

DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY
GENERAL SERVICES DIVISION
(1201 MARINA DRIVE, MANILA)
DIVISION

1978

MBC MEMORANDUM
No. 276, s. 1978

DISTRIBUTION, USE AND EVALUATION OF
NEW MATERIALS SERIES FOR TEACHERS

To Bureau Directors
Regional Directors
Chiefs of Services and Head- of Units
Coordinator, State Colleges and Universities
Schools Superintendents

- 1 The Nutrition Center of the Philippines (NCP) is distributing, under separate cover, to all elementary and secondary schools a brochure entitled Nutrition Information Series for Teachers
- 2 This brochure, produced with the support and cooperation of the National Nutrition Council and the Ministry of Education and Culture, is a compilation of basic information among which are (a) the extent of malnutrition in the Philippines, (b) the Philippine Nutrition Program (PNP), (c) the role of teachers in the PNP and (d) basic nutrition concepts and priority messages.
- 3 It is desired that the brochure be read and studied by teachers and school officials to enable them to improve their own nutrition behavior and involvement in school and barangay nutrition program as well as provide school children and their families with basic nutrition information and service.
- 4 To make the brochure readily accessible, it should be placed in the learning resource center of the school.
- 5 It is desired that an evaluation of the usefulness of the material to users be made. The result of such evaluation be included in the annual report of schools superintendents. A set of guidelines for evaluation is enclosed.
- 6 It is requested that the attached Memorandum be disseminated to the field for compliance.

(S) J. T. M. P. L.
Minister of Education and Culture

Incl

As stated

Reference

None

Allotment 4-2 - () : 1-78

To be indicated in the Legend Table
under the following subjects:

~~BOOKS~~
~~LITERATURE EDUCATION~~
~~PUBLICATIONS~~
~~REPORTS~~
~~STATISTICS (Data)~~

(Inclosure No. 1 to C. O. No. 1000 of 1978)

Subject: PROPOSAL FOR A SURVEY ON NUTRITION
IN RURAL AREAS OF THE DISTRICT

To evolve the guidelines for the survey entitled Nutrition Information Survey for 1978, the following guidelines are suggested:

1. The District Nutrition Officer, District Division Office should be the District Nutrition Officer/Home Science Officer. The supervisor to be selected of the evaluation.
2. Select the samples for the evaluation using the following criteria:
 - a. one teacher from each school who has had no training in nutrition education
 - b. equal number of samples for each of the primary and intermediate grades in each district
3. Conduct a baseline study to determine the level of the teacher-subjects' knowledge, attitudes and practices on basic nutrition and their participation in the school and home nutrition program using the enclosed questionnaire and tests.
4. Leave the brochures for study and use by the subjects.
5. Conduct a progress evaluation on the subject by administering questionnaire and tests constructed parallel to those initially used.

Ministry of Education and Culture
Division _____
District _____

Survey of a class _____
and teaching staff _____
Survey location _____

I Personal/school background

Name _____ Civil Status _____

School _____

Nutrition program

ANP CAR JPP Self-help

Grade presently taught / primary _____ intermediate _____
If intermediate grade /s, list subjects taught _____

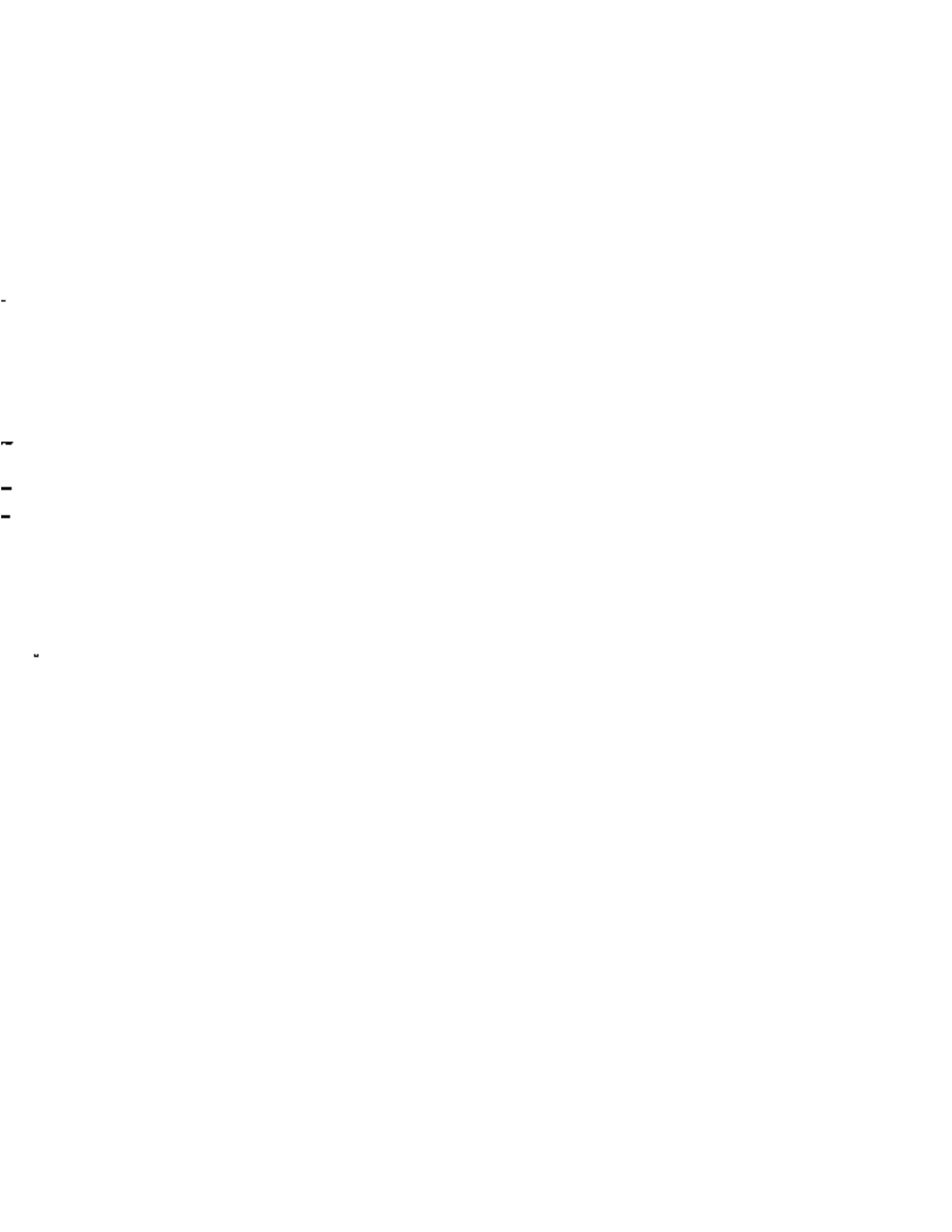
Education level attainment

Level	School	Degree Earned	Date
Undergraduate	_____	_____	_____
Graduate	_____	_____	_____
Others	_____	_____	_____

II Nutrition Knowledge and Attitudes

A Direction Check the letter of the correct word/s that makes each of the following statements correct

- Some examples of body-building foods are
 - soy beans and mung bean
 - rice and corn
 - peas and mung bean
- Foods rich in energy are
 - lean pork and beef
 - potato and carrots
 - blueberries and mangoes
- If you need body-repairing foods in the diet, eat
 - fish, oyster, clams and snails
 - rice, papaya, mango, carrots and malunggay leaves
 - meat, fish, peanuts and oil



4. Fat, fish, poultry may be substituted by protein-rich food like
 - a) butter
 - b) mango and other legumes
 - c) leafy vegetables
5. In planning daily meals that are to provide all the necessary nutrients, include daily
 - a) foods from the three food groups in each meal
 - b) all the foods from one food group for a meal
 - c) foods from the two food groups for a meal
6. To ensure adequate intake of all the nutrients needed by the body, one should eat
 - a) three regular meals a day
 - b) variety of foods in the correct amount in each meal
 - c) a large quantity of one group of foods
7. Grains and cereals are excellent sources of calories, vitamins and minerals. For this reason, one should eat
 - a) milled rice/hairly polished rice
 - b) yellow corn
 - c) unmilled rice/unpolished rice
8. A type of milk that has the highest amount of protein and calcium is evaporated.
 - a) cream
 - b) butyros
 - c) milkfish
9. In meal planning, the amount of food for specific individual depends on factors like
 - a) activities, sex, age and body size
 - b) desired caloric intake for food
 - c) food acceptance
10. A food that will help regulate body processes and keep the skin smooth and healthy is
 - a) rice
 - b) ripe papaya
 - c) butter
11. Substances found in food that perform specific functions in the body are
 - a) hormones
 - b) enzymes
 - c) nutrients
12. A nutrient that is the body's most important source of fuel is
 - a) mineral
 - b) vitamin
 - c) carbohydrates
13. A nutrient that is needed for growth and maintenance especially by the vulnerable groups is
 - a) calcium
 - b) protein
 - c) iodine

- 14 There is an increased need for protein-rich food during periods of
a. moulting, b. growth, pregnancy and lactation
c. increased physical activity
- 15 The best source of vitamin G is
a. tamarind b. kasuy c. dal masi
- 16 Green leafy and yellow vegetables contain a lot of carotene which the body converts into
a. vitamin A b. vitamin B c. vitamin C
- 17 Insufficient intake of all body building, energy-rich and regulating foods will result to
a. goiter b. marasmus c. nightblindness
- 18 A pre-school child's requirement for dried beans and nuts is
a. 1/4 c. cooked per serving
b. 1/2 c. cooked per serving
c. 3/4 c. cooked per serving
- 19 The recommended daily allowance of a pregnant woman for meat, fish and poultry is
a. 2 servings b. 2 1/4 servings c. 2 1/3 servings
- 20 Supplementary feeding for infants is given as early as
a. 2 months b. 4 months c. 6 months
- 21 The mother's milk is no longer sufficient for the baby after 6 months. To supplement the baby's diet, he should be given
a. plain luga
b. luga with mashed fish, meat and vegetables
c. the regular family meals
- 22 A growing child needs more servings of
a. protein-rich foods
b. vitamin C-rich foods
c. fat-rich foods
- 23 When the child's muscles are wasted, he is suffering from
a. calorie deficiency b. vitamin A deficiency
c. iron deficiency

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- 24 The most vulnerable group to malnutrition is
- a pre-school age group
 - b teenage group
 - c middle age group
- 25 A common index or sign of malnutrition among children is
- a Continuous decline in weight
 - b coarse dark skin
 - c inattentiveness in the class

B Directions Read each of these statements carefully. Put a check mark (✓) under column 1 if you agree with the statement, under column 2 if you partially agree, or under column 3 if you disagree

	1	2	3
1 An individual needs body-building foods more during infancy, childhood and adolescence than during adulthood			
2 The diet of most Filipinos which is usually high in cereals and low in protein is ideal for body maintenance and maximum development			
3 Milk which is a very nutritious food can promote the full growth and development of the infant up to one year			
4 A child suffering from night blindness is an evidence of vitamin A deficiency in his diet			
5 Mental impairment due to insufficient intake of foods during infancy may be repaired through the school supplementary feeding program			
6 The supplementary feeding program should be for the underweight children only			
7 Since food beliefs, food fads and fallacies are engrained among the children as influenced by their parents and friends, teachers are not responsible for modifying them			
8 Nutrition teaching is difficult, hence, it should be started at the intermediate grades where the pupils are old enough to make decisions about food choices			

	1	2	3
9	When there is inadequate intake of calories, protein is used as the source of energy		
10	The success of school and barangay feeding program depends on dele-outs from other agencies		
11	Malnutrition among children can affect their school performance hence nutrition education should be a coordinated school and home activity		
12	Making home visits to the identified mal-nourished children is an additional task of the teacher therefore, it should be delegated to the REU personnel		
13	The impact of nutrition teaching can be discerned in the pupils' proper food choices in the school canteen and in their food and eating practices		
14	Healthful environment is a necessary factor in the nutritional well-being of the children		
15	The height and weight of children should be taken at the beginning of the school year as a basis for planning the nutrition activities in the school		
16	Service credits given to teachers for helping in the CPT and other activities with the PNC will inspire them to give best support to the program		
17.	The teacher's strong image in the barangay is her asset in guiding the people to work in the nutrition program		
18	A teacher can do much in modifying the food habits of her pupils through well-planned nutrition education activities in and out of the school.		
19	Since the causes of malnutrition are multifaceted, the solution lies on the concerted efforts of different agencies		
20	The implementation of the nutrition education program in the school is research and problem-oriented.		

- 20. Children with severe malnutrition should be referred to hospital until they recover to normal weight.
- 22. The school health staff should be trained to give a weight chart to the parents which is to be examined regularly.
- 23. Malnourished children should be given intensified nutrition education while their children are under rehabilitation.
- 24. Severely malnourished cases identified in the school should be referred to proper authorities as soon as they are discovered.
- 25. Since adults have attained their full growth after the age of 25 years, they must not give much attention to their weight increase.

III Food Selection, Preparation and Storage Practices

A Food Selection

1. Which foods do you serve most often to your family? Rank five only in each food group.

<u>Group A</u>	<u>Group B</u>	<u>Group C</u>
_____ fish	_____ squash	_____ kangkong
_____ chicken	_____ calamansi	_____ malunggay
_____ pork	_____ ampelaya	_____ camote tops
_____ beef	_____ okra	_____ squash tops
_____ monggo	_____ upo	_____ dugbati
_____ other dried	_____ sayote	_____ saluyot
beans	_____ stringbeans	_____ kulatis
	and other	
	young beans	

2. Write a sample of a day's menu you serve to your family

breakfast

Lunch

Supper

- 3 List foods eaten between meals for one day by members of your family

Mid-morning

Mid-afternoon

B Food Preparation

- 1 How do you prepare the following foods for cooking?

- a Squash, papaya and similar fruit vegetables

pare, slice, then wash

wash, pare, then slice

pare, wash, then slice

- b Eggplant

slice, then soak

wash, then slice just before cooking

wash, slice, then wash again

- c Ampalaya, radish

slice, then squeeze out the juice

slice, do not squeeze the juice

- d. Dried monggo

grind, soak, then wash

wash whole, then soak

remove pods, leaves, etc, wash whole then soak briefly and utilize water for boiling

- e Meat

wash briefly or wipe with clean cloth, then slice

slice, then wash

slice, wash, then squeeze out the water

e. Broccoli like other small cabbages

wash, remove seed and entrails, then wash again

wash quickly, to remove seeds and entrails

wash until water is clear

f. Separate leaves and other vegetable parts

wash, then cut young leaves and stems

cut young leaves and stems, then wash

h. Rice

wash several times

wash once or twice, if necessary

Wash several times, rubbing the grains between the palms

i. Ripe papaya, mango and other fruit-

wash, slice, then wash again

wash, then slice

slice, then wash

j. Gabi stalks and leaves

cut, dry under the sun, then wash

wash, cut, then peel off outer fibers

wash, then cut

2. How do you cook fresh vegetables?

a. Temperature

cook at low temperature

cook at high temperature

b. Cooking utensil

cook with cover on

cook without cover

c Amount of water

- cook with plenty of water
- cook with small amount of water

d Cooking time

- cook until tender enough to eat
- cook until soft

3 How do you cook meat?

a Cooking utensil

- cook in a thin aluminum utensil
- cook in cast iron or any heavy utensil

b Temperature

- cook at high temperature until it boils, then low temperature to soften the meat
- cook at high temperature until tender

4 How do you cook rice?

- cook with plenty of water, then remove excess water or "ad" when the rice is soft
- cook with just enough water to make the rice soft

5 How do you blanch camote tops and other juicy tops?

- blanch in small amount of water, throw away the water used
- blanch in small amount of water, utilize water used for broth

C Food Storage

a How do you store the following food items?

a Grains

- in cans, jars, other containers with tight cover
- in sacks tightly tied
- in big open basket

b Root crops

- in a tightly covered container
- in a food cabinet
- in baskets in a cool place

c Fresh vegetables

- in a cool place
- in a cool place
- in a cool place

d Eggs

- in a cool place
- in a warm place
- in a hot place

e Garlic and onion

- in a can with tight cover
- inside a refrigerator
- hung in an airy dry place

IV. Participation in School and Barangay Nutrition Activities

Direction: Check the number that indicates the frequency of your participation in school and barangay nutrition projects/activities

1 - Always	2 - Sometimes	3 - Never	1	2	3
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A. Extent of Involvement in the Barangay Nutrition Project

1. Providing leadership in Operation Timbang
2. Helping in the identification and location of the malnourished pre-school children in the barangay
3. Helping organize mothers' class
4. Helping in the management of the feeding program
5. Campaigning in the barangay for increased family consumption of oil, rootcrops, green leafy and yellow vegetables, fish and dried beans
6. Campaigning in the barangay for the production of nutritious food crops and putting up animal projects
7. Encouraging mothers to bring their babies and pre-school children to the health center for medical check-up
8. Motivating parents to practice family planning.
9. Making home visits
10. Participating in the formulation of nutrition plans with the members of the barangay nutrition committee.

	1	2	3
B	Extent of Involvement in the school Nutrition Projects		
1	Integrating nutrition concepts in the different subject areas		
2	Integrating nutrition in co-curricular activities such as school feeding, scouting, YCA and the like		
3	Putting up a Nutrition Corner in the classroom as a venue for disseminating nutrition information to the pupils and parents		
4	Encouraging pupils to collect seeds and put up class seedboxes		
5	Guiding pupils in their food production projects		
6	Evaluating the food production projects of pupils in the school		
7	Participating in the evaluation of the food production projects in the homes		
8	Weighing pupils periodically		
9	Recording pupil's weights		
10	Using data on pupils' weight for instruction		
11	Organizing nutrition education classes for parents through the homeroom PTA		

