

# GO FOODS

## LEARNING OBJECTIVES

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

- demonstrate a thorough understanding of the benefits of eating Go foods of various kinds in the right proportions.
- advocate for healthier eating habits within the community by encouraging others to eat different kinds of Go foods in the right proportions each day.

## MATERIALS

### Lesson 1

- video: **Module 4 Go Foods**
- file: **GR06\_M03\_Lesson 1 Powerpoint**
- pad paper

### Lesson 2

- pad paper
- bond paper (one sheet per small group of three or four students)
- coloring materials

### Lesson 3

- *cartolina* (one sheet per large group of seven or eight students)
- coloring materials

### Lesson 4

- Go Foods Poll results (from previous lesson)

## 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 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 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 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, 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. Too little intake of energy-containing foods leads to undernutrition.
  - a. One sign of undernutrition is being underweight.
  - b. Prolonged undernutrition leads to stunted growth, delayed development, and proneness to infection.

6. On the other hand, too much intake of energy-containing foods leads to overnutrition.

- a. One sign of overnutrition is being overweight.
- b. Prolonged overnutrition leads to obesity, associated with higher risk for heart disease or diabetes.

7. One of the strategies to address undernutrition and overnutrition is to follow the Pinggang Pinoy® guide for proper portions and types of food. Furthermore:

- a. Those who are underweight should engage in physical activity to help build strong bones and muscles.
- b. Those who are overweight should increase physical activity to burn calories and manage weight.

8. We should do our part to promote healthier eating habits among family members, friends, and others in our community.

# Lesson 1



## LET'S GET STARTED



10 Mins.

1. Ask the students to write down in their Health notebook all of the snacks they ate throughout the week. After listing these down, instruct the students to exchange notebooks with a classmate.
2. Their classmate will identify which snacks were nutrient-rich and which were not, then count the number of nutrient-rich snacks versus those which were not.
3. Do a quick survey of how many students ate more nutrient-rich snacks than snacks which were not over the past week.
4. Ask those who ate more nutrient-rich snacks how they go about selecting their snacks.



## WATCH & LEARN



15 Mins.

1. You will play the video for this lesson, **Module 4 Go Foods**. Before playing the video, instruct your students to find a partner and bring out a sheet of pad paper. They should write their names on top of the paper.
2. Instruct the students to listen very carefully to the video and look for the answers to the following:
  - a. The video says that “Not all Go foods are equal.” (“*Hindi lahat ng Go foods ay pantay-pantay.*”) Explain.
  - b. What are some examples of Go foods that not only give energy but have added nutrients also?
3. After watching the video, each pair should write their answers on their paper.
4. After working in pairs, allow your students some time to compare their answers with another pair of students. While comparing answers, they should look for answers that they missed. They can add those to their own papers.
5. Ask the students to submit their papers. This activity is meant to help students identify gaps in their content knowledge, and at the same time, it will help you gauge which students may need additional support with the basic principles.



## LISTEN & LEARN



25 Mins.

1. You will need the file **GR06\_M04\_Lesson 1 Powerpoint** for this lesson. 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. This lesson provides more tips on choosing more nutritious Go foods, and discusses the effect of too little or too much intake of energy-containing food.
3. As you go through each slide, make sure the students take down notes as they will need this information for the following lesson.
4. After showing all the slides, give 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.

## Lesson 2

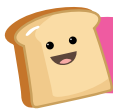


### LET'S GET STARTED



15 Mins.

1. Ask the students to bring out one sheet of pad paper, and to write “Created by” at the top of the page. Beside “Created by” they should write their name.
2. On the second line, ask them to write “Answered by”.
3. Start the lesson by challenging the students to construct their own 5-point quiz about Go foods. Their quiz can include any fact or concept that they recall from the previous lesson.
4. Their quiz can have multiple choice, fill-in-the-blanks, or true-or-false questions. Make sure they work independently as they construct their quizzes, as this will also help you gauge what each student is able to recall from previous lessons.
5. After a few minutes, instruct the students to exchange papers with their seatmates. On the paper they receive, they should write their name beside “Answered by”. Give the class a few more minutes to answer their classmate’s quiz.
6. When all are done, instruct the students to return the quiz they answered to the student who created it. Each student will now check the answers of their classmates.
7. Collect each paper. After class, review each student’s output to assess which students may need additional support with the basic principles or if any students have misconceptions about the lesson.

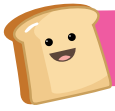


### WHY GO?



20 Mins.

1. Instruct the students to return to their original groupings (i.e. the grouping that consisted of three or four students) from Lesson 2 of the previous module.
2. Distribute one sheet of bond paper per small group and coloring materials. Tell the students that their task is to create a brochure designed to convince people why they should choose Go foods that do not just provide energy, but have added nutrients as well.
3. Their brochure must:
  - a. provide information about the health benefits of carbohydrates and the importance of having energy from the start of the day (breakfast).
  - b. provide tips for selecting Go foods that are not just energy-giving, but have added nutrients as well.
  - c. convince people to eat start each day with a proper breakfast and choose nutrient-rich energy-containing snacks throughout the day.
4. They can use their notes from the previous lessons to come up with compelling reasons for eating nutrient-rich Go foods rather than just energy-giving ones, and for starting each day with a proper breakfast. For instance, they can point out the health benefits of vitamin-enriched Go foods or snacks, connecting this lesson with their prior knowledge on essential vitamins and nutrients from previous lessons.
5. Ask some groups to share their brochures and demonstrate how they would use it to try and convince someone to choose nutrient-rich Go foods snacks.



## GO FOODS POLL – PART 1



5 Mins.

Before dismissing the class, tell the students that each group will again conduct a survey among their friends, family members and others in their community.

1. They must ask at least ten individuals the following questions:
  - a. What snacks have you eaten in the past week?
  - b. Do you eat breakfast everyday? If not everyday, how many times a week do you skip breakfast?
2. Each group must record their interviewees' responses to the survey. They should tally:
  - a. the top 10 snack choices of their interviewees given for question (a).
  - b. the number of people who said they DO skip breakfast, versus the number of people who said they DON'T.
  - c. the average number of times that their interviewees skip breakfast in a week.
3. After asking the survey questions, each group must show their brochure to their interviewee and share the information in the brochure. (If possible, they should also take pictures for documentation purposes. Instruct the students to print out and keep these pictures, as they will be included in the culminating activity.)
4. Students should bring the results of this survey to class the following session.

## Lesson 3

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## GO FOODS POLL – PART 2

1. Instruct your students to join their group members in their larger grouping (i.e. the groups of seven to eight members). They will once again combine the results from their survey, and present their data using tables and graphs. For example, from among those interviewed, they can present:
  - a. a bar graph or pie chart of the top 10 snack choices given for question (a).
  - b. a pie chart of the number of people who said they DO skip breakfast, versus the number of people who said they DON'T.
  - c. the average number of times that their interviewees skip breakfast in a week.
2. After combining their data and planning out how they will present it, distribute a sheet of *cartolina* and some coloring materials to each group on which to place their tables, graphs, tallies and charts.

## LET'S WRAP THIS UP

Call on some students to share with the rest of the class what struck them the most about the data they collected.

# Lesson 4

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## GO FOODS POLL – PRESENTATION

1. For this session, give the students more time to finish their Go Foods Poll results. When all groups are done, ask the groups to share their results with the rest of the class.
2. Guide them to reflect on the implications of their data. For instance, you may ask them the following:
  - a. Are our friends, family and members of our community more likely to choose nutrient-rich snacks?
  - b. Are they likely to skip breakfast in the morning?
3. Remind the students that at the end of the program, they will review all their data to come up with a campaign to convince more people to develop healthier eating habits. In order for their campaign to be persuasive, it should be based on the data that they gather in the past two weeks and in the remaining weeks of the program.