

GLOW FOODS

LEARNING OBJECTIVES

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

- recall examples of Glow foods.
- discuss the benefits of eating fruits and vegetables of different colors.
- promote healthier eating in the family by encouraging family members to regularly eat different-colored fruits and vegetables each day.

MATERIALS

Lesson 1

- fruit and vegetable flash cards made by students in Module 1
- video: **Module 2 Glow Foods**
- file: **GR02_M02_Lesson 1 Worksheet**

Lesson 2

- Glow Chart (homework from previous week)
- file: **GR02_M02_Lesson 2 Powerpoint**
- 5 baskets
- fruits and vegetables (assigned to students)

Lesson 3

- file: **GR02_M02_Lesson 3 Powerpoint**
- fruit and veggie cut-outs (Photocopy the pages in file **GR02_M02_Lesson 3 Visual Aid** and color them according to the guide table described in Lesson 3. Cut these out and place them in one envelope, one set per group. Alternatively, you can ask your students to bring colored pictures of fruits and vegetables that have the colors described in the table.)

Lesson 3 (cont'd)

- two pieces of *cartolina* taped together to make one long rectangle (one rectangle per group)
- coloring materials (one set per group)
- masking tape

Lesson 4

- Pinggang Pinoy visual aid
- file: **GR02_M02_Lesson 4 Powerpoint**
- file: **GR02_M02_Lesson 4 Worksheet**
- coloring materials

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

KEY POINTS

1. Glow foods contain many vitamins and minerals that our bodies need to make our skin, eyes and hair healthy. These vitamins and minerals also help our bodies to prevent sickness, like colds and cough.
2. Fruits and vegetables belong to this food group.
3. We should make our plate as colorful as possible by eating many different colors of fruits and vegetables. This is because different colors have different health benefits.
 - a. RED fruits and vegetables (e.g. apples, tomatoes, watermelons) are good for the heart.
 - b. YELLOW and ORANGE fruits (e.g. pineapples, oranges, mangoes) help prevent sickness.
 - c. YELLOW and ORANGE vegetables (e.g. squash and carrots) is for healthy skin and good eyesight.
 - d. GREEN vegetables (e.g. *malunggay*, *pechay*, and *kangkong*) keeps us alert
 - e. PURPLE/BLUE fruits and vegetables (e.g. eggplant and grapes) also helps fight sickness.
4. We should always encourage each member of our family to fill half of their plate with fruits and vegetables of different colors every day.

Lesson 1



LET'S GET STARTED



15 Mins.



1. Ask students to take out the flash cards they made in Module 1. Tell them to hold up the card with Glow food on it. Look around the room to check that they identified the correct food. Each child should be holding two cards - one for vegetable and one for fruit.
2. Instruct the students to stand up and hold their vegetable card up high. Point to some pictures of fruits and vegetables that are not too common, and ask the students if they know the names of those fruits and vegetables.
3. After naming several pictures, tell them to find one or two classmates who are holding pictures of a vegetable that is the same color as theirs, and to stand next to that classmate. The pictures do not have to be the exact same vegetable and the colors do not have to be the exact same shade. Check that all students were able to correctly identify vegetables of the same color.
4. Next, tell students to hold their fruit card up high. Tell them to do the same, and check that all students were able to correctly identify fruits of the same color.



WATCH & LEARN



15 Mins.

1. Instruct the students to return to their seats and watch the video for this lesson, **Module 2 Glow Foods**.
2. After watching the video, ask your students to answer the following questions:
 - a. Why do we need to eat Glow foods? (*answer: They contain vitamins and minerals that help keep us strong against sickness, like coughs or colds.*)
 - b. Why is it important to eat fruits and vegetables of different colors? (*answer: Different colors have different benefits.*)
3. Ask the students to look at their flash cards again. Instruct those who have RED fruits or vegetables to stand and hold up their cards. Remind the class that RED is good for the heart. Have them identify the different fruits and vegetables pictured on the cards of those students who are standing.
4. Do the same for the other colors. Call out the color, ask students with pictures of fruits or vegetables which are that color to stand up, and ask the others to identify the pictures of those standing. Remind them of these benefits:
 - a. YELLOW helps prevent sickness.
 - b. ORANGE is for healthy skin and good eyesight.
 - c. GREEN keeps us alert.
 - d. PURPLE/BLUE also helps fight sickness

GLOW CHART



Before you dismiss, distribute the Glow Chart, file **GRO2_M02_Lesson 1 Worksheet**. Tell them that this Glow Chart will help them to know whether they are eating enough colors throughout the week.

Tell the students that they have to draw (and color) all the fruits and vegetables they ate in the correct row of the chart. They will bring the drawing with them to class the following week.

Also, instruct the students to bring a fruit or vegetable to your next class. To ensure that your class ends up with more or less an equal number of fruits and vegetables for every color, you may want to assign specific fruits or vegetables to each student. A note is included in their Glow Charts to inform the parents of this requirement.

Dear parents,

This week, we are learning about the importance of eating different colored fruits and vegetables - the more colors we eat, the more nutrients our bodies get.

Please help your child learn this important principle by serving him or her fruits and vegetables of different colors. For the next few days, have your child draw all the different fruits and vegetables he or she ate, in the correct row according to color.

For example, if your child ate a red apple on Monday, he or she should draw an apple in the row marked RED, under the column of Monday.

Please have your child bring this chart on _____ (date).

Also, please let your child bring a(n) _____ to our next class.
Thank you!

GLOW CHART

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Red							
Yellow							
Orange							
Green							
Purple							

Name: _____ Section: _____

LET'S WRAP THIS UP

Ask some students to share one new thing they learned today.

Lesson 2

LET'S GET STARTED



1. Instruct the students to take out their homework from the previous week (Glow Chart) and to hold their charts up high.
2. Select five students whose charts are very colorful, showing that they ate a wide variety of fruits and vegetables over the week. Ask them to stand in front of the class and describe their drawings. Emphasize to the class that our goal every week is to make sure we have eaten many different colors.
3. Ask these students to return to their seats.

GLOW BASKETS



1. Place five baskets in front of the classroom, labelled as follows:
 - a. red
 - b. yellow/orange (for fruits)
 - c. yellow/orange (for vegetables)
 - d. green
 - e. blue/purple
2. You will need the file **GRO2_M02_Lesson 2 Powerpoint** for this lesson. This powerpoint is a review of the benefits derived from the different colors of fruits and vegetables.

3. Tell the students to bring out their assigned fruit or vegetable. Organize them into small groups of five or six, and instruct them to name each others' fruits and vegetables.
4. Each slide features one color. Discuss the benefits derived from the fruits and vegetables of that color.
5. After each slide, ask the students who brought a fruit or vegetable of that color to stand up. They will place their fruits or vegetables in one of the baskets.
6. Hold up each basket, one by one, and ask the students if they remember the benefits derived from the fruits and vegetables contained in that basket, namely:
 - a. RED fruits and vegetables are good for the heart.
 - b. YELLOW and ORANGE fruits help prevent sickness.
 - c. YELLOW and ORANGE vegetables give us healthy skin and good eyesight.
 - d. GREEN vegetables help keep us alert.
 - e. PURPLE and BLUE fruits and vegetables also help prevent sickness.



I WANT TO GLOW



15 Mins.

1. Remind students to tell their family members about the importance of eating Glow foods everyday. Teach them to say this (you may translate to the child's mother tongue):

"Mom/Dad, I want to eat Glow foods everyday. Glow foods will help me stay healthy. We should eat red, yellow, orange, green, purple and blue Glow foods."

2. Ask some students to demonstrate in front of the class how they will tell their families about the importance of eating Glow foods. They do not have to memorize this script word for word - it would even be better if they can state the key ideas in their own words.

Lesson 3



LET'S GET STARTED



5 Mins.

Review the key points from last week's lesson by using **GR02_M02_Lesson 3 Powerpoint** . This powerpoint is exactly the same as the powerpoint in the last lesson, except that some key words have been omitted. See if your students can fill in the blanks on the statements in the powerpoint without your help.

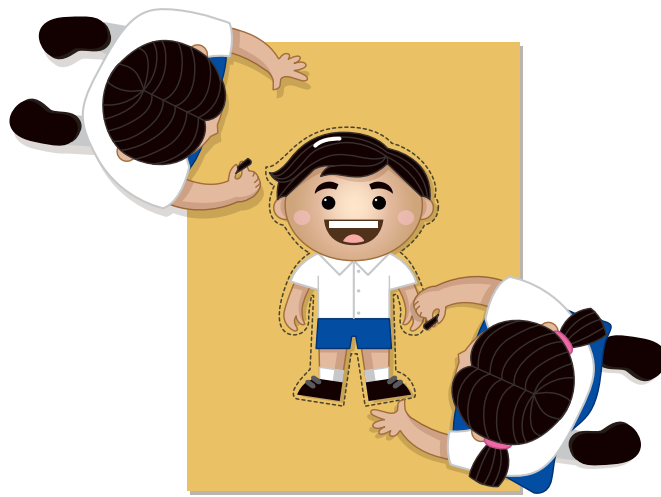


SEE ME GLOW



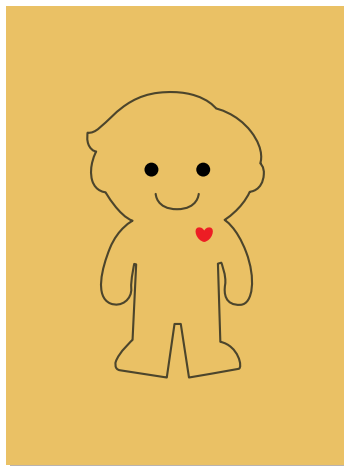
35 Mins.

1. Divide the class into four large groups and have them bring out their fruit and veggie cut-outs. Tell each group to sort the pictures according to color.
2. Distribute the sheets of *cartolina*. Ask one boy or girl from each group to lie down on the sheets of *cartolina*. The others will carefully trace the shape of their body.



- Post the sheets of cartolina (with the body tracings) on opposite walls of the room. The bottom edge of each poster should be touching the floor.

Complete each drawing by adding a face, and draw a heart on the figure's chest.



- Tell the students, "Different fruits and vegetables have different colors. We need to eat many different colors of fruits and vegetables to keep parts of our body strong and healthy. For instance, green leafy vegetables keep our blood healthy. Red vegetables help our heart." (Guide the students to tape a green or red vegetable near the heart of the body tracing.)
- Guide the students to tape each of the cutouts near the appropriate body part, using the guide below.

Color	Fruit/Vegetable	Part of Body	Health Benefits
RED	apple (<i>mansanas</i>) tomato (<i>kamatis</i>) watermelon (<i>pakwan</i>)	heart	healthy heart
YELLOW/ORANGE	pineapple (<i>pinya</i>) orange mango (<i>mangga</i>) squash (<i>kalabasa</i>) carrots	nose eyes cheeks (to represent clear skin)	fighting sickness healthy eyes clear skin
GREEN	<i>malunggay</i> cabbage <i>kangkong</i>	anywhere on body to represent blood	healthy blood
PURPLE / BLUE	eggplant (<i>talong</i>) grapes (<i>ubas</i>) <i>dahon ng kamote</i>	head forehead (to represent fever when we are sick)	stay alert fighting sickness

- After placing all cut-outs, ask the students, "What do you notice?" Allow them to share their observations; however, eventually direct their attention to the colors by saying, "Did you notice that there are so many different colors all over the body? This helps us to remember that we need to eat fruits and vegetables of many different colors so that our entire body will GLOW and be healthy. If we eat vegetables that have the same color all the time, some parts of our body will not be as healthy."

NOTE TO TEACHER

Students are **NOT** supposed to memorize any of the information in the table above. The table is only to be used as a guide for the teacher to help students place each cut-out on the correct body part.

LET'S WRAP THIS UP

Call on some students to explain in their own words why they need to eat different colored fruits and vegetables.

Lesson 4



LET'S GET STARTED



20 Mins.


- 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.
- Remind your students that Pinggang Pinoy® should always have Go, Grow and Glow foods as well as a glass of water and/or a nutritious beverage.
- Point to the portion for Glow foods, and emphasize that Pinggang Pinoy® reminds us to eat more Glow foods than Go and Grow foods.

GLOW FAMILY GOALS



20 Mins.

- There are two files that you will need for this lesson, both found in the Grade 2 > Module 2 Glow Foods folder: **Lesson 4 Powerpoint** and **Lesson 4 Worksheet**.
- Distribute the worksheet for this lesson. Tell the students that they are to fill in the blanks by themselves, without any help from you or their classmates. Tell them to fill in as many as they can remember, but if they do not know the answer, they will be given a chance to look for the answer in the powerpoint you are about to show them.
- The powerpoint for Lesson 4 is actually a repetition of the presentation from the previous lesson. Use the powerpoint to guide the students in filling up the statements accordingly:
 - RED fruits and vegetables are good for the _____.
(answer: heart)
 - _____ and _____ fruits help prevent sickness. (answer: yellow and orange)
 - YELLOW and ORANGE vegetables give us healthy skin and _____. (answer: good eyesight)

Name: _____ Section: _____ 

Family Glow Goals

- RED fruits and vegetables are good for the _____.
- _____ and _____ fruits help prevent sickness.
- YELLOW and ORANGE vegetables give us healthy skin and _____.
- GREEN vegetables help keep us _____.
- PURPLE and BLUE fruits and vegetables also help _____.

**Eat a RAINBOW
and watch us GLOW!**

d. GREEN vegetables help keep us _____. (*answer: alert*)

e. PURPLE and BLUE fruits and vegetables also help _____.
(*answer: prevent sickness*)

4. After filling in the blanks, instruct your students to draw a picture that will convince your family members to “eat a rainbow” every day. Their picture should show what a healthy family looks like when they eat Glow foods of different colors every day.
5. You may collect these drawings for assessment purposes, but return them to the students and encourage them to post these on their kitchen wall or refrigerator at home.

LET'S WRAP THIS UP

Ask some students to share how they will convince their family members to “eat a rainbow” every day.