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Project Title: Healthy Eating with Filipino Food & Cuisine

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The target student population

Age/level of education: Intermediate/college level/18-23 years old

Language (optional): Filipino

Proficiency level (see the ACTFL Proficiency Guidelines and Can-do Statements)

1. Rank your students' relative mastery of the three modes of communication (interpersonal, presentational, and interpretive). Assume a "typical" learner profile.
 - **Interpersonal --- Oral > Written**
 - **Presentational --- Listening > Reading**
 - **Interpretative --- Speaking > Writing**
2. Rank your students' mastery of the four skills (listening, reading, speaking, writing)
 - Listening - Intermediate Low to Intermediate High
 - Reading - Intermediate Low to Intermediate High
 - Speaking - Intermediate Low to Intermediate Mid
 - Writing - Intermediate Low to Intermediate Mid

Is this a mixed class?

- It is expected that our students will be a combination of Heritage and L2 learners. L2 learners often develop more grammatical knowledge than heritage learners who may be more proficient in speaking and comprehension/understanding. These two groups of students complement each other when put together in groups.

Theme and problem



3. The theme of the project: **Food and Health**

4. The real-world problem or driving issue being addressed through this project:

How to prepare and modify well-loved Filipino dishes that have been identified as contributing to high incidence of diseases among the Filipino community such as stroke and hypertension using substitute ingredients that are deemed healthier according to nutritionists and literature on healthy eating.

- **Studies have shown that Filipinos have a high incidence of diabetes and hypertension and other related medical conditions due to diet choices.**

The product(s)

What is/are the products? Is the problem or driving issue addressed by the product(s)?

- Healthy recipe book containing at least 10 popular Filipino recipes
- Posters that promote healthy food choices

What skills and modes of communication does the creation of this product require?

All skills and all modes:

- **interpersonal** - Both products will involve the interaction of students and other community members as students gather information and create the recipe book and posters.
- **interpretive** - Both products will involve the collection and processing of relevant information in Filipino, such as researching the internet for Filipino recipes and interviewing family members.
- **presentational** - Both products will involve sharing their work and findings through presentations in class and answering questions from the audience. Moreover, the final products will be widely disseminated through Filipino FB Groups, Instagram, listservs, etc.

Language skills: Speaking, Listening, Reading, Writing

What is/are the proficiency level(s) associated with the product(s)?

- Healthy recipe book - intermediate high
- Poster about healthy Filipino foods - intermediate high

Are these **input oriented products or output oriented products?**

- All are output-oriented products.

Are there authentic models and sources of information in the target language available to students?
Are these accessible?

- Yes. Below is a list of accessible sources of information in the target language:

1. Kumain ng Masustansya - Department of Public Health
http://www.lapublichealth.org/nutrition/Media/nut-activity-curricula/eat-healthy/Tagalog/Tagalog_Workshops_Binder.pdf
2. Kahalagahan ng balanseng pagkain
<https://mediko.ph/kahalagahan-ng-balanseng-pagkain/>
3. MASUSTANSYANG PAGKAIN - Association of Diabetes Care
<https://www.diabeteseducator.org/docs/default-source/living-with-diabetes/tip-sheets/aade7/ADCES7---Tagalog-Tip-Sheets/adces7-tagalog-healthy-eating.pdf?sfvrsn=4>

What are some of the main grammar points that learners need to master in order to produce these products? How are these taught?

MAIN GRAMMAR POINT/S:

- Food Terms
- Verbs (Infinitive/Command form); Object Focus Verbs
- Measurements (Nouns)
- Forming expanded and connected sentences

These grammar points are taught in lessons on food and cooking.

TEACHING METHOD:

1. Show authentic videos and texts of Filipino cooking
2. Identify cooking / food-related VERBS/Food terms specific to Filipino culture
3. Review the structure for the infinitive / command form

The process

General description of the process:

The class will be divided according to its size and they will do the following tasks:

1. Discuss common health issues collected from their own research and interviews with family members;
2. Based on several health issues, students will choose their own topics;
3. Research various Filipino recipes that can be adjusted to address the health needs of Filipinos;
4. Students will share their initial ideas and receive feedback from the teacher and classmates; and
5. Students will select the type of product: recipe book or poster, and create the products in the target language.

What does the **information-gathering** (also called information collecting) stage of your project look like?

- Preparation for the Project: The class discusses health and diet issues relevant to their own and family experiences. They are encouraged to research online and share their findings with the class.

- **Healthy Filipino Recipe Book:** Students research about Filipino recipes that can be adjusted to make them “healthier” and to respond to the health and diet issues facing the Filipino community in the US.
- **Poster about healthy foods:** Students research about healthy Filipino foods and ways to reimagine not-so-healthy foods. They may also interview or talk to family/community members about their own ways of making Filipino foods healthier. Students may also find sample posters relevant to their chosen topic/s.

What does the **information processing** and **information presenting** stage for each of your product(s) look like?

I. Healthy Filipino Recipe Book

- **Day 1: Information Processing**
The class talks about different health and diet issues that concern themselves, family, and community members
Exit card: Submit health issues research.
Homework: Research about Filipino recipes that can be adjusted to address the health issues identified during the discussions.
- **Day 2: Information Presenting**
Students will share the recipes in class and brainstorm or reimagine the recipes together.
Exit card: Submit substitute ingredients for identified Filipino recipes
Homework: Draft of “healthier” or reimaged Filipino recipes
- **Day 3: Information Presenting**
Share the draft of their healthier recipes, receive feedback from the teacher, and peer edit with their groups.
Homework: Incorporate the feedback into the products, prepare the final product for submission.
- **Day 4: Product Presentation**
Share the final product with the class and entertain and answer questions.
Homework: Prepare for product dissemination.
- **Day 5: Product Dissemination**
Students share their product on social media e.g., Filipino FB groups, Instagram, listservs. etc

II. Poster about Healthy Filipino Foods

- **Day 1: Information Processing**
The class talks about different health and diet issues that concern themselves, family, and community members
Exit card: Submit health issues research.
Homework: Research about food (e.g., moringa, bitter melon, okra, soursop) nutritional values, and health benefits

- **Day 2: Information Presenting**
Students will share the different foods in class and present their nutrition values and health benefits
Exit card: Submit at least three useful information learned from today's discussion.
Homework: Prepare a draft of informational poster about popular healthy foods among Filipinos
- **Day 3: Information Presenting**
Share the draft of their informational posters, receive feedback from the teacher and their peers.
Homework: Incorporate the feedback into the products, prepare the final product for submission.
- **Day 4: Product Presentation**
Share the final product to the class and entertain and answer questions.
Homework: Prepare for product dissemination.
- **Day 5: Product Dissemination**
Students share their product on social media e.g., Filipino FB groups, Instagram, listservs. etc

Assessment

How are the intermediate (i.e. non-final) pieces of the product being assessed? (e.g. daily exit cards)

- Set deadlines for milestones in the progress towards the final product, completion of necessary information pertaining to the problem being solved.
- Points are awarded for each exit card and assignment submitted.

How is the final product being assessed?

- Use of checklist for the essential parts/content required in the completion of the project
- Multi-Trait Rubric for interpersonal, interpretive, presentational mode of communication
- We suggest that the output be graded as 5% of the students' final grade. However, this is contingent on the teacher's discretion.

How are students held accountable for individual, as well as group work?

- There will be a self and peer evaluation form that each individual student has to accomplish at the end of the completion of the project detailing what he or she contributed to the completion of the project and what each individual student learned in the process.
- Exit cards may also be used to assess each student's contribution to the project.
- On a scale of 1-10, how they would rate the final product. Each individual student would rate each group member and indicate the reason for his or her rating for herself and for each individual group member.

- Students will also be asked to complete a pre-entry card rubric to assess their proficiency and a post/exit card to check what they are able to do by the end of the project. Using this rubric, students may note what area they have developed/improved from completing the project and learning from other members.
- Students may also sign up what they can do best for the groups (for example HL learners may present the project better, while L2 learners may organized and complete the project with good written work, and the two groups can complement and learn from each other)

Implementation of the Principles of Differentiated Teaching

How is instruction being differentiated to respond to the needs of learners at different levels of readiness or with different interests, needs, and motivations?

- Through forming heterogeneous groups, which allows both L2 and HL learners to collaborate by leveraging on each other's strengths.

If this is a mixed class, what is being done to address the needs of both populations (i.e., HLLs and L2Ls)?

- Form heterogeneous groups so both HLLs and L2Ls benefit from each other's strength in the target language. HLLs are known to be more fluent while L2Ls tend to know more academic discourse and have more metalinguistic knowledge (i.e., grammar points).

Other uses and adaptations

What are some ways in which this project can be adapted? For example, how can it be used at a different educational level or at other proficiency levels?

- For lower proficiency level and younger audience, a poster/coloring book which identifies fruits and vegetables and ingredients, and just the healthy amount needed daily.
- For higher proficiency level, an informative video with health professionals. Short video skits, coloring books for children, talk stories with grandparents