

# GO FOODS

## LEARNING OBJECTIVES

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

- explain the importance of getting energy from various sources of nutrient-rich Go foods.
- describe various signs and symptoms of carbohydrate deficiencies.

## MATERIALS

### Lesson 1

- pad paper and pen
- video: **Module 4 Go Foods**
- 3x5 index card (one per student)
- coloring materials

### Lesson 2

- bond paper (one sheet per group)
- coloring materials
- file: **GR05\_M04\_Lesson 2 Powerpoint**

### Lesson 3

- Pinggang Pinoy Cookbook (from previous module)
- bond paper (5-10 sheets per group)
- coloring materials

### Lesson 4

- Pinggang Pinoy Cookbook

## 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.

# Lesson 1



## LET'S GET STARTED



5 Mins.

Ask some groups to share some of the meal plans that they created in the previous lesson. Have them explain why they chose those recipes to include in the meals they designed.



## LET'S TRY THIS



10 Mins.

1. Ask the students take out a sheet of pad paper.
2. Instruct them to write down at least seven statements regarding Go foods that they remember from their lessons in previous years. These statements can reflect any facts and key principles that they remember related to Go foods.
3. After each student has written down at least seven statements, tell the students to exchange papers. They must go through their classmate's list of Go food statements and identify whether they AGREE or DISAGREE with the statements written. Instruct them to write the words AGREE or DISAGREE after the statement.
4. Ask the students to exchange papers with a third person. The third person must also identify whether they agree or disagree with the first student's statements. They will also write AGREE or DISAGREE after each statement.
5. Instruct the students to return the papers to the original owner. Ask the students to give examples of statements where they did not agree unanimously (i.e. one person disagreed and another person agreed). Ask the rest of the class whether they agree or disagree with the statements, and allow some students to explain their answers until the rest of the class comes to a consensus about those statements.



## WATCH & LEARN



10 Mins.

1. Play the video for this lesson, **Module 4 Go Foods**.
2. After watching the video, ask the students to go back to the statements that they wrote on their papers and add a few more statements that they were able to recall through the video. Call on some students to share their additional statements with the rest of the class.



## GOOD, BETTER, BETTER YET



15 Mins.

1. Distribute one 3x5 index card per student. Ask them to draw their most recent snack. Instruct them to label the item(s) in their drawing.
2. Collect all the cards then re-distribute them in such a way that each student does not end up holding their own card.
3. Instruct the students to break into groups of five members each. Once everyone has found a group, challenge the students to rank their snacks from least nutritious to most nutritious. They must form a line with the person holding the picture of the least nutritious snack at the front of the line.

4. Give them one or two minutes to discuss among themselves how they will line up. Once all groups have formed their line, select some groups who will explain how they arrived at their ranking.
5. Use this exercise to address any misconceptions they may have about gauging the nutritional value of Go foods.



Before dismissing the class, instruct the students to start collecting different recipes that contain Go foods like breads, cereals, corn, pasta, noodles, *kakanin* and *kamote*.

## Lesson 2



### LET'S GET STARTED

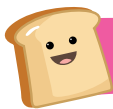


5 Mins.

Help students recall what they learned from the previous lesson by asking them the following questions:

1. What are some tips that you can give a friend to help him or her choose a more nutritious snack?
2. How would you know that one snack is healthier than another?

Allow them to discuss their answers with a seatmate before sharing with the rest of the class. Remind the students that although you've been discussing snacks, Go foods also refer to items like rice, pasta, and noodles that also go with regular meals.



### THE CARBS COMPOSITION



20 Mins.

1. Instruct your students to join their groups from the previous modules. Distribute a sheet of bond paper and some coloring materials.
2. Tell your students that they will create a short essay or composition about the importance of choosing nutrient-rich Go foods over those that simply provide energy. They will write their composition on the sheet of bond paper, and decorate the page. This page will be included in their Pinggang Pinoy® Cookbook.
3. Make sure that each group member has a specific task and that all members are participating. Some students may be responsible for coming up with the text in their essay while the others decorate the page with colorful drawings.
4. Through this activity, you will be able to assess whether your students understand the importance of selecting nutrient-rich Go foods. Collect each group's output at the end of the session and place each output in their respective clearbooks (Pinggang Pinoy® Cookbook).



### LISTEN & LEARN



15 Mins.

1. You will need the file **GR05\_M04\_Lesson 2 Powerpoint** for this lesson.
2. In this presentation, students will learn about undernutrition and overnutrition in relation to Go foods.
3. Instruct the students to listen carefully and take notes of all the information in the powerpoint presentation.

4. After going through all the slides, give students about 10 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 listening to the lecture, which they were able to get from their seatmate.

## NOTE TO TEACHER

Some students may struggle to identify all the important points in a lecture. By allowing them to compare notes, this will help struggling students to identify the key points they missed and ensure that their notes are complete.



Before dismissing the class, remind them to continue collecting different recipes for that contain Go foods like breads, cereals, corn, pasta, noodles, *kakanin* and *kamote*. These will be used in the following class.

## Lesson 3



### PINGGANG PINOY® COOKBOOK

1. Distribute each group's clear book for Pinggang Pinoy® Cookbook.
2. Using the recipes they collected over the past weeks, challenge the students to come up with a full day's meal plan (breakfast, lunch, snack, and dinner) for someone who is underweight and another meal plan for someone who is overweight.
3. On sheets of bond paper, have the students write down and illustrate the recipes included in the meals they create. Once finished, they can add the new pages to their Pinggang Pinoy® Cookbook.

### LET'S WRAP THIS UP

Call on some students to explain their reasons for including the recipes they chose for their Pinggang Pinoy® Cookbook.

## Lesson 4



### LET'S GET STARTED



15 Mins.

1. Ask some students to come to the board and draw the outline of a large Pinggang Pinoy® (i.e. an empty plate) with the proper labels.
2. Ask the other students whether their drawings are all correct. If one of the drawings has an error in proportion or label, ask another student to come to the board to correct the drawing.
3. Once all drawings on the board are correct, call on three other students to fill in the Go food portion with an example of a Go food.
4. Again, ask the other students whether their examples are correct, and if one example is wrong, call on another student to come to the board to correct it.
5. Do the same for Grow foods, Glow foods, and the beverage.



1. Ask some groups to share some of the meal plans that they created in the previous lesson. Have them explain why they chose those recipes to include in the meals they designed.
2. After hearing from some groups, remind the students that aside from addressing under- and over-nutrition through diet:
  - a. Those who are underweight should engage in physical activities to help build strong bones and muscles.
  - b. Those who are overweight should increase physical activity such as sports and active play.
3. In the remaining time, distribute each group's Pinggang Pinoy® Cookbooks. Each group should make sure that their cookbooks are arranged in the correct order:
  - a. cover page
  - b. Cause-and-Effect Comics
  - c. The Rainbow Song followed by recipes for Glow foods
  - d. The Protein Poem followed by recipes for Grow foods
  - e. The Carbs Composition followed by recipes for Go foods
4. Students may use the remaining time enhancing the pages of their cookbooks with more illustrations.