


附表1 指導案「The food plate and healthy eating」

| Theme                  | The food plate and healthy eating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                        |                                                                                                                                                                                    |                                                                             |
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| Objectives             | <ul style="list-style-type: none"> <li>• learn the meaning and the function of 3G</li> <li>• divide foods into 3 groups</li> <li>• understand the importance of choosing from all food groups</li> </ul>                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                        | Teacher                                                                                                                                                                            | T1: Class teacher<br>T2: 1 Dietitian student<br>(sub:2 Dietitian students ) |
| Teacher's activity     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Student's activity                                                                                                                                                                                                                                     | teaching materials                                                                                                                                                                 |                                                                             |
| Introduction<br>5min   | T1: Introduce ourselves<br><br>T2: Show the food plate<br>“What’s this?”                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <div style="border: 1px dashed black; padding: 5px; display: inline-block;">The food plate and healthy eating</div><br><br>“It’s the food plate.”<br>(piggang pinoy)                                                                                   | 3G foods panel                                                                                                                                                                     |                                                                             |
| Main activity<br>20min | T2: Show the 3G foods card<br><br>“Please tell us about the function of 3G foods that you know.”<br><br>GO: rice, bread, pasta, potatoes<br>“energy giving”<br><br>GROW: Chicken, fish, egg<br>“body building”<br><br>GLOW:<br>Vegetables: kamunggay, tomatoes, eggplants, pumpkin<br>fruits : mango, banana, watermelon<br>“body regulating”<br><br>T2: Review about this class using the teaching materials.<br>(3G’s function, 3G foods and the food plate)<br><br>“What is the function of these food group?”<br><br>“What group is this?” | Say about the function of 3G foods that student know.<br><br>“GO foods give me energy.”<br><br>“GROW foods build my body.”<br><br>“GLOW foods regulate my body.”<br><br>“energy giving” “body building”<br>“body regulating”<br><br>“GO” “GROW” “GLOW” | 3G foods card<br><br>illustration of characters<br><br><br><br>scrolled material<br>(3G foods) |                                                                             |
| Closing<br>15min       | T1: Have students write on the work sheet about the function of 3G and 3G foods.<br><br>T1: Have students write their thoughts and questions.                                                                                                                                                                                                                                                                                                                                                                                                  | Write on the work sheet<br><br>Student say their reflection aloud                                                                                                                                                                                      | work sheet                                                                                                                                                                         |                                                                             |