

# GLOW FOODS

## LEARNING OBJECTIVES

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

- explain the importance of eating different colored fruits and vegetables in the right proportions every day.
- reflect on the variety and proportion of Glow foods that one typically consumes each day.
- identify changes that one needs to make in the proportions or the variety of Glow foods consumed to better reflect a Pinggang Pinoy®.
- help their peers identify changes in eating habits that will improve the quality of Glow foods that they consume daily.

## MATERIALS

### Lesson 1

- *cartolina* (one sheet per group)
- permanent marker/colored markers (one set per group)
- video: **Module 2 Glow Foods**
- Pinggang Pinoy visual aid

### Lesson 2

- Meal Trackers (from previous session)
- file: **GR04\_M02\_Lesson 2 Visual Aid**
- *cartolina* (one sheet per group)
- permanent marker/colored markers (one set per group)

### Lesson 3

- The Fruit & Veggie Challenge chart (from previous lesson)
- shoe box

### Lesson 4

- recipes (from previous session)
- pad paper and pen
- Meal Tracker

## 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 visual aids that accompany this module. The supplementary activities 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:
  - a. RED fruits and vegetables (e.g. apples, tomatoes, watermelons) contain Lycopene that is good for the heart.
  - b. YELLOW and ORANGE fruits (e.g. pineapples, oranges, mangoes) contain Vitamin C that boosts one's resistance against sickness.
  - c. YELLOW and ORANGE vegetables (e.g. squash and carrots) contain beta-carotene that promotes healthy skin and good eyesight.
  - d. GREEN vegetables (e.g. *malunggay*, *pechay*, and *kangkong*) contain iron that is found in the blood which helps transport oxygen throughout the body.
  - e. PURPLE/BLUE fruits and vegetables (e.g. eggplant and grapes) contain anthocyanin, an antioxidant that helps reduce risk of cancer and heart disease.
  - f. WHITE fruits and vegetables (e.g. cauliflower, mushrooms, garlic) contain anthoxanthin, an antioxidant that helps reduce risk of some cancers and heart disease.
4. It is important to be aware of our own eating habits and identify ways by which we can improve the quality and quantity of Glow foods that we eat.
5. We should also help our peers identify ways to improve the quality and quantity of Glow foods that they eat.
6. Children should eat more Glow foods than Grow or Go foods. In fact, Glow foods should comprise half of the food that one eats in each meal. Students can refer to the Pinggang Pinoy® guide to help them visualize the correct proportions.

# Lesson 1

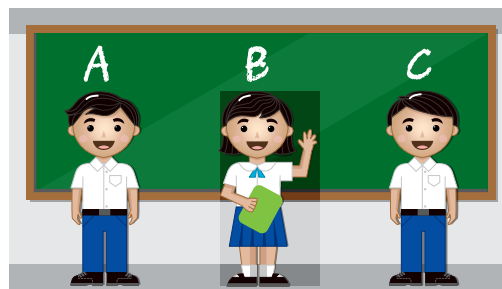


## LET'S GET STARTED



15 Mins.

1. Test students' recollection/understanding of the previous lesson through this game. Write the letters A, B, and C across the blackboard:
2. Ask the questions below one at a time, instructing the students to stand in front of the letter that they think represents the best answer. After everyone has made their decision, read the question once more and reveal the correct answer. Reinforce the answer with a short discussion of the key ideas. Students who do not get the correct answer may sit down.



Questions	Answers
A healthy, balanced meal should always have Go, Grow and Glow foods and enough fluids like water or a nutritious beverage. The term 'GO foods' refer to food that ...	A - Helps you build strong bones, teeth and muscles B - Gives you energy to run, jump, and play ( <i>correct answer</i> ) C - Gives you healthy skin, bright eyes, and a healthy digestive system
The term 'GROW foods' refer to food that ...	A - Helps you build strong bones, teeth and muscles ( <i>correct answer</i> ) B - Gives you energy to run, jump, and play C - Gives you healthy skin, bright eyes, and helps prevent sickness
The term 'GLOW foods' refer to food that ...	A - Helps you build strong bones, teeth and muscles B - Gives you energy to run, jump, and play C - Gives you healthy skin, bright eyes, and helps prevent sickness ( <i>correct answer</i> )
Which of these are GO foods that give energy?	A - Milk, cheese, eggs B - Bread, rice, cereal ( <i>correct answer</i> ) C - Green leafy vegetables and fruits
Which of these are GLOW foods that are good for the skin?	A - Meat, cheese, eggs B - Bread, rice, cereal C - Vegetables and fruits ( <i>correct answer</i> )
Each time you eat a meal, which of the food groups should have the largest portion on your plate?	A - GO foods B - GROW foods C - GLOW foods ( <i>correct answer</i> )
How much water should you drink every day?	A - Eight glasses or more ( <i>correct answer</i> ) B - Four glasses C - One glass
Last week, we discussed three common reasons why people do not eat a Pinggang Pinoy® every day. Which of the following reasons were NOT discussed?	A - Taste: people think that nutritious meals aren't tasty. B - Budget: people think that nutritious meals are expensive. C - Time: people are too busy to prepare a nutritious meal. D - Allergy: people are allergic to some types of food. ( <i>correct answer</i> )

3. The students who remain standing at the end of the last question win the game. End this warm-up with a recap of Pinggang Pinoy®, using the visual aid included in this CD.



## WATCH & LEARN



15 Mins.

1. Divide the class into groups of seven to eight members. Give each group a sheet of *cartolina* and a set of permanent markers.
2. Instruct the students to divide the *cartolina* into six columns and label each column as illustrated below. In the left-most column, write: Sources in one box and Health Benefits in another. At the top of the next five columns, write the following colors as headings:

- a. red
- b. yellow
- c. orange
- d. green
- e. purple

	RED	YELLOW	ORANGE	GREEN	PURPLE
Sources					
Health Benefits					

3. Advise the students that they will be watching a video about the first food group, Glow Foods, and that all the information they need to complete the table will be shown in the video.
4. While watching the video, they should take note of the health benefits derived from the different colors of fruits and vegetables. They must also take note of examples for each color.
5. Play the video **Module 2 Glow Foods**. After watching the video, each group will be given 15 minutes to:
  - a. List down the examples of fruits and vegetables given for each color in the row marked '**Sources**'.
  - b. Write down the health benefits of each color of fruit or vegetable in the row marked '**Health Benefits**'.
  - c. Aside from listing down all the examples provided in the video, challenge the students to come up with as many other examples as they can which were not in the video.
6. Review each group's chart and help each group identify any key points they may have missed. Check to make sure that the examples listed for 'Sources' in each color are accurate.
7. Post each group's chart somewhere in the classroom for the remaining weeks of this module.

## LET'S WRAP THIS UP

Call on a few students to share any new learnings they have from today's lesson.

## Lesson 2

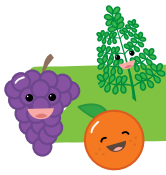


## LET'S GET STARTED



10 Mins.

1. Ask your students to bring out their Meal Trackers from the previous module (Week 1). Have them review the Glow foods they ate during that first week and discuss their answers to the following questions with their seatmates:
  - a. Did each meal consist of Glow foods in the correct proportions? (i.e. Did Glow foods fill up almost half of your plate in every meal?)
  - b. Did you eat a variety of fruits and vegetables throughout that week? Did you eat a variety of colors?
2. Find out, with a show of hands, how many students consistently ate the right amount of Glow foods in every meal, and how many students were able to eat a variety of fruits and vegetables.
3. They may keep their Meal Trackers in their Health Portfolio after this discussion.



# THE FRUIT & VEGGIE CHALLENGE



30 Mins.

1. Instruct the class to join their groups from the previous session. Distribute one sheet of *cartolina* and some markers to each group.
2. Lead the class in identifying fruits or vegetables that are rarely eaten or are widely disliked by the class. They should agree on three fruits OR vegetables for each of these color categories, for a total of 12 fruits and vegetables in all:
  - a. red
  - b. yellow / orange
  - c. green
  - d. blue / violet
5. Make sure that the selected fruits and vegetables are readily available in the grocery or wet market.
6. After selecting 12 fruits or vegetables as a class, show the chart in file **GR04\_M02\_Lesson 2 Visual Aid**. Each group must reproduce the chart on another sheet of *cartolina*.
7. Give them the following instructions for filling up the chart:
  - a. Place the names of all your group members in the left-hand column.
  - b. Across the top, write the names of the 15 rarely eaten or commonly disliked fruits and vegetables selected by the class.
  - c. Post the Fruit & Veggie Challenge Chart near your group's chart from Lesson 1 (Health Benefits and Sources).
4. Throughout the week, students are to eat as many of the 12 fruits or vegetables chosen by the class. Each morning for a week, they are to check off which of the 12 fruits or vegetables they ate the day before, in the row across their name. Show them the sample chart on the second slide of the presentation.
5. The team with the most number of fruits or vegetables checked wins, but every single member must have eaten at least ONE fruit or vegetable from each color category.

	Red			Yellow / Orange			Green			Blue / Purple		
Fruits & Vegetables	Bell Pepper	Apples	Tomatoes	Orange	Squash	Pineapple	Spinach	Malunggay	Lettuce	Eggplant	Plums	Purple Cabbage
Group Members												
Nacing	✓								✓			✓
Susan	✓		✓	✓			✓			✓		
Lorenzo	✓					✓	✓		✓			
Emilio										✓		
Amanda	✓											✓
Baby			✓	✓		✓			✓	✓		
Monica			✓			✓	✓		✓	✓		
Jacob			✓			✓						✓
Franco	✓			✓					✓	✓		

6. Children should eat more Glow foods than Grow or Go foods. In fact, Glow foods should comprise half of the food that one eats in each meal. Students can refer to the Pinggang Pinoy® guide to help them visualize the correct proportions.

## Lesson 3

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### LET'S GET STARTED



15 Mins.

1. Begin the class by tabulating and announcing the winners of The Fruit & Veggie Challenge from the previous session.
2. Engage the class in a brief review of the components of a Pinggang Pinoy® and the proper proportions of each food group.
3. Also review the colors of fruits and vegetables, and the health benefits of each. Emphasize that it is not enough to simply eat fruits and vegetables each day, there must be sufficient variety of colors that we eat to receive the full range of health benefits.



### GLOW RECIPE CHALLENGE



25 Mins.

1. Tell the class that their next challenge involves looking for recipes that will make vegetables more tasty and appealing.
2. Ask each student to write their name on a small slip of paper, and under their name, they should identify a vegetable that they dislike. Collect these slips of paper and place them in a box.
3. Have each student pick out a slip of paper from the box. They must look for an actual recipe (from a cookbook or a magazine) that will help the person (whose name they picked) enjoy eating the vegetable they dislike.
4. At home, the students are to write out the recipe on a piece of bond paper with step-by-step illustrations. Tell the students to decorate the paper and name the recipe after the person they picked (e.g. "John's Juicy Green Pepper Dish").
5. They should photocopy the recipe and bring both copies to the next class session. The original bond paper will be given to the student whose name they picked, and the photocopy will be submitted to you.

## Lesson 4

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### LET'S GET STARTED



15 Mins.

Call on some students to share the recipes they found with the rest of the class. After hearing from two or three students, allow everyone to give the original copy to the student whose name they picked, and the photocopy to you.

### GLOW LETTER



25 Mins.

To wrap up this module, instruct the students to bring out a sheet of pad paper and a pen. They will write a letter to a classmate that summarizes what they have learned throughout this module. Write these open-ended phrases on the board for them to complete:

Dear \_\_\_\_\_,

It is important that we eat fruits and vegetables of different colors because....

Here are some of the benefits that we get from each of the colors...

Many people think that nutritious meals are not tasty, but I've learned that ...

Sincerely,

\_\_\_\_\_



Before dismissing the class, instruct the students to take out a blank copy of the Meal Tracker from their Health Portfolio and fill it up throughout the week. Label it as Week 2.