Version 3 (submitted 06.27.2015)

Dear Teachers and Administrators,

All educators know this essential truth: filling learners' minds with facts and figures is a futile endeavor if we do not train them to take responsibility for their health.

We at Nestle Philippines are excited to partner with you in molding the next generation of responsible citizens who know the value of a sound mind and healthy body. This year's theme focuses on the importance of starting each day with a healthy breakfast - a habit that is quickly becoming lost in today's fast-paced world.

Through this 5-module program, students will learn:

- 5 Benefits of starting each day with a proper breakfast
- 5 Ways breakfast boosts performance
- 5 Ways breakfast powers up the brain
- 5 Ways breakfast helps in weight management

Because true education goes beyond supplying learners with mere facts and figures, this program was designed based on researched principles for effective learning:

> LEARNING PRINCIPLE 1: Learning is facilitated when new content is taught within the context of what the learner already knows and has experienced, and when learners are guided to compare new information with prior knowledge.
>
> LEARNING PRINCIPLE 2: Learning is enhanced when students are given a chance to reflect on, monitor and articulate their own thought processes and learning progress.
>
> LEARNING PRINCIPLE 3: Learning is enhanced when students believe that information is useful and relevant to their actual circumstances, and when students recognize how new knowledge and skills are instrumental in accomplishing a desired goal.
>
> LEARNING PRINCIPLE 4: Learning is enhanced when the learner is given opportunities to interact and collaborate with others on instructional tasks.
>
> LEARNING PRINCIPLE 5: When it comes to learning new health habits, in particular, learning is enhanced when instruction focuses on specific behavioral outcomes.

As such, this program leads students to think critically about their breakfast habits and food choices, then guides them to closely examine their health-related behaviors through interactive, learner-centered, context-appropriate activities.

Through this program we are certain that you, our dear educators, will be instrumental in influencing a generation of young Filipinos who will always Choose Wellness.

Version 3 (submitted 06.27.2015)

MODULE 1: 5 WAYS BREAKFAST CAN HELP SAVE YOUR LIFE

Learning Objectives

By the end of the lesson, students should be able to:

1. Describe the five benefits of starting each day with a proper breakfast:
    a. Better academic performance (enhanced brain activity, improved attention, memory and concentration)
    b. Enhanced alertness (better reaction time and faster reflexes)
    c. Better mood
    d. Proper weight management
    e. Overall fitness (lowered risk of diabetes, heart disease, hypertension, obesity and bone loss)
2. Describe what a proper breakfast consists of and their recommended proportions, specifically:
    a. GROW food (fish, meat, poultry, nuts; 1/4 plate)
    b. GO food (rice, pasta, bread, root crops: 1/4 plate)
    c. GLOW food (fruits & vegetables: 1/2 plate)
3. Critically discuss factors that hinder them from having a proper breakfast and find ways to circumvent those factors.

Materials

- Video: Five Ways Breakfast Can Help Save Your Life (Module 1)
- 1 sheet of bond paper (per student)
- Coloring materials (per student)
- 1 short folder or manila folder (per student, that will be used to keep all their output throughout the program. This folder will be called their Wellness Portfolio)
- Health notebook (any notebook used for taking notes in Health class)

Activities

Part 1: Video Presentation & Discussion

1. The teacher shall begin the session by providing an overview of Nestle's Wellness program, its theme and overall objectives.
2. The teacher will then instruct the students to do the following as they watch the video:

a. Take note (in their Health notebook) of concepts presented in the video that they already knew prior to watching the video[1];
b. Take note of concepts that they did not know before watching the video[2];
c. List the five benefits of eating breakfast;
d. List the kinds of food (and their proper proportions) that make up the Wellness Plate.

3. After watching the video, the teacher will instruct students to share their notes with 2-3 of their classmates for about five minutes. Students must check each other's understanding of the content provided. Each student can add any ideas that they picked up from their classmates to their own notes.[3]
4. The teacher will then ask some students to share, with the rest of the class, the concepts that they knew (2.a.) and did not know (2.b.) prior to watching the video.
5. Afterwards, the teacher will ask various students to describe the five benefits of breakfast. The teacher should write the benefits on the board this way (do not erase for the duration of the session):
    a. Do better in school
    b. Be more alert
    c. Be in a good mood
    d. Manage my weight[4]
    e. Live longer
6. The teacher will then ask students to describe the Wellness Plate, give examples for GROW, GO, GLOW foods, and discuss the proper proportions. The teacher can write students' answers in three columns on the board.

Part 2: My Breakfast Benefits & Wellness Plate

1. After discussing the video, the teacher will then ask the students to reflect on the following:
    a. Which of the breakfast benefits do you like the most? Which do you find most relevant? (Students can pick one or two benefits that they think are most relevant to them and encircle these in their notes.)[5]
    b. What do you normally eat for breakfast? Do your usual breakfast choices contain GROW, GO and GLOW foods in the right proportions? If not, what food must you substitute?[6]

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[1] Learning principles 1 and 2

[2] Learning principle 1 and 2

[3] Learning principles 2 and 4

[4] Remind students that weight management does not only pertain to being overweight, but underweight as well. Be sensitive to students who have issues with weight management.

[5] Learning principle 3

2. Each student will then take out a sheet of bond paper and coloring materials to make a mini-poster (portrait-orientation). The mini-poster will be kept in a short folder or envelope (i.e. a Wellness Portfolio[7]) where students will keep all their output throughout the program.
3. At the top of the mini-poster, each student shall complete the following phrase with one or two of the benefits that they find most relevant. They can copy from among the benefits previously written by the teacher on the board:

   Eating breakfast everyday will help me _____.

   Ex. Eating breakfast everyday will help me DO BETTER IN SCHOOL.
   Eating breakfast everyday will help me DO BETTER IN SCHOOL and MANAGE MY WEIGHT.

4. Underneath, they will draw a picture of a Wellness Plate containing appropriate breakfast food items. Teachers must stress that students should only draw food items that they realistically have access to every morning (i.e. they should not create an "unrealistic" Wellness Plate containing food that they do not have access to or are not likely to have for breakfast).[8]

Part 3: My Breakfast Promise

1. The succeeding instructions will be presented in class, but shall be completed by the students as homework. The teacher will ask the students to recall the times they have skipped breakfast in the past, and their reasons for skipping breakfast.[9] They will list these reasons at the bottom of their mini-posters and they can list as many as they wish. If their list cannot fit at the bottom of the page, they can use the back of the paper or another sheet of bond paper.
2. For each reason, students should think of realistic solutions or behaviors to counteract the reason.[10] See examples on the next page. The teacher can write these examples on the board to help students visualize. Ideally, a teacher should have **her own** mini-poster to share with the class so that the students can use her mini-poster as a reference. This also gives the teacher an opportunity to model the desired outcome.

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[6] Learning principle 5

[7] Learning principle 2. Keeping a portfolio will help them monitor their own learning progress.

[8] Learning principles 1, 3 and 5

[9] Learning principle 5

[10] Learning principles 2 and 3

IN THE PAST, I SKIPPED BREAKFAST BECAUSE...	BUT NOW, I ...
I didn't have time to eat.	*Pack a proper breakfast the night before that I can bring to school and I will*
wake up earlier so that I have enough time to eat once I get to school.	
My allowance is only enough for lunch.	*Spend less on lunch or merienda, so that I have money for breakfast.*
I also wake up earlier so that I can pack food to bring.	

3. Teachers should encourage students to work with others as they brainstorm solutions and alternative behaviors that address each reason for skipping breakfast. Since this part of the mini-poster is done as

homework, they can even brainstorm solutions with their parents, relatives or guardians.[11]

4. Students will be given a chance to share their output with other students during Module 2.

Alternatives for Resources

Instead of bond paper in an envelope or folder, students can use recycled paper that has no marking on the back or old sketchbooks that still have at least 6-8 clean pages as their Wellness Portfolio.

Other ideas that teachers can implement

1. Take advantage of students' interest in Social Media. Encourage students to take "selfies" or "groupfies" with their mini-posters and place these on their Facebook walls. Teachers can also create a Facebook page where students can post other pictures related to activities throughout the program.[12] (or maybe one FB page created by Nestle?)
2. In their Wellness Portfolio, students can also create pages where they write about their learning progress throughout the program.[13] These can be in the form of notes and drawings that will make the Portfolio look like a scrapbook. For instance, after Module 1, students can write notes about how well they kept their "breakfast promises" (part 3) and the challenges they encountered in keeping these promises.[14]

[11] Learning principles 2, 3 and 4
[12] Learning principle 4
[13] Learning principle 2
[14] Learning principles 2 and 5

Version 2 (submitted 06.27.2015)

MODULE 2: 5 WAYS BREAKFAST IMPROVES PERFORMANCE

Learning Objectives

By the end of the lesson, students should be able to:

1. Describe the five ways breakfast boosts performance:
    a. Feel energized
    b. Be in a better mood
    c. Feel stronger
    d. Feel alive and awake
    e. Feel full
2. Know the recommended energy intake for children and adolescents aged 10 - 18 years old, and the caloric requirement that must come from a proper breakfast:
    a. 2150 - 2850 calories/day for male adolescents
    b. 1900 - 2050 calories/day day for female adolescents
    c. Breakfast should provide 1/4 of that caloric requirement
3. Identify the nutrients that will improve energy and increase performance:
    a. Healthy carbohydrates
    b. B Vitamins
    c. Calcium
    d. Iron

Materials

- Video: Five Ways Breakfast Improves Performance (Module 2)
- 1 sheet of bond paper (per student)
- Coloring materials (per student)
- Health notebook (any notebook used for taking notes in Health class)

Activities

Part 1: Video Presentation & Discussion

1. The teacher shall begin the session by giving the students a chance to share the mini-posters that they made for Module 1[1]. Teachers can select from any of these activities that best address time and space considerations:
    a. Ask the class to form two circles - an inner circle and an outer circle. The two circles rotate in opposite directions while music is

[1] Learning principle 2 and 4

playing, and once the music stops, each student will share the poster they made with the person directly across from them; OR
    b. Instruct students to look for someone in the class who wrote the same benefit at the top of their mini-poster (i.e. same answer to "Eating breakfast will help me _____") with whom to share their mini-poster; OR
    c. Allow students to share their posters with their immediate seatmates.
2. After about 10 minutes of sharing their posters, the teacher will then prepare the students for watching the video by instructing them to:
    a. Take note (in their Health notebook) of concepts presented in the video that they already knew prior to watching the video[2];
    b. Take note of concepts that they did not know before watching the video[3];
    c. List ways in which breakfast helps to improve one's performance;
    d. Take note of the nutrients that improve performance.
3. After watching the video, the teacher will ask students to share their notes with 2-3 of their classmates for about five minutes. Students must check each other's understanding of the content provided. Each student can add any ideas that they picked up from their classmates to their own notes.[4]
4. After allowing students to share their notes, the teacher will ask the class if there are any concepts presented in this video that they can connect to the previous video[5].

Part 2: Me at My Best

1. After briefly discussing the video, each student will then take out a sheet of bond paper and coloring materials. Students will be asked to reflect on the following questions[6]:
    a. What would I be able to do better if I were to regularly eat a proper breakfast?
    b. What would I be able to accomplish if I were to regularly eat a proper breakfast?
2. Teachers should provide sample answers to this question. Their examples should be related to the concepts presented in the video and tied to concrete, observable behaviors. For instance:
    a. "If I were to regularly eat a proper breakfast, I would have more energy in the morning to pay attention in math class."

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[2] Learning principles 1 and 2
[3] Learning principles 1 and 2
[4] Learning principles 2 and 4
[5] Learning principle 1 and 2
[6] Learning principle 5

    b. "If I were to regularly eat a proper breakfast, I would not be as tired in the afternoons."
3. Students will then come up with a drawing that presents their answers to the previous questions. They should have at least 3-5 answers to either of the questions.

Part 3: Peak Performance Pep Talk

1. The succeeding exercise can be done as a continuation of the previous activity in the classroom, or as homework, depending on time constraints.
2. The teacher will ask the students to share their drawings with their classmates. Each classmate that they share their drawings with must write a quick note on the back of their drawing, encouraging them to regularly eat breakfast for peak performance[7]. Teachers can give sample messages such as:
    a. "You can do it, friend! Imagine how great it would be if you could focus on math class better and raise your grades! So don't forget to eat breakfast!"
    b. "It would be great if you had more energy to hang out with us in the afternoons! Eat breakfast everyday!"
3. These drawings are to be included in their Wellness Portfolios.

IMPORTANT: Before ending the class, students should be informed that they must bring food labels of food that they typically eat for breakfast, minimum of five labels each student.

- They can bring labels of food items such as cereal boxes, drink cartons, and frozen products. Labels must be cleaned and dried out prior to the class.
- Teachers should also encourage students to bring the labels of food items that they tend to pick up on the way to school which they eat for breakfast – such as crackers, energy bars, snack items – whether healthy or not. This will give teachers an opportunity to correct misconceptions about food items.[8]
- Teachers should collect and bring extra food labels in case there are students who forget to bring theirs.

<u>Other ideas that teachers can implement</u>

Again, teachers can take advantage of students' interest in Social Media and encourage students to take "selfies" or "groupies" with their drawings to place

[7] Learning principle 4

[8] Learning principles 1, 2, 3 and 5

on their Facebook page. Teachers can also create a Facebook page where students can post other pictures related to activities throughout the program.[9] (or maybe one FB page created by Nestle?)

At the beginning of each module, teachers should ask students who among them had a proper breakfast before coming to class. This will help reinforce eating breakfast as a group norm that supports health-enhancing behaviors.

[9] Learning principle 4

Version 3 (submitted 06.30.2015)

MODULE 3: 5 WAYS TO POWER UP YOUR BRAIN

Learning Objectives

By the end of the lesson, students should be able to:

1. Describe the effects of skipping breakfast, such as:
    a. Difficulty learning, concentrating, and absorbing information
    b. Negative impact on academic performance and attendance
    c. Negative impact on mood and energy levels
2. Identify the nutrients that will increase alertness and brain activity, as well as food sources that provide those nutrients:
    a. Healthy carbohydrates
    b. B Vitamins
    c. Vitamins A, C, & E
    d. Iron and Zinc
3. Critically analyze the nutrition contents of food that they typically eat for breakfast to identify which meet the nutrient requirements of adolescents.

Materials

- Video: 5 Brain Hacks (Module 3)
- 1 sheet of bond paper (per student)
- Coloring materials (per student)
- 1-2 sheets pad paper or yellow paper (per group)
- Health notebook (any notebook used for taking notes in Health class)
- Food labels of food that they typically eat for breakfast (minimum of five labels per student)
    - Students should be instructed beforehand to bring these food labels. They can be advised a week before the activity, so that students can collect (clean and dry out) these labels throughout the week.
    - They can bring labels of food items such as cereal boxes, drink cartons, frozen products. Teachers should also encourage students to bring the labels of food items that they tend to pick up on the way to school which they eat for breakfast – such as crackers, energy bars, snack items – whether healthy or not. This will give teachers an opportunity to correct different misconceptions about food.
    - Teachers should collect and bring extra food labels in case there are students who forget to bring theirs.

Activities

Part 1: Recap of Previous Session, Video Presentation

1. The teacher shall begin the session by providing a recap of the previous lesson.[1] Students will be asked to recall the following, and they can refer to their notes:
    a. Five ways that breakfast boosts performance
    b. Recommended energy intake for children and adolescents aged 10-18 years old, and how much of that requirement must come from breakfast
    c. Nutrients that will improve energy and increase performance
2. The teacher will then instruct the students to do the following as they watch the video:
    a. Take note (in their Health notebook) of concepts presented in the video that they already knew prior to watching the video[2];
    b. Take note of concepts that they did not know before watching the video[3];
    c. List five habits that promote optimal brain activity;
    d. List the nutrients that promote optimal brain activity.
3. After watching the video, the teacher will instruct students to share their notes with 2-3 other classmates for about five minutes. Students must check each other's understanding of the content provided. Each student can add new ideas that they picked up from their classmates to their own notes.[4]
4. The teacher will then ask students to form groups of 4-5 members.

Part 2: Nutrition Investigation[5]

1. After discussing the video, the teacher will then ask the students to form groups of four. They each take out their food labels, bond paper and coloring materials. Using a portrait orientation, each student must create a chart like this on their own bond paper:

[1] Learning principle 1
[2] Learning principles 1 and 2
[3] Learning principles 1 and 2
[4] Learning principles 2 and 4
[5] Learning principles 1, 2, 3, 4 and 5

Nutrients	less than 30 %	more than 30%
Healthy carbs		
B Vitamins		
Vitamin A		
Vitamin C		
Vitamin E		
Iron		
Zinc		

As a group, students shall examine their food labels carefully, looking for each nutrient listed above. They must decide whether that food item belongs in the "less than 30%" or "more than 30%" column for that nutrient. (Combined, each group of four students should have at least 20 food labels to examine. Although they examine these labels together, each student must fill up his or her own table.)

2. After going through the labels, each group must summarize their findings and place their answers to the following questions at the bottom of the paper:
    a. Which of the food items contain the most nutrients that promote optimal brain performance? (i.e. which food items fall repeatedly in the "more than 30%" column across all nutrients)

    b. Which of the items do not provide sufficient nutrients? (i.e. which items fall in the "less than 30%" column across all nutrients)
3. These Nutrition Investigation charts will also be included in the Wellness Portfolio.

Part 3: Letter Writing [6]

1. The succeeding exercise can be done as a continuation of the previous activity in the classroom, or as homework, depending on time constraints. Each group will be asked to write a letter to a student who is absent that day.
2. The teacher must ensure that each absent student is assigned to a group. Preferably, one absent student will be assigned more than one group, and therefore will receive more than one letter. In the event that there are no absent students, see activity alternatives at the end of this module.
3. The letter should inform the reader of the results of their "Nutrition Investigation" i.e., which food items are good sources of nutrients for breakfast (food to continue eating) and which are not (food to eat sparingly).
4. Each letter must persuasively advocate for healthier breakfast choices. To make their letters more persuasive, students should also integrate what they've learned about the benefits of starting each day with breakfast and ways breakfast improves performance (integrating with Modules 1 and 2).
5. The letters will be collected by the teachers, graded, and then given to the absent students when they return to school. The teacher should choose 2-3 exemplary letters to use for Part 1 (recap activity) of Module 4.

<u>Other ideas that teachers can implement</u>[7]

1. In the event that there are no absent students for that day, the letters can be addressed to other people in the community to advocate for healthier food choices:
    a. Canteen operators
    b. Food vendors in the vicinity of school
    c. Parents and guardians

[6] Learning principles 2, 3 & 4

[7] Learning principles 3, 4 and 5

2. Students can also create brochures with long bond paper and coloring materials. Have students photocopy their brochures and distribute to members of the community.

Version 4 (submitted 06.30.2015)

4: 5 WAYS BREAKFAST HELPS MANAGE WEIGHT

Learning Objectives

By the end of the lesson, students should be able to:

1. Enumerate five ways that regularly eating breakfast helps with weight management:
    a. Jumpstarts metabolism
    b. Minimizes urges to overeat or eat impulsively
    c. Gives energy in the morning
    d. Motivates healthier food choices
    e. Lowers risk of obesity
2. Become more aware of social media and popular culture influence adolescents' attitudes, habits and issues related to weight management.
3. Advocate for healthier weight management habits, such as starting each day with proper breakfast.

Materials

- Video: Five Ways Breakfast Helps to Manage Weight (Module 4)
- 1-2 sheets of bond paper (per student)
- Health notebook (any notebook used for taking notes in Health class)

Activities

Part 1: Recap of Previous Session, Video Presentation

1. The teacher shall begin the session by providing a recap of the previous lesson. The teacher should have selected 2-3 exemplary letters from the letter writing activity of Module 3. Their intended recipients (i.e., the students who were absent during Module 3) may read the selected letters in front of the class.[1]
2. The teacher will then prepare the class for the video presentation by writing the following questions on the board and instructing the students to look for the answers to these questions as they watch the video:
    a. What is body mass index? How is it computed?
    b. How does breakfast help with weight management? List five ways.
3. After watching the video, the teacher will instruct students to share their notes with 2-3 of their classmates for about five minutes. Students must check each other's understanding of the content provided. Each student

[1] Learning principles 1 and 4

can add new ideas that they picked up from their classmates to their own notes.[2]

Part 2: My Health and Wellness Image

1. The teacher will then ask the class to think about this question and share their answers with a classmate: What unhealthy behaviors and attitudes related to weight management are common among adolescents?[3]
2. The teacher will ask students to share their answers with the rest of the class, facilitating the discussion until the following answers (or similar ones) emerge:
    a. Skipping meals
    b. Choosing fad diets or unhealthy shortcuts in losing weight
    c. Overeating / emotional eating
    d. Unhealthy body image (e.g. thinking that being very skinny is more beautiful)

    The teacher will write these (or similar answers) on the board.
3. The teacher will then ask the class to reflect on these questions:
    a. How does eating a healthy breakfast help to address these unhealthy behaviors?
    b. How does social media and pop culture influence our attitudes toward weight management?
4. After discussing these questions, students will then be given an assignment to create an output that[4]:
    a. Raises awareness of how social media and pop culture influences our attitudes about weight management; and,
    b. Raises awareness of how breakfast helps in managing weight.
5. On 1-2 sheets of bond paper, students may choose any of the following to represent their answers[5]:
    a. Create a collage of pictures, magazine advertisements, song lyrics and other elements from social media and popular culture that depict issues and attitudes related to weight management;
    b. Create an original artwork using oil pastels, crayons, water color;
    c. Compose an original song in English or their local dialect;
    d. Write a script for a short, one-act play or monologue;
    e. A critical essay written in English or their local dialect.
6. These outputs shall be placed in their Wellness Portfolio, but the teacher will invite some students to present their work at the next session.

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[2] Learning principles 2 and 4

[3] Learning principle 5

[4] Learning principles 3, 4 and 5

[5] Give students an opportunity to select the kind of output they think they would excel in the most. This activity is also in line with DepEd's curriculum guide, which encourages teachers to incorporate art and music in delivering health messages.

Version 2 (submitted 06.27.2015)

MODULE 5: Top 5 Do It Yourself Breakfast Meals

Learning Objectives

By the end of the lesson, students should be able to integrate all their learning from previous modules and create a simple five-day breakfast plan that:

1. Contains enticing breakfast menus which represent a properly-proportioned Wellness Plate of GO, GROW and GLOW foods (Module 1);
2. Contains food items that are realistically accessible to the student (Module 1);
3. Contains items that promote peak performance (Module 2), optimal brain activity (Module 3) and weight management (from Module 4);

Materials

- Video: TOP 5 DO IT YOURSELF BREAKFAST MEALS
- Health notebook (any notebook used for taking notes in Health class)
- Other materials depending on the final culminating activity selected

Activities

Part 1: Recap of Previous Session, Video Presentation

1. The teacher shall begin the session by asking three volunteers to share their output from the previous module with the rest of the class.[1]
2. The teacher will then prepare the class for the video presentation by instructing the students to note down the breakfast meal ideas presented in the video.
3. After watching the video, the teacher will instruct students to share their notes with 2-3 of their classmates for about five minutes. Students must check each other's understanding of the content provided. Each student can add new ideas that they picked up from their classmates to their own notes.[2]

[1] Learning principles 1 and 4

[2] Learning principles 2 and 4

Part 2: My 5-day Breakfast Plan

1. The teacher shall divide the class into groups of 5-6. Each group must come up with a 5-day breakfast plan that meets the following criteria[3]:
    a. Menus should represent a properly-proportioned Wellness Plate of GO, GROW and GLOW foods (Module 1);
    b. Meal plans must be realistic and accessible to all students, containing food items that they usually eat or obtain in the canteen, market, or groceries within their vicinity (Module 1);
    c. Students must create their own breakfast menus (i.e. not copy the ones in the video) which include food items that promote peak performance (Module 2), optimal brain activity (Module 3), and weight management (Module 4);
2. The teacher may choose one of the following outputs:
    a. Illustration of the 5-day breakfast plan on illustration board or cartolina;
    b. Creation of a menu-like book or scrapbook containing photographs and descriptions of the meals;
    c. Creation of a small recipe book containing photographs, ingredients and descriptions of the meals.

<u>Other ideas that teachers can implement</u>[4]

1. If time and resources allow, the teacher may even ask the groups to bring the actual breakfast items and serve them in a proper table setting. The teacher can turn it into a friendly competition for the best menu and best presentation. (Aside from resource considerations, the teacher must consider the time of day that this activity will be done to avoid students bringing food that may spoil).
2. The sections that participated in this Wellness Program may opt to have a culminating activity to showcase the students' portfolios, output from Module 4, and final output. Portfolios and outputs may be:
    - Placed along the hallways like a gallery
    - Placed on exhibit in a library, main foyer, or cafeteria

[3] Learning principles 1, 2, 3, 4 and 5

[4] Learning principle 4 and 5

Nutrition Modules (Wellness Portfolio)

Learning Principles

“Our task is to educate [our students] whole being so they can face the future. We may not see the future, but they will and our job is to help them make something of it.”

- Sir Ken Robinson

Working Together for a Common Goal

"… molding the next generation of responsible citizens who know the value of a sound mind and healthy body…

…This year's theme focuses on the importance of starting each day with a healthy breakfast - a habit that is quickly becoming lost in today's fast-paced world."

CHOOSE Wellness CAMPUS

Learning Principles

- More effective cascade
- More effective teachers
  - More meaningful lessons
  - More engaged students

Learning Principle 1

Learning is facilitated when new content is taught within the context of what the learner already knows and has experienced, and when learners are guided to compare new information with prior knowledge.

- Starting the class with a review
- Asking students to reflect on previous experiences and actual circumstances
- Conducting a pre-assessment to gauge prior knowledge

Learning Principle 2

Learning is enhanced when students are given a chance to reflect on, monitor and articulate their own thought processes and learning progress.

- Review previous work and compare to current work
- Checking test papers
- THINK-PAIR-SHARE
- Journaling / diaries / reflection paper

- “Are you sure?”
- “How do you know?”
- “How did you arrive at that answer?”

Learning Principle 3

Learning is enhanced when students believe that information is useful and relevant to their actual circumstances, and when students recognize how new knowledge and skills are instrumental in accomplishing a desired goal.

- Articulate personal learning goals
- Solve real-life problems they encounter
- Appeal to issues that they are concerned about

Learning Principle 4

Learning is enhanced when the learner is given opportunities to interact and collaborate with others on instructional tasks.

- Working in groups or with partners
- Peer feedback
- Friendly competition

Learning Principle 5

When it comes to learning new health habits, in particular, learning is enhanced when instruction focuses on specific behavioral outcomes.

- Specific, observable behaviors

Learning Principles

1. Learning is facilitated when new content is taught within the context of what the learner already knows and has experienced, and when learners are guided to compare new information with prior knowledge.
2. Learning is enhanced when students are given a chance to reflect on, monitor and articulate their own thought processes and learning progress.
3. Learning is enhanced when students believe that information is useful and relevant to their actual circumstances, and when students recognize how new knowledge and skills are instrumental in accomplishing a desired goal.
4. Learning is enhanced when the learner is given opportunities to interact and collaborate with others on instructional tasks.
5. When it comes to learning new health habits, in particular, learning is enhanced when instruction focuses on specific behavioral outcomes.

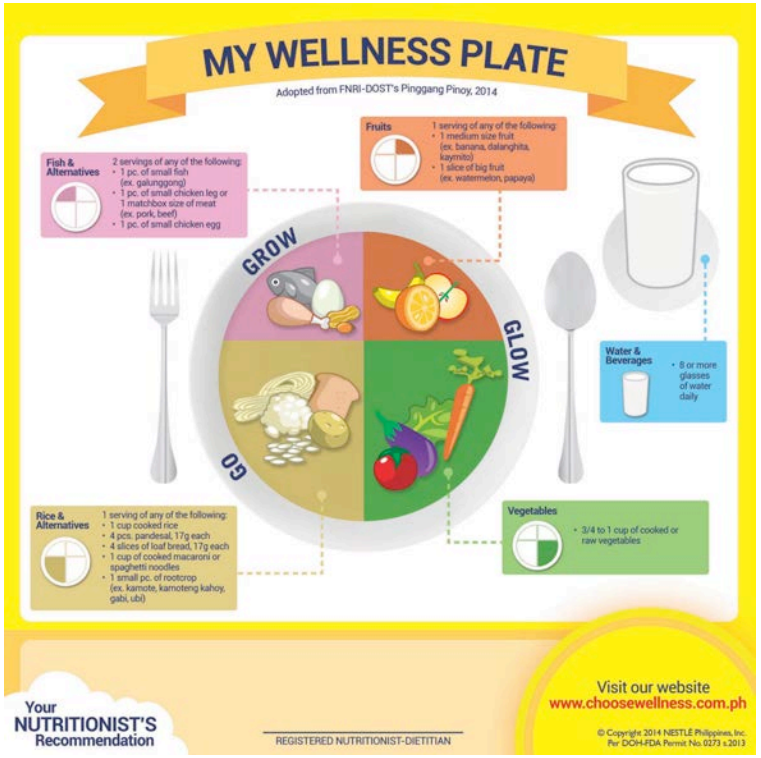
When you see me…

- Grab a partner
- Discuss ideas
- Share with others

Module 1

By the end of the lesson, students should be able to:

- Describe 5 benefits of starting each day with a proper breakfast.
- Describe the Wellness Plate.
- Discuss factors that hinder them from having a proper breakfast and find ways to circumvent those factors.



Module 1

While watching the video:

- Take note of concepts presented in the video that you already knew prior to watching the video
- Take note of concepts that you did not know before watching the video
- List the five benefits of eating breakfast
- List the kinds of food (and their proper proportions) that make up the Wellness Plate

Module 1

While watching the video:

- Take note of concepts presented in the video that you already knew prior to watching the video
- Take note of concepts that you did not know before watching the video
- List the five benefits of eating breakfast
- List the kinds of food (and their proper proportions) that make up the Wellness Plate

Compare notes with the person sitting beside you.

Module 1

5 benefits of breakfast

- Do better in school
- Be more alert
- Be in a good mood
- Manage my weight
- Live longer

Wellness Plate

- Give examples of GO, GROW and GLOW food

Short class discussion

Module 1

Students will be asked to reflect on the following:

- Which of the breakfast benefits do you like the most? Which do you find most relevant?
- What do you normally eat for breakfast? Do your usual breakfast choices contain GROW, GO and GLOW foods in the right proportions? If not, what food must you substitute?

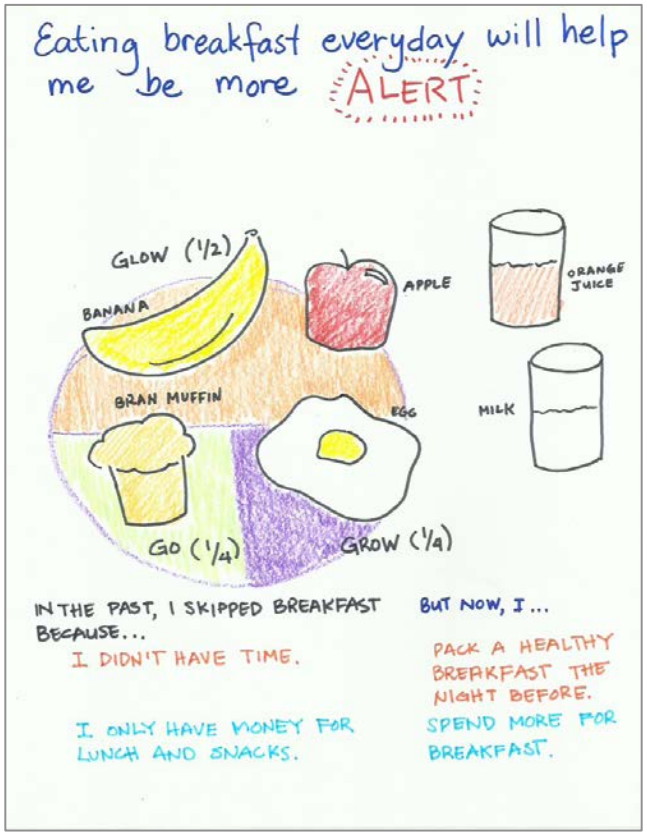
Individual activity: My Breakfast Benefits

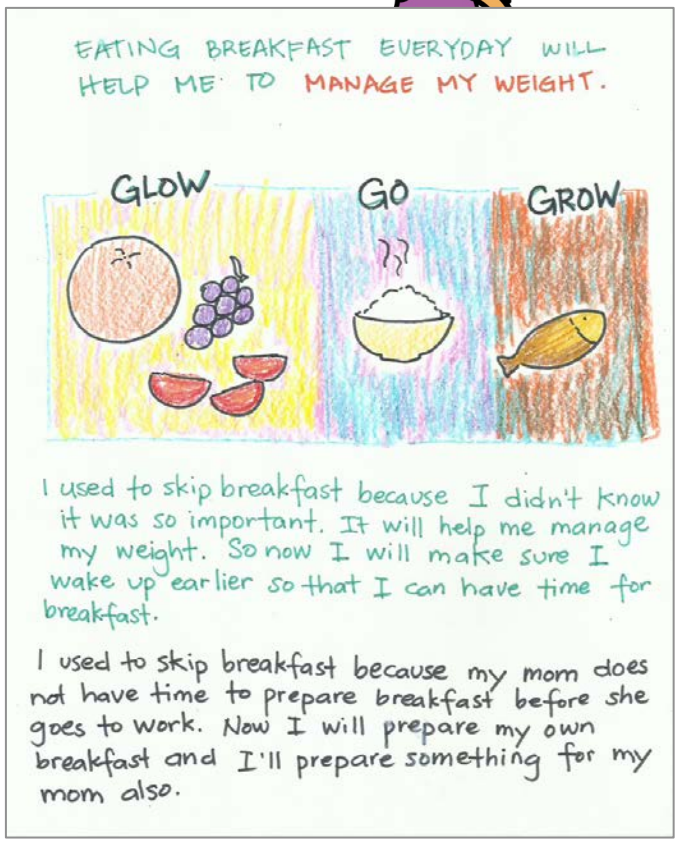
Module 1

personal benefit

realistic food choices

behavioral alternatives





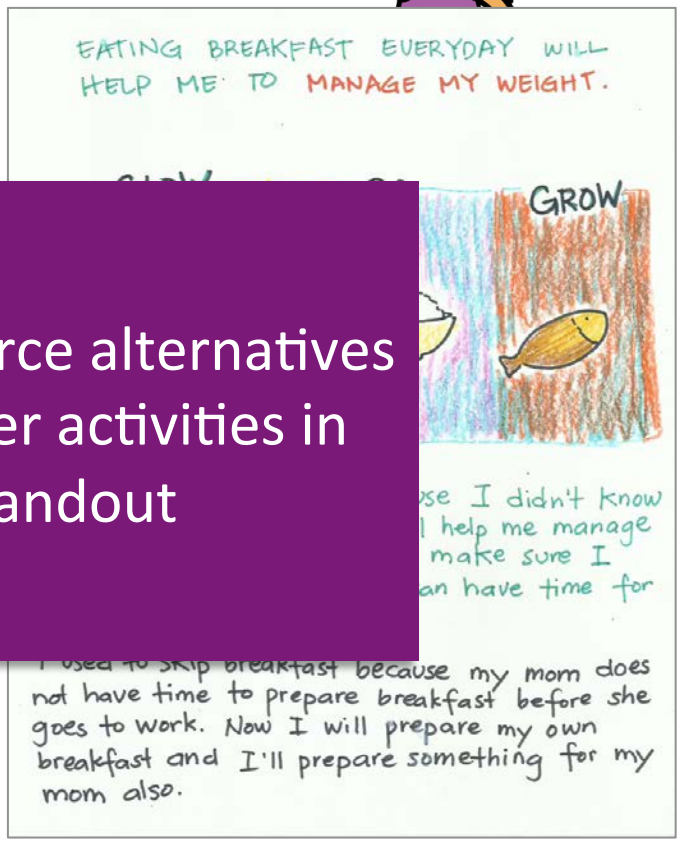
Individual activity: My Breakfast Benefits

Module 1

personal benefit

realistic food choices

behavioral alternatives



See resource alternatives and other activities in handout

Individual activity: My Breakfast Benefits

Module 2

By the end of the lesson, students should be able to:

- Describe the five ways breakfast boosts performance.
- Know the recommended energy intake for children and adolescents aged 10 - 18 years old, and the caloric requirement that must come from a proper breakfast.
- Identify the nutrients that will improve energy and increase performance.

Module 2

Session starter

Module 2

While watching the video:

- Take note of concepts presented in the video that you already knew prior to watching the video
- Take note of concepts that you did not know before watching the video
- List ways in which breakfast helps to improve one's performance
- Take note of the nutrients that improve performance

Compare notes with the person sitting beside you.

Module 2

Students will be asked to reflect on the following:

- What would I be able to do better if I were to regularly eat a proper breakfast?
- What would I be able to accomplish if I were to regularly eat a proper breakfast?

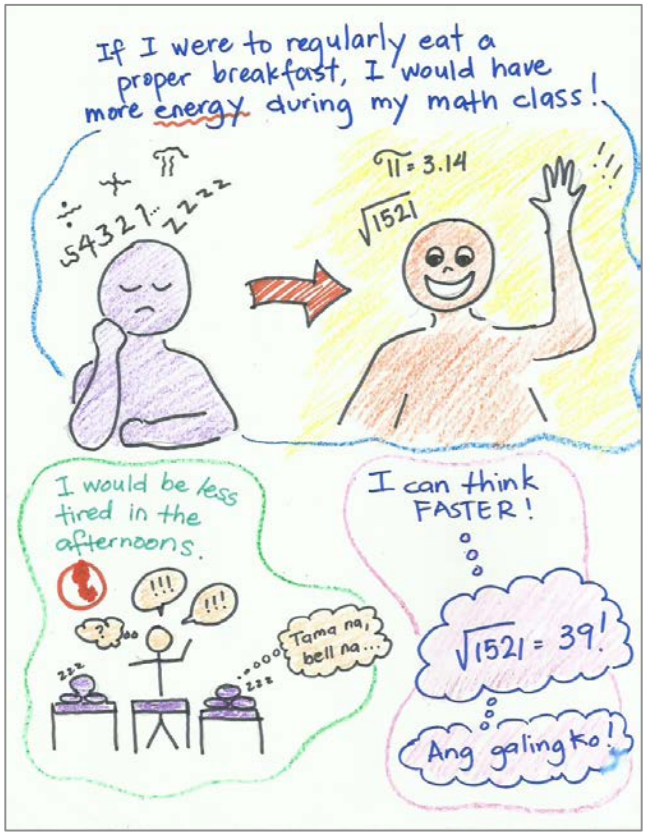
Individual activity: Me at My Best

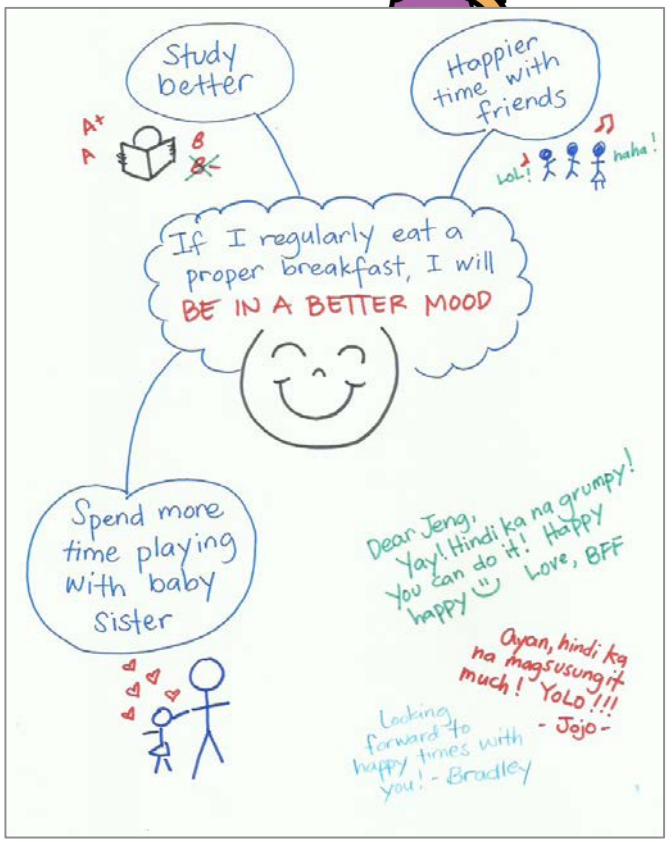
Module 2

personal benefit

actual outcomes

peer support





Individual activity: Me at My Best

Module 3

By the end of the lesson, students should be able to:

- Describe the effects of skipping breakfast.
- Identify the nutrients that will increase alertness and brain activity, as well as food sources that provide those nutrients.
- Critically analyze the nutrition contents of food that they typically eat for breakfast to identify which meet the nutrient requirements of adolescents.

Module 3

Session starter

Module 3

While watching the video:

- Take note of concepts presented in the video that you already knew prior to watching the video
- Take note of concepts that you did not know before watching the video
- List five habits that promote optimal brain activity
- List the nutrients that promote optimal brain activity

Compare notes with the person sitting beside you.

Module 3

Nutrition Facts

Serving Size 2/3 cup (55g)
Servings Per Container About 8

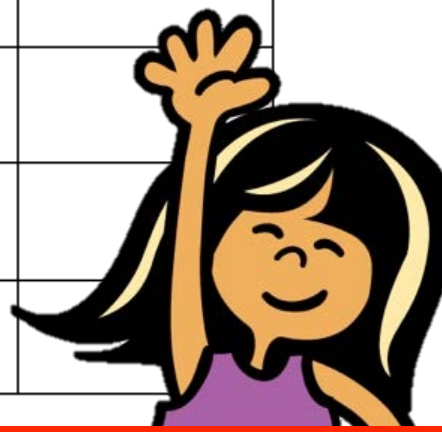
Amount Per Serving

Calories 230	Calories from Fat 40
	% Daily Value*
Total Fat 8g	**12**%
Saturated Fat 1g	**5**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 160mg	**7**%
Total Carbohydrate 37g	**12**%
Dietary Fiber 4g	**16**%
Sugars 1g	
Protein 3g	
Vitamin A	10%
Vitamin C	8%
Calcium	20%
Iron	45%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily value may be higher or lower depending on your calorie needs.

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Nutrients	less than 30 %	more than 30%
Healthy carbs		
B Vitamins		
Vitamin A		
Vitamin C		
Vitamin E		
Iron		
Zinc		



Individual activity: Nutrition Investigation

Module 3

Nutrients	less than 30 %	more than 30%
Healthy carbs		
B Vitamins		
Vitamin A		
[illegible]in C		
Vitamin E		
Iron		
Zinc		

Group activity: Letter Writing

Module 4

By the end of the lesson, students should be able to:

- Enumerate five ways that regularly eating breakfast helps with weight management.
- Become more aware of social media and popular culture influence adolescents' attitudes, habits and issues related to weight management.
- Advocate for healthier weight management habits, such as starting each day with proper breakfast.

Module 4

Session starter

Module 4

While watching the video, take note of the answers to the following questions:

- What is body mass index? How is it computed?
- How does breakfast help with weight management? List five ways.

Compare notes with the person sitting beside you.

Module 4

What unhealthy behaviors and attitudes related to weight management are common among adolescents?

THINK – PAIR - SHARE

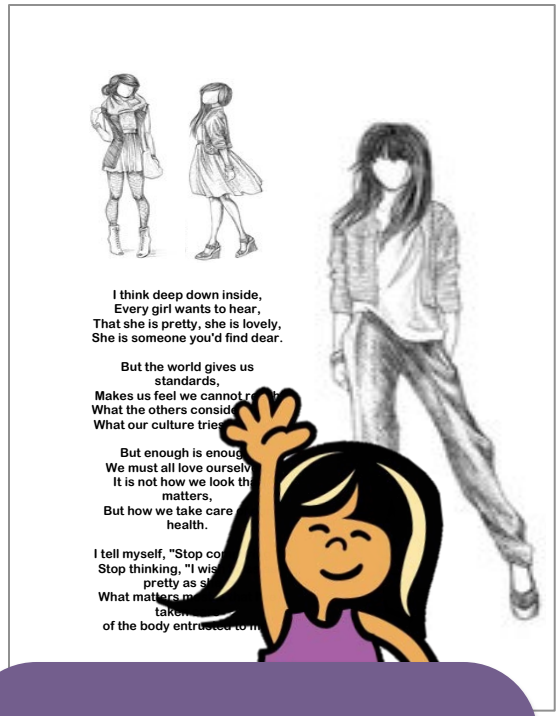
- Skipping meals
- Choosing unhealthy shortcuts to lose weight
- Overeating / emotional eating
- Unhealthy body image

Class discussion: My Health & Wellness Image

Module 4

How does eating a healthy breakfast help to address these unhealthy behaviors?

How does social media and pop culture influence our attitudes toward weight management?



Collage
Original artwork
Original song
Script
Essay

Individual activity: Letter Writing

Module 5

By the end of the lesson, students should be able to integrate all their learning from previous modules and create a simple five-day breakfast plan that:

- Contains enticing breakfast menus which represent a properly-proportioned Wellness Plate of GO, GROW and GLOW foods (Module 1);
- Contains food items that are realistically accessible to the student (Module 1);
- Contains items that promote peak performance (Module 2), optimal brain activity (Module 3) and weight management (from Module 4);

Module 5

Session starter

Module 5

Possible outputs:

- Illustration of the 5-day breakfast plan on illustration board or cartolina
- Creation of a menu-like book or scrapbook containing photographs and descriptions of the meals
- Creation of a small recipe book containing photographs, ingredients and descriptions of the meals

Performance task: Table setting of breakfast menu

Compare notes with the person sitting beside you.