

## CALIFORNIA HEALTH STANDARDS

**K/1.1.N** Name a variety of healthy foods and explain why they are necessary for good health.

**K/1.2.N** Identify a variety of healthy snacks.

**K/4.1.N** Explain how to ask family members for healthy food options.

**G1/6.1.M** Make a plan to help family members at home.

**G2/1.1.N** Classify various foods into appropriate food groups.

**G2/1.2.N** Identify the number of servings of food from each food group that a child needs daily.

**G2/5.1.N** Use a decision-making process to select healthy foods.

# FUEL UP with a FISTFUL

## CONCEPT REVIEW

Introduce the concept of a “serving size” and educate children about the importance of eating the appropriate serving sizes from each food group. Review MyPyramid and the different food groups.

*Please see reverse for more information on this topic.*



## KEY VOCABULARY

- Serving size – An exact quantity of food or drink taken as part of a meal. Each food group has its own serving size guidelines specific to the person’s energy needs. A child’s serving size is smaller than an adult’s or a teacher’s.
- Grain Group – Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain
- Milk Group – Milk, yogurt, cheese, or other alternative beverages (soy, rice or almond milk.)
- Vegetable Group– Any vegetable or 100% vegetable juice is a member of the vegetable group.
- Fruit Group – Any fruit or 100% fruit juice counts as part of the fruit group.
- Meat/Beans Group – Meat, poultry, fish, dry beans, peas, eggs, nuts, and seeds
- Oils/Fats – Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as olive oil or canola oil.

## ACTIVITIES

Gather the healthy foods from each food group. Review why they are necessary for good health and which would be good snacks. Compare size of your hand with childrens’ hands to show size difference and talk about appropriate serving

sizes in each food group. Consult *Serving-Size Comparison* handout’s symbol column. (note: Adult serving size amounts are listed in the fourth column.)



# MORE INFORMATION...

## ABOUT SERVING SIZES *for children*

### WRAP UP/HOMEWORK

Color *MyPyramid/Food Group* handout. Have children trace their hand, cut it out and draw the appropriate serving size of their favorite food inside of the hand drawing. Have students share with their families, compare hand sizes and ask if they could help incorporate a food group item into a family dinner.

- How much food do you think you can fit in your hand?
- Who would like to share what they ate for lunch today?
- How do you feel after you've eaten too much food?

### BACKGROUND: SERVING SIZE

One of the key ways to lose weight and maintain a healthy weight is through controlling serving size. Currently children are eating too much, leading to high rates of childhood obesity. Eating adult serving sizes can be detrimental to their health. As a child's teacher, being a good role model in the classroom has a great impact. A good guideline to help understand serving sizes is to translate the serving size information of particular foods into something visual like your fist or area of your hand. Please refer to the *Serving-Size Comparison* handout for visual examples of using your hand to find your appropriate serving size.

### RESOURCES

#### National Dairy Council:

[www.nutritionexplorations.com/educators/lessons/five-foods/five-main.asp?tab=1](http://www.nutritionexplorations.com/educators/lessons/five-foods/five-main.asp?tab=1)

**MyPyramid:** [www.mypyramid.gov/](http://www.mypyramid.gov/)

### READING LIST

- *The Edible Pyramid: Good Eating Every Day* by Loreen Leedy
- *Good Enough to Eat: A Kid's Guide to Food and Nutrition* by Lizzy Rockwell
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller
- *My Amazing Body* by Pat Thomas

**For the teacher:** *How to Teach Nutrition to Kids* by Connie Liakos Evers

### CONVERSATION STARTERS

Engage students in a discussion about appropriate serving sizes: