

# GO FOODS

## LEARNING OBJECTIVES

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

- explain the importance of Go foods on adolescent health and development.
- describe specific portions of Go foods that meet the nutritional requirements of adolescents.

## MATERIALS

### Lesson 1

- video: **Module 4 Go Foods**
- file: **GR07\_M04\_Lesson 1 Powerpoint**
- Meal Tracker

### Lesson 2

- Meal Trackers (from previous sessions)
- S.M.A.R.T. Goals (from previous session)
- coloring materials

### Lesson 3

- S.M.A.R.T. Goals (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 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. The energy found in food is called "calories". Calories give our bodies the energy to fuel activities. The more active we are, the more calories we need. The main source of calories in our diet comes from Go foods.
3. Weight management is actually managing the amount of calories we take in and the amount of calories we use up (or "burn") through day-to-day activities and exercise. If your calorie intake is consistently higher than the calories you burn (i.e. you are not very active) you will tend to gain weight. On the other hand, if your calorie intake is consistently lower than the calories you burn (i.e. you are very active) you will tend to lose weight.
4. 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*.
5. 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.

6. 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.
- b. We can eat white rice or brown rice during meals, but brown rice contains more fiber, which helps us to feel full. Fiber helps in regular bowel movement.
- c. We should also go for whole grain products such as oatmeal and corn on the cob which contain fiber, vitamins and minerals.

7. Adolescents should aim to eat the following proportions 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



## LET'S GET STARTED



20 Mins.

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.

Use this warm-up game to check what your students recall from previous lessons about Glow and Grow foods.



## WATCH & LEARN



20 Mins.

1. You will need the video **Module 4 Go Foods** for this lesson. Before playing the video, ask the students to think of the answers to the following questions as they watch. They may take note of their answers in their Health notebook:
  - a. Why do adolescents need Go foods? (*possible answer: The period of adolescence is a period of rapid growth, particularly in height and body mass. Protein is needed to support that rapid growth.*)
  - b. What is the difference between nutrient-rich food and energy-dense food? How will we be able to tell the difference?
2. After watching the video, give students a few 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.
3. Call on some students to share some of the key points that they missed while watching the video, which they were able to get from their seatmate.

### 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



20 Mins.

1. Use the file **GR07\_M04\_Lesson 1 Powerpoint** for the remainder of this lesson.
2. This presentation talks about Go foods in relation to calories, weight management, and the portions of Go foods that adolescents should aim to eat with each meal.
3. Instruct your students to again take notes. After the lecture, give students 3-4 minutes to compare their notes with their seatmates' notes to look for key points they may have missed.
4. Tell them to study their notes for the next few days. They will refer to these notes again in Lessons 3 and 4.



Before dismissing the class, instruct the students to take out another Meal Tracker from their Health Portfolio. They should label this sheet Week 4 and resume tracking their meals throughout the week. For this upcoming week, however, instruct your students to track their breakfast every day and to list down the snacks they ate throughout the week.

## Lesson 2

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### LET'S GET STARTED



20 Mins.

1. Instruct your students to bring out their Meal Trackers for Weeks 1, 2, 3 and 4. Have them exchange trackers with the person beside them.
2. Ask the students to evaluate the Grow foods eaten by the person whose Meal Trackers they are holding. Ask them, "Has there been a steady improvement in the quantity and variety of Grow foods this person consumed?" Through a show of hands, quickly survey whether more people answer "yes" to this question than "no".
3. Next, ask your students to evaluate the Go foods eaten by the person whose Meal Tracker they are holding. Ask them to discuss the following among themselves:
  - a. Does each meal include the recommended portions of Go foods, as stated in the powerpoint presentation shown in the last lesson.
  - b. Did the student eat a proper breakfast all throughout the week?
  - c. How would you assess the quality of snacks that the student chose throughout the week?
4. After giving them time to share their thoughts with their seatmates, call on a few students to share their answers with the rest of the class.
5. Instruct the students to take out their Glow and Grow Goals from their Health Portfolio. Tell them to study their notes for the next few days. They will refer to these notes again in Lessons 3 and 4.



### GO GOALS



20 Mins.

1. They will again come up with a S.M.A.R.T. goal for improving their Go food intake.
2. They can practice writing their goal on a scratch sheet of paper. Allow the students to help each other come up with Go Goals.
3. Once they are sure their goal fits the S.M.A.R.T. criteria, they can write down that goal in the third quadrant of their bond paper and illustrate it.
4. Ask some students to share their goals with the rest of the class. As they share, invite the class to provide suggestions that will help the student achieve their goal.



Before dismissing the class, instruct the students to place their bond paper with the Glow, Grow and Go Goals in their Health Portfolio. They must aim to achieve their goals throughout the week. Tell your students that, in the next session, they will be asked to report how well they achieved their goals.

## Lesson 3

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### LET'S GET STARTED



15 Mins.

1. Instruct your students to bring out their Go Goals from the previous session. Have them discuss the following with their seatmate:
  - a. Were you able to achieve your Go Goal from last week?
  - b. If yes, how did you do it?
  - c. If no, what factors made it difficult for you to achieve your goals?
3. Give your students a few minutes to reflect on those questions. Again, challenge them to assess whether the factors that made it difficult for them to achieve their goals were within or outside their control.
4. After giving your students a few minutes to reflect on those questions, instruct your students to go back to their groupings from the previous session.



### GO ADS - PART 1



45 Mins.

1. Challenge your students to come up with ways to convince a fellow adolescent to improve their eating habits when it comes to eating carbohydrates. They can choose from any of these outputs:
  - a. a 10-minute skit with a script, costumes, and props
  - b. a 3- to 5-minute video documentary that they will create throughout the week and present in school
  - c. a scrapbook with pictures and illustrated short essays
2. Their output or presentation must:
  - a. provide information about the health benefits of Go foods on adolescent growth and development.
  - b. provide persuasive information about the importance of eating breakfast every day and selecting nutrient-rich snacks over ones that are just energy-dense.
  - c. explain the importance of managing their calorie intake versus the calories they burn.
3. Explain to the class how you will grade their output (see Rubrics for group presentations). Allow each group to discuss and plan for this requirement for the remainder of the session.

### LET'S WRAP THIS UP

Call on some students to share their answer to this question, "How can we achieve the health goals we set for ourselves?"

## Lesson 4

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### GO ADS - PART 2

Each group will present their output during this session. After all the presentations, announce the top three outputs and review the class's tally of 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.



Before dismissing the class, instruct the students to count the number of glasses of water that they drink everyday for the next seven days. They can keep a tally in their Health notebook.