

PINGGANG PINOY®

LEARNING OBJECTIVES

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

- demonstrate a thorough understanding of the Pinggang Pinoy® concept, its components, and the benefits of making each meal a Pinggang Pinoy®.
- advocate for healthier eating within the community by encouraging others to regularly follow the Pinggang Pinoy® guide.

MATERIALS

Lesson 1

- 1/2 sheet pad paper (one per student)
- pen (2 colors)
- video: **Module 1 Pinggang Pinoy**
- file: **GR06_M01_Lesson 1 Powerpoint**

Lesson 2

- pad paper (one sheet per student)
- long bond paper (one sheet per small group)
- coloring materials

Lesson 3

- *cartolina* (one sheet per group)
- coloring materials

Lesson 4

- Pinggang Pinoy Survey results (from previous lesson)

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 powerpoint that accompany this module. The supplementary activities 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. It is important to be aware of our own eating habits and to compare the food we eat with FNRI's guide. This way we can adjust choices and proportions to plan meals that fit the Pinggang Pinoy® guide.
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. Examples of Go foods are bread and rice. Almost one-fourth of your plate should contain Go foods.
 - b. Grow foods have protein that help our bodies grow big and strong. Examples of Grow foods are chicken, pork, beef or fish. Almost one-fourth of your plate should have Grow foods.
 - 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. Almost half of your plate should contain Glow foods, the more colorful, the better.
3. Include water or a nutritious beverage with your meal. It is important for children to drink the recommended amount of water daily:
 - a. 6-9 years old: 6 glasses or more every day
 - b. 10-12 years old: 8 glasses or more every day
4. 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 feels tired or dizzy
 - d. is more prone to infections and poor wound healing
 - e. experiences problems with digestion
5. We should all do our part to promote healthier eating habits among family members, friends, and others in our community

Lesson 1



LET'S GET STARTED



5 Mins.

1. Ask your students to take out a half sheet of pad paper. Tell them that they will answer the following questions, but their responses will not be graded. This exercise is just to check what they can recall from previous years' lessons about Pinggang Pinoy®:
 - a. What are the three food groups that comprise Pinggang Pinoy®?
 - b. What benefits does our body get from each food group?
 - c. Give some examples of food under each food group.
 - d. How much of each food group should we have on our plate at each meal?
2. Instruct them to hold on to their papers while watching a video.



WATCH & LEARN



10 Mins.

1. Before playing the video for this lesson, **Module 1 Pinggang Pinoy**, tell the students to double check whether their answers to the questions are correct.
2. After watching the video, give students 3-4 minutes to compare each others' answers and identify any answers that need correction. They may use a different-colored pen to write down their corrections.
3. This activity is meant to help students identify gaps in their content knowledge, and at the same time, it will help you gauge which students may need additional support with the basic principles. Make sure that each student has written his or her name on the paper and collect each one to review after class.



LISTEN & LEARN



25 Mins.

1. You will need the file **GR06_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. The first part of the presentation discusses common reasons why people fail to eat healthy, balanced meals each day:
 - a. Taste - Some people have the misconception that nutritious meals aren't tasty. There are many recipe choices for nutritious yet delicious meals.
 - b. Budget - Some people have the misconception that nutritious meals are expensive. There are many food choices that are nutritious, but do not cost much.
 - c. Time - Some people are too busy to prepare a nutritious meal or end up skipping meals. Preparing nutritious food can be easy while eating balanced meals needs to be made a priority.
3. The remaining slides illustrate signs and symptoms of malnutrition. As you go through these slides, let the students discuss how each sign or symptom impacts their daily functioning.

4. For example, on the slide that portrays a child with a weak body, ask the students, "What tasks will you have difficulty doing if your body is weak?" Allow them to come up with as many answers as they can. (*possible answers: cannot help with household chores, cannot push heavy objects, will get tired carrying bags and books*)
5. Go through the other slides and ask your students to discuss:
 - a. What important activities will you miss if you are often sick?
 - b. What activities will be impacted if you often feel tired or dizzy?
 - c. What activities will you be unable to participate in if you are more prone to infections and poor wound healing?
 - d. What activities will be disrupted if you experience problems with digestion?
6. Make sure the students take down notes of their responses and their classmates' responses as they will be used for the activity in the following lessons.

Lesson 2



15 Mins.

1. Ask the students to bring out one sheet of pad paper, and to write "Created by" at the top of the page. Beside "Created by" they should write their name.

Created by: Therese Garcia

Answered by: Lorenzo Miguel

2. On the second line, ask them to write "Answered by".
3. Start the lesson by challenging the students to construct their own 5-point quiz about Pinggang Pinoy®. Their quiz can include any fact or concept that they recall from the previous lesson.
4. Their quiz can have multiple choice, fill-in-the-blanks, or true-or-false questions. Make sure they work independently as they construct their quizzes, as this will also help you gauge what each student is able to recall from previous lessons.
5. After a few minutes, instruct the students to exchange papers with their seatmates. On the paper they receive, they should write their name beside "Answered by". Give the class a few more minutes to answer their classmate's quiz.
6. When all are done, instruct the students to return the quiz they answered to the student who created it. Each student will now check the answers of their classmates.
7. Collect each paper. After class, review each student's output to assess which students may need additional support with the basic principles or if any students have misconceptions about the lesson.

WHY PINGGANG PINOY®?



20 Mins.

1. Instruct the students to form groups of four. Odd numbered classes may have one group that consists of three members. Students should choose their group mates based on the proximity of their homes from each other, as they will be doing some tasks after school.
2. Distribute one sheet of bond paper per small group and coloring materials. Tell the students that their task is to create a brochure designed to convince people to eat Pinggang Pinoy® at every meal.

3. Their brochure must:
 - a. provide information about the health benefits of each food group and the proper proportions of Go, Grow, and Glow foods that they should have on their plate.
 - b. convince people to follow the Pinggang Pinoy® guide in every meal.
4. They can use their notes from the previous lessons to come up with compelling reasons why eating a Pinggang Pinoy® at every meal is important. For instance:
 - a. Students can use the common reasons why people fail to eat Pinggang Pinoy® and come up with messages to address those reasons.
 - b. They can refer to the effects of malnutrition on day-to-day functioning to convince people to maintain nutritious diets.
5. Ask some groups to share their brochures and demonstrate how they would use it to try and convince someone of the importance of eating a Pinggang Pinoy® at every meal.

PINGGANG PINOY® SURVEY – PART 1



5 Mins.

Before dismissing the class, tell the students that each group will conduct a survey among their friends, family members and others in their community.

1. They must ask at least ten individuals the following questions:
 - a. Are you familiar with Pinggang Pinoy®? (yes or no)
 - b. If yes, how often do you eat a proper Pinggang Pinoy® meal? Tell them to choose one answer:
 - i. often (every meal, or almost every meal)
 - ii. sometimes (only on some days)
 - iii. rarely
 - c. What are some reasons that prevent you from eating a proper Pinggang Pinoy® meal?
2. For the interviewees who answered "no" to the question, "Are you familiar with Pinggang Pinoy®?" each group must then show their brochure and discuss the importance of eating a Pinggang Pinoy® at every meal.
3. Each group must record their interviewees' responses to the survey. They should tally:
 - a. how many answered yes and how many answered no to question (a).
 - b. how many answered often, sometimes, or rarely to question (b).
 - c. the various reasons given for question (c).
4. Students should bring their results to class the following session.

Lesson 3



LET'S GET STARTED



5 Mins.

Instruct your students to join their groupmates from the previous lesson. They will merge with another group to form larger groups of seven to eight members. Tell the students that they will maintain these groupings for the remainder of the program.

PINGGANG PINOY® SURVEY – PART 2



35 Mins.

1. Tell each merged group that they will combine their results from the survey. They must present a summary of their data using tables and graphs. For example, from among those interviewed, they can present:
 - a. a pie chart of the percentage of people who know about Pinggang Pinoy® versus those who do not.
 - b. a bar graph of the number of people who fall under the categories **Often, Sometimes, Rarely**.
 - c. a summary of the top five reasons given as to why individuals fail to eat a Pinggang Pinoy® at each meal.
2. After combining their data and planning out how they will present it, distribute a sheet of *cartolina* and some coloring materials to each group on which to place their tables, graphs, tallies and charts.

LET'S WRAP THIS UP

Call on some students to share with the rest of the class what struck them the most about the data they collected.

Lesson 4

PINGGANG PINOY® SURVEY – PRESENTATION

1. For this session, give the students more time to finish their Pinggang Pinoy® Survey results. When all groups are done, ask the groups to share their results with the rest of the class.
2. Guide them to reflect on the implications of their data. For instance, you may ask them the following:
 - a. Is Pinggang Pinoy® a well-known concept among their friends, family and community members?
 - b. Among those who know the concept of Pinggang Pinoy®, how many actually follow it when planning their meals?
 - c. What are the most common reasons why individuals fail to eat a Pinggang Pinoy®?
3. Tell the students that in the coming weeks, you will be doing similar data gathering. At the end of the program, they will be challenged to review all their data to come up with a campaign that will convince more people to develop healthier eating habits. In order for their campaign to be persuasive, it should be based on the data that they gather in the coming weeks.