

# GO FOODS

## LEARNING OBJECTIVES

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

- discuss the consequences of inadequate or excess intake of Go foods on adolescent health.
- recall specific portions of Go foods that meet the nutritional requirements of adolescents.

## MATERIALS

### Lesson 1

- Symptom Tracker (from previous lesson)
- *cartolina*
- colored markers

### Lesson 2

- pad paper
- video: **Module 4 Go Foods**
- file: **GR08\_M04\_Lesson 2 Powerpoint**

### Lesson 3 and 4

- art materials to form a scrapbook (per group)

## 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 and fats 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 and obese 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. The following can guide adolescents on the proper portion of Go food to eat with each meal:

- a. Males: 2 cups of cooked rice; 8 pieces of small pandesal; 8 slices of small loaf bread; 2 cups of cooked noodles; or 2 medium pieces of root crop (e.g. *kamote*)
- b. Females: 1.5 cups of cooked rice; 6 pieces of small pandesal; 6 slices of small loaf bread; 1.5 cups of cooked noodles; or 1.5 medium pieces of root crop

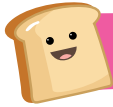
# Lesson 1

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## LET'S GET STARTED

Announce the top three groups from the previous lesson and review the class's tally of points - if you have not done so - before proceeding with the lesson.



## SYMPTOM TRACKER - PART 3



15 Mins.

1. Instruct your students to return to their regular groupings. Distribute each group's manila paper from the previous two modules.
2. Also distribute one large sheet of *cartolina* and some markers.
3. Throughout this session, have each group transfer the information they drafted on the manila paper, and recreate their Symptom Tracker on the *cartolina*.
4. Inform the group that these charts will be displayed as part of their culminating activity, so they should make their charts as neat and attractive as possible.
5. When all groups are done, post the *cartolina* temporarily on the classroom walls, and discuss the following with your students:
  - a. Which foods are associated with many different signs and symptoms?
  - b. Which signs and symptoms are associated with more than one food group?
  - c. Which foods will you increase in your diet?

# Lesson 2

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## LET'S GET STARTED



15 Mins.

1. Ask the students to bring out a sheet of pad paper. Ask them to create three columns with the following headings:
  - a. What I Know
  - b. What I Recalled
  - c. What I Learned
2. 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 Go foods on adolescent health and development.
3. 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.

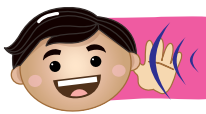


## WATCH & LEARN



15 Mins.

1. Before playing the video for this lesson, **Module 4 Go Foods**, inform them that their task is the same as what they did in previous modules:
  - 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.)
3. 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 need the file **GR08\_M04\_Lesson 2 Powerpoint** for the remainder of 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 presentation reviews the concept of choosing nutrient-rich Go foods over those that only provide energy.
3. This presentation also discusses the effects of too little or too much intake of energy-containing foods over an extended period of time, without the appropriate corresponding amount of physical activity.
4. 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.



## WHAT DO I KNOW?



15 Mins.

1. Instruct your students to go back to the information that they were able to recall on their own, before they listened to the video and the lecture. Ask them the following questions and allow them to share their thoughts with their seatmate:
  - a. Were you able to recall all the important, basic principles?
  - b. Why do you think you were able to remember this information on your own?
  - c. Have you been able to apply this knowledge to your day-to-day eating habits?
2. After giving students time to discuss, ask them to now reflect on the information that they were not able to recall on their own. Ask them the following questions and allow them to share their thoughts with their seatmate:
  - a. Which of this information is relevant to you, and will be easy for you to remember from this point onwards?
  - b. Which of this information can you start applying to your day-to-day eating habits?
  - c. Which of this information is important for other people to know about as well?
3. Collect each student's output and review each after class. You may use this to assess 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. You will return these papers in the following session.



Before dismissing the class, inform your students that in the next session, each group will work on their fourth and final scrapbook. Each group should again bring scissors, coloring materials, magazines, colored paper and other art materials.

## Lesson 3

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### GO FOODS SCRAPBOOK – PART 1

1. Instruct the class to return to their groupings from the previous lesson and to bring their art materials with them.
2. Their task for the day is to design a scrapbook that summarizes all the facts and concepts discussed in the previous two sessions.
3. Their scrapbook can contain photos, drawings, symbols, stickers and other artistic elements. With these artistic elements, they should include essays, quotes, slogans, poems or song lyrics that deliver the messages they want to convey.
4. Their scrapbook must:
  - communicate the importance of choosing nutrient-rich Go foods over ones that just provide energy.
  - discuss the proper portions of Go food that adolescents should eat with each meal, along with the consequences of too little or too much intake of energy-containing foods, over an extended period of time, without the appropriate corresponding amount of physical activity.
  - present the information in such a way that it is easy to understand.

## Lesson 4

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### GO FOODS SCRAPBOOK – PART 2

Give each group more time to complete their scrapbook. Before the end of the session, have each group present their output.

After all the presentations, 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.