

GROW FOODS

LEARNING OBJECTIVES

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

- explain the importance of getting protein from different sources in the right proportions every day.
- reflect on the variety and proportion of Grow foods that one typically consumes daily.
- identify changes that one needs to make in the proportions or the variety of Grow foods consumed to better reflect a *Pinggang Pinoy*®.
- help their peers identify changes in eating habits that will improve the quality of Grow foods that they consume each day.

MATERIALS

Lesson 1

- Meal Trackers (from previous session)
- video: **Module 3 Grow Foods**

Lesson 2

- *cartolina* (1 sheet per group)
- markers / pentel pens / coloring materials

Lesson 3

- Protein Bars (*cartolina* from previous session)

Lesson 4

- magazine cut-outs and pictures of different sources of protein
- glue
- scissors
- assorted art paper
- *cartolina*
- coloring materials
- Meal Tracker

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 that accompanies this module. The supplementary activities 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. According to the Pinggang Pinoy® guide, approximately one-fourth of our plate should consist of proteins. 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 additional nutrients such as vitamins and minerals. Eating different sources of protein raises your chances of getting all the amino acids and other nutrients that your body needs.
4. It is important to be aware of our own eating habits and identify ways by which we can improve the quality and variety of Grow foods that we eat.
5. We should also help our peers identify ways to improve the quality and variety of Grow foods that they eat.

Lesson 1



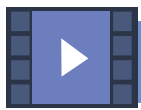
LET'S GET STARTED



20 Mins.

Ask students to bring out their Meal Trackers from the previous week and share their answers to the following with three or four classmates:

1. Compare your meals for Week 1 and Week 2. Are there any improvements in the quality of your meals (e.g. improved proportions, added fruits and vegetables, etc.)?
2. If there were no significant improvements, why do you think there are no improvements in your meal choices?
3. What can you do to improve what you eat and make your meals more like a Pinggang Pinoy®?



WATCH & LEARN



10 Mins.

1. You will need the video **Module 3 Grow Foods** for this lesson. Before playing the video, ask the students to look for the answers to the following questions as they watch:
 - a. Why is it important to get enough Grow foods in our diet?
 - b. What are the different sources of protein?
 - c. How do we know if we are getting enough Grow foods?
2. After watching the video, give students 3-4 minutes to compare their notes with their seatmates' notes. While comparing notes, they should look for key points in each other's notes that they were not able to include in their own notes. They can add any missed points to their own notes.
3. Call on some students to share some of the key points that they missed while watching the video, which they were able to get from their seatmate.

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.



LET'S DISCUSS



10 Mins.

1. Tell the students to take out their Meal Trackers once more. Ask the students to assess their Grow food intake by answering the following questions with their seatmates:
 - a. Which of the protein sources do you usually eat the most? Which do you rarely eat?
 - b. Discuss reasons why we eat some sources of protein more than others.
 - c. Is it good to always eat the same kind of protein source every day? (i.e. eating only chicken during meals)

NOTE TO TEACHER

These discussion questions are meant to help students become more aware of their protein intake. Some children only like the taste of chicken, pork or beef. Some eat only fish and seafood because that is what's available in their community. Help your students understand that they should eat protein from a variety of sources, including plant sources like tofu, beans, nuts and legumes because different sources contain other nutrients that the body needs.

2. Students should write their answers to these questions in their health notebooks. They will refer to these notes next week.

LET'S WRAP THIS UP

Call on some students to share the answers they wrote in their notebooks before instructing them to place their Meal Trackers back inside their Health Portfolios.

Lesson 2

LET'S GET STARTED



10 Mins.

Ask the students to pair up with their seatmates and recall the key points they learned from the previous session. Call on some pairs of students to share their learning with the rest of the class.

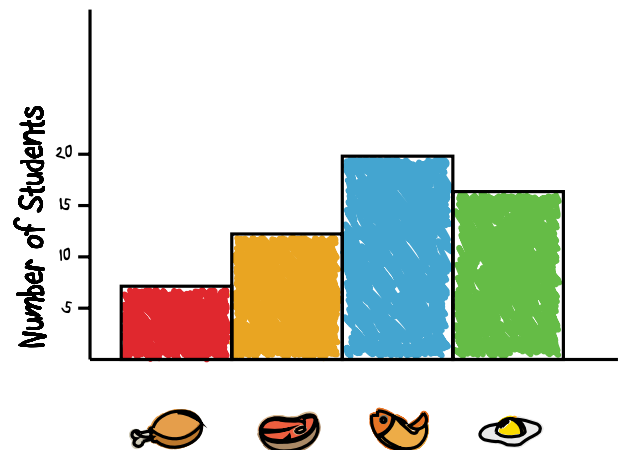


PROTEIN BARS - PART 1



30 Mins.

1. Divide the class into groups of seven to eight members. Provide each group with a sheet of *cartolina* and several colored markers.
2. Tell the students to review their Meal Trackers for Week 2 and count the number of times they ate each of the following:
 - a. chicken
 - b. pork
 - c. beef
 - d. seafood
 - e. eggs
 - f. beans & legumes
3. After each student has completed his or her frequency count, instruct each group to combine their individual results. They must find the total number of times they all ate each protein source.
4. On their *cartolina*, each group will create a bar graph that represents the number of times each protein source was eaten by the members of the group throughout that week. Before they construct their bar graph, however, tell the students to leave a space at the bottom of the *cartolina*, about ten inches high, where they will write an analysis of their results in the next session.
5. Instruct each group to write the names of their members on the back of their *cartolina*, then collect each sheet.



LET'S WRAP THIS UP

Ask some students to share their thoughts on today's lesson.

Lesson 3



LET'S GET STARTED



10 Mins.

1. Divide the class into seven teams for this game. You may divide them according to their seating arrangement. Provide each team with a piece of chalk and instruct them to stand in a single line.
2. At the count of three, the first person in line must go to the blackboard and write down one protein source.
3. The second person in line must do the same, writing a different protein source other than the one written by the first member of the team.
4. The others do the same, taking care not to repeat any protein source already listed. Team members take turns doing this for three minutes.
5. The group with the most number of correct answers, without repeating any items, at the end of three minutes wins the game.



PROTEIN BARS - PART 2



30 Mins.

1. Instruct the students to join their groups from the previous lesson to review and interpret their bar graphs. Have them discuss their answers to the following questions:
 - a. Which protein source was consumed the most (i.e. had the highest frequency counts)? Why do you think this is so?
 - b. Which protein source was consumed the least? Why do you think this is so?
 - c. What other reasons can we think of that explain why some protein sources are eaten more than others?
2. The group may write their answers to these questions in the blank space at the bottom of their *cartolina*.
3. Ask the groups to present their work to the entire class. Allow time for the class to ask each group questions after their presentation.
4. After all of the groups have presented, point out that one of the possible reasons why some families do not eat a variety of Grow foods is because some protein sources, such as beef and some types of fish, cost more than others. Emphasize that even if some protein sources are outside of their budget, they can still get the proteins and amino acids their bodies need from other less expensive protein sources:
 - a. *monggo*
 - b. *galunggong*
 - c. egg

Before dismissing the class, instruct the students to bring coloring materials, food magazines and other art materials that they may have at home.

LET'S WRAP THIS UP

Call on some students to share one thing that they will remember from today's lesson.

Lesson 4

PUSH FOR PROTEIN



30 Mins.

1. Ask the students to return to their groupings from the last session. Distribute one sheet of *cartolina* and some coloring materials to each group.
2. Challenge the groups to create a poster that communicates the importance of eating protein from a variety of sources.
3. Their poster must stress that even if some protein sources cost more than what their budget will allow, they can still receive the full health benefits of all essential amino acids by maintaining a variety of protein sources.
4. Each group should make their poster as persuasive, creative and as colorful as they possibly can. Students can draw, use magazine cut-outs, and other art materials that they already have on hand.
5. Once they are done, hang these posters in the hallway, where other students and teachers can see. Under each poster, tape a blank sheet of pad paper.
6. Tell the students that you will be inviting teachers from other sections to view the posters, and if the teacher likes a particular poster he or she will sign their name on the sheet below that poster.
7. The posters with the most “Likes” will be recognized.



Before dismissing the class, instruct the students to take out one more Meal Tracker from their Health Portfolio and fill it up throughout the week. Label it as Week 3.