Food Serving Sizes
WWW.MyPyramid.gov provides information about the amount of food youth and adults need from each of the food groups. With the holiday season soon upon us, the temptation to overeat becomes more of an issue. So, we not only need to consider the kinds of foods from the various food groups and amount of food that we eat, but also the sizes of servings. The optional activity in the Physical Activity Guide is a short serving size activity that you or an older member of your club/group might do with the entire group.

MyPyramid Plan is based on information provided and the average needs for age, gender, and activity. (For example - Age: 10, Gender: Male or Female, Physical Activity: 30-60 minutes). The results indicate the amounts of food that should be eaten daily.

Serving Sizes
The optional educational activity this month relates to Serving Sizes. You may want to gather the following items and use these to help members identify and remember serving sizes: tennis ball, compact disc, bar of soap, cassette tape, small Styrofoam cup, light bulb, cotton balls, and plastic egg. Discuss that you have several common items that you are going to use to describe what a serving looks like. In the activity, the leader asks questions about serving sizes and participants select items that are the correct size.

You may want to download the handout “Making Sense of Serving Sizes” from the Illinois 4-H web site at www.4-h.uiuc.edu/opps/move for each family. Distribute this after the introduction session and the optional educational activity. An additional resource is “Where Do Your Favorite Foods Fit?” This Dietary Guidelines for Americans publication is available on the web at www.usda.gov/cnpp/Pubs/Brochures/index.html#content.

Club Roll Call
To introduce the topic of a food drive as a community service project, for roll call ask each member to identify or bring a non-perishable food item that could be donated to a pantry.

Physical Activity Calendars
Collect the October Physical Activity Calendars from each participant. Record each individual’s total number of activity minutes on the Get Up and Move! Club Chart.

Have a short discussion to review the Physical Activity Pyramid and reflect on their activity for the past month. Have each individual look closely at his or her calendar to see how his/her activity matches the advice from the Physical Activity Pyramid. Since the October activity focused on walking, many members may have recorded minutes and steps for walking.

Reflection Questions:
Did you see an increase of physical activity over days in September?
Did you increase the number of minutes that you walked daily?
How can you fit more regular physical activity into your life?
What types of physical activities might you do with your friends? By yourself?

**November Physical Activity Calendars** are now on the web site at [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move). Please download these and make copies for your members (and leaders). Please be sure to use the **Get Up and Move! Club Chart** each month to record the tallies.

**Educational Activity**
The November educational activity is a **MyPyramid Relay**. As the weather turns cooler and people tend to spend more time indoors, it is still important to get 60 minutes of physical activity daily. Even if you get your physical activity in 10 minutes spurts rather than a concentrated period of time such as 30 minutes, it’s helpful to get up and move! This activity can be done indoors and ties physical activity and the foods we eat together.

**Recipes/Snacks**
The November snack is **Turkey Trail Mix**. We are suggesting that you use dried cranberries but raisins or some other dried fruit could be used. The recipe can be found on the Illinois 4-H web site at [www.4-h.uiuc.edu/opps/move](http://www.4-h.uiuc.edu/opps/move). The recipe can be made up ahead of time and distributed in individual packages to participants or the individual ingredients can be served in serving bowls and each member create their own snack bag. You also might serve cranberry/apple juice as the beverage.

**Ties to 4-H Projects: Food Drive - Community Service Project**
For members enrolled in **foods/nutrition** projects as well as for members interested in community service, our suggestion for December is to incorporate a food drive into your holiday plans. Have a committee make the plans. Contact the local food pantry to see what they need and what procedures they would like you to follow, set the date, get permission from community leaders, and promote the food drive through the media and flyers. Two weeks prior to the food drive, have members walk through their neighborhood to distribute flyers. Then on the day of the food drive, have members walk through their neighborhood and collect food donations. Once the donations have been collected, weigh the items to see how much has been collected. Take a photograph to use for publicity purposes.

An alternative might be to see if the food pantry needs help in sorting and stocking their shelves because many people tend to donate food at holiday time. You could conduct your food drive at another time when supplies are low. See how physical exercise and community service can tie together!

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**Get Up and Move!**

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### Physical Activity

**Total Minutes of November**

Each day fill in what physical activity you did and how many minutes you did it.

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Activity</th>
<th>Minutes</th>
</tr>
</thead>
</table>

### Serving Sizes

#### Milk Group
- 1 cup
- 1/2 cup

#### Fruit Group
- 1 apple
- 1 banana

#### Vegetable Group
- 1/2 cup

#### Grain Group
- 2 slices of bread

#### Meat & Beans Group
- 1 can of beans

#### Fat & Sugar Group
- 1 tsp.

#### Sodium
- 1 tsp.

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For more resources visit: [www.4-H nutriti.edu](http://www.4-H nutriti.edu)
Get Up & Move!

Turkey Trail Mix

¼ cup oat cereal  
¼ cup corn cereal  
1 Tablespoon sweetened dried cranberries  
2 Tablespoons corn nuts  
1 Tablespoon candy corn

Each person places the above ingredients in a re-closable sandwich bag. Close bag. Shake contents and enjoy.

Get Up & Move!

MyPyramid Relay (15 minutes)

Items needed for this activity:

- MyPyramid poster
- Food pictures (available on website); plastic toy food, food models that may be available at the Extension Office; or empty food containers
- 6 brown paper grocery bags – labeled with the 6 food groups (available on web)
- Optional – Serving Size Handout, and an assortment of the food items identified on the Serving Size Handout (tennis ball, compact disk, audiocassette tape, baseball, plastic egg, several dominoes, ping pong ball, deck of cards, 3 sizes of paper cups (6 oz., 8 oz., 10 or 12 oz.)

Background information for presenter:
The MyPyramid is a good starting point for making food choices. Choosing foods according to the Pyramid can help youth and adults get all the nutrients and other things, such as fiber, that are needed for good health. No single food or food group supplies all the nutrients in the amounts needed – so it is important to know the recommended number of servings from each Pyramid food group. Knowing what counts as a Pyramid serving is also important. Review the information provided

Step 1: Group Activity (15 minutes)
Today we are going to start by seeing what you know about the 2005 food guidance system. We are going to divide into two teams (or other appropriate number for your group) for a relay. Since we are talking about food we are going to count off by saying apple, orange, apple, orange, etc. (if using more than two groups add in additional fruit to equal number of teams). OK, we now have our groups, apples and oranges. I am going to give each person a picture of a food item. When it is your turn you are going to run down to the other end of the room and place your picture in one of these five brown bags. You can see each bag has the name of a food group. Put your picture in the food group bag where you think it belongs, then run back to the line and tag the next person, who continues the relay.

Now, by teams form lines and the first person in the line should get ready to run when I say GO! Ready, GO!

(Once the relay is over, follow-up with the following discussion)
Everyone has put his or her picture in a bag. Let’s see how you did. I’ll need a volunteer to help me with the first bag. OK, let’s go with the first bag. Would the volunteer please read the name of the food group in this bag, then pull the pictures out. Do all of these foods belong in this food group? No, some do not. (If items some are in the wrong bag). Do you know which food group they belong in?

Step 2: Information to share with club members (5 minutes)

Bag 3
Bag 4
Bag 5
Bag 6

We did pretty well, now we have our food in the correct food group.
Let's look at this MyPyramid poster. We are going to quickly review how many servings we need each day from each of the food groups. Let's start on the left side of the pyramid.

How many servings do we need each day from the grain group? (6 ounces)
How many servings from the vegetable group? (2 ½ cups)
How many servings from the fruit group? (1 ½ cups)
How many servings from the milk group? (3 cups)
How many servings from the meat & beans group? (5 ounces)
How many servings from fats, sugars, and sodium? (sparingly)

Great job. It is important that we remember this as we are making choices about the foods we eat each day. And remember, this includes not only the food that you eat during meals, but also all of the food you eat as snacks.

**OPTIONAL ACTIVITY OR GOAL:** (10 minutes)
We have spent some time talking about how much of each food group you should have, however we haven’t really talked about what makes a “serving.” Serving sizes for different foods are not all the same. For example, a single serving of fruit juice is ¾ of a cup, while a single serving of milk is 1 cup.

To help you have a better understanding of serving sizes, we are going to do an activity to see what a serving of different food looks like. I have several common items here that we are going to use to describe what a serving looks like. (Show some of the different serving size items. Print out “Making Sense of Serving Sizes” handout to use as a guide and also to distribute as a take-home piece for the members).

I’ll ask a question about serving sizes and then call on one person to come select the item that is the correct size.

A serving of cooked rice or macaroni is ½ cup. Which item is about that size? (tennis ball or ice cream scoop)
One pancake is a serving, but pancakes come in lots of sizes. Which item best shows how big a pancake should be for one serving? (compact disk)
Which cup would you use for a serving of fruit juice? Do you know how much juice is a serving? (6 ounces or ¾ cup). Did you pick the right size cup?
A medium sized fruit is a serving, which ball is closest to the size of a medium fruit? (tennis ball)
A cup of lettuce is a serving, which item is about the size of a cup of lettuce? (baseball or your fist)
A ¼ cup is the serving size for dried fruit, which item is about the size of a ¼ cup of raisins? (plastic egg)
Which cup would you use for a serving of milk? How many ounces is a serving of milk? (8 ounces or 1 cup)
1 1/2 ounces of cheese is a serving. How many dominoes would represent this amount of cheese? (3 dominoes, or a 9-volt battery)
Peanut butter is a part of the meat & beans group. What item would be about the size of 2 tablespoons of peanut butter? This would also be equal to about 1 ounce of meat. (ping pong ball)
As you can see we sometimes eat more than we realize. When you eat macaroni for lunch do you eat just a half-cup? You probably eat enough to equal a cup. Is this OK? Yes, it is OK, but we need to remember to count it as two servings when we are thinking about how many servings we ate today.

You did great and now have a little bit better idea of what a serving of different foods look like. (Distribute copies of the “Making Sense of Serving Sizes” handout.)
The Grain Group

The Vegetable Group

The Fruit Group

The Milk Group

The Meat & Beans Group

Fats, Sugars, and Sodium
Below are some ways you can help others picture food portions using everyday objects. Using these everyday examples can help show others that they may actually be eating more food than recommended by the 2005 food guidance system.

**The Grain Group**
- 1 cup of rice (2 ounces) is a tennis ball, ice cream scoop
- 1 pancake (1 ounce) is a compact disc (CD)
- 1/2 cooked cup rice (1 ounce) is a cupcake wrapper full
- 1 piece of cornbread (2 ounces) is a bar of soap
- 1 slice of bread (1 ounce) is an audiocassette tape
- 1 cup of pasta/spaghetti (2 ounces) is a fist*
- 1 cup of cereal flakes (1 ounce) is a fist*

**The Vegetable Group**
- 1 cup green salad is a baseball or a fist*
- 1 medium baked potato (1 cup) is a fist*
- 1/2 cup cooked broccoli is a scoop of ice cream or a light bulb
- 1/2 cup serving is 6 asparagus spears; 7 or 8 baby carrots or carrot sticks or 1 ear of corn on the cob

**The Fruit Group**
- 1/2 cup of grapes (15 grapes) is a light bulb
- 1/2 cup of fresh fruit is 7 cotton balls
- 1 medium size fruit is a tennis ball or a fist*
- 1 cup of cut-up fruit is a fist*
- 1/4 cup raisins is a large egg

**The Milk Group**
- 1 1/2 ounces hard cheese is a 9-volt battery, 3 dominoes (counts as 1 cup of milk) or your index and middle fingers*
- 1 ounce of processed cheese is your thumb* (counts as 1/2 cup milk)
- 1 cup of ice cream is a large scoop the size of a basset (counts as 3/4 cup milk)

*(Note: hands and finger sizes vary from person to person! These are GUIDES only).
The Meat & Beans Group
2 tablespoons peanut butter (counts as 2 oz. meat)..............is a ping-pong ball
1 teaspoon peanut butter (counts as 1/3 oz. meat)...............is a fingertip*
1 tablespoon peanut butter (counts as 1 oz. meat)...............is a thumb tip*
3 ounces cooked meat, fish, poultry......is a palm, a deck or cards
or a cassette tape
3 ounces grilled/baked fish.................is a checkbook
3 ounces cooked chicken....................is a chicken leg and thigh or breast

Fats, Oils and Sweets (discretionary calories)
1 teaspoon butter, margarine...............is the size of a stamp the thickness
(counts as 38 discretionary calories) of your finger or a thumb tip*
2 tablespoons regular salad dressing.........is a ping-pong ball
(counts as approximately 150 discretionary calories)

Snack Foods
1 ounce of nuts or small candies...........is one handful*
1 ounce of pretzels...........................is two handfuls*
1/2 cup of popcorn...........................is one man's handful*
1/3 cup of popcorn...........................is one woman's handful*

Serving Dishes/Utensils
1/2 cup........................................is a small fruit bowl, a custard cup or
mashed potato scoop
1 1/2 cups.....................................is a large cereal/soup bowl
1 1/2 cups of pasta, noodles..............is a dinner plate, not heaped
1/2 cup of pasta, noodles..................is a cafeteria vegetable dish

You might want to know that...
1 cupped hand holds 2 tablespoons of liquid if you don't have measuring spoons
1 slice of bread is one ounce or 1 serving; some rolls or bagels weigh 3 to 5 ounces or
more making them equal to 3 to 5 servings of bread

*(Note: hands and finger sizes vary from person to person! These are GUIDES only).

Adapted from Ellen Schuster, Oregon State University
Get Up & Move!

Parent Newsletter       Series 1: November

The Importance of Portions

This month your children have learned about the importance of portion sizes. It is not only important to consume the right number of foods from each food group, but it is also important to understand how much of each food one serving equals. Research shows that Americans are eating larger portions, which may contribute to weight gain. The amount of food you and your children need depends on age, gender, and physical activity. You and your children can visit www.MyPyramid.gov for more information about the amount of food youth and adults need from each of the food groups.

Many people believe that the words “portion size” and “serving” are interchangeable, but they are not. A “portion” is how much food a person chooses to eat at one time, and a “serving” is the amount of food listed on a product’s Nutrition Facts label. Sometimes, the portion size and serving size match; sometimes they do not. The serving size listed on the Nutrition Facts label is not a recommended amount of food to eat. It is a quick way of letting you know the calories and nutrients in a certain amount of food.

The portion sizes that you and your children may be used to eating may be equal to two or three standard servings. Learning to recognize standard serving sizes can help you and your children to understand how much you are eating. At first, it may be helpful to measure foods in order to understand what a serving looks like. When you and your children have begun to recognize typical serving sizes, you can use some common household objects to help estimate serving sizes. Below is a list of some commonly eaten foods and the object that best estimates one serving size:

- 3 oz. meat = size of a deck of cards or a bar of soap
- 3 oz. fish = size of a checkbook
- 1 oz. cheese = size of 4 small dice
- 1 medium potato = size of a computer mouse
- 2 Tbsp. peanut butter = size of a ping pong ball
- ½ cup of pasta = size of a tennis ball
- 1 average bagel = size of a hockey puck
- 1 medium apple or orange = the size of a tennis ball
- 1 cup of chopped vegetables or fruit = size of a baseball
  - ¼ cup dried fruit = size of a small handful

*(Note: hands and finger sizes vary from person to person! These are only GUIDES).*
For more food portion sizes, you can download the handout “Making Sense of Serving Sizes” from the Illinois 4-H website at www.4-h.uiuc.edu/opps/move. It can be found in the month of November in the Series 1 materials. Here are some additional tips for controlling portion sizes when you and your children are eating at home or out at a restaurant.

- When snacking in front of the TV, put snacks in a bowl or a container to prevent over eating
- When eating at home, serve foods in individual plates instead of putting the serving dishes on the table
- When eating out, share your meal or ask the wait staff to wrap-up half of your meal when it is brought to the table
- Stop eating when you begin to feel full
- Avoid “supersized” meals or drinks
- Replace the candy dish with a fruit bowl
- Store healthier foods in the front of the refrigerator or shelf at eye level and less healthy foods where they are not as easily seen
- Try to avoid eating in front of the TV or while you are busy doing other activities
- Eat slowly so your brain can get the message that your stomach is full
- When cooking large amounts of food, freeze food that you will not serve right away.
- Try to eat meals at regular intervals; skipping meals may cause you to eat larger amounts of food at your next meal

Get Up & Move!

Family Activity Series 1: November

Making Sense of Portion Sizes

In this month’s family activity, you and your family can use what you learned about portion sizes and put it into action! The Parent Newsletter and the “Making Sense of Portion Sizes” sheet have taught you that household items can be used to approximate serving sizes of many foods.

Many of the items mentioned, such as a tennis ball, baseball, a deck of cards, a checkbook, or cotton balls, are easy to find and even easier to carry around because they are small! This month, when you and your family visit a restaurant, try to gather a few of the items listed above to take with you. It might also be helpful to bring the “Making Sense of Portion Sizes” sheet with you to the restaurant.

When your family is served, you can take out a few of the items you brought and compare the portions of the foods you are served to the recommended portion sizes. For example, if the restaurant serves you a large piece of meat, you could take out your deck of cards and be able to see what a serving of meat should look like. You would see that many times you are served a larger portion of meat than the recommended serving size. After you return home, take some time to discuss the following questions with your family. If you need additional space to answer the questions, use the back of this sheet or another piece of paper.

Were most of the portions you were served larger than the recommended portion sizes indicated by the objects you brought to the restaurant? Some examples would be getting more meat than the size of a deck of cards or more pasta than the size of a tennis ball.

________________________________________________________________________________
________________________________________________________________________________

Were you served larger amounts of foods that were higher in calories or lower in calories?

________________________________________________________________________________
________________________________________________________________________________

Are there foods you were served that are healthier to eat in larger portion sizes? If yes, which foods?

________________________________________________________________________________
________________________________________________________________________________

What ideas do you have that would make it easier to follow portion size recommendations while eating at a restaurant?

________________________________________________________________________________
________________________________________________________________________________
Get Up & Move!

Community Activity Series 1: November

Making Sense of Portion Sizes
You have spent this past month learning about portion sizes and now it’s time for your club to use what you learned to teach others. For this month’s community activity, your club can make menus of different meals or snacks, with the portions of the foods matching the household items that equal a serving of each food. You can then display your menus in your school cafeteria or library, local library, or local community center.

Your menu can consist of ideas for breakfast, lunch, dinner, snacks, or desserts. For example, a breakfast might show two pieces of bread, peanut butter and a banana. Lunch could show two slices of bread, sliced turkey, lettuce and tomato, and apple, and a glass of milk. There are many more ideas for meals and snacks and this activity allows you to be creative!

The menus that you can create will show the pictures of the foods that you chose to be in your meals, but will also show the common household objects that correspond with the foods. You can cut out pictures of foods and their corresponding objects from different magazines or newspapers in order to make your menus more colorful and creative! Remember that you can reference the “Making Sense of Portion Sizes” worksheet that was mentioned in the Parent Newsletter and Family Activity in order to remember which objects represent servings of different foods. Below is an example of what a breakfast meal on your menu might look like.

2 slices =

2 tablespoons = (1 ping pong ball)

1 cup sliced =

Source: ([www.dkimages.com](http://www.dkimages.com); [www.branders.com](http://www.branders.com))