Spring 2003 (9SP): News Bits and Supersized Bites

Nutritionist Note: This session has two very different topics – one is very theoretical and future-oriented and the other is very practical and focused on today. The overall goals of this session are to: 1) provide a brief look at an important research project – the Human Genome Project, 2) give participants an opportunity to discuss how the growing size of restaurant portions and commercial foods could influence portions eaten at home, and 3) help participants increase their awareness of how their current portions compare to WHI standard servings.

Nutritionist Guidelines

Time: 108-120 minutes

WHILMA: Enter session in WHILMA as: **9SP**

Objectives: (Key Points)
In this session, the participant will:
- Learn about the Human Genome Project and its potential influence on future health practices.
- Discuss the ongoing trend toward larger portions in restaurants and commercial foods and how this trend could influence the portions eaten at home.
- Practice strategies that can help increase awareness of WHI standard serving sizes.

Materials
- Self-monitoring tools (current available options)
- Nutritionist Resources:
  - List of foods used in portion activity with WHI standard serving size information (to be created by Group Nutritionist - suggestions provided pg. 20)
  - Copy of the WHI Fat Counter (Nutritionist reference)
- Materials for Portion Size Activity:
  - Varying sizes of muffins (or bagels) for portion size demo/display (small, medium, large, jumbo)
  - Sample foods for portion size activity - use real food, if possible. Select foods that your participants typically eat – suggestions provided pg. 20.
- Set of measuring cups and measuring spoons
- Small food scale (optional)
- Supplementary serving size tools: ruler, deck of cards, checkbook, 3-1/2" computer disk, tennis ball, NASCO food models, etc.)

Other WHI Resources Related to Session:
Fall Year 2 – Sizing Up Your Progress
Summer 2000 – Keeping It Low While on the Go - Resource 2: *Restaurant Survival Guide: Estimating Portions*.

Other Ideas for Portion Activities: CC suggestions for other portion size activities – see page 21.

Optional Nutritionist Background Reading:

- Patterson, RE, Eaton, DL and Potter, JD: The genetic revolution: Change and challenge for the dietetics profession; *JADA*; 99:1412-1420, 1999.
- Young LR and Nestle M. The Contribution of Expanding Portion Sizes to the U.S. Obesity Epidemic. *Amer. J. Public Health*; 92:246-249, 2002.
- A super-sized problem: Restaurant chains piling on the food, *JADA*; 101: 620, 2001.
- Portion Distortion: *Tufts University Health & Nutrition Letter*; February 2001, pgs. 4-5.

Optional Internet Resources

- http://www.genome.gov/ - National Genome Research Institute web page
- http://www.newswise.com/articles/2000/3/PORTION.OHM.html - "Americans Ignore Importance of Food Portion Size."
- http://public.bcm.tmc.edu/pa/portiondist.htm – examples of how food portions and plate sizes have changed in the past 20 years.
- http://www.phi.org/publications/fastfood2.pdf – "From Wallet to Waistline – Supersized portions may be more than you bargained for, says report."
- http://www.aicr.org/r061802report.pdf - "From Wallet to Waistline- the Hidden Costs of Supersizing", a report from the National Alliance for Nutrition and Activity

Peer Group Ideas:

Here are a few suggestions for peer group activities/topics to follow-up on the Spring 2003 session topic:

- *Healthy Restaurant Choices in our Area***:** Compile and create a resource of local area restaurants that offer lower-fat selections, smaller servings, and are responsive to requests from patrons. Share discoveries with other group members. Suggestion: Peer group might check with their local American Heart Association to see if the association has compiled a list of 'heart healthy restaurants' for the local area. If information is available, then the peer group might be able to review and update this information, as needed.
- *Healthy Eating Out Tips That Really Work:* Work together to develop a list of tips, ideas or strategies that peer group members have found useful when eating out (ideas to eat less fat and eat more fruits, vegetables and grains). Share ideas and strategies with other Dietary Change participants at their CC.
- *Portion Control*: Meet at a local restaurant to practice your skills in estimating portion sizes and using strategies to reduce or control the portions eaten (e.g., sharing with someone else, ordering a smaller 'senior' portion, etc.)

Below is a list of the next four maintenance sessions.

Upcoming Maintenance Session Topics:

- Summer 2003 (9SU): Plant Biotechnology/Enjoying Summer's Bounty
- Fall 2003 (10F): TBN
- Winter 2003 (10W): TBN
- Spring 2003 (10SP): TBN

Spring 2003: News Bits and Supersized Bites
(Facilitation Outline)

GROUP SHARING/NEXT STEPS FOLLOW-UP (20 minutes)

Objective: Participants briefly check in about life events and any peer group activities since last session and share thoughts about the Winter session.

Purpose: Build group cohesion and self-efficacy.

A. Group Sharing:

Delivery Ideas:

- Introduce guests from other groups and offer to provide a brief update on absent participants.
- Provide an opportunity for participants to share experiences since the last session.

Q/A: (Potential Question):

☛ Before we begin talking about today's topic, would anyone like to update the group about how things have been going since our last group meeting?

B. Next Steps Follow-up:

- Ask participants to share their thoughts and/or experiences on any of the topics that were discussed in the Winter 2002 session:
  - Flavoring ideas used to enhance the taste of their foods.
  - Ways to maintain awareness of their eating pattern.
  - Ways to personalize their self-monitoring tools.

Q/A: (Potential Questions):

☛ What new flavoring ideas did you use to enhance the taste (or vary the flavor) of the foods or dishes you ate during the last couple of months?

☛ What ideas or strategies did you use to increase your awareness of what you ate during the winter holidays?

☛ Who tried personalizing their self-monitoring tool so that it more closely represents the foods you usually eat? Would you be willing to share what you tried and how it worked?

Group Facilitation Suggestion:

Potential examples of ways to encourage group cohesion and connection:

- Reflect and summarize group comments.
  - ➢ *It sounds like the December/early January holidays presented additional challenges for both low-fat eating and self-monitoring. However, with the beginning of a new year, it sounds like some of you see how 'keeping track of what you eat' could help you get back to a more normal eating pattern.*
  - ➢ *A few of you said that you had a chance to personalize your self-monitoring tool and you found that this made it easier for you to be more aware of your food choices during the holidays.*
- Acknowledge differing opinions within the group:
  - ➢ *It seems that people have different opinions about what makes your food 'taste good'. Some of you found new ways to season your foods and enhance their flavor, while others discovered that they liked their foods less seasoned.*

Group Facilitation Suggestions (continued):

- Use the 'who else' question:
  - *Who else would like to share what they have been doing?*

Peer Group Sharing: (If peer groups)

- Provide support and recognition of peer group activities and promote interest:
  - During the past 3 winter months (Dec-Feb), what types of activities have you done with other members of WHI?
  - What do you enjoy about getting together?

Note:

- Consider reintroducing the peer group idea if a particular group has not been participating (e.g., *What would you like to do together outside your usual DM group meeting?*).

Reinforce the following: a) a peer meeting can be made of just a few women (*as few as 3 or 4 can be fun and supportive*); and, b) a peer meeting can include women from different groups (*meeting with women from other groups can be interesting and invigorating*).

Notes

SETTING THE STAGE for SKILL BUILDING (~10 minutes)

Nutritionist Note:

The Skill Building component of this session includes three segments: 1) A brief overview of an important research project in the field of health – the Human Genome Project, 2) A look at how the growing size of restaurant portions and commercial foods could influence the amounts of food we eat at home and, 3) A hands-on activity to help participants refresh and refine their ability to visualize what WHI standard serving sizes look like.

A. Set the Stage and Assess Interest

- Begin by briefly introducing the session topic and determining how to allocate time during the Skill Building component of the session.
  (Example):
  - *Many participants have said that they were interested in hearing more about advances in health research and trends in nutrition. So today, I am prepared to facilitate a session on the following topics:*
  - *First, a brief overview of an important research project called the Human Genome Project and how this project could affect future health practices. And, second a discussion and hands-on activity around another topic that has been getting a lot of publicity – the growing size of food portions in restaurants and grocery stores -- and how this trend could potentially distort what we see as 'standard' servings. These are two very different topics: one is very theoretical and focused on the future, the other is very practical and focused on things you can do today.*
  - *My plan is to cover both of these topics, but to help me decide how best to divide the time we spend on each topic, I am asking for your input.*

Q/A (Potential Questions):

- ☛ Which topic in today's session sounds the most interesting and exciting to you?
- ☛ (or) Where would you prefer to spend the majority of our time today?

- If participants do not have a strong preference, make a suggestion of how you would like to use the time and ask for their reaction.
  (Example):
  - *I am proposing that we use the first 15-20 minutes of the session to talk about the Human Genome Project and then use the next 40 minutes to explore the 'supersizing' trend and the potential for portion distortion. How does this sound to you?*

Nutritionist Note:

Cover all the topics in the Skill Building component, but based on participant comments, redistribute your time, as needed. For example, if participants are not as interested in learning about the Human Genome Project as they are in discussing supersizing, consider limiting the time you spend discussing the Human Genome Project.

SKILL BUILDING: HEALTH NEWS VIGNETTE (~20 minutes)

1. Health News - Human Genome Project

Objective: Participants learn about the Human Genome Project and its potential influence on future health practices.

Purpose: Provide a brief overview to: a) respond to participant requests for science updates and b) stimulate interest in research and participation in the WHI Dietary Study.

Nutritionist Note:

The Health News segment of this session is meant to provide a brief, 'interactive' overview of the Human Genome Project. It was not designed to go into depth about genetics or biology. There is no direct link between the Human Genome Project and WHI; this overview is meant to be informational and let participants know about some exciting health-related research that is currently being conducted.

The suggested discussion questions below and the information provided in the Nutritionist Resource on pages 18-20 will provide participants an opportunity to learn a little bit about this project and its potential affect on future health practices.

A. Briefly describe the Human Genome Project.

- Use the questions below (or similar questions) to provide a brief overview of the Human Genome Project. Have participants share what they know about the Project. Use the information (Qx. 1-2) on the Nutritionist Resource (pgs. 18-20) to provide additional background, if needed.

QA (Potential Questions):

- ☛ Who has heard about the Human Genome Project?
- ☛ What have you heard?

Group Facilitation Suggestions and Examples:

Reflect and summarize:

- *It sounds like many of you have not heard about this project and would be interested in learning about it.*
- *Some of you remember hearing about the project and how it is working to identify the gene makeup for the human body, but you would like to hear more.*

B. Let participants know what has been accomplished so far.

- Use the information (Qx. 3) on the Nutritionist Resource (pgs. 18-20) to provide some information about what the Human Genome Project has accomplished to date.

C. Have participants discuss potential benefits.

- Use the questions below (or similar questions) to have participants talk about what they see as potential benefits from this type of genetic research and/or the possible benefits of genetic screening.

QA (Potential Questions):

- ☛ What do you see as potential benefits coming from the Human Genome Project?
- ☛ What do you see as benefits of genetic screening?

Group Facilitation Suggestions and Examples:
Reflect and summarize:

- *Ann and Lucy have strong family histories of breast cancer and feel that genetic testing might have the potential of providing their family members with more information to help decision-making.*
- *What are some other benefits or advantages that people see?*

- After participants have shared their ideas, reflect and summarize their comments. Then, if needed - use the information from (Qx. 4) on the Nutritionist Resource (pgs. 18-20) to support the participants' discussion about potential benefits.

D. Have participants discuss potential concerns and challenges.

- Ask participants to talk about potential concerns they may have about genetic screening.

QA (Potential Question):

- ☛ When you think about genetic screening, what concerns do you have?
- ☛ When you think about what the Human Genome Project is studying, what types of ethical, legal or social issues do you think could come up?

- After participants have shared their ideas, reflect and summarize their comments. Then, if needed - use the information from (Qx. 5) on the Nutritionist Resource (pgs. 18-20) to support the participant's discussion about potential challenges and concerns.

Group Facilitation Suggestions and Examples:
Reflect and summarize:

- *It sounds like you may be feeling a little ambivalent about genetic testing. While you see some real advantages, you are also concerned about who will have access to your information.*

E. Provide a Potential Link Between Genetics and WHI.

- Point out that in WHI, some of the blood that participants have provided (more than 100 freezers and 3 million aliquots) has been stored for tests at a later date, including possible genetic studies. This huge scientific resource will be used to answer many important questions about disease susceptibility and dietary intake.
- Note: If participants have concerns about confidentiality, let them know the number of ways that WHI maintains confidentiality: names or any other form of personal identity are not revealed in any publication or release of results; institutional review boards review WHI procedures and forms; all staff have taken IRB training about how to maintain participant confidentiality; and the WHI data set is constructed in a way that guards against linking data to individuals.

F. Ask participants to summarize the discussion.

- Ask group members to summarize the points about the Human Genome Project that they want to remember.

Q/A (Potential Question):

- ☛ Before we move on, who would like to summarize some of the things that they would like to remember about the Human Genome Project?

Group Facilitation Suggestions and Examples:
Ask a "who else" question.

- *Who else would like to add to what Mary just said?*

G. Let participants know that you are changing topics and focus.

- Let participants know that if they are ready, you would like to change their focus from talking about how future health practices might be changed by genetic research (and WHI) to focus on a current trend in U.S. eating patterns and how this trend might impact their own eating patterns today.

Notes

SKILL BUILDING: SUPERSIZED MEALS (40 MINUTES)

1. Introduce Skills Practice: Are Supersized Portions Distorting our View?

Objective: Participants discuss the ongoing trend toward larger portions in restaurants and commercial foods and how this trend could influence the portions eaten at home.

Purpose: Increase awareness of potential trends that could influence a participant's ability to visualize and estimate 'standard' portion sizes.

10 minutes (Introduction)

A. Participants share experiences with portion size trends.

- Ask participants to share what they have noticed regarding the trend toward larger portion sizes. For example: the amount of portions served at restaurants; the increasing variety of foods at the grocery store with labels advertising 'larger' or 'heartier' servings.
- Use the questions suggested below or similar questions to engage the group in discussing 'supersizing' trends.

QA (Potential Questions):

- When you go out to eat, what changes have you noticed in the portions of food you're served at a restaurant or fast food place?
- How do the restaurant dinner plates compare to the ones you typically use at home?
- What changes have you noticed in the sizes or food portions available at the grocery store?
- How often do you use the Nutrition Facts information on a food package to see what is considered a serving size for that food?

Group Facilitation Suggestions and Examples:
Reflect and summarize:

- *Let me summarize before we move on. Many of you have noticed that restaurant portions have doubled and sometimes tripled in size and the plates frequently look more like platters, not plates. Helen also shared that she has noticed label changes on a number of food packages – new advertising terms such as: 'hearty slice', 'the big one' or 'jumbo'. In addition, some of you shared that you occasionally look at the Nutrition Facts information on the package, but you are usually looking for the amount of fat in the food and you don't always look at the serving size.*

B. Briefly introduce 'supersizing' trends.

- Reflect and support the important points participants shared during their discussion. Add any additional points that would help participants see how 'supersizing' might influence their view of a 'standard' serving.

Key points:

- **Food portions have grown over time.**
  - Everything has become bigger: restaurant portions, commercial food packages – and even standard plate sizes – all have grown in the last few decades – along with the average American waistline.
  - This trend for larger portions began in the 1970s, but larger portions became more common in the 1980s and 1990s (Young & Nestle, 2002).

- Restaurant portions have gotten so incredibly large that many people who eat out on a regular basis have lost the ability to tell how much is too much. A small study by the Center for Science in Public Interest (CSPI) found that even trained dietitians underestimated the calorie content of five restaurant meals by 37% and the fat content by 49%.
- Portion size and the ability to estimate a 'standard' portion is an issue even for people who grab a quick 'healthy' snack such as a muffin or bagel. The typical bagel that used to weigh 2-3 ounces, is now 4-7 ounces (Young & Nestle, 2002).

- **Larger portions influence the amount of food people eat.**
  - Larger portions not only provide more calories and fat, but studies show that when people are served more food, they tend to eat more food (Young & Nestle, 2002).
  - According to the USDA, the average American diet has increased from 1,854 calories to 2,002 calories in the past 20 years (source: American Institute for Cancer Research).
  - The increasing size of American food portions is linked to the U.S. food industry's growing reliance on 'value' marketing. Sometimes we may be tempted to order larger portion sizes for just a little more money because we feel that we are getting a 'better deal'.

- **Consumers are confused about how the amount of food they eat compares to a 'standard' portion.**
  - In an era of larger restaurant portions, super-sized and value meals, consumers are confused about how much food represents a standard or normal-sized portion.
  - Most Americans score poorly when asked to define serving sizes for common foods. In addition, many people confuse a portion with a serving, estimating their food intake to be smaller than it actually is.
  - A serving size is a unit of measure of a particular food, and is used to provide information about calories, fat, and other nutrients. Food labels provide nutrition information based on serving size, and the Food Guide Pyramid recommends the number of servings that should be eaten from each food group for a healthy diet.
  - A portion, in contrast, is the amount of food that an individual actually eats, which can be more or less than the serving size. For example, a woman may eat ½ cup portion of oatmeal in the morning, while her grandson may eat a two-cup portion of the same oatmeal. Although they both ate one bowl of oatmeal, their portions are very different.

QA (Potential Questions):

- ☛ How confident do you feel in your ability to know what a 'standard' serving would be for most foods?
- ☛ When was the last time you looked carefully at the portions you eat?

Group Facilitation Suggestions and Examples:
Reflect, summarize and shift:

- *It sounds like many of you feel that it's possible that you've lost some of your ability to evaluate what a 'standard' portion looks like and you'd find it helpful to take another look at some of the foods you usually eat. To give you an opportunity to refresh and refine your skills, we have an activity planned that will help you become more aware of WHI standard serving sizes.*

30 minutes (Hands-on activity)

2. Skills Practice – Creating a Serving Size Picture

Objective: Participants practice strategies that can help increase awareness of WHI standard serving sizes.

Purpose: Promote self-management and self-efficacy by helping participants increase their awareness of a potential difference between the actual portions eaten and WHI standard serving sizes.

Nutritionist Note:

- Hands-on Activity: Provide a choice of foods that will best fit your participants needs.
- The portion activity could focus on F/V or Grain foods (e.g., medium-sized fruit, 2" diameter potato, cup of pasta or rice, 'standard' slice of bread, etc.), as well as fat-containing foods (e.g., ice cream, meat, salad dressings, sour cream, spreads on bread, etc.). For other ideas see suggestions on page 21.
- Page 20 provides a partial list of some ideas for foods you could use in the portion activity. Please select any foods that meet the needs of your participants. Consider focusing on foods that were in the PEFI Top 10 at your CC.
- Be sure to use the WHI Fat Counter to identify the 'standard' WHI serving sizes for your selections.

Nutritionist Suggestion:

OPTIONAL:
If your participants typically eat muffins or bagels, consider asking them (in your session reminder) to bring what they consider a **medium-sized** muffin (or bagel) to the Spring 2003 session.

Activity Suggestion: Portion Distortion

Demonstration: What's 'Standard vs. Super Sized'?

Choices for Demo:

1. Select one muffin to display and ask the group for feedback:

   QA (Potential Questions):

   - What size do you think this muffin is?
   - How many of you think that this muffin represents a WHI standard serving?

OR

2. Have a variety of different sizes of muffins or bagels (mini, small, medium, large, jumbo) on display. Place a number next to each of the examples (e.g., 1 – 5) to help participants identify the different choices. Ask the group to look at the display and identify the muffin (or bagel) that they would consider to be 'medium' in size.

   - Use the questions listed below (or similar questions) to solicit the group's thoughts.

     QA (Potential Questions):

     - What muffin (or bagel) do you consider to be medium in size?
     - Who else selected this number ___? Who selected a different number?

   - After participants have an opportunity to think about what they would consider to be 'medium' – let participants know the muffin (or bagel) that is defined as a

standard WHI 'medium' serving. **Ask participants for their reactions**.

- (Optional): If you asked participants to bring a 'medium-sized' muffin (or bagel) to the session, ask them to share how their muffin (or bagel) compares to the one(s) displayed.

QA (Potential Questions):

- ☛ How does the 'medium' sized muffin (or bagel) you brought today compare to what WHI considers to be 'medium'? (smaller, larger, about the same)
- ☛ What thoughts do you have about what WHI defines as a 'medium' serving size?

Group Facilitation Suggestions and Examples:
Reflect and summarize:

- *It sounds like many of you were surprised at what WHI considers 'medium'. Ann and Lucy shared that they were surprised that the muffins that they brought in were closer to a large muffin.*

- Point out that it is important for all participants to occasionally refresh their visual memories so that they can more easily identify what a WHI standard serving size looks like for their favorite foods.
- Let participants know that to help them become more familiar with WHI standard serving sizes, you would like them take part in a group activity.

Group Hands-on Activity:

- Have participants work together as a large group or break into smaller groups.
- Provide each small group with some additional copies of *Worksheet 1* and 2-3 foods to evaluate and discuss. Use foods commonly eaten by your participants. Use real foods, if possible – some ideas are provided on pg. 21.
- Ask the group to identify a person (or two) who will help facilitate the groups' discussion and record the group's thoughts and ideas on *Worksheet 1*.

Steps in Group Activity:

1. **Write down your food.**
2. **Estimate the portion size:**
   - Have the group look at a specific food and estimate (guess) the portion size. Use *Worksheet-1* to record estimated portion size. If you need some help in estimating the portion size, use the resource – *Making Sense of Serving Sizes* in your Participant materials.
3. **Measure the actual portion size (create a visual picture):**
   - After the group has estimated the portion, have them measure the actual portion. Use standard measuring cups or spoons, other portion size tools (e.g., deck of cards, tennis ball, baseball, etc.), NASCO food models, or a food scale. Use *Worksheet-1* to record actual portion size.
4. **Compare the actual portion to portion your typical portion:**
   - Ask the group to talk about how the portion of the food shown compares to the portion(s) they typically eat. Use *Worksheet-1* to record results.
5. **Identify the WHI standard serving size for the food:**
   - After the group has measured the actual portion, provide the WHI 'standard' serving size for the food (or have the group use the WHI Fat Counter to identify the WHI standard serving size for the food or a similar food). Use *Worksheet-1* to record WHI standard serving size.

6. **Measure a WHI standard serving size (create a visual picture):**
   - Have someone in the group measure out a WHI standard serving for the food. Use standard measuring cups or spoons, other portion size tools (e.g., deck of cards, tennis ball, baseball, etc.), NASCO food models, or a food scale. Use *Worksheet-1* to record results.

7. **Most IMPORTANT step:**
   Compare the two visuals: Actual portion to the WHI standard serving:
   - Ask the group to compare actual portion of the food to the amount that represents the WHI standard serving size and discuss their results – Are they close or far apart, any surprises? In addition, have the group talk about how the WHI standard serving size compares to the portion that they usually eat at home. Use *Worksheet-1* to record results.

8. **Sharing:**
   - When each group has finished their small group activity, have participants share their experiences and thoughts with the larger group.

QA (Potential Questions):

- ☛ What surprised you the most during this activity?
- ☛ How does the WHI standard serving size compare to the portion(s) you typically eat?

Group Facilitation Suggestions and Examples:
Reflect and summarize:

- *Nancy and Shirley realized that their portions of favorite foods, like ice cream or frozen yogurt tended to be bigger than the WHI standard serving.*
- *It also sounds like many of you were very surprised at how much smaller a WHI standard serving is when compared to the amount of food you are served in a restaurant.*

Notes

	NEXT STEPS (15 minutes)
15 minutes	Objective: Participants reflect on the information and skills that may help them meet their WHI goals. Purpose: Increase likelihood that participants will apply session information and skills to select food portions that support WHI goals. **A. Sharing.** • Ask participants open-ended questions to promote discussion. Assess participants' level of interest and their confidence and readiness to use the information. **Q/A:** (Potential Questions) ☛ What information in today's session did you find the most helpful or useful? How would you like to use this information? ☛ If you decided to work on reducing (or increasing) the portions of food you eat, how might you make this happen? ☛ How confident are you that you will be able to select a portion size that will help you maintain your WHI dietary pattern? (Use a scaling question, if desired) ☛ Why a ___ and not a ___? ☛ What would it take to move you from __ to ___?
	**Group Facilitation Suggestions and Examples:** Reflect and summarize, point out common 'threads' within the group: • *Well, it sounds like many of you found it extremely useful to review what an actual WHI serving size looks like. Some of you commented that you were surprised about the size of a 'medium' muffin or bagel. It also sounds like some of you are thinking that you're eating more F/V and Grain servings than you originally thought.* • *It also sounds like several of you decided that you would like to pay more attention to the Nutrition Facts panel on a food package because the portion of food you eat is much bigger than a single serving.* • *As your nutritionist, I know that each of you is working hard to meet and maintain your WHI goals and I am pleased that you found this activity helpful. Most of you selected a number of 7 or higher to indicate your level of confidence in selecting portions that will help you maintain your WHI dietary pattern. So, it looks like most of you are feeling confident that you will be able to use this information to help you evaluate some of your current portions at home.*
	Nutritionist Suggestion: • For interested participants – suggest an 'at home' follow-up activity. Ask participants to consider going home and measuring the portion sizes of foods and/or serving utensils (e.g., bowls, cups, serving spoons) they typically eat or use. Point out that this could help increase their awareness of their 'at home' portion sizes.
 *Notes*	

	FOOD TASTING (10 minutes)
10 minutes	Objective: Participants taste low-fat foods that support WHI goals. Purpose: Increase likelihood that participants will use foods and portions that support WHI goals. **Delivery Ideas:** The ideas listed below are suggestions; use these or any other ideas that will help participants select foods and portions that support WHI goals. Mini Sized Bites: • Mini bagels with fat-free cream cheese spread. • Mini muffins • Baby carrots Sweet Portions: Offer some dessert choices that your participants typically eat. Provide examples of WHI standard serving sizes. For example: • Angel food cake and sorbet: (1/8 of 10" diameter cake plus ½ cup sorbet) • Frozen yogurt and fresh fruit: ½ cup frozen yogurt and ½ cup fruit
 *Notes*	

Spring 2003 Reminder
(Electronic copy available)

News Bits and Supersized Bites

Please join us at the Spring 2003 session for an opportunity to hear more about ongoing research to create a map of the human body (Human Genome Project) and how this research could potentially revolutionize future health practices. We will also talk about the U.S. trends toward 'supersizing'. The amounts of food served in restaurants and the sizes of commercial foods offered in the grocery store have grown in size over the past 10+ years. How could this trend influence the amounts of food people eat at home? Come to the Spring 2003 session and see.

During our group session, you will also have an opportunity to look at different foods and portion sizes and see how these portions compare to a WHI standard serving. To have some fun in our session, we are asking anyone who is interested to bring a 'medium-sized'_____(food suggestion: e.g., muffin or bagel) to the Spring group meeting. We will be using this food as part of a portion size activity. Help us see what the word 'medium' means for each of you.

We look forward to seeing you!

Human Genome Project Update/Discussion

	SUPPORTING INFORMATION
1. What is the Human Genome Project, who is involved and what are its goals?	WHAT is it? • The Human Genome Project is a landmark project because it opens the door to a whole new frontier and gives scientists a global view of biology, enabling researchers to understand much better how a cell works. The project is expected to eventually lead to more effective therapies for everything from cancer to overeating. • It is an international 15-year research program launched in 1990. WHO is involved? • The project is managed by the National Center for Human Genome Research within the National Institutes of Health and the U.S. Department of Energy. International partners include the UK, France, Germany, Japan, and China. GOALS: • The primary goal of the project is to analyze the structure of the human genome and map the exact location of every human gene by the year 2005. This will provide scientists with the complete set of instructions for making a human being – a basic blueprint. • FYI: The specific goals of the project are to: - identify all the approximately 30,000 genes in the human DNA, and determine the sequence of the 3 billion chemical base pairs that make up human DNA, - store this information in databases that scientists can use, - transfer gene-related technologies to the private sector, and - address the ethical, legal and social issues that may arise from this project.
2. What does the word 'genome' mean?	DEFINITION: • The word 'genome' refers to the genetic information within cells that contains the complete set of instructions for making an organism. This includes genes, such as the genes that determine eye color, hair texture, and genes that determine a person's risk or susceptibility to diseases such as cancer, heart disease, obesity, etc. It also includes other things; for example, our genes occupy only about 1 to 1.5% of the total human genome. The remaining 98% or more of our DNA appears to be nothing but genetic 'junk'. Currently, scientists are trying to identify if this 'junk' has an important role.
3. What has been accomplished so far?	ACCOMPLISHMENTS: • Several types of genome maps have already been completed and a working draft of the entire human genome sequence was announced in June 2000, with the analysis published in February 2001. Knowing the sequence of the genes that make up the human genome is a huge step in understanding how our genetic makeup influences the way our bodies work. • Scientists are now working on understanding the specific functions of the genes, and how they work together. • One of the surprising discoveries that scientists made during the first stage of the project was that: ▪ Humans have only about 30,000 genes rather than the 100,000 or so that were expected. That's only about 50% more genes than the number of genes in a microscopic roundworm.

4. What are some of the potential benefits from this project?	POTENTIAL BENEFITS:
	• The Human Genome Project opens a tremendous number of potential benefits that will have a major influence on future health practices.
	  • Opportunities to discover what makes individuals susceptible to disease.
	  - It has been known for years that certain diseases have a genetic component. For instance, diseases such as cystic fibrosis and sickle cell anemia are caused by the mutation of a single gene. However, most diseases (e.g., cancer, hypertension and obesity) are linked to multiple genes and may also be subject to environmental influences (e.g., diet and smoking). Information from the Human Genome Project will make it possible to identify the exact gene (or genes) that influence a person's susceptibility to a disease.
	  • Ability to test people for certain diseases that are due to abnormal genes they possess, such as Alzheimer's disease.
	  • Development of functional foods and drugs uniquely tailored to each individual's genetic makeup.
	  • Development of individualized dietary counseling and/or medical monitoring to provide support to individuals with a genetic predisposition to certain conditions.
	  - When scientists identify a disease gene, they can begin to understand the illness at a molecular level. Over time, this can lead to the development of treatments, prevention strategies, and accurate diagnostic tests.
	  • Development of new technologies that can provide more precise diagnostic criteria for different cancers and more individualized and effective treatments.

5. What are some of the potential challenges created by this project?	POTENTIAL CHALLENGES:
	• Although there are numerous potential benefits to be gained from this research, information gained from mapping and sequencing the human genome will raise a number of complex ethical, social and legal questions.
	• The Ethical, Legal and Social Implications (ELSI) Program was established in 1990 as an integral part of the Human Genome Project to identify, analyze and address the ethical, legal, and social implications of human genetics research at the same time that the basic scientific issues were being studied. Four areas of research have been established as research priorities by ELSI:
	  - Privacy and fairness in the use and interpretation of genetic information.
	  - Responsible clinical integration of genetic technologies.
	  - Issues surrounding genetic research.
	  - Public and professional education about these issues.
	• Some of the important questions that the Human Genome Project has identified are:
	  - Should insurers, employers, courts, schools or law enforcement agencies have access to an individual's genetic information and how should it be used?
	  - Should people be tested to determine whether they might later develop a disease if there is no cure for that disease?
	Should fetal genetic testing extend beyond the health of the baby to screen for desirable physical and mental traits?

6. Summary	• The Human Genome Project will be providing a lot of important information that can help us discover causes of disease and better understand who we are. • It is also important to remember that with great promise comes great risk. We need to ask the hard questions about what information should be collected, and more important, who should be able to see it and use it. • It is also important that the results of the Human Genome Project not be hyped. People should not expect that once we have the whole human genome sequence, that we will understand how it works and know exactly what to do for every disease. Scientists will understand some parts of it sooner than others, but to really unravel the mysteries of the human body is going to be years of very hard work all over the world.

Nutritionist Resource

Food Ideas for Portion Activity

Below is a partial list of some of the foods that could be used for the Spring 2003 portion size activity. The Group Nutritionist can select foods from this list, or identify ones that more typically represent foods eaten in their region or local CC. However, the Group Nutritionist will need to use the WHI Fat Counter to identify the 'standard' WHI serving size for any of the foods she decides to use.

Food Ideas	WHI Standard Serving Size
Bagel	1- 3" diameter
Biscuit, baking powder	1- 2" diameter
Bread (any kind)	1 slice (4 ½ x 4 ¼ x ½-inches)
Hamburger bun	1- 3" diameter
Muffin	1- 2" diameter
Tortilla (corn)	1- 6" diameter
Waffle, frozen	1- 4" square
Chips (any type)	1 cup (about 1 oz.)
Popcorn	3 cups (popped)
Pretzels	1 ounce (6 twists)
Apple	1 medium (2-1/2" diameter)
Avocado	½ cup (equal to: (¼ Florida or 2/5 of Calif. Avocado)
Banana	½ of 8" long
Juice (fruit or vegetable)	¾ cup
Baked potato	2-inch diameter
French fries	½ cup (8 regular or 16 shoestring)
Cheese	1 oz (1 regular slice = ¾ oz)
Chicken breast	3 ounces, cooked
Frozen pot pie	1- 8 ounces
Hamburger	3 ounces (cooked weight)
Pizza	1/8 of 14" diameter
Brownie	1 (2 ½ x 2 ½ x 1 inches)
Cookie	3-4 small (1 to 2" diameter)
Ice cream	½ cup
Pie (any kind)	1/6 of 9" pie
Snickers® candy bar	1 bar (approx. 1.8 oz)
Peanut butter	1 tablespoon
Sour cream	1 tablespoon

Other Ideas for Portion Activities:

- (Worcester) - What's Your Plate Size: Suggest participants bring a dinner plate from home (one that they really use). Then make some pasta or another food item, and have participants serve themselves the portion they usually eat at home (using their own dinner plate) and have them measure it. Does the measured amount match what they thought their portion was? How does it differ from what they thought they were eating? How does it compare to the WHI standard serving size?
- (Chicago-Northwestern) - Spread It On: If margarine/butter at the table and nuts/peanut butter are some of the top two sources of fat for your participants: Have participants spread the amount of margarine (peanut butter or mayonnaise) that they typically use on a slice of bread and estimate that portion. Then ask the group to compare their slices of 'buttered bread' to 3 other slices of bread with an unknown amount of margarine (or peanut butter). After the group guesses the amounts on each slice, ask them which one they think represents the WHI standard serving size and then disclose the actual amount on each (1/2, 1 and 2 teaspoons).
- (Chicago-Northwestern) - A Handful of Nuts: Have participants pour the amount of nuts in their hand that they would typically eat at home. Then ask participants to measure the portion in their hand using a measuring cup. Compare the amount with three other pre-measured amounts of nuts (one representing the WHI standard serving – ¼ cup).

Spring 2003 Makeup
(Electronic copy available)

Women's Health Initiative

MAKEUP FOR SPRING 2003 GROUP SESSION

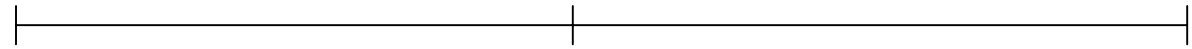
We missed you at the Spring 2003 session ***'News Bits and Supersized Bites'***. However, don't worry, you can make up this session by mail.

In the Spring 2003 session, we took a brief look at a research project that is creating a map of the human body. We discussed how this type of genetic research could potentially revolutionize future health practices. In addition, we explored the growing trend in the U.S. toward 'supersizing' and discussed how this trend could influence our own portions. In a group activity, we looked at the portion sizes of many different foods and discussed how these portions compared to the amounts we typically eat and to the amount that WHI defines as a 'standard' serving. Everyone had a few surprises!

To complete this session by mail, please do the following activities:

1. Read the Spring 2003 session material.
2. Pick 2-3 foods that you typically eat. Use the steps outlined on *Worksheet-1* to estimate the portion sizes and compare them to WHI standard serving sizes.
3. Answer the following questions:
   - How do you currently estimate the amount of food you eat?

   - How confident are you that you are able to select portion sizes that help you meet (or maintain) your WHI fat, fruit/vegetable and grain goals?



Not at all confident | Somewhat confident | Very confident

   - If you decided to work on reducing (or increasing) the portions of food you eat, how might you make this happen?

4. Mail this page in the enclosed envelope. Please include any self-monitoring tools you completed in the last 3 months.

Thank you for your continued contribution to WHI.