

Ohio SNAP-Ed Adult & Teen Programs Breaking Down the Barriers to Eating Dairy

Task Topic:	<u>Dairy</u>
Task Title:	<u>Breaking Down the Barriers to Eating Dairy</u>
Teaching Message(s):	<input checked="" type="checkbox"/> <u>When consuming dairy products like milk, cheese, yogurt, etc., choose low fat or fat free options.</u> <input checked="" type="checkbox"/> <u>Use MyPlate to make healthy food choices with a limited budget.</u> <input checked="" type="checkbox"/> <u>Use food labels to make better choices.</u>
Resources:	<u>Adapted from <i>ChooseMyPlate.gov</i>, <i>Dietary Guidelines</i>, American Dairy Association Mideast</u>

Objectives for the Task:

1. Identify common barriers that prevent persons from eating dairy and corresponding strategies to overcome these barriers.

Materials needed for the Task (including Handouts):

- Barrier Cards (printed on card stock)
- Fact Sheet – Non-Dairy Sources of Calcium
- Recipe Booklet – Calcium-Rich Recipes
- Community Nutrition Team Disposable Gloves Fact Sheet

Food and Equipment for Demonstration and Sampling:

- Seared Greens recipe
 - 1 ½ lbs. kale, collard greens, or spinach
 - Canola or olive oil
 - Garlic (cloves)
 - Water
 - Salt
 - Black pepper
 - Small bottle cider vinegar
- Large diameter skillet or wok, with lid (16”-18” size)
- Measuring cups
- Measuring spoons
- Single burner or stove
- Paper towels
- Spatula
- Small paper plates
- Disposable forks
- Disposable gloves



Some ingredients may not be available in your area. Feel free to make ingredient substitutions as necessary. If you decide to make a recipe substitution, please use a SNAP-Ed approved recipe from the What's Cooking? USDA Mixing Bowl website:

<http://www.whatscooking.fns.usda.gov/>

General Materials List:

- Flip chart paper
- Thought box
- Highlighters
- VOICE principles
- Post-it notes
- Markers
- Masking tape
- Participant evaluation forms
- Index cards
- Pens
- Name tags

Preparation:

- Post barriers cards around the room. Set Post-it notes and pens near each station.
- Set out the ingredients to make the Seared Greens recipe.
- Set up the music player for the Apply activity.

Key Points to Review:

- Introduce yourself. Give brief description of the program (program name, length of sessions, duration of program).
- Include your purpose as the facilitator (i.e. to introduce ideas that are supported by research, to give them the tools to make informed decisions about areas that affect their health & nutritional needs, and to identify topics that might be covered based on the curricula used in the program).
- Review the V.O.I.C.E. Principles.
- Ask participants to sign in on the SNAP-Ed sign-in sheet.
- Remember to pass out the appropriate participant evaluation form at the end of the session, making sure to read the questions out loud to the participants.

Transition:

Last time we met, we discussed.... We also Who would like to share an example of ...?

Today we will discuss barriers to eating dairy products and getting adequate calcium. We will talk about common reasons people have for avoiding dairy and suggest strategies to overcome these barriers.

We'll begin today by reviewing some strength-building exercises we can do to keep our bones and muscles strong. Who can name an example of a weight-bearing exercise? Who has tried this type of exercise before? What was your experience like?

Physical activity guidelines can be found at the following websites:

- Office of Disease Prevention and Health Promotion: www.health.gov/paguidelines/
- CDC: <http://www.cdc.gov/physicalactivity/everyone/guidelines/index.html>
- President's Council on Fitness, Sports, and Nutrition: www.fitness.gov/be-active/physical-activity-guidelines-for-Americans/



Anchor

Around the room, I have posted some cards that have reasons people may give for not eating dairy foods, or eating enough dairy foods. Think of someone you know who doesn't eat dairy foods regularly. What are this person's reasons for not eating these foods? Stand next to a barrier you think the person has for not meeting their goals of 2-3 servings of dairy foods a day.

Look around the room and point out the barriers that have the most participants standing at them. Briefly discuss some of the reasons for why people avoid dairy products or do not eat enough. When finished, participants may return to their seats.

Add

There are many reasons a person may have for not eating dairy foods. These include **lack of nutrition knowledge**, such as not being aware of how much dairy a person needs to eat, or which foods are good sources of calcium. **Food preferences** may be another barrier. If someone does not like the taste or texture of milk, they may avoid it. Sometimes **cost** can be a barrier, as we've seen with the cost of milk going up recently. Finally, **food intolerance** or **food allergy** might be a reason someone has for not eating dairy.

Each of these "roadblocks," or barriers, can be overcome without too much difficulty. There are a lot of foods that are good sources of calcium besides dairy products. *Pass out the Fact Sheet – Non-Dairy Sources of Calcium.* This fact sheet I passed out shows foods that supply calcium and which food group they belong to. Many different foods, in groups besides dairy, can be good sources of calcium. Check the Nutrition Facts label on fortified foods such as oatmeal, orange juice, or soy-based products for calcium content. Leafy green vegetables are also a good way to get calcium.

If taste or texture is a barrier, one strategy to help overcome this is to try a different type of milk or add flavoring to your milk. Fat free (skim) milk has a less-thick mouth feel than higher-fat milks, which may appeal to some people. Adding milk to other foods, like coffee, tea, or cereal, can mask the taste of milk while still providing calcium.

Though the price of milk keeps rising, it's important to keep in mind that the cost for an 8-ounce glass of milk is about 19 cents, whereas an 8-ounce glass of soda from a 2-liter bottle is 21 cents. Plus, low fat and fat free milk have less calories and more nutrients than the soda, making it money well spent.

Lactose intolerance – the body's inability to digest the milk sugar lactose – is one reason some people avoid dairy products. But some types of cheese, like cheddar, have little lactose in them. A person with a dairy allergy must avoid dairy products and should consider other sources of calcium as we already discussed.



Apply

Choose one barrier to dairy consumption that I have posted around the room. Write down a suggestion you would make to someone to help him or her overcome that barrier. If you have ideas for more than one barrier, feel free to share your strategies for them as well.

Allow time for participants to complete this activity. Play music in the background.

Who would like to share their strategies?

One strategy we discussed for overcoming barriers to getting enough calcium was to eat foods from non-dairy food groups that are good sources of calcium. Today we will prepare a simple seared greens recipe. This recipe calls for kale or collard greens, but you can use any type of greens, such as frozen spinach, and still get a tasty, nutritious dish that provides calcium!

Pass out a copy of the Recipe Cards – Calcium-Rich Recipes to each participant. Make the Seared Greens recipe, inviting participants to help out with the food demonstration. Ask participants who assist with the preparation to wash their hands and wear disposable gloves.

What are your impressions of this recipe? Is this something you or your family might enjoy? How might you prepare this recipe differently to suit your tastes?

Away

Think of something you can do for yourself, or share with someone, to address one of the barriers to eating dairy products.

Facilitator's Notes:**Facilitator's Checklist:**

- ☐ Have I gathered all of the pertinent materials needed for the lesson?
- ☐ Did I spend the requisite amount of time covering each targeted message?
- ☐ Did I apply the principles of adult learning to my program?
- ☐ Did I create a comfortable and functional learning atmosphere?
- ☐ Did I fill out a Program Log with the necessary program information?
- ☐ Did I ensure that all participants signed the sign-in sheet?
- ☐ Did I read the survey instrument out loud to the participants?
- ☐ Did I collect all requisite survey instruments needed for today's lesson?

