

# GROW FOODS

## LEARNING OBJECTIVES

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

- state the health benefits derived from Grow foods.
- name examples of Grow foods.
- tell the importance of getting protein from different sources.

## MATERIALS

### Lesson 1

- file: **GR01\_M03\_Lesson 1 Powerpoint**
- video: **Module 3 Grow Foods**

### Lesson 2

- drawing of Grow foods eaten in the previous week (homework from previous week)
- file: **GR01\_M03\_Lesson 2 Powerpoint**

### Lesson 3

- health notebook
- pencil

### Lesson 4

- Pinggang Plnoy visual aid
- 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 powerpoints that accompany this module. The supplementary activities further reinforce these key points.

### KEY POINTS

1. Grow foods provide our bodies with protein. Protein is made of different building blocks that our body needs to grow big and strong. These building blocks of protein also help wounds and injuries heal.
2. 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 building blocks 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 building blocks and nutrients that it needs.

# 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 another food group. Ask them to guess which food group that is based on these clues:
  - a. This food group helps your body grow big.
  - b. This food group will help our muscles become strong.
  - c. Chicken and fish are examples of this food group.



## 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\_M03\_Lesson 1 Powerpoint** to play. 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. Each slide has a picture of a Grow 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 Grow food, challenge the students to name some viands that contain that Grow food (i.e. *chicken tinola, pork menudo*).



## WATCH & LEARN



20 Mins.

1. Play the video for this lesson, **Module 3 Grow 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 different kinds of Grow foods. Through your discussion, help them understand that Grow foods have building blocks that your body uses to grow. If they only eat one kind of Grow food, like only chicken or only fish, then their bodies will not get all the different kinds of building blocks that it needs.
4. While discussing, make sure that your students understand the concept of proteins and building blocks. Explain to them that these are tiny particles in the food that our body uses to grow, like lego blocks that can be put together to create objects.
5. Ask the students to recall the different Grow foods shown in the video and list them down on the board:

a. chicken

b. beef

c. pork

d. fish

e. shrimps

f. egg

g. *tokwa*

h. peanuts

i. *monggo*

## 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 a drawing of all the different Grow foods that they will eat in the upcoming week. You may also include this note in their homework notebook to inform their parents of this requirement.

Dear Parents,

Your children are learning about Grow foods this week and the importance of getting protein from different sources. They are learning that in order to get the full range of health benefits from Grow foods, they must eat a variety: chicken, pork, meat, fish, seafood, eggs and legumes. They should not eat only one or two kinds, like only chicken or only pork. Throughout the week, please help your child to draw the different Grow foods he or she consumes. Please have your child bring this drawing to class on \_\_\_\_\_ . Thank you!

(date)

## Lesson 2



### LET'S GET STARTED



15 Mins.

1. Ask students to stand beside their seats, and remind them of the actions for Glow foods and Grow foods that they learned in Module 1:
  - a. Glow foods: “twinkling action” with their fingers around their face to represent glowing skin, hair and eyes.
  - b. Grow foods: flexing their arm muscles, then stretching their arms up high to represent growing bigger and stronger.
2. Tell them that you will call out a type of food, and they must identify if it is a Glow food or Grow food by doing the correct action. Call out the following:

a. fish	h. banana
b. chicken	i. pork
c. <i>kangkong</i>	j. carrots
d. beef	k. pineapple
e. tomato	l. nuts
f. apple	m. <i>tokwa</i>
g. eggs	
3. Instruct the students to sit down and take out their homework from the previous week. Have them hold their drawings up high.
4. Select five students whose drawings show a variety of protein sources. Ask them to stand in front of the class and show their charts. Emphasize to the class that our goal every week is to make sure we have eaten many different sources of protein.



# LISTEN & LEARN



25 Mins.

1. Tell the students to settle down in their seats for a story. The visuals for the story can be found in the same powerpoint file **GR01\_M03\_Lesson 2 Powerpoint**.
2. Show the class the first slide and introduce the main character, Belinda. Belinda is a girl who eats nothing but chicken. She doesn't eat fruits or vegetables. She doesn't eat rice, pasta or bread. All she wants to eat is chicken.
3. Go to the next slide and ask the class, "What might happen if Belinda keeps eating chicken only?"



WHAT MIGHT HAPPEN  
IF BELINDA KEEPS EATING  
CHICKEN ONLY?

4. Show the class the next slide, and ask, "What do you think is happening to Belinda?" [*answer: Belinda is feeling sick from eating too much chicken.*]
5. Show the class the following slide and ask, "What about this picture? What can you say about Belinda?" [*answer: She is not growing as big and strong as her other classmates.*]



6. Show the class the next slide and ask, "What about here? What is happening to Belinda in this picture?" [*answer: She is tired in the middle of the day.*]
7. Ask the class, "Is it good to only eat chicken? What will you tell Belinda so that she eats other nutritious food?" [*Allow some students to share how they will convince someone like Belinda to eat other food instead of chicken.*]



WHAT WILL YOU  
TELL BELINDA?



8. Show the final slide and remind the students that it is important to eat different kinds of nutritious foods. Aside from eating different colors of fruits and vegetables, they should also eat different kinds of Grow foods.

## LET'S WRAP THIS UP

Ask some students to share what they learned from the story.

## Lesson 3

### LET'S GET STARTED



10 Mins.

1. Ask the students if they remember the story about Belinda and call on some students to narrate what they remember.
2. Pose this question and allow some of them to answer, "Do you have favorite Grow foods that you eat more than the others? If so, what are they?"
3. After allowing some students to share their answers, remind the class that we are all supposed to eat different kinds of Grow foods every day if we want our bodies to grow big and strong.
4. Ask some students to think of what they will say to a friend who does not want to eat different kinds of Grow foods. (Teach the students to describe the benefits of eating a variety of Grow foods to try to convince that friend.)



### MORE TO GROW



30 Mins.

1. On the board, write the following statement:

"I need to eat more \_\_\_\_\_ and \_\_\_\_\_  
so that \_\_\_\_\_"

2. Beside the statement, write two column headings:
  - a. Grow Foods
  - b. Why They are Good for Me
3. Ask students to recall all the different sources of protein and list them under the first column heading.
4. Ask the students what will happen if they eat Grow foods from different sources, and list correct responses in the second column.

5. Make sure that you write their responses in a way that forms grammatically correct sentences when you fill in the blanks of the statement. Use the following wordings to guide you:

A Sources of Grow Foods	B Why They are Good for Me
chicken pork beef shrimps fish seafood eggs tokwa nuts beans legumes	my body will grow big my muscles will grow strong my wounds will heal fast my body will not be weak my muscles will not be weak

6. Instruct the students to find a partner or join two other people. Together, they must think of the Grow foods that they do not eat often, and use those Grow foods along with the phrases in column B to complete the sentences. For example:

"I need to eat more fish and beans so that my muscles will not be weak."

7. Call on some pairs or small groups to share the statements they have made.

## Lesson 4



10 Mins.

1. Start the class by showing your students the image of Pinggang Pinoy® and asking them why it is important to eat Pinggang Pinoy® at every meal. (You may use the Pinggang Pinoy® posters distributed to each school or the Pinggang Pinoy® visual aid that included in the CD).
2. Allow them to give their own answers, then remind them of the line at the bottom of their Pinggang Pinoy® placemat: "Let's make each meal a Pinggang Pinoy® to get the energy and nutrients we need!"
3. Ask the students to stand up, row by row, and recite this line out loud.



## WATCH ME GROW



30 Mins.

1. Distribute one sheet of bond paper per student and coloring materials.
2. Ask the students, "What will happen if we eat different kinds of Grow foods?" Allow some students to answer.
3. Challenge the students to draw a picture of themselves and what they will look like if they eat Grow foods everyday. Their picture should show what they can do if they had strong muscles (e.g. *lift big objects, climb trees*).
4. They should also include their favorite Grow foods in the picture.
5. Collect these "self-portraits" for the culminating activity at the end of the program.

## 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.