

# Lesson 5 – Gentle Nutrition



## Goals and Objectives:

1. Learn skills to judge portion sizes in relation to recommended serving sizes.
2. Increase understanding of important nutrition concepts including moderation, variety and balance.

## Handouts:

- Audience Notes (*create from Lesson 5 Slides*)
- How Big is BIG? (*handout 5:1, print front to back, cut in half*)
- Restaurant Cards (*handout 5:2, print on card stock, cut apart, offer some of each to participants*)
- What's on Your Plate? From [choosemyplate.gov](http://choosemyplate.gov) (*handout from other source*)
- OYOL Labels (*Lesson 5 handouts folder*)
- Quick Thoughts (*Lesson 5 handouts folder*)

## Materials:

- Sign-in Sheet
- Name Tags
- How Big is BIG Kit (*see Facilitator Background in Lesson 5 handouts folder*)
- Two different-sized cereal bowls
- Box of ready-to-eat flake-type cereal
- Wax paper, measuring cups
- Paper Plates (*2 per participant*)
- Fiber food and Fiber gram cards (*Lesson 5 handouts folder, cut apart*)
- Portable stereo and music
- Flip chart or board and markers or chalk  
(*optional: write the WOW on board*)
- Computer, Projector, Screen
- Extension Cords
- Feedback sheets from previous lesson

### Words of Wisdom: WOW

“A person said that the average American digs his grave with his teeth. . . . So if you watch what you're eating, you don't dig quite as fast.”

Male, early 80's  
*Let their voices be heard* ©

## Outline:

- 5 minutes – Welcome and Review
- 5 minutes – How Big is BIG?
- 10 minutes – What is a Moderate Portion?
- 5 minutes – Journaling
- 5 minutes – Physical Activity Break: Paper Plate Fans
- 15 minutes – MyPlate, Food Groups, and Fiber in Food
- 5 minutes – On Your Own Learning (OYOL)
- 2 minutes – Wrap-up

Facilitator Notes	Facilitator's Message
 <p>Distribute <i>Audience Notes</i>.</p>  <p>Optional: Post <i>Class Guidelines</i>.</p>	<p><b>Sign-In</b></p> <p><i>As participants arrive, have them sign in and pick up their name tags and Audience Notes. Play some nice background music.</i></p>
  <p>Let group respond.</p> 	<p><b>Slide 1 and Slide 2: Welcome and Review</b></p> <p>Welcome to our lesson on Gentle Nutrition. Today we are going to talk about servings, portions and making food choices.</p> <p>Does anyone have any comments or questions? <i>(Address any concerns, confusion or comments from previous session evaluations.)</i></p> <p>How are the goals coming? Has anyone changed their goal?</p> <p>From the OYOL assignment, does anyone have an experience to share on the mood-activity connections? Did you find time for a 2-minute walk? Where did you go? What outrageous portions did you find?</p> <p style="text-align: center;">●.....●</p> <p><i>(Topics to be covered during this session are in red.)</i> From our Intuitive Eating outline, today we will focus on the following:</p> <ul style="list-style-type: none"> <li>* making eating pleasurable</li> <li>* valuing health with gentle nutrition by understanding serving sizes</li> </ul>

Display the items in the How Big is BIG? Kit.



Distribute  
*How Big is  
BIG?*



Let group  
respond.



### Slide 3: How Big is BIG?

“Bigger is Better” seems to be a common marketing scheme for foods and beverages. Work with a partner to answer the questions listed on your handout?

*(Discuss the items and facts from handout.)*

Many words are used to describe the ever-growing food portions in America. A recent study found a “large” French fry order in 2002 at McDonalds is the same size as a “super-size” was in 1998. Do we need such large portions to be satisfied?

### Words of Wisdom: WOW

Never eat more than  
you can lift.

Miss Piggy  
*American Puppet Character*

On a table, place two different-sized bowls, a box of cereal, wax paper and measuring cups. Use the wax paper to create a funnel to pour the cereal into a measuring cup.



Distribute *Restaurant Cards*.

#### Slide 4: What is a Moderate Portion?

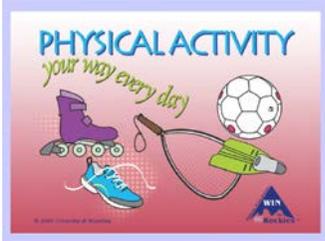
After seeing these outrageous portions, what are moderate portions or recommended amounts?

I need two volunteers. Please pour some cereal into these bowls to reflect a typical breakfast portion. As we look at these different-sized bowls, it is hard to guess how much cereal is in each. (*Ask class to guess amount in each, then measure each portion. Note 1 ounce equivalent = 1 cup of many ready-to-eat cereals. However, each cereal box should list, in terms of cups, the volume of the cereal that weighs one ounce.*)

One guide to help you judge the size of meat portions is that three ounces is about the size of an audio-cassette case or deck of cards. (*Note: For many adults, the recommended daily amount of food from the meat and beans group is 5 to 6 1-ounce equivalents.*) A great way to learn to estimate amounts of different foods is to place a portion on your own dish and then measure the food. This can be especially helpful for beverage containers. After a few times, you will get quite accurate at estimating amounts.

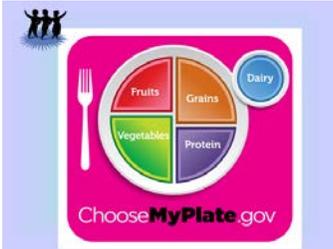
When eating out, you may be served very large portions or you may have the option for smaller or half-size portions. Part of this process of healthful living is to create environments that foster and support choices. You can help by leaving these cards at restaurants to let them know you enjoyed the smaller portion to encourage them to consider offering smaller portions. Let me know if you need more.

By being present mentally when you eat, smaller portions can satisfy you as much as or more than larger ones. Enjoy the taste, texture, temperature, smell, sight, and sound of all foods.

 	<p><b>Journaling</b></p> <p>Take out your journals and for the next few minutes describe situations where you think you may be eating over-sized portions? It might be all-you-can-eat buffets, fast food, a particular food like ice cream, or when you use a certain plate or bowl.</p> <p><i>(Play some soothing background music and allow about 3 minutes for journaling.)</i></p>
<p>Distribute two paper plates to each participant.</p>     <p>Let group respond.</p>	<p><b>Slide 5: Activity Break – Paper Plate Fans</b></p> <p>Making physical activity fun is a key to making it part of your every day lifestyle. You don't need special equipment. You can even be active with a paper plate!</p> <ol style="list-style-type: none"> <li>1. Please stand and place one fan in each hand. Fan yourself with your left hand and then with your right. Fan yourself with both fans. Enjoy it – you've worked hard! Breathe deeply, fan yourself some more.</li> <li>2. Fan yourself and then your neighbor to the right. Fan yourself and then your neighbor to the left. Now fan your neighbor across the way.</li> <li>3. Fan behind you. Fan the part of your body you have been sitting on.</li> <li>4. Put your fans together, arm up high, and fan the whole room. Let's fan together and make this an air-conditioned room.</li> </ol> <p>Has anyone been using their elastic band or the <b>Fitting in Fitness</b> book?</p>



Distribute  
*What's on  
Your Plate*  
handout.



## Slide 6: USDA's MyPlate

Our goal is to practice gentle nutrition and have a healthy relationship with food. USDA's MyPlate is a tool that offers guidance; it is not a diet plan. Some important principles are the following:

**1. Balance.** We balance calories eaten with activity every day. Balance is also achieved through avoiding oversized portions and enjoying food. As we learned through the chocolate kiss activity, when we take time to savor food, we often eat less while still feeling satisfied.

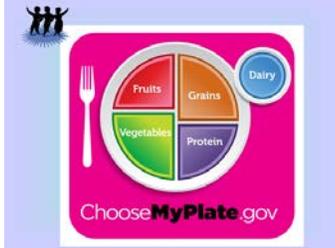
**2. Foods to increase.** Key nutrients are needed daily and often lacking in the American diet. The three primary food to increase from MyPlate are:

- \* make half your plate fruits and vegetables
- \* make at least half your grains whole grains
- \* switch to fat-free or low-fat (1%) milk

**3. Foods to reduce.** The American diet is often high in solid fats, added sugars and sodium. The key messages on food to decrease are:

- \* compare sodium in foods like soup, bread and frozen meals – and choose the foods with lower numbers
- \* drink water instead of sugary drinks

*Facilitator Note: Participants who have diabetes need to work with their primary care provider for individualized guidance regarding foods and portion sizes. One resource that can be helpful is the Idaho Plate Method. See reference section.*



Distribute pairs of cards with the pairs of sample foods listed.



Let small groups share.

## Slide 6: Grains, Fruits and Vegetables

Foods provide nutrients we need including fat, protein, carbohydrates, vitamins, minerals, and water.

Carbohydrate foods provide energy. Carbohydrates range from simple to complex depending on their chemical structure. Complex carbohydrates have a more complex structure so some take longer to break down. Fiber is a complex carbohydrate, sugars are simple carbohydrates.

Within the grain group, whole grains provide many vitamins and minerals, with the added bonus of bulk to help keep food moving in the intestines. Fruits and vegetables also provide fiber and a great variety of vitamins and minerals including those believed to decrease the risk of some cancers.

It is recommended adults eat 20 to 35 grams of fiber each day. Currently, Americans consume about 12 to 15 grams each day. For this activity, we need six small groups. Each group will get two picture cards and two fiber amount cards. Match the cards to the food item and share with the class.

- 1 cup bran flakes cereal = 7 grams of fiber
- 1 cup corn flakes cereal = 0.8 gram of fiber
- 1 slice whole-wheat bread = 2 grams of fiber
- 1 slice white bread = 0.7 gram of fiber
- 1 medium apple = 4 grams of fiber
- 1 small glass of apple juice = 0.1 gram of fiber
- 1 bran muffin = 2.5 grams of fiber
- 1 doughnut = 0.7 gram of fiber
- 1 ounce or 3 cups of popcorn = 4.2 grams of fiber
- 1 ounce of corn chips = 1.4 grams of fiber
- $\frac{1}{2}$  cup baked beans = 6.3 grams of fiber
- $\frac{1}{2}$  cup macaroni and cheese = 1.5 grams of fiber

 <p>Choose <b>MyPlate</b>.gov</p>	<p><b>Slide 6: Dairy and Protein Food Groups</b></p> <p>Fat and protein are primarily in the dairy and protein groups. They are digested more slowly, providing longer-lasting energy. Fat provides essential nutrients, a flavor and texture we enjoy, and a sense of fullness. Fat in the body helps regulate our temperature and cushion our organs. It is an important nutrient for the body.</p> <p>Protein is made up of amino acids that have many important functions in the body. A key function of protein is to help build and maintain muscles.</p> <p>Many of us understand the basics of nutrition but translating that knowledge into improved eating behaviors can be hard. Dieting is based on deprivation and restrictive eating. A healthful eating pattern can be achieved by eating <u>more</u> fruits, vegetables and whole-grain foods and eating <u>more</u> nonfat or lowfat dairy products. These foods fill us up while providing many nutrients. Drinking more water is also a goal of healthy eating.</p>
 <p>Distribute <i>OYOL</i> Labels for Lesson 5.</p>  <p><b>On Your Own Learning</b> <b>OYOL</b></p> <ol style="list-style-type: none"> <li>1. Review your goal, revise.</li> <li>2. Try higher-fiber food</li> <li>3. Continue daily 2-minute walks, make one 5 minutes and record</li> </ol>	<p><b>Slide 7: On Your Own Learning (OYOL)</b></p> <ol style="list-style-type: none"> <li>1. Review your goal or goals and revise as needed. Self-monitoring of progress on your goals is a positive skill towards making lifestyle changes. If you would like to visit with me about your goals, let me know.</li> <li>2. Try substituting a higher fiber food in your diet at least three times this week. Record in your journal.</li> <li>3. Continue daily 2-minute walks. Extend one of these walks to 5 minutes. Record in your journal where you went.</li> </ol>



Distribute evaluations.  
Collect name tags.



Adapted from *A New You: Living in A Healthy Body*  
developed by Outreach and Extension at University of Missouri, Lincoln University

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### Slide 8: Wrap-Up

Next week's session will discuss the concept of making peace with food. Some people have struggles with food. Have any of you ever done any of the following?

- \* Craved a food that was restricted through a diet – and found you still craved the food after the diet ended?
- \* Finally given in to a forbidden food only to find yourself bingeing on it?
- \* Found yourself in the “Last-Supper” mentality, overeating just before you start the next diet? Or overeating a particular food because you tell yourself you won't have it again for a long time?
- \* Eaten forbidden foods only when no one is watching?

If you have had some of these experiences, the next session will propose giving yourself unconditional permission to eat – a scary idea for some of us. In preparation, please review Chapter 7: “Make Peace with Food” in the **Intuitive Eating** book.

If you have not experienced food struggles, we look forward to your insights. This session may also offer ideas you can share with friends or family members who have food struggles.

Thank you for joining our class today. Please complete the evaluations and leave your name tags. We will see you next week.

## References and Additional Resources:

Holmes, Betty, Suzanne Pelican and Fred Vanden Heede. *Let their voices be heard: Quotations from life stories related to physical activity, food and eating, and body image*. Laramie, Wyoming: Wellness IN the Rockies, University of Wyoming, 2004.

Idaho Plate Method, 2011. [www.platemethod.com](http://www.platemethod.com) 800-429-7279.

Pelican, Suzanne. *How Big is BIG?* Educational Activity. University of Wyoming, Department of Family and Consumer Sciences, Cooperative Extension Service, 1999.

Tribole, Evelyn and Elyse Resch. *Intuitive Eating*. New York: St. Martin's Paperbacks, 1996.

United States Department of Agriculture. MyPlate. 2011. [www.choosemyplate.gov](http://www.choosemyplate.gov).

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