

# SUPER-SIZED Snacks

## Learner Objectives

Participants will be able to:

- list alternatives to super-sizing;
- calculate calories associated with sugar and fat grams;
- differentiate between serving size and portion size; and
- identify one goal or action to reduce super-sized portions.

## Materials

- Super-sized and regular-sized snack items: chips, candy bars, sugared beverages
- Granulated sugar
- Vegetable shortening
- Dry measuring cups
- Clear bowls or containers
- Dry cereal
- Uncooked pasta



## Discussion

1. **Ask participants to guess** the number of servings, the number of sugar cubes per serving, and amount of fat per serving for each of the super-sized and regular-sized snack items.
  - 1 teaspoon = 4 grams of sugar
  - 1 teaspoon vegetable shortening = 4 grams of fat
2. **Have youth share their answers** by placing the number of sugar and vegetable shortening on plates beside each snack item. Use this to start a discussion about portion size, servings, sugar and fat in each of the snack items. Then, read the nutrition label to check:
  - **Portion:** the amount of food you choose to eat. Example: the amount of food offered to a person in a restaurant.
  - **Serving:** standard amount used to help give advice about how much to eat. Example:
    - 1 serving of bread = 1 slice
    - 1 gram of sugar = 4 calories
    - 1 gram of fat = 9 calories
3. **Remind the youth** that you're discussing sugar and fat per serving, **not** per package. Talk about how sugar and fat add up when they super-size and eat the **whole thing**. Allow youth to calculate total calories in a bottle of soda and compare it to the number of calories listed on the nutrition label.
4. **Have several youth volunteer** to show the amount of cereal and pasta they normally eat in one sitting.
5. **After having youth** show the portion they eat, show what an actual serving looks like. Use this to reiterate the difference between a portion and a serving.
6. **Discuss alternatives to super-sizing.**
  - Split super-sized snacks with a friend.
  - Purchase smaller size snacks.
  - Choose other snacks that are lower in fat and sugar, such as fruits, veggies, low-fat dairy, and whole grains.
  - Plan ahead and carry healthy snacks.
7. **Select one personal goal** to help decrease the super-sizing of snacks in your daily life.

## Resources

### What is a portion?

The amount of food you choose to eat for a meal or snack.

You decide the size.

### What is a serving?

The measured amount of food or drink, such as one slice of bread or a cup of milk. Serving sizes help people know how much of a food people should eat to get the nutrients they need. Nutrition Facts labels list the serving size.

## Portion Distortion

Portion sizes have increased drastically over the last 20 years. Consumers now consider these larger portions “normal,” when actually they could feed two or three people. Check out the chart to see how much portion sizes have increased over the years.

20 Years Ago

**140**cal

3" diameter



**333**cal

One patty



**500**cal

1 cup sauce  
3 small meatballs



**85**cal

6.5 ounces



**210**cal

1.5 ounces



Today

**350**cal

6" diameter



**590**cal

One patty



**1,020**cal

2 cups sauce  
3 large meatballs



**250**cal

20 ounces



**500**cal

5 ounces



Food Group	Daily Recommendation	One Serving Size Equals...	What a Serving Looks Like
Grains	5 to 10 servings	1 slice of bread, 1 cup ready-to-eat cereal, ½ cup cooked rice, cooked pasta	hockey puck, cupcake wrapper, ice cream scoop
Fruit	1½ to 2½ cups	1 cup fruit or 100% fruit juice, ½ cup dried fruit	1 piece of fruit the size of a baseball, tennis ball, or light bulb
Vegetables	1½ to 4 cups	1 cup raw or cooked vegetables or vegetable juice, 2 cups raw leafy greens	1 vegetable the size of a tennis ball or light bulb
Dairy	3 cups	1 cup milk/yogurt, 1½ ounces natural cheese, 2 ounces processed cheese	4 dice (1 serving of cheese)
Protein	4 to 7 ounces	1 ounce meat, poultry, or fish; ¼ cup cooked dry beans, 1 egg, 1 tablespoon peanut butter, ½ ounce nuts or seeds	3 ounces of meat look like a deck of cards or a checkbook
Oils	5 to 7 teaspoons	1 tablespoon fat (use sparingly)	tip of thumb = 1 teaspoon

## Worksheet

Using the chart at the top of this page, list some common items you can use to visualize portion sizes.

\_\_\_\_\_

\_\_\_\_\_



What is the difference between a portion and a serving?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3 A piece of chocolate cake has 8 grams of fat. How many calories from fat are in the cake? \_\_\_\_\_

4 A scoop of ice cream has 6 grams of sugar. How many calories from sugar are in the ice cream?

\_\_\_\_\_

What are some disadvantages of super-sized snacks?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



6 How many calories are in 1 gram of fat? \_\_\_\_\_

7 What is one thing you can do to avoid or decrease super-sized snacks?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8 How many servings are recommended from each food group?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How many calories are in 1 gram of sugar?

\_\_\_\_\_



## Kansas School Wellness Policy Model Guideline — Nutrition Education

Requirements achieved in this lesson:	Implementing	Transitioning	Modeling
	All students in grades K-12 will have the opportunity to participate in culturally relevant activities, as appropriate, and a variety of learning experiences that support development of healthful eating habits that are based on the most recent Dietary Guidelines for Americans and evidence-based information.	District administrators inform teachers and other school personnel about opportunities to participate in professional development on nutrition and on teaching nutrition.	The wellness committee, teachers and other school personnel participate in nutrition education-related professional development at least once a year.
Topics	Relationship of nutrients in food to good health and long-term risks of unhealthful food selections. Dietary guidelines and personal eating plans.		

## References

- FoodData Central. (n.d.). Retrieved June 4, 2024, from <https://fdc.nal.usda.gov/index.html>
- Serving Sizes and Portions, Eat Right*, NHLBI, NIH. (2013). National Heart, Lung, and Blood Home. <https://www.nhlbi.nih.gov/health/educational/wecan/eat-right/distortion.htm>
- USDA MyPlate What Is MyPlate? (2020.). Retrieved June 25, 2024, from <https://www.myplate.gov/eat-healthy/what-is-myplate>

## Answer Key

- Answers vary.
- Portion: the amount of food you choose to eat. Serving: standard amount used to help give advice about how much to eat.
- $8 \times 9 = 72$ , 72 calories
- $6 \times 4 = 24$ , 24 calories
- More fat, sugar, and caloric intake.
- 9 calories
- Split super-sized snacks with friends, purchase smaller-sized snacks, choose other healthy snacks, plan ahead and carry healthy snacks.
- Grains = 5 to 10 servings, Fruit =  $1\frac{1}{2}$  to  $2\frac{1}{2}$  cups, Vegetables =  $1\frac{1}{2}$  to 4, Dairy = 3 cups. Protein = 4-7 oz, oils = 5-7 teaspoons
- 4 calories

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