

Year 5 Health Education

The Food Pyramid

We Are Learning To

- *understand the concept of 'The Food Pyramid'.*
- *allocate foods into the five main food groups*
 - *justify our choices*
- *work collaboratively with our peers.*

If possible, work in a group of four or five.

- 10 mins. Each person in the group researches 'the food pyramid'. What do you think it is showing us? Have a look at three different examples or images? Are they all exactly the same? Are there any obvious differences? Why do you think this is?
- 10 mins. ~ Take one large sheet of cardboard for your group.
~ Draw a large triangle on your cardboard and decide how you are going to (accurately) divide it up.
~ Paste your labels onto the Food Pyramid with arrows pointing in.
- 15 mins. Allocate one of the food groups to each member of your group. Each group member then makes a list of the foods they think should go into their allocated food group.
- 5 mins. Each group member reads out their list to the other group members and makes sure that everyone agrees with those choices. Add anything that may be missing. Cross out anything that should be moved to a different food group.
- 15 mins. Each group member draws as many foods as possible for their allocated label.
- 10 mins. Compare your group's poster with the others. Are there any similarities? Any differences? Why do you think this is?

Labels

Eat lots of these foods often.

Eat some of these foods daily.

Only eat these foods sometimes.

Eat these foods rarely.

Only eat these foods about twice
each day.



The food pyramid

1. Describe how a food pyramid can help improve our eating habits.

2. Write the labels next to the correct group on the food pyramid.

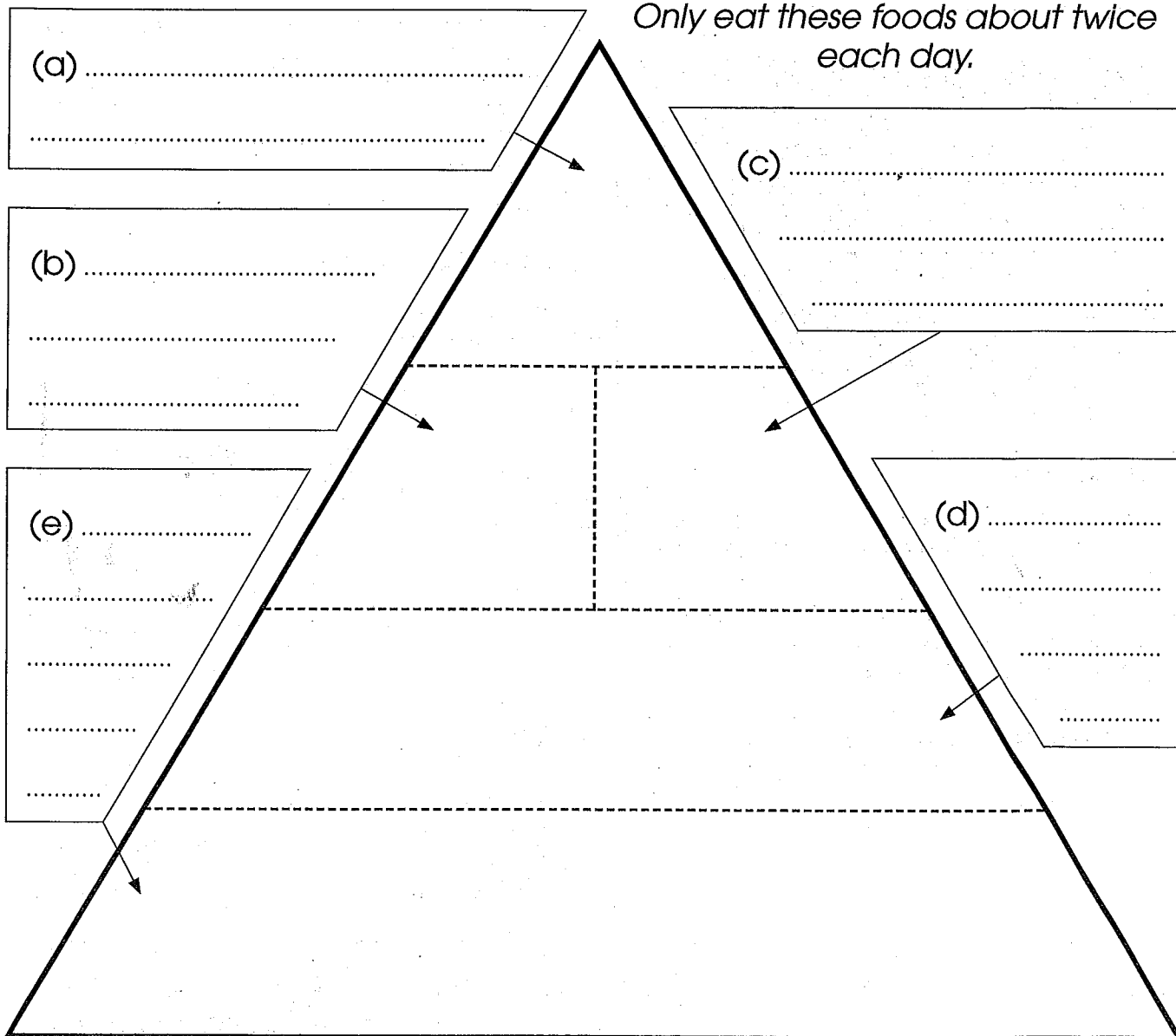
Eat lots of these foods often.

Eat some of these foods daily.

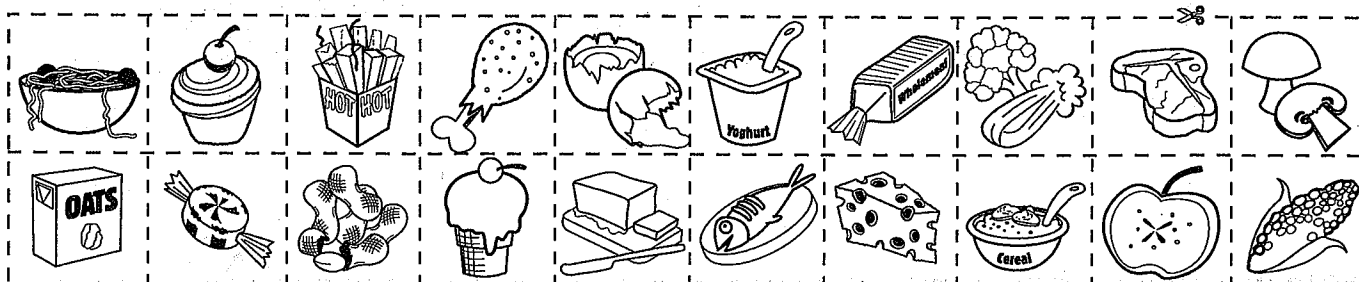
Only eat these foods sometimes.

Eat these foods rarely.

Only eat these foods about twice each day.



3. Cut and paste the foods into their correct food groups.





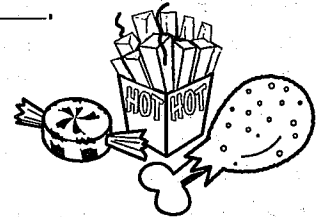
Traffic light food labels

1. Use the words to complete the description of traffic light food labelling.

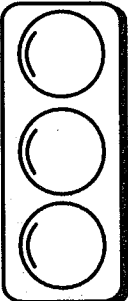
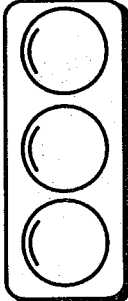
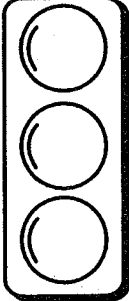
sugar amber green red traffic light fat Most least shouldn't salt

The ^(a) _____ system of food labelling helps people to see straight away the levels of ^(b) _____, ^(c) _____ and ^(d) _____ a food contains. Food that is given a ^(e) _____ light should only be eaten in moderation. You ^(f) _____ eat much of the food labelled red. Food that is given an ^(g) _____ light can be eaten, but too much would not be good for your health. ^(h) _____ of the food a person eats should be from those labelled ⁽ⁱ⁾ _____.

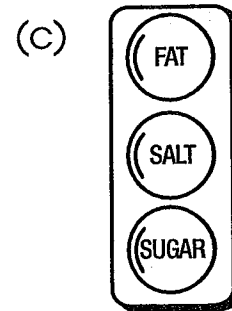
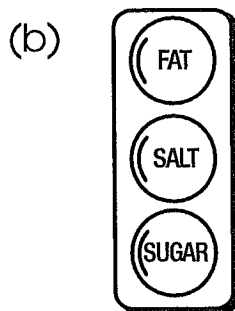
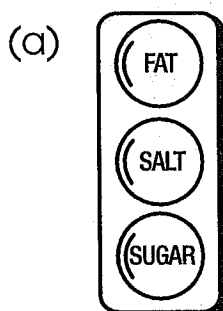
Green light foods have the ⁽ⁱ⁾ _____ amount of sugar, salt and fat.



2. Write the name of or draw an example of each type of food and colour the traffic lights correctly.

(a) Red light food	(b) Amber light food	(c) Green light food
		

3. Use the nutrition information labels from three favourite packaged foods to complete the traffic light label for each. Attach the label to the bottom of each package.





Grow, glow and go foods

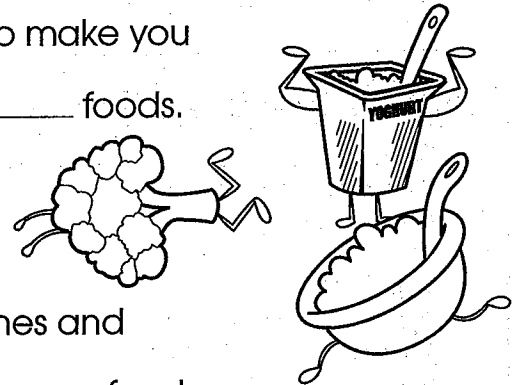
Certain foods are good for you in difference ways.

1. Write 'grow', 'glow' or 'go' to complete each sentence.

(a) Foods that provide vitamins and nutrients to make you look and feel well are called _____ foods.

(b) Foods that give you lots of energy are called _____ foods.

(c) Foods that provide protein to help your bones and muscles get bigger are called _____ foods.



2.	(a) Draw, or cut and paste, examples of each type of food.	(b) Explain what are the benefits of each type of food.
Grow foods		
Glow foods		
Go foods		

3. Choose the correct nutrient to tell what each type of food contains.

vitamins and minerals

carbohydrates

proteins

(a) Grow foods contain _____

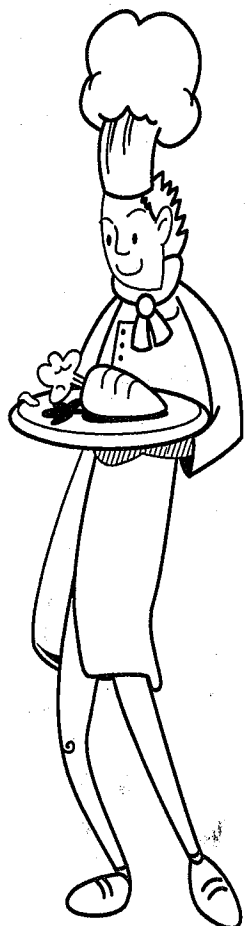
(b) Glow foods contain _____

(c) Go foods contain _____



My eating habits

- Draw, or cut and glue, pictures of the main foods you eat from each food group. Label them.
 - Colour a box to show how often you eat the foods from that group.



Food group	Rating		
	hardly ever	sometimes	every day
Bread and cereals	hardly ever	sometimes	every day
Fruit and vegetables	hardly ever	sometimes	every day
Dairy products	hardly ever	sometimes	every day
Meat, fish and eggs	hardly ever	sometimes	every day
Fats, oils and sugars	hardly ever	sometimes	every day

2. Complete the survey about snack food. How often do you ...

(a) have soft drink?

1 - hardly ever	2 - sometimes	3 - every day
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(b) eat takeaway food?

1 - hardly ever	2 - sometimes	3 - every day
-----------------	---------------	---------------

(c) have biscuits and cakes?

1 - hardly ever	2 - sometimes	3 - every day
-----------------	---------------	---------------

(d) eat sweets and chocolates? ..

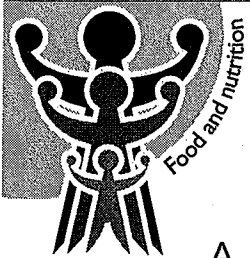
1 - hardly ever	2 - sometimes	3 - every day
-----------------	---------------	---------------

(e) have other snack foods (e.g. chips)?

1 - hardly ever	2 - sometimes	3 - every day
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3. On the back of the worksheet, explain which is healthier—a high score or a low score.

My score: /15



fuel through
end nutritious

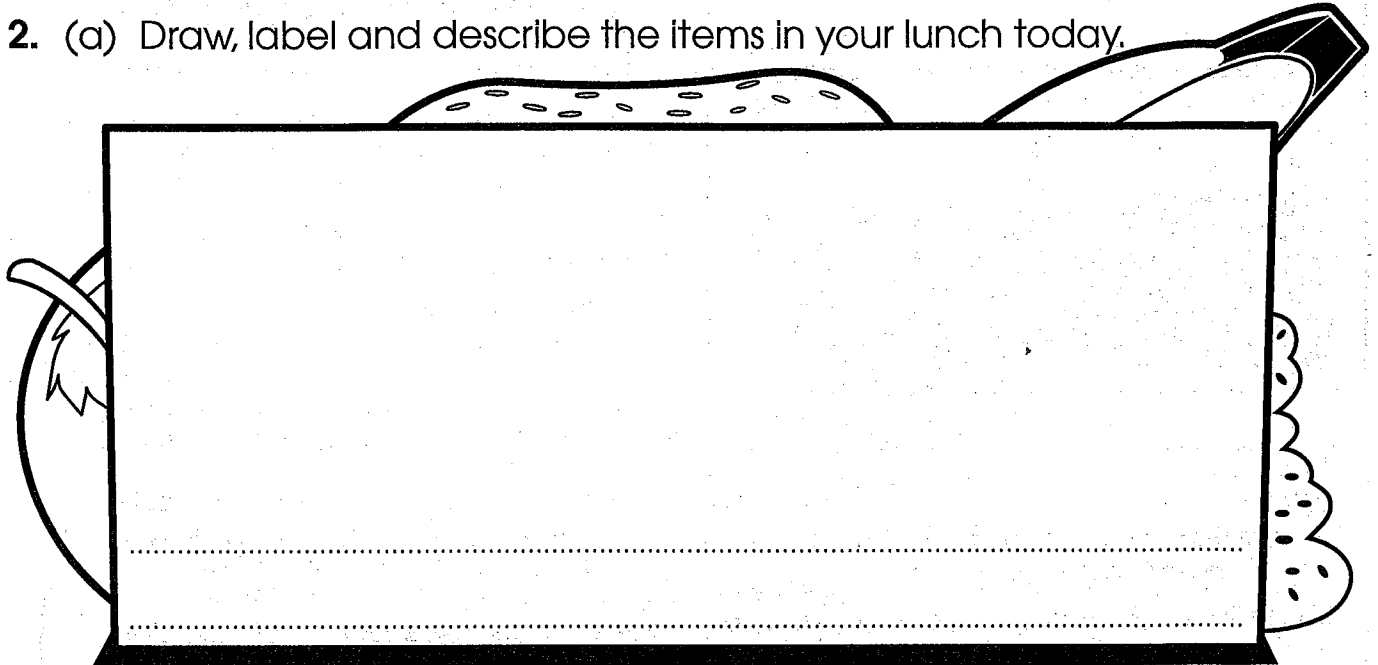
Lunchtime

1. Write the missing words to complete the sentence.

A _____ lunch gives your body the _____

it needs to get _____ to the _____ of the day.

2. (a) Draw, label and describe the items in your lunch today.



(b) Give your lunch a rating for:

(i) overall enjoyment.

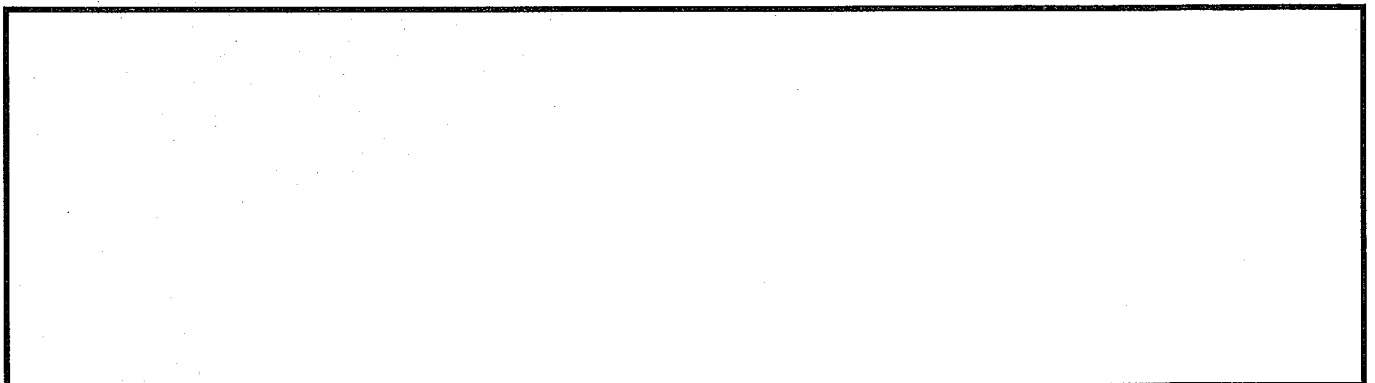


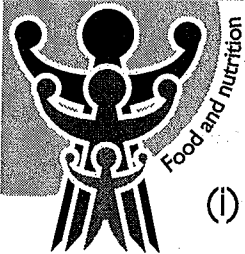
(ii) overall nutrition.



(c) Explain carefully the reasons for each rating.

3. Draw and label some healthy lunch food items.





Making food ready to eat

1. Write two reasons why we cook food.

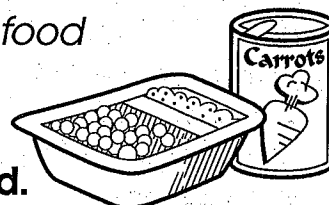
- (i) _____
(ii) _____

2. Write and explain two ways that food is cooked. Draw two examples of foods cooked using each method.

(i)		
(ii)		

We preserve food to make it last longer; however, the food is usually changed in some way by the method used.

3. List three ways food is preserved. Draw three examples of foods that are preserved by each method.



(i)		
(ii)		
(iii)		

4. (a) Write two advantages of preserving food.

- (i) _____
(ii) _____


(b) Write two disadvantages of preserving food.

- (i) _____
(ii) _____



Food labels

1. Complete the details from the label on your food packaging.

(a) Type of product:	(b) Brand name:
(c) List of contents in order:	
(d) What does the order of the contents tell you?	
(e) Tick the items listed on your label.  <ul style="list-style-type: none"> manufacturer's name..... <input type="checkbox"/> 'use by' date..... <input type="checkbox"/> storage information..... <input type="checkbox"/> barcode..... <input type="checkbox"/> weight of produce..... <input type="checkbox"/> nutritional information..... <input type="checkbox"/> 	(f) Copy or glue the main picture used on the label.
(g) Write two extra items found on your label but not listed above.	
(h) Copy some adjectives (describing words) used on the label.	

2. Tick along the line to rate the label.

(a) attractiveness	<div style="display: flex; justify-content: space-between; width: 100%;"> Didn't like it Just okay Quite good Very attractive </div>
(b) easily understood	<div style="display: flex; justify-content: space-between; width: 100%;"> <i>It was very confusing.</i> <i>The information wasn't very clear.</i> <i>I understood most of it.</i> <i>It was very informative.</i> </div>

3. Write a suggestion to make the label more effective.
