



Michigan WIC
Nutrition Education Module for State Sharing

Before and Between Babies!

Stay Strong with Iron

Self-Directed Education for Pregnant and Post-Partum Women



Family Playing Bubbles. Courtesy of [WIC Image Gallery](#).

**Special acknowledgement to the following organizations that developed this lesson:
Washtenaw County (MI) WIC Program
Michigan WIC Nutrition Education Advisory Team**

**Michigan Department of Health and Human Services, WIC Program, Lansing, Michigan
www.michigan.gov/wic August 2014. Revised September 2016, April 2020, March 2021.**

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Michigan WIC Nutrition Education Lesson Plan

I. Title: Before and Between Babies! Stay Strong with Iron

II. Suggested MI-WIC NE Topics: Medical: Iron Deficiency Anemia, Vitamins/Minerals: Iron

III. Learning Objectives:

1. The client will learn at least one strategy they plan to either change or continue to get enough iron.
2. The client will advance in a stage of behavior change intent or continue if in action or maintenance stage.

IV. Target Group: Pregnant and post-partum women

V. Learning Activities/Method: Self-directed education

VI. Materials Needed:

1. *Before and Between Babies! Stay Strong with Iron* binder with tabs A-E, one copy of the lesson module (one sheet protector per page)
2. “Client Feedback Form” (one per client)
3. “Client Feedback Form Key”
4. Reinforcements: Extra copies of the nutrition education handouts (see listing and links below)

VII. Equipment and Facilities Needed: Table and chair

VIII. Approximate Time: 20-30 minutes

IX. Outline of Content:

1. Introduction: Each client will be welcomed by a WIC staff member who introduces himself or herself to the client.
2. The WIC Nutrition Educator/CPA/RD will discuss their interests with the client and will invite them to use the *Before and Between Babies! Stay Strong with Iron* binder for nutrition education.
3. The client will turn to the appropriate sections in response to questions as they read through the *Before and Between Babies! Stay Strong with Iron* binder. If the client has difficulty the nutrition educator may assist them.
4. One or more of the following reading materials can be included with the appropriate tab:

Tab A – Maintenance

“Iron Fact Sheet for Consumers”

<https://ods.od.nih.gov/pdf/factsheets/Iron-Consumer.pdf>

Readability – Grade 7.

Also available in Spanish at

<https://ods.od.nih.gov/pdf/factsheets/Iron-DatosEnEspanol.pdf>

“Stay Strong with Iron.”

<http://www.onlineordersff.com/images/pdfs/6706.pdf>

Readability – Grade 7

Also available in Spanish <http://www.onlineordersff.com/images/pdfs/6707.pdf>

Tab B – Action

“Iron Fact Sheet for Consumers”

<https://ods.od.nih.gov/pdf/factsheets/Iron-Consumer.pdf>

Readability – Grade 7.

Also available in Spanish at

<https://ods.od.nih.gov/pdf/factsheets/Iron-DatosEnEspanol.pdf>

“Stay Strong with Iron.”

<http://www.onlineordersff.com/images/pdfs/6706.pdf>

Readability – Grade 7

Also available in Spanish <http://www.onlineordersff.com/images/pdfs/6707.pdf>

Tab C – Preparation

“Choose Foods With Iron.”

<https://extension.tennessee.edu/publications/Documents/SP505-B.pdf>

Readability - Grade 9

“Iron Fact Sheet for Consumers”

<https://ods.od.nih.gov/pdf/factsheets/Iron-Consumer.pdf>

Readability – Grade 7.

Also available in Spanish at

<https://ods.od.nih.gov/pdf/factsheets/Iron-DatosEnEspanol.pdf>

Tab D – Contemplation

“Choose Foods With Iron.”

<https://extension.tennessee.edu/publications/Documents/SP505-B.pdf>

Readability - Grade 9

“Foods to Fight Iron Deficiency”

<https://www.eatright.org/health/wellness/preventing-illness/iron-deficiency>

Readability – Grade 6.

“Iron.”

<https://www.dhs.state.il.us/OneNetLibrary/27897/documents/Brochures/4444.pdf>

Readability - Grade 10

Available in English and Spanish

“Iron Deficiency Anemia”

<https://www.womenshealth.gov/files/documents/fact-sheet-iron-deficiency-anemia.pdf>

Readability – Grade 13

Also available in Spanish at

https://espanol.womenshealth.gov/img/hhswomenshealth/170667_OWH_FS_IronDeficiencyAnemia_spa.pdf

Tab E – Pre-Contemplation

“Iron Facts for Consumers”

Available in English and Spanish at

<https://ods.od.nih.gov/pdf/factsheets/Iron-DatosEnEspanol.pdf>

Readability—Grade 7.

“Iron.”

http://www.nal.usda.gov/wicworks/Sharing_Center/NJ/Iron.pdf

Readability - Grade 6

“Iron Deficiency Anemia”

<https://www.womenshealth.gov/files/documents/fact-sheet-iron-deficiency-anemia.pdf>

Readability – Grade 13

Also available in Spanish at

https://espanol.womenshealth.gov/img/hhswomenshealth/170667_OWH_FS_IronDeficiencyAnemia_spa.pdf

X. Staff Trained to Present: RD, CPA or another trained nutrition education staff

XI. Evaluation Method:

1. The client will complete the “Client Feedback Form.” The “Client Feedback Form” encourages clients to think about and describe what they learned and what they plan to change or continue to improve their iron intake. WIC staff can use the “Client Feedback Form Key” to identify the stage of change intent for follow up.
2. The client will be offered an opportunity to speak to a WIC Nutrition Educator/CPA/RD.

XII. References:

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“Choose Foods With Iron.” *The University of Tennessee*. University of Tennessee Extension. Mar. 2006. Web. 9 Apr. 2020. <https://extension.tennessee.edu/publications/Documents/SP505-B.pdf>.

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Fried Rice. Photograph. *Pixabay*. Pixabay. 14 Jun. 2013. Web. 9 Apr. 2020. <https://pixabay.com/photos/rice-fried-travel-delicious-eat-139171/>.

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Before and Between Babies!

Stay Strong with Iron

Client Feedback Form

Congratulations on completing this lesson!

Name: _____ Family #: _____

Which section did you read? Circle one: A B C D E

Please answer the following:

Did you enjoy this topic? Yes No

Did you learn something to help you get enough iron? Yes No

Tell us one thing you learned today:

Check ONE statement that best describes you:

- I plan to *continue* eating enough iron acid-rich foods and taking a multi-vitamin with iron. (M/A)
- I plan to *start* eating more foods with iron and taking a multi-vitamin with iron, *soon*. (P)
- I am *thinking about* eating more foods with iron and taking a multi-vitamin with iron, *someday*. (C)
- I *don't plan to change* my eating habits and take a multi-vitamin with iron. (PC)

If you plan to make changes, please tell us what they are:

Would you like to talk with a WIC nutritionist? Yes No

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Staff Use Only

MI-WIC NE Topics: Medical: Iron Deficiency Anemia; Vitamins/Minerals: Iron

MI-WIC Recorded by:

Staff initials:

Key

Before and Between Babies! *Stay Strong with Iron* Client Feedback Form

Congratulations on completing this lesson!

Name: _____

Family #: _____

Which section did you read? Circle One: A B C D E

The letter the client circles (A – Maintenance, B – Action, C – Preparation, D – Contemplation, or E – Pre-Contemplation) reflects their stage of change BEFORE reading the materials at the end of the section. The check boxes below reflect the client’s stage of change intent AFTER completion of the lesson.

Please answer the following: *These responses can be used as client feedback and/or for counseling.*

Did you enjoy this topic? Yes No

Did you learn something to help you get enough iron? Yes No

Tell us one thing you learned today:

Check ONE statement that best describes you:

- I plan to *continue* eating enough iron acid-rich foods and taking a multi-vitamin with iron.
Maintenance/Action
- I plan to *start* eating more foods with iron and taking a multi-vitamin with iron, *soon*.
Preparation
- I am *thinking about* eating more foods with iron and taking a multi-vitamin with iron, *someday*. *Contemplation*
- I *don't plan to change* my eating habits and take a multi-vitamin with iron.
Pre-Contemplation

If you plan to make changes, please tell us what they are:

Would you like to talk with a WIC nutritionist? Yes No

If yes, please refer the client to a nutritionist.

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Staff initials: