

# PINGGANG PINOY®

## LEARNING OBJECTIVES

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

- recall the health benefits of making each meal a Pinggang Pinoy®.
- tell some signs and symptoms of malnutrition.
- tell how making each meal a Pinggang Pinoy® addresses malnutrition.

## MATERIALS

### Lesson 1

- 15 slips of paper with the names of food written on them (5 Go, 5 Grow and 5 Glow)
- masking tape
- bond paper (one sheet per group of three students)
- pencil

### Lesson 2

- Pinggang Pinoy visual aid
- file: **GR03\_M01\_Lesson 2 Powerpoint**
- papers from Let's Make a Grocery List activity in Lesson 1
- sample clay figure

### Lesson 3

- blanket or any large cloth to use as a pretend picnic blanket
- students' clay figures
- file: **GR03\_M01\_Lesson 3 Powerpoint**

### Lesson 4

- file: **GR03\_M01\_Lesson 4 Worksheet**
- coloring materials

## 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 powerpoints 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, nuts and seeds.
  - 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.
5. Pinggang Pinoy® helps us to get the nutrients and energy we need so that we will not become "malnourished." A person who is malnourished:
  - a. does not have a strong, healthy body
  - b. is more likely to get sick
  - c. often lacks energy

# Lesson 1

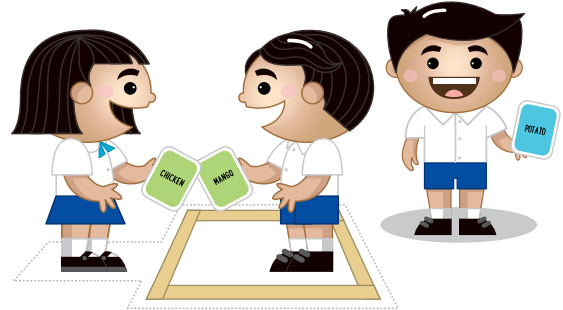


## LET'S GET STARTED



15 Mins.

Before this class, you will need to prepare 15 slips of paper with the name of a food written on each piece, such as 'chicken', 'mango' or 'potato'. Make five pieces of Go foods, five of Grow foods, and five of Glow foods. Roll up these small slips of paper and place them in a bowl.



1. Form three large squares (approximately 3 x 3 feet) on the floor using masking tape.
2. Ask 15 volunteers to pick a rolled piece of paper from the bowl.
3. Instruct them to find others who have food items that belong to the same food group. Those with the same food group must occupy one large square.
4. The first group to find all of its members, occupy one square, and yell out the name of their food group wins.
5. Play several rounds of this game to give the other children a chance to play.

## LET'S MAKE A GROCERY LIST



25 Mins.

Use this activity to help you gauge how many different types of Go, Grow and Glow foods your students can name, and whether they are capable of categorizing these foods properly.

1. Group your students into groups of three. Distribute one sheet of bond paper per pair/group. Ask each member of the group to write their names on the back of the paper.
2. Tell them to fold the sheet of paper crosswise, then lengthwise, to form four equal parts.
3. Have them label the first quadrant GO FOODS, the second quadrant GROW FOODS, the third quadrant GLOW FOODS, and the last quadrant BEVERAGES.
4. Tell them to pretend that they are going to the grocery. They must list down as many healthy foods as they can in their grocery list.
5. Their list should follow the headings they have just written (i.e. in the quadrant marked Go foods, they should list only Go foods.)
6. After a few minutes, ask the groups to exchange papers and check whether the other group wrote each food item in the correct quadrant. They can return the paper to the other group when they are done.
7. Select the papers of two or three groups, and read out their lists to the rest of the class. Ask the others to identify whether their answers are correct or not.
8. Collect the papers at the end of the session to help you assess which students need help with this topic.
9. After assessing their responses, cut each paper into its quadrants. You will need these for the next class.

## LET'S WRAP THIS UP

Ask some students to share one thing that they enjoyed learning about in class.

## Lesson 2



### LET'S GET STARTED



20 Mins.

1. Show your students the Pinggang Pinoy® visual, using the printed Pinggang Pinoy® posters distributed to your school or the Pinggang Pinoy® Visual Aid included in this CD. Spend a few minutes discussing the food groups that belong in each section of the plate. Point out that the Pinggang Pinoy® image is meant to remind us of how much Go, Grow and Glow foods we should have on our plate with each meal.
2. Take the poster or visual aid away, and call on three students to go to the board and draw a Pinggang Pinoy® from memory.
3. Ask the other students whether their drawings are all correct. If one of the drawings has an error in proportion or label, ask another student to come to the board to correct the drawing.



### LISTEN & LEARN



20 Mins.

1. You will need the file **GR03\_M01\_Lesson 2 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. This powerpoint is a review of Pinggang Pinoy®, its components, and the importance of eating Go, Grow and Glow foods and a nutritious drink. Present each slide and encourage students to ask questions throughout your lecture.

### LET'S WRAP THIS UP

Call on some students to describe one thing they learned that they can share with a friend or family member.



Before you dismiss the class, distribute the slips of paper from last week - the one from the 'Let's Make a Grocery List' activity. You do not have to return the slips of paper to their original owner; you may distribute them randomly. Tell the class that they will choose one item from the list they got. They should make a clay figure of that item and bring it to the next class. It is preferred that students bring clay figures for the next activity. If this is not possible, however, instruct the students to just draw the food item on an index card.

## Lesson 3

Before this class, move the seats to the side of the room and spread out a large blanket.



### LET'S GET STARTED



15 Mins.

1. Instruct the children to bring out their clay carvings as assigned last week.
2. Tell the children that they must form groups that have one person with a Go food, another person with a Grow food, another with a Glow food, and another with a beverage.
3. Once they have formed their group, they can come to the center of the room and sit on the picnic blanket for a "picnic".

## PINGGANG PINOY® PICNIC



25 Mins.

1. Tell the students that at a picnic, people usually share food. Tell them to exchange their Go food with the group closest to them. Check to make sure that each group selected the correct Go food.
2. Do the same with their Grow food and their Glow food. Each time, check to make sure that the groups exchanged the correct food.
3. While seated on the picnic blanket, show your students file **GR03\_M01\_Lesson 3 Powerpoint** for this lesson. This powerpoint will teach them the word 'malnutrition'. Explain to the students that malnutrition is when your body does not get the proper nutrients that it needs, and a person who is 'malnourished':
  - a. does not have a strong, healthy body.
  - b. is more likely to get sick.
  - c. often lacks energy.
4. After presenting the slides, ask the students what will happen if their bodies are not strong, they are always sick, and they often lack energy. Allow them to share their responses, then lead them to realize that they would not be able to join real picnics and play with friends if that were so.

## LET'S WRAP THIS UP

Call on some students to describe one thing they learned that they can share with a friend or family member.

## Lesson 4



## LET'S GET STARTED




5 Mins.

1. Ask your students if they recall the benefits of eating foods from each food group. Help them to recall:
  - a. Go foods give energy to run, jump and play.
  - b. Grow foods help a child grow big and strong.
  - c. Glow foods help make skin, eyes, and hair healthy, and helps the body fight colds and cough.
4. Ask them what they think will happen if they do not eat Pinggang Pinoy® everyday. Remind them of the term 'malnutrition' and of the signs that a person is 'malnourished':
  - a. does not have a strong, healthy body.
  - b. is more likely to get sick.
  - c. often lacks energy.



1. Distribute copies of **GR03\_M01\_Lesson 4 Worksheet** and some coloring materials.
2. Guide the class in completing their Pinggang Pinoy® story by explaining what they should write in each numbered blank space:

1. name of friend
2. example of a Go food
3. example of a Grow food
4. example of a Glow food
5. name of the same friend
6. name of the same friend
7. name of the same friend

Name: \_\_\_\_\_ Section: \_\_\_\_\_ 

## My Pinggang Pinoy® Story

<p>1. _____ did not like to eat healthy food such as 2. _____</p> <p>3. _____ and</p> <p>4. _____.</p>	<p>5. _____'s body was weak.</p>
<p>6. _____ often got sick and did not have energy to play with friends.</p>	<p>7. _____ decided to follow Pinggang Pinoy® to be healthy and strong.</p>

3. After filling up the blanks together, have them illustrate each caption. Go around the room to check that each child has filled up the blanks properly.
4. Before the end of the session, give some students time to share their story while another student acts it out.