

Session 4B

Time: 1 hour

Registration

Supplies:

- Registration forms
- Text/Email Registration forms
- Consent forms
- Physical Activity Assessments
- Name tags

Welcome Supplies:

- Participant workbook for each participant to bring each class
- Pens or pencils for each participant

Supplies:

- Nutrition Facts Poster
- Dry macaroni noodles, packing peanuts or another nonedible item that can represent food
- 1 serving bowl per group
- 1 large plate per group
- 1 1/2-cup dry measuring cup per group
- 16 ounce glass
- Easel
- Different sized bowls, plates and glasses (paper or glass)



Leader's Guide Key

Spoken Text = Black text

Instructions = *Green and italicized* ← !

Questions = Blue text ← ?

Portion Distortion

For each group, place a large serving bowl with dry macaroni noodles or packing peanuts on their table. ← !

Provide one large plate for each group.

1) Divide into groups of 3-4 individuals.

As a group, place the amount of noodles you would eat at a meal.

Have each group show their portions. ← !

Are they the same? Different?

What criteria did each group use to determine a serving?

In your group, guess the size of a serving of pasta.

Do you think the portion on your plate is equal to the standard serving size? ← ?

If not, how many servings do you think are on your group's plate?

Let the group discuss. ← !

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The standard serving size for pasta is 1/2 cup. I will provide a 1/2-cup measuring cup to each group. Measure how many pasta servings you “served up”. Take some time to measure your serving size and compare to your portion size.

Allow time to measure and analyze.



- How many are shocked by the serving size of your food? 
- Who wants to share some of the thoughts from their group about portion sizes and serving sizes?

2) The noodles you put in the bowl is a portion. Portion is the amount you CHOOSE to eat at a meal. There is no right or wrong portion size. What each group just poured is an example of a portion. Each of you had a different portion that you chose.

A serving is a standard amount. It is used to provide guidance about how much to eat and to identify calories and nutrients in food. **A serving is used on the Nutrition Facts Label.**

Often a portion and a serving are not the same amount. Many of our portions equal many servings. Let us look at an example.

Take a moment in your group and each share an example in your own life where you know the portions are too big.

It is important to know the serving sizes of the foods you eat to help determine if you are eating a balanced diet. As portion size has increased over the last 30 years, the average American is consuming more calories. Since portion sizes at meals are increasing, the number of servings per day of certain foods is also growing. Many people eat many more servings per day than are recommended. In addition, many of these increased portions are food that is high in fat, calories and sugar.



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A great way to learn the serving size of a specific food is to read the Nutrition Facts Label. All of the information on the label is based on the serving size indicated on the label. If you eat 2 or 3 times the serving size for that food, you have to increase all of the values (calories, fat, etc) by that amount.

- **What are your questions?**



Another way to learn about serving sizes is to train your eye. Flip to the Train Your Eye handout in your participant materials. This page gives some examples of serving sizes for various foods. The value of training your eye is that often what we think of as a “portion” is very different than the standard “serving size” for that same food. A sandwich is often viewed as “1 serving” in our minds since it is one sandwich. But the two pieces of bread equal at least 2 servings of grain foods (maybe even more depending on the size of the bread or roll being used).

Go over the various objects on the Train Your Eye handout and the serving sizes for the food each represents.

Remember, these are servings and not portions. You can eat a piece of meat at dinner larger than a deck of cards (3 ounces), but remember the total number of servings needed per day.

- **What are your questions?**



Many people wonder how many servings they should eat each day. Look at the “Try Different Choices within Each Food Group” page in your participant materials. This chart is just a guide and is based on MyPlate. The number of servings can vary depending on your lifestyle, genetics and if you are trying to lose, gain or maintain your current weight.



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Listen as I describe some tricks that can help you control your portions while still enjoying the food you love. They are listed on page 33 of your participant materials.

- **Use smaller plates, bowls, glasses** – The size of the dishes we use has grown dramatically in recent years. If you use a really large bowl for your ice cream, there is a pretty good chance you will fill the bowl. But, if you use a coffee mug or small bowl, your portion will more closely resemble the serving size of 1/2 of a cup!

Show different plate sizes and bowls to give examples of smaller and extra large varieties.



- **Put reasonable portions on your plate rather than eating “family style.”**
- **Serve plates in the kitchen before sitting down, versus having the bowls of food on the table.** People tend to serve larger amounts and eat seconds and thirds when the food is in front of them.
- **Measure a serving rather than eating from bags and containers of food.** It is difficult to judge how much to eat and when to stop when eating directly from the container.
- **Store food in single-serving containers** – Use these containers to divide food for lunches or snacks so they are already premeasured and easy to grab and eat.
- **Beware of super sizing** – Avoid super sizing food no matter how tempting or great the values. Choose the regular sizes or even save some money by ordering the children's size. The children's items are what used to be “regular” serving sizes for adults in many fast food restaurants. Don't hesitate to ask for the lunch menu items (smaller), children's menu or senior menu when at a restaurant.
- **Eat only half** – If you are dining out and the portions are large, eat only half. You can take the other half home for lunch or split the meal with someone else.

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- **Beware of all-you-can eat buffets** – Buffets are considered good values and people enjoy the variety of food while saving money. They may be a good value to your pocket book, but often they are bad for the waistline. It is hard to control how much you eat at a buffet. There are so many options that even a small taste of each item can end up swelling your meal to beyond super size portions.
- **Eat regular meals** – Skipping meals might seem like a wonderful way to maintain weight, but studies show that it does just the opposite. When people skip a meal, they usually consume much larger amounts of food at the next meal or snack. The extra amount consumed usually is much greater than what the skipped meal would have been. Remember Energy In = Energy Out.

Discuss with your group methods that would work for each of you in controlling your portions.

- Do any of the methods of the list fit into your life? ← ?
 - Will you do anything differently after hearing the different tricks?
 - Share with your group methods you use to control portions that are not on the list.
- Allow a few moments to discuss.* ← !
- Who would like to share items discussed within their group?

Remember to use the Nutrition Facts Label and train your eyes to recognize a serving. These are two valuable tools to avoid “Portion Distortion.”

3) Take a moment to think about what you will do differently in the upcoming week to control portion size. Write down your goal on the “Next week I will” sticky notes. Post the sticky note somewhere to remind you of your goal.

I invite someone to share your goal with the group.

continue to “Scouting Physical Activity” >



Scouting Physical Activity in Your Community

Supplies:

- Prepared list of community resources
- Maps

Prepare a list of community walking resources prior to the program. Resources for walking include hiking trails, walking paths, community centers, tracks, parks and the mall or other indoor walking locations. Include other relevant places within the community. If possible, include directions, phone numbers, public transportation information, etc. for each location.

1) Divide into groups of 3-4 people.

Share with each other your favorite places to walk and why. We'll hear some examples in a couple of minutes.

- Who would like to share your favorite place to walk?



2) Finding different places to walk in your neighborhood or community can help make your walks enjoyable. Often, due to time, you can only walk near your home, but having a special place to walk on the weekends can help keep you energized.

If you walk in your neighborhood, try to walk different routes to keep from getting bored. Walk your route in reverse. Walk to a park. Walk around a park.

Locate indoor places to walk when the weather is cold, raining, snowing or excessively hot. Know where community centers with tracks, malls or other indoor facilities, such as community colleges or schools, are. Find places that are well lit if you walk in the evening. Is there a community center open in the evening or a well-lit track in your area?

It is fun to explore and learn about your community. Think about taking your children or other family members to new and different places. Weekend outings to walk can



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become events for the whole family.

We have heard about a number of places where each of you enjoys walking. Here is a list of other community sites that you can explore while walking your way to health.

- Are any of these near your home? Your school? Your job? Your relatives?
- Are there places in your community where you can be physically active that do not involve walking?
- What are your questions?



3) On the list of places of community sites provided, add any places that were mentioned at the beginning of the session by your fellow group members. Star places where you would like to walk. Circle the place that you will try to visit in the next couple of days/weeks. Post this list at home to remind yourself of the places within your community where you can enjoy a nice, long walk!

Find a partner (or two).

In your group, decide who will be the “reporter.” That person will “interview” the others in their group. The reporter is going to ask the others about their greatest successes in WalkWays and their advice to others who are about to start the program. Switch roles.

Move around to do the interviews. Go on a walk! Share your successes and your advice.

Who would like to share some of the successes of your group? Who would like to share the advice your group generated?



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Closing:

This is the last session of WalkWays. It was great to see each of you this week. Before you leave, please take a few minutes to complete the Physical Activity Assessment.

Remember the different goals that you set for yourself for the upcoming weeks.

- 1. WALK!** Wear your pedometer and log your steps. Each week, the goal is 500 steps more per day than the previous week. The health recommendation is 10,000 steps per day. Once you reach 10,000 steps per day, find ways to maintain that level of walking in your life. Take a look at your logbook from the beginning of WalkWays and at the steps you have taken towards success. Continue walking and taking steps toward a healthier you!
- 2. Take your pulse.** Occasionally sit back and relax and find your resting pulse. During or after a brisk walk, take your pulse. Refer back to your participant materials to make sure your target heart rate is within the recommended range.
- 3. Post your “Next week I will” sticky note with your portion control goal on your refrigerator.** Keep an eye on portions and remember the tips to control your portions.
- 4. Enjoy walking in the new place you identified.**

Every extra step you take is a step towards health!

- **Are there any questions before we end this session?**



Thank you so much for participating and completing WalkWays. I hope you continue logging steps and striving for 10,000 each day. Remember that 10,000 steps is equal to the recommended 30 minutes of physical activity each day. Good luck with continued success taking a step towards a healthier you!

Walking Information for Maryland

1. Maryland State Parks by County

Provides a list of all counties and links to each state park within those counties.
<http://www.mdarchives.state.md.us/msa/mdmanual/01glance/html/parks.html>

2. Rails to Trails

Can search for all Rails to Trails in the state of Maryland.
<http://www.traillink.com/>

3. Maryland Atlas of Greenways, Water Trails and Green Infrastructure.

Provides a list of all trails in each county in Maryland.
<http://www.dnr.state.md.us/greenways/introduction.html>