

# GLOW FOODS

## LEARNING OBJECTIVES

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

- state the health benefits derived from Glow foods.
- name examples of Glow foods.
- tell the importance of eating different colored fruits and vegetables regularly.

## MATERIALS

### Lesson 1

- file: **GR01\_M02\_Lesson 1 Powerpoint**
- video: **Module 2 Glow Food**

### Lesson 2

- fruits and vegetables brought by the students as their assignment
- two medium sized boxes with holes on top (the hole should be big enough to fit a fruit or vegetable)
- file: **GR01\_M02\_Lesson 2 Worksheet**
- coloring materials

### Lesson 3

- pictures of vegetables found in the song *Bahay Kubo*
- manila paper (1/2 sheet per group)
- coloring materials

### Lesson 4

- *bahay kubo* backdrop from previous week's session
- bond paper (one sheet per student)
- 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 video presentation and powerpoint that accompany this module. The supplementary activities and worksheets further reinforce these key points.

### KEY POINTS

1. Glow foods contain many vitamins and minerals that our bodies need to make our skin, eyes and hair healthy. These vitamins and minerals also help our bodies to prevent sickness, like colds and cough.
2. Fruits and vegetables belong to this food group.
3. We should make our plate as colorful as possible by eating many different colors of fruits and vegetables. The more colors we have on our plate, the more vitamins and minerals we get.

# Lesson 1



## LET'S GET STARTED



5 Mins.

1. Start the class by singing the Pinggang Pinoy® song from Module 1 with its accompanying actions.
2. Tell the students that you will be learning about one of the food groups. Ask them to guess which food group that is based on these clues:
  - a. This food group occupies the largest portion of the Pinggang Pinoy® plate.
  - b. This food group helps make our skin, eyes, and hair healthy.
  - c. This food group helps the body fight colds and cough.
4. Once a student is able to guess correctly, ask the others to recall some examples of Glow foods.



## LET'S TRY THIS



15 Mins.

1. Tell the students to form groups of three for a game. You will need the slides in **GR01\_M02\_Lesson 1 Powerpoint** to play.
2. Each slide has a picture of a Glow food. Tell the students to look at each picture and think of the name of that food in English, Filipino and in your local dialect.
3. Each group that knows the answer must raise their hands together and the first group to raise their hands at the same time will be given a chance to answer.
4. After identifying each Glow food, ask the students to also name its color.



## WATCH & LEARN



20 Mins.

1. Play the video for this lesson, **Module 2 Glow Foods**.
2. After playing the video, ask some students to share which part of the video they liked the most and what they learned from it.
3. Discuss with the students why they must eat fruits and vegetables of different colors. Through your discussion, help them understand that different colors have different vitamins and minerals, and if they only eat some colors, they will not get all the vitamins and minerals they need to be strong and healthy.
4. While discussing, make sure that your students understand the concept of vitamins and minerals. Explain to them that these are tiny particles in the food that we eat that are good for us.
5. Ask the students to recall the different colors of Glow foods shown in the video and list them down on the board:
  - a. red
  - b. yellow
  - c. orange
  - d. green
  - e. blue / purple
6. After listing them on the board, ask the students to name some examples. If needed, go back to the powerpoint slides to help them.

## LET'S WRAP THIS UP

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



Before dismissing the class, inform the children that they need to bring real fruits and vegetables for the next class session. To avoid duplications, assign each child a specific fruit or vegetable to bring. Make sure that you will end up with more or less an equal number of fruits and vegetables for every color. You may want to assign each child an alternative in case they are not able to bring their assigned food. You may also include a copy of this note in their homework notebook to inform their parents of this requirement.

Dear Parents,

Your children are learning about Glow foods this week and the importance of eating fruits and vegetables of different colors. They are learning that in order to get the full range of vitamins and minerals from Glow foods, they need to eat different colored fruits and vegetables. For our next class session, please have your child bring \_\_\_\_\_ or \_\_\_\_\_ to contribute to our discussion. If you are not able to provide either of these, kindly have your child bring any fruit or vegetable of the same or similar color. Thank you!

## Lesson 2



### LET'S GET STARTED



5 Mins.

Ask your students to bring out their assigned fruit or vegetable. Instruct them to turn to their seatmates and tell the name of their fruit or vegetable. Call out the colors one by one, and ask everyone with a fruit or vegetable of that color to hold theirs up high.

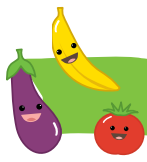


### GLOW FOODS GUESSING GAME



15 Mins.

1. Bring out the two boxes with holes on top. Gather the fruits and vegetables that your students brought and place some of the vegetables in one box, and some of the fruits in the other box. (If all the fruits and vegetables do not fit in the box, you may need to do two or three rounds of this activity.)
2. Ask for a volunteer who will pick a fruit or vegetable from a box while blindfolded. The child should not know whether he or she is picking from the fruit box or from the vegetable box. The child must guess what fruit or vegetable was picked.
3. Let the children take turns being blindfolded and guessing what fruit or vegetable they picked.
4. Arrange the picked fruits and vegetables on your table according to color.

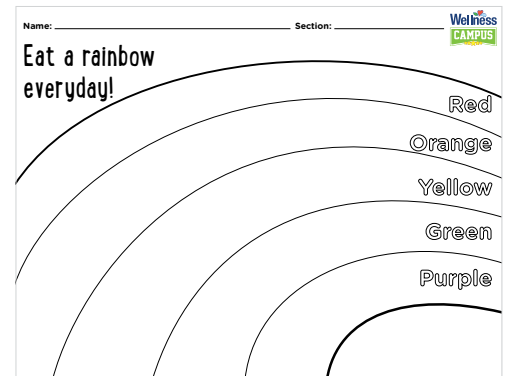


## EAT A RAINBOW



20 Mins.

1. After all the students have had a turn, direct their attention to the fruits and vegetables that you sorted according to color.
2. Ask the students, "Why is it important to eat different colored fruits and vegetables?" Help the students recall what they learned from the last lesson.
3. Tell the students that each time they eat Glow foods they should think of a RAINBOW so that they will remember to include red, yellow, orange, green, blue and purple fruits and vegetables in their diet.
4. Distribute copies of file **GR01\_M02\_Lesson 2 Worksheet**. Tell the students to draw pictures of fruits and vegetables for each color indicated on the rainbow. Students can work on this worksheet in the remaining class time, or you may assign this as homework if they are not able to finish coloring it in school.



## 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 3



## LET'S GET STARTED



10 Mins.

Before the class, prepare pictures of the Glow foods that can be found in the song *Bahay Kubo*.

1. Start the session by asking the students who among them know the song *Bahay Kubo*. Point out that the song is about Glow foods.
2. As you sing the song with the class, flash the pictures of the vegetables mentioned in the song.

### Bahay Kubo Children's Song (Tagalog)

Bahay kubo, kahit munti  
Ang halaman doon, ay sari-sari  
Singkamas at talong, sigarilyas at mani  
Sitaw, bataw, patani.

Kundol, patola, upot kalabasa  
At saka mayroon pang labanos, mustasa.  
Sibuyas, kamatis, bawang at luya  
Sa paligid-ligid ay puno ng linga.

## BAHAY KUBO



30 Mins.

1. Divide the class into six groups.
2. Give each group a 1/2 sheet of manila paper.
3. Instruct each group to draw their own *bahay kubo* scene, but tell them that they are not limited to the Glow foods that are in the song. They should draw a large *bahay kubo* surrounded by a garden with many colorful fruits and vegetables. Challenge the students to make their picture as colorful as possible.
4. When the students are done, tape their pictures to the wall around the room.
5. Direct your students' attention to the the picture that is most colorful and has the most variety of fruits and vegetables. Point out to the class that our goal is to eat many different colors of fruits and vegetables.

## 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 some students to explain why it is important to eat Glow foods. (*expected response: Glow foods contain many vitamins and minerals that our bodies need to make our skin, eyes and hair healthy. These vitamins and minerals also help our bodies to prevent sickness, like colds and cough.*)
2. Ask other students to explain why it is important to eat different colors of fruits and vegetables. (*expected response: The more colors we eat, the more vitamins and minerals we get.*)
3. Ask some students to think of what they will say to a friend who does not want to eat his or her vegetables. (Teach the students to describe the benefits of eating Glow foods to try to convince that friend.)

## WATCH ME GLOW



25 Mins.

1. Distribute one sheet of bond paper per student and coloring materials.
2. Ask the students, "What will happen if we eat Glow foods?"
3. Allow the students to give their own answers, but stress the following two points:
  - a. Glow foods make our skin, eyes and hair healthy.
  - b. Glow foods keep us from getting sickness, like colds and cough.
4. Challenge the students to draw a picture of themselves and what they will look like if they eat Glow foods everyday. Their picture should show what they can do if they are not sickly (*e.g. play with my friends everyday, go to the mall with my family*). Ask them to think of a way to show, through their drawing, that their skin, eyes, and hair are healthy.
5. They should also include their favorite Glow foods in the picture.
6. Collect these "self-portraits" for the culminating activity at the end of the program.

## LET'S WRAP THIS UP

Call on some students to share one new thing they learned today.