

# Measuring a Serving with Your Hands

## Lesson Description

The students will learn ways to measure serving sizes with their hands. They will also learn the difference between a portion and a serving size. They will use these skills to create a day of meals with proper portions.

- Time required: 60 minutes
- Location of lesson: Classroom

## Learning Objectives

- Identify and measure appropriate serving sizes of various foods from each food group.
- Learn ways to measure serving sizes using hands.

## Attitude and Behavior Goals

- Try to eat 2 servings of fruit and 3 servings of vegetables each day.

## Materials and Preparation

- Finger paints, markers, or ink pads; 1 set per each group of 5 students
- Paper plates; approximately 40, or 4 plates per each group of 5 students
- 5 plastic plates
- Box of cereal that lists 1 cup as a serving size
- Bowl for cereal that holds at least 2-3 cups
- 1-cup measuring cup
- Empty 20 oz bottle of soda
- Newspapers to cover tables for painting activity
- Paper towels to clean up after painting
- Materials for optional activity “Making a Real Plate”:
  - 1 white, 8 inch, ceramic plate per student
  - Permanent markers, such as Sharpie Brand, enough for students to share
-  **Using Your Hands to Measure Serving Sizes**
-  **What’s Your Healthy Dinner?**
- Prepared vegetable snack of the week – 1 for each student
- Water to drink during the Class Warm-up – water dispenser in the classroom and 1 cup or a water bottle for each student

**Class Warm-up: Champion Cheer and Veggie Taste Test (5-10 minutes)**

- Give each student a cup of water or ensure that they have a filled water bottle in front of them.
- Give each student the prepared veggie snack of the day.
- Lead the students in enthusiastically reciting the  **Champion Cheer**.
- At the end of the cheer, drink water and eat the veggie snack together.
- Have students complete their  **Taste Test Observations** about the vegetable snack of the week.

**Review of Last Lesson (2-3 minutes)**

- Review the evaluation questions from last week’s lesson. Evaluation questions from all lessons are listed at the end of the workbook .

**Class Discussion (5 minutes)**

*We’ve learned about the 5 food groups and food labels. Now we are going to learn how to use the serving size information from the food label and our hands to help us learn how much of each food we should eat. What’s the difference between a portion and a serving size? Why is it important to eat the right amount of foods? Introduce the following definitions by writing them on the board:*

**Portion:** *the amount of food a person chooses to eat in one sitting (i.e., a large bag of chips).*

**Serving size:** *a measured amount of food (i.e., 15 chips).*

*The Nutrition Facts food label on a package tells you the serving size of the food, but how much you actually eat is called a portion. A portion is often more than a serving size. Today’s activities will help us discover the difference between serving size and portion and teach us how to measure serving sizes.*

**Activities (40 minutes)**

- **“Portion vs. Serving Size” (10 minutes):** Use the serving size from the food label to determine how many servings are in a package.
  1. Review the words “serving” and “portion”:
    - a. *A portion is the amount of food a person chooses to eat in 1 sitting. A serving size is a measured amount of food often found on the food label.*
  2. *Many foods you buy in a package at the store actually have many more than 1 serving in the package. If you eat the whole package, you may have eaten more than 1 serving.*
  3. Hold up a 20-ounce bottle of soda or a big grab bag of chips. *This is packaged as 1 portion.* Have a student find the serving size on the food label and decide how many servings are in the package. (Answer: 8 ounces equals 1 serving. Divide 20 by 8 to get the answer of 2.5. In a 20-ounce bottle, there are 2.5 servings.)

-  **“Hand Painted Plates” (15 minutes):** Use hands to paint serving sizes onto paper plates.
  1. Refer students to the workbook page,  **Using Your Hands to Measure Serving Sizes.** Have students follow along as you discuss each measurement:
    - a. 1 serving of grains= 1 handful
    - b. 1 serving of fruits and vegetables= 1 fist
    - c. 1 serving of cheese= 2 fingers
    - d. 1 serving of meats and beans= 1 palm
    - e. 1 serving of fats and oils= the edge of 1 thumb
  2. Refer students to the workbook page,  **What’s Your Healthy Dinner?** This activity may be completed in small groups, individually or all together as a class with each student making their own plate in the workbook.
  3. Distribute finger paints, ink pads or markers to each group.
  4. Ask each student to paint the appropriate part of their hand and press it onto the workbook page plate. Label each hand print according to which food group it represents.
  
- **“Making a Day’s Menu” (15 minutes):** Draw a day’s worth of meals on paper plates using recommended servings for each food group.
  1. Divide students into groups of 4-5. Pass out 4 clean paper plates and markers to each group. Explain that they will draw and label foods and servings on each plate to make meals and snacks for an entire day. For example, 1 plate= breakfast, 1 plate=lunch, 1 plate=dinner one plate=snacks.
  
- **Optional Activity: “Making a Real Plate” (15 minutes):** Students draw a balanced meal on a plate that will be finished to take home and use.
  1. Distribute 1 white, ceramic plate to each student. Distribute permanent markers such as Sharpies.
  2. Have students divide the plate in half with a line down the middle and then divide one of the halves into half again (see example).
  3. Have students draw pictures of their favorite fruits and vegetables on half of their plate with permanent markers. One quarter of the plate with grains and the last quarter with a healthy protein. Make sure students mark the plate with their name.
  4. Collect the plates. After the class, bake the plates in a 400 degree Fahrenheit oven for 30 minutes. Allow to cool while still inside the oven. Remove plates and distribute to students at the next class session to bring home as a reminder of proper serving sizes and healthy choices.

### Evaluation Questions (5 minutes)

1. *Fill in the blank: a portion can be larger, smaller or equal in size to a \_\_\_\_\_? (Answer: serving)*
2. *How can you use your hands to measure a serving of cheese? (Answer: 2 fingers) Carrots? (Answer: 1 fist) Chicken? (Answer: one palm)*

3. *How many servings of fruit is 1 apple? (Answer: one) How can you use your hands to show this? (Answer: fist)*
4. *Where can you find out how many servings are in a portion of packaged food? (Answer: Nutrition Facts food label)*
5. *How much water should you drink every day? (Answer: at least 6 cups of water a day)*
6. *How many fruits and vegetables should you eat every day? (Answer: at least 5 fruits and vegetables a day)*
7. *Does gardening connect you to your culture and help you learn new words in your language? (Answer: yes)*

**Preparation for Future Lessons – Reminder for the Instructor**

- Review the materials and preparation needed for the next lesson.
- Remember that an Elder guest instructor is needed for these Fall lessons: Lesson 2 (Exploring Plant Parts), Lesson 4 (Traveling Seeds), Lesson 6 (Winterizing the Garden) and Lesson 10 (Companion Planting and Traditional Cooking).

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