Lesson 2: How Does Your Food Measure Up?

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Background information

The difference between a portion and a serving size can be confusing. A person selects a **subjective** amount of food to eat to determine their **portion**. The **serving size** of a food is located on the **Nutrition Facts Label** found on the packaging of the food. This serving size is a reference amount of food determined and regulated by the Food and Drug Administration (FDA). Knowing the serving size of a food allows for calculation of the total amount of calories and nutrients. By comparing the Nutrition Facts Labels of different foods, a person can determine which may be the healthier option. Serving size is listed on the Nutrition Facts Label as a **measurement** of food, often in cups, tablespoons, teaspoons, or ounces.

Portion size is a term frequently used in food service, indicating a planned amount of food to be offered/served for a menu choice, using volume or weight measurements. “Portion control” is a key factor for inventory and cost control.

This lesson does not directly address USDA meal pattern serving size terminology, but since this is the terminology participants are familiar with, similarities and differences with Nutrition Facts Label serving sizes are relevant. In the National School Lunch and Breakfast Programs, the meal patterns indicate amounts of food to serve for each of the vegetable subgroups, fruits, grains, meat/meat alternates, and fluid milk components. Amounts of fruits and vegetables are measured by volume, such as ½ cup. Amounts of grains and meats/meat alternates are measured by weight, in ounce equivalents. Fluid milk is measured in cups. The USDA determines the requirements for the amount of each component offered per day and week to qualify as a reimbursable meal. The amount of food that is considered a serving may depend on the **density** of a food (if the equivalent is measured using volume). For example, 2 cups of leafy greens, such as raw spinach, is considered the equivalent of 1 cup of vegetables, whereas 1 cup of cooked spinach is considered 1 cup of vegetables. Cooked spinach is denser than raw spinach, due to the loss of water during the cooking process.

Often, school nutrition employees are called on to estimate the amount of the food on a student’s tray, and whether it qualifies as a reimbursable meal. This is particularly true with regard to estimating fruits and vegetables to determine if the required ½ cup is selected as part of Offer versus Serve. Using everyday objects as a comparison is one way to estimate. For example, ½ cup of oatmeal is comparable in size to a tennis ball. One ounce of cheese is equivalent in size to 4 dice. There are many everyday objects that can be used in this way.

Concepts and Vocabulary

Density (of food): The compactness and amount of space a food takes up.

Measurements (of food): A determination of an amount of something using numbers; for food, often using cups, tablespoons, teaspoons, and ounces, among others.

Nutrition Facts Label: A label regulated by the Food and Drug Administration that is found on food packaging that describes the serving size, number of servings in the package, and amount of calories and nutrients contained in one serving.

Portion: The amount of food selected by one individual for their own consumption, or selected by the menu planner for foods on a menu.

Serving size: A reference amount listed on the Nutrition Facts Label that allows for determining the number of calories and nutrients consumed in an amount of food.

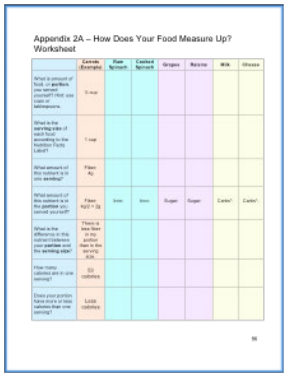
Subjective: Based on someone's personal opinion.

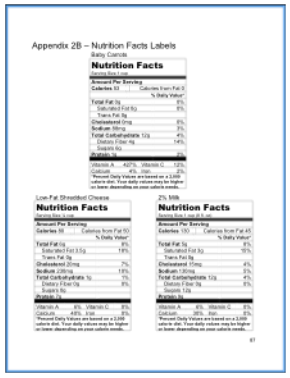
2.1: Learning Activity

Getting Ready

Time Required

45 minutes


Appendix 2A – How Does Your Food Measure Up? Worksheet


Appendix 2B – Nutrition Facts Labels

Materials Needed

(*Materials provided in the curriculum)

- ☐ Flip chart paper
- ☐ Markers, pens, or pencils**How Does Your Food Measure Up? Worksheet* (Appendix 2A)
- ☐ **Nutrition Facts Labels* (Appendix 2B)
- ☐ Bowls or containers, one per food
- ☐ Paper plates, one per group
- ☐ Paper bowls, one per group
- ☐ Paper cups, one per group
- ☐ Serving spoons, scoops, tongs
- ☐ Measuring cups (1 cup, 1/2 cup, 1/3 cup, 1/4 cup), one set per group
- ☐ Measuring spoons (1 teaspoon, 1 tablespoon), one set per group
- ☐ Spinach, raw (at least 4 cups for each group)
- ☐ Spinach, cooked (at least 2 cups for each group)

  Facilitator Tip: Thawed frozen spinach works well.
- ☐ Grapes (at least 2 cups for each group)
- ☐ Raisins (at least 1 cup for each group)
- ☐ Milk (at least 1 cup for each group)

  Facilitator Tip: Single serving cartons of milk, such as those typically used in school lunch programs, shouldn't be used in this lesson, as they may influence participants as they portion out milk during the activity.
- ☐ Grated cheese (at least 1/2 cup for each group)
- ☐ Paper towels, wet wipes, and plastic bags for clean up

Optional:

- ☐ **Focus on Food Lesson 2* (PowerPoint)
- ☐ Computer
- ☐ PowerPoint Projector

Preparation

1. Prepare copies of *How Does Your Food Measure Up? Worksheet* (Appendix 2A), one copy for each group.
2. Prepare copies of *Nutrition Facts Labels* (Appendix 2B), one set for each group.
3. Prepare foods in containers or bowls with appropriate serving utensils in three stations in different areas of the room. Each station will have two foods.
   - Station 1: Raw Spinach and Cooked Spinach
   - Station 2: Grapes and Raisins
   - Station 3: Milk and Cheese
4. Organize the class into small groups of 2 to 4 participants.

   Facilitator Tip: These can be the same groups that were formed in earlier lessons.
5. Provide each group with a sheet of flip chart paper and markers, pens, or pencils to answer opening questions/prompts.

Optional:

6. Before participants arrive, connect laptop to projector. Load *Focus on Food Lesson 2* (PowerPoint).

Opening Questions/Prompts

1. **Say:** Let's get started with Lesson 2 – How Does Your Food Measure Up! To begin, I'd like everyone to discuss some opening questions within your group. Once you've discussed the prompts within your groups, we will come back together as a class and discuss your thoughts and responses as a whole. **(Slide 2)**

   The first prompt I'd like you to discuss within your groups is:

   - Explain what you know about serving sizes. **(Slide 3)**

2. **Do:** Allow 2 to 3 minutes for groups to discuss the prompts.
3. **Say:** Now I'd like you to discuss within your groups the next prompt:

   - Explain what you know about Nutrition Facts Labels. **(Slide 4)**

4. **Do:** Allow 2 to 3 minutes for groups to discuss the prompts.
5. **Say:** As a class, let's discuss what you talked about in your groups. What were some of your thoughts on the first prompt, "Explain what you know about serving sizes"?
6. **Do**: Allow about a minute for participants to share their thoughts on this topic with the class.

   Facilitator Tip: This sharing phase is a great opportunity to begin to build rapport with participants. Some statements and questions to help engage participants at this phase are: "Tell me more about that"; "What do you mean by…"; "How is that motivating you?"; "Did anyone else write this?"; "That's a very popular opinion." At this stage, it is important that you do not correct misconceptions. Instead, make note of them, and if they are not corrected organically through the lesson, address them briefly at the end of the lesson.

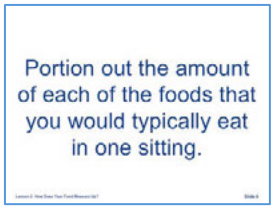
7. **Say:** What were some of your thoughts on the second prompt, "Explain what you know about Nutrition Facts Labels"?
8. **Do**: Allow about a minute for participants to share their thoughts on this topic with the class.

   Facilitator Tip: Continue to make note of misconceptions as they arise. Assure participants that there will be more time to discuss these topics at the end of the lesson.

Procedure (Experiencing)

1. **Say:** Now that we've completed our opening discussion, we'll start on the activity for this lesson. This activity involves portion sizes.

   - You will receive a worksheet to fill out with your group as part of this lesson.
   - Each group will walk around the room to each food station. Choose one member of your group to portion out the amount of each food that you would typically eat in one sitting. **(Slide 6)**

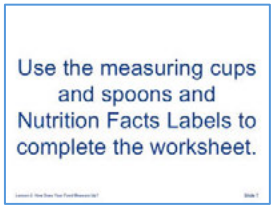


2. **Do:** Distribute copies of the *How Does Your Food Measure Up? Worksheet* (Appendix 2A), paper plates, paper bowls, and paper cups.

   Facilitator Tips: If it is a large class, consider asking for volunteers to help distribute the worksheet and paper plates, bowls, and cups.

   If any of the foods are not safe for consumption (e.g. unwashed grapes), inform participants of this.

3. **Say:** Now that you have your materials, you can begin! You can start at any station, just please make sure that there is no more than two groups per station at any given time.
4. **Do:** Allow a few minutes for all groups to portion out their foods. While they are doing this, distribute sets of measuring cups, measuring spoons, and the *Nutrition Facts Labels* (Appendix 2B) one set of each per group.
5. **Say:** For the next step in this activity, you will use the measuring cups and spoons, and the *Nutrition Facts Labels* to answer questions on the worksheet. **(Slide 7)**
6. **Do:** Allow several minutes for participants to complete this step.



Activity Wrap-Up (Sharing, Processing, and Generalizing)

1. **Say:** As a class, let's discuss your observations. **(Slide 8)**
2. **Do:** Follow the group's line of thinking, and if necessary, ask more targeted questions.
   - Explain what you observed when comparing the Nutrition Facts Label serving size versus the portion size your group measured.
   - Explain what you observed about the amount of food your group portioned and how the portion size affected the calories and nutrients.
   - Explain why knowing the Nutrition Facts Label serving size might be useful.
   - Explain what you know about the serving size listed on the Nutrition Facts Label.

   Facilitator Tip: If there are any misconceptions remaining in this phase of the lesson, you should address these now.

Concept and Term Discovery/Introduction

Over the course of the lesson, participants should be able to identify the following concepts:

- A portion is a subjective amount of food that someone chooses, while a serving size is a standardized amount of food listed on the Nutrition Facts Label to use as a reference when determining the amount of calories and nutrients consumed, or to compare and contrast similar food products when making purchasing decisions.
- The serving size listed on the Nutrition Facts Label is not the recommended amount to eat.

The following key vocabulary terms should be discovered by participants or introduced to them: density (of food), measurement (of food), Nutrition Facts Label, portion, serving size, and subjective.

2.2: Expanding Knowledge

Getting Ready

Time Required

10 minutes

Materials Needed

(*Materials provided in the curriculum)

- ☐ **Focus on Food Lesson 2 Expanding Knowledge* (PowerPoint)
- ☐ PowerPoint Projector
- ☐ Computer

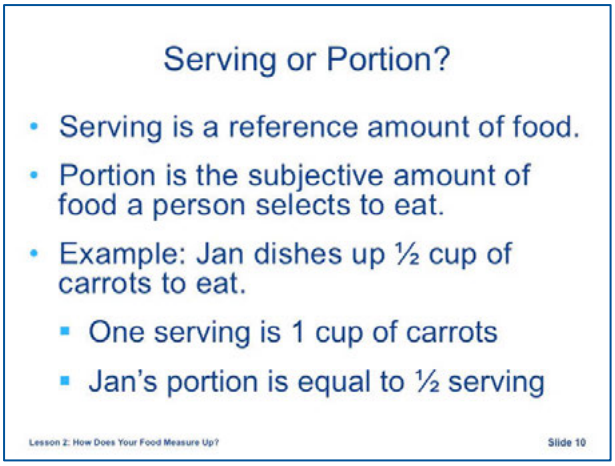
Preparation

1. Connect laptop to projector. Load *Focus on Food Lesson 2 Expanding Knowledge* PowerPoint.
2. Queue the PowerPoint Presentation to Slide 9.

Procedure (Experiencing)

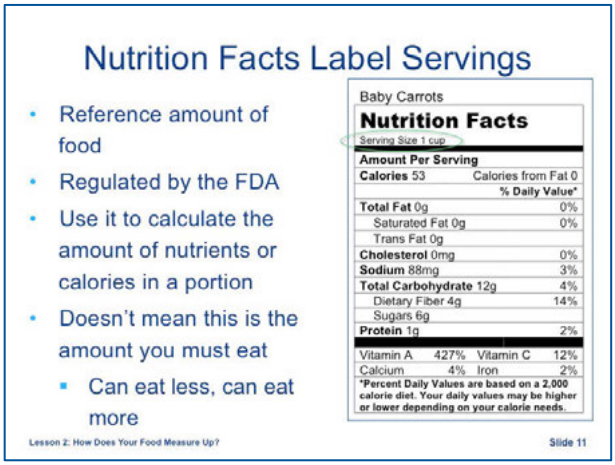
1. **Do:** Go through the Expanding Knowledge presentation slide by slide. The following script is available for use if you so choose.

 Slide 9	Now let's review some of the concepts we learned during Lesson 2, How Does Your Food Measure Up?



Slide 10

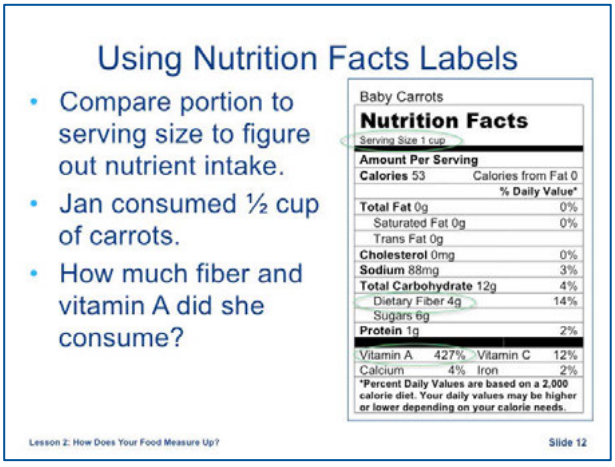
Serving and portion sounds very similar, but in nutrition we use them to mean two different things. A serving is a reference amount of food. We use it as a basis for comparison, and I'll talk in just a minute what that means. A portion is a subjective amount of food. It's what you choose to eat. It can be more than a serving or less than a serving.
For example, Jan eats a half-cup of carrots. One serving is 1 cup, so Jan's portion is equal to ½ serving.



Slide 11

Servings are listed on the Nutrition Facts Label and are regulated by the FDA. We can use this to figure out nutrient intake.

In the previous example, a serving of carrots is one cup. All of the numbers on the Nutrition Facts Label are calculated based on that 1 cup serving.

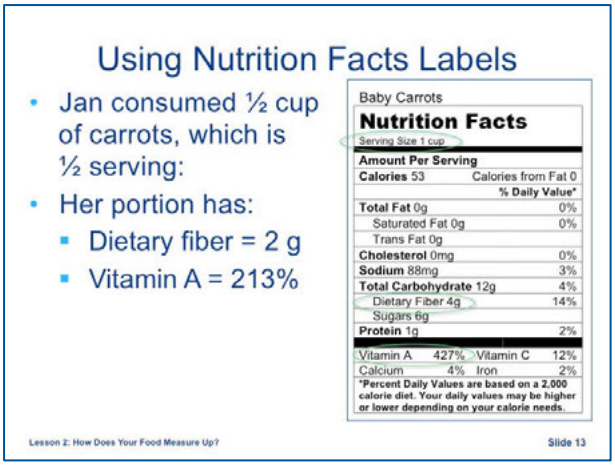


Slide 12

If we want to figure out the nutrients in a portion, we compare the portion size to the serving size.

Let's go back to Jan and her half-cup of carrots. Since we know that 1 cup is the serving size, and Jan's portion was half of that, how do we figure out her nutrient intake?

[Pause to allow responses from the class.]



Slide 13

The label states carrots have four grams of dietary fiber and 427% of the daily value of Vitamin A. This means Jan consumed 2 grams of fiber, and 213% percent of her daily need for Vitamin A.

Slide 14

You can also use Nutrition Facts Labels to compare foods. Let's say you you'd like to purchase a snack and are trying to eat more fiber. Which of these foods would you choose?

[Pause to allow responses from the class.] Then Food A might be for you.

What if you are more interested in fewer calories, but more calcium?

[Pause to allow responses from the class.]

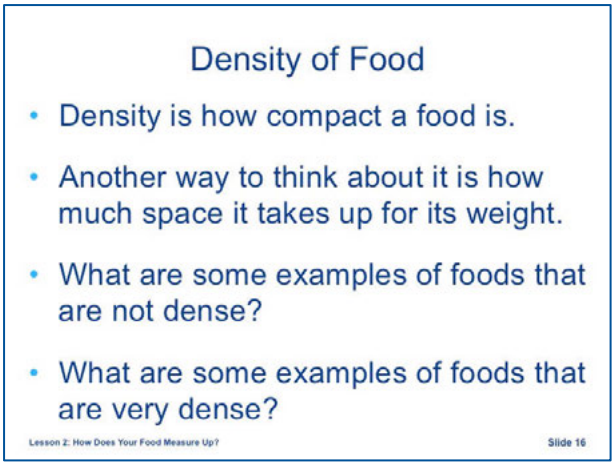
Then Food B might be the one you would choose.

Slide 15

We used cups and tablespoons in the activity, but there are many other ways that serving sizes are listed. Some other examples are ounces, or fluid ounces, teaspoons, grams, and more. Can anyone explain the difference between an ounce and a fluid ounce?

[Pause to allow responses from the class.]

An ounce is a measure of weight. A fluid ounce is a measure of volume, or how much space something takes up. For example, 1 cup has 8 fluid ounces.

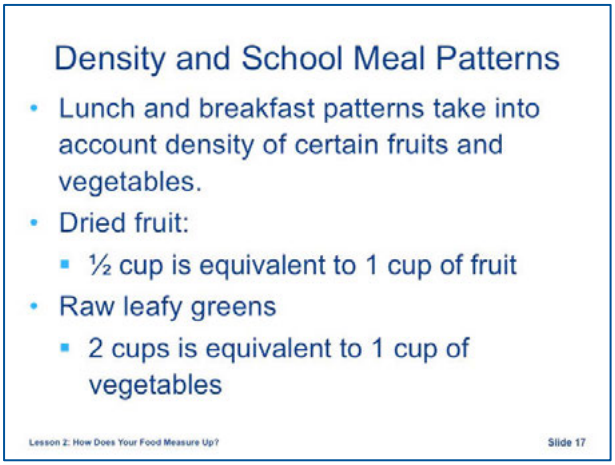


Slide 16

Density of a food is how compact it is, or how much space it takes up for its weight. In the activity, we compared raisins and grapes. When we dehydrate grapes, we remove the water, and this makes raisins a lot denser than grapes.

What are some other examples of foods that are not dense? What are some other examples of foods that are very dense?

[Pause to allow responses from the class.]



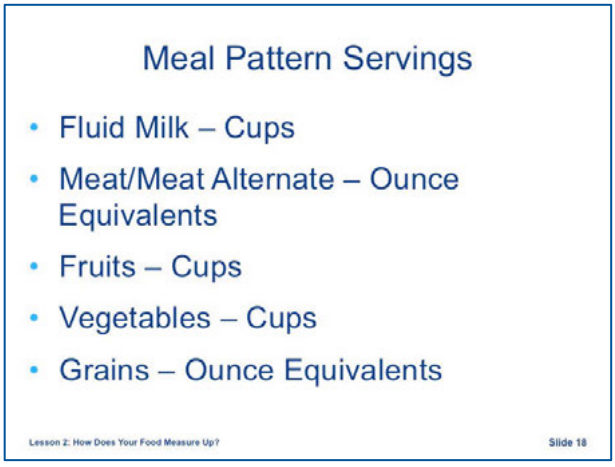
Slide 17

In the school meal patterns, density is something that is factored in with dried fruit, and raw leafy greens. When you compared raisins and grapes, and raw spinach to cooked spinach, how were the nutrients different?

[Pause to allow responses from the class.]

How do you think that relates to the different requirements for dried fruits and raw greens?

[Pause to allow responses from the class.]

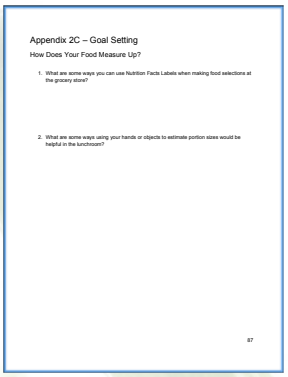


Slide 18

In the meal patterns, this is how each of the components are measured, and this might vary from what is listed on a nutrition facts label for a food.

2.3: Goal Setting Activity

Getting Ready


Appendix 2C – Goal Setting

How Does Your Food Measure Up?

1. What are some ways you can use Nutrition Facts Labels when making food selections at the grocery store?

2. What are some ways using your hands or objects to estimate portion sizes would be helpful in the lunchroom?

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Time Required

5 minutes

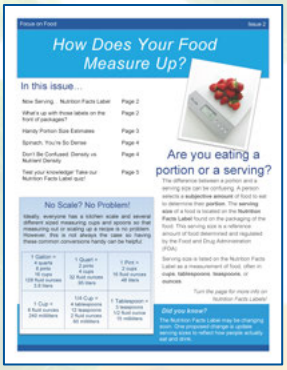
Materials Needed

(*Materials provided in the curriculum)

☐ **Goal Setting: How Does Your Food Measure Up?* (Appendix 2C)

Optional:

☐ **Focus on Food Lesson 2 Newsletter* (Appendix 1D)



Preparation

1. Make copies of the *Goal Setting: How Does Your Food Measure Up?* (Appendix 2C) Handout, one for each participant.

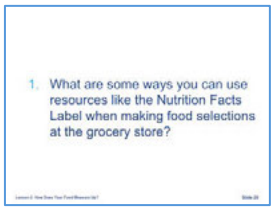
Optional:

2. Make copies of the *Focus on Food Lesson 2 Newsletter* (Appendix 1D), one for each participant.
3. Connect laptop to projector. Load *Focus on Food Lesson 2* (PowerPoint).
4. Queue the PowerPoint Presentation to Slide 19.

Procedure (Experiencing)

1. **Say:** Now let's move on to Goal Setting! **(Slide 19)** We've talked about how portions of food depend on many things, including how hungry someone is, how active they are, their age, and their gender. The next step is to set some goals and make a plan. I am going to distribute a Goal Setting Handout that has the following questions: **(Slide 20)**

   1) What are some ways you can use resources like the Nutrition Facts Label when making food selections at the grocery store?



2. **Do:** Provide a copy of the *Goal Setting: How Does Your Food Measure Up?* Handout (Appendix 2C) to each participant. Allow participants a few minutes to complete the handout.
3. **Say:** Would anyone like to share the goals they set for themselves?

Optional:

4. **Say:** I'm going to distribute one last handout, which is a newsletter with some extra information you might be interested in. Thank you all for participating in Lesson 2! **(Slide 21)**

5. **Do:** Provide a copy of the *Focus on Food Lesson 2 Newsletter* (Appendix 2D) to each participant.

Appendix 2A – How Does Your Food Measure Up? Worksheet

	Carrots (Example)	**Raw Spinach**	**Cooked Spinach**	**Grapes**	**Raisins**	**Milk**	**Cheese**
What is amount of food, or **portion**, you served yourself? Hint: use cups or tablespoons.	½ cup						
What is the **serving size** of each food according to the Nutrition Facts Label?	1 cup						
What amount of this nutrient is in one **serving**?	Fiber: 4g						
What amount of this nutrient is in the **portion** you served yourself?	Fiber: 4g/2 = 2g	Iron:	Iron:	Sugar:	Sugar:	Carbs*:	Carbs*:
What is the difference in this nutrient between your **portion** and the **serving size**?	There is less fiber in my portion than in the serving size.						
How many calories are in one serving?	53 calories						
Does your portion have more or less calories than one serving?	Less calories						

Appendix 2B – Nutrition Facts Labels

Baby Carrots

Nutrition Facts

Serving Size 1 cup

Amount Per Serving	
Calories 53	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 88mg	3%
Total Carbohydrate 12g	4%
Dietary Fiber 4g	14%
Sugars 6g	
Protein 1g	2%

Vitamin A	427%	Vitamin C	12%
Calcium	4%	Iron	2%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

Spinach (raw)

Nutrition Facts

Serving Size 1 cup

Amount Per Serving	
Calories 7	Calories from Fat 0
	% Daily Value*
Total Fat 0g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 24mg	1%
Total Carbohydrate 1g	0%
Dietary Fiber 1g	3%
Sugars 0g	
Protein 1g	2%

Vitamin A	56%	Vitamin C	14%
Calcium	3%	Iron	5%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

Spinach (cooked)

Nutrition Facts

Serving Size 1 cup

Amount Per Serving	
Calories 41	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 126mg	5%
Total Carbohydrate 7g	2%
Dietary Fiber 4g	14%
Sugars 1g	
Protein 5g	10%

Vitamin A	377%	Vitamin C	29%
Calcium	20%	Iron	16%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

Raisins

Nutrition Facts

Serving Size ¼ cup

Amount Per Serving	
Calories 120	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 10mg	0%
Total Carbohydrate 31g	10%
Dietary Fiber 2g	6%
Sugars 29g	
Protein 1g	2%

Vitamin A	0%	Vitamin C	0%
Calcium	2%	Iron	6%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

Grapes

Nutrition Facts

Serving Size 1 cup

Amount Per Serving	
Calories 62	Calories from Fat 0
	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 16g	5%
Dietary Fiber 1g	3%
Sugars 15g	
Protein 1g	2%

Vitamin A	1%	Vitamin C	6%
Calcium	0%	Iron	0%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

Low-Fat Shredded Cheese

Nutrition Facts

Serving Size ¼ cup

Amount Per Serving	
Calories 80	Calories from Fat 50
	% Daily Value*
Total Fat 6g	8%
Saturated Fat 3.5g	18%
Trans Fat 0g	
Cholesterol 20mg	7%
Sodium 230mg	10%
Total Carbohydrate 1g	1%
Dietary Fiber 0g	0%
Sugars 0g	
Protein 7g	

Vitamin A	6%	Vitamin C	0%
Calcium	40%	Iron	0%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

2% Milk

Nutrition Facts

Serving Size 1 cup (8 fl. oz)

Amount Per Serving	
Calories 130	Calories from Fat 45
	% Daily Value*
Total Fat 5g	8%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 15mg	4%
Sodium 130mg	5%
Total Carbohydrate 12g	4%
Dietary Fiber 0g	0%
Sugars 12g	
Protein 9g	

Vitamin A	6%	Vitamin C	0%
Calcium	30%	Iron	0%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

Appendix 2C – Goal Setting

How Does Your Food Measure Up?

1. What are some ways you can use Nutrition Facts Labels when making food selections at the grocery store?

Appendix 2D – Focus on Food Lesson 2 Newsletter

The optional newsletter on the following pages is designed to help reinforce the concepts learned. If offering this course in a single workshop, you may wish to distribute the lesson newsletters weekly in order to help refresh participants' memory and solidify the concepts.

How Does Your Food Measure Up?

In this issue…

No Scale? No Problem!

Ideally, everyone has a kitchen scale and several different sized measuring cups and spoons so that measuring out or scaling up a recipe is no problem. However, this is not always the case so having these common conversions handy can be helpful.

1 Gallon = 4 quarts 8 pints 16 cups 128 fluid ounces 3.8 liters	1 Quart = 2 pints 4 cups 32 fluid ounces .95 liters	1 Pint = 2 cups 16 fluid ounces .48 liters
1 Cup = 8 fluid ounces 240 milliliters	1/4 Cup = 4 tablespoons 12 teaspoons 2 fluid ounces 60 milliliters	1 Tablespoon = 3 teaspoons 1/2 fluid ounce 15 milliliters

Are you eating a portion or a serving?

The difference between a portion and a serving size can be confusing. A person selects a **subjective amount** of food to eat to determine their **portion**. The **serving size** of a food is located on the **Nutrition Facts Label** found on the packaging of the food. This serving size is a reference amount of food determined and regulated by the Food and Drug Administration (FDA).

Serving size is listed on the Nutrition Facts Label as a measurement of food, often in **cups**, **tablespoons**, **teaspoons**, or **ounces**.

Turn the page for more info on Nutrition Facts Labels!

Did you know?

The Nutrition Facts Label may be changing soon. One proposed change is update serving sizes to reflect how people actually eat and drink.

What's up with those labels on the front of packages?

The FDA is the government agency that rules on what companies are allowed to say on their packages. Certain kinds of labels are permitted as long as they aren't misleading.

Health Claims describe a relationship between a food item and reduced risk of disease. These claims must meet certain criteria and be authorized by the FDA.

Example health claim:
"Healthful diets with adequate folate may reduce a woman's risk of having a child with a brain or spinal cord defect."

Nutrient Content Claims describe the level of a nutrient in the product. Terms used include *free*, *high*, and *low* when describing the level of a nutrient, and *more*, *reduced*, and *lite* when comparing to another food. Rules for using these terms on a product can be found on the FDA's website.

Example nutrient content claim:
"Reduced Sodium"

Structure/Function Claims describe an intended effect of a nutrient or ingredient on a structure or function of the body. These claims can include benefits to or maintenance of a body structure or function.

Example structure/function claim:
"Calcium Builds Strong Bones"

Now Serving… Nutrition Facts Label

Knowing the serving size of a food allows for calculation of the total amount of calories and nutrients.

Here's an example of a Nutrition Facts Label…

Macaroni and Cheese (Sample Label)

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

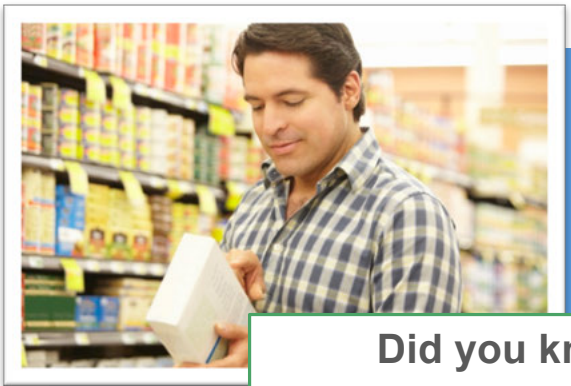
Amount Per Serving	
Calories 250	Calories from Fat 110
	% Daily Value*
Total Fat 12g	18%
Saturated Fat 3g	15%
Trans Fat 3g	
Cholesterol 30mg	10%
Sodium 470mg	20%
Total Carbohydrate 31g	10%
Dietary Fiber 0g	0%
Sugars 5g	
Protein 5g	

Vitamin A	4%	Vitamin C	2%
Calcium	20%	Iron	4%

***Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.**

One serving of this product is 1 cup of Macaroni & Cheese.

Since there are 2 servings per container, if you wanted to eat the **whole package**, you would need to **multiply** the other nutrition components **by 2** to determine your total.



Did you know?

Containers can be misleading. This can especially happen with beverages. Although it is common to drink an entire can or bottle, the serving size may actually only be for half the container. Be sure to read the Nutrition Facts Label carefully.

Handy Portion Size Estimates

Knowing how much food we're eating can help us be aware of the calories and nutrients we're consuming. But what do we do when there are no scales or measuring cups handy? One way to estimate portion sizes is to use hands for comparison. Fists, palms, thumbs and everyday objects can give us an idea of how our portion compares to a standard serving size.

One fist is about the same volume as **1 cup.**

Food examples include dry cereal, fruit, and vegetables

Two fists are about the same volume as **2 cups.**

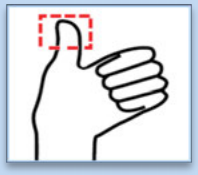
Food examples include raw leafy greens, such as kale and spinach.

One palm is about the same size as **3 ounces of meat.**

Food examples include chicken, beef, fish, and pork.

One thumb is about the same size as **1 tablespoon.**

Food examples include ketchup and peanut butter.



One thumb tip is about the same size as **1 teaspoon.**

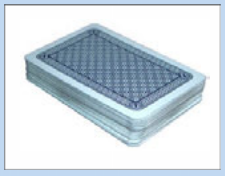
Food examples include jam, butter, and margarine.

One baseball is about the same volume as **1 cup.**

Food examples include dry cereal, fruit, and vegetables

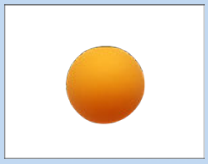
One tennis ball is about the same volume as **½ cup.**

Food examples include pasta and rice.



One deck of cards is about the same size as **3 ounces of meat.**

Food examples include chicken, beef, fish, and pork.



One ping pong ball is about the same size as **2 tablespoons.**

Food examples include salsa and hummus.

One golf ball is about the same size as **¼ cup.**

Food examples include dried fruit and nuts.

Adapted from Dairy Council of California (http://www.healthyeating.org/Healthy-Eating/Healthy-Living/Weight-Management/Article-Viewer/Article/348/Correct-Portion-Sizes-How-to-Keep-Portion-Distortion-in-Check.aspx) and Medline Plus (https://www.nlm.nih.gov/medlineplus/ency/patientinstructions/000337.htm).

Spinach, You're So Dense

The amount of food considered a serving may depend upon the **density** of a food. The density of food is the compactness and amount of space a food takes up.

For example, 2 cups of raw spinach is considered 1 serving of vegetables, whereas 1 cup of cooked spinach is considered 1 serving of vegetables. (See Lesson 4 for more information about MyPlate)

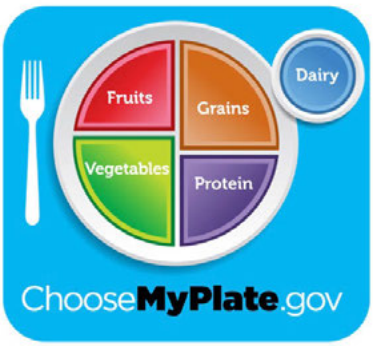
This dramatic change in size happens due to water being drawn out during the cooking process.

Don't Be Confused: Density vs. Nutrient Density

You may have heard the term "nutrient-dense" when referring to a food item that is generally recognized as being a healthier option. The nutrient density of a food is the proportion of nutrients within that given food.

Foods that are considered nutrient-dense are in all five food groups and include:

- Brightly colored fruits and 100% fruit juice
- Vibrantly colored vegetables
- Whole grain, fortified, and fiber-rich grain foods
- Low-fat and fat-free milk, cheese, and yogurt
- Lean meats, poultry, fish, eggs, beans, and nuts



Test your knowledge! Take our Nutrition Facts Label quiz!

Food A

Nutrition Facts

Serving Size 1/2 cup (121g)
Servings Per Container 3.5

Amount Per Serving

Calories 35

	% Daily Values*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 25mg	**1%**
Potassium 230mg	**7%**
Total Carbohydrate 7g	**2%**
Dietary Fiber 2g	**8%**
Sugars 3g	
Protein 1g	**2%**

Vitamin A 8% • Vitamin C 20%
Calcium 4% • Iron 4%
Vitamin E 6% • Manganese 6%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Food B

Nutrition Facts

Serving Size 1/2 cup (123g)
Servings Per Container 3.5

Amount Per Serving

Calories 30

	% Daily Values*
Total Fat 0g	**0%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 280mg	**12%**
Potassium 260mg	**7%**
Total Carbohydrate 6g	**2%**
Dietary Fiber 2g	**8%**
Sugars 3g	
Protein 1g	**2%**

Vitamin A 2% • Vitamin C 6%
Calcium 2% • Iron 4%
Vitamin E 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

1. Which food has more calories per serving?
    a. Food A
    b. Food B
    c. They are the same
    d. There is no way to tell

2. If someone ate the entire package of Food B, they would be eating…
    a. 30 calories
    b. 35 calories
    c. 60 calories
    d. 105 calories

3. Which food has more dietary fiber per serving?
    a. Food A
    b. Food B
    c. They are the same
    d. There is no way to tell

4. Which food has a larger portion size?
    a. Food A
    b. Food B
    c. They are the same
    d. There is no way to tell

The Results are In!

If you got all four right:
You are a Nutrition Facts Label reading pro! You know how to use serving sizes to make informed choices. Keep getting out there and learning more!

If you got two or three right:
You're on the right track! Try finding the information you missed in other pages of this newsletter to become a Nutrition Facts Label master!

If you got one or less right:
It just means you have more opportunities to learn. Read through the newsletter again.

Check your answers at the bottom of the page!

1. a; 2. d; 3. c; 4. d

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