

# LESSON OUTLINE

## Lesson #3: **Filling Up – What is a Serving Size?**

### Lesson Objective

Students will understand what a serving size is, how to identify appropriate serving sizes, and why they are important.

### Classroom Lesson Outline

#### **1. Introduction:** 2 minutes

- a. Review of high-quality foods

#### **2. Main concepts:** 15 minutes

- a. Serving size activity
- b. Defining a serving size
- c. Demonstrate various serving sizes
  - i. Identify on a processed, packaged food
  - ii. Estimate with whole foods that are not found in packages.

#### **3. Activity** 5 minutes

- a. Dinner Plate Activity – Fill out a three-section dinner plate with a variety of foods in appropriate serving sizes

#### **4. Optional Food Sample** 5 minutes

#### **5. Review** 5 minutes



### Recommended Reading

- Eat How Much You Feel You Need -- NOT What You Are Served

---

### California State Standards met by grade

#### **3rd grade**

Structural Features of Informational Materials

Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.  
Students calculate and solve problems involving addition, subtraction, multiplication, and division.

#### **4th grade**

Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations.

- 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.

#### **5th grade**

Students use strategies, skills, and concepts in finding solutions.  
Use estimation to verify the reasonableness of calculated results.

# SCRIPT

## Lesson #3:

### Filling Up – What is a Serving Size?



*Docent note: Set up props for the serving size activity visible to the entire class. Hand out activity sheets with the “serving size” activity side up.*

#### Introduction

In our last lesson you learned that some foods are higher in quality than others.

**Question:** Who remembers the definition of a higher-quality food?

**Answer:** Whole foods, close to the source, minimally processed with fewer added ingredients.

**Question:** Raise your hand if you can give me an example of a high-quality food.

**Answer:** Accept any whole food. If they name a food with more than one ingredient, such as applesauce or whole grain bread, ask them to name the source of their food.

Eating whole foods, close to the source, is very important to staying healthy because these foods provide our bodies with the nutrients they need. Nutrients are the proteins, fats and carbohydrates that help us think and perform at our best.

In today’s lesson you will learn **how much** of these foods we need to eat to get all their beneficial nutrients.

Let’s start with an activity.

On your activity sheet, several foods are listed. After I introduce each food, I want you to circle the amount you think you would normally be served. Remember, you are circling the amount you think you would be served, not the amount you would normally eat.



*Docent note: Following the order on the serving size activity sheet, describe each item. Allow time for the students to view the quantities and circle their answers before moving on to the next item.*

Set your activity sheet aside for a minute and we will come back to it.

We all know that fresh roasted chicken is a high-quality food which is whole and close to the source. The protein in chicken helps your muscles grow, keeps your immune system strong so you stay well, and keeps you satisfied longer so you can concentrate.

But do you think eating the entire roasted chicken would be beneficial for your body?

**Question:** What signs do you think your body would give you if you sat down and gobbled up an entire cooked chicken?

**Answer:** Feeling sick, full, bloated, gas, stomachache, tired...you’re tired because it’s hard for your body to digest this much food.

The key is to choose the right amount of food for you and your body, so you feel satisfied and you have room to eat other important foods such as vegetables or whole grains.

One way to pick the right amount is to start with a **servicing size**. Understanding what a serving size looks like is important because it gives you a starting point before you begin eating.

**Question:** Can anyone tell me what they think the definition of a serving size is?

**Answer:** A serving size is a measured amount of food. It is the suggested amount you should eat of a particular food. For example, 8 ounces of juice, 2 small cookies, 2 tablespoons of peanut butter...



*Docent note: On the white board write "servicing size = a measured amount of food, usually the suggested amount you should eat."*

It is easy to spot serving sizes on processed packages of food such as drinks, chips or pasta.

Let's investigate what a serving size looks like for both processed foods and whole foods that are close to the source that don't come in a package.



PROP Hold up sports drink bottle prop.

**Question:** Who would like to come up and show the class where the nutrition facts label is on this sports drink?



PROP Instruct volunteer to hold up bottle prop to class and point to the nutrition facts label.

**Question** (to volunteer): What does the label say the serving size is of this drink?

**Answer:** (Have volunteer read the serving size from the label; 8 fluid oz.)

**Question** (to volunteer): And how many servings does it say are contained in this bottle?

**Answer:** (Have volunteer read the number of servings from the label; 2.5 servings)

This drink's recommended serving size is what fits in this cup.



PROP Hold up 8 ounce cup prop.



*Docent note: Ask volunteer to sit down and have kids refer back to the activity sheet.*

Our activity sheet shows the difference between a recommended serving size and the amount that is typically served.

**Question:** Let's look at the sports drink; what did you circle on the activity sheet?

**Answer:** The bottle. We are usually served the whole bottle of a sports drink.

**Question:** Who can guess why it is important to know the recommended serving size of this drink before you drink it?

**Answer:** Because each serving contains a certain amount of added ingredients such as sugar, artificial colors and flavors. Too many servings of sugary drinks such as sports drinks or soda may cause you to feel cranky, tired, gain weight and/or get cavities.

Let's look at the pasta on the activity sheet.

**Question:** Raise your hand if you chose the large plate as your answer.

That's right, when you go to a restaurant you are usually served a huge plate of pasta topped with some type of sauce.



PROP Hold up the tennis ball prop.

If you read the package of spaghetti, it tells you that a serving size of cooked pasta is half a cup. That is an amount equal to about the size of half a tennis ball.

If you choose the smaller serving of pasta, this leaves room for other high-quality foods from different fuel types such as proteins or fruit and vegetable carbohydrates.

Often large baskets of bread are served with pasta. This is another form of a grain carbohydrate and by eating a meal made up of only one fuel type you are not getting a good variety of beneficial nutrients.

Instead of loading up on a lot of the same type of foods such as pasta, french fries and bread, let's name some other high-quality foods you can eat so you get a balance of different nutrients.

**Question:** Who can name some different green vegetables that would go great with pasta?

**Answer:** Fresh green salad, green beans, swiss chard, peas, broccoli, spinach...

Choosing the appropriate serving sizes for your dinner leaves room to eat a variety of different high-quality foods each with different nutrients which benefit our bodies. Instead of choosing a meal of entirely white foods, choose colorful foods that are whole and close to the source.

**Question:** What are some things you can do with the portion of pasta you do not eat?

**Answer:** Share with a parent, brother, sister or friend; save extra for breakfast or lunch the next day...

It is important to look at your packaged foods' recommended serving size. But what about serving sizes for foods that do not come in a package? Let's talk about ways to estimate those serving sizes.

**Question:** Look at your activity sheet. For the French fries, raise your hand if you circled the large plate.

**Answer:** The recommended serving size of fries is about 10!

It is important to minimize the amount of fries you eat because they are deep-fried in harmful oils. It is best to eat less of these lower-quality foods and save room for more high-quality foods. But that can be hard to do because when you order out, you are given a huge amount of fries!

Now that we are aware that foods come in such large servings, try ordering a half order or share with a friend. You could even order fruit or salad instead of fries!

A good rule to remember when eating snack foods such as french fries, chips, crackers and nuts is to measure them out into a bag or bowl and only have 1 to 2 handfuls. It's really easy to overeat these foods when you eat right from a large-sized bag or container.



PROP Hold up the large bag of whole grain chips.

**Question:** Raise your hand if you think this large bag of chips is equal to 2 servings. 4 servings? 6 servings?

**Answer:** This bag is equal to 6 servings.

That is why it is important look at the nutrition facts label of the foods you eat, including desserts and treats, to see how much makes up a serving.

Let's move on to the next food on the activity sheet. The bagel.

I want you all to imagine the size of a bagel that you buy in a bagel store. Use your hands to show how big that bagel is.

**Question:** Raise your hand if you circled the whole bagel.

**Answer:** Yes, we are served the whole bagel.

**Question:** Raise your hand if you can guess how many servings of bread are in a large bagel.

**Answer:** 4 servings! When bagels were first created each one was equal to two servings of bread and was only about 3 inches wide (about the length of my index finger.) With today's sizes, a large bagel is equal to 4 servings of bread.



PROP Move on to apple prop and hold up with tennis ball prop.

**Question:** Look at your activity sheet and raise your hand if you chose the whole apple.

**Answer:** A serving of fruit is equal to the size of a tennis ball. Everyone pretend you are holding this tennis ball so you can see the amount you should eat in a serving. So if you eat a whole apple, you are getting one whole serving size of fruit.

**Question:** Fruits don't have any harmful oils or added sugars like some of the other foods we've looked at. Why is it important to know what a serving size of fruit looks like?

**Answer:** Because with fruits and vegetables you WANT to eat many servings, at least 5 or more a day! Knowing what a serving size looks like helps you make sure you are eating enough of these important foods. Fresh fruits and vegetables are extremely beneficial and it's hard to eat too many BUT you may not be eating enough! Tomorrow, pay attention to how many servings of fruits and vegetables you eat and make it a goal to see how close you can get to 5 servings.

**Question:** Looking at your activity sheet, how many of you chose the whole plate of salad?

**Answer:** Yes, that is right because that is what we are usually served; the whole plate.

**Question:** But what is the recommended serving size for salad?

**Answer:** A serving is one cup; about the size of a tennis ball. But if you want to fill up your plate with salad, that is great, too. Remember, fruits and vegetables are the foods you want to eat many servings of each and every day.

**Question:** Raise your hand if you chose three pieces of broccoli.

**Answer:** Three pieces is the correct amount for a serving of broccoli. For cooked vegetables, such as broccoli, the serving size is half a cup; about the size of a light bulb.

**Question:** Looking at your activity sheet, how many of you circled the whole piece of chicken?  
How many circled the half piece of chicken?

**Answer:** Normally we are served the whole chicken breast.

**Question:** What about the beef? What are we usually served?

**Answer:** The whole slice.

Let's talk about protein. Protein is very important, but you want to eat the right amount of this fuel. Too much protein at a meal is not beneficial. (Like our example of eating the whole, roasted chicken at one sitting). In general, one serving of animal or vegetable protein is equal to the size of your palm.

Everyone hold up your hand: Your palm is this center area, **not** including your fingers.



PROP Demonstrate the palm area of your hand to the class.

**Question:** Who can name a type of meat you typically order in a restaurant? What size is it usually?

**Answer:** Allow class to give examples.

Next time you order steak, chicken or a burger, remember to do the “palm” test.

Now it's time for the meal activity.



*Docent note: For the next activity, instruct students to turn activity sheet over to the barbecue menu and start the meal activity.*

Each of you should have a sheet with a paper plate with three sections, one large and two small. Your job is to create a meal with a variety of foods from the different fuel types and place them in the different sections of your plate. Using what you learned today about serving sizes, you will draw or write down the names of foods in the appropriate sections.

On the back of the serving size activity sheet is a reference guide and a barbecue menu you will use to fill out your plate.

For example, I usually see a huge portion of meat put in this large section. You learned today that a serving of protein is about the size of your palm.

**Question:** Instead of selecting a serving of meat large enough to fill up this large section, what else could go in this large section?

**Answer:** A salad and or a vegetable. Select a portion of meat or vegetable protein that will fit in one of these smaller sections and save the big section for fruits, vegetables and salads.

Begin working.

*OPTIONAL - IF YOU HAVE TIME AND WANT TO DO THIS SECTION and you are serving a food that can be used as an example. This suggested wording can be used with chili.*



PROP Docent note: *Hold up a can of chili.*

**Question:** Who can guess how many servings of chili are in this can?

**Answer:** Read the number of servings from the can. This is a protein food because it is made with (list protein ingredients.) If you measured out a half of the can it would probably fit in the palm of your hand (a little messy...but you get the idea ).

Let's see what foods you came up with on the barbeque activity.



Docent note: *This should be an interactive discussion. Allow students to show their plate. Emphasize single servings of proteins and grains/starches in the smaller sections and multiple servings of fruits and vegetables and salad in the larger section. **If you do not finish this as a class, encourage students to finish this at home.***

### REVIEW:

- Remember to use what you learned today with each meal.
- It's important to know the serving size of the foods we eat.
- Eating too much food is hard for your body to digest, so serving sizes matter.
- A serving size is the measured amount of food that is recommended for us to eat.
- A serving size of protein is approximately the size of the palm of your hand.
- It's best to choose a variety of colorful, whole foods, close to the source, to make sure you are getting the nutrients you need every day.