

Message from the team

This term we acknowledge and celebrate Sorry Day, Reconciliation week and NAIDOC week. We respect the important role of Aboriginal and Torres Strait Islander communities and their cultures. We acknowledge Githabul, Bundjalung, Yaegl and Gumbaynggirr lands and their people.

Your local support officer is here to help your school put in place healthy eating and physical activity initiatives. You can find their contact details on the last page of this newsletter.

Avigdor Zask

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Healthy Eating Active Living Team
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What's coming up?

Screen Free Week

1-7 May: Screen free week is an invitation to play, explore, and rediscover the joys of life beyond screens. Access the [Screen Free Week school guide](#). See P2 of this newsletter for other resources and ideas.



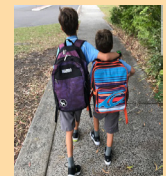
International Compost Awareness Week

7-13 May: Promotes compost use, knowledge and products. [The Sustainable Schools NSW website](#) has teaching resources on waste recycling, composting and its impacts on the environment.



National Walk Safely to School Day

19 May: Encourages children to walk safely to school. The event promotes road safety, physical activity, public transport and the environment. Has your school considered starting a walking bus? See this [Walking Bus Planning Guide](#) for tips.



National Sorry Day

26 May: Is a day to acknowledge the strength of Survivors of the Stolen Generation and reflect on how we can all share in the healing process.



Reconciliation Week

27 May - 3 June: This year's theme 'Be a Voice for Generations', encourages all Australians to be a voice for reconciliation in our everyday lives.



NAIDOC Week

2-9 July: This year's theme is 'For our Elders' which recognises Elders as wisdom keepers and a vital bridge between the modern world and First Nations culture.



Scan the QR code for a list of all the links mentioned in this newsletter!



Help your Students be Screenwise

The Australian Government recommends no more than 2 hours of sedentary recreational screentime per day for 5 to 12 year olds. Screens include TVs, computers, smartphones, tablets, and video consoles.

Two out of three (65%) Australian children in this age bracket do not meet this guideline. Adherence to guidelines declines further with increasing age¹.

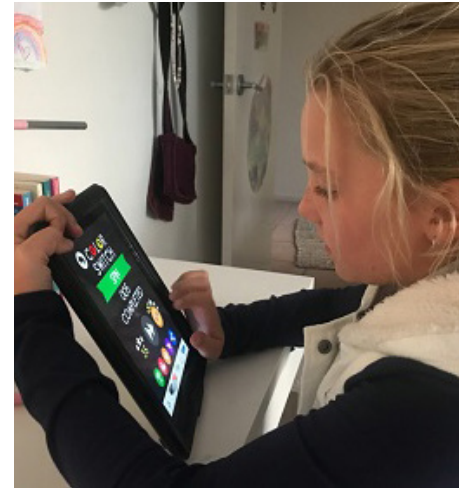
Using digital technology enables children to develop important skills. But too much screentime puts children at increased risk of poor physical and psychosocial health¹.

What teachers can do

- Facilitate discussion and critical thinking around screentime. This can empower students to make wise personal choices:
 - ◊ This Stage 3 unit "[How is technology impacting our health, safety and wellbeing?](#)"² guides students to critically explore screen use.
 - ◊ [The Power Down resources](#)³ for ES1 to Stage 3 include teacher's manuals, student booklets and a 'Power Down Challenge Day

Wall Chart'. These resources explore ways students can reduce screen time and increase physical activity.

- Assist students to search effectively and stay on task whilst using screens for educational purposes. The following links may help:
 - ◊ [Online searching simple and effective tips for kids \(Kidspot\)](#)
 - ◊ [5 Must-Have Google Search Tips for Students \(Common sense Education\)](#)
 - ◊ [Online research \(Kidshealth.org\)](#)
 - ◊ [Online Research: Tips for Effective Search Strategies \(Youtube\)](#)
- Educate students about online safety and cybersecurity. The Esafety Commissioner's website has [primary schools resources on online safety and consent](#). Life Education has [Cyberwise lessons and resources](#) for years 3 to 5.



What are the national guidelines for screen time?

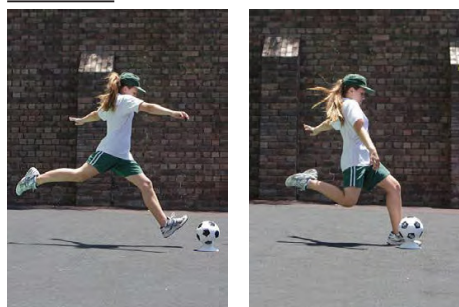
- No screen time for children younger than two years.
- Less than one hour per day for children aged 2–5 years.
- Less than two hours per day for 5–17 year olds (not including schoolwork).

1. Arundell, L.; Veitch, J.; Sahlqvist, S.; Uddin, R.; Ridgers, N.D.; Salmon, J.; Timperio, A.; Parker, K 2021 'Changes in Families' Leisure, Educational/Work and Social Screen Time Behaviours before and during COVID-19 in Australia: Findings from the Our Life at Home Study' Int. J. Environ. Res. Public Health, 18, 11335.
2. Department of Education 2023 unit "[How is technology impacting our health, safety and wellbeing?](#)"
3. Hunter New England Local Health District (no date) Good for Kids good for Life -Power Down Resources

FIFA Women's World Cup Football – 20th July to 20th August

Football fever is coming to Australia in July! In the leadup to the FIFA women's world cup, have students develop their skills in kicking, dribbling and passing a ball. The kick is a fundamental movement skill which is introduced in Stage 1. Students should be ready to demonstrate the introductory components of the kick proficiently by the end of Year 2 and the fine-tuning components by the end of Year 5.

Teaching resources include [Get Skilled Get Active Department of Education resource](#) and [School Sport Unit: Foot skills and kicking resource](#)



Celebrate Aboriginal and Torres Strait Islander Culture

Traditional Indigenous games and bush foods are great ways to celebrate Aboriginal and Torres Strait Islander culture this term.

Bush food ideas:

- invite a local Elder or bush foods expert to talk to students or lead a local bushfoods tour
- start a bush foods garden at your school.
- cook with bushfoods, we've included a delicious Lemon Myrtle Damper recipe below.

Lemon myrtle damper

- Take 500 g self-raising flour and add 300 ml of water, 2 tablespoons of olive oil, a good pinch of salt and 2 tablespoons of dried lemon myrtle.
- Mix to begin forming a dough and if it's too dry add up to 50 mL more water.

- Turn out onto a clean bench and knead together to form a smooth dough. Pat into a loaf shape and place on a tray. Bake at 220°C for 25-30 minutes, or until golden and hollow sounding when tapped on the bottom.
- Let cool for 15 minutes or so then slice and enjoy warm.



About Lemon Myrtle

Lemon Myrtle (*Backhousia citriodora*) grows in the wetter coastal areas of Northern NSW and Southern Queensland. It has been used in cooking and as a healing plant for thousands of years. The leaves can be used to flavour dishes, and as an insect repellent when burned on a campfire. Aboriginal people crushed and inhaled the leaves to treat headaches.

Lemon myrtle leaves can be used fresh or dried. Students can dry the leaves by hanging them in full sun or in a dry spot indoors. When the leaves feel crisp and dry to the touch, crumble or crush them and store in an airtight container. You can also buy dried lemon myrtle leaves.

Indigenous Games Ideas:


- The Yulunga Traditional Indigenous Games resource provides an opportunity to learn about, appreciate and experience aspects of Indigenous culture.
- The Yulunga activity cards are suitable for children of all ages, abilities and background.
- When the games are used as part of a school or sporting program, consider inviting local elders and Indigenous groups to participate in some way

Why not try 'weme'?

Weme is a traditional bowling game in which balls are rolled underarm along the ground to knock a ball out of a hoop. This version is designed for younger players.

Yulunga

Traditional Indigenous Games



weme

'we-me'

The Walbiri people of central Australia played a stone-bowling game. One player rolled a stone, which was used as a target by the second player. Players alternated turns, with each one aiming at the other's stone.

Weme is named after a word from the Eastern Arrernte language of central Australia, meaning 'throwing something at something else and hitting it'.

Game play and basic rules

- 2 lines are marked 8–10 metres apart — the distance depending on age and ability of players.
- Draw a circle with a half-metre diameter in the middle, between the 2 lines or use a small hoop.
- Use balls or bowls such as bocce balls (plastic bocce balls work well)
- Place a bocce ball in the circle/hoop with the players 3–5 metres each side of the hoop.
- Form 2 teams and stand players opposite each other, behind each line
- Players roll balls underarm along the ground to knock the other team's ball out of a hoop.



Developing Positive Relationships with Food

Take a moment to think about your earliest memories of food:

- cooking with a parent?
- gardening with a grandparent?
- picking and eating fruit or vegetables from a neighbourhood bush or tree?
- the smell of fresh bread from your local bakery or BBQs with family or friends?

These thoughts can trigger happy feelings and positive associations with food.

Relationships with food can become more complicated over time. Many Australians have followed a 'diet' at some stage in their lives or avoided foods labelled as 'bad'. This can impact those around us without us even being aware. Teachers have the opportunity to role model positive relationships with food and build children's food literacy.

Food literacy is more than learning about every day and sometimes foods. Food literacy gives children knowledge, skills and behaviours to eat well throughout life. Children eat food for many reasons but may not eat it if they are told it's healthy. They may eat because it looks, smells, feels or tastes good or because they are hungry. Sharing the enjoyment of food with children is an important role for teachers and parents.

Tips for helping students to develop food literacy and positive food relationships

- **Food adventures:** create a sense of curiosity and joy around

food. Have students learn about different foods and where they come from. Ask them to explore foods using the five senses. Use foods in science experiments and art projects. Provide opportunities for students to prepare and taste a variety of foods.

- **Go back to basics:** many children no longer eat at the dining table, help prepare food in the kitchen, or go grocery shopping. Provide students with opportunities to;
 - ◊ prepare and share food with other students
 - ◊ grow and harvest fruits, vegetables and herbs
 - ◊ create shopping lists, simple budgets and shop for food items in a 'mock' situation.
- **Food talk:** be mindful of the way you talk about food in class or in front of students. Research has found that even one-off comments can impact a child's relationship with food. Avoid using words such as 'good' or 'bad', 'healthy' or 'unhealthy'. Instead, try to describe colour, shape, smell, texture or the sound that food makes. Avoid telling children to eat more or less, this can teach them to ignore their own internal hunger and fullness cues.
- **Take a whole of school approach**
 - ◊ The whole school community can work together to promote positive relationships with food. For example;
 - ◊ use non-food rewards at school
 - ◊ provide a variety of food at your school canteen

- Provide cooking experiences for students such as 'Kids in the Kitchen'.

How do you want your students to remember food? Do you want them to remember the teacher that taught them to grow strawberries, or cook homemade pizza? Or when they surprised themselves and liked beetroot after using the five senses to explore it first!

Grants

Keep your eye out for the following grants in Term 2, 2023

- Register your interest for the 2023 Growing Good Gardens Grant program. Together with Yates, Life Ed are encouraging young people to get gardening, grow edible plants, learn healthy eating habits or create a healthy classroom environment with indoor plants.



- Active Australia Innovation Challenge Grants - Heart Foundation Funded by the Australian Government, Department of Health.
- Sporting Schools Grants Applications for Term 3, 2023: Open: 22 May 2023 Close: 2 June 2023.

Contacting your Local Support Officer

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

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