

Term 3, 2023 Munch & Move

What's coming up?

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| <u>National Tree Day</u> | 30 July: Encourage children to get their hands dirty by planting a tree (or some seedlings in the vegie garden!). Schools celebrate National Tree Day on 28 July. |
| <u>Dental Health Week</u> | 7 – 13 August: Promote drinking water and fresh food snacks. |
| <u>World Breastfeeding Week</u> | 1 – 7 August: Review your service's breastfeeding policy or guidelines. Invite families to contribute. |
| <u>Fruit and Veg Month</u> | 28 August – 22 September: Join schools in the fun of celebrating Fruit & Veg Month. Use the ' Eat A Rainbow ' resource to explore the colours of fruits and vegetables. |
| <u>Soccer Women's World Cup</u> | 20 July – 20 August: Piggyback on the excitement of the Women's World Cup! Focus on kicking as a fundamental movement skill. See the article in this newsletter. |

Manager's update

Welcome to our Term 3 2023 newsletter. We aim to provide you and your staff, resources and ideas to help children and their families to eat well and be active. This newsletter will cover:

- A fun trivia game for staff to reflect on how your service embeds aspects of Munch & Move into the seven quality areas of the National Quality Standard
- The Book Nook – a book recommendation regarding physical activity promotion
- Fundamental Movement Skills – Kicking activity (to coincide with the Soccer Women's World Cup)
- An article about food language and how to avoid or reduce being the 'food police'
- Key Munch & Move message - get active each day

We hope that you find it relevant and would be delighted to get feedback on this newsletter or any aspect of our work with you on Munch & Move by contacting one of our team members.

Avigdor Zask, Manager Healthy Environment - Healthy Eating Active Living Team
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National Quality Standard – 'Quest for Quality' trivia game

2 Activity 

Take a walk around the service and observe how healthy eating is promoted, using your device to take a photo of an example.

Return to the group and discuss each educator's photo:

- Does your service promote healthy eating in a variety of ways?
- Is the promotion of healthy eating directed towards adults or children? Or both?
- What are some other ways that your service could encourage healthy eating?

'Quest for Quality' is a trivia-style game about the seven quality areas of the National Quality Standard. It is a fun way for staff to learn about the quality areas. It encourages discussion and critical reflection. Use the discussion points to reflect on how your service embeds different aspects of Munch & Move. Have fun answering the multiple choice and true/false questions.

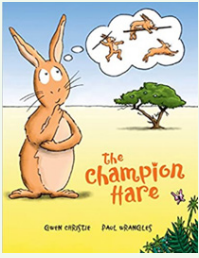
Keep a record of discussions during gameplay and use them as evidence of critically reflecting on practice. The information can inform content for your service's Quality Improvement Plan.

Consider playing the game at staff meetings, focusing on one quality area each time. Print the game cards from the [ACECQA website](#), or search 'Quest for Quality'.

Quality Area 2: 'Children's Health and Safety'. This activity encourages reflection on how your service environment supports healthy eating.



Book nook



The Champion Hare by Gwen Christie and Paul Wrangles

Themes: physical activity, perseverance, knowing and

accepting one's own strengths and limitations, participation.

Book Brief: This is a story about a hare who enters a decathlon contest. He is up against a gorilla in the shot put, a kangaroo in the long jump, and a cheetah in a sprint race – they all beat him.

At the end of the story, he's a good sport. He says that although he didn't take first place in any of the events, he had a good time. Then he learns he's the top athlete of the competition, and won the decathlon. He discovers that if you want to be a champion, nothing beats a bit of perseverance.

While we read: Look at the front cover. What is the Hare going to be doing in this story? It looks like they will be playing different sports. While reading, focus on the use of rhyming in the story. The rhythm will keep children engaged.

Illustrations: Point out each of the animals in the pictures. Point out the differences between the animal's size and abilities. Ask children who they think might win each of the activities and why.

After we read: Ask children: Who would like to try some of these sports? Discuss the moral of the story. The hare doesn't give up, despite losing most events. Does it matter if we win or not? Has there been a time you didn't give up when you wanted to? brown sugar, flour, honey, coffee and pasta. How does the water change each substance - what happens?

Fundamental Movement Skills

The Soccer Women's World Cup is being co-hosted in Australia 20 July to 20 August. This is a great opportunity to put the spotlight on kicking. The following fun activity is from the Frankie and Friends resource.

Kicking with Holly the Horse

To warm up, start with 'Who can kick like Holly the Horse!' Spread the children out and ask, 'who can kick while walking? Try kicking while running, kick high, low, fast or slow.'

Game – Kicking Targets

Equipment

- Large soft ball
- Marker cone or line on the ground
- Milk or water bottles half filled with water or sand.

Set up

- Arrange the bottles like bowling pins a few metres from a marker or line

Playing the game

- Children line up behind the marker or line
- From this point, children kick the ball to attempt to knock over the bottles.



- Allow each child 2-3 kicks to knock the bottles over
- To challenge the children try increasing the distance from the marker to the bottles, change the configuration that the bottles are in e.g., try straight lines, circles, squares and change the size of ball used for kicking – smaller balls will be more difficult.

Top Tips

- Use your FMS lanyard for details of what a kick should look like
- Watch the Kick (1 min) or Soccer Skittles (14 sec) video's on [FunMoves](#)
- Visit [Franky and Friends](#) on the Munch & Move webpage for more kicking games.

The importance of the First 2000 Days - food language

The way we talk about food influences how children learn and feel about food. Do you use the words good or bad, junk or treat food? Do you talk about unhealthy food in lunchboxes? Or tell children they are not allowed to eat certain foods? Maybe you encourage them with 'try a few more bites' or say 'you can't still be hungry'. Phrases like this give food a moral value, and can make a child feel good or bad for eating a certain way. They can also teach a child to ignore their internal hunger and fullness cues.

The following article [Have you become the food police!](#) may resonate with many educators.

Have you become the food police!

Isabelle's mum, Melissa rushes into the toddler's room at 5:30pm.

"Did Isabelle eat all her food today?" she asks you.

"Well, she ate her snacks quite well, but she wasn't much interested in lunch today" you reply.

"So... all she's eaten today is fruit and crackers? That really isn't enough for a whole day!" says mum, as she gives you a frustrated look.

She hurriedly collects her child and her belongings and leaves the building...

Versions of this exchange can be heard in every childcare service across Australia, every day. What a dilemma for childcare educators! Being the food police is exhausting, and more importantly it doesn't build healthy, happy eaters.

When parents and carers try to take over children's jobs of deciding how much and whether to eat, problems surface. It doesn't matter whether food is provided in a lunchbox from home or provided at care, the result is the same.

When we get pushy with food, things don't go well:

- Children generally eat less, not more
- Children learn to ignore their hunger and fullness cues
- Battles increase
- The joy goes out of mealtimes, for everyone
- It's easy to unwittingly and reluctantly become the food police, especially when you're feeling pressure from parents to make sure children eat.

You know you've become the food police when...

- You give strong encouragement for children to finish their food, taste a food or take "one more bite".
- You find yourself bargaining with children about how much to eat.
- You give praise or rewards for finishing, eating, trying or tasting food.
- You make children stay at the table to finish food or to eat more (2-20 minutes is usually a typical mealtime length for under 5's).
- You find yourself playing games or becoming a circus performer to get children to eat.

Feeding is Love

At the essence of parents' concern about nutrition at childcare is always "Did my child have enough to eat today?" because feeding is an action/expression of love and care for our kids. Parents want to know that their child "ate enough", so carers and educators begin to focus on this too.

The best indicator of eating "enough" is steady and predictable growth. Parents simply want children to grow well and be healthy and happy. Volumes eaten at any given meal are not good indicators

of good "growth". It can be helpful for parents and educators to check growth first. This can be the most reassuring thing of all.

Children also tend to have best and worst times of the day for eating. Get curious about this with parents so you can optimise the best times and relax a little at the worst. Can you guess the meal that is hands-down the worst for Under 5's?

(ANSWER: Dinner time!)

Changing tactics with food

If we know that pressuring kids to eat isn't helpful, what is the alternative to food policing?

Honour children's appetite, knowing that they may eat very little or nothing at some meals and be ravenous at others. Discuss a child's unique appetite patterns with parents if they are concerned about the "how much".

Share positive observations with parents about how their child is learning and interacting with food and behaving at mealtimes. If you can't find any positives and parents are struggling, engage with a paediatric Accredited Practising Dietitian for help.

Support children when they make mistakes with food and eating by providing regular opportunities for children to eat, but not giving in to requests for food between meals. A grazing pattern of eating doesn't teach children to tune into their body cues. A grazing child's requests for food often mean poor choices are made when parents and carers get caught off-guard.

Show children what they need to know about food, eating and mealtime manners by eating meals and snacks with them. Role-modelling works, and it is essential for building competent and confident eaters.

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Always speak about food non-judgementally with children (and yourself). Don't use words like GOOD, BAD, JUNK, TREAT, HEALTHY, UNHEALTHY, DIET & EATING CLEAN when discussing food. These words and phrases put a value judgement on food choices. They teach kids to believe they are "good" for eating some foods and "bad" for eating others. Instead describe colour, shape, smell, texture and the sound that food makes. All food has a place.

Hang your food police hat up and eat happy!

This article was reproduced with permission from Deb Blakley, Practicing Dietitian and Director of [Kids Dig Food](#).



Key message - get active each day

'Get active each day' is one of the six key Munch & Move messages. Being active has many benefits. This includes building strong bones and muscles and improving concentration, social skills, confidence and self-esteem. Active play is a good way for children to make friends and strengthen relationships.

How active should children be each day?

- Babies (birth to 1 year) should be physically active several times a day – particularly supervised floor-based play and tummy time for those not yet mobile
- Toddlers (1 to 3 years) and pre-schoolers (3 to 5 years) should be

physically active for at least three hours, spread throughout the day. Infants, toddlers and pre-schoolers should not be sedentary, restrained or kept inactive for more than one hour at a time – except for sleeping.

Services can support children to be active in the following ways:

- use equipment such as stepping stones, hula hoops, balls, ribbons
- schedule intentional teaching of fundamental movement skills daily. Create opportunities for children to practise these skills through different games and activities
- set a good example by being physically active and enjoying active play with the children

- display photos of children being physically active at your service and add to their portfolios
- send ideas home to families to encourage active play at home
- include the Munch & Move '[Get active each day](#)' fact sheet in orientation materials.
- review your services physical activity policy (procedure or guideline)
- use the Munch & Move [Active Play Audit Tool](#) as a quality improvement process to engage educators in critical reflection of their practices and indoor and outdoor environments at your service.

Reach out to us if you would like support with any of these ideas.

Contacting your local support officer

| Remember to contact us for support with implementing Munch & Move | | | |
|---|-------------------|-----------|--|
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| Richmond Valley | Martina Pattinson | 6620 7668 | martina.pattinson@health.nsw.gov.au |
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