

# GO FOODS

## LEARNING OBJECTIVES

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

- recall examples of Go foods.
- discuss the importance of getting energy from different kinds of Go foods and to choose the ones that have added nutrients.
- promote healthier eating in the family by encouraging family members to get energy from a variety of Go foods with added nutrients.

## MATERIALS

### Lesson 1

- Grow food flash cards made by students in Module 1
- video: **Module 4 Go Foods**
- file: **GR02\_M04\_Lesson 1 Worksheet**

### Lesson 2

- Go Chart (homework from previous week)
- file: **GR02\_M04\_Lesson 2 Powerpoint**

### Lesson 3

- bond paper (one sheet per student)
- coloring materials

### Lesson 4

- file: **GR02\_M04\_Lesson 4 Worksheet**

## 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 powerpoint 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. Go foods provide energy and different kinds of Go foods contain different types of nutrients. We should eat different kinds of Go foods so that our bodies get more nutrients.
4. When we choose Go foods that have other nutrients, we not only get energy, but additional vitamins, minerals and fiber for our bodies as well. For example:
  - a. Potato chips, cake, pancit and kamote are all energy-providing snacks, but kamote also has vitamins for good eyesight and pancit has vegetables for added vitamins, minerals and fiber. Fiber helps in regular bowel movement
  - b. We can eat white rice or brown rice during meals, but brown rice contains more fiber, which helps us to feel full.
  - c. We should also go for whole grain products such as oatmeal and corn on the cob which contain fiber, vitamins and minerals.
5. We should always encourage each member of our family to eat different kinds of Go foods for more nutrients every day.

# Lesson 1



## LET'S GET STARTED



25 Mins.

1. Ask students to take out the flash cards they made during Module 1 and to hold up the card with a picture of a Go food. Look around the room to check that they identified the correct food.
2. Ask students to name some activities that make them tired. After several students have shared their answers, explain that eating nutritious carbohydrates will give them more energy to do those activities.
3. Explain that there are some foods that may give us a lot of energy, but little nutrients. If we always eat too much of these, they can make us sick. Examples are candies, lollipops, and snacks that are too sweet (like cupcakes) or too oily (like French fries).
4. Instruct the students to stand up and look for someone who has a picture of a Go food that is similar to theirs. For example, if their flash card has a picture of bread, they should look for someone else with a picture of bread. Help your students realize that some breads may LOOK different.
5. Next, ask them to look for others who have a different kind of Go food. For example, if their flash card has a picture of bread, they should find others who have pictures of *kakanin* or *kamote*. Help your students who may not recognize differences.



## WATCH & LEARN



15 Mins.

1. Instruct the students to return to their seats and watch the video for this lesson, **Module 4 Go Foods**.
2. After watching the video, ask your students to answer the following questions:
  - a. Why do we need to eat Go foods? (*answer: Go foods have carbohydrates that give the body energy.*)
  - b. Why is it important to eat a variety of Go foods? (*answer: Different kinds of Go foods contain different nutrients. We should eat different kinds of Go foods so that our bodies get more nutrients. When we choose Go foods that have other nutrients, we not only get energy, but additional vitamins, minerals and fiber for our bodies as well.*)
  - c. Why is it important to eat Go foods at breakfast? (*answer: Since Go foods give us energy, it is important to start the day with Go foods so that we will have energy from the very start of our day.*)



Before dismissing the class, distribute the Go chart with file name **GR02\_M04\_Lesson 1 Worksheet**. Tell the students that they will keep track of their breakfast and snacks for one week. Instruct the students to draw a picture of all the Go foods they eat for breakfast and snacks throughout the week in the correct row of the chart, and to bring the chart to the next class. The chart includes a note informing parents of this homework.

Dear parents,

This week, we are learning about the different foods that provide us energy to GO.

It is important to eat energy-giving foods that also have added nutrients, like kamote, pancit, and suman instead of chips and cake that only provide energy. Also, it is important to have a proper energy-giving breakfast each day so that we can start the day right.

Please help your child learn these important principles by serving him or her more nutritious snacks and by making sure your child eats a proper breakfast every day. For the next few days, have your child draw all the Go foods he or she ate for breakfast and for snacks.

Please have your child bring this chart on \_\_\_\_\_ (date).

### GO CHART

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast							
Snack							

Name: \_\_\_\_\_ Section: \_\_\_\_\_

## Lesson 2

---

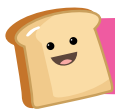


### LET'S GET STARTED



15 Mins.

1. Instruct the students to take out their homework from the previous week (Go Chart).
2. Select five students whose charts indicate that they did not skip breakfast and ate a variety of nutritious Go snacks over the week.
3. Ask these students to come to the front of the class to describe their charts to the others.
4. After these students have described their charts, ask them to return to their seats.



### GOOD, BETTER, BEST



25 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 file **GR02\_M04\_Lesson 2 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.

### LET'S WRAP THIS UP

Ask some students to describe one thing they can share with their family members about today's lesson.

## Lesson 3

---



### LET'S GET STARTED



5 Mins.

1. Ask students to stand beside their seats, and remind them of the actions for Go, Glow and Grow foods that they learned in Module 1:
  - a. Go foods - run on the spot then jump once.
  - b. Grow food - flex their arm muscles, then stretch their arms up high.
  - c. Glow food - do a "twinkling action" with their fingers around their face.

- Tell them you will call out different types of food, and the students must perform the actions associated with the food group to which that food belongs.
- Call out simple examples of Go, Grow, or Glow food that you are sure most of your students have mastered, such as:

- |                  |                     |
|------------------|---------------------|
| a. bread         | i. pasta            |
| b. tomato        | j. <i>talong</i>    |
| c. <i>kamote</i> | k. cereal           |
| d. chicken       | l. banana           |
| e. pancit        | m. pineapple        |
| f. <i>mais</i>   | n. pork             |
| g. apple         | o. <i>suman</i>     |
| h. fish          | p. <i>malunggay</i> |



## GO GO MENU



25 Mins.

- Distribute one sheet of bond paper per student and coloring materials.
- Explain to them what a menu is and tell them that they will make a menu of Go snacks.
- Their menu should have three choices of Go snack and drink. They should make sure that their Go snacks are not just energy-giving but nutritious as well.



## I WANT TO GO



10 Mins.

- Remind students that they should encourage their family members to choose more nutritious Go foods. Teach them to say this (you may translate to the child's mother tongue):

"Mom/Dad, we should eat Go foods every day to give us energy. Many foods give energy but we need to choose the foods that are also nutritious."

- Tell them that they can use their Go Go Menu to show their family members some examples of nutritious Go snacks.
- Ask some students to demonstrate in front of the class how they will tell their families about the importance of eating Grow foods. Again, they do not have to memorize this script word for word - it would even be better if they can state the key ideas in their own words.

## Lesson 4

---



## LET'S GET STARTED



20 Mins.

- Tell your students that you will call out the name of different foods. For every item you call out, they should stand if they have eaten that food. If they have never eaten that food, they should remain seated.

2. Call out the names of ten various fruits and vegetables. After calling out these ten items, ask the class to identify the food group of the items you just called out.
3. Do the same for Grow foods. After calling out the ten items, ask the class to identify the food group of the items you just called out.
4. Do the same for Go foods.
5. Have one or two volunteers go to the board and draw a Pinggang Pinoy®.

## GO FAMILY GOALS



20 Mins.


1. Distribute copies of the file **GR02\_M04\_Lesson 4 Worksheet**. Tell the students to fill in the blanks with nutritious Go foods.

“With \_\_\_\_\_,  
and \_\_\_\_\_ we can Go! Go! Go!”

2. After filling in the blanks, instruct your students to draw a picture that will convince their family members to eat only nutritious Go foods each week. Their picture should show what a healthy family looks like when they select more nutritious Go foods.
3. You may collect these drawings for assessment purposes, but return them to the students and encourage them to post these on their kitchen wall or refrigerator at home.



Before dismissing the class, tell your students to bring a plastic drinking glass for your next session. You may wish to write a note in the children’s homework notebook to remind them.

Name: \_\_\_\_\_ Section: \_\_\_\_\_ 

**Family Go Goals**

With \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_,

**WE CAN GO! GO! GO!**

