

# PINGGANG PINOY®

## LEARNING OBJECTIVES

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

- explain the importance of making each meal a Pinggang Pinoy®.
- gather data about Go, Grow, and Glow foods that one typically consumes, and compare choices and proportions with those recommended by Pinggang Pinoy®.
- discuss common reasons why individuals do not get the proper nutrients they need and provide solutions on how to address these deficiencies.

## MATERIALS

### Lesson 1

- bond paper (one sheet per student)
- coloring materials
- video: **Module 1 Pinggang Pinoy**
- copies of Meal Tracker

### Lesson 2

- Pinggang Pinoy visual aid
- manila paper (one sheet per group)
- permanent marker (one per group)
- Meal Trackers (from previous session)

### Lesson 3

- manila paper (from previous lesson)
- file: **GR04\_M01\_Lesson 3 Powerpoint**
- *cartolina* (one sheet per group)
- coloring materials

### Lesson 4

- *cartolina* comic strips (from previous lesson)

## 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 a nutritious beverage like milk.
  - a. Go foods have carbohydrates that give us energy. Examples of Go foods are bread, rice and *kamote*. 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, fish, nuts and seeds. 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 nutritious 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. Identify common reasons why individuals don't get to eat balanced, nutritious meals all the time, and determine ways to address and overcome these reasons. Some common reasons include:
  - a. Taste – Some people have the misconception that nutritious meals aren't tasty. There are many recipe choices for nutritious yet delicious and tasty meals.
  - b. Budget – Some people have the misconception that nutritious meals are expensive. There are many food choices that are nutritious, but do not cost much.
  - c. Time – Some people are too busy to prepare a nutritious meal or end up skipping meals. Preparing nutritious food can be easy while eating balanced meals needs to be made a priority.

# Lesson 1

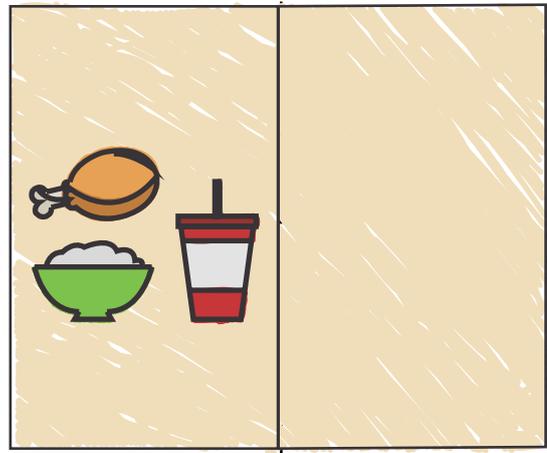


## LET'S GET STARTED



10 Mins.

1. Provide each child with a sheet of bond paper. Instruct them to fold the bond paper in half, cross-wise, forming a mini booklet. Have them design a cover page with the title "Pinggang Pinoy®."
2. Ask the students to share what they recall about Pinggang Pinoy® from previous years.
3. Instruct the students to open their paper and draw on the left side of the fold a plate with a picture of what they had for breakfast, lunch or dinner from the previous day.
4. When most of the students have completed their drawing, prepare the class to watch the video for this module.



## WATCH & LEARN



15 Mins.

1. Play the video for **Module 1 Pinggang Pinoy**. After watching the video, ask your students to recall the following key points:
  - a. What are the essential food groups that make up Pinggang Pinoy®?
  - b. What health benefits do we get from eating Go foods? Give examples of Go foods.
  - c. What health benefits do we get from eating Grow foods? Give examples of Grow foods.
  - d. What health benefits do we get from eating Glow foods? Give examples of Glow foods.
2. Instruct the students to complete their mini booklets by drawing a Pinggang Pinoy® on the right side of the fold. Examples of Go, Grow, and Glow foods with the correct proportions should be included and properly labeled in their drawing.



## LET'S DISCUSS



15 Mins.

Ask students to share their work with a seatmate. Have them compare the drawing of their actual meal with the Pinggang Pinoy® they have just drawn while discussing the following questions:

1. Did you eat Go, Grow and Glow foods yesterday?
2. Did you eat the correct proportions?
3. Did you include water or a nutritious beverage with your meal?
4. What do you need to add to your meal to make them more like the Pinggang Pinoy®? What do you need to lessen?

Collect the papers after the students have finished their discussions. Make sure they have written their complete names on the paper as they will use this again for the next class session.

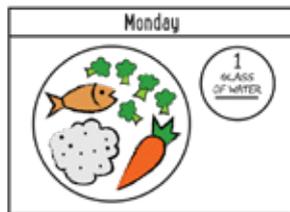
# MEAL TRACKER



5 Mins.

Distribute the Meal Tracker and make sure each student has a copy. Provide the following instructions:

1. Have three photocopies of the Meal Tracker made, and keep them along with the original in your Health Portfolio. These will be used to track your meals at certain points of the Campus Wellness program so make sure to have this done.
2. Remember to always write your name, year and section at the top of each sheet and place the week number we are in on the upper left corner. This is Week 1.
3. For each day of the week, choose one meal that you will describe in the Meal Tracker then do the following:
  - a. In the large circle, draw the Go, Grow and Glow foods that you have eaten. Your picture should show how much you have eaten. For example, if your portion of Glow food was two times more than Go food, your drawing should also show twice as much Glow than Go food.
  - b. In the small circle, indicate what beverage you had with your meal, and how much (e.g. one glass of water; one glass of orange juice; one cup of milk).
  - c. On the lines beside the plate, describe what was on your plate and how much. For example, "one cup of rice" or "one medium sized tilapia".
4. Keep all your Meal Trackers in your Health Portfolio and bring them to every meeting we have. We will discuss your Meal Trackers in class during several of our lessons.



GO 1 cup rice

GROW 1 medium sized tilapia

GLOW 1 cup broccoli and carrots



# MEAL TRACKER

WEEK \_\_\_\_\_



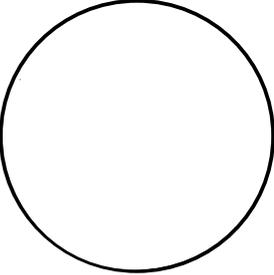
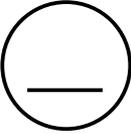
Good Food, Good Life



Name \_\_\_\_\_

Year & Section \_\_\_\_\_

Monday

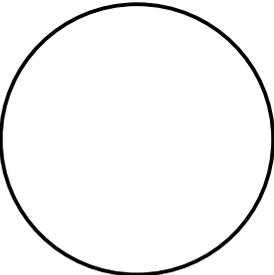
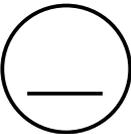



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Tuesday

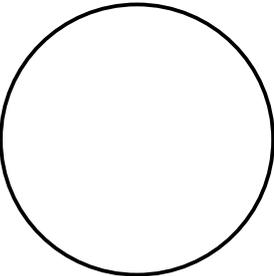
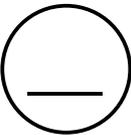



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Wednesday

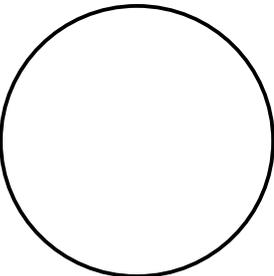
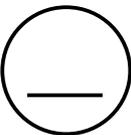



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Thursday

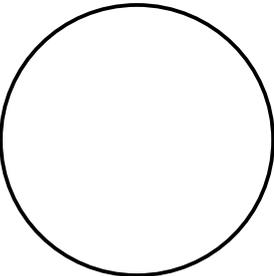
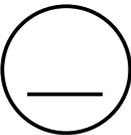



GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

Friday

GO \_\_\_\_\_

GROW \_\_\_\_\_

GLOW \_\_\_\_\_

## Lesson 2



### LET'S GET STARTED



10 Mins.

1. Show the students an image of FNRI's Pinggang Pinoy® while briefly pointing out and discussing the key components. You may use the printed Pinggang Pinoy® posters distributed to your school or the Pinggang Pinoy® visual aid included in this CD.
2. Ask your students to bring out their Meal Trackers from the previous week (Week 1) and group themselves into groups of three or four. Have them discuss their answers to the following questions:
  - a. Does each meal consist of Go, Grow and Glow foods in the correct proportions?
  - b. How can you improve your food choices and proportions to make your meals more like a Pinggang Pinoy®?

### UNDER CONTROL



30 Mins.

1. Divide the class into groups of seven to eight members. Give each group one sheet of manila paper and a marker and instruct them to sit in a circle on the floor.
2. Instruct each group to divide their manila paper into two columns, and label them "Reasons We Can Control" and "Reasons We Cannot Control."
3. Tell the class to think of as many reasons as they can as to why people do not always eat a proper Pinggang Pinoy® at each meal. Start off by discussing some possible reasons that may involve taste preference, budget constraints, ease of preparation and time.
4. Under the column "Reasons We Can Control" students should list down the reasons they think can easily be addressed or habits that can be changed, while in "Reasons We Cannot Control" they should think of reasons that they have very little or no chance of changing.

### NOTE TO TEACHER

Familiarize yourself with the various reasons your students have listed, to prepare for the next session. In particular, look for reasons that they may have listed under "Reasons We Cannot Control" when in fact it is something that they can control. For instance, if a group listed "no time to eat because late for school" as a reason that CANNOT be controlled, the teacher can point out that better time management can address this to make it a reason that CAN be controlled.

### LET'S WRAP THIS UP

Call on some students to complete this sentence:  
During today's lesson, I realized..."

## Lesson 3



### LET'S GET STARTED



15 Mins.

1. Post each group's manila paper (from the last session) on the blackboard.
2. Ask one representative from each group to briefly share the reasons they came up with.

3. After all the groups have presented, ask the students if they are able to identify any reasons listed under "Reasons We Cannot Control" that can actually be controlled.
4. Guide the students into coming up with effective solutions that will change "Reasons We Cannot Control" into "Reasons We Can Control." Help your students realize that almost all reasons can be addressed and made within one's control.



## LISTEN & LEARN



10 Mins.

1. You will need the file **GR04\_M01\_Lesson 3 Powerpoint** for the remainder of 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. This presentation describes common reasons why individuals don't eat balanced, nutritious meals all the time:
  - a. Taste - Some people have the misconception that nutritious meals aren't tasty.
  - b. Budget - Some people have the misconception that nutritious meals are expensive.
  - c. Time - Some people are too busy to prepare a nutritious meal or end up skipping meals.



## LET'S TRY THIS



15 Mins.

1. After going through all the slides, instruct the students to join their group members again.
2. Their next task will be to come up with a comic strip that shows what they would say to someone who used any of those reasons as an excuse for not eating a nutritious meal.
3. Each group will be assigned one of the three reasons explained in the previous slide presentation. Their comic strip must show how they would convince a person to change their way of thinking.
4. Allow the groups to discuss their comic strip for the remainder of the class. They can begin drawing their comic strips on one sheet of cartolina.

## LET'S WRAP THIS UP

Ask some students to complete this sentence:  
"Before I used to think that... but now I think that..."

# Lesson 4

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For this final lesson, give students time to finish their comic strips. Once done, call on some groups to share their comic strips with the rest of the class.

End your class by emphasizing the following key points:

1. Taste - For people who think that nutritious meals aren't tasty, encourage them to look for recipes for nutritious yet delicious meals.
2. Budget - For people who think that nutritious meals are expensive, point out that there are many food choices that are nutritious, but do not cost much.
3. Time - For people who say they are too busy to prepare a nutritious meal, or for those who end up skipping meals because of a busy schedule, encourage them to find ways to manage their time and make healthy eating a priority.