

Keeping kids healthy

By Kayla Kiley, Cadillac News

CADILLAC When Keri Clous of Cadillac goes to the grocery store, she peruses past the sugary sweets and fatty foods.

Why? She believes in good nutrition and that is something she's teaching her kids.

As parents, we have the biggest impact on our kids, Clous said. We are the ones who buy their food, and we are the ones who cook it on the stove.

Kids carry on the habits their parents have taught them, so teaching children about eating healthy is really important.

Once she and her family made the change to eating healthy foods, Clous said she will never go back.

I see families that are so unhealthy they're tired and have headaches and aches in their bodies, Clous said. I'm completely convinced that eating healthy helps with those problems.

Seeing firsthand what eating healthy has done for her 7-year-old son, Kaleb, Clous said she's amazed at the difference in her son's behavior.

When Kaleb eats sugar, candy or drinks pop, he becomes irritable and easily angered, she said. After he started eating healthier, he didn't have the ups and downs. Now he has a lot more energy and is wanting to do more. And my kids hardly get sick anymore.

While it may be more expensive to eat healthier, Clous doesn't mind forking over more dough for good-for-you foods.

When I'm buying apples versus a bag of chips, I'm OK with spending the money because it's something that's good for the body, she said. We're so aware of our (outside) appearance, but what about our insides? Our bodies have to digest the foods, so I'm OK with spending money on foods that are going in our bodies.

The transition from bad foods to healthier foods can be made simpler if the child is not offered any bad options, according to Clous.

In constantly offering healthy foods if good foods are there and bad ones aren't the kids are going to choose the healthy option, Clous said. There are times they can have bad foods, but those are special times.

While we live in a world where fast foods seem to be a quick and easy choice, Clous believes healthy foods can be fast, too.

It doesn't take long to put carrots in a bag with peanut butter, she said. Having things ready for the kids is important. That way, it can be a quick snack, or go right into their lunch boxes.

And if a child does not want to eat certain foods, Clous said, puree it and put it in a fruit smoothie stick it in things where they don't see it.

Clous also believes that getting kids involved with cooking or growing their own gardens will help them to choose healthier lifestyles.

Eating healthy is no longer just about weight management.

If you have a child that doesn't need to worry about her weight but she chows down on foods like chips and chocolate, she could be suffering consequences underneath her skin.

Think about a 9-year-old child with high blood pressure what is that going to do to her organs over time?

Teaching kids about proper nutrition can be a lifelong lesson, and it's up to parents to start this type of education early.

Kids model their eating habits after their parents, said Julie Miller, a registered dietician at Cadillac Mercy Hospital. So, it's important for kids to learn to eat a variety of good-for-you foods.

It's a lot of pressure on parents, but it's their job.

To find out why it's important for kids to eat healthy and ways to help them make healthier choices, follow Miller's advice:

THE PARENTS ROLE

Even if you're not eating healthy foods yourself, you need to provide good foods for your kids. You have to override your own choices and do what's best for your children. Most kids will eat apples, applesauce, grapes, carrots, celery, green beans and tomato slices, among others. Parents have to put these foods on their own plates too. Even if you don't eat the foods, it's necessary to show your kids that these foods are important.

If you don't provide proper foods, how is the child to make up for the lack of good nutrients? They will probably add more fat or salt. The focus should be on preventing problems early in life, because teaching good eating habits early can prevent a lot of psychosocial and health problems down the line.

It's okay to say, no. It can be hard for parents to tell their children no when the kids go to grandmas or other people's houses and are told yes! Parents need to send the message to other people that care for the child about the child's structured eating times and foods.

Kids need to stay at the table to eat during meal time. Set a time: 10 minutes is what's recommended by child experts. Children need to know this is eating time. It helps children get themselves into a schedule. If they choose not to eat, they might not have anything to eat. Be a good role model.

In a study looking at how daughters model after their mothers, it showed the daughters mimicked how and what their mothers ate; daughters also were body conscious, just like their mothers. This shows that parents are a main role model for how a child learns how to eat. You don't have to be physically fit, but avoid junk foods and choose healthier foods. Don't value thinness. Eating healthy is a good thing no matter what your body size.

In a two-parent household, studies have shown that fathers have the most influence on their kids' eating choices. In single-parent homes, the single parent has the most impact on their kids' eating habits.

Even if you don't have a lot of land, do deck gardening with kids; they love it. Or bring them to the farmers market to learn about the different foods and how they are grown.

WHAT KIDS NEED

Does the vitamin take the place? Probably not but it doesn't hurt. A pediatric vitamin is a good idea if a child doesn't like certain fruits and vegetables. But remember, fruits and veggies have multiple vitamins and nutrients, while some vitamins only offer one nutrient. Fresh produce is always better than the pill.

The major nutrients that children need above adults is calcium for bone growth for vitamin D, because that's how calcium moves into the bone.

Kids need more iron, because they're replacing red blood cells more quickly than adults.

Protein is something kids need a little bit of at each meal for growth reasons and cell replication and it helps us feel full. Children's movements tend to be more rapid compared to adults, so it's imperative children receive enough protein to keep up with their activity level. Protein is also essential to the body's defense mechanism white blood cells contain protein.

Kids under 8-years-old need about 1 to 2 ounces of protein per meal which is the equivalent to about 1/3 the size of a computer mouse. If you give a child a hamburger, and he only eats 1/3 of it, that's fine. The child could also get their protein from a tablespoon of peanut butter meat is not the only source of protein.

While fiber is not often mentioned, it's very important. Fiber helps Gastrointestinal track and helps prevent certain types of cancer and it helps us regulate our appetites. Young children need 11 grams of fiber per day.

Plant-based foods are low in fat and high in antioxidants. And more and more research on cancers is showing that plant-based diets are good for a lot of reasons.

If the child is growing, she's doing OK. You see stunted growth in children who aren't getting enough protein through foods like fish, nuts, meat, eggs and even cheese.

Watch out for mercury in some foods. In a child, mercury can cause brain development issues kids could develop neuromuscular disorders or mental retardation. Mercury accumulates in our bodies and we cannot get rid of the poison. Children under 6 years old should avoid eating seafoods like shark, swordfish, golden bass, king macro, halibut and wild and farmed salmon. Choose light canned tuna over white tuna, and canned salmon is a good choice. Before preparing the fish, help toxins move out of the flesh by first packing the fish in water. Fish is healthy, so you shouldn't avoid it. Mercury wouldn't cause death, but could definitely interfere with the quality of life.

Even if your kids turn their noses to most vegetables, most kids like potatoes. Enhance your child's ability to get the nutrients from the potato by cooking the potato with its skin. This way, the potato retains nutrients. The potato with skin has potassium, vitamin C and iron. You can make your own french fries from potatoes by cutting them like french fries, drizzling olive oil on them and baking at 450 degrees for 15 to 20 minutes.

If a child is having problems digesting foods, they may be eating too much fiber. Children need the equivalent of 5 grams of fiber plus their age, while adults need 30 grams. The intestinal track is not long enough to handle too much fiber. The child may also need to drink more water; for kids older than 2, water helps digest foods.

Too much sugar can lead to body fat accumulation. So, even though a soda or juice may not have fat, too much of the sugary drink can cause the body to create fat.

GOOD EATING HABITS

A lot of parents don't realize they can set rules and expectations about eating just like they can about behavior and school work.

It's not a good idea to force your child to eat everything on his or her plate. Kids self-regulate very well. It's when we become adults that we lose that. Kids should never be forced to do that. When children are forced to finish their plates, they're not learning how to recognize hunger/fullness and we're forcing our own values on them.

It could lead to lots of psychological problems from never knowing for sure when they are full to continuing to finish their plate, which could lead to obesity.

People should have set meal and snack times. Don't have sporadic snacks; it's better to know your snack times are at say, 10 a.m. and 3 p.m.

Children should stay at the table during meal times.

If people are hungry or thirsty between meal and snack times, eat raw veggies and drink water. We need to get away from eating all day long.

Limit eating to the kitchen area. As a society, food has migrated to places other than the kitchen; eating in front of the TV, computer or in the car is a place where poor eating habits are formed. People tend to eat more when their mind is not on their food.

Watch pop and sweetened beverages, and limit those to special occasions. Watching sweet drinks is something people hear over and over again, but it's really important for the child's health and it's better for their teeth, too.

Encourage children to eat slowly, chew well and put utensils down between bites; this way, they will better recognize feelings of fullness versus hungry.

The Vagus nerve at the top of the stomach takes 20 minutes to send the message to the brain that the stomach is full. Something fun to do with kids 8-years-old or older: Set a timer for 20 minutes and try to make their plate last that long. Once 20 minutes is reached, the stomach has extended enough to push that nerve.

Don't use food as a reward.

For more information on the right food choices for kids, visit www.zip4tweens.com or www.MyPyramid.gov.

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NEWS (6397)

Your Local Connection

GRANOLA ALMOND ROLLUPS

Watch Keri Clous make these rollups online.

This breakfast, lunch or hearty snack wraps protein, antioxidants, and fiber into one yummy package.

1/4 cup apple juice

3/4 cup almond butter

1/4 cup honey

1/2 teaspoon cinnamon

1/4 teaspoon nutmeg

1/2 teaspoon vanilla

Pinch salt

2 cups rolled oats

1/2 cup sliced or slivered almonds

1/4 cup dried blueberries

1/4 cup raisins

8 whole wheat tortillas

2 1/2 tablespoons honey

Combine apple juice, honey, 1/4 cup almond butter (pack the rest), cinnamon, nutmeg, vanilla, and salt in a small saucepan and heat until the almond butter is soft and ingredients are mixed. Place oats in a bowl and pour in the mix. Combine. Spread on a rimmed, ungreased cookie sheet and bake at 350 degrees. Gently stir every 5 minutes until the oats turn golden brown, about 25 minutes. Remove from the oven and stir in nuts and dried fruit. Cool completely and pack in a zipper-lock bag. To go, wrap each roll tightly in foil.

CHOCOLATE RASPBERRY SHAKE

1 cup nut soy or rice milk

4-5 raw almonds

1 cup frozen raspberries

2-3 tablespoons agave nectar, or other natural sweetener

1 tablespoon unsweetened cocoa

dash vanilla (optional)

Blend in blender until smooth and creamy. Adjust sweetener to taste. This yummy shake is a nutritional powerhouse. Great for breakfast or a treat, and it's quick to make, too. We use organic raspberries and raw cocoa powder.

BANANA SPLIT SANDWICH

2 sliced sprouted grain toast (like Ezekial Bread), or whole wheat bread

1 Tablespoon raw honey

1-2 Tablespoons almond or peanut butter

1/2 banana

cinnamon

Toast bread and spread with honey and nut butter, add slices of banana and sprinkle with cinnamon. Eat as open-faced toast or sandwich. Great for breakfast, or in kid's lunch box.

EASY ROASTED SWEET POTATOES

2 large sweet potatoes

1-2 tablespoons soy margarine

Lawry's Seasoned Salt

Preheat oven to 400 and put soy margarine in 9x13 in pan. Melt butter in oven while you wash and cut sweet potatoes into bite-sized pieces. Toss into melted butter and sprinkle lightly with the seasoned salt. Roast 35-45 minutes, stirring once or twice, until potatoes start to get browned and caramelized. Sprinkle again with seasoned salt, if needed. and serve! This is a great side dish for dinner, or a tasty snack. May want to double the recipe, they go fast!

PEANUT BUTTER FRUIT DIP

1/2 cup creamy peanut butter

1/4 cup unsweetened orange juice concentrate, thawed

1/2 cup plain nonfat yogurt

Using electric mixer, beat together all ingredients until fluffy. Cover; chill. Serve with assorted fresh fruits.

Recipes courtesy of Keri Clous, Melissa Kendell and Julie Miller.

Hong Kong secondary school education and the teaching of the arrangement is divided into three stages: a middle school in the third grade to grade science Branch physical, chemical and biological comprehensive manner, and the fourth year of secondary school is a fifth-grade Biology separate way, and the sixth and seventh grader, who is senior added Biology the extent of the way. That is to say the majority of Hong Kong students studying in the fifth grade Biology on the closure, but some students will need to ascend to the University Postgraduate relevant professional, still learning Biology ASL content.

Hong Kong secondary school syllabus in Biology syllabus (Form 4 to Form 5) includes seven parts: objectives and goals, curriculum outline, teaching time allocated, teaching courses, clear teaching, teachers reference materials and audio-visual materials. In this paper, only on Hong Kong's Curriculum Development Council compile, the Hong Kong Education Department recommends that the school adopted the 1991 version of the secondary school syllabus in Biology clear learning goals part. Clearly the basic spirit of learning objectives: First, to support teachers in selecting materials, teaching activities and teaching methods; Second, can be used as guidelines and students to learn the basis for the evaluation of students. Clearly outline of the learning objectives and the purpose and goals of copies, compared to the professors and teachers of students learning both requirements are more specific and detailed. At the same time, clear learning goals also noted that the ability of middle students have completed the course by the individual parts should reach an academic standard.

Hong Kong secondary biological syllabus for the clear learning goals so detailed, including curriculum knowledge, skills, abilities, and so all the requests, but in one to three courses in some of the more fundamental goal of the professors has been deleted, because to achieve these goals, the curriculum front of the goal should be reached. For example, Chapter III of the human respiratory structures, in order to achieve to describe on the air in the respiratory tract of wetting, and the warmth of filtration process, Professor goal, we must first achieve could we find the outside world into the alveolar air channel, and therefore the objective is to repeat with the goal has been to delete from before the objectives of the request. At the same

time, teachers are not required for this limited objective can be taught with their own students and other professors ability to compile the revised target or goal for teaching purposes.

Hong Kong secondary school curriculum of the teachers is clear learning targets the specific objectives professor, the students are specific learning objectives. All copies, the goals and objectives under the direction of the specific requirements. Often referred to the teaching objectives of the two groups of similar meaning the connotation of the term is: The first group aims to achieve the memory of the facts, including the interpretation, description and pointed out. Explain some basis for the formal definition of the concept. Narrative refers to the phenomenon or process memories. Pointed out that students need only recall the phenomenon or part of the process used; It also defines the scope of teaching. The second group on terminology and scientific experiments, including the design, demonstration and narrative. When there are multiple viable experimental method, students need to design an experiment, and previous studies in the application of experimental devices. During experiments, the number may need to record the data or for a long time of observation. Require students to conduct experiments, usually more emphasis on experimental techniques, and experiments in the content of textbooks or teachers to find reference materials. Some experimental results can be used as the model of certain phenomena. For example, paper Add or gas-income solution, using relatively simple techniques. Narrative experiment that require students to understand how some experimental results and forecasts, and focus is not on the experimental techniques.

Hong Kong secondary school syllabus in Biology learning objectives:

The first chapter of the type

Through study students should be able to: 1. That biological diversity. 2. Animals will be divided into categories and have no spine spinal category. 3. Fish will be divided into invertebrates, amphibians, reptiles, birds and mammals. 4. Observe the plants look like, they will be divided into flowering and non-flowering plants. 5. Non-flowering plants will be divided into algae, fungus, moss and gymnosperms. 6. With the fork-key biological classification.

Chapter II cells

1. Through the basic structure of the study, students should be able to:

(1) identify cells in the optical microscope the basic structure. (2) that the following cell structure function: cell wall, cell membrane, cytoplasm, chloroplast, and nuclear chromosomes. (3) identify animal cells and plant cells. (4) Preparation of biological tissue with occasional slide to the observation cell structure. (5) the right to observe the operation of optical microscope slide.

2. Through the life of the learning process, students should be able to:

(1) on the decomposition of cell metabolism and composition of the metabolic process of metabolism significance. (2) Description ester role in the metabolic functions. (3) A description of the nature of their characteristic protein relationship. (4) hypothesis key to the activity of specificity. (5) experiments showed that catalase in the presence of animals and plants. (6) a simple demonstration experiments pH values and temperature on activity. (7) interpretation of diffusion, osmosis and active transport. (8) described in the living cell proliferation, infiltration and active transport phenomena. (9) that the election of permeability of the membrane permeability of the role and importance of active transport. (10) by a simple experiment and role model permeability of the membrane permeability of the election.

3. Through the study of cell division, students should be able to:

(1) outlined the process of mitosis, stressed that the process of chromosome replication and separation. (2) that the maintenance of mitotic chromosome number importance. (3) The order of slides or photographs of microscopic mitosis process.

4. Life through the cell as the basic unit of study, students should be able to:

(1) pointed out that the majority of the basic structure of biological units. (2) pointed out that the three-level structure for the organization, organs and systems.

Chapter III of life-sustaining

1. Role of the Food and Nutrition

(1) mode of learning through nutrition, students should be able to:

1) identify self-support of nutrition and heterotrophic-nutrition. 2) identification of animals, saprophytic type of nutrition and parasitic. 3) said that mycophenolate Rhizopus and tapeworm or how to obtain food.

(2) through the study of human food requirements, students should be able to:

1) identify carbohydrates, protein and fat of the following characteristics: a. Main component elements; B. Food sources; C. Metabolism; D. Energy values. 2) that vitamins (A, C and D), minerals (calcium and iron) and the consumption of fiber; A. Their food source; B. Their metabolic function; C. Caused by the lack of impact. 3) a simple experimental tests of whether they contain common food reducing sugar, starch, fat and protein. 4) Second-dichlorophenol indophenol (DCPIP) test whether food containing vitamin C. 5) the people to a balanced diet needs. 6) pointed out that mankind s age, pregnancy and food activities and demand relationship.

(3) studied the effect of nutrition mammals, the students should be able to:

1) Description ingestion, digestion, absorption, assimilation and scheduling efforts role. 2) longitudinal section of the teeth from mammals in the sketch identified the following structure: tooth crowns, tooth neck, tooth roots, enamel, dentin, marrow, nerve fibers, microvascular, cementum and gingival. 3) describe the usefulness of various teeth. 4) Comparison of the human and permanent teeth Primary Department. 5) outlined the causes of tooth decay. 6) Description tooth decay prevention methods. 7) Design dialysis tube model shows that the small intestine food tablets of different sizes were permeability. 8) from the mammalian digestive tract anatomy have been identified in the following structures: mouth, salivary glands, teeth, esophagus, stomach, duodenum, the ileum, pancreas, liver, gallbladder, bile duct and appendix, cecum, colon, rectum and anus. 9) pointed out that the peristaltic gastrointestinal food promotion. 10) Description of food in the mouth, stomach and small intestine in the mechanical and chemical digestion of the importance of the role. 11) write a carbohydrate enzyme, protease enzyme and fat organ. 12) describe carbohydrate enzyme, protease enzyme and the role of fat. 13) by a simple experiment on the model amylase starch role. 14), bile salt simple experimental demonstration of the role of oil. 15) Description of how to adapt to the intestinal absorption of food. 16) identify villi in the following structure: epithelial monolayer, the microvascular networks and chylothorax. 17) to find nourishment from the circulatory system via digested arrived body tissues. 18) pointed out that after being absorbed glucose, amino acids, fatty acids and glycerol purposes. 19) cited liver function include: regulating blood sugar; Glycogen storage, iron and vitamins; Decomposition of excess bile and manufacture of amino acids. 20) pointed out the large intestine function.

(4) Through the study of plant nutrition, students should be able to:

1) describe the process of photosynthesis, the chemical reaction include the following:

2) design a simple experiment to demonstrate the need light photosynthesis, chlorophyll and carbon dioxide. 3) pointed out that cooperation optical products; A. Storage; B. The release of energy; C. Into other products to help growth purposes. 4) identified in the section under the microscope leaf photosynthesis in the relevant parts of the structure. 5) pointed out that the synthetic protein nitrogen and chlorophyll synthesis of magnesium on the importance. 6) pointed out that chemical fertilizers on crops can provide additional minerals.

2. Respiration and gas exchange

(1) Through the study respiration, students should be able to:

1) Explanation of respiration is a decomposition energy food to gradually release the oxidation process. 2) understanding of the energy released by the body uses. 3) a simple formula written expression aerobic and anaerobic respiration respiratory process. 4) on the need for oxygen, the amount of energy released after the product and respiratory distinguish three aerobic respiration and anaerobic respiration. 5) pointed out, and that caused muscle lactate accumulation and oxygen indebted emerging factors. 6) design simple experiment to show that animals and the seeds can sprout in the production of heat. 7) Design simple experiments showed that animals and the seeds will sprout in the release of carbon dioxide. 8) design experiments to show that the glucose fermentation by yeast can produce ethanol and carbon dioxide.

(2) Through the study of human gas exchange, students should be able to:

1) From the simple chest section of the map to identify the following structure: trachea, bronchus, small bronchus, lung, pleura, the pleural cavity, ribs and intercostal muscle, the diaphragm and heart. 2) have been identified within the respiratory anatomy of mammals. 3) described on the air in the respiratory tract of wetting, and the warmth of the filtration process. 4) describe intercostal muscle and lung ventilation in the diaphragm muscle's role in the process. 5) The use of models to explain intercostal muscle in the lungs and diaphragm's role in the process of ventilators. 6) the identification of the representative model of pulmonary ventilation process shortcomings. 7) explained inhaling exhaled gas and the gas of its components for different reasons.

Using Liquid Egg with Limewater or bicarbonate indicator designed to be simple experiment, compared inhalation and carbon dioxide in exhaled gases. 10) identified alveolar gas exchange can help in the structure and characteristics. 11) explained how oxygen and carbon dioxide through the diffusion and alveolar membrane. 12) design simple experiment to compare the before and after exercise respiratory rate. 13) design experiments to measure the size of FVC. 14) to the energy needs of the different interpretations of how the campaign affected the rate and depth of breathing. 15) design simple experiment to show that cigarettes contain tar. 16) pointed out that smoking can be hazardous to health.

(3) Through the study of plant gas exchange, students should be able to:

1) described in the light of leaf gas exchange and the relationship. 2) explain how the leaf gas exchange. 3) Design of experiments to study the plant-carbon dioxide exchange impact.

3. Water and biological

(1) Through the study of the importance of water to life, students should be able to:

1) Recognize water is a metabolite of cells is the main ingredients. 2) For the water as a solvent and chemical role as a transport and the media to explain its importance.

(2) Through the study of the relationship with the water, students should be able to:

1) explained maintain cells and the body fluid balance between the importance of infiltration. 2) explain the different concentrations of red blood cells in saline. 3) a pervasive role in the interpretation of plant cell shrinkage hard bulging and soft conditions. 4) explain the different concentrations of sucrose solution on cells. 5) Design a simple experiment to observe the different concentrations of sucrose solution on the impact of the potato. 6) elaborated on the definition of transpiration. 7) Design a simple experiment to show how water loss through transpiration. 8) described how transpiration or simply to show that the factors affecting transpiration rate and discuss the shortcomings of the device. 9) explained light volume, temperature, relative humidity and air flow can influence the transpiration rate. 10) explained terrestrial plants and aquatic plants on the leaf transpiration and stomatal role in the distribution of the relationship. 11) using cobalt chloride leaf paper to compare the two water loss rate. 12), explaining why leaves ingress of hot water will be released after the bubble. 13) from the transverse section of dicotyledonous radicle identified in the following structure: root hair, skin, cortex, xylem and phloem and vascular bundle. 14) transpiration of how to help explain the roots absorb water. 15), explaining how to adapt to the roots of the tectonic absorb water.

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About the Author

From www.cadillacnews.com:

To make a model that demonstrates how an ear works. will show students what organs aid in digestion and how digestion occurs.

Investigators at Purdue University are looking to develop new ways to make slowly digesting starches. Starch from cooked sorghum flours.

Reduced fiber digestion rate. Appendix Table 11 demonstrates the. tool or to make actual and observed performance agree, to ensure.

The sequence coverage is also shown on a model of the sequence. This will probably make the digestion and comparison significantly.

Because of the rich pure food source a shorter digestion period can be expected with the lab model. Also the by products should.

Help pupils to set up a model gut containing saliva and starch. of terms related to food and digestion and ask them to use these to make a concept.

You will make a model that helps you to understand how you breathe air in and. Digestion begins when you first smell, see or think about a tasty food.

Sharon Anderson asked if this was theory or if a model had been done on. The challenge with methane digestion is to make it more economically.

Source: <http://www.productsherbal.com>