

# GO FOODS

## LEARNING OBJECTIVES

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

- demonstrate a thorough understanding of the benefits of eating a variety of Go foods with added nutrients.
- advocate for healthier eating habits within the community by encouraging others to eat a variety of Go foods with added nutrients.

## MATERIALS

### Lesson 1

- pad paper
- video: **Module 4 Go Foods**
- file: **GR10\_MO4\_Lesson 1 Powerpoint**

### Lesson 2

- manila paper
- scissors
- coloring materials
- magazines
- colored paper and other art materials that can form a scrapbook

### Lesson 4

- materials chosen by 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 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 mainly 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. Too little intake of energy-containing foods over an extended period of time leads to undernutrition.
  - a. One sign of undernutrition is being underweight.
  - b. Undernutrition also leads to stunted growth, delayed development, and proneness to infection.
6. On the other hand, too much intake of energy-containing foods over a long period leads to overnutrition.
  - a. One sign of overnutrition is being overweight.
  - b. Individuals who are overweight have a 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. Encourage others to eat the right proportions of carbohydrate sources that also provide fiber, vitamins, and minerals.

## Lesson 1



### LET'S GET STARTED



10 mins

1. Students will be asked to recall what they already know about Go foods from previous year's lessons. Inform them that their answers to this 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 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 choosing nutrient-rich Go foods 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.

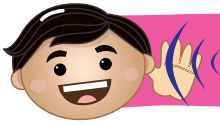


### WATCH & LEARN



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.



## LISTEN & LEARN



15 mins

1. You will use the file **GR10\_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 provides tips for selecting nutrient-rich Go foods, and discusses the effects of too little or too much intake of energy-giving foods without the appropriate, corresponding level of exercise.
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 concepts related to Go foods and adolescent health, and which only have a surface understanding.

## NUTRITION FOR TODAY'S YOUTH – PART 1



20 mins

1. Tell the class that they will conduct another data gathering activity over the week. Each group must identify an adolescent or young adult in their community who fits the following descriptions:
  - a. a working student
  - b. a young parent
  - c. a young full-time employee whose job entails heavy labor or long hours of work
2. Before the next class session, they must conduct an in-depth interview with this person, and familiarize themselves with that person's lifestyle by asking about:
  - a. the person's daily schedule
  - b. the challenges that he or she faces each day, particularly those that impact his or her physical health and well-being
  - c. his or her diet and nutrition habits
  - d. what this person does to take care of his or her health
3. If possible, have your students do an audio or video recording of their interview to use for presentations later on. Make sure, however, that they first get the consent of their interviewee before doing any video or voice recording. If your students do not have devices for audio or video recording, they must write down detailed notes of their interviewees' responses.
4. In the remaining class time, let the students come up with a list of interview questions that will help them get the information they need. Go around each group to ensure that they are crafting effective questions.



Before dismissing the class, ask each group to bring the following to the next session:

- manila paper
- scissors
- coloring materials
- magazines
- colored paper and other art materials that can form a scrapbook

## Lesson 2

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### LET'S GET STARTED



20 mins

1. Instruct the students to return to their groupings from the previous module.
2. Ask them to discuss their thoughts about the person they interviewed. You may guide their discussion with the following questions:
  - a. What struck you the most about this person's lifestyle and day-to-day activities?
  - b. What can you say about the quality of this person's diet and nutrition, in relation to the demands of his or her day-to-day activities?
  - c. Based on what you know about the functions of nutrients, as well as the signs and symptoms of malnutrition, what nutrition advice would you give this person in order to help him or her cope with the demands of day-to-day activities?

## NUTRITION FOR TODAY'S YOUTH – PART 2



40 mins

1. Inform your students that they will use the remaining class time to produce two outputs:
  - a. a collage on manila paper that illustrates their interviewee's day-to-day activities, health and nutrition habits, and nutritional needs. They will use this collage to describe their interviewee to the rest of the class.
  - b. a "scrapbook" containing a meal plan good for one week that includes ideal meals for their interviewee.
2. Explain to the class that their meal plans should include food items that contain vitamins, minerals and nutrients that meet the nutritional needs of their interviewees, based on what they know about the interviewee's day-to-day activities and nutritional habits.
3. For example, if their interviewee does work that requires frequent field work and exposure to many people, they will need food that will help to keep their immune system strong. One possible dish is a fruit salad that contains mango, papaya, pineapple and melon, all rich in vitamin C.
4. They will use the entire period to prepare their collage and scrapbook. Each group will present their outputs in the succeeding session.
5. Emphasize that each group should be able to provide a rationale for the dishes they included in their meal plan.

## Lesson 3

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The entire session will be used for group presentations. Encourage the class to ask questions of each presenting group to further understand their rationale for their meal plans. The class should also critique their meal choices and provide suggestions for improvement.

Before dismissing the class, have each group place their finished products in their group's box. You may look through their boxes after class to assess each group's outputs.

Inform the class that in the following session, they will resume making campaign materials and merchandise related to Go foods. They should bring various art materials.

# Lesson 4

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## CAMPAIGN FOR GO

1. Instruct your students to join their groups and use the period to create more campaign materials and merchandise, this time related to Go foods.
2. They should again refer to the notes of their data gathering from Module 1, and look at their interviewees' responses that are related to Go foods. Ask them the following questions, which may help them identify key messages for their campaign materials and merchandise:
  - a. What are the common / typical responses of your interviewees when asked what they know about Go foods?
  - b. What concepts did your interviewees appear to lack knowledge about? What concepts do they need more information on?
  - c. Describe their eating habits when it comes to proteins. Are they following proper nutrition guidelines?
  - d. What can we say to convince our community members to improve the quality and quantity of Go foods in their diet?
3. Remind the class that their materials and merchandise should increase their community's knowledge on Go foods while addressing misconceptions and nutrition habits that need to be changed.



Before dismissing the class, allow some groups to share what they have produced. At the end of the session, each group may place their finished products in their group's box. You may look through their boxes after class to assess each group's outputs.