

GLOW FOODS

LEARNING OBJECTIVES

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

- recall the health benefits associated with the colors of fruits and vegetables.
- recall the importance of eating different colored fruits and vegetables regularly.
- describe the consequences of not eating enough fruits and vegetables.

MATERIALS

Lesson 1

- video: **Module 2 Glow Foods**
- file: **GR03_M02_Lesson 1 Powerpoint**
- file: **GR03_M02_Lesson 1 Worksheet**

Lesson 2

- Glow Chart (homework from previous week)
- file: **GR03_M02_Lesson 2 Powerpoint**
- bond paper (one sheet per student)
- coloring materials

Lesson 3

- file: **GR03_M02_Lesson 3 Powerpoint**
- 1/2 *cartolina* (cut lengthwise; one sheet per group of five or six students)
- coloring materials

Lesson 4

- storyboards (from previous session)

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 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. According to the Pinggang Pinoy® guide, approximately half of our plate should consist of fruits and vegetables.
3. We should make our plate as colorful as possible by eating many different colors of fruits and vegetables. This is because specific colors provide specific health benefits.
4. If we do not get enough Glow foods, we will lack vitamins, minerals, and fiber which may lead to the following:
 - a. We may get tired easily.
 - b. We may catch colds and cough easily.
 - c. Our skin and nails may look pale.
 - d. We might have trouble concentrating in school.
 - e. We might have trouble moving our bowels.
 - f. We might have poor eyesight.

Lesson 1



LET'S GET STARTED



5 Mins.

1. Review last week's lesson by asking the students what happens when they do not eat Pinggang Pinoy® everyday. Ask them what 'malnutrition' is and what are some signs that a person is 'malnourished.' Make sure they offer the following descriptions:
 - a. does not have a strong, healthy body.
 - b. is more likely to get sick.
 - c. often lacks energy.



WATCH & LEARN



15 Mins.

1. Instruct the students to return to their seats and watch the video for this lesson, **Module 2 Glow Foods**.
2. After watching the video, ask your students to answer the following questions:
 - a. Why do we need to eat Glow foods? (*answer: They contain vitamins and minerals that help keep us strong against sickness, like coughs or colds, and essential to make our skin, eyes and hair healthy.*)
 - b. Why is it important to eat fruits and vegetables of different colors? (*answer: Different colors have different vitamins and minerals. The more colors we eat, the more vitamins and minerals we are getting.*)



WHO HAS A BETTER GLOW



15 Mins.

1. You will need the file **GR03_M02_Lesson 1 Powerpoint** for this lesson.
2. Each slide features two children, each with a plate of Glow foods that they ate the past week. Ask the class which of the two children has a better plate:
 - a. Pair 1: child A only ate a few fruits, child B ate fruits and vegetables (answer: child B)
 - b. Pair 2: child A ate fruits and vegetables all of the same color, child B ate fruits and vegetables of different colors (*answer: child B*)
 - c. Pair 3: child A ate fruits and vegetables of many different colors, child B ate fruits and vegetables that had only two colors (answer: child A ate a wider variety of colors)
 - d. Pair 4: child A ate fruits and vegetables that had only 3 colors, child B ate fruits and vegetables of many more different colors (*answer: child B ate a wider variety of colors*)
 - e. Pair 5: child A ate fruits and vegetables of many different colors, child B ate only fruits of many different colors (*answer: child A, because even though child B ate a variety of colors, child B did not include vegetables*)
3. Before giving out the answers to each, allow several students to share their thoughts and explain their answers.



GLOW CHART



Before you dismiss, distribute the Glow Chart, file **GR03_M02_Lesson 1 Worksheet**. Tell them that this Glow Chart will help them to know whether they are eating enough colors throughout the week.

Tell the students that they have to draw (and color) all the fruits and vegetables they ate in the correct row of the chart. They will bring the drawing with them to class the following week.

Also, instruct the students to bring a fruit or vegetable to your next class. To ensure that your class ends up with more or less an equal number of fruits and vegetables for every color, you may want to assign specific fruits or vegetables to each student. A note is included in their Glow Charts to inform the parents of this requirement.

Dear parents,

This week, we are learning about the importance of eating different colored fruits and vegetables - the more colors we eat, the more nutrients our bodies get.

Please help your child learn this important principle by serving him or her fruits and vegetables of different colors. For the next few days, have your child draw all the different fruits and vegetables he or she ate, in the correct row according to color.

For example, if your child ate a red apple on Monday, he or she should draw an apple in the row marked RED, under the column of Monday.

Please have your child bring this chart on _____ (date) _____.

Also, please let your child bring a(n) _____ (date) _____ to our next class. Thank you!

GLOW CHART

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Red							
Yellow							
Orange							
Green							
Purple							

Name: _____ Section: _____



Lesson 2



LET'S GET STARTED



1. Instruct the students to take out their homework from the previous week (Glow Chart) and to hold their charts up high.
2. Select five students whose charts are very colorful, showing that they ate a wide variety of fruits and vegetables over the week. Ask them to stand in front of the class and describe their drawings. Emphasize to the class that our goal every week is to make sure we have eaten many different colors.
3. Ask these students to return to their seats.

WHAT HAPPENS NEXT?



1. You will need the file **GR03_M02_Lesson 2 Powerpoint** for this lesson.
2. This presentation talks about the consequences of having enough Glow foods in one's diet. A person who lacks fruits and vegetables in their diet:
 - a. may get tired easily.
 - b. may catch colds and cough easily.
 - c. may have pale skin and nails.
 - d. may have trouble concentrating in school.
 - e. may have trouble moving bowels.
 - f. may eventually have poor eyesight.

3. After showing the children the entire presentation, go back to the following slides and ask them some question:
 - a. On the slide that has a child who gets tired easily, ask, “What happens when we get tired easily?” (*possible answers: we will not be able to play a long time with our friends; we will not be able to help mom and dad with household chores*)
 - b. On the slide that has a child who catches colds and cough easily, ask, “What happens if we catch colds and cough easily?” (*possible answers: we will not be able to play with our friends; we will be absent from school*)
 - c. On the slide that has a child who is having trouble concentrating in school, ask, “What happens if we cannot concentrate in school?” (*possible answers: we will not be able to listen to teacher; we will not understand the lesson*)
4. The purpose of asking these questions is to help your students deepen their understanding of the connection between healthy eating and actual consequences to one’s day-to-day functioning. Try to provide possible answers that are meaningful and relevant to the children.



LET'S TRY THIS



15 Mins.

1. Distribute one sheet of bond paper per student and some coloring materials.
2. Instruct the students to come up with their own illustration of what will happen if they do not eat enough Glow foods of various colors.
3. Challenge them to recall as many of the consequences discussed earlier, and their illustration can have different children representing different consequences.

Lesson 3



LET'S GET STARTED



10 Mins.

1. Use the file **GR03_M02_Lesson 3 Powerpoint** to review last week’s lesson. This presentation is the same as the one you showed last week.
2. Again, allow several students to share their thoughts and explain their answers for each slide. Be mindful to call on students who were not actively participating during the last session.



GET THAT GLOW



20 Mins.

1. Divide the class into groups of five or six students and distribute 1/2 sheet of cartolina (cut lengthwise) per group.
2. Help each group to fold the cartolina into four parts. They will make a storyboard about their friend who does not eat Glow foods. Their storyboard will have four scenes.
 - a. In the first scene, they will draw a picture of their friend who does not eat enough Glow foods every day.
 - b. In the second scene, they will draw their friend showing some signs and symptoms because of a lack of vitamins, minerals and fiber.

- c. In the third scene, they will draw their friend eating the colors of fruits and vegetables he or she needs to get better.
 - d. In the last panel, they will draw their friend looking healthier and no longer showing those signs.
3. Tell your students to make their storyboards neat and colorful because these will be displayed on a wall where the rest of the school can see them at the end of the program.

LET'S WRAP THIS UP

Ask some students to describe one thing they can share with their family members about today's lesson.

Lesson 4

For this final lesson, you will give students time to finish their storyboards. Once done, ask the students to share their storyboards with the rest of the class. Encourage them to act out their storyboards.