

NUPA Staffroom Reading Term 1 2022

Nutrition & Physical Activity Ideas for Primary School Teachers

Previous copies of this newsletter can be found at: <https://healthupnorth.info/nupanews>

What's coming up?

Clean Up Australia Day 06/03 – Inspire children to learn about waste and the environmental impact.

Salt Awareness Week 14/03-20/03 – The theme is 'Shake the Habit'! Learn more about added salt in foods & how to reduce it.

Ride to School Day 25/03 – Encourage students to ride, walk, scoot or skate to school.

Vegetable Week 28/03-1/04 – Get students excited about vegetables! See below for more information.

The Big Veggie Crunch 31/03 – Join thousands of students state-wide and crunch on vegies together.

Harmony Week 15/03-21/03 – Celebrate multiculturalism and cultural diversity. NSW Department of Education have resources and ideas on their [website](#) on how schools can be involved in Harmony week.

Nature Play Week 6/04-16/04 – Create a sense of wonder! Nature play is about taking children into nature and allowing them to explore, discover and find wonder in the natural world.

Upcoming Events

Veg Week & the Big Veggie Crunch!

Help your students to make the state-wide veg 'crunch' even louder in 2022!



Vegetable Week & The Big Veggie Crunch is a school-based health promotion event that brings excitement to munching and crunching on vegetables.

In 2021, over 48,374 primary school students across NSW munched on veg simultaneously. A further 13,310 munched at another time of Vegetable Week. Let's break these records in 2022!

Vegetable Week runs in late Term 1 – from **Monday 28 March to Friday 1 April 2022** – with The Big Veggie Crunch at **10am on Thursday 31 March**.

For more details and to register to receive free resources, visit the [Vegetable Week & The Big Veggie Crunch webpage](#).

Teacher Resources

Thinking While Moving – English and Maths

The 'Thinking while Moving in English' and 'Thinking while Moving in Mathematics' resources support teachers to embed physical activity into a range of curriculum areas. They are targeted at K-6.

These resources support teachers in enhancing student engagement and behaviour during lessons through movement-based learning. They are based on Dr Nick Riley's EASY (Encouraging Activity to Stimulate Young Minds) research that measured the impact on children's daily school time physical activity levels, their engagement and 'on task' behaviour in mathematics and English.

Thinking While Moving is an excellent teaching approach to ensure students are active, healthy and engaged in their learning. The resources are available on the [School Sports Unit](#) website.

Each activity includes directions on how to set it up, how to play, equipment needed, how it can be adapted and the intended learning outcomes. There are also *Thinking While Moving at Home* sessions.



**HEALTHYEATING
ACTIVE LIVING**

Missing out on PE during lockdowns means students will be playing catch-up

International evidence suggests children have poorer movement skills as a result of COVID-related lockdowns that reduced physical activity at school, socially and in the community. Students aged 4-12 in the Netherlands have shown significantly reduced movement skills after lockdown with the largest reduction in the youngest children. Other countries have also reported similar negative impacts.

Health and Physical Education (HPE) is designed to provide the foundation of lifelong physical activity. Through HPE, students develop movement skills by taking part in a range of structured physical activities. Lockdowns mean much of the HPE time allocation was lost. A Tasmanian-based study found HPE did not happen in times of remote teaching or was reduced to only a movement break. The study found that online delivery reduced the educative purpose of the subject – the “E” in HPE did not occur. Instead, the focus was on physical activity tasks.

The impact is likely to be much greater in NSW and Victoria where lockdowns lasted longer. Primary school students in particular missed out on many hours per week of physical activity and the critical early educational experiences it provides. In NSW, thousands of children are now playing catch-up after missing out on HPE experiences.

Physical Education (PE) is ideally placed to support children’s all-round development. As well as developing physical skills, PE teaches children intellectual skills, helps them navigate complex social situations, and nurtures their emotional development. However, these wide-ranging benefits are often overlooked, and PE is regularly underutilised as an educational tool.

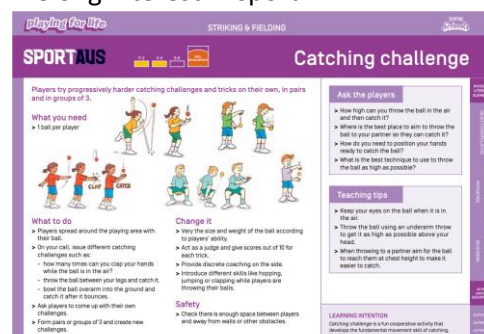
Missing out on HPE increases children’s risk of not meeting physical activity guidelines and not receiving the explicit learning experiences to develop fundamental movement and social skills. It is a concern that only 26% of children aged 5-12 are meeting the physical activity guidelines.



What you can do!

- Know that lockdowns may have increased disparity in skill and confidence levels between children who were proficient in physical activity pre lockdowns and those who weren’t.
- Harness the full spectrum of learning potential that PE provides. The learning intentions for PE in this post-lockdown era should be constructed to develop the life and learning skills that children have missed out on during times of social isolation and at times where community sport was not permitted.
- Think differently about the place of PE in schools and advocate for the value it can provide to children so that PE is prioritised and not pushed aside in preference for other key learning areas.
- Consider incorporating physical activity in other subject areas such as English and Math as referenced in the ‘Thinking while Moving’ resources on page 1.

Need inspiration? These [Playing for Life](#) activity cards are designed for everyday use by teachers. Aligned with the Australian Curriculum and the Australian Physical Literacy Framework, these active games are fun and designed to develop children’s skills, confidence and lifelong interest in sport.



References:

[Missing out on PE during lockdowns means students will be playing catch-up \(theconversation.com\)](https://theconversation.com/missing-out-on-pe-during-lockdowns-means-students-will-be-playing-catch-up)

[PE can do much more than keep children fit – but its many benefits are often overlooked \(theconversation.com\)](https://theconversation.com/pe-can-do-much-more-than-keep-children-fit-but-its-many-benefits-are-often-overlooked)

Staying Hydrated

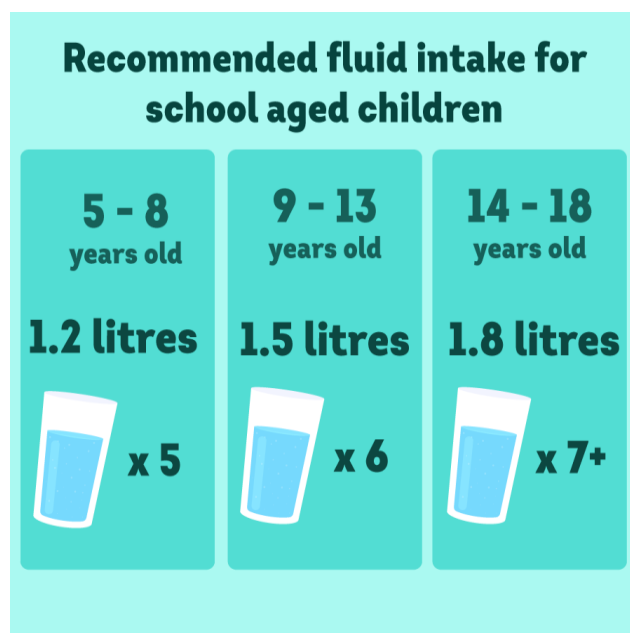
Children don't always recognise they're thirsty, and if not encouraged and reminded, they may forget to drink. Two thirds of our bodies are made up of water so it's important to stay hydrated, especially in warmer weather. Common signs of dehydration can be headaches, poor concentration, dry mouth and dark urine. If your students struggle to concentrate, perhaps they are dehydrated?

How to get students to drink more water?

As a teacher, it's important to let students access their water bottles. Consider allowing them on desks or another defined section of the classroom. Encourage them to sip regularly. Put the 'sip' into 'Crunch & Sip'!

Consider a science experiment related to water. Plant seeds and only water half. Discover and discuss what happens to those that don't get watered and why this is. Relate this to humans and talk about what happens to us if we don't drink enough water.

How much water should children drink?



Remember, tap water is the best drink for everyone. Help students understand the importance of drinking frequently and before they are thirsty. It's an important life skill.

Kids in the Kitchen – Lunchbox foods!

The start of the year is a great time to encourage students to bring lunchboxes filled with healthy foods. Inspire them to make and pack some foods themselves by having a classroom cooking session.

This Br-ushi is a wonderful example. No cooking is required and fillings can be chosen to suit personal taste. They are easy for students to prepare, make and eat and there are none of the hygiene concerns that can come with sharing food.

Be sure to include lots of vegies, especially if doing it in Veg Week. We know children are more likely to eat it if they've made it!

Br-ushi

Ingredients

- 1 bread roll or baguette per child
- Soft cheese (cottage or ricotta) or tuna or chicken
- Vegetables e.g. cucumber, carrot and capsicum

Method

- Hollow out the bread roll using the handle end of a spoon, to create a tunnel length wise.
- Chop vegetable sticks and lay into the hole or tunnel created in the bread roll.
- Stuff the remainder of the space in roll with the cheese or chicken or tuna.
- Cut the roll in half (or 3 cm width rings) to form Br-ushi rounds.
You can add some avocado or low fat mayonnaise to the chicken or tuna, before stuffing the bread roll.



Another variation on this simple yet fun lunchbox food is **Sandwich Sushi**.

Ask each child to take one slice of wholemeal bread and remove crusts. Then ask them to flatten the bread slightly using a rolling pin or the palm of their hand.

They can then choose a selection of fillings such as: creamed corn, lean ham, grated carrot, cucumber sticks, lettuce, low fat cheese, avocado, mayonnaise and spread them over the bread, leaving a 2cm strip free of filling along one edge. Roll up to enclose the filling.

Cut each sandwich into 3 rounds. Each child can eat their own.

If made at home, they can be wrapped in plastic and kept in fridge until ready to pack for lunch.



Reignite Crunch&Sip® in 2022!

Over 87% of primary schools on the north coast have a vegetable or fruit break like Crunch&Sip®. Does your school have one? If so, the start of the year can be a great time to refresh. Crunch&Sip® is a set time for students to 'refuel' on vegetables and fruit and 'rehydrate' with water. It's important because students who are not hungry and are well hydrated perform better in the classroom, show increased concentration, and are less likely to be irritable and disruptive. Many students are not eating enough vegetables and fruit or keeping well hydrated and Crunch&Sip® is a great way to improve this.



Crunch&Sip® is designed to be flexible. It may suit the school for all classes to do it at the same time, or for individual teachers to decide when its best for their class schedule. Teachers may have Crunch&Sip® time while students continue on with their work, or stop work and hold a Crunch&Sip® specific activity inside or outside of the classroom.

Contact one of the local support officers below if you would like Crunch&Sip® parent flyers to send home or for support and ideas on how to reignite Crunch&Sip® at your school this year. Or visit the Crunch&Sip® [website](#).

NEW First Lap - \$100 swimming vouchers!

First Lap vouchers provide \$100 towards swimming lessons. They are available to parents, guardians and carers of children aged 3-6 not enrolled in school and for children starting kindergarten in 2022.

[First Lap learn to swim voucher](#) | [Service NSW](#)

The voucher can be used for at least 5 structured swimming lessons, at any approved provider and is valid until 30 June 2022.



Go4Fun is for children aged 7-13 who are above a healthy weight and their families. It's an awesome way to help kids eat better and move more!

To register: healthupnorth.info/go4funonline

Registrations close 4th February, 2022

*Due to Covid-19, there are no face to face programs.

Contact Us – we are here to help!

Contacting your local support officer

Contact us if your school needs support or have queries relating to this newsletter.

Area	Support Officer	Phone	Email
Clarence Valley	Kate Collins	6640 0154	kate.collins@health.nsw.gov.au
Ballina/Byron	Maxine Molyneux	6639 9142	maxine.molyneux@health.nsw.gov.au
Richmond Valley	Martina Pattinson Britney McMullen	6620 7668 6620 7201	martina.pattinson@health.nsw.gov.au britney.mcmullen@health.nsw.gov.au
Tweed Valley	Corinne Martin	6620 7447	corinne.martin@health.nsw.gov.au



**HEALTHYEATING
ACTIVE LIVING**