

# PINGGANG PINOY®

## LEARNING OBJECTIVES

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

- recall the health benefits derived from making each meal a Pinggang Pinoy®.
- discuss fallacies associated with health and nutrition.

## MATERIALS

### Lesson 1

- bond paper (one sheet per student)
- coloring materials
- video: **Module 1 Pinggang Pinoy**
- file: **GR09\_M01\_Lesson 1 Powerpoint**

### Lesson 2

- pad paper
- file: **GR09\_M01\_Lesson 2 Powerpoint**

### Lesson 3

- *cartolina* (one sheet per group)
- coloring materials
- file: **GR09\_M01\_Lesson 3 Powerpoint**

### Lesson 4

- comic strips (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 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 eating habits and compare the food we eat with FNRI's Pinggang Pinoy® guide.
2. A properly balanced meal consists of three basic food groups – Go foods, Grow foods, and Glow foods– accompanied by a glass of water and/or a nutritious beverage like milk.
  - a. Go foods contain carbohydrates that provide energy for the body. Examples are rice, pasta, bread and *kamote*. Go foods should comprise roughly one-fourth of our plate in each meal.
  - b. Grow foods contain protein and amino acids that help in growth and development. Examples are meat, fish, seafood, eggs, and plant sources like *monggo*. Grow foods should also comprise roughly one-fourth of our plate in each meal.
  - c. Glow foods contain vitamins such as vitamin A, C, and E that protect skin from damage. They also contain nutrients like selenium and zinc to help the body fight sickness. Glow foods are fruits and vegetables, and should be half of our plate at each meal.
  - d. It is also important to keep the body well-hydrated by drinking sufficient water and nutritious beverages. Adolescents aged 13–18 years old should get 9–12 glasses of water or more each day.
3. Adolescence is a critical period of development, not just physically but psycho-socially as well.
  - a. Physically, adolescents face rapid changes in their body, some of which prepare them for reproductive functions.
    - i. Males experience a sudden increase in height and muscle mass, while their reproductive organs develop toward sexual maturity. Deepening of voice and appearance of facial and body hair are also signals that the body is maturing.
    - ii. Females experience development of breasts, widening of hips, and the onset of menstruation. They may start to notice more fat in some areas of the body, especially in the chest and hip area.
  - b. From a psycho-social perspective, adolescents' social circles begin to expand and they tend to be more influenced by peers than by parents. Adolescence is a period of increased independence from parents and decision-making autonomy.
  - c. Adolescents tend to have more active lifestyles and busier schedules.
4. These physical and psycho-social changes impact adolescents' nutritional needs and habits.

- a. A balanced diet is all the more needed to support the rapid physical changes that adolescents experience. The Pinggang Pinoy® guide and its recommended proportions takes into consideration the unique nutritional needs of adolescents.
  - b. They rely less on parents and caregivers to make food choices for them, so it is important that adolescents be taught to make wise food choices.
  - c. Due to their busy schedules and social life, adolescents forget to eat proper meals or often end up “eating on the run.”
  - d. Adolescents tend to consume more carbonated beverages and *chichirya*.
5. We are responsible for our own health, so we need to make good decisions about the food we eat.
- a. Choose Glow foods that have a wide variety of color. Different colored fruits and vegetables contain different nutrients, so eating a wide variety of color ensures that we are getting a wide range of nutrients.
  - b. Choose Grow foods from different protein sources. Different protein sources have different kinds of amino acids and additional nutrients such as vitamins and minerals. Eating different sources of protein raises your chances of getting all the amino acids that your body needs.
  - c. Choose Go foods that not only provide energy, but also provide additional vitamins, minerals and fiber.
  - d. Always include water and a nutritious beverage with each meal, and remember to drink water all throughout the day.
6. One way to make good nutritional decisions is to be aware of food fallacies. For example:
- a. Fact or Myth? Specific exercises can burn fat from a particular body part (e.g. crunches for smaller waist).
    - i. Answer: Myth
    - ii. Explanation: Exercising a specific body part (e.g. crunches for the stomach) will help tone and build muscles in that area, however, fat burning will not be concentrated on that area, but throughout the body.
  - b. Fact or Myth? Eating a full breakfast can be fattening.
    - i. Answer: Myth
    - ii. Explanation: Eating a well-balanced breakfast may reduce the urge to binge eat during lunch or dinner. Studies have shown that adolescents who skip breakfast actually tend to have higher body-mass index.
  - c. Fact or Myth: The fat gained during childhood and adolescence is okay.
    - i. Answer: Myth
    - ii. Explanation: When more calories are consumed than burned, much of the excess calories are stored as fat. The common notion that it is okay for children to be obese, thinking that they will lose the excess weight easily later on, is not true. The fact is that fat cells increase rapidly during late childhood and early puberty. Therefore, an obese child will experience difficulty in losing weight and will have a high risk of becoming an obese adult later in life.
  - d. Fact or Myth: Fad diets are healthy ways to lose weight.
    - i. Answer: Myth
    - ii. Explanation: Fad diets are popular eating plans that promise rapid weight loss. Fad diets include limiting certain food items (e.g. no rice diet) or overemphasizing others

(e.g. high protein Atkins diet). To lose weight, some individuals use non-prescription supplements, herbal laxatives and weight loss shakes. However, these ways are neither healthy nor effective in the long run, because they promote bad eating habits. A person who repeatedly engages in fad diets or uses weight-loss products can suffer from body weight fluctuations, which actually makes the body store more fat. This, in turn, is associated with increased risks of lifestyle diseases such as diabetes, heart disease, and even premature death.

e. Fact or Myth: Snacking aids in losing weight.

i. Answer: Fact

ii. Explanation: Snacking can help control both hunger and portion of food consumed during main meals. This may eventually help in losing weight. The key is choosing a nutritious snack such as nuts, fruits, vegetables, bread, milk, or yogurt.

f. Fact or myth: The energy in food is called calories.

i. Answer: Fact

ii. Explanation: Energy is the capacity to do work, whether voluntary (i.e. activities of the body done at will such as walking, running, typing) or involuntary (i.e. activities of the body that we are not fully conscious of, such as respiration, nerve transmission, digestion). Energy in food is measured as Kilocalorie (Kcal), which we commonly refer to as calories.

## Lesson 1



### LET'S GET STARTED



15 mins

1. Inform the class that you will be reviewing some concepts that they may recall from lessons in previous years.
2. Distribute one sheet of bond paper per student and some coloring materials. Make sure each student writes his or her name at the top.
3. Tell your students that their responses will not be graded and that this exercise is meant only to check what they can recall from previous years' lessons.
4. Ask the students what they recall about Pinggang Pinoy® and have them draw a Pinggang Pinoy® on the front side of the page, with the correct labels, portions, and as many examples of food that belong in each food group (including beverages).
5. At the back of the page, ask them to create three columns with the following headings:
  - a. What I Know
  - b. What I Recalled
  - c. What I Learned
6. In the first column, have them list down as many facts as they can about Pinggang Pinoy®. Ask them to also include what they know about the importance of Pinggang Pinoy® for adolescent health and development. (If they run out of space, they can bring out an additional sheet of paper and divide that paper into the same three columns.)
7. After giving them a few minutes to write items in the first column, tell them that they will watch a video and listen to a lecture, and their task is to compare what they already know (items in column 1) with the facts and concepts that they will encounter in the video and lecture.



## WATCH & LEARN



15 mins

1. Before playing the video for this lesson, **Module 1 Pinggang Pinoy**, instruct the students to do the following while they watch:
  - a. In column 2, list down facts and concepts that they already knew but remembered with the help of the video or the lecture. (These are facts and concepts that are not new to them, but forgot to include in column 1.)
  - b. In column 3, list down facts and concepts that they are LEARNING FOR THE FIRST TIME. (These are facts and concepts that they don't recall ever hearing about before.)
2. After watching the video, give students a few minutes to compare their answers with their seatmates' answers. They should look for facts and concepts in their seatmates' lists that they were not able to include in columns 2 and 3. They can add those facts and concepts to their own paper under columns 2 and 3.

## 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.



## LISTEN & LEARN



15 mins

1. You will need the file **GR09\_M01\_Lesson 1 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 is a review of the physical and psycho-social changes that occur during adolescence, and their impact on adolescents' nutritional needs and habits.
3. Similarly, have your students list down facts and concepts that they already knew in column 2, and those that they are LEARNING FOR THE FIRST TIME in column 3. Give them a few minutes to compare their answers with their seatmates' answers to identify more facts and concepts that can be added.
4. Collect each student's output and review each after class. You may use this as a way of assessing which of your students have a thorough understanding of the concepts related to Pinggang Pinoy® and adolescent health, and which only have a surface understanding.

## FACT OR MYTH



15 mins

1. Write the words FACT and MYTH on the board. Ask the students to define what these words mean.
2. Tell the students that you will read some statements. If they think that the statement is a FACT, they should raise both hands. If they think that the statement is a MYTH, they should raise only their right hand.
3. Before giving out the correct answer, make sure that each student is raising either both hands or just their right hand.
4. Read these statements:
  - a. Going to sleep with your hair still wet causes blindness. (answer: myth)
  - b. After doing hard labor, such as ironing clothes, you should not touch water because it will cause *pasma*. (answer: myth)
  - c. Stepping over a child will stunt the child's growth. (answer: myth)

- d. Pinching the nose of a baby will make the baby's nose *matangos*. (answer: myth)
5. Regardless of whether or not your students believe these myths are facts, point out that there are many people who commonly regard these statements as true. Ask the students to reflect on the following:
  - a. Why do people believe statements, such as the ones just mentioned, that have no medical basis? (possible answers: If the majority of people around them believe such claims, they just go along with the majority; They don't want to risk the consequences in case it is true.)
  - b. How can we know if something is a fact or a myth?
  - c. Should we believe everything we see in the movies? On the television shows? In the news?
6. Tell the students they will conduct a simple investigation throughout the week. Read out the following statements as your students copy them in their notebooks:
  - a. If you want to burn fat from a particular body part, there are specific exercises that you can do. For example, doing stomach crunches will make your waist smaller.
  - b. Eating a full breakfast can be fattening.
  - c. It is alright to gain fat during childhood and adolescence.
  - d. Fad diets are healthy ways to lose weight.
  - e. Eating snacks aids in losing weight.
  - f. The energy in food is called calories.
7. Throughout the week, each student must interview five people. These can be friends in other grade levels, family members, or members of their community. They must ask their respondents whether those statements are FACT or MYTH. They must count how many said FACT and how many said MYTH for each statement.
8. Their respondent can also answer "DO NOT KNOW" if they are not sure of the answer. Students must also count how many people answered "DO NOT KNOW" for each statement.
9. Instruct each student to make sure they bring their own tally for the next session.

## NOTE TO TEACHER

Through this lesson, help your students be more critical about the information they read or hear. Just because many people regard an idea as true, it does not necessarily make that idea true. They should always check the facts, particularly when it comes to their health.

## Lesson 2

### TEST ME!



25 mins

1. Ask the students to bring out one sheet of pad paper, and to write "Created by" at the top of the page. Beside "Created by" they should write their name.
2. On the second line, ask them to write "Answered by".
3. Start the lesson by challenging the students to construct their own 10-point quiz about Pinggang Pinoy® and its importance on adolescent health. Their quiz can include any fact or concept that they recall from the previous lesson. They may refer to their notes from the previous session.
4. Their quiz can have multiple choice, fill-in-the-blanks, or true-or-false questions. Make sure they work independently as they construct their quizzes, as this will also help you gauge what each student is able to recall from previous lessons.
5. After a few minutes, instruct the students to exchange papers with their seatmates. On the paper they receive, they should write their name beside "Answered by". Give the class a few more minutes to answer their classmate's quiz.
6. When all are done, instruct the students to return the quizzes to the student who created it. Each student will now check the answers of their classmates.
7. Collect and review each paper to again assess which students may need additional support with the basic principles or if any students have misconceptions about the lesson.
8. Return these papers to their owners before Module 5, as students will be referring to these for their culminating project. They can keep these papers in their Health portfolio.

# FACT OR MYTH



35 mins

1. Instruct the students to form groups of seven to eight members. Tell them to combine their results from the Fact or Myth assignment by adding the total number of respondents that answered Fact, Myth, or “DO NOT KNOW” for each statement.
2. Ask one representative from each group to go to the board and write down the combined results for their group.

	Number who answered FACT	Number who answered MYTH	Number who answered DO NOT KNOW
Statement 1			
Statement 2			
Statement 3			
Statement 4			
Statement 5			

3. After all the representatives have written their results on the board, merge the results further by adding ALL the numbers reported by each group for each statement. (In other words, you will end up with a single total for the number of people who answered FACT on statement 1, a single total for the number of people who answered MYTH on statement 1, a single total for the number of people who answered DO NOT KNOW on statement 1, and so forth.)
4. Discuss the correct answers to each statement using the file **GR09\_M01\_Lesson 2 Powerpoint**. The explanations are found at the bottom of the slide as well as in Key Points (at the beginning of this document).
5. Ask your students to reflect on these statements and the results of their survey by discussing the following. They should take down notes of their responses to each question, as these notes will be helpful for the following session.
  - a. Which statements had the most incorrect responses among the group’s respondents?
  - b. Which statements were commonly assumed to be true when, in fact, they were myths? Why do you think those respondents assumed the statements were true?
  - c. What may happen if those respondents continued to assume that the MYTH statements were true? (For example, those who erroneously believe that eating breakfast is fattening may skip breakfast in order to lose weight. This has negative consequences on one’s health and energy.)
  - d. Which of the statements got the most “DO NOT KNOW” responses?
  - e. If we were to educate our friends, family members and the members of our community about these myths, what would we tell them?

## NOTE TO TEACHER

Explain to your students that you will retain the same groupings throughout all the modules, and that each activity will be a friendly competition among groups. At the end of each module, the groups are expected to produce an output. You will select the top three outputs and assign points for first, second and third place.

For instance, the group that has the best output can be given three points. The group with the second best output can be given two points. The group in third place can be given one point. At the end of the program, these points can be added to determine the overall best group.

These points are NOT to be translated into the students’ grades. Make sure that all groups are clear on your criteria for grading by explaining the rubrics you will use to grade their output (see Rubrics).

## Lesson 3

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### LET'S GET STARTED



10 mins

1. Instruct your students to join their groups (of seven to eight members) from the previous lesson.
2. Ask them to complete this sentence: "It is important to learn about health and food myths because \_\_\_\_\_."
3. Call on one person per group to share their group's sentence.

### FACT OR MYTH COMIC STRIP



50 mins

1. Distribute one sheet of *cartolina* and some coloring materials to each group.
2. Tell the students that they will be making a "Fact or Myth" comic strip that should feature one of the myths discussed in the previous class. You may either assign these myths to specific groups, or allow the groups to choose which they would like to feature in their comic strip:
  - a. If you want to burn fat from a particular body part, there are specific exercises that you can do. For example, doing stomach crunches will make your waist smaller.
  - b. Eating a full breakfast can be fattening.
  - c. It is alright to gain fat during childhood and adolescence.
  - d. Fad diets are healthy ways to lose weight.
3. Through this comic strip, the group must educate others about these common fallacies and provide accurate explanations behind these erroneous assumptions. You can use the file **GR09\_M01\_Lesson 3 Powerpoint** to review the statements and the explanation for each.
4. Tell your students that their outputs will be included in the culminating activity and will be seen by others in the school community, so they should make sure their comic strips have an impact on their viewers.

## Lesson 4

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Give students more time to work on their comic strips, if needed. When all groups are done, post the comic strips on the walls of your classroom and allow your students to go around and look at the other groups' outputs.

Before the session ends, announce the top three outputs and their corresponding points. You may also announce the winners at the start of the next session if you need more time to decide on the top three outputs, or if you want to involve other teachers in selecting the best output.