

# GO FOODS

## LEARNING OBJECTIVES

By the end of this module, students should be able to:

- state the health benefits derived from Go foods.
- name examples of Go foods.
- tell the importance of choosing energy-giving foods with added nutrients.

## MATERIALS

### Lesson 1

- file: **GR01\_M04\_Lesson 1 Powerpoint**
- video: **Module 4 Go Foods**

### Lesson 2

- nutritious snack
- file: **GR01\_M04\_Lesson 2 Powerpoint**
- file: **GR01\_M04\_Lesson 2 Worksheet**

### Lesson 3

- file: **GR01\_M04\_Lesson 3 Powerpoint**
- bond paper (one sheet per student)
- coloring materials

### Lesson 4

- file: **GR01\_M04\_Lesson 4 Powerpoint**
- bond paper (one sheet for every two students)

## REMINDERS

### Letters to the Parents

Each module comes with a letter to parents explaining the key points that our students are learning in class. The letter also encourages parents to model healthy nutrition habits at home. We hope that through these circulars, parents will become involved in their child's learning process. Please remember to photocopy and distribute the corresponding parent circular at the start of each module. These letters can be found in the folder marked 'Letters to Parents.'

### Rubrics

Many of the activities in these modules serve as formative assessments for you to gauge each student's progress. You may use the PDF file named 'Rubrics' as a guide for grading major outputs and performance tasks.



## MODULE OVERVIEW

Dear Teacher,

This Module Overview is a summary of the key learning points that we want our students to understand and master by the end of this module. These key learning points are presented in the video presentation and powerpoints that accompany this module. The supplementary activities and worksheets further reinforce these key points.

### KEY POINTS

1. Go foods are also called energy-giving foods. Go foods contain carbohydrates that give our bodies the energy we need.
2. Examples of Go foods are rice, bread, corn, pasta, noodles, *kakanin* and *kamote*.
3. There are many Go foods that have added nutrients. For example:
  - a. *Kamote* also has vitamins for good eyesight.
  - b. Pancit also has vegetables for added vitamins and minerals.
4. When we choose these kinds of Go foods, we not only get energy but added vitamins and minerals for our bodies as well.

# Lesson 1



## LET'S GET STARTED



5 Mins.

1. Start the class by singing the Pinggang Pinoy® song from Module 1 with its accompanying actions.
2. Tell the students that you will be learning about one last food group. Ask them to guess which food group that is based on these clues:
  - a. This food group gives you energy to run, jump and play.
  - b. Rice and bread are examples of this food group.
3. Once a student is able to guess correctly, ask the others to recall other examples of Go foods.



## LET'S TRY THIS



15 Mins.

1. Tell the students to form groups of three for a game. You will need the slides in **GR01\_M04\_Lesson 1 Powerpoint** to play. Open the PDF file, and at the top menu bar, select VIEW > Enter Full Screen. This places one page of the PDF file on the computer screen, and you can scroll up or scroll down to go through each page like a powerpoint slide.
2. Each slide has a picture of a Go food. Tell the students to look at each picture and think of the name of that food in English, Filipino and in your local dialect.
3. Each group that knows the answer must raise their hands together and the first group to raise their hands at the same time will be given a chance to answer.
4. After identifying each Go food, ask the students if the Go food pictured is usually eaten as a snack or with a complete meal.



## WATCH & LEARN



20 Mins.

1. Play the video for this lesson, **Module 4 Go Foods**.
2. After playing the video, ask some students to share which part of the video they liked the most and what they learned from it.
3. Ask the students why it is important to eat Go foods for breakfast. (*answer: Go foods provide energy, so as early as breakfast we should be eating energy-giving foods.*)
4. Ask the students to recall the different Go foods shown in the video and list them down on the board:
  - a. rice
  - b. bread
  - c. corn
  - d. pasta
  - e. *kakanin*
  - f. cereal
  - g. *kamote*
5. Explain to your students that there are many different foods that provide energy, but we should choose the Go foods that not only give energy, but provide added vitamins and minerals for our bodies as well.

## LET'S WRAP THIS UP

Call on some students to share one thing that they will remember from today's lesson.



Before dismissing the class, inform the children that they need to bring a nutritious energy-giving snack for your next class. You may also include this note in their homework notebook to inform their parents of this requirement.

Dear Parents.

Your children are learning about Go foods this week and the importance of eating energy-giving foods with added nutrients. For our next class, please let your child bring an energy-giving snack that is nutritious. Thank you!

## Lesson 2

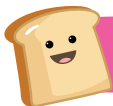


### LET'S GET STARTED



10 Mins.

1. Tell your students to bring out their favorite energy-giving snacks, as instructed last week. It is all right if some students forgot to bring theirs.
2. Ask the students to look around the room and identify who has the most nutritious snacks. Look for students with Go foods that have added nutrients like *kakanin*, root crops, corn and the like. Look for those with pancit or sandwiches that also have vegetables. (Some students may have fruits and vegetables as their snack. Point out to the class Glow foods make good snacks too.)
3. Ask four of the students with very nutritious Go foods to stand and tell the others why they like their snack. Tell the other students that they will write a letter to their parents requesting for more nutritious snacks like theirs.



### GO GO GOODIES



30 Mins.

1. You will need the file **GR01\_M04\_Lesson 2 Powerpoint** for this lesson.
2. The slides in the presentation show many examples of energy giving foods. Explain to your students that, although all the pictures show examples of food that provide energy, they should opt for the Go food that is more nutritious.
3. Go through each slide one by one and describe the more nutritious option on each slide.
4. Distribute copies of the file **GR01\_M04\_Lesson 2 Worksheet** on which they can draw the nutritious snack that they want their mom and dad to place in their *baon*.

Name: _____	Section: _____	Wellness CAMPUS
Dear Mom and Dad, Let's get these GO GO Goodies for my baon!		

### LET'S WRAP THIS UP

Call on some students to share their drawings with the rest of the class.

# Lesson 3



## LET'S GET STARTED



5 Mins.

1. Divide the class into four or five large groups. Each group will choose an energy action that will represent their team, such as jumping, jogging in place, shaking hips, or waving their arms.
2. The group members must stay together and wait for you to call out a number. The number corresponds to an energy level:
  - a. 0 - no energy
  - b. 1 - low energy
  - c. 2 - high energy
4. If you call out the number 0, each group must perform their energy action with slow movements as if they have no energy.
5. If you call out the number 1, each group must perform their energy action with a bit more energy, but as if they are getting tired.
6. If you call out the number 2, each group must perform their energy action with fast movements and a lot of energy.
7. Randomly call out the numbers 0, 1 and 2. After several rounds, you may change each group's energy action.



## LET'S TRY THIS



10 Mins.

1. Ask the students to stand up. Tell them that you will show pairs of energy-giving foods. They have to point to the one that they would choose for a nutritious snack.
2. Through this activity, you will be able to quickly gauge who among your students are able to identify the more nutritious snack choices. If it is difficult for you to tell which picture some students are pointing to, you can ask them to do these actions instead:
  - a. line up in front of the snack they would choose.
  - b. raise their right arm if they choose the image on the right, or their left arm if they choose the image on the left.
  - c. go to the right side of the classroom if they choose the image on the right, or left side of the classroom if they choose the image on the left.
3. The food pairs for this activity are in the file **GR01\_M04\_Lesson 3 Powerpoint**.
4. Ask the students to return to their seats. End the class by showing them the Pinggang Pinoy® visual. Point out that, although we've been discussing Go snacks, Go foods also include the energy-giving food that we include in our meals, such as rice and pancit.
5. Remind students that, according to Pinggang Pinoy®, Go foods should only be about one-fourth of their plate. Ask them if they eat more Go foods than Grow or Glow, and if so, encourage them to increase their Glow food intake.



## WATCH ME GO



25 Mins.

1. Distribute one sheet of bond paper per student and coloring materials.
2. Ask the students, “What will happen if we eat Go foods?”
3. Allow the students to give their own answers, and also ask them for specific activities that they can perform if they have enough energy, such as:
  - a. playing games with friends
  - b. listening to teacher
  - c. helping mom with housechores
  - d. exercising
4. Challenge the students to draw a picture of themselves and what they will look like if they eat enough Go foods everyday. Their picture should show what they can do if they had a lot of energy (*e.g. run fast, lift heavy objects, play sports*).
5. They should also include their favorite Go foods in the picture.
6. Collect these “self-portraits” for the culminating activity at the end of the program.

## LET'S WRAP THIS UP

Call on some students to talk about their drawings in front of the class.

## Lesson 4

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## LET'S GET STARTED



15 Mins.

1. Using the food pairs in file **GR01\_M04\_Lesson 4 Powerpoint**, review the lesson on choosing the more nutritious energy-giving snack.
2. Ask the students to stand up and point to the picture of the snack that they think is more nutritious.
3. Again, if it is difficult for you to tell which picture some students are pointing to, you can ask them to do these actions instead:
  - a. line up in front of the snack they would choose.
  - b. raise their right arm if they choose the image on the right, or their left arm if they choose the image on the left.
  - c. go to the right side of the classroom if they choose the image on the right, or left side of the classroom if they choose the image on the left.

## PINGGANG PINOY® REVIEW



25 Mins.

1. Check whether students still recall their lessons on Pinggang Pinoy®.
2. Ask the students to find a partner and distribute sheets of bond paper, one sheet per pair. Have the students write their names at the top of the page.

3. Tell the students that they must draw the sections of the plate and correctly label each section. They must also draw examples of Go, Grow and Glow foods in the correct section.
4. Give them 10 to 15 minutes to draw the Pinggang Pinoy®, and ask them to pass their papers so that you can assess which students need additional support understanding key concepts.
5. Show them the Pinggang Pinoy® visual on the last slide of your powerpoint presentation and ask your students how many were able to draw the image correctly.

## NOTE TO TEACHER

This review activity should not be graded. Its purpose is for you to check at this point in time which students have mastered the basic concepts of Go, Grow and Glow, and which students have gone beyond those concepts to be able to describe Pinggang Pinoy®.