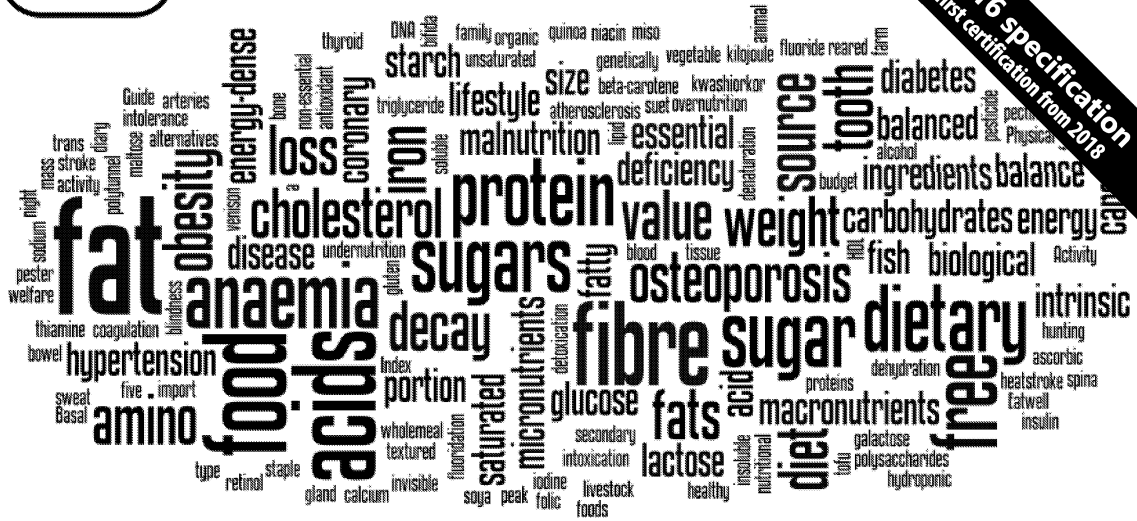
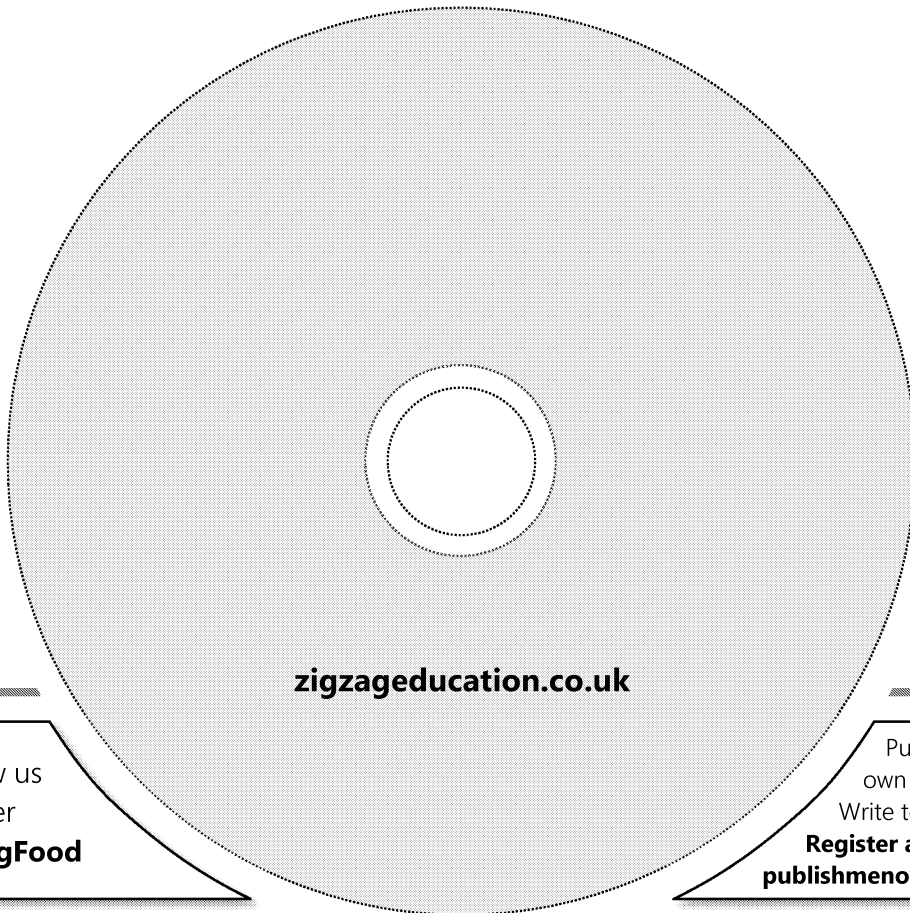


2016 specification
first certification from 2018



Keyword Activities for OCR GCSE Food Preparation and Nutrition

Section A (Nutrition)



CF1/
7941

POD
7941

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Table of Topics

Keyword Titles		Spec Point	
1	Balanced diet and guidelines	Section A (Nutrition)	1
2	Major diet-related health issues		1
3	Nutritional and dietary needs of different groups of people		2
4	Nutritional needs when selecting recipes for different groups of people		3
5	Energy balance		4
6	Protein (macronutrients)		5
7	Fat (macronutrients)		6
8	Carbohydrate (macronutrients)		7
9	Vitamins (micronutrients)		8
10	Minerals and water (micronutrients)		9–10

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **OCR GCSE Food Preparation and Nutrition** specification. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the following topics within section A:

- Balanced diet and guidelines
- Major diet-related health issues
- Nutritional and dietary needs of different groups of people
- Nutritional needs when selecting recipes for different groups of people
- Energy balance
- Protein (macronutrients)
- Fat (macronutrients)
- Carbohydrate (macronutrients)
- Vitamins (micronutrients)
- Minerals and water (micronutrients)

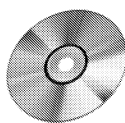
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match Up as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match Up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD needs to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

1. Access All Menu →

Location: [index.html](#)

This menu, designed primarily for teacher use, includes links to everything on provided on the CD – allowing you to easily select what you need when preparing your lessons.

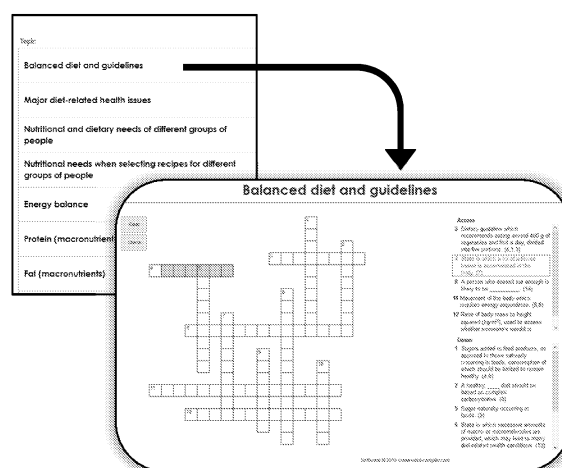
If you intend to give learners access to this menu, then be aware that it does include links to the solutions.



2. Interactive Crossword Menu →

Location: [interactive-crosswords/index.html](#)

This menu, which can be accessed via the **Access All Menu** is included to allow learner access to just the interactive crosswords (without the answers).



Free Updates!

Register your email address to receive any future free updates* made to this resource or other Food Preparation and Nutrition resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords, match up and table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the student must match the definition to the words on their card to complete rows, columns, and the full bingo card.

✓ PDF

Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and pdf, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

Dominoes

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

Match Up

Students match descriptions to their keyword by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table.

✓ PDF

Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched up cards are removed and the game is finished when all the cards have been matched.

Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that they have grasped the key terminology for each topic. Alternatively, they could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 70 activities –
6 or 7 activities for each of the 10 topics.

The resource covers 185 key terms.

Balanced diet and guidelines (Table Fill)

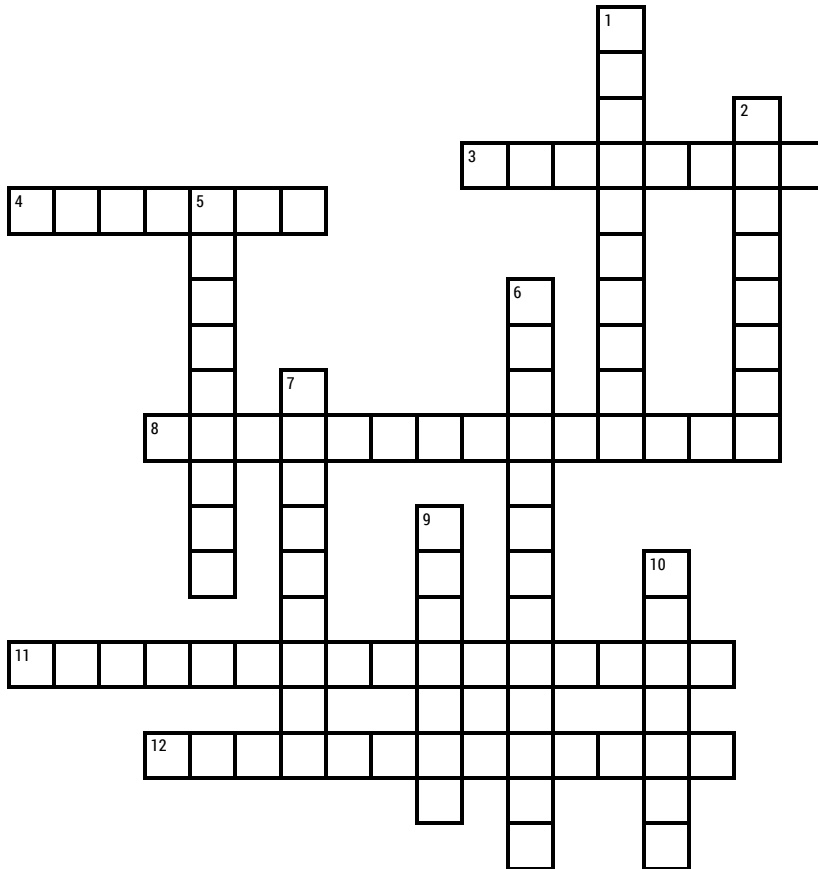
State in which excessive amounts of macro- or micromolecules are provided, which may lead to many diet-related health conditions.	
State in which insufficient macro- and micronutrients are provided, often leading to weight loss and diseases caused by nutrient deficiency.	
Condition in which abnormally high levels of adipose tissue are stored in the body, usually caused by excessive intake of macronutrients.	
Ratio of body mass to height squared (kg/m^2), used to assess whether someone's weight is optimal for their height.	
Sugars added to food products, as opposed to those naturally occurring in foods, consumption of which should be limited to remain healthy.	
Sugars naturally occurring in food products, as opposed to free sugars.	
Habits and behaviours which include little or no physical activity.	
Movement of the body which requires energy expenditure.	
Diet which provides the correct quantity and quality of macro- and micronutrients to support health and well-being.	
Dietary guideline in the shape of a plate which indicates five categories of food product and how much of each of them should we eat.	
Dietary guideline which recommends eating around 400 g of vegetables and fruit a day, divided into five portions.	
Simple sugar which is a basic source of energy for all of the cells around the human body.	

Balanced diet and guidelines *(Match Up)*

1	Condition in which abnormally high levels of adipose tissue are stored in the body, usually caused by excessive intake of macronutrients.
2	Diet which provides the correct quantity and quality of macro- and micronutrients to support health and well-being.
3	Dietary guideline in the shape of a plate which indicates five categories of food product and how much of each of them should we eat.
4	Dietary guideline which recommends eating around 400 g of vegetables and fruit a day, divided into five portions.
5	Habits and behaviours which include little or no physical activity.
6	Movement of the body which requires energy expenditure.
7	Ratio of body mass to height squared (kg/m^2), used to assess whether someone's weight is optimal for their height.
8	Simple sugar which is a basic source of energy for all of the cells around the human body.
9	State in which excessive amounts of macro- or micromolecules are provided, which may lead to many diet-related health conditions.
10	State in which insufficient macro- and micronutrients are provided, often leading to weight loss and diseases caused by nutrient deficiency.
11	Sugars added to food products, as opposed to those naturally occurring in foods, consumption of which should be limited to remain healthy.
12	Sugars naturally occurring in food products, as opposed to free sugars.

<i>overnutrition</i>	
<i>undernutrition</i>	
<i>obesity</i>	
<i>Body Mass Index</i>	
<i>free sugars</i>	
<i>intrinsic sugars</i>	
<i>sedentary lifestyle</i>	
<i>physical activity</i>	
<i>balanced diet</i>	
<i>Eatwell Guide</i>	
<i>five a day</i>	
<i>glucose</i>	

Balanced diet and guidelines



Across

- 3** Dietary guideline which recommends eating around 400 g of vegetables and fruit a day, divided into five portions. (4,1,3)
- 4** State in which a lot of adipose tissue is accumulated in the body. (7)
- 8** A person who doesn't eat enough is likely to be _____. (14)
- 11** Movement of the body which requires energy expenditure. (8,8)
- 12** Ratio of body mass to height squared (kg/m^2), used to assess whether someone's weight is optimal for their height. (4,4,5)

Down

- 1** Sugars added to food products, as opposed to those naturally occurring in foods, consumption of which should be limited to remain healthy. (4,6)
- 2** A healthy, ____ diet should be based on complex carbohydrates. (8)
- 5** Sugar naturally occurring in foods. (9)
- 6** State in which excessive amounts of macro- or micromolecules are provided, which may lead to many diet-related health conditions. (13)
- 7** Low-activity lifestyle. (9)
- 9** Simple sugar present in blood. (7)
- 10** The ____ Guide indicates that a diet should be based on food rich in complex carbohydrates, vegetables and fruit. (7)

Balanced diet and guidelines

