EDUCATOR SUPPORT CENTER

TRAINING ACTIVITIES SCRIPT & WORKSHEETS

Follow the text on the Training Activities PowerPoint deck and refer to this script at the following points:

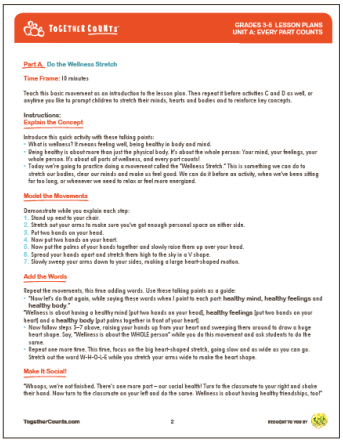
Slides 8–10

Activity A. Do the Wellness Stretch

[This is adapted from the activity found in Unit 1: Every Part Counts for Grades K–2]

Instructions:
Follow the instructions on slides 8–10. Demonstrate the "Wellness Stretch" while you explain the movements. Do it a few times and then say:

"Whoops, we're not finished. There's one more part – our social health! Turn to the teacher to your right and shake their hand. Now turn to the classmate on your left and do the same. Wellness is about having **healthy friendships**, too!"



Wellness Stretch

Slide 11

Activity B. Categorize & Connect

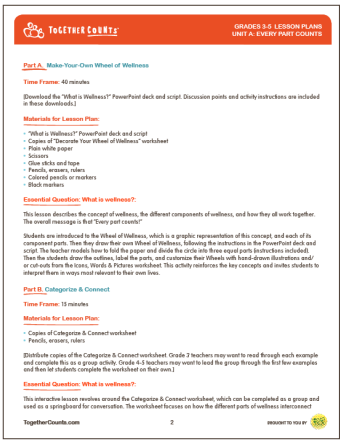
[This is adapted from the activity found in Unit 1: Every Part Counts for Grades 3–5]

This interactive lesson revolves around the "Categorize & Connect" worksheet, which can be completed as a group and used as a springboard for conversation. The worksheet focuses on how the different parts of wellness interconnect and impact one another. It reinforces concepts learned in the Wheel of Wellness activity and encourages critical thinking.

[Distribute copies of the "Categorize & Connect" worksheet.]

Talking Points:
We've talked about the three different parts of wellness. Now we're going to talk about how they're all connected.

Here are the instructions:
1. Read each example in the list of activities on this worksheet.
2. Decide which wellness category it belongs to: Physical (P), Social (S) or Mental & Emotional (M&E) health.



Categorize & Connect

3. Put a check in the correct column next to each example.
4. Then draw a line to connect the example to the category you chose.
5. Then ask yourself, Could it fit in more than one category? If so, then add another X and draw another line.

Here's an example to get us thinking: Walking your dog is **physical** but it can also be **social** if you do it with a friend or speak with neighbors you meet along the way. It can also fit into **mental & emotional** when you walk to boost your mood or to clear your head after doing homework in a difficult subject.

Let's do the first one or two together.
- The example is "playing tag." Where does that activity belong?
- Physical? Yes. It involves running around, which is good for your physical health.
- Where else? It can also go in social, since you play tag with other people. It's a way to learn cooperation and, maybe more importantly, to have fun!

[Let teachers complete more examples on their own. Then ask for volunteers to tell the group which ones they put where. For each answer, ask for a show of hands to see how many people did the same.]

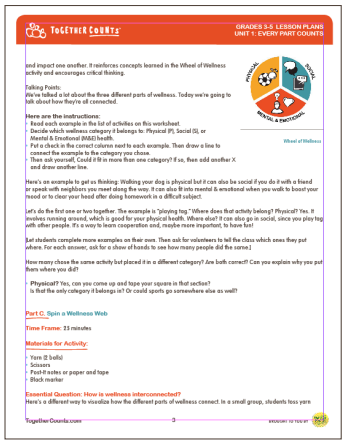
How many chose the same activity but placed it in a different category? Are both correct? Can you explain why you put them where you did?

Slides 12–14

Activity C. Spin a Wellness Web

[This is adapted from the activity found in Unit 1: Every Part Counts for Grades 3–5]

Here's a different way to visualize how the different parts of wellness connect. In a small group, we'll toss yarn back and forth to connect different categories. With each toss, you'll be asked to articulate how one part affects the other(s). Then, in the large group, the rules are relaxed, and we'll simply toss the yarn ball from group to group to spin a web. This is the "social" part and should be fun!


TOGETHER COUNTS™ GRADES 3-5 LESSON PLANS UNIT 1: EVERY PART COUNTS

and impact one another. It reinforces concepts learned in the Wheel of Wellness activity and encourages critical thinking.

Talking Points:
We've talked a lot about the three different parts of wellness. Today we're going to talk about how they're all connected.

Here are the instructions:
- Read each example in the list of activities on this worksheet.
- Decide which wellness category it belongs to: Physical (P), Social (S), or Mental & Emotional (M&E) health.
- Put a check in the correct column next to each example. Then draw a line to connect the example to the category you chose.
- Then ask yourself, Could it fit in more than one category? If so, then add another X and draw another line.

Here's an example to get us thinking: Walking your dog is physical but it can also be social if you do it with a friend or speak with neighbors you meet along the way. It can also fit into mental & emotional when you walk to boost your mood or to clear your head after doing homework in a difficult subject.

Let's do the first one or two together. The example is "playing tag." Where does that activity belong? Physical? Yes. It involves running around, which is good for your physical health. Where else? It can also go in social, since you play tag with other people. It's a way to learn cooperation and, maybe more important, to have fun!

[Let students complete more examples on their own. Then ask for volunteers to tell the class which ones they put where. For each answer, ask for a show of hands to see how many people did the same.]

How many chose the same activity but placed it in a different category? Are both correct? Can you explain why you put them where you did?

- Physical? Yes, can you come up and tape your square in that section? Is that the only category it belongs in? Or could sports go somewhere else as well?

Part C. Spin a Wellness Web

Time Frame: 25 minutes

Materials for Activity:

- Yarn (2 balls)
- Scissors
- Post-it notes or paper and tape
- Black marker

Essential Question: How is wellness interconnected?
Here's a different way to visualize how the different parts of wellness connect. In a small group, students toss yarn

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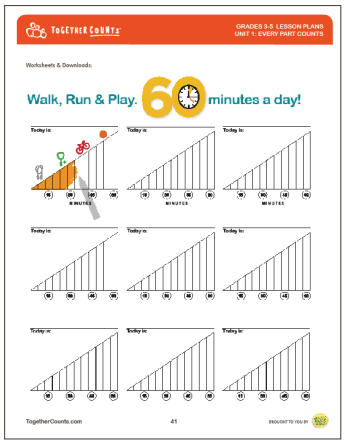
Spin a Wellness Web

Materials for activity:
- Yarn (2 balls)
- Scissors
- Post-It notes or paper and tape
- Black marker

Talking Points:
[Write on the board: "Wellness Is Interconnected!"]
- Today we're going to divide into three groups to represent the three parts of wellness: the P group for Physical, the S group for Social, and the M&E group for Mental and Emotional. [Divide the class into groups.]
- Start by making a label with your group's letter to wear on your shirt. Use a Post-It note or a scrap of recycled paper, draw the letter with a marker, and then tape it onto your shirt to make sure it doesn't fall off.
- First, I'll need some volunteers, one from each wellness category, to come to the front of the class to help with a demonstration. In this activity, you're going to toss the yarn ball from person to person to spin a web. We'll start with some small group webs and then do a big web with the whole class. Here are the instructions:

Demonstration: Mini-Web Activity

(Includes Example #1: Being active for 60 minutes a day)



60 minutes a day

1. When you catch the yarn ball, unwind a bit of yarn on the end [like this much] and wrap it around your finger loosely, like this [demonstrate].
2. Then, using your other hand, toss the yarn ball to the next person I call out.
3. That person wraps some yarn around their finger, then throws it to the next person.
4. I'm going to name an activity, and then you're going to tell me which category you think it belongs in. Think: Where would you place it on your Wheel of Wellness?
5. Here's example #1: Being physically active for 60 minutes a day. Where does this example belong?
6. Answer: Physical? Yes, it could go in the Physical Health category. Regular physical activity has a positive effect on our physical health. So, I'll throw it to "P." **[Throw yarn ball to P team member.]**
7. Where else could it go? Let me read this to give us a clue: Vigorous physical activity is good for your muscles, your bones and your heart and lungs. Also, kids who are physically active at least 60 minutes each day sleep better. More sleep means they're more alert and do better in school. They're also better able to handle stress and emotional challenges — like studying for a test.
8. Answer: The Mental & Emotional Health category? Yes! [**Instruct P team member to throw yarn ball to M&E team member.]** Explain: Regular physical activity has a positive effect on our mental & emotional health. It helps relieve stress, it burns energy, and clears your head. It also gives you a boost of energy to improve your mood. Where else could the yarn go?
9. Answer: Social? Yes, if you spend that time playing with others, it's a social activity. **[Instruct M&E team member to throw yarn ball to S team member.]** Explain: What are some examples? Playing tag or running around on the playground, going to a gymnastics class, swim lesson or sports practice — those are all social activities. Learning teamwork, cooperation, playing with friends and having fun all have a positive effect on our social health.

[Based on time and interest level, you may ask for two more groups of volunteers to demonstrate the next two examples. Or, move on to the whole-class web activity.]

Example #2: Drinking enough water every day. Where does this example belong?
Tell me where to throw the yarn first! [Let the participants lead the way.]

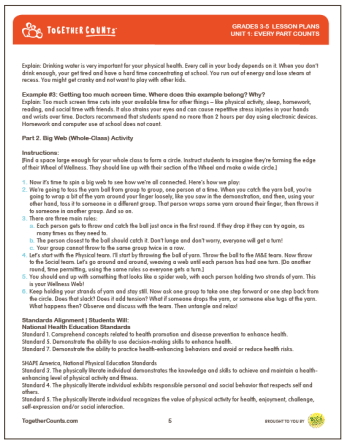
Explain: Drinking water is very important for your physical health. Every cell in your body depends on it. When you don't drink enough, your get tired and have a hard time concentrating at school. You run out of energy and lose steam at recess. You might get cranky and not want to play with other kids.

Example #3: Getting too much screen time. Where does this example belong? Why?
Explain: Too much screen time cuts into your available time for other things – like physical activity, sleep, homework, reading, and social time with friends. It also strains your eyes and can cause repetitive stress injuries in your hands and wrists over time. Doctors recommend that students spend no more than 2 hours per day using electronic devices. Homework and computer use at school does not count.

Slides 15–16

Whole-Class Activity. Make a Big Web

[This is adapted from the activity found in Unit 1: Every Part Counts for Grades 3–5]



Make a Big Web

Instructions:

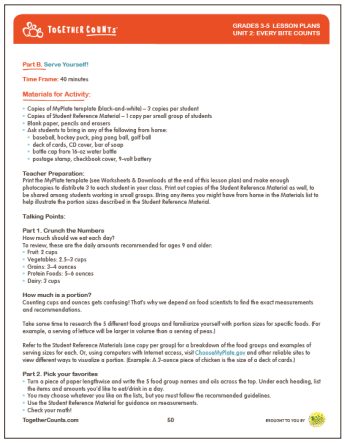
[Find a space large enough for your whole group to form a circle. Instruct participants to imagine they're forming the edge of their Wheel of Wellness. They should line up with their section of the Wheel and make a wide circle.]

1. Now it's time to spin a big web to see how we're all connected. Here's how we play:
2. We're going to toss the yarn ball from group to group, one person at a time. When you catch the yarn ball, you're going to wrap a bit of the yarn around your finger loosely, like you saw in the demonstration, and then, using your other hand, toss it to someone in a different group. That person wraps some yarn around their finger, then throws it to someone in another group. And so on.
3. There are three main rules:
   a. Each person gets to throw and catch the ball just once in the first round. If they drop it they can try again, as many times as they need to.
   b. The person closest to the ball should catch it. Don't lunge and don't worry, everyone will get a turn!
   c. Your group cannot throw to the same group twice in a row.
4. Let's start with the Physical team. I'll start by throwing the ball of yarn. Throw the ball to the M&E team. Now throw to the Social team. Let's go around and around, weaving a web until each person has had one turn. [Do another round, time permitting, using the same rules so everyone gets a turn.]
5. You should end up with something that looks like a spider web, with each person holding two strands of yarn. This is your Wellness Web!
6. Keep holding your strands of yarn, and stay still. Now ask one group to take one step forward or one step back from the circle. Does that slack? Does it add tension? What if someone drops the yarn, or someone else tugs at the yarn. What happens then? Observe and discuss with the team. Then untangle and relax!

Slides 17–20

Activity D. Serve Yourself!

[This is adapted from the activity found in Unit 2: Every Bite Counts for Grades 3–5]



Serve Yourself!

Materials for Activity:

- Copies of MyPlate template (black-and-white) – 3 copies per teacher
- Copies of Student Reference Material – 1 copy per small group of teachers
- Blank paper, pencils and erasers
- (Optional): Trainers can bring in any of the following from home:
  - baseball, hockey puck, ping pong ball, golf ball
  - deck of cards, CD cover, bar of soap
  - bottle cap from 16-oz water bottle
  - postage stamp, checkbook cover, 9-volt battery

Preparation:

Print the MyPlate template (see Worksheets & Downloads at the end of this lesson plan) and make enough photocopies to distribute 3 to each participant. Print out copies of the Student Reference Material as well, to be shared among teachers working in small groups. Bring any items you might have from home in the Materials list to help illustrate the portion sizes described in the Student Reference Material.

Talking Points:

Part 1. Crunch the Numbers

This is a lesson from the "Every Bite Counts" section of the curriculum for grades 3–5. We're going to do this exercise using the recommended daily amounts for children of this age group (ages 9 and up). If you'd like to do some meal planning for yourself at home, you can find the recommended daily amounts for men and women online at choosemyplate.gov.

If you teach a younger age group, you can find the recommended daily amounts for them there as well.

How much should students eat each day?

To review, these are the daily amounts recommended for **ages 9 and older**:

- Fruit: 2 cups
- Vegetables: 2.5–3 cups
- Grains: 3–4 ounces
- Protein Foods: 5–6 ounces
- Dairy: 3 cups

How much is a portion?

Counting cups and ounces gets confusing! That's why we depend on food scientists to find the exact measurements and recommendations.

Take some time to research the 5 different food groups and familiarize yourself with portion sizes for specific foods. (For example, a serving of lettuce will be larger in volume than a serving of peas.)

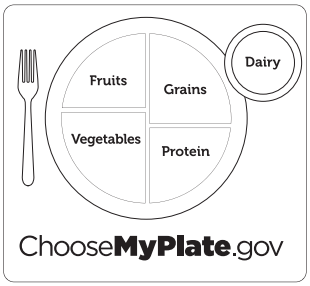
Refer to the Student Reference Materials (one copy per group) for a breakdown of the food groups and examples of serving sizes for each. Or, using computers with Internet access, visit ChooseMyPlate.gov and other reliable sites to view different ways to visualize a portion. (Example: A 3-ounce piece of chicken is the size of a deck of cards.)

Part 2. Pick your favorites

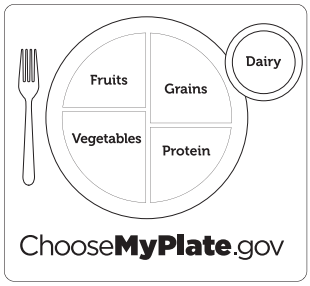
- Turn a piece of paper lengthwise and write the 5 food group names and oils across the top. Under each heading, list the items and amounts you'd like to eat/drink in a day.
- You may choose whatever you like on the lists, but you must follow the recommended guidelines.
- Use the Student Reference Material for guidance on measurements.
- Check your math!

Discuss: Was it hard to find enough things you like to fill each food group? Which was the easiest to fill? Would you want to eat this daily menu every day for a week or do you think you'd get bored of eating the same things every day?

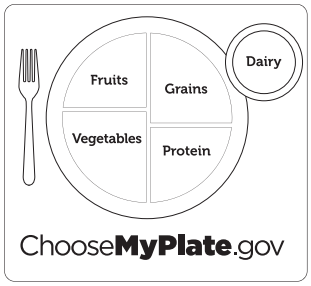
Part 3. Plan the Perfect Meal



Breakfast



Lunch



Dinner

Instructions:

1. Put on your Nutritionist hat and plan a perfectly balanced day of balanced meals. Spread them out over three full meals: Breakfast, Lunch and Dinner.
2. Use the Student Reference Materials or online research to calculate sizes and portions of each food type.
3. Use the MyPlate templates to write down the selected foods and portions in the correct places.
4. Double-check your math to make sure you've written down the right size portions and that all food and drink servings add up to the total recommended quantities. Show your math problem-solving work on a separate sheet of paper.

Discussion Points:

When everyone is finished, ask them to sit back and reflect. Time permitting, ask for three volunteers to describe their Breakfast, Lunch or Dinner menu plan.

Then ask for general feedback:
Raise your hand if this looks like a typical day's worth of meals. Does this look like what you ate yesterday? Raise your hand if you think it would be easy to eat a diet like this every day. Raise your hand if you think it would be hard.

Let's write a title at the top of your Daily Meal Plan: "A Perfect Day"

This means you've all created a perfectly balanced meal plan. But here's an important thing to remember: Nobody's perfect!

Some days we might be in more of a rush. Other days we might not have the right foods at home. Some days we might make a poor choice. So, what can we do to fix it? We can look at the big picture and make up for it over the week. Ask for some examples and provide some yourself.

Part 4. Key Points to Remember

Continue the conversation about food choices and meal planning by offering these 4 key points. [These are displayed on slides 18–20 of the PowerPoint deck.]

- **Look at the big picture.**
  It's the eating pattern that matters, not just the choices you make on one particular day. What's an eating pattern? The combination of all the foods and beverages a person eats and drinks over time.
- **Strive for Five.**
  Eat a mix of foods across all food groups. Choose foods and beverages from all 5 food groups — vegetables, fruits, grains, dairy, and protein foods — not just 1 or 2 of them.
- **Mix it up!**
  Eat a mix of foods within each food group. For example, each week try eating several types of vegetables, including dark green, red and orange, starchy ones, legumes, and others. Switch up the protein foods you eat, too — for example, consider fish, black beans, and peanut butter, not just lean meats and poultry.

- **Aim for balance and moderation.**
  Try to eat and drink the right amounts for you. How many calories you need to eat depends on your age, gender, height, weight, and how active you are. Use the MyPlate Plan at www.choosemyplate.gov/GetMyPlan to find a plan that is right for you.

Here's a quiz question:
You've finished your lunch and a friend offers to share a cookie with you. What do you do?
a. Say, "No, thanks."
b. Throw away your apple and eat the cookie instead.
c. Say, "Yes, please," then eat your apple AND share the cookie.

If you answered c, that's perfectly fine! Healthy eating is all about balance. As long as most of your meals include whole grains, vegetables, fruits and low-fat dairy foods, plus some lean meats, fish, poultry and beans, there is room for a few occasional treats.

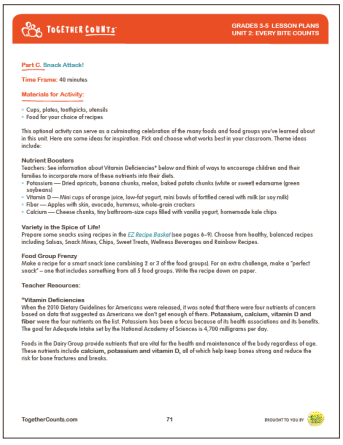
Slide 21

Snack Attack! Recipes for Snack Session

(based on "Every Bite Counts" curriculum for grades 3–5)

Materials for Activity:
- Cups, plates, toothpicks, utensils
- Food for your choice of recipes

This optional activity serves as a culminating celebration of the many foods and food groups students learn about in the Every Bite Counts unit. Here are some ideas for inspiration. Pick and choose what works best for your group. Theme ideas include: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Part C: Snack Attack!

Time Frame: 40 minutes

Materials for Activity:

- Cups, plates, toothpicks, utensils
- Food for your choice of recipes

This optional activity can serve as a culminating celebration of the many foods and food groups you've learned about in this unit. Here are some ideas for inspiration. Pick and choose what works best in your classroom. Theme ideas include:

Nutrient Boosters
Teachers: See information about Vitamin Deficiencies* below and think of ways to encourage children and their families to incorporate more of these nutrients into their diets.
- Potassium — Dried apricots, banana chunks, melon, baked potato chunks (white or sweet) edamame (green soybeans)
- Vitamin D — Mini cups of orange juice, low-fat yogurt, mini bowls of fortified cereal with milk (or soy milk)
- Fiber — Apples with skin, avocado, hummus, whole-grain crackers
- Calcium — Cheese chunks, tiny bathroom-size cups filled with vanilla yogurt, homemade kale chips

Variety is the Spice of Life!
Prepare some snacks using recipes in the EZ Recipe Basket (see pages 6–9). Choose from healthy, balanced recipes including Salsas, Snack Mixes, Chips, Sweet Treats, Wellness Beverages and Rainbow Recipes.

Food Group Frenzy
Make a recipe for a smart snack (one combining 2 or 3 of the food groups). For an extra challenge, make a "perfect snack" – one that includes something from all 5 food groups. Write the recipe down on paper.

Teacher Resources:

*Vitamin Deficiencies
When the 2010 Dietary Guidelines for Americans were released, it was noted that there were four nutrients of concern based on data that suggested as Americans we don't get enough of them. Potassium, calcium, vitamin D and fiber were the four nutrients on the list. Potassium has been a focus because of its health associations and its benefits. The goal for Adequate Intake set by the National Academy of Sciences is 4,700 milligrams per day.

Foods in the Dairy Group provide nutrients that are vital for the health and maintenance of the body regardless of age. These nutrients include calcium, potassium and vitamin D, all of which help keep bones strong and reduce the risk for bone fractures and breaks.

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Snack Attack!

Food Group Frenzy
Make a recipe for a smart snack (one combining 2 or 3 of the food groups). For an extra challenge, make a "perfect snack" – one that includes something from all 5 food groups.

Fruits in All Forms
Fresh, frozen, canned and dried are all fine! Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

Drive home this point by trying samples of fruit in three or all four forms. For example:
- Orange segments or slices, canned mandarin oranges, dried apricots and cups of orange juice
- Dried banana chips, fresh banana chunks, canned pineapple chunks, orange juice blended with frozen bananas
- Smoothie made with frozen orange juice concentrate with water and frozen strawberries, peaches or mangoes

Nutrient Boosters
Teachers: See information about Vitamin Deficiencies* below and think of ways to encourage children and their families to incorporate more of these nutrients into their diets.
- Potassium — Dried apricots, banana chunks, melon, baked potato chunks (white or sweet) edamame (green soybeans)
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Foods in the Dairy Group provide nutrients that are vital for the health and maintenance of the body regardless of age. These nutrients include **calcium, potassium and vitamin D**, all of which help keep bones strong and reduce the risk for bone fractures and breaks.

Slides 22–24
Read the slides to present a general overview of the "Every Move Counts" unit.

Slides 25–31
[Optional: Before you begin Desk Exercises, you may have your group engage in a one-minute "activity burst" by running in place. Participants can have the option of marching in place for all or some of the minutes if they have difficulty.]

Follow the instructions on the slides and model these movements as participants follow along. Do them as many times as you like.

Slides 32–35
Use these suggested questions as prompts to reflect on learning and to share insights and ideas as a group.

WORKSHEET – Unit 1 – Grades 3-5

Name: _____

Categorize & Connect

1. Categorize: Place each activity into at least one category. Put a check mark on the line under P (Physical), S (Social) and/or M/E (Mental & Emotional).
2. Connect: Then draw a line to connect the activity to each category where you think it belongs. Example: Yoga could be both Physical and Mental & Emotional, as it promotes wellness in both of those categories.

P	S	M/E	ACTIVITY
☐	☐	☐	Playing tag
☐	☐	☐	Drinking water
☐	☐	☐	Doing yoga
☐	☐	☐	Eating a balanced diet
☐	☐	☐	Writing in a journal
☐	☐	☐	Eating fruits & vegetables
☐	☐	☐	Getting enough sleep
☐	☐	☐	Wearing a bike helmet
☐	☐	☐	Doodling or drawing
☐	☐	☐	Wearing a seat belt
☐	☐	☐	Brushing your teeth
☐	☐	☐	Showering/bathing
☐	☐	☐	Playing sports
☐	☐	☐	Deep breathing
☐	☐	☐	Dancing
☐	☐	☐	Using social media
☐	☐	☐	Joining a club
☐	☐	☐	Going to the doctor
☐	☐	☐	Talking to a teacher about bullying
☐	☐	☐	Apologizing to a friend
☐	☐	☐	Walking your dog
☐	☐	☐	Playing video games
☐	☐	☐	Playing dance/fitness video games
☐	☐	☐	Washing your hands
☐	☐	☐	Walking to school with a friend
☐	☐	☐	_____
☐	☐	☐	_____
☐	☐	☐	_____

CATEGORY

PHYSICAL WELLNESS

SOCIAL WELLNESS

MENTAL & EMOTIONAL WELLNESS

3. Now write three examples of your own, one for each category, on the blank lines above.

Teacher Reference Materials:

Portion Sizes – Cups and Ounces Equivalents
Examples: 1 slice of bread = 1 ounce-equivalent grains,
¼ cup of raisins = ½ cup-equivalent fruit
A 3-ounce piece of chicken is the size of a deck of cards

Fruit Group
1 medium bunch of grapes (about 50 grapes) = 1½ cup-equivalent
¼ cup of raisins = ½ cup-equivalent fruit
1 small apple counts as 1 cup-equivalent
1 snack container of applesauce (4oz) = ½ cup-equivalent fruit
1 large banana = 1 cup-equivalent
8 large strawberries = 1 cup-equivalent
1 small orange counts as ½ cup-equivalent
½ cup of 100% orange juice (4 fluid ounces) counts as ½ cup-equivalent

Vegetable Group
6 baby carrots or 1 medium carrot = ½ cup-equivalent (Red and Orange subgroup)
1 large stalk of celery = ½ cup-equivalent (Other Vegetables subgroup)
1 small ear of corn (6" long) = ½ cup-equivalent (Starchy subgroup)
1 large baked sweet potato = 1 cup-equivalent (Red and Orange subgroup)
1 medium baked or boiled potato = 1 cup-equivalent (Starchy subgroup)
1 cup of baby spinach (raw) = ½ cup-equivalent (Dark-Green subgroup)
1 cup of romaine lettuce = ½ cup-equivalent (Dark-Green subgroup)
1 cup of iceberg lettuce = ½ cup-equivalent (Other Vegetables subgroup)
½ cup of pinto beans (cooked) = ½ cup-equivalent (Beans and Peas subgroup*)

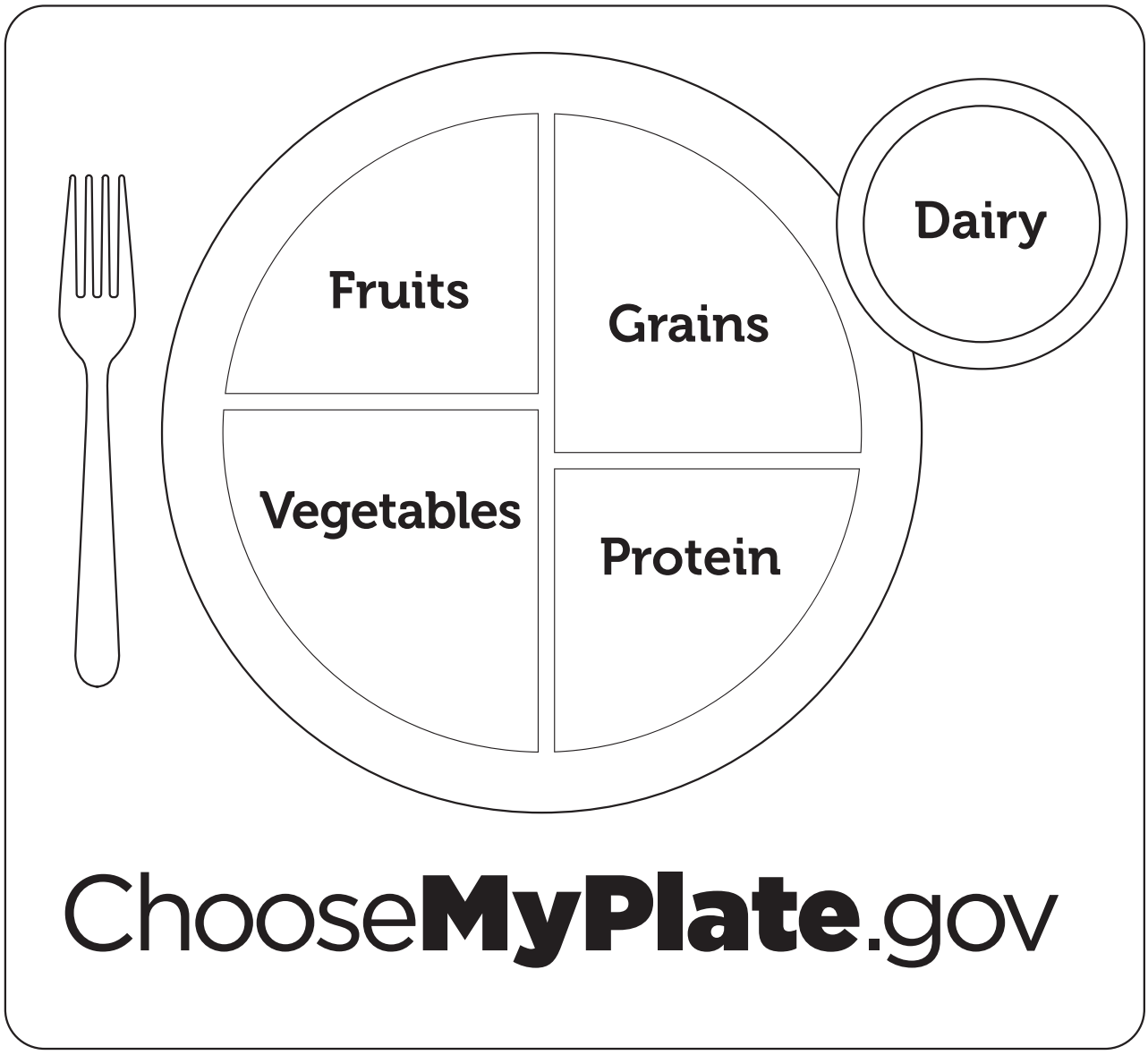
Grains Group
1 slice of 100% whole wheat bread = 1 ounce-equivalent (Whole Grains subgroup)
1 flour tortilla (8" diameter) = 2 ounce-equivalents (Refined Grains subgroup*)
½ large bagel = 2 ounce-equivalents (Refined Grains subgroup*)
1 large muffin = 3 ounce-equivalents (Refined Grains subgroup*)
2 whole-grain waffles = 2 ounce-equivalents (Whole Grains subgroup)
1 cup of cooked macaroni, noodles or pasta = 2 ounce-equivalents (Refined Grains subgroup*)
1 sandwich roll (2½ ounces) = 2½ ounce-equivalents (Refined Grains subgroup*)
1 piece of cornbread (2½" by 2½") = 2 ounce-equivalents (Refined Grains subgroup*)
3 cups of popcorn = 1 ounce-equivalent (Whole Grains subgroup)
5 whole wheat crackers = 1 ounce-equivalent (Whole Grains subgroup)
7 saltine crackers = 1 ounce-equivalent (Refined Grains subgroup*)
½ cup of oatmeal (cooked) = 1 ounce-equivalent (Whole Grains subgroup)
1 cup of whole wheat cereal flakes = 1 ounce-equivalent (Whole Grains subgroup)
1 cup of corn flakes = 1 ounce-equivalent (Refined Grains subgroup*)
½ cup portion of cooked brown rice = 1 ounce-equivalent grains (Whole Grains subgroup)
1 cup of white rice (cooked) = 2 ounce-equivalents (Refined Grains subgroup*)

Dairy Group
1 cup of yogurt (made with milk or soymilk) = 1 cup-equivalent dairy
1 snack size container of yogurt (4 ounces) = ½ cup-equivalent dairy
1½ ounces portion of cheddar cheese = 1 cup-equivalent dairy
1 cup frozen yogurt = 1 cup milk
1 slice of processed cheese = 1/3 cup milk

Protein Foods Group
1 large egg = 1 ounce-equivalent protein foods
2 tablespoon of peanut butter = 2 ounce-equivalents protein foods
1 ounce portion of walnuts = 2 ounce-equivalents protein foods
½ cup portion of black beans = 2 ounce-equivalents protein foods
4 ounce portion of pork = 4 ounce-equivalents protein foods

Food	Portion Size	About the Size of...
Grains Group		
Bread	1 ounce or 1 regular slice	CD cover
Dry cereal	1 ounce or 1 cup	Baseball
Cooked cereal, rice or pasta	1 ounce or ½ cup	½ baseball
Pancake or waffle	1 ounce or 1 small piece (6 inches)	CD
Bagel, hamburger bun	1 ounce or ½ piece	Hockey puck
Cornbread	1 piece	Bar of soap
Fruits Group		
Orange, apple, pear	1 small fruit (2½ inches in diameter)	Tennis ball
Raisins	¼ cup	Golf ball
Vegetables Group		
Baked potato	1 medium	Computer mouse
Vegetables, chopped or salad	1 cup	Baseball
Dairy Group		
Fat-free or low-fat milk or yogurt	1 cup	Baseball
Cheese	1½ ounces natural cheese or 2 ounces processed cheese	9-volt battery
Frozen yogurt	½ cup	½ baseball
Protein Foods Group		
Lean beef or poultry	3 ounces	Deck of cards
Grilled or baked fish	3 ounces	Checkbook
Peanut butter	2 tablespoons	Ping-pong ball
Oils		
Margarine	1 teaspoon	Standard postage stamp
Oil or salad dressing	1 teaspoon	Standard cap on a 16-ounce water bottle

Source: Academy of Nutrition and Dietetics
https://www.eatright.org/food/nutrition/dietary-guidelines-and-myplate/kids-and-portion-control



USDA Center for Nutrition Policy and Promotion

https://choosemyplate-prod.azureedge.net/sites/default/files/audiences/ coloringSheet.pdf

MyPlate Coloring Page – B/W version