

# PINGGANG PINOY®

## LEARNING OBJECTIVE

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

- recall the benefits of regularly eating a Pinggang Pinoy® and how this addresses malnutrition.

## MATERIALS

### Lesson 1

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

### Lesson 2

- Pinggang Pinoy poster (*cartolina* from previous session)
- coloring materials

### Lesson 3

- file: **GR05\_M01\_Lesson 3 Powerpoint**
- bond paper (three sheets per group)
- coloring materials

### Lesson 4

- clear book (one per group)
- Cause & Effect Comics (from previous session)
- bond paper (one sheet per group)
- 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 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 own eating habits and to compare the food we eat with FNRI's guide. This way we can adjust choices and proportions to plan meals that fit the Pinggang Pinoy® guide.
2. A healthy meal consists of Go foods, Grow foods, and Glow foods, which should be eaten with a glass of water and/or nutritious beverage like milk.
  - a. Go foods have carbohydrates that give us energy. Examples of Go foods are bread and rice. Almost one-fourth of your plate should contain Go foods.
  - b. Grow foods have protein that help our bodies grow big and strong. Examples of Grow foods are chicken, pork, beef or fish. Almost one-fourth of your plate should have Grow foods.
  - c. Glow foods have vitamins and minerals that help make skin, eyes, and hair healthy, and helps the body prevent colds and cough. Vegetables and fruits are examples of this food group. Almost half of your plate should contain Glow foods, the more colorful, the better.
3. Include water or a healthy beverage with your meal. It is important for children to drink the recommended amount of water daily:
  - a. 6-9 years old: 6 glasses or more every day
  - b. 10-12 years old: 8 glasses or more every day
4. Pinggang Pinoy® helps us to get the nutrients and energy we need so that we will not become "malnourished." A person who is malnourished:
  - a. does not have a strong, healthy body
  - b. is more likely to get sick
  - c. often feels tired or dizzy
  - d. is more prone to infections and poor wound healing
  - e. experiences problems with digestion

# Lesson 1

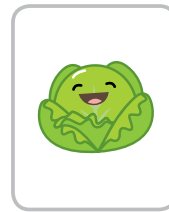
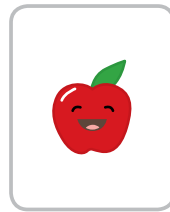
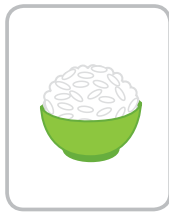
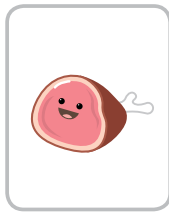


## LET'S GET STARTED



15 Mins.

1. Instruct the students to take out a sheet of short bond paper. Have the students fold the sheet lengthwise and crosswise to form four equal parts.
2. Instruct them to cut along the folds to create four equal pieces of paper.
3. On each piece of paper, have them draw any food item from their most recent meal (one food item per piece of paper). When the students are done drawing, ask them to place their sheets of paper aside for the meantime.



4. Instruct your students to discuss the following in groups of three or four:
  - a. What do you recall about Pinggang Pinoy® from Grade 4?
  - b. Why is it important to follow the Pinggang Pinoy® guide with every meal?
5. After giving them a few minutes to discuss, call on some groups to share their answers.



## WATCH & LEARN



10 Mins.

1. Before playing the video for this lesson, **Module 1 Pinggang Pinoy**, point out that this video is a review of the concepts they learned last year and they should look for the answers to the following questions as they watch:
  - a. What is Pinggang Pinoy®?
  - b. What are the three main food groups?
  - c. What happens to our body when we eat food from each group?
  - d. What are some examples of food from each group?
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 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.
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

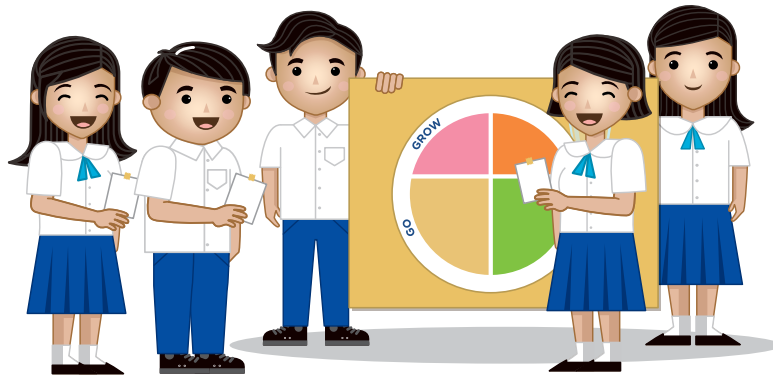
Some students may find it difficult to capture all the important points in a video just by watching it once. Each time your class watches a video, allow your students to compare notes to help each other identify points that they missed and add these points to their own notes.

## PIN THE PAPER



15 Mins.

1. Divide the class into groups of seven to eight members and distribute one *cartolina* per group.
2. Instruct the students to draw a large, empty plate and glass on their sheet of *cartolina*, and to divide the plate to make it look like a Pinggang Pinoy®. Following the Pinggang Pinoy® guide, have them label the parts of the plate: Go Foods, Grow Foods, Glow Foods and Water and Nutritious Beverages.
3. Instruct the members of each group to take out the pieces of paper they drew on earlier (i.e. food items from their recent meal). From among all the drawings, each group should select which combination of food items would comprise the most nutritious meal.
4. At the count of three, the students will tape the selected food items on their *cartolina* in the correct section of the empty plate.
5. The teacher shall choose which combination is the most nutritious or which combination best reflects a Pinggang Pinoy®. The team with the best combination gets one point.
6. The class can do several rounds of this game, each team changing the combination for each round. The team with the most number of points wins.



7. After playing several rounds, ask your students to write their names on the back of their *cartolina* and collect each group's *cartolina* to be used in the next session. Inform the students that they will retain these same groupings all throughout the remainder of the program.

## Lesson 2



### LET'S GET STARTED



10 Mins.

1. Instruct the students to join their groups from the previous session.
2. You will read out the following descriptions, one by one. Each description is about one of the food groups. After reading a description, count to three, and the group must quickly send a representative to the board to write the correct food group that was described.
3. Give every group one point for each correct answer, and the group with the most number of correct points wins.

#### Descriptions:

- It helps boost our energy. (*answer: Go*)
- Examples of this food group are chicken, pork and beef. (*answer: Grow*)
- This food group helps us improve our eyesight. (*answer: Glow*)
- Examples of this food group are pineapple, cabbage, tomato, banana. (*answer: Glow*)
- It gives us protein. (*answer: Grow*)
- Eggs are an example of this food group. (*answer: Grow*)
- Examples of this food group are rice, bread, pancake. (*answer: Go*)
- This is the food group that should have the biggest proportion on your plate. (*answer: Glow*)

### PINGGANG PINOY® POSTER



30 Mins.

1. After playing this warm-up game, distribute each group's *cartolina* from the previous session, the one with the drawing of a blank Pinggang Pinoy® plate and glass.
2. Instruct each group to complete their drawing of a Pinggang Pinoy® using any combination of Go, Grow and Glow foods.
3. They should label their drawing and write down an explanation of why each food group is important.
4. Instruct the students to make their drawings as artistic and appealing as possible, and display their posters in the classroom or along the hallways for the duration of the program.

### LET'S WRAP THIS UP

Call on some students to share their thoughts on why following the Pinggang Pinoy® guide is so important for one's health.

## Lesson 3



### LET'S GET STARTED

Ask the students, "When you hear the word 'malnutrition' what image comes to mind?" Call on some students to share their answers.



### LISTEN & LEARN



10 Mins.

1. You will need the file **GR05\_M01\_Lesson 3 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. After the lecture, spend some time clarifying any questions your students may have about the concept of malnutrition and its signs.

### CAUSE AND EFFECT COMICS



20 Mins.

1. Instruct the students to go back to their groupings from previous lessons. Tell them they will create a comic strip that illustrates what will happen if they do not eat the right amount of Go, Grow and Glow foods everyday.

2. Distribute three sheets of bond paper per group and some coloring materials.
3. Instruct them to choose three of the malnutrition signs and symptoms that they learned from the lecture, and describe how the various food groups can address those signs. For example, someone who is malnourished "does not have a strong, healthy body." Eating the right amount of Grow foods will help build muscles and make them stronger.
4. They should create one comic strip for each sheet of bond paper. If students are not able to finish their comic strips in the remaining time, they may work on their comic strips after school.

## LET'S WRAP THIS UP

Ask some students to describe what struck them the most during today's lesson.



Before dismissing the class, inform the students that they will present their comic strips to the class during the next session. Also, each group must bring one clear book, bond paper and coloring materials.

## Lesson 4



### LET'S GET STARTED



10 Mins.

Ask each group to share their Cause and Effect Comics with the rest of the class. You can use this opportunity to address any misconceptions they may have about the functions of each food group and the effects on the body.

Inform the students that their Cause and Effect Comics will be included in their Pinggang Pinoy® Cookbook (below).

## PINGGANG PINOY® COOKBOOK



30 Mins.

Inform your students about the culminating project for the entire class. Using the same groups from the Cause and Effect Comics activity, they will create a cookbook with a twist. For each module of the program they will be asked to come up with recipes for the cookbook, and each recipe will come with a special challenge.

For the remainder of the session, allow the groups to begin designing and creating the cover of their cookbook. They can make a cover design on a sheet of bond paper and insert it in the first page of the group's clear book. Inform them that their Cause and Effect Comics will also be placed in the clear book.

You may collect all the clear books at the end of the session, but these will be needed again during Lesson 4 of the next module. Instruct students to begin collecting recipes for Glow foods. They can cut out recipes from magazines and download recipes from the internet, and keep the recipes they find in their Health Portfolio in the meantime.