

Ohio SNAP-Ed Adult & Teen Programs Keep Your Portions Under Control!

Task Topic:	MyPlate
Task Title:	Keep Your Portions Under Control!
Teaching Message(s):	<input checked="" type="checkbox"/> Use food labels to make better choices. <input checked="" type="checkbox"/> Use a smaller plate at mealtime to help with portion control.
Resources:	Adapted from <i>ChooseMyPlate.gov</i> , <i>Your Heart Your Life (NHLBI)</i> , National Dairy Council

Objectives for the Task:

1. Explain the difference between a portion and a serving.
2. Practice measuring servings as a means for portion control.

Materials Needed for the Task (including Handouts):

- Set of 5 “Portion Distortion” station cards, printed on card stock (choose 5 of the 10 options available)
- Small dinner plate (7” size), 4-oz. bowl, and 8-oz. clear plastic cup
- Large dinner plate (9” or larger), 8-oz. bowl, and 16-oz. clear plastic cup
- ½ gallon apple or orange juice
- Liquid measuring cup
- Ready-to-eat cereal with ¾-cup serving size
- Dry measuring cups
- Fact Sheet – Portion Size Matters
- Fact Sheet– Seven Ways to Size Up Your Servings

General Materials List:

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|--------------------|--------------------------------|---------------|
| • Flip chart paper | • Post-it notes | • Index cards |
| • Thought box | • Markers | • Pens |
| • Highlighters | • Masking tape | • Name tags |
| • VOICE principles | • Participant evaluation forms | |

Preparation:

- Set up five stations with Portion Distortion station cards around the room

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by



research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).

- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.
- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

Transition:

Last time we met, we learned about Who would like to share about their experiences related to ...?

Today, we are going to learn about controlling our portion sizes of the foods we eat. Controlling portions is just one side of the energy balance equation; the other side involves physical activity, to use the energy we eat and drink from foods and beverages. We begin each of our SNAP-Ed programs with some physical activity, so let's start today with some gentle stretching. *Lead participants through a series of simple stretching exercises, about 3-5 different kinds. Remind participants that participation in the exercises is voluntary.*

Physical activity guidelines can be found at the following websites:

- Office of Disease Prevention and Health Promotion: www.health.gov/paguidelines/
- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President's Council on Fitness, Sports, and Nutrition: www.fitness.gov/behavioral-physical-activity-guidelines-for-Americans/

Anchor

Around the room I have set up 5 stations, each showing an example of how portions have gotten bigger over time. Working in small groups, visit each station and discuss the differences in portion sizes shown at each station.

What surprises you about the increase in portion sizes? What other foods come in larger portions today compared to in the past? Considering what we discussed earlier balancing food and activity, why are big portions a problem?

Add

We began today's program with a brief discussion about balancing calories by controlling our portions and by increasing our physical activity. Paying attention to how much food we eat in one sitting – a portion – can help with weight management. This is especially true when how much we eat is balanced out by how much we use through movement and other daily activities. This doesn't mean we have to give up eating our favorite foods, but eating smaller meals and less food overall can help us manage our weight.

It's important to note the difference between a portion and a serving. A serving is the amount of food recommended on the food package. It appears on the Nutrition Facts label. A portion is how much you actually eat – how much you put on your plate, in your bowl, or in your cup.



(Remember, a lot of drinks have calories too.) If we want to control how much we eat, our portions need to be similar to the serving size suggested on the food label. For example, if you're having a snack, check the serving size and measure out your portion into a bowl rather than eating straight from the container.

Pass out a copy of the Fact Sheet – Portion Size Matters to each participant.

This fact sheet contains some useful information about portion sizes and how much portions have increased over the past few decades.

Another easy way to help with portion control is to use smaller serving dishes. When we use large bowls, plates, or glasses, we tend to want to fill them up. However, doing this usually leads to eating larger portions.

Hold up 7-inch and 9-inch plates for participants to see.

A standard dinner plate such as this 9-inch one holds almost a quarter more food than a smaller, salad-size plate, like this 7-inch one. Many restaurants serve meals on 13" size plates – enough for two people! Research has shown that people report feeling fuller after eating food served on a small plate than when served the same amount of food on a larger plate.

Apply

Let's take this concept one step further by comparing portions to servings, and observing the effect that using large bowls, plates, or glasses has on how much we portion out.

Invite a participant to pour one serving of juice (8 oz.) into a 16-oz. cup, using a liquid measuring cup.

This is what one cup of juice looks like in a common plastic cup. It's easy to see how we can pour two or three times this amount without meaning to do so when we drink out of large cups. However, simply using a smaller cup will help you to control portion sizes of your drinks.

Pour juice into smaller plastic cup and show to participants.

The smaller glass almost looks like it is holding more juice because there is less empty space.

For the next exercise, I'll need two volunteers. The first volunteer will pour a bowl of cereal into the large bowl we have sitting on the table. Don't look at the serving size, just pour what you would consider a normal bowl of cereal.

The second volunteer will use the measuring cups to measure how much cereal was poured in the bowl and compare it with the serving size listed on the food label.

Discuss how many servings of cereal were poured in the bowl. Bring out smaller bowl and



pour contents of larger bowl into smaller one to show the visual difference.

See how much easier it would be to control your portion size when using a small bowl? You can barely fit more than a serving in the small bowl!

What are your questions or comments about portion sizes and serving sizes?

Away

Pass out a copy of the Fact Sheet – Seven Ways to Size Up Your Servings to each participant to read at home.

Think about a way you can adjust your serving sizes this week. Check the serving size of snacks before you start eating them, use measuring cups when serving meals, or use the information on the fact sheet I passed out.

Facilitator's Notes:

Answers for the "Anchor" portion distortion cards:

Pizza: 850 calories (2 large slices)	Bagel: 350 calories (6-inch diameter)
Cheeseburger: 590 calories	Coffee: 350 calories (16 ounces)
Spaghetti: 1,025 calories (2 cups pasta, 3 Large meatballs)	Muffin: 500 calories (4 ounces)
Popcorn: 630 calories (11 cups)	Chicken stir fry: 865 calories (4.5 cups)
Soda: 250 calories (20 ounces)	French fries: 610 calories (6.9 ounces)

Facilitator's Checklist:

- ☐ Have I gathered all of the pertinent materials needed for the lesson?
- ☐ Did I spend the requisite amount of time covering each targeted message?
- ☐ Did I apply the principles of adult learning to my program?
- ☐ Did I create a comfortable and functional learning atmosphere?
- ☐ Did I fill out a Program Log with the necessary program information?
- ☐ Did I ensure that all participants signed the sign-in sheet?
- ☐ Did I read the survey instrument out loud to the participants?
- ☐ Did I collect all requisite survey instruments needed for today's lesson?

