

GO FOODS

LEARNING OBJECTIVES

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

- recall the health benefits derived from nutritious Go foods.
- describe the consequences of eating too much or not enough carbohydrates.

MATERIALS

Lesson 1

- video: **Module 4 Go Foods**
- file: **GR03_M04_Lesson 1 Powerpoint**
- file: **GR03_M04_Lesson 1 Worksheet**

Lesson 2

- Go Chart (homework from previous week)
- file: **GR03_M04_Lesson 2 Powerpoint**
- bond paper (one sheet per student)
- coloring materials

Lesson 3

- file: **GR03_M04_Lesson 3 Powerpoint**
- 1/2 *cartolina* (cut lengthwise; one sheet per group of five or six students)
- coloring materials

Lesson 4

- storyboards (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 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. 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. If we lack Go foods, our body will not have the energy it needs to perform everyday activities, like walking, running, playing, studying or even staying focused in class.
6. On the other hand, if we eat too much Go foods, we need to make sure that we exercise so that we do not gain too much weight.

Lesson 1

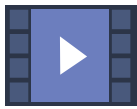


LET'S GET STARTED



15 Mins.

1. Tell them that 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
 - b. tomato
 - c. *kamote*
 - d. chicken
 - e. pancit
 - f. *mais*
 - g. apple
 - h. fish
 - i. pasta
 - j. *talong*
 - k. cereal
 - l. banana
 - m. pineapple
 - n. pork
 - o. *suman*
 - p. *malunggay*
2. After this warm up activity, review the previous weeks' lessons by asking the students what happens when they do not eat a variety of Glow foods and Grow foods. Ask them if they remember the signs that show someone is not eating enough Grow foods of sufficient variety. Make sure they offer the following descriptions:
 - a. Glow foods
 - i. We may get tired easily.
 - ii. We may catch colds and cough easily.
 - iii. Our skin and nails may look pale.
 - iv. We might have trouble concentrating in school.
 - v. We might have trouble moving our bowels.
 - vi. We might have poor eyesight.
 - b. Grow foods
 - i. Our muscles may be weak.
 - ii. Our wounds might take longer to heal.
 - iii. Our hair and nails may become brittle.
 - iv. Our growth may be stunted.
3. Tell the students, "We've already talked about Glow foods and Grow foods. What do you think we will learn about these next few weeks?" After they give out the correct answer, instruct the students to settle down in their seats for a video presentation.

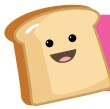


WATCH & LEARN



20 Mins.

1. Play the video for this lesson, **Module 4 Go Foods**.
2. After watching the video, ask your students to answer the following questions:
 - a. What will happen if we do not get enough Go foods? (*answer: We will not have enough energy.*)
 - a. Are all Go foods the same? (*answer: No. Many Go foods provide energy but different kinds of Go foods contain different nutrients. We should eat different kinds of Go foods so that our bodies get more nutrients.*)
2. Show your students the images in **GR03_M04_Lesson 1 Powerpoint**. This powerpoint shows pairs of Go foods and identifies the more nutritious choice in each pair. 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.



GO CHART



5 Mins.

Before dismissing the class, distribute the Go Chart with file name **GR03_M04_Lesson 1 Worksheet**. Tell them that this Go Chart will help them to see whether they are eating a variety of Go food each week.

Tell the students that they have to draw (and color) all the different Grow foods they ate in the correct row of the chart. They will bring the drawing with them to class the following week. A note is included in the Grow Charts to inform the parents of this requirement.

Lesson 2



LET'S GET STARTED



10 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



15 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 recall their lessons from previous years and 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.

4. The food pairs for this activity are in the file **GR03_M04_Lesson 2 Powerpoint**.
5. Ask the students to return to their seats. Point out to the students 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.
6. End the presentation by showing them the Pinggang Pinoy® visual and reminding them of the proper proportion of Go foods that should go with each meal.

WHAT HAPPENS NEXT?



15 Mins.

1. Remind the students that eating Go foods will give them energy. Ask the students what will happen if they have enough energy every day.
2. Help them identify as many activities that they will be able to do only when they have sufficient energy.
3. Distribute one sheet of bond paper per student and some coloring materials.
4. Instruct the students to illustrate all the activities that they like to do that requires energy.

LET'S WRAP THIS UP

Call on some students to describe their pictures to the rest of the class.

Lesson 3



LET'S GET STARTED



15 Mins.

1. You will need the file **GR03_M04_Lesson 3 Powerpoint** for this lesson.
2. Each slide has three pictures of various Go foods. The students must select the most nutritious Go food among the three.
3. Divide the class into small groups. For the first slide, ask two groups to share their answer and to justify how they came up with their answer. Listen to their explanations before giving out the final answer.
4. Proceed to the next slide and call on two different groups. By listening to their explanation, you will be able to address any misconceptions they may have about Go foods.



GOTTA GO!



25 Mins.

1. Divide the class into groups of five or six students and distribute 1/2 sheet of cartolina (cut lengthwise) per group.
2. Help each group to fold the cartolina into four parts. They will make a storyboard about a child who does not eat nutritious Go food and always runs out of energy. Their storyboard should have four scenes.
3. This time challenge the students to come up with their own scenes for each part of the storyboard.
4. Tell your students to make their storyboards neat and colorful because these will be displayed on a wall where the rest of the school can see them at the end of the program.

LET'S WRAP THIS UP

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

Lesson 4



LET'S GET STARTED

For this final lesson, you will give students time to finish their storyboards. Once done, call on some of the students to share their storyboards with the rest of the class. Encourage them to act out their storyboards.



Before dismissing the class, instruct each student to bring a plastic glass to class for the next lesson. You may include a note in their homework notebook to remind them.