Here's the Scoop!

Portion sizes, portion control, portion measurements and equipment

LESSON Content

- Reasons why portion control is necessary
- Review of standard portion sizes and conversion measurements
- Utensils that control portion sizes and those that do not

LEARNING Objectives

- Participants will understand the importance of portion and size control
- Participants will be able to recognize which serving utensils control portions and which do not
- Participants will learn how to use measurement conversion charts

Lesson TIME: 10 minutes
Preparation TIME: 30 minutes to review the script, gather utensils and make copies of handouts

MATERIALS Needed

- Various kitchen utensils and serving equipment
- Measurement conversion charts

SCRIPT

The script on the following pages is provided for your use. Notes to you are in ***bold italics*** – they are not part of the script. Handouts can be made into transparencies or copied and distributed along with your talk.

We are going to be talking today about portion control. We will first start with four reasons why portion control is necessary.

How many times have you heard a student say, "you gave her a bigger piece than me"? Using standardized recipes and serving the same portion size is one of the best ways to reduce complaints from customers. It ensures that the customer will receive a uniform portion and reduces the fear of running out of certain food items near the end of the serving line.

A second reason why standard portion sizes are necessary is to ensure that we meet the USDA requirements for reimbursable meals. Although the USDA has set standardized portion sizes for the reimbursable meal, we also need to know how to set these portion standards for a la carte offerings and special catering functions.

A third reason is that controlling food costs is necessary to any successful food service operation. Once standard portion sizes are used, dollar amounts can be calculated for each component and the total meal cost. Once we know our food costs, we can use this information to make sure our program is breaking even or is in the black.

The fourth reason is that using proper portion sizes for each age group can help eliminate food waste. When portion sizes are adjusted, food waste with younger students will be minimized. Portion sizes that are too large discourage young children from eating.
Okay, let's review the four reasons. And remember, it is not just "meeting a requirement" that is important. The USDA reimbursable meal patterns are designed to insure that children of different ages get the nutrition they need. ***(Ask each staff member to state a reason or tell them the four reasons which are. (1) to serve uniform portions; (2) to meet the requirements of reimbursable meals; (3) to control food costs; and (4) to reduce food waste.)***

Now, let's talk about which serving utensils control portions and which do not.
There are many kitchen tools.. A serving tool that measures the amount of food is a portion control tool. Certain tools, such as slotted spoons, turners and tongs, are **not** portion control tools. **(Have examples of these kitchen tools for display. Show which <u>are not</u> portion control tools. Remind them that a gloved hand is NOT a portion control utensil!)**

So, what are the proper serving utensils to use for portion control?

Portion Control Tools

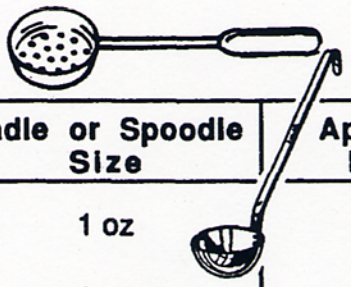
A serving tool that measures the amount of food is a portion control tool. Those tools that do not measure are not portion control tools. A handful is not a measurement! Always use serving tools.

Dishers & Scoopers

Disher (or Scoop) Number	Approximate measure
6	2/3 cup
8	1/2 cup
10	3/8 cup
12	1/3 cup
16	1/4 cup
20	31 /3 Tbsp
24	2 2/3 Tbsp
30	2 Tbsp
40	12/3 Tbsp

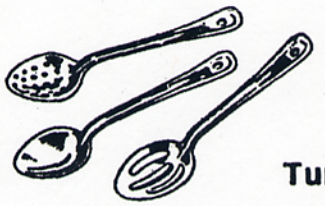
Ladles and Spoodles

The following sizes of ladies and spoodles will help in obtaining equal-size servings of soups, sauces, creamed foods, and other similar foods. Perforated ladles and spoodles are available for accurate portioning of foods that need draining.



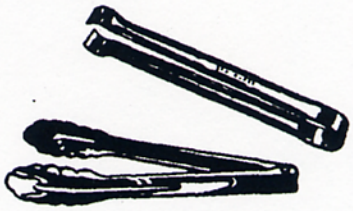
Ladle or Spoodle Size	Approximate Measure
1 oz	1/8 cup
2 oz	1/4 cup
4 oz	1/2 cup
6 oz	3/4 cup
8 oz	1 cup

These are NOT portion control serving tools



Solid, Slotted and Perforated Spoons

Turners



Tongs

SERVING PORTION GUIDE for STEAM TABLE PANS

For 4" deep steam table pans: the capacity listed in the chart below is based on filling the pan to one inch from the top.

Pan Size	Measurements	Volume	2 oz. Portions	3 oz. Portions	4 oz. Portions	6 oz. Portions	8 oz Portions
1/4 Pan	6 in. x 5 in.	2 1/2 Quarts	40	26	20	13	10
1/3 Pan	12 in. x 6 in.	3 Quarts	48	32	24	16	12
1/2 Pan	12 in. x 10 in.	5 Quarts	80	53	40	26	20
Full Pan I	12 in. x 20 in.	10 Quarts	160	105	80	53	40

For 6" deep steam table pans: the capacity listed in the chart below is based on filing the pan to the first line (the indented section) from the top of the pan.

Pan Size	Measurements	Volume	2 oz. Portions	3 oz. Portions	4 oz. Portions	6 oz. Portions	8 oz Portions
1/4 Pan	6 in. x 5 in.	3 3/4 Quarts	60	40	30	20	15
1/3 Pan	12 in. x 6 in.	5 Quarts	80	53	40	26	20
1/2 Pan	12 in. x 10 in.	7 1/2 Quarts	120	80	60	40	30
Full Pan	12 in. x 20 in.	15 Quarts	240	160	120	80	60

Source: Oakland County Committee for Quad-County

CLEVER CONVERTERS for MEASURES

Equivalent Volume Measures

3 teaspoons	= 1 tablespoon
2 tablespoons	= 1 fluid ounce
2 tablespoons	= 1/8 cup
4 tablespoons	= ¼ cup
5 1/3 teaspoons	= 1/3 cup
8 tablespoons	= ½ cup
10 2/3 tablespoons	= 2/3 cup
12 tablespoons	= ¾ cup
16 tablespoons	= 1 cup
8 fluid ounces	= 1 cup
2 cups	= 1 pint
2 pints	= 1 quart
4 cups	= 1 quart
4 quarts	= 1 gallon

Equivalent Weight Measures

16 ounces	= 1 pound
12 ounces	= ¾ pound
8 ounces	= ½ pound
4 ounces	= ¼ pound

Clever Converters

To Convert Weight

Pounds (lb) to ounces (oz)	Multiple number of lbs by 16 oz = lbs x 16
Ounces (oz) to Pounds (lb)	Divide number of oz by 16 lbs = oz/16

To Convert Volume

Gallons (gal) to quarts (qt)	Multiply number of gallons by 4 Qts = gal x 4
Quarts (qt) to gallons (gal)	Divide number of quarts by 4 Gal = qts/4
Quarts (qt) to cups (c)	Multiple number of quarts by 4 C = qts x 4
Cups (c) to quarts (qt)	Divide number of cups by 4 Qts = c/4
Cups (c) to tablespoons (Tbsp)	Multiple number of cups by 16 Tbsp = c x 16
Tablespoons (tbsp) to cups (c)	Divide number of tablespoons by 16 c = tbsp/16
Tablespoons (tbsp) to teaspoons (tsp)	Multiple number of tablespoons by 3 tsp = tbsp x 3

Here's the Scoop! Portion Control

Ask staff why we need portion control

Uniform portions:

- Makes each portion a standard size and reduces irregular size complaints
- Predict an accurate portion count so one doesn't run out of product
- Standardizes the serving size for meeting USDA requirements for the reimbursable meal and insures students get the nutrition they need
- Helps eliminate waste, especially with younger children
- Control food cost

Standardize portions with serving tools that are designed to measure the amount of food.
Show examples: Scoops, slotted spoodles, ladles, portion scales and measuring cups

Display other tools that assist in serving but are not portion control tools. These include: tongs, turners and slotted spoons. Gloved hands are not tools.

PAN PROBLEMS

Use examples from pan size handout such as lasagna.
A full 4-inch deep pan of product was planned and cooked to serve ***6 ounce portions to 53 students***.
An individual mistakenly served ***8 ounce portions to 40 students***.

SANDWICH PROBLEMS…AN OUNCE OF PREVENTION

A sandwich required 1 ounce of cheese and 1 ounce of meat. But the individual making the sandwiches mistakenly gave 2 ounces of meat, plus 1 ounce of cheese.
Ask, if the meat were $2.89 per pound, what would the meat cost be?

$ 2.89 divided by 16 ounces = **18 ¢ per ounce of meat**

1 ounce serving =	**16** portions =	18 ¢ meat cost
2 ounce servings =	**8** portions =	36 ¢ meat cost

Today students need 600 sandwiches
18 ¢ X 600 sandwiches = *$108.00 meat cost plus cheese*
36 ¢ X 600 sandwiches = *$ 216.00 meat cost plus cheese*

If this extra 1 ounce mistake was made twice a week for 9 months
72 x $108.00 = ***$7,776.00 would be the additional cost***

PAN PROBLEMS

A pan of product was planned and cooked to serve 2-ounce portions to 80 students
An individual mistakenly served 3-ounce portions to 53 students

What would you do for the other 27 students waiting in line?

SANDWICH PROBLEMS

A sandwich required 1 ounce of cheese and 1 ounce of meat. But the individual mistakenly gave 2 ounces of meat and 1 ounce of cheese.
If the meat were $2.89 per pound, what would the meat cost be?

There are 16 ounces per pound.

$ 2.89 divided by 16 ounces = **18 ¢ per ounce of meat**

1 ounce serving = _____ ***portions*** = 18 ¢ meat cost per pound

2 ounce servings = _____ ***portions*** = 36 ¢ meat cost per pound

Students need 600 sandwiches

18 ¢ X 600 sandwiches = *$ 108.00 meat cost plus cheese*
36 ¢ X 600 sandwiches = *$ 216.00 meat cost plus cheese*

If this extra 1 ounce mistake was made twice a week for 9 months

72 x $108.00 = _____ would be the additional cost