

Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use.....	iv
Teacher’s Introduction.....	v
Activity Types.....	vi
Crosswords.....	5 pages
Match-Up Activities	5 pages
Table-Fill Activities.....	5 pages
Keyword Answers.....	5 pages
Crossword Solutions	5 pages

Table of Topics

	Keyword Titles	Spec Point
1	Energy requirements of individuals	3. Diet and Good Health
2	Balanced diet and guidelines	
3	Dietary needs and health	
4	Lifestyles and religions	
5	Calculate energy and nutritional values of recipes, meals and diets	

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **WJEC GCSE Food 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 on 'Diet and Good Health':

- Energy requirements of individuals
- Balanced diet and guidelines
- Dietary needs and health
- Lifestyles and religions
- Calculate energy and nutritional values of recipes, meals and diets

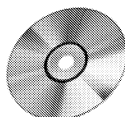
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match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

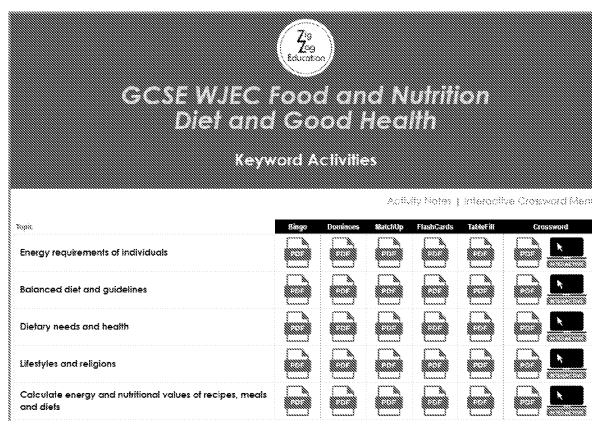


1. Access All Menu



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.

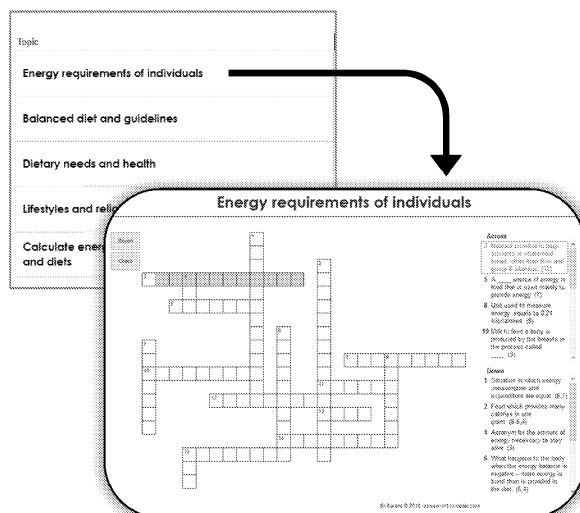


2. Interactive Crossword Menu



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 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

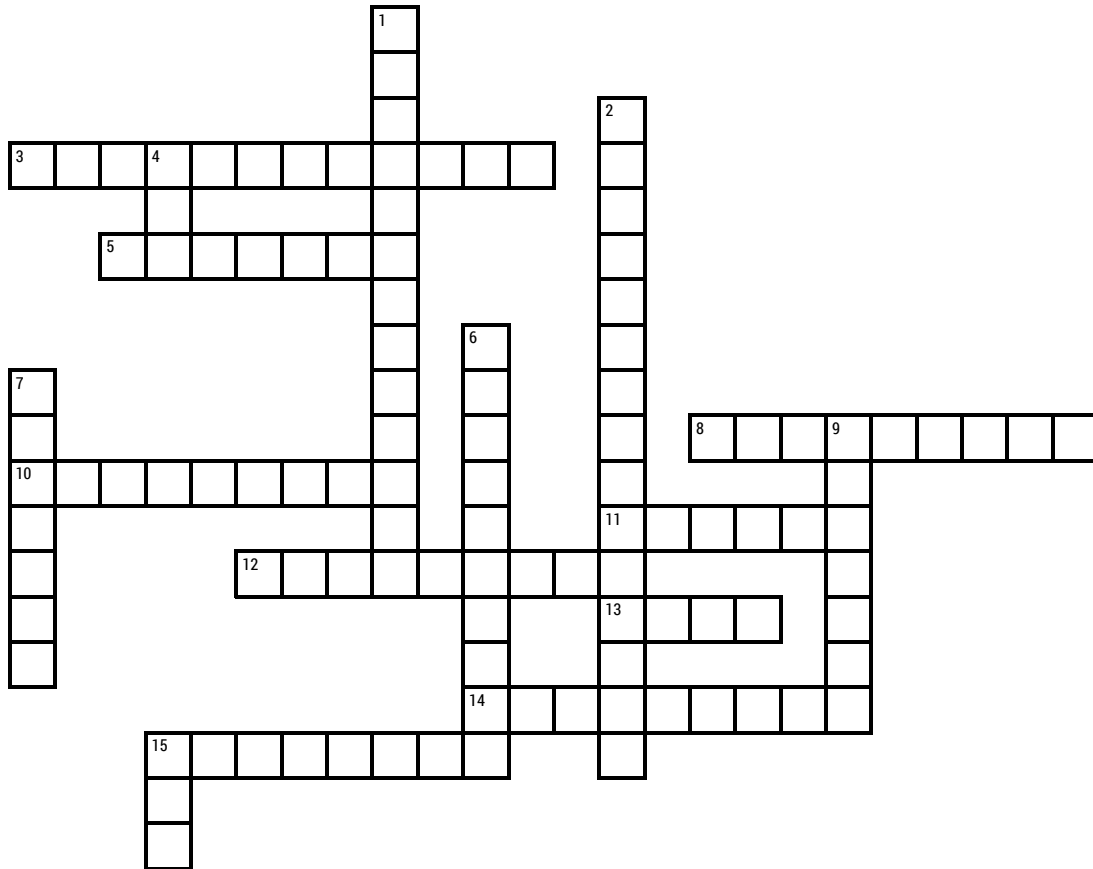
This sample shows one example of several activities.
The whole resource contains approximately 40 activities –
6 or 7 activities for each of the 5 topics.

The resource covers 80 key terms.

Energy requirements of individuals *(Table Fill)*

Unit used to measure energy, which equals approximately 4,184 joules.	
Food which provides many calories in one gram.	
Easily available source of energy which is used as a first resort.	
Source of energy which is used only if other resources are unavailable.	
Process and period of time during which mammary glands produce milk to feed a baby.	
Amount of energy necessary for conducting basic life functions, such as breathing or heartbeat.	
A method of expressing an individual's physical activity as a number, used to indicate the amount of energy required for activities such as running, walking and sleeping.	
Food rich in certain macromolecules, such as carbohydrates or fats, which is consumed mainly to provide power.	
Unit used to measure energy, equals to 0.24 kilocalories.	
Triglycerides – energy-dense macromolecules present in a range of foods, which should provide up to 35% of daily calorie intake.	
Group of macronutrients which should provide around 50% of daily energy intake, usually along with group B vitamins and dietary fibre.	
Group of macronutrients which should constitute around 15% of daily calorie intake.	
Condition in which abnormally high levels of adipose tissue are stored in the body, usually caused by excessive intake of macronutrients.	
What happens to the body when the energy balance is negative – more energy is burnt than is provided in the diet.	
Situation in which energy consumption and expenditure are equal.	
The way in which a person lives and how active a person is, which significantly affects energy needs.	

Energy requirements of individuals



Across

- 3** Nutrient provided in large amounts in wholemeal bread, other than fibre and group B vitamins. (12)
- 5** A ___ source of energy is food that is used mainly to provide energy. (7)
- 8** Unit used to measure energy, equals to 0.24 kilocalories. (9)
- 10** Milk to feed a baby is produced by the breasts in the process called ____. (9)
- 11** Bread and pasta are an important energy ____. (6)
- 12** The way in which a person lives and how active a person is, which significantly affects energy needs. (9)
- 13** Macromolecules present in a high concentration in nuts, seeds and fish. (4)
- 14** A ___ source of energy is food that is used to produce energy only if other resources are lacking. (9)
- 15** Macromolecules present in high concentrations in fish, meat and dairy products. (8)

Down

- 1** Situation in which energy consumption and expenditure are equal. (6,7)
- 2** Food which provides many calories in one gram. (6-5,4)
- 4** Acronym for the amount of energy necessary to stay alive. (3)
- 6** What happens to the body when the energy balance is negative – more energy is burnt than is provided in the diet. (6,4)
- 7** A unit used to measure energy in food. Some people count the ____s in their daily meals. (7)
- 9** Condition diagnosed when BMI is higher than 30. (7)
- 15** Acronym for the amount of energy needed to perform life activities. (3)

Energy requirements of individuals *(Match Up)*

1	A method of expressing an individuals physical activity as a number, used to indicate the amount of energy required for activities such as running, walking and sleeping.
2	Amount of energy necessary for conducting basic life functions, such as breathing or heartbeat.
3	Condition in which abnormally high levels of adipose tissue are stored in the body, usually caused by excessive intake of macronutrients.
4	Easily available source of energy which is used as a first resort.
5	Food rich in certain macromolecules, such as carbohydrates or fats, which is consumed mainly to provide power.
6	Food which provides many calories in one gram.
7	Group of macronutrients which should constitute around 15% of daily calorie intake.
8	Group of macronutrients which should provide around 50% of daily energy intake, usually along with group B vitamins and dietary fibre.
9	Process and period of time during which mammary glands produce milk to feed a baby.
10	Situation in which energy consumption and expenditure are equal.
11	Source of energy which is used only if other resources are unavailable.
12	The way in which a person lives and how active a person is, which significantly affects energy needs.
13	Triglycerides – energy-dense macromolecules present in a range of foods, which should provide up to 35% of daily calorie intake.
14	Unit used to measure energy, equals to 0.24 kilocalories.
15	Unit used to measure energy, which equals approximately 4,184 joules.
16	What happens to the body when the energy balance is negative – more energy is burnt than is provided in the diet.

<i>kilocalorie</i>	
<i>energy-dense food</i>	
<i>primary source</i>	
<i>secondary source</i>	
<i>lactation</i>	
<i>Basal Metabolic Rate</i>	
<i>Physical Activity Level</i>	
<i>energy source</i>	
<i>kilojoule</i>	
<i>fats</i>	
<i>carbohydrates</i>	
<i>proteins</i>	
<i>obesity</i>	
<i>weight loss</i>	
<i>energy balance</i>	
<i>lifestyle</i>	

Energy requirements of individuals

