
NE LESSON NR-000-12

For Goodness Sake! Prevent Anemia

OBJECTIVES:

- Participants will be able to review recipes and identify ingredients that are high in vitamin C.
- Participants will be able to review recipes and identify ingredients that are high in iron.

MATERIALS:

- Television and VCR
- Flip chart, marking board or chalkboard
- Chalk or marker
- Recipe handout, attached

VIDEOTAPE:

For Goodness Sake! Prevent Anemia, produced by the University of California Cooperative Extension, Contra Costa County, available in English (12:15 minutes) and Spanish (13:30 minutes) – This video provides information about iron-deficiency anemia, foods high in iron, foods high in vitamin C and shows the preparation of four iron-rich dishes. The video targets anemia in childhood. All local agencies will be sent copies of this video. To obtain additional copies, use the Texas WIC Materials Order Form and fax to: Forms Coordinator at (512) 458-7446.

OPTIONAL HANDOUT:

Preventing Anemia with Iron-rich Foods, stock no. 13-67(a)

Note about New Lesson Survey Forms:

The first few times a new lesson is presented, staff and participants need to complete the survey forms attached at the end of this lesson. Please note that the staff survey form is different from the participant survey form. Only 10-20 participant surveys need to be completed. Please mail completed New Lesson Surveys to:

Delores Preece
Texas Department of Health
Bureau of Nutrition Services
1100 West 49th Street
Austin, Texas 78756



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For Goodness Sake! Prevent Anemia

ICEBREAKER:

Before we start the class today, let's go around the room and let everyone tell us your name and then tell us one thing about yourself – something you like to do, how many children you have, where you grew up, etc. Start the icebreaker by telling the class your name and something about yourself.

Thanks for sharing with us.

INTRODUCTION:

Today we'll be learning about iron-deficiency anemia in children, what you can do to prevent it and correct it. First we'll watch a short video. After the video is over, we'll discuss what you saw in the video and then we'll look at some high iron recipes. During the video I want you to watch for some information. Write the following questions on a flip chart or marker board, make sure the questions can be seen by the entire class. Leave space under each question to record participants' responses after the video.

- **Why is it important to treat iron poor blood? What problems can it cause?**
- **What high iron foods could you give your children and/or infants?**
- **What is the connection between iron and vitamin C?**

Show the video *For Goodness Sake! Prevent Anemia*.

DISCUSSION:

QUESTION #1

Okay, let's go back to our questions and see what you learned from the video. First, why is it important to treat iron poor blood in children? What problems can it cause? Pause for participants' responses. Record participants' responses on marker board or flip chart.

Possible responses include:

- may cause anemia
- may cause children to be cranky
- may cause children to be tired
- may cause children to be pale
- may cause children to get sick often
- may prevent children from paying attention and learning in school
- may cause children to lag behind in development
- may cause red blood cells to be smaller and unable to carry enough oxygen
- brain and other organs may not grow as they should
- children who are anemic for 3-6 months may never catch-up with healthy children

Before we go on to the second question, I would like to explain a little bit about the terms “anemia” and “low-iron blood” or “iron poor blood.” More than one thing can cause anemia and there are many kinds of anemia. Anemia can be caused by low iron in the blood, this is the most common type of anemia, especially in children 1 to 3 years of age, and the type discussed in the video. Anemia can also be caused by other kinds of deficiencies, like vitamin B₁₂ or folic acid. It can even be an inherited condition, for example sickle-cell anemia. The blood test we do in WIC checks to see if the blood is low in iron. The good news is that eating foods high in iron will usually correct this problem. So, let’s move on to Question #2 and talk about high iron foods.

QUESTION #2

What high iron foods could you give your children and/or infants? Pause for participants’ responses. Record participants’ responses on marker board or flip chart. Clarify information and make sure most of the following foods are mentioned.

Possible responses include:

- Beans, lentils, split peas (mashed for infants)
- Beef, poultry, fish, pork (jars of baby food meats)
- Tofu (mashed for infants)
- Breastmilk and infant formulas fortified with iron
- Peanut butter
- Eggs*
- Enriched rice, noodles, pasta, cereal, bread and tortillas; infant cereal
- Cooking acidic foods in cast-iron pots or pans adds iron to the food you are cooking.

***There is one thing I want to clarify. The video says that eggs are a good source of iron. It is true that eggs contain iron, but the iron in eggs is hard for your body to absorb. So, eggs really aren’t a food we should include on our high-iron list. Mark eggs off the list, if it was mentioned.**

QUESTION #3

Now that we have this list of high iron foods, let’s look at the last question. What is the connection between iron and vitamin C? Why does the video recommend combining high iron foods with high vitamin C foods? Pause for participants’ responses. Record participants’ responses on marker board or flip chart. Clarify information and make sure the following information is mentioned.

Vitamin C helps your body absorb iron. So, it’s a good idea to combine high iron and high vitamin C foods in the same meal or dish.

ACTIVITY & EVALUATION:

Write “High Vitamin C” on a marker board or flip chart. Leave space to list foods under the title. Pass out the recipes included at the end of this lesson plan. **Let’s take a look at these recipes. When you see an ingredient in a recipe that is high in iron or vitamin C, tell us what it is and tells us if it is high in iron or high in vitamin C. I’ll write the high vitamin C foods under this heading and I’ll add any new high-iron foods to the list we’ve already started.** Pause for participants’ responses. As participants name foods, ask them if it is high in iron or high in vitamin C and then write the food under the proper heading on the marker board or flip chart. If participants mention a food that was previously written on the high-iron list, underline, circle or put a check mark by that food. Clarify any information, if necessary.