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## NE LESSON CODE GN-000-16

### *Fit Families: Portion Awareness*

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#### LESSON DESCRIPTION

In this video and activity lesson, class participants will learn about appropriate portion sizes of various foods, explore ways to control or limit portions (both at home and while eating out), and discuss portion recommendations for kids.

#### OBJECTIVES

After attending this class, participants will be able to state at least one specific strategy they'll use to *control* or *limit* portions,

- at home,
- at the grocery store, or
- while eating out.

#### MATERIALS NEEDED

- Television and DVD player
- DVD: *Fit Families – Portion Awareness (Las porciones correctas)*, stock number DV0007, Produced by Texas Department of State Health Services, Nutrition Services Section, English - 6:47 and Spanish – 7:52
- Handout: *Size up Your Portions (¿Cuánto acostumbra a comer?)* attached, make copies as needed.
- Pencils for everyone in the class
- Optional, *Nutrition Facts labels*, can be used as handouts or illustrations with optional demonstrations, attached, make copies as needed.
- Table or counter in front of class for displaying and measuring foods

#### Note About New Lesson Survey Forms:

The first few times a new lesson is presented, staff and participants need to complete the survey forms attached at the end of this lesson. Please note that the *Staff Survey Form* is different from the *Participant Survey Form*. Please mail 30 completed *Participant Surveys* to:

Delores Preece  
Texas Department of State Health Services  
Nutrition Services Section  
1100 W. 49<sup>th</sup> St  
Austin, TX 78756

## TEACHING PREPARATION

- Make copies of *Sizing up Your Portions* handout.
- Read through the lesson.
- Gather materials, utensils, etc. for the milk and juice demonstrations as well as any other optional portion demonstrations you choose to do.
- The milk and juice demonstrations will be most effective if you use real milk and real WIC juice. However, if this is prohibitive, feel free to fill the milk carton with powdered milk or water and the juice container with water colored with food coloring or plain water.
- Arrange foods and measuring utensils on the table in the order that you'll be using them, starting with the milk and juice demonstrations. (Suggestion: group items for each demonstration together on plastic trays, placemats, or pieces of paper labeled with the name of the portion demonstration on it. Better yet, make copies of the instructions for each portion demonstration, cut them out, and put each description with its tray of materials.)
- Arrange on table in front of class:
  - Milk Demonstration**
    - Milk carton
    - Clear or semi-clear pitcher or container (that doesn't indicate ounces) that will hold at least 3 cups of milk or water
    - Measuring cup to measure 16 ounces of liquid
    - Water or milk (at least 24 ounces)
  - Juice Demonstration**
    - A large bottle of WIC juice, can be filled with either juice or water
    - One large unmarked cup (clear or semi-clear) that will hold at least 9 ounces
    - 1-cup clear measuring cup to measure 6 ounces
    - One large sippy cup that will hold at least 8-10 ounces of liquid
  - Optional Demonstrations**
    - Foods, packages, and measuring utensils for any portion demonstrations you intend to do (refer to descriptions of each demo to see what items you need).

## ICEBREAKER

Introduce yourself and say something like: **Today's lesson is about portion awareness. We're going to watch a video, but first let's see what your portion habits are currently like.** Hand out pencils and quiz entitled *Size Up Your Portion Habits*.

**Let's do this quiz together. I'll read the questions out loud. And don't worry – there are no right or wrong answers. It's just something to get you thinking about your own portion habits.** Read each question followed by the answer choices. Generate comments/input from participants as you go through the quiz.

1. How often do you Valuesize, Supersize, Megasize or “whatever-size” your burgers, sodas or fries?
  - a) always
  - b) sometimes
  - c) never

Generate comments, like: **It’s amazing how just a little extra change can buy so much more food at fast food restaurants. But do you really need those supersized portions?**

2. When you eat a packaged snack or dessert (like chips, crackers, cookies, or ice cream) do you usually:
  - a) take out what you want and then put the package away.
  - b) take out what you want, but leave the package out, in case you want more.
  - c) eat straight out of the package, sometimes until nothing is left.

Generate or offer comments, like: **It can be so tempting to just sit down with a whole bag of chips, right? But that makes it really hard to control how much you eat.**

3. How often do you read the label on food packages to see what the serving size is?
  - a) usually
  - b) sometimes
  - c) never
  - d) I didn’t know they put that information on the label!

**It’s right here at the top.** Hold up a food package to show the *Nutrition Facts label* and read the serving size information.

4. How often do you check the label to see how many calories are in a serving”?
  - a) usually
  - b) sometimes
  - c) never
  - d) you mean they put that on the label, too?

**That’s here, too.** Read the information on calories per serving using the same food package.

5. When you go to the movies, what size popcorn do you get?
  - a) the biggest tub they have!
  - b) a medium size
  - c) the smallest size they have
  - d) I don’t buy food at the movies

**If you get the smaller size or none at all, you’re doing yourself a favor. In fact, researchers found that people who ate their movie popcorn out of a big bucket ate 45% more popcorn compared to those who ate it out of a medium-size container. In other words, when we see more food in front of us, we tend to eat more.**

## VIDEO INTRODUCTION

Say something like, **Now let's watch the video about portion awareness. While you're watching, listen for any new ideas or tips that you think will work for you and your family, and be ready to share what you learned.** Show the video.

## CLASS DISCUSSION/ACTIVITIES

Introduce discussion:

- Say something like: **Why should we pay attention to portion sizes?** Possible responses include:
  - Larger portions have more calories.
  - People tend to eat more when they see more food on their plates.
  - Eating smaller portions can help you lose weight.
- Confirm responses. **That's right – we tend to 'eat with our eyes' instead of our appetites. In other words, the amount we eat often depends on how much food we see on our plates. Scientific studies have shown that when people are unknowingly served larger portions, they eat more. And if we constantly eat larger portions, we gain weight.**
- **So being aware of your portions is one key to a healthy weight. By the end of class today, you should know how to eat smart-size portions rather than super-size portions. Let's start by brainstorming some ways to control portions.**

Discuss portion awareness while eating out:

- Say something like: **First, let's talk about eating away from home. Restaurant portions and fast food portions are huge these days. And remember, when we're served larger portions, we eat more. What suggestions do you have for 'downsizing' your portions when you eat out?** Prompt participants to share some of the following responses:
  - Don't supersize your meals (unless you're going to share it).
  - Order a kiddie meal.
  - In restaurants, ask for a "to-go" box at the beginning of the meal and pack half of it up as soon as the meal is served.
  - At dinner, ask if it's possible to order a lunch-sized portion.
  - Avoid all-you-can-eat buffets (they're a portion control nightmare).

Discuss limiting portion sizes for kids:

- **Now let's talk about kid-size servings. The video talked about serving smaller food portions to young children. Why is that important? Why not just give them a whole apple or a whole piece of chicken?** Prompt participants to share some of the following responses:
  - They get full quickly because they're stomachs are small.
  - By serving smaller portions, you're helping to teach them about appropriate serving sizes and not overeating.
  - Some kids weigh a lot for their age and height, so smaller portions will help to slow down their rate of weight gain. (Note: Kids should never lose weight; instead we want them to slow down on their weight gain while they grow taller.)

Milk Demonstration - Discuss limiting milk for kids:

- **Also the video said parents should keep an eye on how much milk and juice kids drink. Milk is such an important food - why do we need to limit the amount of milk kids drink?** Correct answer: Some kids fill up on *too much* milk and then they don't eat enough of the other good foods they need.
- **What's the suggested limit on milk for kids?** (Correct answer: **16 ounces per day.**) Ask a volunteer or two to come up and have them each pour 16 ounces of milk/milk substitute from a milk carton into a pitcher or container (one that doesn't indicate ounces). Then bring out a measuring cup to see how close they came to 16 ounces. If desired, repeat with another volunteer.
- Then adjust amount in measuring cup to show participants what 16 ounces actually looks like. **This is what 16 ounces - or two cups - of milk looks like. When you divide this up into several small glasses of milk during the day, it should be plenty.**
- **How do you find out how much milk your kids are drinking?** (Wait for/prompt responses.) **That's right – measure it! Pour 2 cups of milk into a small pitcher or container at the beginning of the day, then see how much your child drinks throughout the day. And if you find he's drinking too much, serve him smaller portions of milk or give him water with some of his meals.**

Juice Demonstration - Discuss limiting juice for kids:

- **Why should parents limit the amount of juice kids drink?** Correct responses include:
  - Too much juice will take the place of other foods that kids need to eat.
  - Juice is high in sugar, so it can cause cavities if kids sip on it all day.
  - Too much sugar from too much fruit juice can cause diarrhea and bloating.
  - Kids who drink large amounts of juice every day can gain extra weight.
- **Who remembers the limit on juice for kids?** (Correct answer: 4 to 6 ounces per day). Ask a volunteer to come up and pour 6 ounces of juice/juice substitute from a large juice bottle or pitcher into a cup that holds at least 9 ounces (one that's not marked). Then bring out a measuring cup to see how close they came to 6 ounces. If desired, repeat with another volunteer

Adjust the amount in the measuring cup so that it's holding 6 ounces of juice. Then say something like: **This is 6 ounces, which is plenty of juice for kids. And you can divide this in half, and make two smaller portions of juice for a young child.**

- **Unfortunately, many parents are in the habit of doing this** Fill a large sippy cup with about 8 to 10 ounces of juice to show what the larger portion looks like in comparison. **Not only is this too much juice, but kids tend to take sippy cups with them wherever they go and sip on juice all day long. The sugar in the juice can lead to cavities, diarrhea, and excess weight gain from too many extra calories. Also, when kids fill up on too much juice, they don't eat other healthy foods they need.**
- **The fact is *kids don't need fruit juice at all.* They're better off eating real fruit. But if they really enjoy juice, then a total of 4 to 6 ounces of juice during the day is fine. Be sure to choose 100% juice fortified with vitamin C.**
- **It's best to think of juice as something to drink just once or twice a day with snacks or meals – kids shouldn't sip on juice all day long. Also, keep in mind that sippy cups are meant to be training cups. It's best to switch kids over to small plastic cups once they can drink without spilling. And if you do use sippy cups as travel cups, only put water in them.**

\*Important!! Discuss giving water to kids, but not to young infants\*:

- **Which leads us to the next point. Instead of giving so much milk and juice, what's the best thing for kids to drink when they're thirsty?** Correct Response: Water.
- **Right! Active preschoolers and older kids can have plenty of water during the day. **\*\*But infants don't need extra water.\*\*** Ask, who has a baby less than 1 year of age and make sure they get this message. Say something like: **Babies get all the water they need from breastmilk or formula. Giving too much water to infants, especially young infants, can be dangerous. Infants *younger* than 6 months old should only drink breastmilk or formula. Infants *older* than 6 months can have small amounts of water during the day, but no more than 4 to 8 ounces a day.** If participants have questions about giving water to infants, advise them to talk with the baby's doctor. Then say something like, **So we've talked about beverages for kids and eating out. What about controlling portions at home? Does anyone have any ideas about how to keep portion sizes under control at home?** Prompt responses such as:
  - Use smaller plates and bowls.
  - Discourage extra helpings. Instead of putting all the extra food you cook on the table, keep it on the stove or kitchen counter where you're less likely to get seconds (unless it's something like steamed vegetables. Keep those out to encourage everyone to take a second helping!)
  - Try serving yourself only half or two-thirds of what you normally eat.
  - Drink lots of water before and during the meal and eat slowly.
  - Become more aware of how much you're eating by measuring out portions.**

Continue on with any optional portion demonstrations from the following list or to the *Wrap-up/Evaluation* section. These demos are designed to increase participants' portion awareness and give them practice reading labels and measuring serving sizes. Other foods that make interesting examples include salad dressing, mayonnaise, peanuts, cheese, cooked pasta, rice, chips, crackers, frozen pizza, etc.)

## OPTIONAL PORTION DEMONSTRATIONS

**Portion Demo #1: Peanut Butter Portions** (items needed: peanut butter, measuring spoon, spatula, knife for spreading, 2 slices of bread)

Say something like: **Peanut butter is good for you – it has plenty of protein, and the fat in peanut butter is a good type of fat. But peanut butter has a lot of calories, so if you love peanut butter, it's important to keep an eye on how much you use.**

Say something like: Show 2 tablespoons of peanut butter on a small plate. Explain that it's a standard 2-tablespoon serving of peanut butter, which has about 190 calories. Have a volunteer (preferably a peanut butter lover) use the pre-measured peanut butter to spread their "usual" amount of peanut butter on one or two pieces of bread, as if they making a sandwich for themselves. How much did they use? Was 2 tablespoons too much? Or do they need more?

**This is a great little experiment to do at home with other things that you spread, pour, or sprinkle on top of foods, like cream cheese, mayonnaise, salad dressing, gravy, grated cheese, bacon bits, and nuts. First measure out a standard serving, then spread, pour, or sprinkle the food as you normally would. Then compare what you normally use to a standard serving.**

Ask questions to prompt input from participants regarding peanut butter and ways to use it. Ask participants for ideas on ways to control portions (ex: pre-measure 1 or 2 tablespoons before you use it; make the most of it by spreading it on foods like apples, bananas, and celery; DON'T eat it by the spoonful straight out of the jar; spread it on thin; mix it with plain yogurt or a little honey for a thin spread or dip.)

OPTION: You can adapt the above demo to other foods like mayonnaise on bread/hamburger bun, or salad dressing on top of a medium size salad.

**Portion Demo #2: Sizing Up Tortillas** (Items needed: two or three packages of flour tortillas of different sizes; ex: 5½ inch and 7½ inch sizes. Ideally, try to get the same brand and type of tortillas (ex: all flour) so the only difference is size.

Say something like: **Who eats tortillas on a regular basis? Have you ever noticed how many different sizes of tortillas there are to choose from?** Choose volunteers to help you. Have them hold up full packages of different size tortillas and read the name of each type (i.e., fajita size, homestyle, soft taco size, etc.). Ask volunteers to take out a single tortilla from each package and have them read the serving size and calorie information for each. (Option: Create table tents with calorie and size information for each size of tortilla).

Ask questions to generate discussion: **If you ate the smaller size tortilla with a meal, do you think you'd satisfy your appetite just as much as if you ate a larger one? Do they look different in size?** Collect all the packages of tortillas. Have volunteers show only one size tortilla to see if participants can tell which size it is. Use a flip chart to write or draw the different sizes of tortillas and the calories for each size. Ask which size they think would be the best choice. Then say something like: **If you buy the smaller tortillas instead of the larger varieties, you'll still get to enjoy a whole tortilla with your meal, but you'll save calories. If you eat tortillas routinely, the savings adds up over time. Also, if you use the smaller tortillas, you'll scoop less beans, chicken, and cheese into them, so you'll cut down on your portion sizes of those foods as well!**

**The same holds true for other types of bread, rolls and buns. And since foods like bread and tortillas are so common in our diet, it's good to be aware of the portion sizes that you eat.**

**Portion Demo #3: Muffin Mania** (items needed: a good example of an average size commercially-made muffin in a package that has a Nutrition Facts label. Make sure the label indicates a serving size is half of a muffin.)

Remove muffin from package and show it to participants (without showing or reading the label). Ask questions to generate discussion: **How many servings is this muffin?** (Many people will probably assume that one muffin is one serving.) **How many calories do you think are in the whole muffin? How many say 200 calories? 300 calories? 350 calories? 400 calories? Do you think muffins are low in fat or high in fat? How many grams of fat do you think are in this muffin? Just guess.**

Then read or have a participant read the label for information on serving size, calories and fat. Help participants do the math to determine calories and fat in entire muffin (Note: most commercially produced muffins are very high in fat and calories, similar to cakes and doughnuts). Then say something like: **It's important to read labels very carefully and always check the serving size. Too often, people only read the calorie and fat information without checking the serving information because they think they know what the serving size is.**

Ask participants for ideas on ways to control muffin portions, such as choosing mini-muffins, or better yet, making homemade muffins that are lower in fat and calories.

**Portion Demo #4: Pint-Size Ice Cream** (items needed: empty pint size carton of ice cream and ½ cup measuring cup, food model of ½ cup serving of ice cream if available, attached *Nutrition Facts label*, to be used at your discretion)

Show a pint size carton of ice cream and ask how many servings are in the carton. Say something like: **How many people say there's just one serving in this carton? Two servings? How about three servings? Does anyone think there are four servings in this carton?** Pause for answers/comments. (Correct answer: 4 servings per container.)

Have a participant read the serving size, servings per container, and calorie and fat information on the attached *Nutrition Facts label* or on the container label. Show ½ cup ice cream food model or ½ cup measuring cup. **A ½ cup serving is a nice moderate-size serving. So, if you buy pint-size cartons, remember to enjoy it on four different days, or perhaps share it with three of your closest friends.** Ask questions to generate discussion: **Why would people think that it's only two servings per container? Because we're used to double-scoop and triple-scoop servings of ice cream. How many calories would be in a 1-cup serving?** Help participants do the math.

Ask participants, for ideas on ways to control ice cream portions, such as using small bowls, not eating it straight from the carton, buying single serving ice cream cups or ice cream bars, making the most of ice cream by eating it with strawberries, banana, peaches, etc.

OPTION: If you have a freezer available in or near the classroom, you can use a full pint size carton that contains ice cream and have an ice cream scoop handy. Ask a participant to measure out their usual serving of ice cream and then compare it to a standard ½ cup serving. Ask a participant to measure out their usual serving size of ice cream and then compare it to a standard ½ cup serving. For multiple classes, keep a pre-measured portion already in a bowl stored in a nearby freezer.

**Portion Demo #5: Microwave Popcorn:** (items needed: 3 or 4 bags of microwave popcorn, 1 bag of popped popcorn, still in bag (or fill an empty popcorn bag with Styrofoam mailing peanuts to simulate popcorn), a large plastic bowl, attached *Nutrition Facts label* can be used at your discretion)

Say something like: Ask questions to generate discussion: **Because, we're used to double-scoop and triple scoop servings of ice cream? Help participants do the math.**

Ask participants for ideas on ways to control ice cream portions, such as using small bowls, not eating it straight from the carton, buying single serving ice cream cups or ice cream bars, making the most of ice cream by eating it with strawberries, banana, peaches, etc.

**Popcorn can be a good snack, especially if it's "light" popcorn, AND if you eat a moderate serving. But for some reason, we've been conditioned to eat HUGE servings of popcorn! Many people can easily eat an entire bag of microwave popcorn, which is like to sitting down with an open bag of chips and diving in.**

Hold up a bag of unpopped microwave popcorn and ask participants how many servings it will make (correct answer: about 2 ½ servings). Pass out several bags of unpopped popcorn and have participants read the serving size, calorie, and fat information out loud.

Then show what one bag of popped popcorn looks like (pour one bag's worth of popped popcorn into large bowl or clear bag or container). Ask questions to generate discussion: **Does anyone share their popcorn with 1½ other people? Does anyone ever pour it out of the bag and eat just a single serving?** Next, measure out a single serving of popped popcorn (about 3 to 4 cups) to show what it looks like (or ask a participant to do this). Ask if it looks like a reasonable size serving. Ask if participants have any suggestions for controlling portion sizes of popcorn.

**Portion Demo #6: Breakfast Cereal and Milk:** (items needed: bowl, measuring cups, healthy breakfast cereal, attached *Nutrition Facts* label can be used at your discretion.)

Ask how many people eat breakfast cereal. Then ask how many people have ever measured their usual portion of breakfast cereal. Say something like: **With some foods, the goal isn't necessarily to cut back on portions, but to simply be more aware of how much you're eating. Sometimes, people need to know if they're eating enough of a certain food (especially if they are underweight).**

**For example, it's certainly reasonable to enjoy one and a half servings of a healthy breakfast cereal and work that into your total intake for the day. But many people simply don't know how much - or how little – breakfast cereal they eat.** Ask a participant (preferably a breakfast cereal lover) to pour herself a bowl of cereal that's similar to the amount of cereal she eats at home. Ask her to check the label for serving size and calories information and read this to the class. Then have her use measuring cups to see how much cereal she used. Ask questions to encourage discussion like: How many think they eat more than one serving of breakfast cereal?

## WRAP-UP/EVALUATION QUESTION

Summarize the class by saying something like: **Today we discussed ways to become more aware of the portions we eat, and ways to control portions.**

**At this point, I want you to think of at least one portion control strategy that you're going to try this week. For example, maybe you're a huge fan of ice cream and you eat it all the time. It would be a good idea to compare your regular ice cream serving to the standard  $\frac{1}{2}$  cup serving to see just how much you're eating. Or maybe you are going to start comparing your portion sizes to the ones listed on the *Nutrition Facts Label*. Or maybe you want to change your family's Sunday routine of going to an all-you-can eat buffet. Or maybe you're wondering if your 4-year-old drinks too much juice.**

**After you decide on at least one portion control strategy, I'd like you to write it down on the back of your quiz. Then pair up with the person next to you and tell them about what you plan to do. It doesn't have to be anything involved, but by telling another person what you plan to do, you'll be more likely to follow through.**

Give participants several minutes to share their ideas with each other. When they're done, thank participants for coming to the class.

## **Size-up Your Portion Habits!**

1. How often do you Valuesize, Supersize, Megasize, or “whatever-size” your burgers, sodas or fries?
  - a) always
  - b) sometimes
  - c) never
  
2. When you eat a packaged snack or dessert (like chips, crackers, cookies, or ice cream) do you usually:
  - a) take out what you want and then put the package away.
  - b) take out what you want, but leave the package out, just in case.
  - c) eat straight out of the package, sometimes until nothing is left.
  
3. How often do you read the label on food packages to see what the serving size is?
  - a) usually
  - b) sometimes
  - c) never
  - d) I didn't know they put that information on the label!
  
4. How often do you check the label to see how many calories are in a serving?
  - a) usually
  - b) sometimes
  - c) never
  - d) you mean they put that on the label, too?
  
5. When you go to the movies, what size popcorn do you get?
  - a) the biggest tub they have!
  - b) a medium size
  - c) the smallest size they have
  - d) I don't buy food at the movie

I pint Chocolate Ice Cream

# NUTRITION FACTS

**Serving Size ½ cup (66g)**

**Servings Per Container**

**Amount per Serving**

**Calories 143**

**Calories from Fat 64**

**% Daily Value\***

**Total Fat 7g 11%**

**Saturated Fat 4g 22%**

**Cholesterol 22mg 7%**

**Sodium 50mg 2%**

**Total Carbohydrate 19g 6%**

**Dietary Fiber 1g 3%**

**Sugars 17g**

**Protein 3g**

Vitamin A 5%

Vitamin C 1%

Calcium 7%

Iron 3%

Percent Daily Values are based on a 2,000 calorie diet.  
Your daily value 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	2,400mg	2,400mg
Total Carbohydrate		300g	375
Dietary Fiber		25g	30g

The amounts listed in the *Amount per Serving* section, refer to a ½ cup serving size.

If you eat half of the container, all the amounts should be doubled.

For example:

- **Calories 286**
- **Fat 14g**
- **Cholesterol 44mg**
- Calcium 14%

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If you eat the whole container, all the amounts should be quadrupled!

For example:

- **Calories 572**
- **Fat 28g**
- **Cholesterol 88mg**
- Calcium 28%

Breakfast Cereal

# NUTRITION FACTS

**Serving Size 1¼ cup (31g)**  
**Servings Per Container 12**

**Amount per Serving**  
**Calories 17**      **Calories from Fat 3**

**% Daily Value\***

|                               |            |
|-------------------------------|------------|
| <b>Total Fat</b> 0g           | <b>0%</b>  |
| <b>Saturated Fat</b> 0g       | <b>1%</b>  |
| <b>Cholesterol</b> 0mg        | <b>0%</b>  |
| <b>Sodium</b> 292mg           | <b>12%</b> |
| <b>Total Carbohydrate</b> 27g | <b>9%</b>  |
| Dietary Fiber 0g              | <b>1%</b>  |
| Sugars 2g                     |            |
| <b>Protein</b> 2g             |            |

Vitamin A 10%      Vitamin C 10%  
 Calcium 10%      Iron 52%

Percent Daily Values are based on a 2,000 calorie diet.  
 Your daily value 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 | 2,400mg | 2,400mg |
| Total Carbohydrate |           | 300g    | 375     |
| Dietary Fiber      |           | 25g     | 30g     |

The amounts listed in the **Amount per Serving** section, refer to a 1¼ cup serving size without milk.

If you eat 2 bowls this size, all the amounts should be doubled.

For example:

- **Calories 234**
- **Fat 0g**
- **Sodium 584mg**
- Vitamin A 10%
- Iron 104%

1.0 ounce bag (33g) Microwave Popcorn

# NUTRITION FACTS

**Serving Size 3 cups (33g)**  
**Servings Per Bag 1**

**Amount per Serving**  
**Calories 180**      **Calories from Fat 96**

**% Daily Value\***

**Total Fat 11g**      **18%**

**Saturated Fat 3g**      **9%**

**Cholesterol 0mg**      **0%**

**Sodium 270mg**      **11%**

**Total Carbohydrate 18g**      **6%**

Dietary Fiber 3g      **9%**

Sugars 0g

**Protein 3g**

Vitamin A 0%      Vitamin C 0%

Calcium 0%      Iron 3%

Percent Daily Values are based on a 2,000 calorie diet.  
 Your daily value 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 |          | 2,400mg | 2,400mg |
| Total Carbohydrate |           |          | 300g    | 375     |
| Dietary Fiber      |           |          | 25g     | 30g     |

The amounts listed in the **Amount per Serving** section, refer to 3 cups of popped popcorn.

This is a mini-bag, about 1.0 to 1.5 oz bag). If you eat an entire big bag (3 or 3.5 ounce bag), all the amounts should be tripled or more.

For example:

- **Calories 540**
- **Fat 33g**
- **Sodium 810mg**

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Popcorn *Nutrition Fact* labels can be very confusing. The label may tell you how much fat, calories, sodium, etc. are in 1 cup, but the bag may have 3, 4, 5, 6, or more cups in it. Pay attention to how many cups you are eating, 3 to 4 cups is a good, moderate serving size.

Also, watch out for popcorn with lots of butter, sodium, or sweet coatings.

**NE LESSON CODE GN-000-16**  
***Fit Families: Portion Awareness***  
**Staff Survey**

LA# \_\_\_\_\_

Date \_\_\_\_\_

1. Was the lesson easy to read and follow?

Yes     No

2. Did you like the video included with this lesson?

Yes     No

3. Did you like the activity included with this lesson?

Yes     No

4. What did you like best about this class? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

5. What would make the class better? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. How well did participants respond to the class? Participation was (check one)

Good                       Negative                        
Indifferent

7. Do you plan to use this lesson again?

Yes     No

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Thanks for your comments!***

**NE LESSON CODE GN-000-16**  
***Fit Families: Portion Awareness***  
**Participant Survey**

LA# \_\_\_\_\_  
\_\_\_\_\_

DATE

**1. My ethnic group is:**

\_\_\_ White                      \_\_\_ Asian                      \_\_\_ Hispanic  
\_\_\_ Native American        \_\_\_ African American        \_\_\_ Other

**2. How much did you like this class?**

A lot  
 A little  
 Not at all

**3. What change do you plan to make to your own eating habits? \_\_\_\_\_**

\_\_\_\_\_  
\_\_\_\_\_

**4. What change do you plan to make to your family's eating habits? \_\_\_\_\_**

\_\_\_\_\_  
\_\_\_\_\_

**5. What is the most useful thing you learned from the class today? \_\_\_\_\_**

\_\_\_\_\_  
\_\_\_\_\_

**6. What would make this class better for you? \_\_\_\_\_**

\_\_\_\_\_  
\_\_\_\_\_

**7. Comments:**

\_\_\_\_\_  
\_\_\_\_\_

*Thank you for your answers*