

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

- bond paper (one sheet per student)
- coloring materials
- video: **Module 1 Pinggang Pinoy**
- file: **GR08_M01_Lesson 1 Powerpoint**

Lesson 2

- file: **GR08_M01_Lesson 2 Powerpoint**
- bond paper (one sheet per pair of students)

Lesson 3

- art materials to form a scrapbook (per group), such as:
 - scissors
 - glue
 - string / yarn
 - board paper
 - illustration board
 - art paper
 - coloring materials
 - stickers
 - glitter
 - photos and images

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 powerpoints 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 properly balanced meal consists of three basic food groups – Go foods, Grow foods, and Glow foods – accompanied by a glass of water and/or a nutritious beverage like milk.
 - a. Go foods contain carbohydrates that provide energy for the body. Examples are rice, pasta, bread and *kamote*. Go foods should comprise roughly one-fourth of our plate in each meal.
 - b. Grow foods contain protein and amino acids that help in growth and development. Examples are meat, fish, seafood, eggs, and plant sources like *monggo*. Grow foods should also comprise roughly one-fourth of our plate in each meal.
 - c. Glow foods contain vitamins such as vitamin A, C, and E that protect skin from damage. They also contain nutrients like selenium and zinc to help the body fight sickness. Glow foods are fruits and vegetables, and should be half of our plate at each meal.
 - d. It is also important to keep the body well-hydrated by drinking sufficient water and nutritious beverages. Adolescents aged 13–18 years old should get 9–12 glasses of water or more each day.
3. Adolescence is a critical period of development, not just physically but psycho-socially as well.
 - a. Physically, adolescents face rapid changes in their body, some of which prepare them for reproductive functions.
 - ii. Males experience a sudden increase in height and muscle mass, while their reproductive organs develop toward sexual maturity. Deepening of voice and appearance of facial and body hair are also signals that the body is maturing.
 - iii. Females experience development of breasts, widening of hips, and the onset of menstruation. They may start to notice more fat in some areas of the body, especially in the chest and hip area.
 - b. From a psycho-social perspective, adolescents' social circles begin to expand and they tend to be more influenced by peers than by parents. Adolescence is a period of increased independence from parents and decision-making autonomy.
 - c. Adolescents tend to have more active lifestyles and busier schedules.

4. These physical and psycho-social changes impact adolescents' nutritional needs and habits.

- a. A balanced diet is all the more needed to support the rapid physical changes that adolescents experience. The Pinggang Pinoy® guide and its recommended proportions takes into consideration the unique nutritional needs of adolescents.
- b. They rely less on parents and caregivers to make food choices for them, so it is important that adolescents be taught to make wise food choices.
- c. Due to their busy schedules and social life, adolescents forget to eat proper meals or often end up "eating on the run."
- d. Adolescents tend to consume more carbonated beverages and *chichirya*

5. We are responsible for our own health, so we need to make good decisions about the food we eat.

- a. Choose Glow foods that have a wide variety of color. Different colored fruits and vegetables contain different nutrients, so eating a wide variety of color ensures that we are getting a wide range of nutrients.
- b. Choose Grow foods from different protein sources. Different protein sources have different kinds of amino acids and other nutrients such as vitamins and minerals. Eating different sources of protein raises your chances of getting all the amino acids that your body needs.
- c. Choose Go foods that not only provide energy, but also provide additional vitamins, minerals and fiber.
- d. Always include water and a nutritious beverage with each meal, and remember to drink water all throughout the day.

6. Following Pinggang Pinoy® helps prevent malnutrition. Malnutrition is any condition caused by excess (overnutrition) and inadequate (undernutrition) nutrient intake.

- a. Undernutrition occurs when a person's food intake is inadequate, or when other conditions cause him or her to have problems with digestion or metabolism of nutrients.
 - i. Signs and symptoms of undernutrition include diarrhea, skin rashes, nervousness, and fatigue.
 - ii. Prolonged undernutrition results in loss of muscle tissue and increased susceptibility to infectious diseases.
 - iii. A person with a severe case of undernutrition becomes extremely thin, and may also have slower heart rate, respiration, and metabolism. Severe undernutrition may also result in decreased body temperature, impaired vision and organ failure.
 - iv. Psychological disturbances – such as depression and anxiety – have also been associated with undernutrition.
- b. Overnutrition occurs when a person's nutrient intake exceeds what the body needs, which can lead to obesity. Obesity lowers a person's general level of fitness and increases one's vulnerability to lifestyle diseases such as heart disease, cancer, liver diseases and diabetes.

Lesson 1



LET'S GET STARTED



15 Mins.

1. Distribute one sheet of bond paper per student and some coloring materials. Make sure each student writes his or her name at the top. Tell your students that their responses will not be graded and that this exercise is meant only to check what they can recall from previous years' lessons.
2. Ask the students what they recall about Pinggang Pinoy® and have them draw a Pinggang Pinoy® on the front side of the page, with the correct labels, portions, and as many examples of food that belong in each food group (including beverages).
3. At the back of the page, ask them to create three columns with the following headings:
 - a. What I Know
 - b. What I Recalled
 - c. What I Learned
3. In the first column, have them list down as many facts as they can about Pinggang Pinoy®. Ask them to also include what they know about the importance of Pinggang Pinoy® for adolescent health and development. (If they run out of space, they can bring out an additional sheet of paper and divide that paper into the same three columns.)
4. After giving them a few minutes to write items in the first column, tell them that they will watch a video and listen to a lecture, and their task is to compare what they already know (items in column 1) with the facts and concepts that they will encounter in the video and lecture.



WATCH & LEARN



15 Mins.

1. Before playing the video for this lesson, **Module 1 Pinggang Pinoy**, instruct the students to do the following while they watch:
 - a. In column 2, list down facts and concepts that they **ALREADY KNEW** but remembered with the help of the video or the lecture. (These are facts and concepts that are not new to them, but forgot to include in column 1.)
 - b. In column 3, list down facts and concepts that they are **LEARNING FOR THE FIRST TIME**. (These are facts and concepts that they don't recall ever hearing about before.)
2. After watching the video, give students a few minutes to compare their answers with their seatmates' answers. They should look for facts and concepts in their seatmates' lists that they were not able to include in columns 2 and 3. They can add those facts and concepts to their own paper under columns 2 and 3.

NOTE TO TEACHER

Some students may find it difficult to capture all the important points in a video just by watching it once. Each time your class watches a video, allow your students to compare notes to help each other identify points that they missed and add these points to their own notes.



LISTEN & LEARN



15 Mins.

1. You will need the file **GR08_M01_Lesson 1 Powerpoint** for the remainder of 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 presentation is a review of the physical and psycho-social changes that occur during adolescence, and their impact on adolescents' nutritional needs and habits.
3. Similarly, have your students list down facts and concepts that they ALREADY KNEW in column 2, and those that they are LEARNING FOR THE FIRST TIME in column 3. Give them a few minutes to compare their answers with their seatmates' answers to identify more facts and concepts that can be added.

WHAT DO I KNOW?



20 Mins.

1. Instruct your students to go back to the information that they were able to recall on their own, before they listened to the video and the lecture. Ask them the following questions and allow them to share their thoughts with their seatmate:
 - a. Were you able to recall all the important, basic principles?
 - b. Why do you think you were able to remember this information on your own?
 - c. Have you been able to apply this knowledge to your day-to-day eating habits?
2. After giving students time to discuss, ask them to now reflect on the information that they were not able to recall on their own. Ask them the following questions and allow them to share their thoughts with their seatmate:
 - a. Which of this information is relevant to you, and will be easy for you to remember from this point onwards?
 - b. Which of this information can you start applying to your day-to-day eating habits?
 - c. Which of this information is important for other people to know about as well?
3. Collect each student's output and review each after class. You may use this as a way of assessing which of your students have a thorough understanding of the concepts related to Pinggang Pinoy® and adolescent health, and which only have a surface understanding. You will return these papers in Lesson 3.

LET'S WRAP THIS UP

Call on some students to share their thoughts to the questions you asked earlier (number 2) with the rest of the class.

Lesson 2



LET'S GET STARTED



15 Mins.

1. Form as many groups for this warm-up activity as you wish. You may group together those who are seated near each other.
2. Read out the descriptions below, one by one. After reading a description, count to three, and the group must quickly send a representative to the board to write the correct answer.
3. Give every group one point for each correct answer, and the group with the most number of correct points wins.

Descriptions

- This food group is the main source of energy in the diet. (*answer: Go*)
- Examples of this food group are chicken, pork and beef. (*answer: Grow*)
- This is the food group that should have the biggest proportion on your plate. (*answer: Glow*)
- The kinds of food in this food group can be categorized according to complete, partially complete, and incomplete. (*answer: Grow*)
- Green vegetables, meat and liver contain this nutrient, that is found in the blood and helps transport oxygen throughout the body. (*answer: iron*)
- This is the substance in yellow and orange vegetables that promotes healthy skin and good eyesight. (*answer: beta-carotene*)
- Purple / blue fruits and vegetables (such as eggplant and grapes) contain this substance, which is an antioxidant that helps reduce risk of cancer and heart disease. (*answer: anthocyanin*)
- This nutrient is found in eggs, liver, fortified milk and cheese. When we lack this nutrient, our sense of taste is compromised. (*answer: zinc*)
- This component in thyroid hormones helps regulate growth, development and metabolism. It is found in salt, seafood and dairy products. (*answer: iodine*)

4. After identifying the winning group, instruct the students to settle back into their seats to listen to a brief presentation.



LISTEN & LEARN



15 Mins.

1. You will need the file **GR08_M01_Lesson 2 Powerpoint** for this lesson.
2. This presentation talks about the concept of malnutrition and how Pinggang Pinoy® helps to prevent it. Tell the students to listen carefully and take down notes. They will need complete notes to help them accomplish the activity later.
3. After the lecture, give students some time to compare their notes with their seatmates' notes.
4. While comparing notes, they should look for key points in their seatmates' notes that they were not able to include in their own notes. They can add the points that they missed to their own notes.
5. Spend some time clarifying any questions your students may have about the concept of malnutrition and its signs.

I USED TO THINK THAT...



30 Mins.

1. In the remaining time, ask your students to find a partner. On a sheet of bond paper, they are to list down as many responses that will complete the following phrases:

*"Before, I used to think that...
But after today's lesson, I now know that..."*

2. They will list down changes in their knowledge, perceptions or pre-conceived notions about malnutrition as a result of today's lesson. Give the students some time to work with their partner.
3. Before the period ends, divide the class into groups of seven to eight members. Allow them some time to share their "I used to think..." statements with the others in the group.
4. Tell the class that they must remember who their group members are, as these groupings will be used for the remainder of the program.
5. Collect each pair's output and review these statements after class. You may use this to assess which of your students were able to gain a deep understanding of the concepts of malnutrition and how Pinggang Pinoy® helps to prevent it. You must return these papers in the next lesson.



Before dismissing the class, inform your students that each group will produce a total of four scrapbooks throughout the program. For the following session, instruct each group to bring scissors, coloring materials, magazines, colored paper and other art materials that can form the first scrapbook.

NOTE TO TEACHER

Explain to your students that you will retain the same groupings throughout all the modules, and that each scrapbook activity will be a friendly competition among groups. Each time the groups produce a scrapbook, you will select the top three outputs and assign points for first, second and third place.

For instance, the group that has the best scrapbook can be given three points. The group with the second best output can be given two points. The group in third place can be given one point. At the end of the program, these points can be added to determine the overall best group.

These points are NOT to be translated into the students' grades. Make sure that all groups are clear on your criteria for grading by explaining the rubrics you will use to grade their output (see Rubrics).

Lesson 3

PINGGANG PINOY® SCRAPBOOK – PART 1

1. Instruct the class to return to their groupings from the previous lesson, and to bring their art materials with them.
2. Their task for the day is to design a scrapbook that summarizes all the facts and concepts discussed in the previous two sessions.
3. Their scrapbook can contain photos, drawings, symbols, stickers and other artistic elements. With these artistic elements, they should include essays, quotes, slogans, poems or song lyrics that deliver the messages they want to convey.
4. Their scrapbook must:
 - communicate the importance of regularly eating a Pinggang Pinoy® on adolescent health and development.
 - discuss the consequences on adolescent health and development of not consuming the recommended daily nutritional requirements.
 - present the information in such a way that it is easy to understand.
 - persuade its viewers to begin following the Pinggang Pinoy® guide in every meal.

Lesson 4

PINGGANG PINOY® SCRAPBOOK – PART 2

Give each group more time to complete their scrapbook. Before the end of the session, have each group present their output.

After all the presentations, announce the top three outputs and their corresponding points. You may also announce the winners at the start of the next session if you need more time to decide on the top three outputs, or if you want to involve other teachers in selecting the best output.