

# GO FOODS

## LEARNING OBJECTIVES

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

- explain the importance of getting energy from different sources in the right proportions every day.
- reflect on the variety and proportion of Go foods that one typically consumes each day.
- identify changes that one needs to make in the proportions or the variety of Go foods consumed to better reflect a Pínggàng Pinoy®.
- help their peers identify changes in eating habits that will improve the quality of Glow foods that they consume each day.

## MATERIALS

### Lesson 1

- Meal Trackers (from previous sessions)
- index card (one per student)
- video: **Module 4 Go Foods**

### Lesson 2

- snack cards (from previous session)
- additional index cards (three per group)
- pad paper and pen

### Lesson 3

- 'How to Improve Your Snacks List' (from previous session)
- *cartolina*
- permanent marker
- coloring materials

### Lesson 4

- Go Graphics (from previous session)

## 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 that accompanies this module. The supplementary activities 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. According to the Pinggang Pinoy® guide, approximately one-fourth of our plate should consist of Go foods. 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 nutrients. We should eat different kinds of Go foods so that our bodies get more nutrients.
4. When we choose Go foods that contain 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 and minerals.
  - b. We can eat white rice or brown rice during meals, but brown rice contains more fiber, which helps us to feel full. Fiber helps in regular bowel movement.
  - c. We should also go for whole grain products such as oatmeal and corn on the cob, which contain fiber, vitamins and minerals.
5. It is important to be aware of our own eating habits and identify ways by which we can improve the quality and quantity of Go foods that we eat.
6. We should also help our peers identify ways to improve the quality and quantity of Go foods that they eat.

# Lesson 1

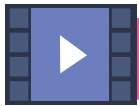


## LET'S GET STARTED



20 Mins.

1. Begin the class by announcing the winner of the poster contest held the previous week. The winning poster was the one that got the most number of “Likes” from teachers.
2. Have the students bring out their Meal Trackers for Weeks 1 to 3 and exchange papers with their seatmate. Instruct the students to compare the three weeks of their classmate’s meals to determine the following:
  - a. Has there been an improvement in eating habits, in terms of proportion, quantity, and variety?
  - b. Is there greater variety and color in the fruits and vegetables being eaten?
  - c. Is there greater variety in the sources of protein consumed?
3. Give your students a few minutes to discuss their observations with each other before returning the papers to the owner.
4. Distribute one index card per student for the next activity.

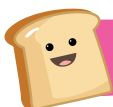


## WATCH & LEARN



10 Mins.

1. Instruct each student to draw a Go food that they usually eat for snacks or when they feel tired. Have them write the name of the Go food underneath the drawing.
2. Tell the students to hold on to their “snack cards” while they watch the video: **Module 4 Go Foods**.
3. Before playing the video, ask the students to look for the answers to the following questions as they watch. They may write the answers in their notebook:
  - a. Why is it important to get enough carbohydrates each day?
  - b. Are all Go foods the same? Why or why not?
  - c. Think of examples of Go foods that are high in energy or calories, but not necessarily nutritious.
4. After watching the video, give the students 3-4 minutes to compare their notes with their seatmates’ notes. While comparing notes, they should look for key points in their seatmates’ notes that they were not able to include in their own notes. They can add the points that they missed to their own notes.
5. Call on some students to share some of the key points that they missed while watching the video, which they were able to get from their seatmate.



## GO FOR GOOD, BETTER, BEST – PART 1



10 Mins.

1. Divide the class into groups of seven or eight members. Ask the students to form a circle and take turns showing their “snack card.”
2. The members of the group must decide which of the snacks are GOOD and which are BETTER by using the following as a guide:

- “Good” snacks are the ones that provide sufficient energy.
  - “Better” snacks are the ones that not only provide energy, but have added nutrients, vitamins and minerals.
3. The student holding the card will then mark the back of their card with either ‘GOOD’ or ‘BETTER’ based on the group’s consensus.
  4. Go around the class and observe each group as they decide which of their snacks are “good” and which are “better.” As you listen to their discussions, address any misconceptions they may have about “energy-giving” versus “energy-giving and nutritious” foods.

## NOTE TO TEACHER

Assign one person per group to keep their cards until the following session or you may opt to collect the cards yourself until the following session. Have each group write the names of their members on a sheet of pad paper and wrap the cards inside that sheet using a rubber band.

## LET'S WRAP THIS UP

Ask some members of the class to share their insights from today’s lesson.

## Lesson 2



### LET'S GET STARTED



15 Mins.

1. Begin by organizing the students into their groups from the previous session and handing out the snack cards they created the week before.
2. Allow the students a few minutes to review their snack cards and recall how they categorized the cards into GOOD and BETTER.
3. Ask a few groups to share their cards with the rest of the class, explaining how they went about categorizing the cards.



### GO FOR GOOD, BETTER, BEST – PART 2



15 Mins.

1. Distribute three more index cards to their group.
2. Challenge the students to now come up with BEST snack options - ones that are even more nutritious than the snacks they categorized under BETTER. They are to draw three BEST snack options on the three index cards you distributed.
3. After each group has come up with three BEST snack options, ask some of them to share their best options with the rest of the class and explain why they think those are the best options.

### THINK AND WRITE



10 Mins.

1. Ask the students to return to their seats and take out a one-whole sheet of intermediate paper and a pen.
2. Instruct the students to create a ‘How to Improve Your Snacks’ list. This list will contain a set of guidelines to help a person improve their snack choices.
3. As your students construct their list, go around the class to gauge whether each student has a clear grasp of what makes a snack nutritious.
4. When done, instruct your students to keep their list in their Health Portfolio. They must bring their lists to class for the next session.

## Lesson 3

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### LET'S GET STARTED



10 Mins.

1. Call on two or three students to share their 'How To Improve Your Snacks' list with the rest of the class.
2. After some students have shared their lists, point out to the class that even though you've been discussing Go snacks in the last two lessons, Go foods also include the energy-giving food that we have in our meals, such as rice and pancit.
3. Remind the students of a key point shown in the video that you watched during Lesson 1: Go foods should be a part of a healthy breakfast, since energy is needed from the very start of the day.
4. Lastly, point out that many individuals end up skipping breakfast and buying unhealthy snacks because they do not have time to prepare more nutritious breakfast or merienda.



### GO GRAPHICS



30 Mins.

1. Instruct the students to return to their groupings from the previous lesson.
2. Distribute one sheet of *cartolina*, a permanent marker and some coloring materials to each group.
3. Tell the students that they are to create an infographic poster that includes tips for:
  - a. improving the quality of one's snacks (i.e. making more nutritious snack choices)
  - b. managing time well in order to avoid skipping breakfast and be able to prepare more healthy snacks to eat throughout the day
4. At the end of the class session, collect the students' *cartolina*. These will be presented at the next class session.

## Lesson 4

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### THE "HOW TO" CHANNEL



40 Mins.

1. This activity will take up the entire class session. Begin by organizing the students into their groups from the previous session and handing out their infographic posters.
2. The students will present their infographic posters to the rest of the class, but challenge each group to make their presentation look like a video blog on a "How To" Channel rather than just a plain presentation of their poster.
3. Allow the class to vote on the best "video blog" or the group presentation that had:
  - a. the best tips for improving the quality of, and choosing the more nutritious, Go snacks.
  - b. the most convincing tips for managing time well in order to have a complete breakfast and be able to prepare more healthy snacks to eat throughout the day.