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Summary of Topics

	Topic Title	Spec Reference
1	Concepts of nutritional health	A1
2	Nutritional measures and recommended dietary intake	A2
3	Carbohydrates (including fibre)	A3
4	Proteins	A3
5	Fats	A3
6	Vitamins, minerals and water	A3
7	Dietary needs of individuals	B1
8	Factors affecting nutritional health	B2
9	Factors affecting dietary intake	B3
10	Assessment of nutrient intake	C1
11	Nutritional health improvement plan	C2

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the BTEC Nationals in Health and Social Care specification, Unit 19. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the topic:

Learning Aim A:

- Concepts of nutritional health
- Nutritional measures and recommended dietary intake
- Carbohydrates (including fibre)
- Proteins
- Fats
- Vitamins, minerals and water

Learning Aim B:

- Dietary needs of individuals
- Factors affecting nutritional health
- Factors affecting dietary intake

Learning Aim C:

- Assessment of nutrient intake
- Nutritional health improvement plan

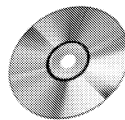
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match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

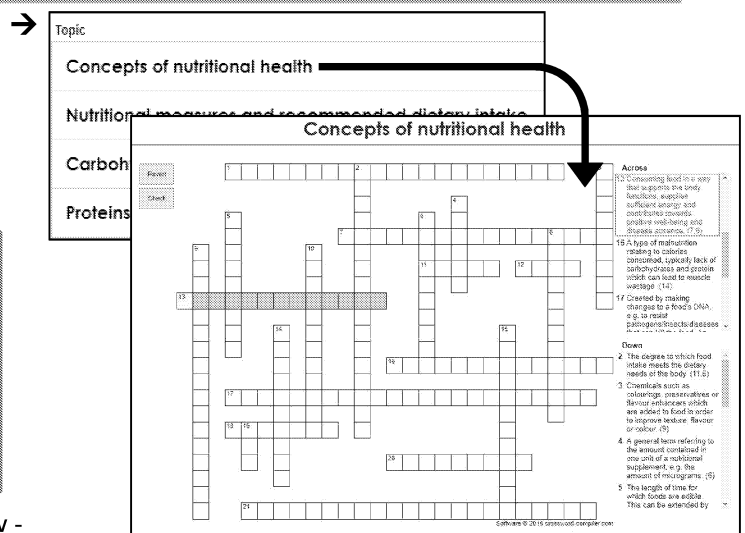
This menu, which can be accessed via the *Access All Menu* is included to allow learner access to just the interactive crosswords (without the answers).

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Health and Social Care 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. The bingo activity is available for sets with 12 or more words.

✓ 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. 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.

✓ PDF

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.

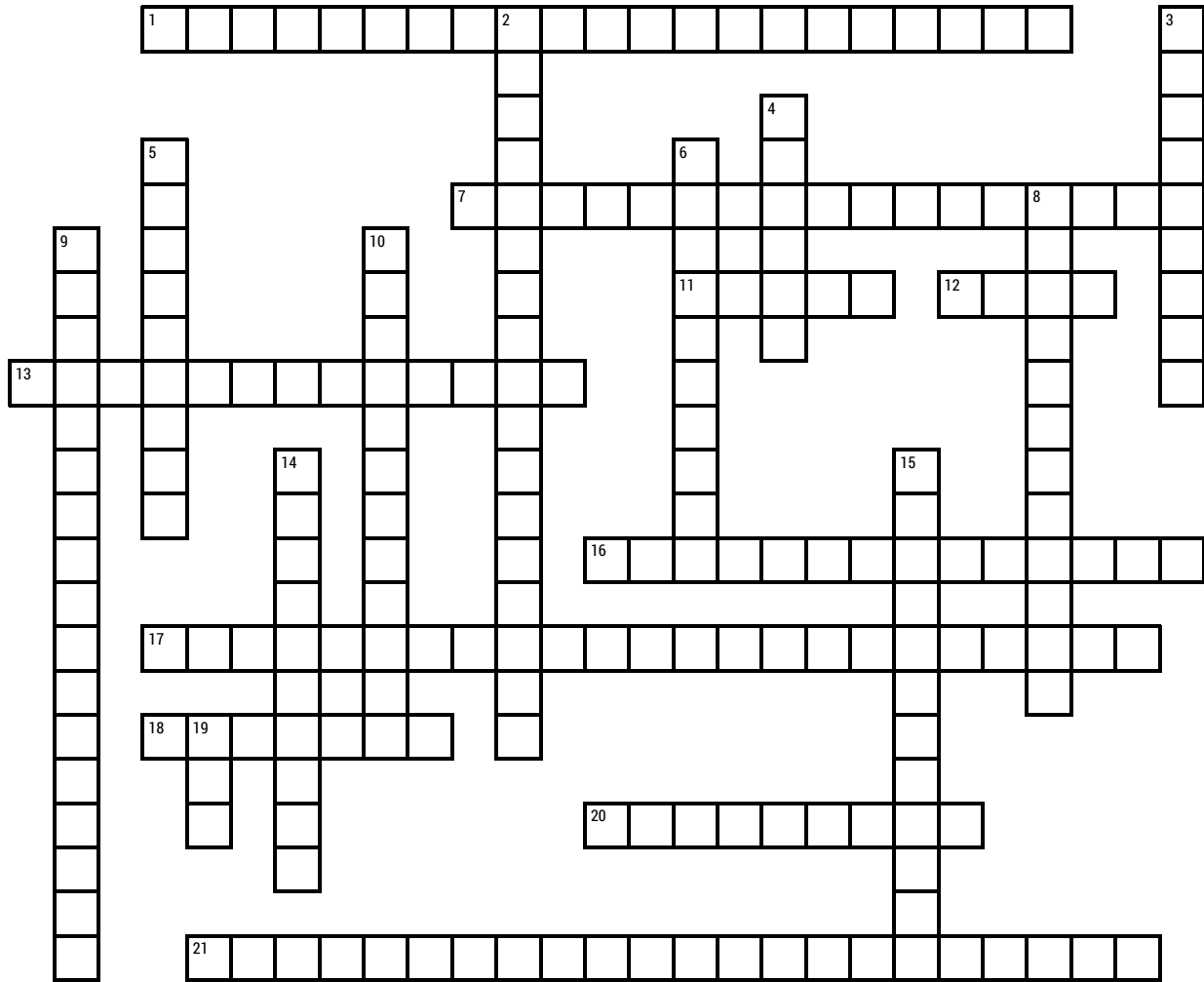
✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 90 activities –
6 or 7 activities for each of the 13 topics.

The resource covers 204 key terms.

Concepts of nutritional health



Across

- 1 A lack of sufficient nutrient intake, particularly vitamins and minerals, that can lead to disease or illness. (11,10)
- 7 A pill, capsule, powder or liquid that can be taken in addition to food to increase consumption of vitamins, minerals, enzymes or amino acids. (7,10)
- 11 Excess intake of ____ can cause tooth decay and increase risk of heart disease. (5)
- 12 Canned foods often have high ____ content, which can increase blood pressure. (4)
- 13 Consuming food in a way that supports the body functions, supplies sufficient energy and contributes towards positive well-being and disease absence. (7,6)
- 16 A type of malnutrition relating to calories consumed, typically lack of carbohydrates and protein which can lead to muscle wastage. (14)
- 17 Created by making changes to a food's DNA, e.g. to resist pathogens/insects/diseases that can kill the food. An ethical debate surrounds their use. (11,8,4)
- 18 A chronic condition where a person has accumulated excess fat, which can result in further complications such as Type 2 diabetes or heart disease. (7)
- 20 Bread, rice, pasta and rice are all part of the same _____. (4,5)
- 21 The way that edible goods are made ready or cooked for consumption, e.g. by cutting, boiling or baking. (4,11,7)

Down

- 2 The degree to which food intake meets the dietary needs of the body. (11,6)
- 3 Chemicals such as colourings, preservatives or flavour enhancers which are added to food in order to improve texture, flavour or colour. (9)
- 4 A general term referring to the amount contained in one unit of a nutritional supplement, e.g. the amount of micrograms. (6)
- 5 The length of time for which foods are edible. This can be extended by genetically modifying food or due to packaging method (e.g. canning). (5,4)
- 6 Vitamin C tablets are an example of self-_____ supplements. (10)
- 8 A condition that can result from deficiency or overconsumption of nutrients, which can cause further health problems. (12)
- 9 Unaffected by pathogens. This effect can be achieved by modifying food genetically. (7,10)
- 10 An intake of food which involves consuming the recommended amounts of each food group for good health. (8,4)
- 14 Examples of food _____ methods include pasteurisation, curing and canning. (10)
- 15 Published by Public Health England, a diagram which illustrates how to achieve a balanced diet. (7,5)
- 19 Calculated dividing weight (kg) over height (m) squared. (3)

Concepts of nutritional health

Nutritional health	The degree to which food intake meets the dietary needs of the body.
Healthy eating	Consuming food in a way that supports the body functions, supplies sufficient energy and contributes towards positive well-being and disease absence.
Balanced diet	An intake of food which involves consuming the recommended amounts of each food group for good health.
Eatwell guide	Published by Public Health England, a diagram which illustrates how to achieve a balanced diet.
Food group	A collection of foods that share similar nutritional properties e.g. carbohydrates.
Malnutrition	Imbalanced nutrient intake, e.g. insufficient calories or insufficient intake of vitamins/minerals.
Nutritional deficiency	A lack of sufficient nutrient intake, particularly vitamins and minerals, that can lead to disease or illness.
Undernutrition	A type of malnutrition relating to calories consumed, typically lack of carbohydrates and protein which can lead to muscle wastage.
Obesity	A chronic condition where a person has accumulated excess fat, which can result in further complications such as Type 2 diabetes or heart disease.
BMI	Abbreviation for a key determinant of assessing whether someone is the correct weight for their height, expressed in units of kg/m ² .
Food processing	A series of actions to make raw foods edible, or safe for cooking or storage. Can be primary or secondary.
Food preparation methods	The way that edible goods are made ready or cooked for consumption, e.g. by cutting, boiling or baking.
Salt	A chemical compound commonly used to season food. Excess intake can cause high blood pressure. Also known as sodium.
Sugar	A white crystallised substance that is made up of sucrose. Added to foods to make them taste sweeter.
Additives	Chemicals such as colourings, preservatives or flavour enhancers which are added to food in order to improve texture, flavour or colour.
Dietary supplement	A pill, capsule, powder or liquid that can be taken in addition to food to increase consumption of vitamins, minerals, enzymes or amino acids.
Self-prescribed supplement	A type of tablet that can be purchased in any shop that a person may choose to take in order to increase health, e.g. cod liver oil capsules
Genetically modified food	Created by making changes to a food's DNA, e.g. to resist pathogens, insects or diseases that can kill the food. An ethical debate surrounds their use.
Disease resistance	Unaffected by pathogens. This effect can be achieved by modifying food genetically.
Shelf life	The length of time for which foods are edible. This can be extended by genetically modifying food or due to packaging method (e.g. canning).
Dosage	A general term referring to the amount contained in one unit of a nutritional supplement, e.g. the amount of micrograms.

Concepts of nutritional health *(Table Fill)*

The degree to which food intake meets the dietary needs of the body.	
Consuming food in a way that supports the body functions, supplies sufficient energy and contributes towards positive well-being and disease absence.	
An intake of food which involves consuming the recommended amounts of each food group for good health.	
Published by Public Health England, a diagram which illustrates how to achieve a balanced diet.	
A collection of foods that share similar nutritional properties e.g. carbohydrates.	
Imbalanced nutrient intake, e.g. insufficient calories or insufficient intake of vitamins/minerals.	
A lack of sufficient nutrient intake, particularly vitamins and minerals, that can lead to disease or illness.	
A type of malnutrition relating to calories consumed, typically lack of carbohydrates and protein which can lead to muscle wastage.	
A chronic condition where a person has accumulated excess fat, which can result in further complications such as Type 2 diabetes or heart disease.	
Abbreviation for a key determinant of assessing whether someone is the correct weight for their height, expressed in units of kg/m ² .	
A series of actions to make raw foods edible, or safe for cooking or storage. Can be primary or secondary.	
The way that edible goods are made ready or cooked for consumption, e.g. by cutting, boiling or baking.	
A chemical compound commonly used to season food. Excess intake can cause high blood pressure. Also known as sodium.	
A white crystallised substance that is made up of sucrose. Added to foods to make them taste sweeter.	
Chemicals such as colourings, preservatives or flavour enhancers which are added to food in order to improve texture, flavour or colour.	
A pill, capsule, powder or liquid that can be taken in addition to food to increase consumption of vitamins, minerals, enzymes or amino acids.	
A type of tablet that can be purchased in any shop that a person may choose to take in order to increase health, e.g. cod liver oil capsules	
Created by making changes to a food's DNA, e.g. to resist pathogens, insects or diseases that can kill the food. An ethical debate surrounds their use.	
Unaffected by pathogens. This effect can be achieved by modifying food genetically.	
The length of time for which foods are edible. This can be extended by genetically modifying food or due to packaging method (e.g. canning).	
A general term referring to the amount contained in one unit of a nutritional supplement, e.g. the amount of micrograms.	

Concepts of nutritional health *(Match Up)*

1	A chemical compound commonly used to season food. Excess intake can cause high blood pressure. Also known as sodium.
2	A chronic condition where a person has accumulated excess fat, which can result in further complications such as Type 2 diabetes or heart disease.
3	A collection of foods that share similar nutritional properties e.g. carbohydrates.
4	A general term referring to the amount contained in one unit of a nutritional supplement, e.g. the amount of micrograms.
5	A lack of sufficient nutrient intake, particularly vitamins and minerals, that can lead to disease or illness.
6	A pill, capsule, powder or liquid that can be taken in addition to food to increase consumption of vitamins, minerals, enzymes or amino acids.
7	A series of actions to make raw foods edible, or safe for cooking or storage. Can be primary or secondary.
8	A type of malnutrition relating to calories consumed, typically lack of carbohydrates and protein which can lead to muscle wastage.
9	A type of tablet that can be purchased in any shop that a person may choose to take in order to increase health, e.g. cod liver oil capsules
10	A white crystallised substance that is made up of sucrose. Added to foods to make them taste sweeter.
11	Abbreviation for a key determinant of assessing whether someone is the correct weight for their height, expressed in units of kg/m ² .
12	An intake of food which involves consuming the recommended amounts of each food group for good health.
13	Chemicals such as colourings, preservatives or flavour enhancers which are added to food in order to improve texture, flavour or colour.
14	Consuming food in a way that supports the body functions, supplies sufficient energy and contributes towards positive well-being and disease absence.
15	Created by making changes to a food's DNA, e.g. to resist pathogens, insects or diseases that can kill the food. An ethical debate surrounds their use.
16	Imbalanced nutrient intake, e.g. insufficient calories or insufficient intake of vitamins/minerals.
17	Published by Public Health England, a diagram which illustrates how to achieve a balanced diet.
18	The degree to which food intake meets the dietary needs of the body.
19	The length of time for which foods are edible. This can be extended by genetically modifying food or due to packaging method (e.g. canning).
20	The way that edible goods are made ready or cooked for consumption, e.g. by cutting, boiling or baking.
21	Unaffected by pathogens. This effect can be achieved by modifying food genetically.

Nutritional health	
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Food preparation methods	
Salt	
Sugar	
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Dietary supplement	
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Genetically modified food	
Disease resistance	
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Concepts of nutritional health

