

## Calcium and Vitamin D

### Calcium is an Important Mineral That Helps:

- Our bones and teeth stay strong
- Our muscles move when we exercise
- Our body stay at a healthy weight
- Our skin to form scabs when we get cut
- Our body maintain a healthy blood pressure

### Vitamin D is an Important Nutrient That Helps:

- Our body absorb calcium and prevent osteoporosis
- Regulate insulin and blood sugar and prevent type 2 diabetes and heart disease
- Prevent the following types of cancer: bladder, breast, colon, ovarian, prostate and rectal
- Prevent falls and muscle weakness
- Regulate immune function

Men, women and children have different calcium needs, which change with age. Vitamin D is a nutrient that works together with calcium and is essential for children and adults.

### Calcium and Vitamin D Requirements

Age	Daily Calcium	Daily Vitamin D
<b>1 to 3 years</b>	700 mg	600 IU
<b>4 to 8 years</b>	1,000 mg	600 IU
<b>9 to 18 years</b>	1,300 mg	600 IU
<b>19 to 49 years, men up to 71 years</b>	1,000 mg	600 IU
<b>Women over 51, men over 71</b>	1,200 mg	600-800 IU
<b>Individuals with osteoporosis</b>	1,500 mg	800 IU
<b>Pregnant &amp; Breastfeeding:</b>		
<b>Below age 18</b>	1,300 mg	600 IU
<b>19 and older</b>	1,000 mg	400-800 IU

### How to get the Calcium and Vitamin D Your Body Needs

Many foods, especially dairy products, are naturally rich sources of calcium. You can identify the good sources of calcium (both natural and fortified) and the amount a food provides on the food lists on the back of this page.

Few foods, other than fatty fish and fish liver oil, are naturally rich sources of vitamin D, and some foods are fortified with vitamin D, such as milk. Vitamin D is usually produced in your body when your skin is exposed to sunshine. Talk with your doctor to determine if you should rely on sun exposure for vitamin D.

If you don't get enough calcium from your diet and if your doctor tells you that your vitamin D levels are low, you can take over-the-counter supplements. Talk to your health care provider to determine if a calcium or vitamin D supplement is necessary and how much you need to take.

## Calcium Content of Foods

Dairy		
FOOD	SERVING SIZE	CALCIUM (MG)*
<b>MILK</b>		
Milk, non-fat, dry, instant	1/3 cup	500
Milk: whole, low-fat, nonfat, buttermilk and chocolate	1 cup	250 - 300
Pudding made with milk	1/2 cup	155
Rice milk & Soy milk, <i>fortified</i>	1 cup	300 - 370
Soy milk	1 cup	55
<b>YOGURT &amp; ICE CREAM</b>		
Frozen yogurt	1/2 cup	100
Ice cream	1/2 cup	85 - 110
Yogurt (whole, low-fat, and nonfat) plain and fruit-flavored	1 cup	275 - 450
<b>CHEESE</b>		
American cheese	1 oz.	160
Brie cheese	1 oz.	50
Hard cheese (cheddar, Swiss, mozzarella, provolone )	1 oz.	200 - 220
Soy cheese, <i>fortified</i>	1 oz.	200
Cottage cheese	1/2 cup	80
Ricotta cheese ( <i>part skim</i> )	1/2 cup	335

Non-Dairy		
	SERVING SIZE	CALCIUM (MG)*
<b>VEGETABLES &amp; SOY</b>		
Broccoli, cooked	1/2 cup	30
Dried beans and peas	1/2 cup	50 - 100
Leafy greens (mustard, beet, kale, collards, dandelion, spinach) cooked	1/2 cup	70 - 180
Soybeans	1/2 cup	130
<b>FISH</b>		
Salmon, canned ( <i>with bones</i> )	3 oz.	180
Sardines, drained( <i>with bones</i> )	3 oz.	325
Tuna, light, canned in oil, drained	3 oz.	10
<b>NUTS &amp; SEEDS</b>		
Almonds	1 oz. or 23 nuts	75
Nuts – most varieties	1 oz.	30
Seeds	1 oz.	20
Tofu, <i>fortified</i> with calcium sulfate or lactate	1/4 cup	215
<b>OTHER</b>		
Cereal bar, calcium <i>fortified</i>	1 each	300
Orange juice, calcium <i>fortified</i>	1/2 cup	175 - 200
Molasses, Blackstrap	1 Tbsp	170
Tortillas, corn (6 inch)	2 each	100

## Vitamin D Content of Foods

FOOD	SERVING SIZE	VITAMIN D (IU)
Cod liver oil	1 Tbsp	1360
Salmon, wild caught	3 oz.	400 - 800
Catfish	3 oz.	425
Tuna (canned in oil) or Mackerel	3 oz.	230 - 345
Milk, <i>fortified</i>	1 cup	90 - 125

\* Values are rounded to the nearest 5 mg and may be averaged with similar foods in group  
 Source: American Dietetic Association Nutrition Care Manual Calcium Content of foods

To look up other foods, visit the USDA Nutrient Database online at [www.nal.usda.gov/fnic/foodcomp/search/](http://www.nal.usda.gov/fnic/foodcomp/search/)

## Add up your Child's IRON intake

**Iron** is a mineral found in food. It is an important part of your everyday diet. Iron is essential to the body and part of your red blood cells and is needed to carry oxygen to all parts of your body. Iron is necessary to prevent iron deficiency anemia. Anemia makes you feel tired, weak and irritable. It can lead to pale skin, headaches, poor appetite and illness. Iron absorption is enhanced if Vitamin C rich foods are eaten at the same meal. Food cooked in an iron skillet absorb iron which the body can use. Iron tablets and Vitamin C are excellent supplements to your diet.

### Daily Iron Requirements

**Infants:** Breast fed infants, by six months require iron fortified infant cereal. Infants who are not breast fed require iron fortified formula from the start.

Children	Iron (mg/day)
1-3 Years	15 mg
4-10 years	10 mg
11-50 years	18 mg
Over 50	10 mg
<b>Breastfeeding moms</b>	<b>18 mg+</b>

#### Beef:

Chuck stew 4 oz.	3.1 mg
Hamburger 4 oz.	3.5 mg
Liver 3 1/2 oz.	6.6 mg
Roast 8 oz.	4.5 mg

#### Chicken:

Fried 1/2 cup	1.8 mg
Breast (fried)	1.1 mg
Roasted 3 1/3 oz.	2.1 mg
Livers 2 large	7.4 mg

#### Fish:

Tuna (in oil) 3 1/2 oz.	1.9 mg
Tuna (in water)	1.6 mg
Scallops 3 1/2 oz.	1.6 mg
Shrimp 1.2 lb.	2.5 mg
Clams (hard) 5 to 10	7.5 mg
Clams (soft) 4 to 9	3.4 mg
Oysters 5 to 8	5.5 mg

#### Ham:

Baked 2 1/2 oz.	2.1 mg
Canned 4 oz.	3.0 mg

#### Lamb:

Leg 4 oz.	1.3 mg
Loin chop	1.2 mg

#### Luncheon Meats:

Liverwurst 1 slice	1.6 mg
Salami 1 slice	1.0 mg

#### Pork:

Loin 4 oz.	2.3 mg
Spareribs 8 oz.	2.9 mg

#### Turkey:

Roasted 3 slices	5.1 mg
------------------	--------

#### Veal:

Cutlet 4 oz.	3.3 mg
Stew Meat 3 1/2 oz.	3.5 mg

#### Vitamin C Rich Foods

Apples	Apricots	Cantaloupe	Citrus fruits
Oranges	Pears	Pineapples	Strawberries
Peaches	Plums	Broccoli	Cabbage
Carrots	Celery	Lettuce	Green peppers
Onions	Potatoes	Radishes	

#### Breads and Grains:

Bagel 3"	1.2 mg
Branflakes 40% 1 cup	12.3 mg
Branflakes w/ raisins 1 cup	17.7 mg
Breadcrumbs dry 1 cup	3.6 mg
Gingerbread 1 slice	1.0 mg
Macaroni	1.4 mg
Noodles (egg) 1 cup cooked	1.4 mg
Oatmeal cooked 1 cup	1.7 mg
Rolls: hot dog or hamburger	1.2 mg
Rolls: hard 1 medium	1.3 mg
Cream of Wheat 1 serving	25.0 mg

#### Eggs:

1 large whole	1.2 mg
---------------	--------

#### Fruits:

Apple juice 1 cup	1.5 mg
Apricots (dried) 1/2 cup	3.6 mg
Apricots (dried) cooked 1/2 cup	2.3 mg
Avocado	1.3 mg
Banana mashed 1 cup	1.6 mg
Cantaloupe 1/2 med	1.6 mg
Orange juice canned 1 cup	1.0 mg
Prunes canned 1/2 cup	1.1 mg
Prunes dried uncooked 10	3.3 mg
Prune juice 1 cup	10.5 mg
Raisins 1/2 cup	2.9 mg
Strawberries 1.2 cup frozen	1.0 mg
Watermelon 8" x 4" wedge	2.1 mg

#### Nuts:

Almonds 1/4 cup	1.7 mg
Cashews 1/4 cup	1.2 mg
Walnuts 1/4 cup	1.9 mg

#### Vegetables:

Artichoke 1 whole	1.4 mg
Asparagus 6 stalks	1.3 mg
Beans Dry: Lima 1/2 cup	2.9 mg
Beans Dry: Navy pea 1/3 cup	2.5 mg
Beans Dry: Kidney 1/2 cup	2.2 mg
Beans Fresh: Lima 1/3 cup	2.1 mg
Beans Fresh: Sprouted mung 1	1.4 mg
Brussels Sprouts 6 to 7	1.1 mg
Chard 1/3 cup cooked	1.3 mg
Chestnuts 10	1.2 mg
Dandelion Greens 1/2 cup	1.8 mg
Endive 1 cup	1.0 mg
Lentils dry cooked 1/2 cup	2.1 mg
Lettuce (Boston) 1 cup	1.1 mg
Peas green	1.4 mg
Potato 1 medium baked	1.1 mg
Spinach raw 1 cup	1.7 mg
Spinach cooked 1/2 cup	2.0 mg

# ELLYN SATTER'S DIVISION OF RESPONSIBILITY IN FEEDING

Children have natural ability with eating. They eat as much as they need, they grow in the way that is right for them, and they learn to eat the food their parents eat. Step-by-step, throughout their growing-up years, they build on their natural ability and become eating competent. Parents let them learn and grow with eating when they follow the Division of Responsibility in Feeding.

## The Division of Responsibility for infants:

- The parent is responsible for *what*.
- The child is responsible for *how much* (and everything else).

Parents choose breast- or formula-feeding, and help the infant be calm and organized. Then they feed smoothly, paying attention to information coming from the baby about timing, tempo, frequency, and amounts.

## The Division of Responsibility for babies making the transition to family food:

- The parent is still responsible for *what*, and is *becoming* responsible for *when* and *where* the child is fed.
- The child is *still* and *always* responsible for *how much* and *whether* to eat the foods offered by the parent.

Based on *what* the child can *do*, not on how *old* s/he is, parents guide the child's transition from nipple feeding through semi-solids, then thick-and-lumpy food, to finger food at family meals.

## The Division of Responsibility for toddlers through adolescents

- The parent is responsible for *what, when, where*.
- The child is responsible for *how much* and *whether*.

Fundamental to parents' jobs is trusting children to determine *how much* and *whether* to eat from what parents provide. When parents do their jobs with *feeding*, children do their jobs with *eating*:

### Parents' feeding jobs:

- Choose and prepare the food.
- Provide regular meals and snacks.
- Make eating times pleasant.
- Step-by-step, show children by example how to behave at family mealtime.
- Be considerate of children's lack of food experience without catering to likes and dislikes.
- Not let children have food or beverages (except for water) between meal and snack times.
- Let children grow up to get bodies that are right for them.

### Children's eating jobs:

- Children will eat.
- They will eat the amount they need.
- They will learn to eat the food their parents eat.
- They will grow predictably.
- They will learn to behave well at mealtime.



For more about raising healthy children who are a joy to feed, read Part two, "How to raise good eaters," in Ellyn Satter's *Secrets of Feeding a Healthy Family*. For the evidence, read [The Satter Feeding Dynamics Model](#).

© 2015 Ellyn Satter. As long as you don't change it or charge for it and you do include the *for more about* and *copyright* statements, you may reproduce this article. See <http://www.ellynsatterinstitute.org/> for more about eating and feeding and for Ellyn Satter's books, videos, and other resources.

## HOW TO FEED YOUR CHILD

Volumes have been written on nutrition for children; this is obviously not a definitive discussion. You have a unique ability to shape your child's eating habits as he/she makes the transition to an all table food diet the patterns you establish now teach him/her how to eat and influence lifelong food preferences as well as provided good nutrition day to day.

Our basic approach to good nutrition is to encourage a wide variety of foods as much as possible they should be relatively unprocessed and low in fat salt and simple sugars.

### FOODS TO AVOID

*Sausages*, including hot dogs, bologna, salami and lunch meats, they contain saturated fat, salts and nitrates.

*Bacon* the All American food. This is very fatty with lots of salt.

*Drinks* such as Kool-Aid, Hi c, Funny Face, Hawaiian Punch, soft drinks, etc. These are merely expensive sugar water despite much fancy advertising. Some people have been known to quench thirst with Water!

*Candy*, candy bars. Promoted as "instant energy", these are pure sugar and fat.

*Doughnuts*, Twinkies, sweet rolls. These contain lots of sugar, fat and salt and lack the fiber bread products should provide.

*Potato chips*, pretzels, corn chips, crackers. These are high in fat and salt.

All of these may be permissible as a rare addition if you are not a purist but they should NEVER be kept around the house available as snacks.

### OVERRATED FOODS

*Raisins* do have vitamins, but their sugar content is very high in a sticky form that clings to teeth and promotes decay. Save these for picnics and situations where the convenience justifies the use.

*Graham crackers* should be considered cookies. They also provide sugar in a sticky form.

*Fruit Juices*. Much that is marketed as fruit juice is really fruit drink. Read labels closely-flavored, colored water. True juices have nutritional value but they are also high in sugar content: natural sugar, it's true, but that makes little difference. The key with juices is moderation. Do not use juice bottles as pacifiers. **Never** out a child to sleep with a juice bottle. Limit juice intake to 0-4 ounces/day. Use lots of ice in a tall glass.

*Liver* is full of vitamins and minerals, especially iron. But it is an organ that concentrates the hormones and chemicals fed to animals and makes them grow rapidly as well as environmental contaminants. It is also high in saturated fat.

*Instant breakfast food bars* are almost candy bars. Although they do have vitamins and minerals added to the chemical mix (read the label), they are high in sugar and fat and lack the fiber we should expect from cereal products.

*Yogurt* contains about 7 teaspoons of sugar/cup. Plain yogurt is nutritious; add chunks or puree of real fruit to this for a valuable food.

*Peanut butter* is a good protein source, but remember is 74% fat so do not use is to excess.

Do not get into a battle over food. Your child's appetite will vary from day to day as your does. Encouraging her/him to eat "eat just a little more" encourages overeating and obesity; respect feeling of satiety. No emotionally healthy child will voluntarily go hungry; children in poverty eat garbage rather than starve.

There is no indispensable food: within reason, respect your child's likes and dislikes. If he/she does not have access to junk food, whatever variety he/she selects from the family's meals that day will probably be adequate. While each individual meal may not be perfectly balanced, children have tendency to average out their preferences over several days – Today he/she wants mainly fruit, tomorrow bread etc. This is exaggerated only in families where it creates a lot of upset.

Your child does not yet have cultural biases about what is appropriate for breakfast, etc. leftover rice is as easy and more nutritious than Rice Krispies. Eggs do not have to be accompanied by bacon.

Do not over emphasize the importance of Milk. It is a valuable foo, but no child should drink more than a quart a day, especially if he/she also eats cheese, yogurt, etc. No other animal in nature drinks milk past infancy.

Even the healthiest of foods if eaten excess crowds out intake of the necessary wide variety of foods that provide truly good, balanced nutrition.

Please do not expect your child to eat a good diet if you have goodies put up that are off limits to her/him. Your example is more important than your rules about what he/she may eat. Take this opportunity to improve your own diet.

# Car Seat Recommendations for Children

- Select a car seat based on your child's age and size, and choose a seat that fits in your vehicle and use it every time.
- Always refer to your specific car seat manufacturer's instructions; read the vehicle owner's manual on how to install the car seat using the seat belt or LATCH system; and check height and weight limits.

- To maximize safety, keep your child in the car seat for as long as possible, as long as the child fits within the manufacturer's height and weight requirements.
- Keep your child in the back seat at least through age 12.

## AGE

### Birth – 12 months

Your child under age 1 should always ride in a rear-facing car seat.

There are different types of rear-facing car seats: Infant-only seats can only be used rear-facing. Convertible and 3-in-1 car seats typically have higher height and weight limits for the rear-facing position, allowing you to keep your child rear-facing for a longer period of time.

### 1 – 3 years

Keep your child rear-facing as long as possible. It's the best way to keep him or her safe. Your child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the rear-facing car seat, your child is ready to travel in a forward-facing car seat with a harness.

### 4 – 7 years

Keep your child in a forward-facing car seat with a harness until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it's time to travel in a booster seat, but still in the back seat.

### 8 – 12 years

Keep your child in a booster seat until he or she is big enough to fit in a seat belt properly. For a seat belt to fit properly the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snug across the shoulder and chest and not cross the neck or face. Remember: your child should still ride in the back seat because it's safer there.

## DESCRIPTION (RESTRAINT TYPE)



A **REAR-FACING CAR SEAT** is the best seat for your young child to use. It has a harness and in a crash, cradles and moves with your child to reduce the stress to the child's fragile neck and spinal cord.



A **FORWARD-FACING CAR SEAT** has a harness and tether that limits your child's forward movement during a crash.



A **BOOSTER SEAT** positions the seat belt so that it fits properly over the stronger parts of your child's body.



A **SEAT BELT** should lie across the upper thighs and be snug across the shoulder and chest to restrain the child safely in a crash. It should not rest on the stomach area or across the neck.



NHTSA  
www.safercar.gov



[www.facebook.com/childpassengersafety](http://www.facebook.com/childpassengersafety)



<http://twitter.com/childseatsafety>

March 21, 2011

## Activities for Infants 12-16 Months Old



<p>Babies love games at this age (Pat-a-Cake, This Little Piggy). Try different ways of playing the games and see if your baby will try it with you. Hide behind furniture or doors for Peekaboo; clap blocks or pan lids for Pat-a-cake.</p>	<p>Babies enjoy push and pull toys. Make your own pull toy by threading yogurt cartons, spoons, or small boxes on a piece of yarn or soft string (about 2 feet long). Tie a bead or plastic stacking ring on one end for a handle.</p>	<p>Make puppets out of a sock or paper bag—one for you and one for your baby. Have your puppet talk to your baby or your baby's puppet. Encourage your baby to "talk" back.</p>	
		<p>To encourage your baby's first steps, hold your baby in standing position, facing another person. Have your baby step toward the other person to get a favorite toy or treat.</p>	
<p>Play the naming game. Name body parts, common objects, and people. This lets your baby know that everything has a name and helps her begin to learn these names.</p>	<p>Make an obstacle course with boxes or furniture so that your baby can climb in, on, over, under, and through. A big box can be a great place to sit and play.</p>	<p>Tape a large piece of drawing paper to a table. Show your baby how to scribble with large nontoxic crayons. Take turns making marks on the paper. It's also fun to paint with water.</p>	
	<p>Let your baby help you clean up. Play "feed the wastebasket" or "give it to Mommy or Daddy."</p>	<p>Babies continue to love making noise. Make sound shakers by stringing canning rims together or filling medicine bottles (with child-proof caps) with different-sounding objects like marbles, rice, salt, bolts, and so forth. Be careful to secure lids tightly.</p>	
<p>Cut up safe finger foods (do not use foods that pose a danger of your baby's choking) in small pieces and allow your baby to feed himself. It is good practice to pick up small things and feel different textures (bananas, soft crackers, berries).</p>	<p>Let your baby "help" during daily routines. Encourage your baby to "get" the cup and spoon for mealtime, to "find" shoes and coat for dressing, and to "bring" the pants or diaper for changing. Following directions is an important skill for your baby to learn.</p>	<p>Give your baby containers with lids or different compartments filled with blocks or other small toys. Let your baby open and dump. Play "putting things back." This will help your baby learn how to release objects where he wants them.</p>	<p>This is the time your baby learns that adults can be useful! When your baby "asks" for something by vocalizing or pointing, respond to his signal. Name the object your baby wants and encourage him to communicate again—taking turns with each other in a "conversation."</p> <p>Play "pretend" with a stuffed animal or doll. Show and tell your baby what the doll is doing (walking, going to bed, eating, dancing across a table). See if your baby will make the doll move and do things as you request. Take turns.</p> <p>Play "pretend" with a stuffed animal or doll. Show and tell your baby what the doll is doing (walking, going to bed, eating, dancing across a table). See if your baby will make the doll move and do things as you request. Take turns.</p> <p>Prepare your baby for a future activity or trip by talking about it beforehand. Your baby will feel like a part of what is going on rather than being just an observer. It may also help reduce some fear of being "left behind."</p>