

# PINGGANG PINOY®

## LEARNING OBJECTIVES

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

- recall what Pinggang Pinoy® is and describe its components.
- discuss the significance of Pinggang Pinoy® on adolescent health and well-being.
- evaluate one's current eating habits to identify changes that can make one's meals more like a Pinggang Pinoy®.

## MATERIALS

### Lesson 1

- bond paper (one sheet per student)
- coloring materials
- video: **Module 1 Pinggang Pinoy**
- Meal Tracker

### Lesson 2

- Meal Trackers (from previous session)
- manila paper (one sheet per group)
- coloring materials
- file: **GR07\_M01\_Lesson 2 Powerpoint**

### Lesson 3

- Growing Up collage (from previous session)
- Meal Tracker

### Lesson 4

- S.M.A.R.T. Goals (from previous session)
- manila paper (one sheet per group)
- markers

## 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 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 eating habits and compare the food we eat with FNRI's 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.
    - i. 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.
    - ii. 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." 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 additional 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.

# Lesson 1



## LET'S GET STARTED



25 Mins.

1. Distribute one sheet of bond paper per student and coloring materials.
2. Instruct the students to make a mind map of what they already know about Pinggang Pinoy®.
3. Their mind map should begin with the central topic, Pinggang Pinoy®, in the middle.
4. Around the central topic of Pinggang Pinoy®, they can choose how they would like to organize all the words and concepts they recall that are related to that central topic.

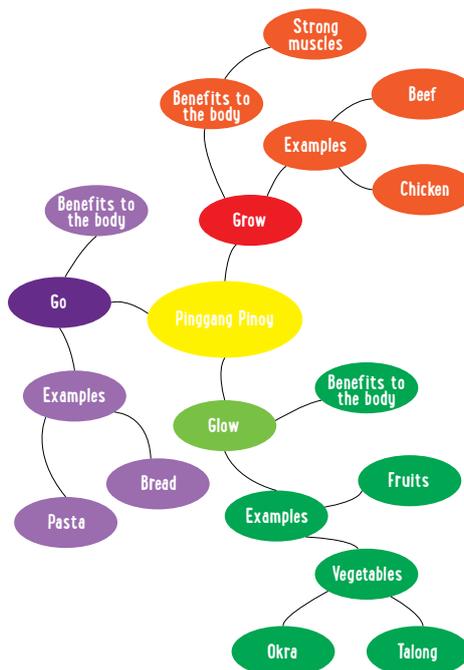
## NOTE TO TEACHER

What is a mind map?

A mind map is a visual representation of a concept and its related ideas. Mind mapping is useful for representing complex concepts and can be applied to any task that requires organizing ideas or brainstorming. If your school does not use mind mapping regularly, take this opportunity to teach your students how to use this powerful thinking tool.

Here is one possible way to make a Pinggang Pinoy® mind map:

1. Start by writing the words "Pinggang Pinoy®" in the middle of the page. Place it in a circle/oval.
2. From the center circle/oval, draw three "branches". The first branch will be connected to the word "Go" written in a circle. The second branch will be connected to the word "Grow" and the third branch will be for "Glow"
3. From the circle with the word "Go", draw two more branches. One branch will be connected to the words "Benefits to the Body" and the other branch will connect to the word "Examples."
4. Do the same for the circles that have "Grow" and "Glow" written in them.
5. From there, extend more branches from the words "Benefits to the Body" and "Examples". Connect these branches to more keywords that belong with those branches.





## WATCH & LEARN



15 Mins.

1. After giving the students some time to complete their mind map, inform them that they will be watching a video, **Module 1 Pinggang Pinoy**.
2. They are to compare their mind maps with the information presented in the video to see if their mind maps fully represent the concept of Pinggang Pinoy®.
3. They may take down notes in their health notebook of the key concepts that need to be added to their mindmap.
4. After watching the video, give your students some time to compare their mind maps with their seatmate's and discuss ideas that will improve their mind maps.
5. Instruct the students to bring their health notebooks, bond paper and coloring materials home to continue making the mind map. They are to submit their mind map on the next class session.

## LET'S WRAP THIS UP

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



Before dismissing the class, distribute copies of the Meal Tracker. Teach the students these steps for filling it up:

1. Photocopy four copies of the Meal Tracker. You will track your meals four times throughout the program. You may keep the photocopies in your Health Portfolio.
2. Remember to always place your name, year and section at the top of each page you use. On the upper left side, write which week we are in. This is Week 1.
3. For each day of the week, choose one meal that you will describe in the Meal Tracker:
  - a. In the large circle, draw the Go, Grow and Glow foods that you have eaten. Your picture should show how much you have eaten. For example, if your portion of Glow food was two times more than Go food, your drawing should also show two times more Glow than Go food.
  - b. In the small circle, write what you drank with each meal and how much (e.g. one glass of water; one glass of orange juice; one cup of milk).
  - c. In the lines beside the plate, describe what was on your plate and how much. For example, "one cup of rice" or "one medium sized tilapia".

Monday	GO
	<i>1 cup rice</i>
	<i>1 medium sized tilapia</i>
	<i>1 cup broccoli and carrots</i>

4. Do this for one meal every day for the next seven days. Strive to improve the quality of your meals each day.
5. Keep all your Meal Trackers in your Health Portfolio and bring them to each class. We will discuss our Meal Trackers several times during our lessons.

## Lesson 2



### LET'S GET STARTED



10 Mins.

1. Ask students to submit their mind maps from the previous session and to bring out their Meal Trackers for the previous week. They should share their answers to the following with their seatmates:
  - a. Were all the food groups present in every meal that you tracked last week? If not, which food groups are missing?
  - b. Did your last meal have the right proportions of each food group?
  - c. Did you eat a wide variety of fruits, vegetables and protein sources?
  - d. Was your beverage a healthy one?
2. Invite two or three students to share what changes they can make so that their meals will be more like Pinggang Pinoy®.

### GROWING UP



25 Mins.

1. Instruct the students to get into groups of seven to eight members. Distribute a sheet of manila paper and some coloring materials, and ask each group to write the names of their members on the back of the paper.
2. On their sheet of manila paper, ask them to draw a collage that answers the following questions:
  - a. What changes have you noticed in your body since becoming an adolescent?
  - b. What changes have occurred in your social life since you became an adolescent?
  - c. What changes have occurred in the way you interact with your family?
  - d. In what areas have you been experiencing more autonomy and independence?
3. When all groups are done, direct their attention to your powerpoint presentation.

### NOTE TO TEACHER

All the modules in this program require students to work in groups of seven to eight members. You may adjust the number of students per group depending on the total number of students you have in your class. It is not advisable, however, to have too many members in each group.

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

For instance, the group that has the best output 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 team.

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).



## LISTEN & LEARN



25 Mins.

1. You will need the file **GR07\_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 presentation talks about some physical and psycho-social changes that occur during adolescence, and their impact on adolescents' nutritional needs and habits.
3. Instruct your students to take notes. After the lecture, give students a few minutes 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. Tell your students that they will need these notes for the next session's activities. Make sure that each manila paper has the names of all group members written on the back, and collect each sheet. These will be returned the following session.



Before dismissing the class, instruct the students to take out another Meal Tracker from their Health Portfolio. They should label this sheet Week 2 and continue tracking their meals throughout the week.

## Lesson 3



## LET'S GET STARTED



25 Mins.

1. Instruct the students to return to their groupings from the previous session. Distribute each group's manila paper.
2. Tell the students that they must add images and keywords to their collage so that their collage will answer the questions:
  - a. Why is a balanced diet important for adolescents?
  - b. Why is it important for adolescents to learn about healthy food choices?
3. They can refer to their notes from the previous session to help them recall key points.
4. Give the groups about 15 minutes to enhance their collages. You may call on some groups to share their collage with the rest of the class.
5. If there isn't enough time to select the "winner" of this first challenge, you may ask your students to finish their collages after class and submit them to you the next day. You may announce the top three outputs in the following session.

## PINGGANG PINOY® GOALS



35 Mins.

1. Instruct students to take out their Meal Trackers for Week 1 and Week 2. With their seatmates, have them compare their meals for the two weeks, and discuss the following:
  - a. Are there any improvements in the quality of your meals (e.g. improved proportions, added fruits and vegetables, etc.)?
  - b. If there were no significant improvements, why do you think there are no improvements in your meal choices?
  - c. What can you do to improve what you eat and make your meals more like a Pinggang Pinoy®?

2. After giving them time to share their thoughts with their seatmates, instruct the students to take out their health notebooks.
3. Have the students think about their answers to the question: "What can I do to make my meal more like a Pinggang Pinoy®"? They will practice setting S.M.A.R.T. goals that will help them improve their eating habits and nutritional choices.
4. Teach your students to make S.M.A.R.T. goals - Specific, Measureable, Attainable, Realistic and Time-bound. They will practice writing these goals in their health notebook until they are able to craft a goal that meets the S.M.A.R.T. criteria.
5. Allow the students to help each other come up with S.M.A.R.T. goals. Go around the room and help students who may be struggling with this task.



Before dismissing the class, instruct the students to try and achieve their S.M.A.R.T. goal throughout the week. They may help each other out by calling or texting each other to see how well they are doing with their goal. Tell your students that, in the next session, they will be asked to report how well they achieved their goal.

## NOTE TO TEACHER

### How to make S.M.A.R.T. goals

Here are examples of goals that are too broad:

- I will eat healthy food this week.
- I will stop eating *chichirya*.
- I will make sure that I eat Go, Grow and Glow foods everyday.

A goal that is too broad will fail to bring results. S.M.A.R.T. goals are more likely to succeed.

**Specific** - Start with smaller, more focused goals. "I will eat healthy food" is too broad. Instead, identify what you will focus on, such as "eating more vegetables" or "eating less *chichirya*."

**Measureable** - Ask yourself, "How will I know if I've accomplished this goal?" State your goal in a way that you will know when you are making progress. An example is, "I will increase the portion of my plate that has vegetables, from one-fourth of the plate to one-half."

**Attainable** - Avoid goals that are too hard to reach. If your goal is to increase the amount of vegetables you have on your plate, you can start with aiming to do this at least four times in the next seven days. After seven days, when you have begun to build the habit, you can increase it to at least once a day.

**Realistic** - Create reasonable goals. You do not have to promise to eat vegetables every day at every meal. You don't have to say, "I will never eat *chichirya* again." When making your goals, be realistic about your schedule, your lifestyle and any limitations that may make some goals unreasonable.

**Time-bound** - Establish a timeframe for completing your goal, preferably a short one. For instance, you may focus on your goal for a period of one week, rather than setting one that goes on indefinitely. "For the next seven days, I will make sure that at least one of my meals each day has one-half a plate of vegetables" is easier to manage than, "I will make sure that at least one of my meals each day has one-half a plate of vegetables."

### S.M.A.R.T. goals



**I will eat healthy food this week.**



**For the next seven days, I will make sure that at least one of my meals each day has one-half a plate of vegetables.**

# Lesson 4



## LET'S GET STARTED



15 Mins.

1. Announce the top three outputs from the group activity in Lessons 2 and 3 (if you were not able to during the last class session.)
2. Instruct your students to bring out their Pinggang Pinoy® Goals from the previous session. Have them discuss the following with their seatmate:
  - a. Were you able to achieve your Pinggang Pinoy® Goal from last week?
  - b. If yes, how did you do it?
  - c. If no, what factors made it difficult for you to achieve your goals?
3. After giving your students a few minutes to reflect on those questions, instruct your students to go back to their groupings from the previous session.

## UNDER CONTROL



45 Mins.

1. Distribute one sheet of manila paper per group and some markers.
2. They must divide the manila paper into two columns, and label them "Within Our Control" and "Outside Our Control".
3. Give the students a few minutes to recall their answers to the question "What factors made it difficult for you to achieve your goals?"
4. Under the column "Within Our Control" students should list down the factors that they have control over. Under the column "Outside Our Control", list down the factors they perceive to be beyond their control.
5. When all the groups are done making their lists, ask one representative from each group to post their manila paper on one of the classroom walls.
6. Ask the students to go around the room to look at each manila paper, and challenge them to look for factors identified by their classmates as 'Outside Our Control' when, in fact, it is a factor 'Within Our Control'. For instance, if a group identified "lack of time" as a factor that is outside their control, point out that managing one's time is something only they can do for themselves.
7. In some instances, it is possible that the reason why they were not able to achieve their goals is because the goal was unrealistic and unattainable in the first place, or it was not clearly defined. Help your students identify ways to improve how they craft their goals.
8. Guide your students to realize that, if their goals are clearly defined, realistic and attainable, then most of the time the factors that prevent them from achieving their goals are actually within their control.

### NOTE TO TEACHER

Through this lesson, help your students understand that as they get older, they will become more and more responsible for their own health. They should constantly set health goals for themselves to improve their nutrition habits. Help them to understand that maintaining a healthy lifestyle and achieving their health goals are largely within their control.

## LET'S WRAP THIS UP

Call on some students to summarize, in their own words, their key learning for the day.



# MEAL TRACKER

WEEK \_\_\_\_\_



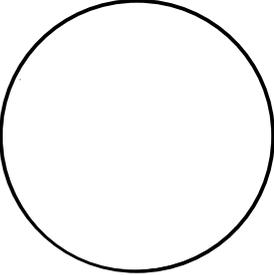
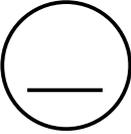
Good Food, Good Life



Name \_\_\_\_\_

Year & Section \_\_\_\_\_

Monday

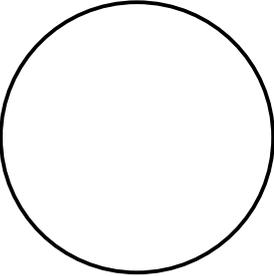
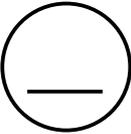



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Tuesday

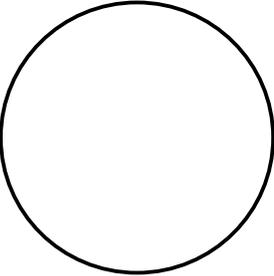
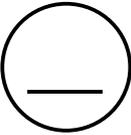



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Wednesday

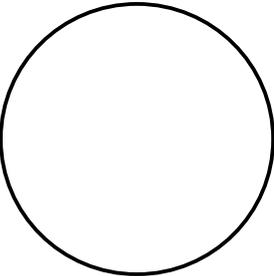
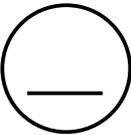



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Thursday

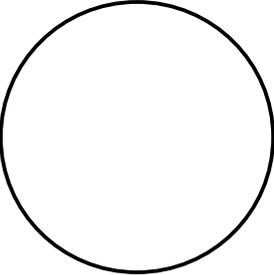
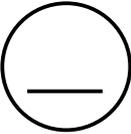



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Friday

GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_