

PINGGANG PINOY®

LEARNING OBJECTIVES

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

- recall what Pinggang Pinoy® is and its components.
- discuss the importance of making each meal a Pinggang Pinoy®.

MATERIALS

Lesson 1

- Pinggang Pinoy visual aid
- file: **GR02_M01_Lesson 1 Powerpoint**

Lesson 2

- each student should bring:
 - 5" x 8" index cards (4 cards per student with the student's name written on the back of each card)
 - glue
 - a picture of bread or rice
 - a picture of cooked chicken, pork, beef or fish (do not choose viands that also have vegetables)
 - a picture of one fruit
 - a picture of one vegetable
- prepare four posters using 1/4 *cartolina* or illustration board containing the following pictures (downloaded from the internet or magazine cut-outs):
 - poster 1: pictures of rice and different types of bread
 - poster 2: cooked fish, chicken, pork, beef (do not choose pictures of viands that also have vegetables)
 - poster 3: pictures of fruits
 - poster 4: pictures of vegetables

Lesson 3

- 15 of the flash cards produced by your students (select 5 Go foods, 5 Grow foods, and 5 Glow foods)
- 4 posters created for Lesson 2
- Pinggang Pinoy visual aid (included in the CD)
- file: **GR02_M01_Lesson 3 Worksheet**
- coloring materials

Lesson 4

- 15 of the flash cards produced by your students (select 5 Go foods, 5 Grow foods, and 5 Glow foods)

NOTE: Use pictures of the fruits, vegetables or breads that are familiar or common to the students.

REMINDERS

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.

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.'



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 powerpoint presentation that accompany this module. The supplementary activities and worksheets further reinforce these key points.

KEY POINTS

1. Pinggang Pinoy® is an easy-to-understand food guide that reminds us of what our meal should look like each day. If we make each meal a Pinggang Pinoy® we will get the energy and nutrients our bodies need to be healthy.
2. A healthy meal consists of Go foods, Grow foods, and Glow foods, which should be eaten with a glass of water and/or a nutritious beverage like milk.
 - a. Go foods have carbohydrates that give us energy to run, jump and play. Examples of Go foods are bread, rice and *kamote*.
 - b. Grow foods have protein that help our bodies grow big and strong. Examples of Grow foods are chicken, pork, beef, fish, seeds and nuts.
 - c. Glow foods have vitamins and minerals that help make skin, eyes, and hair healthy, and helps the body prevent colds and cough. Vegetables and fruits are examples of this food group.
3. Just follow the Pinggang Pinoy® guide to know how much Go, Grow and Glow foods you should eat with each meal.
 - a. Almost half of your plate should contain Glow foods, the more colorful, the better.
 - b. Almost one-fourth of your plate should contain Go foods.
 - c. Almost one-fourth of your plate should have Grow foods.
4. Include water or a nutritious beverage with your meal. Children aged 6-9 years old should get more than 6 glasses of water daily.

Lesson 1



LET'S GET STARTED



10 Mins.

1. Show your students the Pinggang Pinoy® visual, using either the posters distributed to your school or the Pinggang Pinoy® visual aid included in this CD.
2. The Pinggang Pinoy® concept should have been introduced to them already in Grade 1. Ask your students if they remember the image and whether they recall what it stands for. Allow some students to share their answers.
3. Remind your students that Pinggang Pinoy® is a picture that reminds us to eat nutritious food in the right proportions at every meal.
4. Remind them that each nutritious meal should always have Go, Grow and Glow foods as well as a glass of water and/or a nutritious beverage. Point out that the Pinggang Pinoy® guide reminds us to:
 - a. always include Glow foods on our plate.
 - b. eat more Glow foods than Go and Grow foods.
 - c. include a nutritious beverage or clean water with each meal.

NOTE TO TEACHER

Throughout the program, be aware that there are some words you may need to define for some students. We cannot assume that they know what these words mean. Examples are:

- nutritious
- vitamins
- minerals
- protein
- carbohydrates
- well-hydrated
- dehydration



LISTEN & LEARN



20 Mins.

1. You will need the file **GR02_M01_Lesson 1 Powerpoint** for 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. Use **Part 1** of the file to explain the function of each food group and examples of foods that belong in that group:
 - a. Go foods give energy to run, jump and play. Examples are bread and rice.
 - b. Grow foods help a child grow big and strong. Examples are chicken, pork, beef or fish.
 - c. Glow foods help make skin, eyes, and hair healthy, and helps the body fight colds and cough. Vegetables and fruits are examples of this food group.
 - d. Children at their age level should drink 6 glasses of water or more everyday.

3. After presenting all the slides in Part 1, ask the students to stand up, and teach the students an action that corresponds to each food group:
 - a. "Go food helps us run fast and jump high." Ask students to run on the spot then jump once.
 - b. "Grow food helps us become stronger and bigger." Ask students to flex their arm muscles, then stretch their arms up high.
 - c. "Glow food makes our skin, hair and eyes healthy, and helps us to not get sick." Ask students to do a "twinkling action" with their fingers around their face.
4. Once the students have mastered these three actions, play "SHOW ME THE ACTION" with your students, which is in **Part 2** of the file. One by one, show the slides in Part 2, and have the students do the action related to the food group shown on each slide.
5. Test your students by showing Part 2 slides in random order, to see how well they remember the related action. Do this until the students have mastered the actions that correspond to each food group.
6. Help students learn more examples of food that belong in each food group using Part 3 of the file. Show each slide and ask students to point to and identify the images that they see.



Before dismissing the class:

Tell your students they need to bring materials for your next lesson. Send a note to their parents to assist them in gathering the following:

- 5" x 8" index cards (4 cards per student with the student's name written on the back of each card)
- glue
- a picture of bread or rice
- a picture of cooked chicken, pork, beef or fish (do not choose viands that also have vegetables)
- a picture of one fruit
- a picture of one vegetable

The pictures they bring should fit on a 5" x 8" index card and can be downloaded from the internet or cut out from a magazine. Each picture should contain only ONE type of food (e.g. a picture should not have both meat and vegetables together).

Dear parents,

For the next few weeks, your children will be learning about nutrition and the importance of eating Go, Glow, and Grow foods. Kindly help your children prepare the following materials:

- 4 index cards (size 5" x 8") with the name of your child written on the back
- glue
- a picture of a piece of bread or a bowl of rice
- a picture of chicken OR pork OR beef OR fish - please do not choose a picture of a viand that also has vegetables. the picture should only have one type of meat or fish or seafood
- a picture of one fruit - please make sure the picture includes only ONE fruit, and not a collection of fruits
- a picture of one vegetable - please make sure the picture includes only ONE vegetable, and not a collection of vegetables

The pictures they bring should fit on a 5" x 8" index card and can be downloaded from the internet or cut out from a magazine. Thank you!

Lesson 2



LET'S GET STARTED



10 Mins.

Ask the students to stand and review the actions that they learned from the previous session:

1. "Go food helps us run fast and jump high." Ask students to run on the spot then jump once.
2. "Grow food helps us become stronger and bigger." Ask students to flex their arm muscles, then stretch their arms up high.
3. "Glow food makes our skin, hair and eyes healthy, and helps us to not get sick." Ask students to do a "twinkling action" with their fingers around their face.

GO, GROW, AND GLOW FLASH CARDS



20 Mins.

1. Tell the students that they will make their own Go, Grow and Glow flash cards. Ask the students to bring out their blank index cards and pictures (as instructed at the end of the last session.)
2. Ask students to hold up one index card with their left hand. Tell them to look at the images they brought, and hold up the picture of a Go food with their right hand. Check to make sure that each student is holding the correct picture, then instruct them to glue the picture to the index card.
3. When all are finished, ask students to hold up the second index card with their left hand. Tell them to now hold up their picture of a Grow food with their right hand. Again, check to make sure that each student is holding the correct picture before allowing him or her to glue it to the card.
4. Do the same with their third index card and their picture of a Glow food.
5. Make sure that each child's name is written at the back of the child's own flash cards.
6. When all the students are done, place your posters at the front of the classroom or on the blackboard ledge. Make sure there is enough space in between posters.

NOTE TO TEACHER

Teachers should be prepared with extra images for students who forgot their assignment or for students who brought pictures that are too large for the index card. If a student brought a picture that has multiple images on it (i.e. meat and vegetables in one picture) you should also replace that picture.

Remind your students to use a little bit of glue. In this activity, the children will pile up their cards, and excess glue will cause cards to stick to each other.

Also, ensure that each student knows the name of the food item pictured on their cards.

I KNOW GO, GROW, GLOW



10 Mins.

1. Call on the first row of students to stand up and bring their flash cards to the front. They are to place their own flash cards in front of the poster that has the same kind of food. Instruct the children to pile their cards neatly in front of the correct poster.



2. Call on the other rows, one at a time, to do the same. When all the children have placed their flash cards in the correct pile, gather each pile separately. Before ending the class, instruct your students to talk to their families about Go, Grow and Glow foods while eating dinner.
3. After class, look at each pile and identify which children placed their flash cards in the wrong pile. This will help you assess which children need additional support in identifying Go, Grow and Glow foods.

Lesson 3



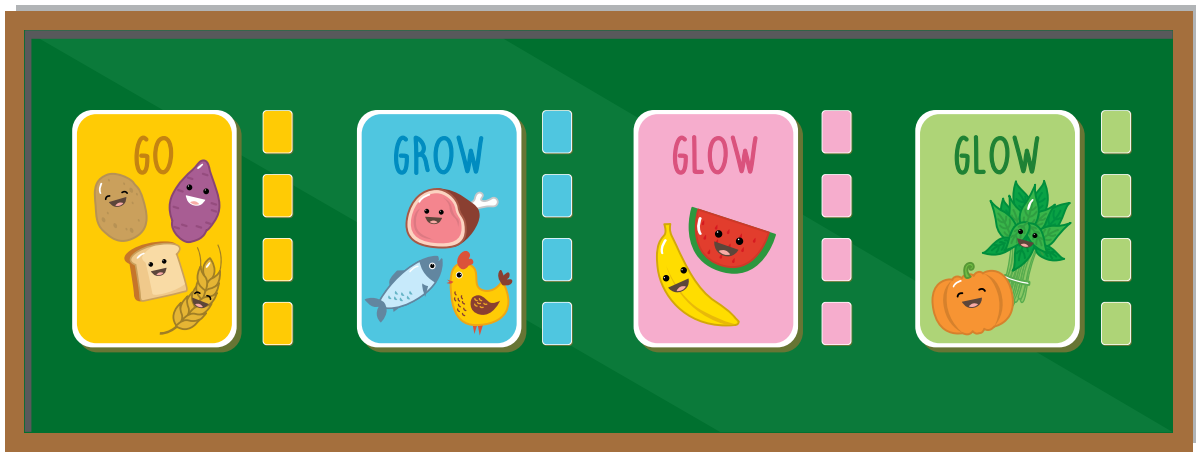
15 Mins.

1. Review the previous week's lesson by reminding the students of the difference between Go, Grow and Glow foods using your posters. Direct your students' attention to the posters on the board, and ask some students to name examples of each type of food.
2. Hold up one of the fifteen cards that you selected. Call on a student to identify whether it is a Go, Grow or Glow food. The child will then tape the card in the correct section of the blackboard.
3. Recall which students placed their flash cards in the wrong pile(s) during the previous session. Call on these students for this activity, and use this as an opportunity to clarify the child's understanding of the different types of food.
4. Go through all the cards, one by one, until all have been placed in the correct section of the blackboard.

NOTE TO TEACHER

Before class begins, select 15 cards from the ones made by the students in the previous class. Stick masking tape to the back of each one and place them on the teacher's desk for the meantime. Place your posters on the blackboard ledge, and write the words Go, Grow and Glow above each.



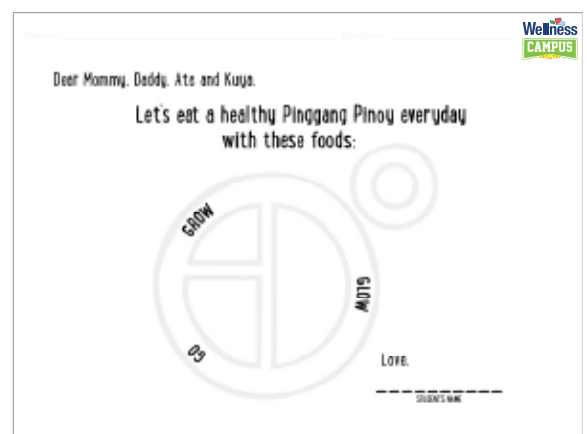


MY PINGGANG PINOY®



25 Mins.

1. Have the students settle back into their seats and show a picture of the Pinggang Pinoy® visual aid. Remind them that this picture is meant to help us remember how much Go, Grow and Glow foods we should eat with each meal:
 - a. Explain to the students, “To be healthy, we need to put this much Go food on our plate.” Point to the area of the plate for Go foods and explain that this part of the plate should have rice or bread.
 - b. Explain, “We also need to have this much Grow food on our plate.” Point to the area for Grow foods and explain that this part of the plate should have chicken, pork, beef or fish.
 - c. Then say, “We need to have this much Glow food on our plate.” Point to the area for Glow foods and explain that this part of the plate should have fruits and vegetables.
 - d. Emphasize to the students that fruits and vegetables should be MORE than the other types of food. Ask which students eat plenty of fruits and vegetables to raise their hand.
 - e. Then say, “Of course we need to drink something when we are eating. What did you drink with your last meal?” Allow students to answer and gently point out the ones that are not nutritious, such as soft drinks. Tell them that the best drinks are clean water and milk.
2. Distribute one copy of the file **GR02_M01_Lesson 3 Worksheet** to each student. Instruct students to write their names at the top of the page.
3. Instruct students to draw or write down examples of Go, Grow, and Glow foods in the correct portion of the plate. Go around the room to make sure that the students are drawing the correct foods.



LET'S WRAP THIS UP

Ask some students to share their drawings in front of the class. Collect their papers at the end of the class. These will be used in the succeeding period.

Lesson 4



LET'S GET STARTED



10 Mins.

Before the class, select 15 flash cards created by the students during Lesson 1 (5 Go foods, 5 Grow foods, and 5 Glow foods).

1. Ask the students to stand up. Review the actions for Go, Grow and Glow foods taught during Lesson 1.
2. Tell the students that you will hold up a card, and they must perform the correct action depending on the type of food on the card. Hold up the cards one by one until you have finished the entire pile.
3. Take note of the students who are still not able to match the correct action with the type of food, and provide additional coaching for these students later in this session.
4. Have students settle back in their seats and bring out their coloring materials. Return the students' papers from the previous session.

TEACHING TIP

By doing the actions before proceeding with your lesson, you give the restless children a chance to move, helping them to be more attentive for the remaining activity.

PINGGANG PINOY® LETTER TO PARENTS



30 Mins.

1. Tell the students that they will share what they know about Pinggang Pinoy® with their family members. They should encourage their family members to serve them a Pinggang Pinoy® everyday.
2. Return their worksheets from the previous lesson.
3. Lead the students in practicing how to tell their parents or caregivers about Pinggang Pinoy®, and how they can ask for healthy food to be served at home. Act out the script below. Feel free to translate this script to whatever dialect your students are more comfortable with:

'Mom, we learned about Go, Grow and Glow foods in school. Go foods (point to Go box) will give me energy to run and jump. Grow foods (point to Grow box) will help me be stronger and bigger. Glow foods (point to the Glow box) will protect me from cough and colds, and give me healthy eyes, skin and hair.'

'I need to eat this much Go foods, this much Grow foods, and this much Glow foods every day. (Teach the child to point to each portion.) Can we eat Go, Grow and Glow foods everyday so that we will all be healthy and strong?'

4. After demonstrating, ask other volunteers to role play this in front of the class.

NOTE TO TEACHER

Please make sure to return each child's complete set of Go, Grow, and Glow flash cards, as they will be used for succeeding lessons.

You may also ask the students to have their Pinggang Pinoy® drawings laminated to form a placemat that they can use all throughout the school year.



Before dismissing the class, return the students' drawings and their flash cards and ask them to place these in their Health Portfolio.