

GROW FOODS

LEARNING OBJECTIVES

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

- recall examples of Grow foods.
- discuss the importance of getting protein from different sources.
- promote healthier eating in the family by encouraging family members to regularly eat protein from different sources every day.

MATERIALS

Lesson 1

- Grow food flash cards made by students in Module 1
- poster containing magazine cut-outs of the following images glued to 1/4 sheet of *cartolina* or illustration board:
 - eggs
 - *tokwa*
 - nuts
 - beans
 - legumes
- video: **Module 3 Grow Foods**
- file: **GR02_M03_Lesson 1 Worksheet**

Lesson 2

- Grow Chart (homework from previous week)
- print out of **GR02_M03_Lesson 2 Visual Aid**
- bond paper (one sheet per student)
- coloring materials

Lesson 3

- Grow food flash cards made by students in Module 1
- character drawings (from previous session)

Lesson 4

- file: **GR02_M03_Lesson 4 Worksheet**

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 visual aids that accompany this module. The supplementary activities and worksheets further reinforce these key points.

KEY POINTS

1. Grow foods provide our bodies with protein. Protein is made of different building blocks called amino acids. Our body needs amino acids to grow big and strong. These amino acids also help wounds and injuries heal.
2. There are many different sources of protein:
 - a. meat – pork, beef, chicken
 - b. seafood and fish
 - c. eggs
 - d. plant sources – *tokwa*, nuts, beans, legumes
 - e. milk and dairy products (e.g. yoghurt and cheese)
3. It is important that we get our protein from all of these different sources, and not just one or two, because different sources have different kinds of amino acids and other nutrients. If we only eat one kind of protein, like only chicken or only fish, then our bodies will not get all the different kinds of amino acids and other nutrients that it needs.
4. We should encourage each member of our family to eat protein from different sources every day.

Lesson 1



LET'S GET STARTED



20 Mins.

1. Ask students to take out the flash cards they made in Module 1. Tell them to hold up the card with grow food on it. Look around the room to check that they identified the correct food.
2. Instruct the students to stand up and look for someone who has a picture of the same kind of grow food. For example, if their flash card has a picture of chicken, they should look for someone else with a picture of chicken.
3. Next, ask them to look for others who have a different kind of Grow food. For example, if their flash card has a picture of chicken, they should find others who have pictures of either pork, beef, fish or seafood.
4. Next, challenge the students to form groups. Each group cannot have any members with the same kind of Grow food. (This should result in a group having four members: one with a picture of chicken, another with a picture of pork, another with a picture of beef and another with a picture of fish or seafood.)
5. Look for two complete groups (i.e., groups that have four members with pictures of chicken, pork, beef and fish) and ask them to stand in front of the class. Instruct the others to go back to their seats.
6. Ask the students you selected to hold up their pictures. Ask the class, "What did you notice about these pictures? Is there something that's the same about them?" Allow students to share their answers until someone points out that all pictures are pictures of food that comes from animals.
7. Explain to the class that protein comes from animals like chicken, pigs, cows and seafood, but they also come from other sources. At this point, the students in front may return to their seats.
8. Show the class your poster of eggs, *tokwa*, nuts, beans and legumes. Explain to students that protein also comes from eggs and plants, and teach the students the names of the pictures in your poster.



WATCH & LEARN



15 Mins.

1. Instruct the students to return to their seats and watch the video for this lesson, **Module 3 Grow Foods**.
2. After watching the video, ask your students to answer the following questions:
 - a. Why do we need to eat Grow foods? (*answer: Protein is made of different building blocks called amino acids. Our body needs amino acids to grow big and strong.*)
 - b. Why is it important to eat a variety of Grow foods? (*answer: It is important that we get our protein from all of these different sources, and not just one or two, because different sources have different kinds of amino acids and other nutrients. If we only eat one kind of protein, like only chicken or only fish, then our bodies will not get all the different kinds of amino acids and other nutrients that it needs.*)



Before dismissing the class, distribute the Grow chart with file name **GR02_M03_Lesson 1 Worksheet** and tell the students that they have to eat different kinds of Grow foods. Remind the students that it is not healthy to eat the same kind of Grow food all the time (e.g. chicken every day). Instruct the students to draw a picture of all the different Grow foods they eat throughout the week in the correct row of the chart, and to bring the chart to the next class. The chart includes a note informing parents of this homework.

Lesson 2



LET'S GET STARTED



5 Mins.

1. Ask students to stand beside their seats, and remind them of the actions for Glow foods and Grow foods that they learned in Module 1:
 - a. Glow food - do a “twinkling action” with their fingers around their face.
 - b. Grow food - flex their arm muscles, then stretch their arms up high.
2. Tell them that you will call out a type of food, and they must identify if it is a GLOW food or GROW food by doing the correct action. Call out the following:

a. fish	h. banana
b. chicken	i. pork
c. <i>kangkong</i>	j. carrots
d. beef	k. pineapple
e. tomato	l. nuts
f. apple	m. <i>tokwa</i>
g. eggs	
2. Instruct the students to sit down and take out their homework from the previous week (Grow Chart). Have them hold their charts up high.
3. Select five students whose drawings show a variety of protein sources. Ask them to stand in front of the class and show their charts. Emphasize to the class that our goal every week is to make sure we have eaten many different sources of protein.
4. Ask the students to return to their seats. Instruct everyone to sit down and place their drawings in their Health Portfolio.



MY GROW PALS



20 Mins.

1. Tell the pupils that you are going to tell them a story about two children. You will need the images in **GR02_M03_Lesson 2 Visual Aid** for this lesson.
2. Show the picture of a boy in a basketball jersey. Tell the student the first story:

“This is Lorenzo. He wants to be a basketball player. He is good at shooting the basketball into the basket, but Lorenzo needs to be bigger and stronger to play on the basketball team. What should Lorenzo eat so that he can grow big and strong?”

3. Allow some students to answer, then tell the students, “Grow foods like chicken, pork, beef, fish, eggs, nuts and beans will help Lorenzo grow big and strong. A strong person can carry many books, play basketball and volleyball, and push heavy objects.”
4. Ask, “What else can a strong person do?” Allow some students to answer.

- Next, show the picture of the girl who fell off her bicycle and share this.

"This is Amanda. She loves to ride her bike. One day, while she was riding her bike, she fell and scraped her knee. Amanda cried because it was a big wound. Amanda's mom cleaned her wound and placed a bandage so that it will heal. Because Amanda eats Grow foods everyday, her wound healed fast."

- Ask the students to think of a time when they fell and got a wound on their elbow or knee. Explain that aside from making our bodies strong, Grow foods will also help our wounds heal fast if we get injured.
- Take a few minutes to help your students understand this key concept. Ask if any of them have ever gotten wounded and if they noticed a scab forming around their wound. Point out to them that it is the amino acids healing their wounds.
- Instruct students to bring out their coloring materials. Distribute one sheet of bond paper per child.
- Tell the students to create and draw their own character. They must also draw Grow foods that will help their character grow big and strong.
- Teachers should walk around the room while students work to make sure they are drawing correct Grow foods.
- If time permits, call on volunteers to share their drawings with the class. Otherwise, collect the papers and begin the next class with a brief sharing session.

Lesson 3



LET'S GET STARTED



10 Mins.

- Ask the students to take out the 5x8 flash cards that they made in Module 1.
- Create three sets of cards, each set should consist of:
 - 1 picture of chicken
 - 1 picture of pork
 - 1 picture of beef
 - 1 picture of fish or seafood
 - 1 picture beans, nuts or legumes

(If you are not able to complete a set of five cards, at least make sure that all sets have one card each of the exact same protein sources.)
- Tell the students that you need three volunteers for this game. Ask the volunteers to come to the front of the class, and give each one a set.
- At the count of three, the volunteers will randomly select one card from their set and hold it up. The object of the game is for the three of them to hold up pictures of different protein sources i.e. none of them must have the same protein source.
- Allow the first three volunteers to play a few rounds before giving others a chance.

Use this game to stress the key point that we must get our protein from different sources to receive the benefits of different kinds of amino acids. Make sure to return the 5x8 cards to their owners, as they will be needing these cards again.



MEET MY GROW PALS



15 Mins.

Bring out your students' work from the previous lesson. Call on some students to describe the characters that they drew, focusing on how their picture depicts the health benefits of Grow foods.



I WANT TO GLOW



15 Mins.

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

"Mom/Dad, I want to eat different kinds of Grow foods everyday like chicken, pork, beef, seafood and beans. Grow foods will help me grow big and strong. Grow foods will help my wounds heal faster."

2. Ask some students to demonstrate in front of the class how they will tell their families about the importance of eating Grow foods. Again, 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 4



LET'S GET STARTED



20 Mins.

Ask for several volunteers to go to the board (at the same time) and draw a Pinggang Pinoy® with the correct labels. Ask the other students whether their drawings are accurate. If there are any drawings that need correcting, call on more students to assist those who are at the board who need assistance .

GROW FAMILY GOALS



20 Mins.

1. Distribute copies of the file **GR02_M03_Lesson 4 Worksheet**. Tell the students to fill in the blanks with Grow foods that they seldom eat at home.

"We need to eat more _____, _____ and _____ so that our bodies will grow healthy, big and strong."

2. After filling in the blanks, instruct your students to draw a picture that will convince your family members to eat a variety of Grow foods each week. Their picture should show what a healthy family looks like when they eat various Grow foods every day.
3. 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.

Name: _____	Section: _____	
Family Grow Goals		
We need to eat more _____,		
_____, and _____,		
so that our bodies will		
GROW healthy, big and strong!		
<div style="border: 1px solid black; height: 150px; width: 100%;"></div>		