

Name:

Date:

Healthy Eating

Food Groups

Healthy Eating – food groups

Name _____ Date _____

Food gives us energy and nourishment. We need food to survive. If you do not eat enough food you will become ill. Eating too much food, especially fatty food, can also make you ill.



This is a picture of a **balanced diet**. You should eat the right amount from each food group to stay healthy.

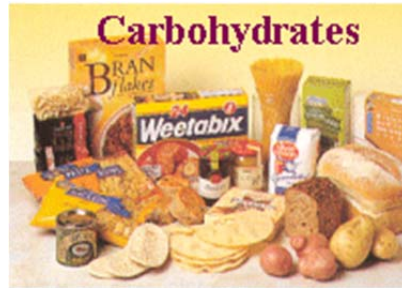
The five food groups are:

1. Bread, cereals and grains
2. Fruit and vegetables
3. Milk products and dairy foods
4. Meat, fish and alternatives
5. Fatty and sugary foods



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Group 1 – bread, cereals and potatoes are foods rich in **starch** and **fibre**. These are also known as **carbohydrates**.

Other fibre-rich foods are rice, pasta and wholegrain cereal foods.

There is also fibre in fruit, pulses (beans, lentils and chickpeas) and vegetables.

Food group 1 can help reduced the amount of fat in your blood. If you have a lot of fat in your blood you have **high blood cholesterol**.

Buy wholemeal, wholegrain, brown or high fibre breads and cereals.

Do not put lots of butter on jacket potatoes. Do not add lots of sauces or dressings. It is not healthy.

Name five foods in group 1:

- 1.
- 2.
- 3.
- 4.
- 5.

Foods in group 1 are rich in _____ and _____.

This food group is also known as _____.

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Group 2 – fruit and vegetables are foods rich in **vitamin C**. Eat lots of foods with vitamin C and you will reduce heart disease and some cancers.

Try to eat every day fresh vegetables. You can also eat vegetables, raw, cooked, frozen or canned.

Try to eat every day fresh fruit. You can also eat a tablespoon of dried fruit every day. Be careful of canned fruit as it has a lot of sugar in it. Lots of sugar is not healthy.

Name five foods in group 2:

1.

2.

3.

4.

5.

Foods in group 2 are rich in _____ .

Food rich in vitamin C will reduce _____ and

_____ .

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Group 3 – dairy foods. This food group is rich in calcium, protein, vitamin B12, and vitamins A and D. We need calcium to keep our bones healthy.

Other dairy foods are milk, cheese, yoghurt, fromage frais, butter, eggs and cream.

Do not eat lots of food from this group.

Buy lower fat products. Look for words like semi-skimmed or skimmed and low fat or half fat.

Name five foods in group 3:

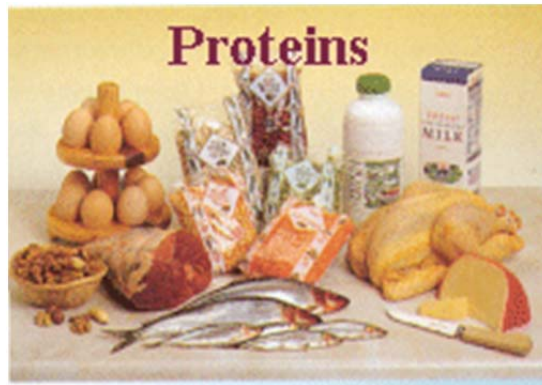
- 1.
- 2.
- 3.
- 4.
- 5.

Foods in group 3 are rich in _____
_____.

Calcium keeps your _____ healthy.

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Group 4 – meat, fish and alternatives. This food group is rich in iron, protein, B vitamins, B12, zinc and magnesium. We need calcium to keep our bones healthy. This group of food is called **protein**.

Other **protein** foods are meat, poultry, fish, eggs, nuts, beans and pulses, salami, pate, canned fish like sardines and tuna, fish fingers and fish cakes.

Do not eat lots of foods in this group. Buy low fat products like meat without fat, chicken without skin and fish without batter.

Name five foods in group 4:

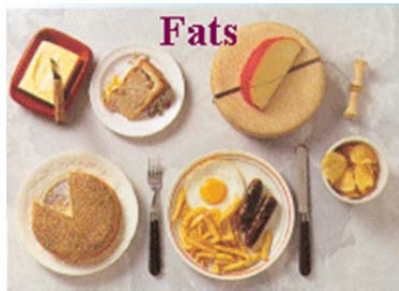
- 1.
- 2.
- 3.
- 4.
- 5.

Foods in group 4 are rich in _____
_____.

This group of food is called _____.

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Group 5 – fatty and sugary foods are full of salt and sugar.

Too much sugar and salt is bad for your health. It will cause heart disease.

Too much fatty and sugary food will make you fat.

Only eat a tiny amount from this food group every day.

Name five foods in group 5:

1.

2.

3.

4.

5.

Foods in group 5 are full of _____ and _____.

*This food group is also known as _____.

Did you find this workbook: very difficult difficult okay easy ?



* Answer is not in the text. Use your own knowledge!

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Look at the list of food. Match the food to the right food group in the table.

chips oranges rice tofu cheese bacon crisps frozen peas carrots salad chocolate pasta
cornflakes coca-cola butter tuna mayonnaise sausages bread rolls lamb orange juice biscuits
fish jam beef burger tomato ketchup tinned tomatoes dried fruit meat pie kebab curry porridge

Bread, Cereals & Grains	Fruit & Vegetables	Milk Products & Dairy Foods	Meat, Fish & Alternatives	Fatty & Sugary Foods

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** Curriculum mapping and teaching ideas

Functional Skills English mapping

Coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts. Relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. **Highlighting** indicates the main coverage and range skills that are (or can be) covered in this resource. However, these will vary with the student group and how the resource is used by the teacher. **Reference:** Ofqual (2009), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*. <http://www.ofqual.gov.uk/>

Entry Level 2 Skill Standard: Read and understand straightforward texts that explain, inform or recount information

Entry Level 3 Skill Standard: Read and understand the purpose and content of straightforward texts that explain, inform and recount information

READING Coverage and Range statements	 Skillsworkshop tips ✔ = tip that works particularly well with this resource
<p>Entry Level 2</p> <p>a) Understand the main events in chronological texts</p> <p>b) Read and understand simple instructions and directions</p> <p>c) Read and understand high frequency words and words with common spelling patterns</p> <p>d) Use knowledge of alphabetical order to locate information</p>	<p>Entry Level 2</p> <p>b) Point out that in instructions the key word is at the start of the sentence (e.g. <i>name, complete</i>). Get learners to highlight the key words first and check they understand them. ✔ Note: in this resource instructions are in emboldened and underlined.</p> <p>c) Encourage learners to highlight and discuss any words they cannot read or do not understand</p> <p>d) Ask learners to look up unfamiliar words in a printed (not online) dictionary and create their own glossaries. ✔ Note: Ask learners to list their answers, on page 8, alphabetically.</p>
<p>Entry Level 3</p> <p>a) Understand the main points of texts</p> <p>b) Obtain specific information through detailed reading</p> <p>c) Use organisational features to locate information</p> <p>d) Read and understand texts in different formats using strategies and techniques appropriate to task</p>	<p>Entry Level 3</p> <p>a) Split class into pairs or small groups. Give each pair a different page of the text. Each pair to read page together and then summarise contents (in their own words) to the rest of the group. Alternatively ask each pair to note main points on an individual small whiteboard. Then put all whiteboards together on a central table to see a complete overview of the entire text. Discuss.</p> <p>b) Covered by the naming and gap fill exercises on pages 3-7 ✔</p> <p>c) After learners have completed the workbook ask oral questions about any part of the text. Encourage learners to use headings, page numbers, pictures, bullets, etc. to find the answers as quickly as possible. This could also be done as quiz – splitting the class into two or more teams. Each team has a small whiteboard to record answers. First team to answer all the questions wins! ✔ As above but use a different but related text. E.g. Free leaflets from http://www.nhs.uk/livewell/ http://www.tescorealfood.com/healthy-eating.html http://www.food.gov.uk/ etc.</p> <p>d) Covered by the exercises within the resource.</p>

** This resource also covers many **adult literacy curriculum** <http://www.excellencegateway.org.uk/sflcurriculum> elements.