

GROW FOODS

LEARNING OBJECTIVES

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

- recall the health benefits derived from proteins.
- recall the importance of getting protein from different sources.
- describe the consequences of protein deficiency.

MATERIALS

Lesson 1

- video: **Module 3 Grow Foods**
- cut-out pictures of Go, Grow and Glow foods each attached to a metal paper clip
- 2 “fishing rods” made of sticks tied to yarn attached to a magnet
- file: **GR03_M03_Lesson 1 Worksheet**

Lesson 2

- Grow Chart (homework from previous week)
- file: **GR03_M03_Lesson 2 Powerpoint**
- bond paper (one sheet per student)
- coloring materials

Lesson 3

- file: **GR03_M03_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. 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 other nutrients. If we only eat one kind of protein, like only chicken or only fish, then our bodies will not get all the different kinds of amino acids that it needs.
4. If we do not get enough Grow foods, we will lack protein and amino acids which may lead to the following:
 - a. Our muscles may be weak.
 - b. Our wounds might take longer to heal.
 - c. Our hair and nails may become brittle.
 - d. Our growth may be stunted.

Lesson 1



LET'S GET STARTED



5 Mins.

Review last week's lesson by asking the students what happens when they do not eat enough Glow foods of different colors. Ask them if they remember the signs that show we are not eating enough Glow foods. Make sure they offer the following descriptions:

1. We may get tired easily.
2. We may catch colds and cough easily.
3. Our skin and nails may look pale.
4. We might have trouble concentrating in school.
5. We might have trouble moving our bowels.
6. We might have poor eyesight.



WATCH & LEARN



15 Mins.

1. Instruct the students to settle down in their seats to watch the video for this lesson, **Module 3 Grow Foods**.
2. After watching the video, ask your students to answer the following questions:
 - a. Why do we need to eat Grow foods? (*answer: Grow foods contain protein. Protein is made of different building blocks called amino acids. Our body needs amino acids to grow big and strong.*)
 - b. Is it good to eat the same kind of Grow food all the time? Why? (*answer: No. 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. If we only eat one kind of protein, like only chicken or only fish, then our bodies will not get all the different kinds of amino acids and other nutrients that it needs.*)



FISHING FOR GROWTH

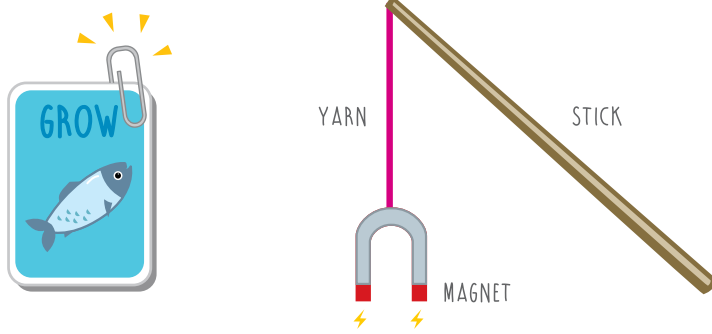


15 Mins.

1. Scatter pictures of Go, Grow and Glow foods on the floor. Make sure that each picture has a metal paper clip attached to it and that the metal paper clip sticks to the magnet of the "fishing rods".



2. Ask for a volunteer who will “fish” for a picture of Grow food using one of the makeshift fishing rods.



NOTE TO TEACHER

An alternative to a makeshift fishing rod would be to use a fly swatter to scoop out the pictures.

3. Once he or she has “captured” one of the pictures, ask the other students if it is, indeed, a Grow food. Allow another volunteer to give it a try.
4. This activity may be done in groups, as a contest. Give the students a time limit to see who catches the most number of Grow foods.
5. After fishing for Grow foods, you can have one team fish for Grow foods and the other team fish for Grow foods to check how well students are able to identify Grow foods.



GROW CHART



5 Mins.

Before dismissing the class, distribute the Grow Chart with file name **GR03_M03_Lesson 1 Worksheet**. Tell them that this Grow Chart will help them to see whether they are eating a variety of Grow food each week.

Tell the students that they have to draw (and color) all the different Grow foods they ate in the correct row of the chart. They will bring the drawing with them to class the following week. A note is included in the Grow Charts to inform the parents of this requirement.

LET'S WRAP THIS UP

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

Lesson 2



LET'S GET STARTED



5 Mins.

1. Instruct the students to take out their homework from the previous week (Grow Chart) and to hold their charts up high.
2. Select five students whose charts indicate that they ate a wide variety of Grow foods 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 get protein from many different sources.
3. Ask these students to return to their seats.



WHAT HAPPENS NEXT?



15 Mins.

1. You will need the file **GR03_M03_Lesson 2 Powerpoint** for this lesson.
2. This presentation talks about the consequences of not getting enough amino acids from various sources in one's diet. A person who does not get enough protein from various sources:
 - a. may have weak muscles.
 - b. may experience longer healing of wounds.
 - c. may have brittle hair and nails.
 - d. may have stunted growth.
3. After showing the children the entire presentation, go back to the following slides and ask them some questions:
 - a. On the slide that has a child with weak muscles, ask, "What will happen if your muscles are weak?" (*possible answers: you cannot push or lift heavy objects, you will fall easily if you get pushed accidentally, you might drop your bags*)
 - b. On the slide that has a child whose wounds take longer to heal, ask, "What will happen if your wounds take longer to heal?" (*possible answers: you will bleed; your wounds might get germs*)
4. The purpose of asking these questions is to help your students understand that there is a connection between healthy eating and one's day-to-day functioning. Try to provide possible answers that are meaningful and relevant to the children.



LET'S TRY THIS



20 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 Grow foods of different kinds.
3. Challenge them to recall as many of the consequences discussed earlier, and their illustration can have different children representing different consequences.

LET'S WRAP THIS UP

Call on some students to describe their pictures to the rest of the class.

Lesson 3



LET'S GET STARTED



15 Mins.

Use the file **GR03_M03_Lesson 3 Powerpoint** to review the consequences discussed during the last session. The last slide in this presentation shows the Pinggang Pinoy® visual. Use it to remind the students of the proportion of their plate that should have Grow foods.



GOT TO GROW!



25 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 only eats one kind of Grow food. Their storyboard will have four scenes.
 - a. In the first scene, they will draw a picture of their friend eating only one kind of Grow food.
 - b. In the second scene, they will draw their friend showing signs and symptoms of a lack of protein.
 - c. In the third scene, they will draw their friend eating a wider variety of Grow foods.
 - 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.