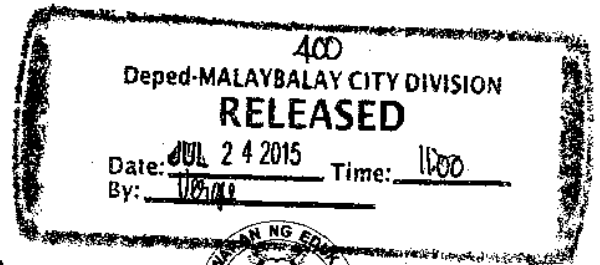





Department of Education
Region X-Northern Mindanao
DIVISION OF MALAYBALAY CITY
Corner Don Carlos & Guingona Sts., Malaybalay City
Telefax # 088-314-0094, E-mail add: depedmlyblycity@yahoo.com



DIVISION MEMORANDUM

No. 253, s, 2015

TO : Chief, Curriculum Implementation Division
Chief, School Governance and Operation Division
Education Program Supervisors
Public Schools District Supervisors
Public Secondary School Heads
This Division

From :  **EDILBERTO L. OPLENARIA, CESO VI**
Schools Division Superintendent

Date : July 23, 2015

Subject : Dissemination of Regional Advisory dated July 17, 2015
Re: **WELLNESS CAMPUS NATIONAL DANCE CONTEST**

1. For information and guidance of all concerned, enclosed is a copy of the Regional Advisory dated July 17, 2015 re: **WELLNESS CAMPUS NATIONAL DANCE CONTEST for public secondary school students only** which is self-explanatory.
2. All participating public secondary schools must fill up the contest registration form, and students shall fill-up a Waiver, Parental Consent form and Nutrition Lifestyle Questionnaire. All forms shall be submitted to this office on or before **July 29, 2015, Attn: Lou-Ann J. Cultura, EPS in MAPEH. (Note: Forms are available at the Division Office).**
3. In addition, the 5 - Nutrition Module program is hereby enclosed which shall be integrated in Physical Education and Health Education classes.
4. Immediate dissemination of this memorandum is desired.

Encl. As stated/ 07-23-15

To be indicated in the Perpetual Index
Under the following subjects:

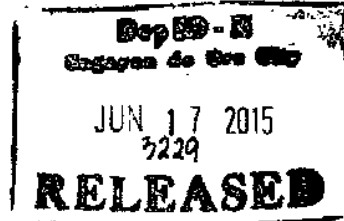
Students MAPEH
Schools Competitions



Republic of the Philippines
Department of Education
REGION X - NORTHERN MINDANAO
Gerardo A. Pelaez, Sr. Memorial Sports Center
Velasco Street, Cagayan de Oro City



REGIONAL ADVISORY



To : **The Schools Division Superintendents
This Region**

From : **ATTY. SHIRLEY O. CHATTO**
OIC, Office of the Regional Director

Date : **June 17, 2015**

Subject: **WELLNESS CAMPUS NATIONAL DANCE CONTEST**

In advocacy to Fitness and Wellness Program, the Wellness Campus of Nestle Philippines, Inc. in partnership with this Office and GREATFIL Team, Inc. shall hold the **WELLNESS CAMPUS NATIONAL DANCE CONTEST** for Secondary Public School Students Only on selected regions (NCR, Regions 1, 3, 4-A, 5, 7, & 10).

The objective of this project is to create awareness on wellness and the balance physical fitness and good nutrition among high school students following the dictum "sound mind in a sound body" through this national undertaking.

For better understanding on the mechanics of this activity, attached is the Contest Guidelines for information and guidance.

Interested parties shall coordinate with this Office through **RAYMUND S. ANTOLO**, Chief of Human Resource Development Division (HRDD) or **DR. ROSALINA EDULLANTES**, Program Development Officer IV of Education Support Services Division (ESSD) with mobile numbers 09174314170 and 09177210284 respectively.

Immediate dissemination of this Advisory is desired.

ANNEX "A"

2015 Wellness Campus Program Mechanics

Program Background:

After the successful implementation of the 2014 Wellness Campus Program in four (4) regions namely: National Capital Region, Region III-Central Luzon, Region IVA-CALABARZON, Region V- Bicol, participated in by about 2.4 million students in 2,201 public high schools, the 2015 Wellness Campus will add and reach out to two (2) more regions in Visayas and Mindanao.

This year, the 2015 Wellness Campus Program (the "Program") will be held in seven (7) key regions namely: NCR, Region 4A-CALABARZON, Region 5-BICOL REGION, Region 3-CENTRAL LUZON, Region 1-ILOCOS REGION, Region 7-CENTRAL VISAYAS, and Region 10- NORTHERN MINDANAO. The Program this year will reach unprecedented heights and will be much bigger with 3,884 public high schools covering more than 3.5 million student-participants. With such large number of participants and its positive impact to the community as a whole, the Program aims to continue to develop the wellness lifestyle mindset among high school students through habit formation. The 2015 Wellness Campus Implementation will be in two parts, namely:

A. 2015 WELLNESS CAMPUS DANCERCISE AND NUTRITION EDUCATION FOR ALL COVERED SCHOOLS.

1. The 2015 Nestle Wellness Campus (Program) is a JOINT PROJECT of the Department of Education and Nestle Philippines, Inc. (NPI), through GreatFil Team, Inc., and will be implemented in seven (7) key regions namely: NCR, Region 4A-CALABARZON, Region 5-BICOL REGION, Region 3-CENTRAL LUZON, Region 1-ILOCOS REGION, Region 7-CENTRAL VISAYAS, and Region 10-NORTHERN MINDANAO.
2. The Program will run from 01 July 2015 until 30 November 2015 and will be implemented in all public high schools under the Department of Education in the above-mentioned regions based on the total number of schools listed.
3. All participating students must fill up a Waiver and Parental Consent form, and Nutrition & Lifestyle Questionnaire which must be submitted to their respective school divisions. The form may also be downloaded from the Nestle Wellness website at www.choosewellness.com. After accomplishing the form, the student must e-mail a photocopy or scanned copy to Greatfil Team, Inc. at

greatfilteam@yahoo.com or greatfilteam.inc@gmail.com on or before 15 July 2015.

4. The Program will be implemented by the DepEd and NPI, through GTI, in close coordination with the DepEd's MAPEH Division Supervisors who will ensure that the Program will be implemented in all the schools in their respective divisions. The MAPEH Division Supervisors will be the contact persons in their respective divisions.
5. All participating schools may download the new Wellness Music and Wellness Dancercise video at www.choosewellness.com website, or they can get copies of the video from their respective MAPEH Division Supervisors.
6. The Wellness Music and Dancercise will be the required music and exercise activity during the flag raising ceremonies of the covered schools. It is also encouraged that the music and dancercise will be used also as warm up exercise during PE classes.
7. The Program Organizer, GTI, will provide copies of the program mechanics to all covered DepEd regional offices, Division Superintendents and MAPEH Division Supervisors in said regions. The MAPEH Division Supervisors will be in-charge of cascading the program mechanics to all the school principals and MAPEH School Coordinators in their respective divisions.
8. GTI will cascade the program mechanics per region together with a representative from NPI who will also cascade the Nutrition modules to all MAPEH Division Supervisors. All MAPEH Division Supervisors are encouraged to participate in the cascade to have a clear understanding of the Program and to effectively cascade the nutrition training modules to all MAPEH School Coordinators. It is encouraged that MAPEH School Coordinators should monitor the implementation of the five (5) nutrition modules on a monthly basis in the PE classes.
9. NPI, through GTI, will provide copies of the nutrition video to both MAPEH Division Supervisors and MAPEH School Coordinators. It is highly encouraged that this will be integrated in the MAPEH curriculum, subject to DepEd rules and regulations.
10. All collateral materials such as posters, streamers, registration forms etc. will be delivered to the school division offices in coordination with the MAPEH Division Supervisors who will also take care of the distribution of all the materials to the different schools in their respective divisions.
11. Prior to the launch and at the end of the program NPI will conduct an evaluation and interview about the program in selected schools in all (7) regions. *regional coordinator will be the one to select the schools based on NPI requirements.*

WELLNESS SONG

Breakfast makes you look good...

RAP VERSE 1:

It's the morning hey, hey
Time to get started
Look good, what can I say?
Feel good, I can do this all day
It ain't no secret, I'll do it my way
It's breakfast, you heard that right
It's what we all need to keep the day right

VERSE 1:

I'm out the door - ooh ~
I've had my breakfast yeah!
So let us go - ooh ~
I've got a spring in my step
Wanna look good, oh
Now's your chance
Wanna feel good, yeah
Let's do this dance!

BRIDGE:

Breakfast makes me feel ali-ive~
Start smart, c'mon let's do this right~
Breakfast time is the bestest ti-me~
V-I-P mealtime

CHORUS:

We-e-ellness in your food (oh oh oh)
We-e-ellness in your groove (oh oh oh)
Start a habit, start it now!
Have a Wellness Breakfast now!

We-e-ellness in our groove
(oh oh oh)

RAP VERSE 2:

Breakfast keeps me so fit
And fabulous
Breakfast got benefits
It's a meal I never skip
Makes me sharp and smart
Keeps me strong and quick
Make it your daily habit to keep you living fit

VERSE 1:

I'm out the door - ooh~
I've had my breakfast yeah!
So let us go - ooh~
I've got a spring in my step
Wanna look good, oh
Now's your chance
Wanna feel good, yeah
Let's do this dance!

BRIDGE:

Breakfast make me feel ali-ve~
Start smart, c'mon let's do this right~
Breakfast time is the bestest ti-me~
V-I-P mealtime

INSTRUMENTAL

CHORUS:

We-e-ellness in your food (oh oh oh)
We-e-ellness in your groove (oh oh oh)
Start a habit, start it now!
Have a Wellness Breakfast now!

We-e-ellness in your groove
(oh oh oh)

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.

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 video¹;

¹ Learning principles 1 and 2

- b. Take note of concepts that they did not know before watching the video²;
 - 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 weight⁴
 - 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
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

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

⁶ Learning principle 5

be kept in a short folder or envelope (i.e. a Wellness Portfolio⁷) 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.

IN THE PAST, I SKIPPED
BREAKFAST BECAUSE...

BUT NOW, I ...

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

*I didn't have time to eat.
before
will*

*Pack a proper breakfast the night
that I can bring to school and I*

*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.*

pack

*I also wake up earlier so that I can
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 "groupies" 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 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 1¹. 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 playing, and once the music stops, each student will share the poster they made with the person directly across from them; OR

¹ Learning principle 2 and 4

- 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 video²;
 - b. Take note of concepts that they did not know before watching the video³;
 - 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 video⁵.

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 questions⁶:
 - 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."
 - 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.

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

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 performance⁷. 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.

Other ideas that teachers can implement

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

⁷ Learning principle 4

⁸ Learning principles 1, 2, 3 and 5

⁹ Learning principle 4

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 video²;
 - b. Take note of concepts that they did not know before watching the video³;
 - 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 Investigation⁵

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:

Nutrients	less than 30 %	more than 30%
Healthy carbs		

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

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.

Other ideas that teachers can implement⁷

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
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.

⁶ Learning principles 2, 3 & 4

⁷ Learning principles 3, 4 and 5

MODULE 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 that⁴:
 - 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 answers⁵:
 - 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.

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.

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

Part 2: My 5-day Breakfast Plan

¹ Learning principles 1 and 4

² Learning principles 2 and 4

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 criteria³:
 - 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.

Other ideas that teachers can implement⁴

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

Summary of Learning Objectives

Module 1	Module 2	Module 3
<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the five benefits of starting each day with a proper breakfast: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. 	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the five ways breakfast boosts performance: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. 2150 - 2850 calories/day for male adolescents b. 1900 - 2050 calories/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: <ol style="list-style-type: none"> a. Healthy carbohydrates b. B Vitamins c. Calcium d. Iron 	<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the effects of skipping breakfast, such as: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

Module 4	Module 5
<p>By the end of the lesson, students should be able to:</p> <ol style="list-style-type: none"> 1. Enumerate five ways that regularly eating breakfast helps with weight management: <ol style="list-style-type: none"> 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. 	<p>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:</p> <ol style="list-style-type: none"> 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);

Suggested Rubric for Wellness Portfolio

Criteria	Developing	Approaching Proficiency	Proficient
Content accuracy (15 points)	Student's portfolio contains a number of errors, inaccurate information and misconceptions related to nutrition facts, breakfast benefits and the Wellness Plate. (1-5 pts)	Student's portfolio contains some inaccuracies and misconceptions about nutrition facts, breakfast benefits and the Wellness Plate, but overall reflects sufficient understanding of the content. (6 - 10 pts)	All information in student's portfolio related to nutritional facts, breakfast benefits and the Wellness Plate is accurate, demonstrating mastery of content. (11- 15 pts)
Quality and depth of reflections (15 points)	Student's output consists mostly of broad statements that are not anchored on specific behaviors and actual circumstances. Very little effort was placed on examining current behaviors in light of new learning. (1-5 pts)	Student's insights and reflections are often (but not consistently) anchored on specific behaviors and actual circumstances. Student showed some degree of effort to examine current behaviors in light of new learning and to elaborate on new insights gained. (6-10 pts)	Student's insights and reflections are consistently anchored on specific behaviors and actual circumstances. Student made an apparent effort to examine current behaviors in light of new learning and elaborated extensively on new insights gained. (11-15 pts)
Overall quality of product (15 points)	Student's work contained bare images and limited text. (1-5 pts)	Student's work contained sufficient images and text to indicate that student placed considerable effort into producing high quality output. (6-10 pts)	Student's work contained elaborate images and text that indicated a high degree of effort was placed into producing high quality output. (11-15 pts)
TOTAL			/ 45 pts