

GO FOODS

LEARNING OBJECTIVES

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

- discuss the health benefits derived from Go foods.
- discuss fallacies associated with Go foods.

MATERIALS

Lesson 1

- pad paper
- video: **Module 4 Go Foods**
- file: **GR09_M04_Lesson 1 Powerpoint**

Lesson 2

- pad paper

Lesson 3

- bond paper (ten sheets per group)
- coloring materials
- file: **GR09_M04_Lesson 3 Powerpoint**

Lesson 4

- flyers (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 and powerpoints 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 to meet the demands of our more active lifestyles.
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. One way to make good nutritional decisions is to be aware of fallacies related to Go foods. For example:
 - a. Fact or Myth: Hard candy is more likely to cause tooth decay than sticky dried fruit.
 - i. Answer: Myth
 - ii. Explanation: Bacteria in the mouth break down carbohydrates, producing acids that erode the outer covering of teeth. Sticky food that stays on the teeth for a prolonged period yields more acids, because the bacteria has more access to break down the carbohydrates, compared to food that is readily cleared from the mouth. For that reason, sugar in hard candy is less likely to cause tooth decay than sugar in sticky dried fruit. For healthy teeth, both good eating habits and dental hygiene are essential.
 - b. Fact or Myth: To be healthy, all fats must be eliminated from the diet.
 - i. Answer: Myth
 - ii. Explanation: Fats should be limited in one's diet to reduce calories, however, not all fats

should be eliminated. Essential fats are omega-3 and omega-6 fats. Omega-3 fats help in keeping the heart healthy and is required for brain development in infants and toddlers. Omega-3 fats can be found in fatty fish (e.g. milkfish, sardines, salmon, tuna), soybean oil, canola oil and walnuts. Omega-6 fats are also needed for growth and can be found in corn oil, sunflower oil and chicken fat.

- c. **Fact or Myth:** Starchy foods, such as rice and bread, are fattening.
 - i. **Answer:** Myth
 - ii. **Explanation:** No single food is fattening. Evidence strongly suggests that dietary and activity patterns are the primary causes of obesity. What causes weight gain is consuming more calories than what is required, coupled by low physical activity.
- d. **Fact or Myth:** Whole grain is different from multi-grain.
 - i. **Answer:** Fact
 - ii. **Explanation:** The term 'whole grain' means that all parts of the grain – the bran, endosperm and germ – are intact in that food item. 'Multi-grain' is not synonymous to whole grain; the term only denotes that the food item contains different types of grain, but may not necessarily be 'whole grain.' Whole grain is beneficial to health due to the combination of all its edible components.

Lesson 1



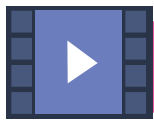
LET'S GET STARTED



15 mins

Announce the top three groups from the previous lesson – if you have not done so – before proceeding with the lesson.

1. Inform the class that you will again be reviewing some concepts from lessons in previous years, this time about Go foods. Tell them that their answers to the first activity will not be graded and that this exercise is meant only to check what they can recall.
2. Instruct your students to take out a sheet of pad paper and to divide the paper into three columns. At the back of the page, ask them to create three columns with the following headings:
 - a. What I Know
 - b. What I Recalled
 - c. What I Learned
3. In the first column, have them list down as many facts as they can about Go foods. Ask them to also include what they know about the importance of protein and amino acids on adolescent health and development.
4. After giving them a few minutes to write items in the first column, tell them that they will watch a video and listen to a lecture, and their task is to compare what they already know (items in column 1) with the facts and concepts that they will encounter in the video and lecture.



WATCH & LEARN



15 mins

1. Before playing the video for this lesson, **Module 4 Go Foods**, instruct the students to do the following while they watch:
 - a. In column 2, list down facts and concepts that they already knew but remembered with the help of the video or the lecture. (These are facts and concepts that are not new to them, but forgot to include in column 1.)
 - b. In column 3, list down facts and concepts that they are **LEARNING FOR THE FIRST TIME**. (These are facts and concepts that they don't recall ever hearing about before.)
2. After watching the video, give students a few minutes to compare their answers with their seatmates' answers. They should look for facts and concepts in their seatmates' lists that they were not able to include in columns 2 and 3. They can add those facts and concepts to their own paper under columns 2 and 3.

NOTE TO TEACHER

Note to Teacher: Some students may find it difficult to capture all the important points in a video just by watching it once. Each time your class watches a video, allow your students to compare notes to help each other identify points that they missed and add these points to their own notes.



LISTEN & LEARN



15 mins

1. You will need Part 1 of the file **GR09_M04_Lesson 1 Powerpoint** for this part of the 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 presentation stresses the need to select Go foods that are not just energy-giving, but contain vitamins, minerals and fiber as well.
3. Similarly, have your students list down facts and concepts that they already knew in column 2, and those that they are **LEARNING FOR THE FIRST TIME** in column 3. Give them a few minutes to compare their answers with their seatmates' answers to identify more facts and concepts that can be added.
4. Collect each student's output and review each after class. You may use this as a way of assessing which of your students have a thorough understanding of the basic concepts related to Go foods and adolescent health, and which only have a surface understanding.

FACT OR MYTH



15 mins

1. Use Part 2 of the file **GR09_M04_Lesson 1 Powerpoint** for the remainder of the lesson. The powerpoint contains some statements, and your students must judge whether the statement is a fact or a myth.
2. If they think the statement is a **FACT**, they should wave their right hand. If they think that the statement is a **MYTH**, they should wave their left hand. (You may use other actions, such as standing versus sitting or moving to opposite sides of the room, to energize your students if needed.)

3. The slides contain these statements:
 - a. Hard candy is more likely to cause tooth decay than sticky dried fruit. (*answer: myth*)
 - b. To be healthy, we should eliminate all fats from our diet. (*answer: myth*)
 - c. Starchy foods, such as rice and bread, are fattening. (*answer: myth*)
 - d. Whole grain is different from multi-grain. (*answer: fact*)
4. Discuss the correct answers to each statement as well as the explanations. The explanations are found at the bottom of the slide as well as in Key Points (at the beginning of this document).
5. After your discussion, ask the students to think about and share their answers to the following questions:
 - a. If you ask your friends in other grade levels, family members and members of our community to state whether these statements are fact or myth, which statements do you think most people would get wrong? Why do you think so?
 - b. What were you thinking about as you tried to decide whether the statements were facts or myths?
 - c. When you are not sure, how do you decide whether something may be true or not?
6. Tell the students that they will again conduct a simple investigation throughout the week, similar to what they did in Modules 1, 2 and 3. This time, they will use the statements that you just read (number 3).
7. Throughout the week, each student must again interview five people to ask whether they think the statements are FACT or MYTH. They must count how many said FACT and how many said MYTH for each statement. They should also keep track of how many replied “DO NOT KNOW.”
8. Instruct each student to make sure they bring their own tally for the next session.

Lesson 2

TEST ME!



25 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 10-point quiz about Go foods. Their quiz can include any fact or concept that they recall from the previous lesson. They may refer to their notes from the previous session.
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 quizzes to the student who created it. Each student will now check the answers of their classmates.
7. Collect and review each paper to again assess which students may need additional support with the basic principles or if any students have misconceptions about the lesson.
8. Return these papers to their owners before Module 5, as students will be referring to these for their culminating project. They should keep these papers in their Health portfolio.

FACT OR MYTH



35 mins

1. Instruct the students to return to their groups from the previous module. They will again combine their results from the Fact or Myth assignment by adding the total number of respondents that answered Fact, Myth, or “DO NOT KNOW” for each statement.
2. Ask one representative from each group to go to the board and write down the combined results for their group:

	Number who answered FACT	Number who answered MYTH	Number who answered DO NOT KNOW
Statement 1			
Statement 2			
Statement 3			
Statement 4			

3. After all the representatives have written their results on the board, merge the results further by adding ALL the numbers reported by each group for each statement.
4. Discuss the explanations for each statement. These can be found in Key Points (at the beginning of this document).
5. Ask your students to reflect on these statements and the results of their survey by discussing the following. They should take down notes of their responses to each question, as these notes will be helpful for the following session.
 - a. Which statements had the most incorrect responses among the group’s respondents?
 - b. Which statements were commonly assumed to be true when, in fact, they were myths? Why do you think those respondents assumed the statements were true?
 - c. Which of the statements got the most “DO NOT KNOW” responses?
 - d. If we were to educate our friends, family members and the members of our community about these myths, what would we tell them?

Lesson 3



LET'S GET STARTED



10 mins

1. Instruct your students to join their groups (of seven to eight members) from the previous lesson.
2. Ask them to think about the concepts that you have been discussing in the past weeks, and to identify thoughts or ideas related to Glow and Grow foods that have changed since the beginning of the program.
3. Call on one or two people per group to complete these phrases:

“Before, I used to think that...
But now, I know that....”

FACT OR MYTH FLYERS



50 mins

1. Distribute ten sheets of bond paper and some coloring materials to each group.
2. Tell the students that they will make “Fact or Myth” flyers about the myths discussed in the previous class. All groups will create flyers that discuss the statements presented in the previous session:
 - a. Hard candy is more likely to cause tooth decay than sticky dried fruit. (*answer: myth*)
 - b. To be healthy, we should eliminate all fats from our diet. (*answer: myth*)
 - c. Starchy foods, such as rice and bread, are fattening. (*answer: myth*)
 - d. Whole grain is different from multi-grain. (*answer: fact*)
3. Through their flyers, the group must educate others about these common fallacies and provide accurate explanations behind these erroneous assumptions. You can use the file **GR09_M04_Lesson 3 Powerpoint** to review the statements and the explanation for each.

Lesson 4

Give students more time to work on their flyers, if needed. When all groups are done, ask each group to share their output with the rest of the class.

Before the session ends, announce the top three outputs and their corresponding points. You may also announce the winners at the start of the next session if you need more time to decide on the top three outputs, or if you want to involve other teachers in selecting the best output.