day patient, or a patient in a day unit
- An inpatient in hospital or specialist centre, if the symptoms are severe.

Different approaches to the treatment of eating disorders usually include:

<p><b>Psychological treatment – talking to a therapist or counsellor</b></p>	<p>A range of psychological treatments are used to treat eating disorders, such as:</p> <ul style="list-style-type: none"> <li>• <b>Cognitive analytic therapy (CAT)</b> to break unhealthy patterns of behaviour.</li> <li>• <b>Cognitive-behavioural therapy (CBT)</b> where the therapist will encourage a person to adopt healthier, more realistic ways of thinking that should lead to more positive behaviour.</li> <li>• <b>Interpersonal therapy (IPT)</b> where the therapist will explore negative issues associated with interpersonal relationships and how these issues can be resolved.</li> <li>• <b>Focal psychodynamic therapy (FPT)</b> that encourages the person to think about how early childhood experiences may have affected them. The person may then be able to find more successful ways of coping with stressful situations, negative thoughts and emotions.</li> </ul>
<p><b>Advice about eating and nutrition</b></p>	<p>This is to help the person gain weight safely, ensuring they receive the vitamins and nutrients they need. They will be encouraged to eat small amounts of food and gradually increase the portions, because the body will not be used to dealing with normal amounts straight away. The aim is to have a regular eating pattern, with three meals a day.</p>
<p><b>Medication</b></p>	<p>Medication alone is not usually effective in treating eating disorders. It is usually only used to treat associated symptoms, such as Obsessive Compulsive Disorder (OCD) or depression.</p> <p>Medication will usually be recommended in combination with psychological or nutritional treatments.</p>
<p><b>Compulsory treatment</b></p>	<p>Occasionally, someone with an eating disorder may refuse treatment even though they are severely ill and their life is at risk.</p> <p>In this situation, doctors may decide to admit the person to hospital for compulsory treatment under the Mental Health Act.</p>

These approaches work better when combined, rather than individually.

## How others can help someone to recover from a specific eating disorder

For a person experiencing a specific eating disorder such as anorexia, the first important step on the road to recovery is to acknowledge that they have a disorder. Read the following case study about how Sally managed her recovery.

### C Case Study: Sally's advice about managing recovery

**'If you have an eating disorder you have to really want to get better and become a more healthy and positive person. This may mean finding help and support to help you let go of the hurt and pain you may be experiencing, which has led you to develop an eating disorder as a way of coping. You need to be able to address the underlying cause of the eating disorder and deal with the eating disorder itself. You need to be ready to face whatever it is about yourself that you may not like. It may be that something traumatic or difficult has happened which you feel unable to face and deal with, so you focus on not eating or controlling your eating so that you don't have to deal with the underlying cause.'**

Meeting others with similar difficulties can help people alleviate feelings of isolation.



Look at the following case study to see how others can help a person with anorexia.

### C Case Study: Rochelle's recovery story

**'I was lucky enough to realise that I needed someone to help me. I had always pretended to be strong, and that I was coping and taking care of everyone else, so it was not easy to ask for help. Now, I am so glad that I did.'**

**'Talking to a counsellor made me realise that the most important thing to do was to try to talk about my feelings or write them down. The counsellor told me to try to build a support network around myself and to not be afraid to ask people for help when I needed it.'**

**'I was able to talk through the trauma that I had suffered in my life – that was a tremendous release for me. The counsellor enabled me to see that the abuse I had suffered was not my fault, and helped me to improve my self-esteem and my ability to cope, as well as helping me to learn new ways of dealing with anger in a positive way.'**

**'When you have anorexia the most important thing is to talk to someone. You cannot cope with it alone.'**



### i Key Fact

**It is common for those with anorexia to convince themselves they do not have a problem.**



**STOP AND THINK!**

**What would you do if you had a friend or family member who was anorexic? How could you help them to get better? Make notes in the space below. There is one example already given to start you thinking.**

- *Try to accept the current behaviour and avoid confrontation.*

You might have thought about the following:

- Try to accept the current behaviour and avoid confrontation
- Encourage them to talk freely about what is distressing them
- Be honest and open about your own feelings
- Do not get angry with them
- Encourage them to take up new interests
- Do things to help shift the focus away from food
- Find local support groups.

If you know someone with anorexia you can help their recovery by encouraging them to:

**Build a support network.** This could include making use of telephone helplines and resources on the internet.

**Eat sensibly and exercise regularly.** Some people think if they reach their target weight, the weight will keep going up and up. This will not happen if they follow a healthy diet; eat foods low in saturated fat; plenty of oily fish, fruit and vegetables; and drink plenty of water.

**Look for new activities.** Getting involved in new activities will give them something else to focus on other than the eating disorder.

**Think of healthy ways of expressing feelings and emotions.** This could include writing about how they feel in a diary, poetry, drawing, art, exercising, dancing or learning self-defence.

**Not put too much pressure on themselves.** Everyone makes mistakes, and everyone has off days.

**Recognise that it is OK to ask for help and express their feelings.**

**Local resources and treatments for someone with an eating disorder**

Possible treatments and resources include:

- GPs
- Health centres
- Referral to a psychiatrist or a community mental health team (CMHT)
- Talking therapies, such as psychotherapy and counselling
- Contact with a community psychiatric nurse, social worker or support worker
- Support groups
- Hospital care.



**R** **Further Research: Support for eating disorders**

Use the websites at the end of this workbook to find out more about local support for people with eating disorders.

Use the space below to make a note of any key points.

You can use your notes to help with the assessments at the end of this section.

**i** **Key Fact**

It is possible to overcome eating disorders but it takes a long time. The individual may need psychotherapy for months or years and there is a possibility of relapses in times of stress.

**Let's Summarise!**

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. Which of the following would you find in a care team?

- Nurse
- Specialist counsellor
- Dentist
- Psychologist
- Optician
- Paediatrician

2. What types of treatment for eating disorders are being described? Draw lines to connect the descriptions to the correct terms.

Medication

Psychological treatment

Advice about nutrition

Compulsory treatment

Carried out under the Mental Health Act

Helps someone experiencing anorexia eat to gain weight safely.

Not usually effective when used on its own to treat anorexia.

Includes CAT, CBT, IPT and FPT.

Check your answers by looking back over this section.



Congratulations, you have now completed Section 4 and Unit 5. Please now go to your assessment and answer Q8 to Q10.

## Unit 6: Principles of food safety for the home environment

Welcome to unit six.

This unit is split into **seven** sections. These are:

**Section 1: The importance of handling food safely**

**Section 2: The importance of personal hygiene when handling food**

**Section 3: How to store food safely**

**Section 4: How storage can affect the nutritional value of food**

**Section 5: How to keep the food work area clean**

**Section 6: How to check food is cooked to the correct temperature**

**Section 7: How to dispose of food waste safely**



### Section 1: The importance of handling food safely

This section will explore the following:

- Why it is important to handle food safely
- The hazards relating to food safety
- The ways in which food should be handled safely to avoid contamination.

## Why it is important to handle food safely

Good standards of hygiene are essential in avoiding food hazards and food poisoning. If you are involved in handling and preparing food, you have a responsibility to behave safely. Now explore this in more detail.

Here are several reasons why it is important to handle food safely:

- Using good and safe practice when handling food will keep food at its best. Keeping hot food hot and cold food cold will stop it from spoiling or growing mouldy.
- Handling food safely is the responsible thing to do. If you are preparing food for someone else, you should produce and prepare it in the safest possible way.
- Handling food safely is usually the most efficient way to do so. For example, defrosting chicken at room temperature or even in the microwave can seem like a good idea, but this can actually encourage bacterial growth.
- Poor standards of hygiene relating to food could cause infestations by pests such as rats, birds or insects.
- Not handling food safely can cause serious illness. Anything from nausea and vomiting to salmonella, listeria and even death can occur due to food poisoning.

## The hazards relating to food safety

**Q. What is a hazard?**

**A. A hazard is something that could be a risk to people's health. In relation to food, a hazard is something that makes food unsafe to eat.**

Food safety hazards can be:

- **Microbiological** – for example, harmful bacteria that grow in certain foods when it is kept out of the fridge for too long.
- **Chemicals** – for example, cleaning products getting into food.
- **Physical** – for example, objects such as broken glass, pests or pieces of packaging getting into food.





**STOP AND THINK!**

**Can you think of examples of common food safety hazards under each of the three headings?**

**1. Microbiological**

**2. Chemicals contaminating food**

**3. Physical objects getting into food**

<p><b>Microbiological hazards</b></p>	<ul style="list-style-type: none"> <li>• Harmful bacteria that grow on food when it is not kept cold or when it is not reheated properly</li> <li>• Germs caused by pests such as flies, cockroaches, rats and birds coming into contact with food</li> <li>• Bacteria that grow on food usually consumed raw such as oysters</li> <li>• Bacteria from raw sewage carried in flood water that then comes into contact with food.</li> </ul> <p>Examples of bacteria that are a risk to health include:</p> <ul style="list-style-type: none"> <li>• Campylobacter – the most common cause of food poisoning in the UK. It is transmitted by raw poultry, raw milk and water contaminated by animal faeces.</li> <li>• Salmonella – transmitted by undercooked foods such as eggs, poultry, dairy products and seafood.</li> <li>• E.coli – bacteria that can cause particularly severe illnesses or death. It is transmitted by eating raw or undercooked meat, unpasteurised milk or juices, or contaminated well water.</li> <li>• Listeria – the cause of the illness listeriosis is relatively rare, but listeria causes more deaths from food poisoning in the UK than other foodborne germs. It is transmitted on uncooked foods such as meats, fruits, vegetables, soft cheeses, unpasteurised milk and cold cut meats.</li> <li>• Norovirus – transmitted from water, shellfish and vegetables contaminated by faeces, as well as from person to person.</li> </ul>
<p><b>Chemical hazards</b></p>	<ul style="list-style-type: none"> <li>• Toxic cleaning products such as sulphites</li> <li>• Pest control poisons that are sprayed onto crops and vegetables, which are then consumed without proper washing.</li> </ul>
<p><b>Physical hazards</b></p>	<ul style="list-style-type: none"> <li>• Broken glass</li> <li>• Pieces of packaging</li> <li>• Metal</li> <li>• Bone.</li> </ul>

## Contamination

When food becomes unsafe to eat due to the presence of a microbiological, chemical or physical agent, it has been contaminated.

### Cross-contamination

Cross-contamination is when harmful bacteria are spread onto food from other food, surfaces, hands or equipment. It's most likely to happen when:

- Raw food touches or drips onto other food – for example, if raw meat drips onto ready-to-eat food in the fridge, bacteria will spread from the meat to the food
- Raw food touches or drips onto equipment, work surfaces or cloths
- People touch raw food with their hands and then handle ready-to-eat food.

Hands and cloths can also spread bacteria.

### C

#### Case Study: Josiah

**Josiah prepared a meal for himself at home. He cut raw meat on a chopping board, allowing harmful bacteria to spread from the meat to the board and knife. He then used the same board and knife, without washing and disinfecting, to prepare ready-to-eat food, such as salad.**

**The bacteria spread from the board and knife to the food and he suffered stomach ailments for the next few days.**

Look at the following part of this section to see how Josiah could have handled food safely to avoid cross-contamination when preparing his meal.



## The ways in which food should be handled safely to avoid contamination

As we have seen, food can become unsafe to eat by being contaminated by microbiological, chemical and physical agents – for example, rodents can cause damage to food intended for humans through contamination by faeces and urine.

To avoid contamination, food should be handled safely during:

- Storage
- Preparation
- Cooking
- Serving
- Reheating.

### Storage

It is important to store certain foods in particular ways. For example, raw and ready-to-eat foods should be separated – if raw food touches or drips onto ready-to-eat food in the fridge, bacteria will spread from the meat, which may then be eaten.

The Food Standards Agency recommend that:

- Chilled food should be kept in a fridge at 5°C or below
- You should not put hot food in the fridge – it should be allowed to cool right down beforehand
- You should not overload your fridge in order to allow for cool air circulation.

### Preparation

Cross-contamination can occur when people touch raw food with their hands and then handle ready-to-eat food.

This should be prevented by cleaning surfaces and equipment thoroughly both before starting to prepare food, and after they have been touched by raw food.

Hands should always be washed thoroughly before and after touching food of any description.

### Cooking

Whilst cooking there is always a risk that raw food will touch or drip onto equipment, surfaces or cloths. This should be controlled with effective cleaning and good personal hygiene.

Cooked food should be served immediately or kept at the correct temperature until served.

### Serving

Always serve food on plates and surfaces that are free from chipped edges and damage, as these can harbour harmful bacteria.

As previously mentioned, hot food should be served immediately after cooking, or kept at a safe temperature until served.

### Reheating

It is a legal requirement in the UK to keep hot food at 63°C or above. When food is reheated it must be piping hot all the way through to make sure that bacteria are removed. If the food is only warm, bacteria will multiply. In Scotland, there is a legal requirement for reheated food to reach at least 82°C.



#### **i** Key Fact

**Food should be handled safely at all times to avoid contamination.**

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

**1. Serious illness could result from food not being handled safely.**

True  False

**2. Identify two examples of bacteria that are a microbiological hazard to food safety.**

1.

2.

**3. Explain how food should be served to avoid contamination.**

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 1. Please now go to your assessment and answer Q1 to Q3.**

## Section 2: The importance of personal hygiene when handling food

This section will explore the following:

- The ways of maintaining personal hygiene when handling food to reduce the risk of contamination
- When and how to wash your hands
- The potential problems resulting from not maintaining personal hygiene when handling food.

### The ways of maintaining personal hygiene when handling food to reduce the risk of contamination

Good personal hygiene is needed for food safety because it can prevent food from becoming contaminated.

Here are some ways to practise good personal hygiene when handling food:

- Wash and dry hands thoroughly before, during and after food handling activities
- Never cough or sneeze over or near food or food preparation areas
- Wear clean clothes, particularly clean protective clothing, such as aprons
- Keep long hair tied back and away from face
- Avoid wearing jewellery that is likely to come loose – for example, long earrings or loose bracelets
- If you have any broken skin (cuts or abrasions), ensure that it is completely covered by a brightly coloured plaster which is easy to see if it drops off.

## When and how to wash your hands

### Effective hand washing

Effective hand washing is extremely important to help prevent harmful bacteria from spreading from people's hands to food, work surfaces and equipment.

#### When to wash hands



When handling food, it is important to ensure hands are properly washed:

- When entering the food handling area
- When returning from the toilet
- Before preparing food
- After touching raw food, such as meat, poultry and eggs
- After handling food waste or emptying a bin
- After cleaning
- After blowing their nose.



#### How to wash hands thoroughly

1. Use warm water and soap.
2. Make a lather.
3. Rub the backs of the hands and the fingers.
4. Rub in between the fingers, around the thumbs and fingertips.
5. Rinse with clean water.
6. Dry hands thoroughly on a disposable towel and turn off the tap with a towel.



**! STOP AND THINK!**

Think carefully and make a note of how you wash your hands. Do you do it the same way as described on the previous page, or can you make your hand washing technique more effective?



**The potential problems resulting from not maintaining personal hygiene when handling food**

**A Activity 1: Consequences of poor personal hygiene**

Take a few minutes to note down examples of the potential consequences of having poor standards of personal hygiene around food.

You can use your notes to help with the assessments at the end of this section.

Consequences of not maintaining personal hygiene when handling food could be:

- Contamination of food from unclean hands, and transferral of harmful bacteria from foods to the body and then other surfaces
- Illness to those who consume contaminated food or ingest harmful bacteria transferred to other surfaces, such as nausea, headaches, vomiting, abdominal cramps, diarrhoea and fever
- Development of bad habits that can be passed on to younger people who go on to cause potential risks through food contamination.

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. Give **two** examples of ways personal hygiene can be maintained when handling food.

2. You do not need to wash your hands before preparing food.

True  False

3. How can not maintaining personal hygiene affect younger people?

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 2.**  
Please now go to your assessment and answer Q4 to Q6.

## Section 3: How to store food safely

This section will explore the following:

- How to store different types of food correctly
- Why it is important to follow food storage instructions.

### How to store different types of food correctly

There are certain ways in which different types of food need to be stored in order to avoid contamination. For example:

Type of food	How to store to avoid contamination
<b>Fresh</b>	Fresh foods (including fruit and vegetables) should be stored away from other foods such as raw meat or poultry. This will help to prevent cross-contamination.
<b>Convenience</b>	Convenience foods such as canned goods can be kept for a long period and are good for keeping in a store cupboard. Pre-packaged ready meals should be kept refrigerated or frozen and always heated thoroughly until 'piping hot'. Always follow cooking instructions.
<b>High-risk</b>	High-risk foods are 'ready-to-eat' foods which can, in the right conditions, support the growth of bacteria. Examples are: <ul style="list-style-type: none"> <li>• Cooked meats</li> <li>• Ready meals</li> <li>• Cream cakes</li> <li>• Foods that are bought hot (e.g. rotisserie chicken).</li> </ul> High-risk foods should be stored at 5 °C or lower. If food is stored in a freezer, and then thawed, it should not be re-frozen.
<b>Low-risk</b>	Low-risk foods are those that don't normally support the growth of bacteria. For example: <ul style="list-style-type: none"> <li>• Crisps</li> <li>• Sauces (ketchup)</li> <li>• Dried pasta</li> <li>• Rice.</li> </ul> These should be stored according to the instructions on the packet. For example, rice can be opened and stored back in a cool dry place such as a cupboard, but a table sauce such as ketchup may need to be refrigerated after opening. You should pay attention to the 'best before' date that is printed on low-risk items when storing.

## Why it is important to follow food storage instructions

Storing food properly reduces the risk of bacteria growing. This, in turn, reduces the risk of the person consuming the food becoming ill due to food poisoning. Correct food storage also prevents cross-contamination by keeping different types of food separate.

Food poisoning can cause mild symptoms such as headaches or stomach cramps, but can also cause serious illness and sometimes even death.

## Common symptoms of food poisoning

Symptoms of food poisoning depend on the type of poison and the amount eaten. The symptoms can develop rapidly, within 30 minutes, or slowly, worsening over days to weeks. Most of the common poisons cause:

- Nausea
- Vomiting
- Diarrhoea
- Headaches
- Abdominal cramps
- Fever
- Dizziness.



Usually food poisoning is not serious, and the illness will run its course in 24–48 hours.

Certain people are more vulnerable to the risk of food poisoning – for example:

- The elderly
- The very young
- Pregnant women
- Those already suffering from illness
- Those whose immune system is impaired.

### **i** Key Fact

**Storing food correctly is important to prevent cross-contamination and bacterial growth that can cause food poisoning.**

## Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

**1. Different types of food need to be stored in certain ways to avoid contamination.**

True  False

**2. Low-risk foods do not normally support the growth of bacteria. Tick the three low-risk foods in the list below.**

- Rice
- Rotisserie chicken
- Crisps
- Cream cakes
- Cooked meat
- Sauces

**3. Complete the sentence:**

It is important to follow food storage instructions because...

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 3.**  
Please now go to your assessment and answer Q7 and Q8.

### Section 4: How storage can affect the nutritional value of food

This section will explore the following:

- How storage methods can affect the nutritional value of food.

#### How storage methods can affect the nutritional value of food

Different storage methods can have different effects on food, and can affect its nutritional value.

#### ! STOP AND THINK!

Can you think of any examples of storage methods that may affect the nutritional value of food? Make notes in the space below. There is one already provided to get you thinking.

- *Storing food in a can.*

#### ☰ Are you using the Equal App?

Don't forget, if your phone is not connected to WiFi, the app will stream with your data plan.

The table below highlights two examples of different storage methods and how they affect the nutritional value of food.

Storage method	How this affects nutritional value
<b>Freezing</b>	Freezing food prevents all bacteria from growing by making the host (the food) uninhabitable by bacteria. However, as soon as food is defrosted, bacteria can begin to grow again.  When freezing food, a very small amount of nutrients are lost. If fresh fruit or vegetables are frozen straight after harvest, they usually have more nutrients than fruit or vegetables that have been stored and shelved before use.
<b>Canning</b>	Canned food generally has a very long storage life if left sealed, and it can be stored (unopened) at room temperature.  Food that is stored in cans may be affected nutritionally – for example, some water-soluble vitamins (vitamin B group) are significantly removed through the canning process.



Scan the image

#### i Key Fact

Different storage methods can affect the nutritional value of food.



### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

**1. Freezing removes all nutrients from food.**

True  False

**2. Food that is stored in an open can has a prolonged shelf life.**

True  False

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 4.**  
Please now go to your assessment and answer Q9.

## Section 5: How to keep the food work area clean

This section will explore the following:

- The importance of keeping food work areas clean, hygienic and disinfected
- Keeping food work areas clean, hygienic and disinfected.

### The importance of keeping food work areas clean, hygienic and disinfected

There are several reasons why it is important to keep food work areas clean, hygienic and disinfected:

**1. Removes bacteria on hands, equipment and surfaces and stops harmful bacteria from spreading onto food.**

**2. Prevents pests such as rats, flies and cockroaches from coming into the food preparation area.**

**3. Reduces the risk of cross-contamination (bacteria and allergens).**

**4. Reduces the risk of accidents if the preparation area is kept clear of litter and rubbish.**



## Keeping food work areas clean, hygienic and disinfected

In order to keep food work areas clean, hygienic and disinfected, you should carry out the following:

- Wash and dry hands thoroughly before handling food
- Wash work surfaces and equipment thoroughly in between different tasks and wash and disinfect them after preparing raw meat, poultry and eggs
- Regularly wash and disinfect items that people often touch such as taps, door handles, sinks, rubbish bins and work surfaces
- Wash and disinfect fridges when they do not contain food
- Regularly clean equipment with moving parts, such as food processors
- Clear and clean as you go
- Clear away used equipment and spilt food thoroughly
- Use appropriate cleaning products and follow the manufacturer's instructions to prevent food waste building up.



### **i** Key Fact

**When using cleaning agents it is important to follow the manufacturer's instructions. Failure to do so could result in surfaces not being cleaned properly, or hazards occurring.**

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

**1. Keeping food work areas clean, hygienic and disinfected attracts pests and flies.**

True  False

**2. List all items and surfaces you should wash regularly in order to maintain a hygienic food area.**

Check your answers by looking back over this section.



**Congratulations, you have now completed Section 5. Please now go to your assessment and answer Q10 and Q11.**

## Section 6: How to check food is cooked to the correct temperature

This section will explore the following:

- The importance of ensuring that food is cooked to the correct temperature
- How to check food is cooked to the correct temperature.

### The importance of ensuring that food is cooked to the correct temperature

When food is cooked to the correct temperature, it makes it safe to eat. Read the following quote explaining how this is achieved.

**'Food is safely cooked when it reaches a high enough internal temperature to kill harmful bacteria that causes food poisoning.'**

Source: <https://www.foodsafety.gov/keep/basics/cook/index.html>

### How to check food is cooked to the correct temperature

It can be difficult to know when food is cooked to the correct temperature, as the look, feel and surface temperature cannot always be reliable indicators of how well food is cooked inside.

The best and most effective way to check food is cooked to the correct temperature is to use a food thermometer, as this can give an accurate reading of how well food is cooked on the inside, and therefore indicate whether or not it is safe to eat.

Organisations working within the UK food industry are legally required to ensure that cooked food reaches a minimum core temperature of 70°C for two minutes (or an immediate reading of 75°C) in order to ensure that harmful bacteria are removed. This is also a helpful indicator when cooking in the home environment, as when a food thermometer reaches this temperature, you can be sure the food is safe to eat.

It is also important to ensure cooked food is kept hot until it is served, as if it is allowed to cool, bacteria may multiply. Any food that is reheated must also be piping hot throughout to make sure bacteria are removed.

It is recommended that some foods, particularly ready meals, are cooked in a microwave. It is important to follow the instructions on the packet to ensure food that is cooked in the microwave reaches the correct temperature throughout and is therefore safe to eat.



Scan the image

### Time and temperature when storing and cooking food

Food must not be kept at temperatures that may cause a risk to health.

Cold food must be kept at 8°C or below. This is a legal requirement in England, Wales and Northern Ireland. In Scotland food must be kept in a fridge or cool ventilated place.

Organisations working within the UK food industry are legally required to ensure that cooked food reaches a minimum core temperature of 70°C for two minutes (or an immediate reading of 75°C) in order to ensure that harmful bacteria are removed. In Scotland, there is a legal requirement for reheated food to reach at least 82°C.

### Let's Summarise!

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. Why does cooking food to the correct temperature make it safe to eat?

2. How can you be sure ready meals and other food cooked in a microwave are safe to eat?

Check your answers by looking back over this section.



Congratulations, you have now completed Section 6. Please now go to your assessment and answer Q12 and Q13.

## Section 7: How to dispose of food waste safely

This section will explore the following:

- Why it is important to dispose of food waste safely
- How to dispose of food waste safely.

### Why it is important to dispose of food waste safely



#### STOP AND THINK!

Why do you think it is important to dispose of food waste safely?  
Make a note of your ideas in the space below.

It is important to safely dispose of food waste because:

- It is hygienic and general good practice to do so
- It will prevent pests from entering your home environment
- It will stop contamination from the food waste to food you will be consuming.

### How to dispose of food waste safely

Where possible, you should avoid throwing away food that is still fit for consumption – this will avoid waste, help you to save money and decrease your carbon footprint. However, there will always be an element of food waste within the home environment, for example empty cartons, tins and fruit or vegetable skins. This waste must be removed from rooms where food is present as quickly as possible to avoid the build up of waste, and to ensure the home is kept clean and hygienic. All waste that is removed must be kept in containers that can be closed, and be easy to keep clean and free from insects and other pests.

A great way to further reduce your carbon footprint, and to begin to realise what you are throwing away, is to compost any excess food waste. Many councils will now collect food waste from households from designated bins.



For food waste that you cannot compost, there are several factors to consider when disposing of it safely:

- Do not pour cooking oil or fat down the sink as this can cause blockages in the plumbing system. Instead, pour the fat into an old tin or jar and dispose of this carefully along with normal household waste.
- Place foods that may rot quickly (like meat) in your outdoor bin. This will prevent pests and insects being attracted to any odours within the home.
- Check labels on food packaging for advice on what you might be able to recycle and how to go about it.
- Always wash your hands after handling food waste.

### A Activity 2: Food waste

**Take a look around your kitchen at home and make a note of waste disposal information found on any food packaging. Make your notes in the space below.**

### i Key Fact

**There are many ways food waste can be disposed of safely to ensure the home is kept clean, hygienic and free from pests.**

**Let's Summarise!**

Take a few moments to answer the following questions to help you summarise what you have learnt in this section. This will help you answer the upcoming assessments.

1. It is important to dispose of waste safely to avoid cross-contamination between waste and food that is fit for eating.

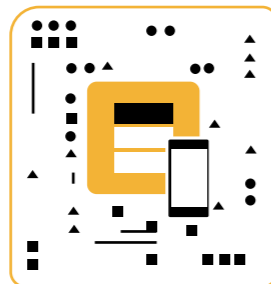
True  False

2. All food waste containers should be open to avoid odours building up inside.

True  False

Check your answers by looking back over this section.

Don't forget to point your lens at this icon!

**Scan for your Virtual Tutor**

Scan the icon here to listen to some handy tips from your Virtual Tutor.



Congratulations, you have now completed Section 7 and Unit 6. Please now go to your assessment and answer Q14 and Q15.

**Answers to activities for Unit 4****Activity 3: Weight loss**

- Myth** – It was once thought that the key to weight loss was eliminating all high-carbohydrate foods, including pasta, rice and potatoes. We now know that carbohydrates are the body's preferred energy source. Eating a potato, or any type of carbohydrate-rich food, won't automatically make you fatter.
- Myth** – The time of food consumption is not a factor in weight gain. Instead, consideration should be given to energy balance, that is, balancing energy (calories) consumed with energy expended. Any energy consumed in excess of energy expended is stored as fat.
- Myth** – There is no evidence to suggest that eating only fruit at breakfast has any health or weight loss benefits. Most fruits are not very high in complex carbohydrates, which the body needs after an all-night fast. They are, however, a good source of fibre and vitamins.
- Myth** – This is one of the worst things you can do to lose weight. When you skip a meal, your body goes into starvation mode and will store calories as fat. Fasting does not accelerate weight loss; eating enough of the right kinds of food does.
- Myth** – There are no foods that can 'burn fat', although some foods with caffeine or certain spices can increase metabolism for a short time. Eating these foods does not constitute an effective strategy for weight loss. The most effective means of maintaining a healthy body weight is balancing calories consumed with calories used for activities.
- Myth** – Detox diets are based on the idea that toxins build up in the body and can be removed by eating, or not eating, certain things. However, there is no evidence to show that toxins build up in our bodies. If they did, we would feel very ill.

**Activity 5: Poor goal setting**

- This is an admirable goal but not **specific** enough, so it probably won't happen.
- This is not a **realistic** goal.
- This is not an **achievable** goal – if it were it may not be healthy to lose so much weight in a short space of time.

## Answers to activities for Unit 5

### Activity 2: Alice's illness

1. She was 22.
2. She had experienced childhood sexual abuse and was also sexually attacked as an adult.
3. Not eating made Alice feel she was being good at something and achieving something which other people couldn't. She felt suicidal.
4. She was angry at the people who had hurt her and angry at the people who didn't protect her.
5. Alice recovered from her illness by seeking help from her GP who referred her to a counsellor.

## Further information for Unit 4

### Useful websites

**[www.nhs.uk/LiveWell/Loseweight/Pages/Loseweighthome.aspx](http://www.nhs.uk/LiveWell/Loseweight/Pages/Loseweighthome.aspx)**

Use the NHS Choices website to download their 12 week programme for weight management. See the weekly food and activity template to help you devise your plan.

**[www.netdoctor.co.uk/dietandnutrition/weight-loss-plan.htm#null](http://www.netdoctor.co.uk/dietandnutrition/weight-loss-plan.htm#null)**

The Net Doctor website contains details of a 4 week weight loss plan.

**[www.helpguide.org/life/healthy\\_weight\\_loss.htm](http://www.helpguide.org/life/healthy_weight_loss.htm)**

The Helpguide website contains useful information about healthy weight management.

**[www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx](http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx)**

The Eatwell Guide will help you to devise a balanced diet for your weight management programme.

## Further information for Unit 5

### Useful websites

[www.mind.org.uk/information-support/your-stories/talking-about-eating-problems/#.VcykBfIVhBc](http://www.mind.org.uk/information-support/your-stories/talking-about-eating-problems/#.VcykBfIVhBc)

Use this page on the MIND website to watch a video about four people's individual experiences of eating disorders.

[www.nhs.uk/conditions/anorexia-nervosa/pages/realstorypg.aspx](http://www.nhs.uk/conditions/anorexia-nervosa/pages/realstorypg.aspx)

Use the NHS Choices website to watch a video about Katie and the way that anorexia affected her life. Click on 'real stories'.

[www.nutrition.org.uk](http://www.nutrition.org.uk)

The British Nutrition Foundation provides information and advice on nutrition and related health matters.

[info@supportline.org.uk](mailto:info@supportline.org.uk) Tel no 01708 765200

Support Line is a telephone helpline providing confidential emotional support to children, young adults and adults on any issue, including eating disorders.

## Learning Outcomes for Unit 4

### 1. Know the risks associated with ineffective weight management

1.1 Define the terms:

- Obese
- Emaciated
- Malnourished.

1.2 Describe the health risks associated with obesity

1.3 Describe the health risks associated with emaciation

1.4 Identify the signs and symptoms of malnourishment.

### 2. Understand how body image may influence weight management

2.1 Explain what is meant by 'body image'

2.2 Give examples of how media portrayals of body image may impact on an individual's weight management.

### 3. Know about effective methods of weight management

3.1 Describe the role of a balanced diet in weight management

3.2 Explain the term 'energy balance'

3.3 Explain the implications of energy balance in weight management

3.4 Outline lifestyle choices that impact on weight management

3.5 List common weight loss myths

3.6 Describe the characteristics of an effective weight management programme.

### 4. Be able to plan a short-term weight management programme for an individual

4.1 Identify suitable goals for the weight management programme

4.2 Collect information to plan a weight management programme

4.3 Use information collected to plan a short-term weight management programme.



## Learning Outcomes for Unit 5

### 1. Understand the term 'eating disorder'

- 1.1 Give a definition of the term 'eating disorder'
- 1.2 Describe possible types of eating disorders.

### 2. Understand the causes of eating disorders

- 2.1 Describe possible causes of eating disorders.

### 3. Understand how an eating disorder may affect the individual and others

- 3.1 Give examples of the signs and symptoms associated with eating disorders
- 3.2 Describe the feelings an individual with an eating disorder may experience
- 3.3 Describe some of the ways an eating disorder may affect the individual and their life
- 3.4 Explain how an individual's eating disorder may affect others.

### 4. Understand how a specific eating disorder may be managed

- 4.1 Describe different approaches to the treatment of eating disorders
- 4.2 Explain what others could do to help an individual recover from a specific eating disorder
- 4.3 Describe local resources and treatments that would be available to an individual experiencing an eating disorder.

## Learning Outcomes for Unit 6

### 1. Know the importance of handling food safely

- 1.1 Explain why it is important to handle food safely
- 1.2 Identify hazards relating to food safety
- 1.3 Identify ways in which food should be handled safely to avoid contamination during the following operations:
  - Storage
  - Preparation
  - Cooking
  - Serving
  - Reheating.

### 2. Know the importance of personal hygiene when handling food

- 2.1 Explain ways of maintaining personal hygiene when handling food that helps reduce the risk of contamination
- 2.2 Identify how and when to wash hands
- 2.3 Describe potential problems resulting from not maintaining personal hygiene when handling food.

### 3. Know how to store food safely

- 3.1 Explain how to store the following types of food correctly to avoid contamination:
  - Fresh
  - Convenience
  - High-risk
  - Low-risk.
- 3.2 Explain why it is important to follow food storage instructions.

### 4. Know how food storage can affect the nutritional value of food

- 4.1 Outline how storage methods can affect the nutritional value of food.

### 5. Know how to keep the food work area clean

- 5.1 Describe why it is important to keep the food work area clean, hygienic and disinfected
- 5.2 Outline ways of keeping the food work area clean, hygienic and disinfected.

### 6. Know how to check food is cooked to the correct temperature

- 6.1 Describe why it is important to ensure that food is cooked to the correct temperature
- 6.2 Give examples of ways to check food is cooked to the correct temperature.

### 7. Know how to dispose of food waste safely

- 7.1 Describe why it is important to dispose of food waste safely
- 7.2 Outline how to dispose of food waste safely.

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Upon successful completion of this qualification, learners will be awarded one of the following\*:

NCFE CACHE Level 2 Certificate in Understanding Nutrition and Health (601/3389/2)

TQUK Level 2 Certificate in Understanding Nutrition and Health (RQF) (601/4656/4)

\*Valid at the time of print

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# Level 2 Certificate in Understanding Nutrition and Health

This nationally recognised qualification explores topics including the principles of healthy eating and weight management. The course also introduces nutrition in the context of eating disorders and explains how to prepare food safely in a home environment. Whether you want to improve your knowledge around diet and health for personal reasons, or wish to further your employment opportunities, this course provides a comprehensive understanding of the key topics that surround nutrition and health.

**Part A: Unit 1:** Explore the principles of healthy eating

**Part B: Unit 2:** Consider the nutritional needs of a variety of individuals

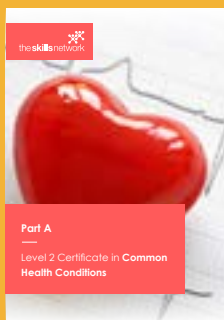
**Unit 3:** Use food and nutrition information to plan a healthy diet

**Part C: Unit 4:** The principles of weight management

**Unit 5:** Understanding eating disorders

**Unit 6:** Principles of food safety for the home environment

## Other titles available in this area:



**Level 2 Certificate in Common Health Conditions**



**Level 2 Certificate in Care and Management of Diabetes**



**Level 2 Certificate in Common Childhood Illnesses**